PROGRESS

PREPARATORY CLASS

Teacher's Book

Yazarlar

Atiye Gamze ALTUNAY
Ayhan Ayten TANRIVERDİ
Esra AKBAŞ DAKNİ
Halil ibrahim DEMİRBİLEK
Janset FIRAT
Muhibbe Nazan YURT
Ruhan EREN TERZİ
Yeşim AKMANOL ÇINAR
Zehra TAMER

DEVLET KİTAPLARI
BİRİNCİ BASKI
……., 2019

MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI .....: 7129
DERS KİTAPLARI DİZİSİ .....: 1270

Her hakkı saklıdır ve Millî Eğitim Bakanlığına aittir. Kitabın metin, soru ve şekilleri kısmen de olsa hiçbir surette alınıp yayımlanamaz.

Editör

Doç. Dr. Perihan SAVAŞ

Program Geliştirme Uzmanı

Seçil YILDIRIM PALABIYIK

Ölçme ve Değerlendirme Uzmanı

İlkay ÜÇGÜL ÖCAL

Rehberlik ve Psikolojik Danışma Uzmanı

Mustafa KARA

Dil Uzmanı

Nuriye KARAKAYA

Nur GEDİK BAL

Grafik Tasarım Uzmanı

Yelis ERBİL

Fatih SAĞLAM

ISBN 978-975-11-5038-7

Millî Eğitim Bakanlığı, Talim ve Terbiye Kurulunun 18.04.2019 gün ve 8 sayılı kararı ile ders kitabı olarak kabul edilmiş, Destek Hizmetleri Genel Müdürlüğünün ..... gün ve ..... sayılı yazısı ile birinci defa ..... adet basılmıştır.

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,
Medeniyyet 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 fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, 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 İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

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

Mehmet Âkif Ersoy

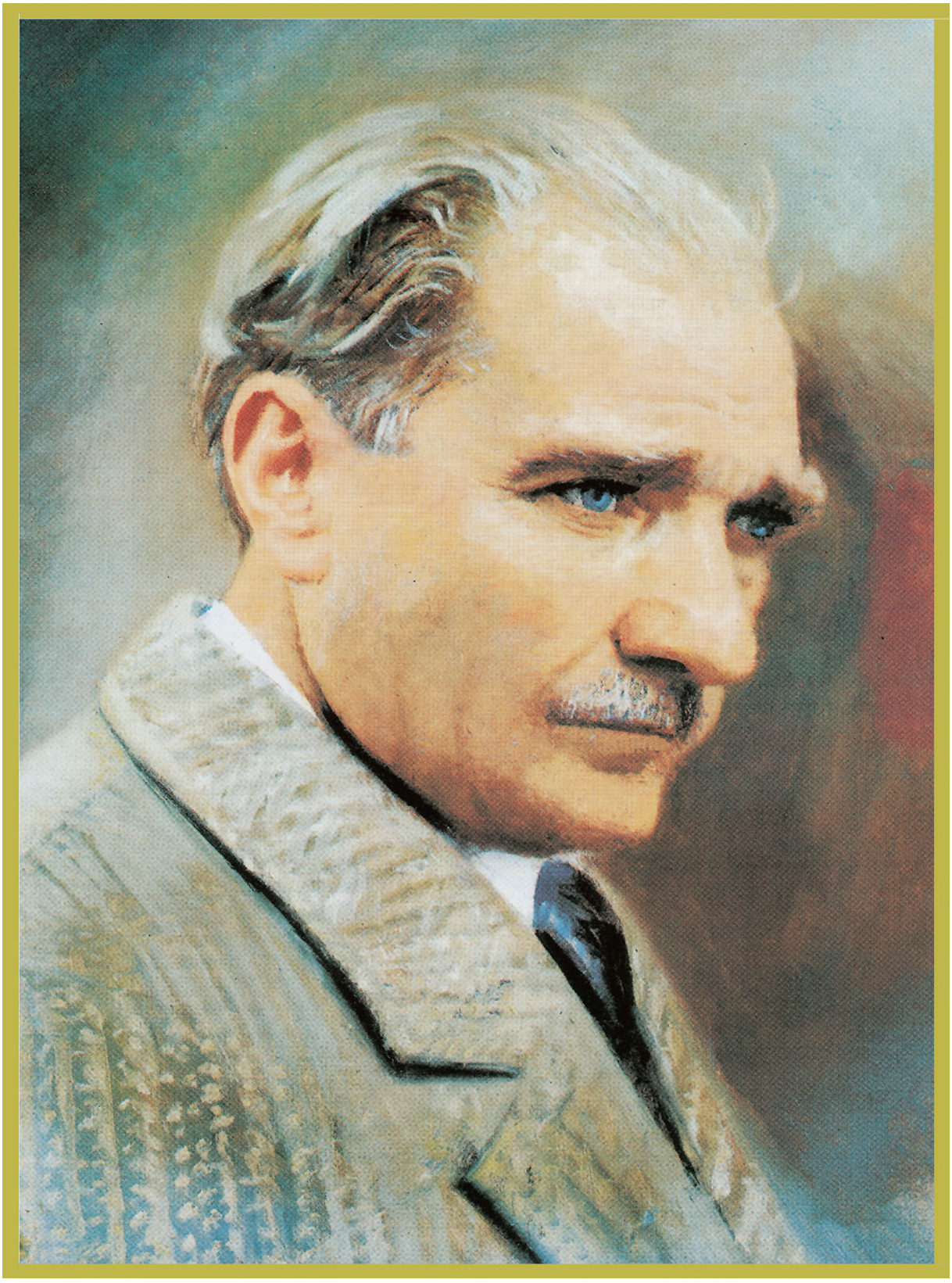
GENÇLİĞE HİTABE

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

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok 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

CONTENTS

STUDENT'S BOOK CONTENTS 8
ICONS USED IN THE BOOK 13
INTRODUCTION 14
- UNIT 1 | STUDYING ABROAD 19
- UNIT 2 | MY NEIGHBOURHOOD 33
- UNIT 3 | MOVIES 48
- UNIT 4 | ANIMALS AND NATURE 62
- UNIT 5 | CELEBRITIES 77
- UNIT 6 | INTERCULTURAL TOPICS 91
- UNIT 7 | WONDERS OF THE WORLD 102
- UNIT 8 | EMERGENCY AND HEALTH PROBLEMS 120
- UNIT 9 | PARTY 135
- UNIT 10 | TELEVISION 152
- UNIT 11 | SCHOOL LIFE 169
- UNIT 12 | DETECTIVE STORIES 182
- UNIT 13 | OLD TIMES 196
- UNIT 14 | TRAVEL 213
- UNIT 15 | SPORTS 230
- UNIT 16 | HELPFUL TIPS 244
- UNIT 17 | FOOD AND DRINKS 265
- UNIT 18 | DIGITAL ERA 282
- UNIT 19 | HEROES AND HEROINES 296
- UNIT 20 | SHOPPING 311

IRREGULAR VERBS LIST 322
PHONETIC CHART 324
REFERENCES 325

STUDENT'S BOOK CONTENTS

UNIT	MODULES	FUNCTIONS	VOCABULARY
UNIT 1 **STUDYING ABROAD** (p. 12)	**1A First Day at School** (p. 14) **1B Nationalities** (p. 20) **1C My family** (p. 26)	Introducing yourself and your family Talking about possessions Meeting new people Talking about jobs Naming different countries, nationalities and languages Using classroom language	• greetings • nationalities • family members • physical appearance adjectives • Jobs
UNIT 2 **MY NEIGHBOURHOOD** (p. 34)	**2A East or West, Home's Best** (p. 34) **2B My Town** (p. 40) **2C Shopping Time** (p. 45)	Naming everyday objects Asking for and giving directions Talking about location of things Asking about and describing neighbourhood Using phrases and expressions about shopping Giving and receiving information about quantities, numbers, and prices	• parts of a house • everyday objects • place names • ordinal and cardinal numbers • words related to shopping
UNIT 3 **MOVIES** (p. 52)	**3A Action!** (p. 54) **3B The Seventh Art: Cinema** (p. 60) **3C Fame** (p. 66)	Talking about likes, dislikes, and interests Talking about hobbies and free time activities Making and responding suggestions Making excuses Asking and telling the time and date Expressing opinions	• words related to free time activities, hobbies, and interest • adjectives
UNIT 4 **ANIMALS AND NATURE** (p. 70)	**4A People Taking Care of Animals** (p. 72) **4B Animals' Lives** (p. 78) **4C Natural Events** (p. 84)	Describing daily routines Talking about frequencies Talking about abilities and inabilities Modifying actions Expressing formations of some natural events Making preferences	• words related to daily activities • words related to animals • words related to natural events
UNIT 5 **CELEBRITIES** (p. 90)	**5A Famous People** (p. 92) **5B Stars** (p. 98) **5C Runway** (p. 104)	Asking about and describing people's appearances and characters Identifying people Describing clothes Comparing characteristics and appearances Describing people's emotions	• words related to clothes and fashion • adjectives describing personality • prefixes that give negative meaning • words related to celebrities' lives
UNIT 6 **INTERCULTURAL TOPICS** (p. 110)	**6A Different Weather Events and Cultures** (p. 112) **6B Travel and Tourism** (p. 118) **6C National, Moral, and Cultural Values** (p. 124)	Identifying cultural differences Asking about and describing cities Talking about travel and tourism Expressing events happening now Expressing movements Talking about basic national, moral, and cultural values	• words related to different cultures • words related to travel and tourism • words related to finding local places • weather conditions
UNIT 7 **WONDERS OF THE WORLD** (p. 130)	**7A Wonderfully Talented People** (p. 132) **7B Seven Wonders of the World** (p. 138) **7C Natural Wonders of the World** (p. 144)	Talking about past events Making inquiries Asking and answering questions in an interview Talking about non-specific beings, objects, or places Showing someone how to do something alone or without any help	• lexis and jargon related to monuments, historic places, and ancient time

LISTENING & SPEAKING	READING & WRITING	PRONUNCIATION	GRAMMAR
Identifying words related to greetings Identifying countries and languages Introducing oneself Talking about possessions and jobs Exchanging personal information	Identifying countries, nationalities, languages, and jobs Reading about classroom language Spelling Writing a simple postcard Drawing a family tree	Contracted forms of "*am, is, are*" and "*have got*/ has got"	• verb to be • possessive *'s* and possessive pronouns • have/ has got • adjectives
Finding a place on the map Identifying permissions Distinguishing differences in vocabulary between British and American English Describing neighbourhood Making a dialogue Asking for and giving simple directions Talking about location of things	Responding to questions Distinguishing between cardinal numbers and ordinal numbers Highlighting the prepositions of place Identifying compound nouns Describing neighbourhood	Intonation in Yes/ No questions and answers	• there is/ are • have got/ has got • singular and plural nouns • countable and uncountable nouns • how many/ much..? • permissions • object pronouns
Identifying vocabulary Talking about movie posters Practising conversations Making excuses Asking and telling the time, dates, seasons, and months of a year, days of a week Talking about likes, dislikes, and interests	Finding out movie types Reading about films Writing a short paragraph Writing text messages Preparing movie posters	Reduction of *do, does* in questions	• simple present tense • likes/ dislikes • I'm interested in.../ I'm crazy about.../ I'm fond of... • making and responding to suggestions
Identifying main ideas Recognizing tag questions Talking about animals Offering solutions Discussing preferences with reasons Modifying actions in descriptions Talking about daily activities	Identifying specific information Describing natural events Identifying time expressions Identifying the words that modify actions Writing a short paragraph Preparing a poster	Word stress of *can* Pronouncing /s/, /z/, /ɪz/; the final sound of the –s	• simple present tense time expressions and adverbs of frequency • simple present tense question forms • "can" for ability • tag questions • adverbs
Listening in order to give opinions Identifying people in pictures Describing a celebrity's appearance and character Discussing and comparing characteristics Expressing opinions Describing emotions	Guessing the meanings of related words Distinguishing main differences in vocabulary between British and American English Writing a descriptive paragraph Describing things Creating words by adding prefixes	Pronouncing '*the*' in simple sentences	• adjective order • comparisons of adjectives • indefinite pronouns • indefinite and definite articles
Identifying the public announcements Finding out how to buy a flight ticket Making use of facial, paralinguistic, and other clues Taking part in conversations Talking about landmarks and weather conditions Talking about the events happening in pictures Talking about national values	Getting the idea of the content Finding out the required information in timetables or time zones Filling out a hotel registration form Filling in a table Writing a short paragraph	Practising the sound /-ŋ/	• present continuous tense • linking words and, but, or, so, because • prepositions of place and movement
Identifying main ideas Organizing information Asking and answering simple questions Talking about actions performed without help or alone	Reading simple informative texts Matching headings with paragraphs Finding out topic sentences Identifying vocabulary related to the topic Answering questions on a quiz show Writing a paragraph	Uttering "*-ed*" suffix in V2. Pronunciation of "*did you*" in questions	• past form of verb to be • indefinite pronouns • reflexive pronouns

UNIT	MODULES	FUNCTIONS	VOCABULARY
UNIT 8 **EMERGENCY AND HEALTH PROBLEMS** (p. 150)	**8A What's Wrong?** (p. 152) **8B An Apple a Day Keeps the Doctor Away** (p. 157) **8C Emergency** (p. 163)	Giving and asking for advice Expressing opinions Receiving and giving instructions Talking about problems about illnesses Making an appointment	• words related to health problems and emergency cases
UNIT 9 **PARTY** (p. 168)	**9A Organizing Parties and Celebrations** (p. 170) **9B Traditional Ceremonies and Festivals** (p. 176) **9C Planning for Gathering** (p. 182)	Organizing an event Talking about future plans Making requests Making suggestions Making and answering phone calls Ordering meals	• words related to party • words related to traditional ceremonies and festivals • words related to ordering a meal at a restaurant • words related to making and answering phone calls
UNIT 10 **TELEVISION** (p. 188)	**10A What's on TV Tonight?** (p. 190) **10B Future Inventions** (p. 196) **10C Weather Forecast** (p. 202)	Making predictions about the future Stating and asking for opinions Interrupting someone in a conversation politely Describing fixed arrangements Talking about the weather	• words related to weather conditions • words related to media
UNIT 11 **SCHOOL LIFE** (p. 208)	**11A At School** (p. 210) **11B Educational Rights and Manners** (p. 216) **11C Liberty and Independence are My Character** (p. 222)	Talking about obligation and prohibition Taking part in a conversation in everyday life situations Using the language both in formal/ informal settings Talking about national, moral, and cultural values Using verb patterns Talking about national festivals	• words related to school, school life, education rights, and National Festivals in Turkey
UNIT 12 **DETECTIVE STORIES** (p. 228)	**12A Crime 1** (p. 230) **12B Crime 2** (p. 236) **12C In Court** (p. 242)	Asking for detailed information Describing past activities Talking about sequential actions Describing people and places in detail Expressing common responses Telling stories	• crime types • types of punishment • words related to court • words and phrases on common responses
UNIT 13 **OLD TIMES** (p. 248)	**13A Oldies but Goldies** (p. 250) **13B Ancient Civilizations** (p. 256) **13C Historic Places** (p. 262)	Describing habits and routines in the past Making oral presentations on a planned topic Making deductions Exchanging ideas Talking about ancient civilizations around the world Describing a photo	• words related to old habits, customs, and traditions, historic places and ancient civilizations • adverbs related to possibilities
UNIT 14 **TRAVEL** (p. 268)	**14A On the Move** (p. 270) **14B Once I Have...** (p. 276) **14C Before You Set Off** (p. 282)	Taking part in interviews Talking about past and present events/ experiences Making reservations Exchanging ideas and plans Asking for approvals Expressing movements	• vacation types • words related to transport and holidays • adjectives to describe a place • prepositions of movement • commonly confused words related to holidays and travel

LISTENING & SPEAKING	READING & WRITING	PRONUNCIATION	GRAMMAR
Identifying regulations about health care Completing dialogues Asking for help from the emergency services Offering solution for health problems Responding to simple questions Talking about healthy activities Making an appointment	Recognising basic signs in public places Obtaining information Guessing the meaning of words Finding out the process of First Aid Writing short and simple formulaic notes or advice Writing a dialogue	Echo questions	• should/ ought to/ had better • correlative conjunctions • type 0-1 conditionals
Completing a dialogue Predicting content from pictures Discussing what to do for a party Making arrangement to meet someone Making suggestions Describing plans and arrangements Taking part in a role play	Identifying main ideas Understanding short and simple messages in invitation cards Identifying the related vocabulary Writing simple invitation cards Creating words by adding suffixes Writing an informal e-mail	Practicing the /ʊ/ and/ /uː/ sounds	• present continuous tense for future meaning • be going to • quantities
Identifying the sequence of an event Following the main points of an extended discussion Distinguishing the purpose of the TV programmes Interrupting someone in a conversation politely Agreeing or disagreeing with others Analyzing media messages Talking about weather conditions, TV programmes, plans for the future	Finding out the main topic Identifying easily confused words Using simple connectors in sentences Preparing a TV schedule Listing pros and cons of television	Minimal pairs in short, simple spoken interaction	• review of present continuous tense for future meaning • be going to vs will
Identifying related vocabulary Talking about what is happening Talking about dos and don'ts Talking about school subjects and facilities Talking about the importance of education rights Taking part in a conversation	Finding out the main topic Reading a short text on effective time management Finding out whether something is sufficient or more than needed Preparing charts about school rules Writing a formal letter	Intonation in asking and answering *Wh- questions* Practicing /w/ and /v/ sounds	• must/ mustn't, have to/ has to, don't have to/ doesn't have to • too/ enough • gerund and infinitive forms of verbs
Putting the events in the correct order Matching related vocabulary Guessing the end of a story Acting out a role play Creating a meaningful story Telling a story Expressing common responses	Reading a short detective story Filling in a timeline with events and dates Talking about past events Making an outline to write a story Writing the end of a detective story Describing an imaginary crime scene	Practicing the sounds /æ/ and /e/	• simple past tense • past continuous tense • as/ just as/ when/ while
Identifying the details of a narration Locating specific information in charts Talking about old habits Giving a short presentation Making an inference Sharing general knowledge Comparing pictures of a city Describing a photo	Finding headings Identifying the differences between lifestyles and customs Completing a dialogue Studying and writing a short descriptive paragraph Writing an interview	Practicing /θ/ and /ð/ sounds.	• be used to • review of past form of "verb be" • review of simple past tense • modals of deduction-present
Completing a dialogue Receiving simple information Identifying movements of things or people Exchanging ideas Making reservations Talking about holiday plans Acting out a dialogue	Matching vacation types with pictures Filling in flight and train schedules Writing an informal e-mail Preparing a travel guide Filling in a guest registration form	Intonation in question tags (both rising and falling)	• tag questions • present perfect: all forms • been/ gone • ever/ never/ already/ just/ yet

UNIT	MODULES	FUNCTIONS	VOCABULARY
UNIT 15 **SPORTS** (p. 288)	**15A Are You into Sports?** (p. 290) **15B I Believe in Myself!** (p. 296) **15C Sports Can Change Life!** (p. 302)	Talking about events that began in the past and are still in progress Exchanging ideas Gaining time in a conversation Talking about sports Expressing purpose	• sports • sports equipment • sports places • sports verbs
UNIT 16 **HELPFUL TIPS** (p. 308)	**16A For Social Awareness** (p. 310) **16B For Exam Stress** (p. 316) **16C For Household Chores** (p. 322)	Talking about general truths Talking about possible conditions Talking about consequences Talking about helpful tips Expressing approvals	• words related to manners • words related to stress and household chores
UNIT 17 **FOOD AND DRINKS** (p. 328)	**17A Common Ground all Around** (p. 330) **17B Different Styles Possible** (p. 336) **17C Just in Case** (p. 342)	Talking about interests Describing actions and processes Making generalizations Talking about food and drinks Talking about customs and traditions	• food and drinks • food and cooking • adjectives describing food • cooking verbs • easily confused words
UNIT 18 **DIGITAL ERA** (p. 348)	**18A Gadgets of the Era** (p. 350) **18B Social Media** (p. 356) **18C Media in Digital Era** (p. 362)	Stating personal opinions and preferences in everyday conversations Talking about netiquette and Internet security Talking about current events Talking about technological items Stating causes and effects Giving detailed information	• electronic devices • talking about the news • digital era words • chat acronyms
UNIT 19 **HEROES AND HEROINES** (p. 368)	**19A Supernatural Powers** (p. 370) **19B Patriots of My Land** (p. 376) **19C You are My Hero** (p. 382)	Talking about imaginary situations Expressing wishes Asking for and giving clarification Talking about supernatural powers Talking about national, moral, and cultural values	• words, phrases and adjectives related to superhero(ine)s • words and phrases related to moral, natural, and cultural values, patriots and heroism
UNIT 20 **SHOPPING** (p. 388)	**20A Traditional Clothes** (p. 390) **20B More than a Market** (p. 396) **20C Online Shopping** (p. 402)	Talking about different kinds of clothing and shopping Using quantities Reporting instructions Asking for and responding to favours	• words and phrases related to clothes and traditional costumes • words and phrases related to markets and shopping

IRREGULAR VERBS LIST (p. 408)

PHONETIC CHART (p. 324)

REFERENCES (p. 325)

LISTENING & SPEAKING	READING & WRITING	PRONUNCIATION	GRAMMAR
Using false starts and fillers Talking about positive effects of sports Talking about indoor/ outdoor sports Matching pictures with sports Completing information about sportsmen Taking notes	Preparing a sports magazine Writing a short paragraph Reading biographies Telling past events and experiences in a text	Reduction of auxiliaries in affirmative sentences and questions	• expressing purpose • present perfect continuous • adverbs of degree
Giving and receiving advice Expressing approvals Producing tips to manage stress Talking about helpful tips to be a successful student Talking about household chores Talking about possible conditions	Identifying given advice Reading for specific information Matching headings with paragraphs Preparing a notice board Writing a letter to an advice column	Practising /ɪ/ and /iː/	• type 0-1 conditional • expressing agreement • unless
Matching pictures with food and drinks Ordering the steps of cooking process Finding out the ingredients of a recipe Comparing different countries' specialities Talking about digital stories Talking about food and drinks, culture, and customs Talking about what is prepared in different celebrations	Matching pictures with vocabulary Scanning a text Finding out cuisines of different countries Identifying particular kinds of food and drinks chosen in particular celebrations Reading about creating a digital story Writing a recipe Writing about celebrating special occasions	Practising the pronunciation of commonly challenging words for Turkish learners of English	• review of type I conditional • passive voice
Listening to podcasts in English Taking notes Analyzing basic points in a news report Preparing a Vlog Commenting on the news Talking about preferences Talking about current events Talking about netiquette and Internet security	Writing formal and informal e-mails Preparing a news report Identifying detailed information Highlighting new generation words which are used to define new terminology in Digital Era Finding out the importance of netiquette and Internet security	Practicing sounds/ə/ and, /ɜː/	• relative clauses • expressing cause and effect
Talking about hero(ine)s in real life Talking about patriotism Talking about supernatural powers of well-known superhero(ine)s	Identifying related words Guessing the meanings of the phrasal verbs from context Placing the headings of a text Describing a superhero(ine) Making an outline for a composition Writing a composition	Practising word stress	• type II conditional • asking for and giving clarifications • expressing wishes
Listening for specific information to fill in the blanks in a dialogue on shopping Identifying related vocabulary Comparing things Acting out a role play Telling a story	Finding the main idea Identifying related words Answering comprehension questions Highlighting quantities Writing a short informative paragraph Writing a complaint letter	Intonation in comparative and superlative structures	• modifying comparative and superlatives • asking for and responding to favours • reporting instructions

ICONS USED IN THE BOOK

lead in

listening

discussion time

listening and speaking

speaking

project time

reading and writing

extra resources (http://kitap.eba.gov.tr/karekod)

INTRODUCTION

Progress is a coursebook designed for preparatory class students who study English as a Foreign Language (EFL) in Turkey. The book is based on and in line with *Turkish Republic Ministry of Education Preparatory Class, 9th -12th Grades English Curriculum*. The intended level of learners in Progress is A1/ B1 levels of English proficiency. *Progress* is an instructional pack consisting of three complementary books: a *Student's Book*, a *Workbook*, and a *Teacher's Book*.

As the authors of the book, we are aware of the increasing need for being qualified and skilled in foreign languages in today's globalised world. While preparing the material, our aim was to prepare a resource which can guide teenagers in becoming competent, accurate, and fluent in English.

We chose the name *Progress* to foster the importance of moving forward in learning English among learners.

The principle behind the process of writing the coursebook is to produce a book which grabs, stimulates, motivates, encourages, challenges, and teaches the students of the intended age group. To this end, topics and issues which are appealing and functional, exercises which are clear, samples which have a "real life" value have been carefully selected and designed.

In addition, we aimed to present students the culture of target language so that they have deeper understanding and appreciation of theirs and develop common ethical values.

We hope that you and your students would have the most gain and fun of the book.

COMPONENTS

Student's Book

The Student's Book contains 20 units each of which are based on one theme and organized in three modules with subthemes. All units cover four basic language skills, functions, and vocabulary. Topics portraying the world from mostly a teenager perspective have been incorporated to the tasks and materials. Photographs and illustrations which accompany the material have been carefully selected to achieve the learning objectives. Project works, idioms, proverbs, crossword puzzles, songs, games, poems, pair works, group works, discussion topics, presentations are also included in each unit so that learners study English in an interactive and enjoyable way.

Workbook

Progress Workbook is designed to be used in class- in addition to the course book- or as a self-study book for homework exercises. It provides students with extra practice on the structures, functions, and vocabulary presented in *Progress Student's Book*. The workbook also features reading and writing materials which have similar themes and skills focus to the ones in the Students' Book. At the end of each unit, there is a 'Self-Check' for students to encourage them to monitor their progress.

Teacher's Book

Progress Teacher's Book contains instructions, teaching notes, and guidelines for teachers. Background information, audio scripts of listening activities, answer keys for the exercises in the Student's Book as well as suggestions for optional activities and answer keys for the workbook are also included.

ELEMENTS OF THE COURSEBOOK

The ability to communicate in English is an essential skill in today's world. Being aware of the necessity, *Progress* has been produced in order to encourage students to use the language rather than focusing too much on grammatical structures.

Topics, content, and activities are organized under the following main sections in each unit:

LEAD IN

'Lead in' is the first step of a teaching process in the classroom before presenting the topic. Considering the positive effect of students' being cognitively ready and attracted to the topic, each module starts with a 'lead in' part which features discussion questions, vocabulary work, or visuals to stimulate students' interest.

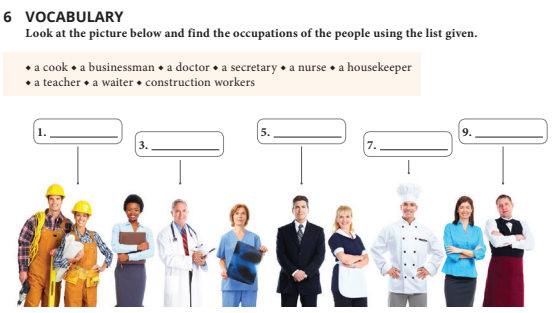
LEAD IN

Answer the following questions.

1. What are the most popular sports in your country and in your school?
2. Have you ever taken part in a sports competition? If "no", would you like to take part in one? Why, why not?
3. Which types of sports do you prefer, individual sports or team sports? Why?

VOCABULARY

Vocabulary presented in the Student's Book and Workbook are selected based on the themes of each module. A variety of vocabulary presentation and practice activities are used throughout the book. Some of these activities are matching meanings with pictures, guessing meaning from context, and the study of collocations, suffixes, prefixes. Focusing on meaning and active use of vocabulary are fostered in the book rather than rote memorization or L1 translation.


6 VOCABULARY

Look at the picture below and find the occupations of the people using the list given.

• a cook • a businessman • a doctor • a secretary • a nurse • a housekeeper • a teacher • a waiter • construction workers

1. _____ 3. _____ 5. _____ 7. _____ 9. _____

LISTENING

Listening is an important skill in communication. That's why the listening texts in the book have been selected carefully to allow students to build self confidence in understanding what they hear. The speakers utter clearly to make it easier to follow the recording for students at this level.

'Pre-listening' tasks were designed to familiarize students with the topic of the listening texts. A wide range of 'while' and 'post listening' tasks such as getting the main idea of the text, detecting the new structures, identifying the natural use of the language, organizing the information, or completing written tasks are included throughout the book. Different listening text types such as spelling names, everyday matters, news programmes, phone conservations, and songs acquaint students with the pronunciation of native speakers of English.

2 LISTENING

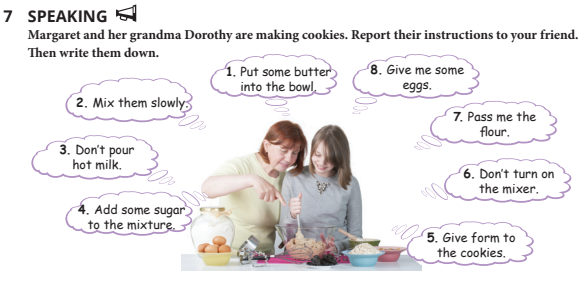
a Listen and fill in registration form A.

A

Comfort Hotel Registration Form		
Last name		
First name		
Home address	Alvaro Ruiz Luna, 28300 Madrid SPAIN	
Nationality		
Occupation		
Date of arrival		
Date of departure		
Way of payment	card	cash
Signature		

SPEAKING

Speaking is a productive skill that requires precedence and extra practice in English classes. Many speaking tasks are presented in *Progress* to promote students' interaction with each other. Activities are presented to enable students to understand a topic well enough to form ideas and then orally express themselves. Group works, pair works, and presentations are organised to practice the language so that students can become more accurate, fluent, and confident speakers in English.


7 SPEAKING

Margaret and her grandma Dorothy are making cookies. Report their instructions to your friend. Then write them down.

1. Put some butter into the bowl.
2. Mix them slowly.
3. Don't pour hot milk.
4. Add some sugar to the mixture.
5. Give form to the cookies.
6. Don't turn on the mixer.
7. Pass me the flour.
8. Give me some eggs.

READING

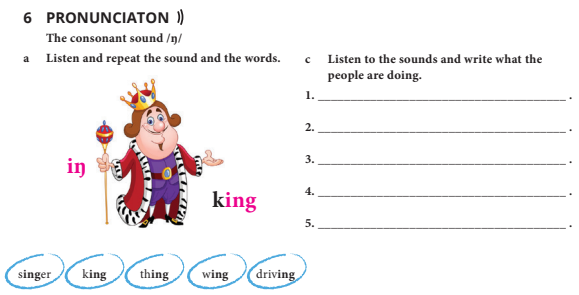
In *Progress,* there is a wide range of reading text types such as e-mails, stories, biographies, and letters. Shorter texts allow students to activate their previous knowledge. Longer texts are designed to present students with new lexis, jargon, and structures in meaningful contexts. A variety of activities accompany the texts such as comprehension questions, matching headings, word-definition matching, and true/false activities. Students skim the texts to understand the purpose and the main idea or scan the texts to find out the specific information. Some activities require intensive reading to make students gain full and clear understanding.

WRITING

Writing sections in *Progress* provide extensive practice in writing tasks that students can come across in real life. There are many different genres such as note taking, writing letters, narrations, descriptions, and postcards. Brainstorming and outlining activities are also provided so that students can write in a well-organized and coherent manner. Sample tasks for different genres are also included to help learners receive additional guidance in their writing process.

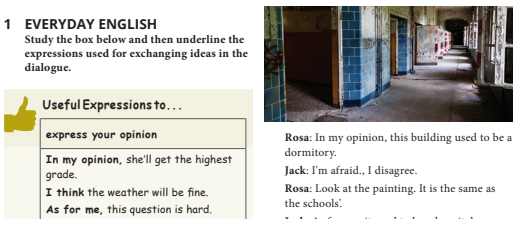
PRONUNCIATION

Pronunciation is an important element of a language to be fully understood by native speakers of a foreign language. In *Progress,* many pronunciation activities are included to help students to recognise sounds and reproduce them correctly. Intonation is modelled and practiced in dialogues and reading texts throughout each unit. All pronunciation exercises also accompanied by modelling in the audio scripts of the course book.



EVERYDAY ENGLISH and USEFUL EXPRESSIONS

A very important element of knowing a language is being able to use daily expressions for displaying better communicative competence. A variety of functions, phrases, and expressions are used in dialogues and conversations to present everyday English expressions.

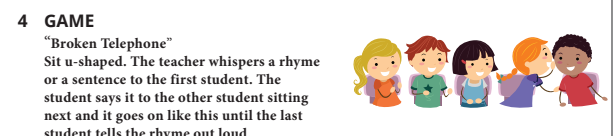


PROJECT TIME

Progress consists of numerous project time activities in order to help students gain critical thinking and creativity. Projects are efficient ways of learning English as students practice language skills in creative, productive, and interactive ways.

GAME

Games in *Progress* are designed to motivate students in practising and producing English in a fun way. Teacher's book includes detailed and step-by-step instructions on how to implement games in class.



DISCUSSION TIME

Progress also includes discussion time activities to enable students to find opportunities to practice speaking in English fluently. Discussion is an excellent way for students to enhance their usage and understanding of the language. In addition to enhancing communicative skills, discussions give students a chance to take more active roles in in the classroom.

8 DISCUSSION TIME

You are organizing a graduation party with your friend for one of your classmates. You disagree with your friend on the place, date, and menu. Talk to your friend about your opinion.Then decide on the topic. Use such expressions as "I don't agree with you, I agree but, I believe that, I don't think so".

CHECK THIS OUT!

Grammar is intended to be taught inductively in *Progress*. It is presented through the dialogues or texts in the book and students are expected to get the structure by inferring structures from the examples and context. For clearer understanding, structures or patterns are also included in short dialogues or sample sentences in boxes.

CHECK THIS OUT!

Time expressions

I get up early **in the mornings**.
She does her homework **every day**.
He plays football **on Sundays**.
We hang out with our friends **at weekends**.

REMEMBER THIS!

Recycling previously learned information is important in learning a language. 'Remember This' boxes in the book provide students with an opportunity of revising the uses of particular areas and vocabulary knowledge of the previous courses. These boxes also highlight the structures and patterns which are used in previous units. With the help of revisions, students will be able to evaluate, refine, and build on what they already know.

REMEMBER THIS!

A: What's your holiday plan?
B: We're going to stay in a 5 star hotel with my family.
A: Is it expensive?
B: Not really because I've booked our room a month ago.

A: What's your holiday plan?
B: I will go abroad.
A: Oh, nice. Where will you go?
B: I'm not sure, but somewhere cool.

DO YOU KNOW THIS?

'Do You Know This?' boxes give some engaging and extra information about the topic given in the units. These boxes consist of common social expressions, signs, or tips.

DO YOU KNOW THIS?

Every four year, February has 29 days instead of 28. This year is called a "leap" year and 29th day of February is a "leap day".

TODAY'S PROVERB, IDIOM, and QUOTE

Idioms, proverbs, and quotations are important elements of a language and culture. For this reason, in *Progress* they are presented in the units in order to evoke interest among students and to improve students' speaking skills.

TODAY'S QUOTE

Happy is the man who is living by his hobby.

George Bernard Shaw

1 A THE FIRST DAY AT SCHOOL

Overview

Vocabulary: words related to greetings, introducing oneself
Listening: giving information about oneself and greetings
Speaking: introducing oneself and other people, talking about personal belongings and jobs
Reading: reading the dialogue and underlinining the phrases about greetings, introducing oneself and closing the conversation
Writing: writing a dialogue about greetings
Grammar: verb to be, possessives, and possessive pronouns

LEAD IN

Answer the following questions.

The aim of this module is to introduce basic greetings and simple sentences in English. Introduce yourself to the students and ask them to introduce themselves to each other. Allow them to do this task for a few minutes. Then ask how they can start a conversation in English. Write their answers on the board and encourage them to find other ways of starting a conversation. In addition, ask them to find out the expressions used for closing a conversation. Finally, ask them to find other ways of saying *How are you?*

Optional Activity

Write the expressions given below on the board randomly and ask students to match the expressions having the same meaning.

- Hi – Hello
- How are you – What's up?
- Bye- See you

LISTENING & SPEAKING

1 LISTENING

a What can you see in the pictures?

The first lesson covers basic *greetings, farewells,* and *the verb to be.* Ask students to look at the pictures and encourage them to talk about the pictures. You can ask/ say:

- Look at the pictures. What can you see in the pictures? What are the pictures about?
- Where are the people in the pictures?

b Listen to the dialogues and fill in the blanks. Then match the pictures with the dialogues.

Tell students that they are going to hear two dialogues about *greetings* and they should find out the missing words. Play the recording twice. Check answers as a class. Then ask students to match the pictures with the dialogues. Give feedback.

Audio Script	**Track 1**

Dialogue 1
Samara: Hi, Jack. Oh, by the way this is my roommate Holy. Holy, this is Jack. He is my cousin.
Jack: Oh, [1]**welcome**. How is it [2]**going**?
Holy: Oh, [3]**pretty** good. What about you?
Jack: Not bad. [4]**Nice** to meet you.
Holy: Nice to meet you, too.

Dialogue 2
Addison: [5]**Time** is over. Have a nice trip!
Eaton: OK, [6]**see** you soon.
Addison: Call me, OK?
Eaton: OK. Take [7]**care** of yourself.
Addison: See you soon!
Eaton: [8]**Bye**!

Answer Key
Dialogue 1: A, Dialogue 2: B

2 VOCABULARY

Write the following phrases in the correct column. Add to the lists if you know any other expressions.

Tell students that the expressions in the box are all about *greetings, asking people how they are* and *saying goodbye.* Ask them to write the following expressions in the correct column.

Answer Key

Greetings	Hey! Hi, there! Good morning!
Asking people how they are	How is it going? What's up? How do you do?
Saying Goodbye	Have a nice day! Take care! See you!

3 LISTENING

a ***Listen to the dialogues and put a tick (✔) next to the expressions you hear.***

In this activity, students are expected to listen to the greetings and tick the expressions they hear.

Audio Script	Track 2

Dialogue 1:
A: Hi, I am your new manager.
B: Oh, pleased to meet you.

Dialogue 2:
A: Hi, how are you?
B: Long time no see. Running into each other at the cinema! I can't believe.

Dialogue 3:
A: Hi, what's up?
B: Not much. I am trying to find some books for my homework.

Answer
Key 1. a, **2.** a, **3.** a

b ***Listen to the dialogues again and match the dialogues with the pictures below.***

Ask students to look at the pictures and explain to students that they are going to match the pictures with the dialogues. Play the recording again. Check answers as a class.

Answer Key
Dialogue 1: Picture C
Dialogue 2: Picture B
Dialogue 3: Picture A

c ***Read the dialogue and fill in the blanks with the correct expressions.***

In this activity, students are expected to revise greetings in the dialogue. Ask students to read the dialogue for a few minutes and then fill in the blanks with the correct expressions from the box.

Answer Key
1. b, **2.** a, **3.** d, **4.** e, **5.** c, **6.** f

4 SPEAKING

Write a similar dialogue with your partner and act it out in class.

Students work in pairs. In this activity, students are expected to write a similar dialogue as in Exercise 3 and act it out in class. Give students time to complete and practice their dialogues and encourage them to act the dialogue out without looking at the text.

DO YOU KNOW THIS?

Go over the information in the box. In this box, the informal way of saying *good morning, good afternoon* and *good night* are stated. Let students read the expressions before you start the other activity.

READING & WRITING

1 READING

Read the dialogue and underline the phrases about greetings, introducing, and closing the conversation.

Have students read the dialogue and underline the phrases about *greetings, introducing oneself* and *closing the conversation*. Ask your students to find out the correct category of these expressions. Ask them when these expressions are used; *greetings, introducing oneself* or *closing the conversation*.

Answer Key
Terry: **Good morning! (greeting)**
Ayşe: **Good morning!** Are you a student in this school? **(greeting)**
Terry: Yes. I' m an exchange student here.
Ayşe: Really? **I'm Ayşe. (introducing)**
Terry: **My name's Terry.** I'm from Ireland. **(introducing)**
Ayşe: Oh Ireland. What a wonderful country! **Glad to meet you,** Terry. **(introducing)**
Terry: Me, too.
Ayşe: I'm sure you like our country and its people.
Terry: Exactly! You have an amazing country.
Ayşe: Yes, it really is. I have to leave now. **Catch you later,** OK? **Goodbye.**
(closing the conversation)
Terry: **Bye. (closing the conversation)**

2 LISTENING

Listen to the dialogue and write true (T) or false (F). Correct the false ones.

In this activity, students will be able to practice *greetings, introducing and closing the conversation*. Ask students to read the sentences before listening. Play the recording twice.

Remind the students that it is useful to read the sentences before listening to the recording. Check answers as a class. Encourage students to explain why the answer is false and what the correct information is.

Audio Script	Track 3

Marco: Hi! I'm Marco. What's your name?
Taner: Hello! My name's Taner.
Marco: Pleased to meet you.
Taner: Nice to meet you. Where are you from, Marco?
Marco: I'm from Italy. You?
Taner: I'm from Turkey.
Marco: Is it your first year at university?
Taner: Yes. And you?
Marco: This is my second year. My department is Genetic Engineering. What is your department?
Taner: Civil Engineering.
Marco: We can see each other often, then.
Taner: I hope so.
Marco: Bye.
Taner: See you soon.

Answer Key

1. True
2. False (It is his second year.)
3. False (Marco's department is genetic engineering.)
4. True

3 PRONUNCIATION

Listen and circle the word you hear in each sentence.

Tell students to listen to the statements in the table. Then ask them to circle the words they hear in each sentence.

Audio Script	Track 4

1. I'm from Turkey.
2. You are an accountant.
3. He's in the department of English.
4. It is snowy today.
5. I am not from England.
6. You aren't a teacher.
7. She is not in music class.
8. We are not at the café.

Answer Key

1. I'm	**3.** He's	**5.** am not	**7.** is not
2. are	**4.** is	**6.** aren't	**8.** are not

4 GAME

a ***Write an animal, a country, an object, a fruit/vegetable, and a celebrity starting with the same letter.***

Students work in pairs. Ask students to look at the table and fill in the blanks with the words starting with the same letter. Give students time to complete the necessary information for each letter.

Suggested Answers

LETTER	ANIMAL	OBJECT	FRUIT/ VEGETABLE	COUNTRY	CELEBRITY
C	**cat**	**cup**	**cucumber**	**Canada**	**Celine Dion**
M	monkey	mug	melon	Malaysia	Madonna
D	dog	desk	date	Denmark	Danny DeVito
S	squirrel	sofa	spinach	Spain	Sandra Bullock

b ***Choose two of the items on chart 4a and describe them to your friends. They guess your words. Read the sentences in CHECK THIS OUT! box and use "a/an" correctly.***

The aim of this activity is to have students describe an object without giving its name. In this activity, students are also expected to use *indefinite article* properly. Ask them to look at CHECK THIS OUT! box and read the sentences. In their descriptions, encourage them to use *the indefinite article* properly.

5 ***Look at the pictures below. Match the bubbles with the pictures.***

Draw students' attention to the pictures. Ask them to match the descriptions with the pictures.

Answer Key

1. B, **2.** D, **3.** A, **4.** C

6 LISTENING

Read the text below and circle the correct option. Then listen and check.

Tell students to listen to a text about introducing a family and circle the correct option.

Audio Script	Track 5

This is the photo of my family. Look at this woman. She is my mother. Her name is Susan. She has got long brown hair. My father is in front of her. His name is Tom. Alex is his brother. He is married to Susan. They have got two children. Henry is 6 months old and Rose is 6 years old. The woman and man in the middle of the photo are my grandparents. I am hugging my grandfather in the picture as you see.

Answer Key

1. my	**4.** his	**7.** they
2. her	**5.** his	**8.** my
3. my	**6.** he	**9.** my

7 EVERYDAY ENGLISH

a ***Read the dialogue. Then circle the phrases about greetings.***

Have students read the dialogue and explain to them that they are going to circle the phrases about greetings.

Answer Key Hello, Hi

b ***Change the underlined sentences with the sentences below.***

Tell students to change the words in bold by using phrases in the speech bubbles.

Answer Key

1. d, **2.** c, **3.** b, **4.** a

8 WRITING

Write a similar dialogue as in Exercise 7 and act it out in class.

Students work in pairs. Encourage your students to write a similar dialogue. Give them a few minutes to complete and practice their dialogues. Ask them to act their dialogues out.

9 LISTENING

Listen to the dialogue and fill in the blanks.

In this activity, students will be able to revise how to spell letters and learn how to say telephone numbers in English.

Audio Script	Track 6

Abel: Hi, I am a new student here. I want to take my ID card.
Secretary: OK. Welcome to our school. Let me take a look. What is your name?
Abel: Abel Scott.
Secretary: Can you spell your first name please?
Abel: Of course. A- B- E- L.
Secretary: OK. Surname, please.
Abel: S- C -O -T -T.
Secretary: The last letter is D, right?
Abel: No, T as in "Tango".
Secretary: OK, I got it. What is your telephone number?
Abel: It is 905349567.
Secretary: 905349567. Is that right?
Abel: Yes, it is.
Secretary: OK. What is your school number?
Abel: It is 4356780.
Secretary: Can you repeat it please?
Abel: Sure! 4356780.
Secretary: Finally, your photo please.
Abel: Here it is.
Secretary: OK. That is good. You can take your card in the afternoon.
Abel: At what time?
Secretary: You can come at 4 p.m.
Abel: OK, thank you sir. Have a nice day.

Answer Key

1. Abel Scott	**4.** 905349567	**7.** 4356780
2. Abel	**5.** 905349567	**8.** 4
3. Scott	**6.** 4356780	

DO YOU KNOW THIS?

Go over the information in the box. Explain students that they can use words when they spell. Encourage them to give more examples such as ″D″ as ″Denmark″ in and ″L″ as in ″life″.

10 READING

Read the first day speech of a teacher and match the highlighted instructions with the pictures below.

Tell your students to read the passage and match the pictures with the highlighted instructions. Check answers as class. At the end of the activity, you can ask students to mime the expressions.

Answer Key

1. Work with a partner
2. Check out homework
3. Read the dialogue
4. Work individually
5. Raise hand
6. Work with a team
7. Speak English
8. Bring your dictionary
9. Act out

1 B NATIONALITIES

Overview

Vocabulary: vocabulary about nationalities
Listening: giving information about the features of the countries
Speaking: describing one's country or hometown by giving its features; introducing oneself and their friends
Writing: introducing one's family members; writing a paragraph about one's country
Grammar: verb to be, have/ has got, nationality, basic adjectives used for describing people

LEAD IN

1 ***Match the flags with the countries.***

The aim of this module is to introduce students countries and nationalities. Draw students' attention to the flags and countries and ask them to match the countries to the flags.

Answer Key
1. b, **2.** e, **3.** a, **4.** c, **5.** d

2 ***Look at the map and write the nationalities stated in the box below the country names.***

Let students study the map and the names of countries for a few minutes. Then ask them to label the nationalities on the map.

Answer Key

1. Canadian	**8.** Russian
2. American	**9.** Chinese
3. Norwegian	**10.** Pakistani
4. French	**11.** Brazilian
5. Polish	**12.** South African
6. Spanish	**13.** Indonesian
7. Iranian	**14.** Australian

3 ***Do you know which country is famous for...***

Ask the students to look at the table and find out the countries according to what they are famous for.

Answer Key

1. Japan	**3.** France	**5.** Spain
2. Italy	**4.** Turkey	

LISTENING & SPEAKING

1 LISTENING

a ***Listen to the recording and write the name of the country below each picture.***

Tell students to listen to the recording about the features of countries and ask them to find out the countries with the help of the recording.

Audio Script **Track 7**

1. It's a very large country. It's got beautiful coral reefs. It's the habitat of kangaroos and koalas. Sydney Opera House is in this country. This country is Australia.
2. It has a bridge between Asia and Europe. It's got a lot of historic places such as Topkapı Palace, Blue Mosque, Mevlana Museum, and Atatürk's Mausoleum. This country is Turkey.
3. Tradition is important for people in this country. They have got high technology. Women wear traditional clothes on special days. It's called Kimonos. The name of this country is Japan.
4. It has got unique styles of music like blues, jazz, and rock music. There are many skyscrapers and famous buildings such as the White House. You can visit Disneyland there. Yes, this country is the USA.
5. It has got more than a thousand languages. It's famous for its food such as curry. The Taj Mahal is one of the symbols of this country. This country is India.
6. It's the centre of fashion. Pizza is the favorite food here. It's got famous monuments such as the Pisa Tower, Trovi Fountain, and The Colosseum. The capital city of this country is Rome. The name of this country is Italy.

Answer Key

1. Australia	**3.** Japan	**5.** India
2. Turkey	**4.** the USA	**6.** Italy

b ***Listen to the recording again and fill in the blanks with the correct information.***

Explain students to listen to the recording again and fill in the blanks with the country name.

Answer Key

1. Australia	**3.** Japan	**5.** India
2. Turkey	**4.** the USA	**6.** Italy

2 SPEAKING

Describe a country and its features to your class without telling its name. Then ask your friends to guess which country it is.

Ask students to describe the features of a country. Draw students' attention to the example in the students' book. Then ask them to describe the country they have chosen orally without giving the name of it. Other students guess the country.

3 LISTENING

a ***Listen to the ways of saying "I love you" in different languages. Listen and decide which languages they belong to.***

Students will listen to the sentence "I love you" in different languages and they will try to guess the languages. The aim of this activity is to revise how to say the languages in English.

Audio Script	**Track 8**
1. Te amo, 2. Ti amo, 3. Ich liebe dich, 4. Je t'aime, 5. S'agapo	

Answer Key

1. Spanish **2.** Italian **3.** German **4.** French **5.** Greek

b ***You are going to listen to the conversation of two friends talking about other languages. Tick the languages they talk about.***

In this activity, students listen to a conversation of two friends talking about other languages. They will try to find out the languages they mention in their conversations.

Answer Key

Spanish, Italian, German

Audio Script	**Track 9**
A: Ciao! B: What did you say? A: I said Hello! Don't you understand it? B: No. Is it Spanish? A: No, this is Italian. Let's try again. Guten morgen! Guess what I said. B: Of course you said "good morning". A: Which language is it? B: It is German. A: Congrats!	

DO YOU KNOW THIS?

Go over the information in the box. Ask students to tell the other most common languages in the world.

4 VOCABULARY

a ***Find the odd one out. Number 1 is done for you.***

In this activity, students are expected to find out the different word in the row, which does not fit into the category. Explain the first example and ask them to do the other questions.

Answer Key

2. Hello, **3.** She, **4.** Greek, **5.** Asia

b ***Explain the odd one as in the example given in the speech bubble below.***

Ask the students why the word is odd and explain the reason.

Answer Key

- In question 2, *Hello* is a greeting phrase. The others are about saying goodbye.
- In question 3, *She* is a pronoun, but the others are adjectives.
- In question 4, *Greek* is a nationality, but the others are countries.
- In question 5, *Asia* is a continent, but the others are capital cities.

5 *Circle the correct option.*

Ask the students to choose the correct option.

Answer Key

1. England **2.** Italy **3.** Turkey **4.** Spanish **5.** Hungary **6.** Japan

6 SPEAKING

a ***Look at the photos below and find out who they are and where they are from.***

Draw students' attention to the four pictures and ask them to complete the blanks with the names of the celebrities and the names of the countries they are from.

Answer Key

1. Brad Pitt	the USA
2. Celine Dion	Canada
3. Emma Watson	France
4. Ronaldo	Portugal

b ***Think of a celebrity and ask your pair where this person is from and what his/ her nationality is as in the example.***

Ask students to find out a celebrity and encourage them to ask questions about their nationalities and countries.

READING & WRITING

1 READING

a ***Look at the photo and make guesses about their nationalities and their ages.***

Ask the students to look at the picture and brainstorm on it. Ask their guesses about the nationalities and the ages of the people in the photo.

b ***Read the letter and circle the correct option.***

Have students read the text and circle the correct answer.

Answer Key

1. Bruce is Logan's brother.
2. Bruce and his family live in Edinburgh.
3. Catrina is a university student.
4. The sender of the email is Bruce

c ***Read the letter again and fill in the chart.***

Ask students to read the e-mail again and fill in the chart.

Name	Country	Nationality	Language	Job
Bruce	Scotland	Scottish	English	a student
Louis	Scotland	Scottish	French and German	a teacher
Eva	Belgium	Belgian	French English Flemish	a cabin crew
Catrina	England	British	English	a nursing student/ university student
Logan	Scotland	Scottish	English	a football player/ goalkeeper

2 PRONUNCIATION

Listen and circle the correct form you hear.

Write the long and short form of *have/ has got* on the board. Then read them. Ask students to repeat. Explain students that they are going to listen to contracted (short) and long form of *have/ has got*. Draw students' attention to the table and ask them to circle the words they hear. Remind them that this structure is used to talk about possession.

Optional Activity

In order to revise the structure, ask students what they have got in their bags. Then, ask them to repeat the answers of their friends. Remind them to use *has got* if they are talking about someone else. Encourage students to use contracted forms of *have got* and *has got* in their answers.

Audio Script	**Track 10**
1. I have got a lot of friends.	
2. You've got a high-tech mobile phone.	
3. She has got a sister.	
4. It's got a puppy.	
5. We've got a good English teacher.	
6. They have got a big house.	

Answer Key

1. have, **2.** you've, **3.** has, **4.** it's, **5.** we've, **6.** have

TODAY'S IDIOM

Go over the information in the box and encourage students to use the idiom in a sentence.

3 WRITING

a ***Unscramble the sentences and write a paragraph about the country in each picture.***

The aim of this activity is to get students to order the words and make correct sentences. Give students time to order the words to write a paragraph. Then check their answers.

Answer Key

1. It is a kingdom. People like their king. Bangkok is the capital city. Their language is Thai. It's famous for Siamese cats.
2. It is a large country. The capital city is Cairo. Agriculture and tourism are important for this country. It's famous for Pyramids, ancient civilization, and temples. The Nile is the longest river in the world.

b ***Find out which countries they are.***

Ask students to find out the countries according to the paragraphs.

Answer Key
1. Thailand, **2.** Egypt

c ***Look at the texts in 3a and write a similar paragraph about your country.***

In this activity, students are expected to write a paragraph about Turkey. Explain students to study the paragraphs about the countries in Exercise 3. Then ask them to write a similar paragraph about their country. You can also assign this activity as a project work and students can display their work in class with a poster.

4 SPEAKING

Look at the photo below and find out which city it is. Describe what you see in the photo.

Draw students' attention to the picture. Then tell them to describe the photo and guess which city it is.

Answer Key Turkey

5 WRITING

a ***Read the postcard and answer the questions.***

Before the reading activity, ask students whether they write postcards to their friends or relatives and which one they prefer, postcards or e-mails? Then ask them to read the postcard and answer the questions.

Answer Key
1. He is in İstanbul now.
2. It is the Blue Mosque.
3. He is a translator.
4. Yes, it is.

b ***Look at the postcard above and write a similar postcard to your friend or your family.***

Ask students to write a similar postcard to their friends or their families. They can imagine being in a different country. Encourage them to use basic phrases in their task.

c ***There are two spelling mistakes in each sentence below. Find and correct the mistakes.***

The aim of this activity is to find spelling mistakes in each sentence. Give the first sentence as an example. Remind students that there are two spelling mistakes in each sentence. Ask students to read the rest of the sentences and to find spelling mistakes. Give them a few minutes to complete the task and check answers as a class.

Answer Key
1. Portuguese/ Canada
2. Russia/ country
3. nationality/ birthplace
4. Scotland/ Edinburgh

1 C MY FAMILY

Overview

Vocabulary: words about family, adjectives about physical appearance
Listening: identifying people in the picture by listening to the recordings.
Speaking: introducing family members
Reading: giving information about family
Writing: writing a paragraph about oneself and one's family
Grammar: have/ has got, possessive adjectives, possessives

LEAD IN

a ***Place the words in the chart into the correct column.***

The aim of this module is to teach students how to talk about family members and describe people using simple sentences. Ask students to describe what they see in the picture on the top of the page and ask them to guess where they are from. Ask students to talk about family members in the picture. Then ask students to replace female, male, and neutral words into the correct column.

Answer Key

FEMALE	MALE	NEUTRAL
mother	brother	child
aunt	husband	parent
niece	son	cousin
grandmother	nephew	grandchild
wife	father	
daughter	uncle	
stepmother	grandfather	
sister		
mother-in-law		

DO YOU KNOW THIS!

Go over the box and tell students that *in-laws* are used in order to talk about the parents and close relatives of someone's wife or husband.

b ***Fill in the blanks with the correct words from the chart above.***

Ask students to fill in the blanks with the correct words according to the chart at the top of the page.

Answer Key

1. sister
2. aunt
3. niece
4. stepfather
5. mother-in-law

LISTENING & SPEAKING

1 LISTENING

a ***Listen to Matt talking about his family and match the names with his family members.***

Explain students that they are going to listen to Matt talking about his family members and ask them to find his family members and match the names with the correct information. Remind your students that the aim of this activity is to find family members. Play the recording once. Check answers as a class.

Audio Script	**Track 11**
I'm Matt. This is my family. My grandfather's name is Jack. He's a retired policeman. He's 70 years old. My grandmother, Lucy is a housewife. She's 66 years old. My father's name is Jordan. He's 40 years old. He's a lawyer in a company. My mother, Julia is 40, too. She's a journalist. She works for a famous newspaper. I've got a sister. Her name is April. She is a student at a secondary school. She's 14. She is sociable. We are siblings and good friends at the same time. I've got an aunt. Her name is Sue. She is 34. She's a vet. She's married to Adrian. He's Mexican. He can speak English and Spanish. He's an interpreter. They've got twin daughters. Their names are Aida and Alma. They're Spanish names. They're 2 years old. My cousins are very cute. I love them.	

Answer Key

1. f, **2.** b, **3.** c, **4.** a, **5.** e, **6.** d, 7. g

b ***Listen to Matt again and complete the sentences.***

In this activity, students are expected to find out the missing information about Matt's family. Ask students what they remember about Matt's family. Explain that you are going to give the answers after the second listening. Ask students to read the sentences for a few minutes. Play the recording again. Check answers.

Answer Key

1. housewife
2. 40
3. lawyer
4. siblings
5. aunt
6. Mexico
7. twin daughters
8. grandchildren or granddaughters

CHECK THIS OUT!

Go over the information in the box. Explain students that *have/ has got* structure is used in British English. Rather than saying *have got*, people in the USA use the verb *have* when talking about possession.

2 SPEAKING

a ***Look at the pictures and describe them as in the example.***

Draw students' attention to the pictures. Then, ask them to read the example in the speech bubble. Ask them to use adjectives to describe the people in the photos. By using these adjectives in their sentences, students will be able to introduce people in a more detailed way. Finally, encourage them to describe the pictures as it is in the example.

b ***Describe one of your family members or your best friend to your friends in class.***

In this activity, students are expected to introduce their family members or their best friend by using the structures they have learned throughout the unit. Explain to them that they can give information about their physical appearances and personal traits. Warn students not to use insulting adjectives when talking about someone's physical appearance. Optionally, this task can be assigned as homework and students can prepare a presentation about their family members or their best friends.

READING & WRITING

1 READING

a ***Look at the people in the picture. Guess how they are related to each other.***

The aim of this activity is to encourage students to talk about the picture. Ask them how many people there are, who they are and what they are doing etc. Then ask them to read the text.

b ***Read the text and write true (T) or false (F). Correct the false ones.***

Tell students to read the text. Explain to students that they are going to decide whether the sentences are true or false according to the text.

Answer Key

1. F - She is at a primary school.
2. T
3. F - She has got green eyes.
4. F - Betty is a history teacher.
5. T
6. F - Her hobby is painting.
7. T
8. F - He is in his sixties.
9. T
10. F - He is her brother.

c ***Read the text again and underline the adjectives in the text.***

Students go through the text again and underline the adjectives in the text.

Answer Key

long, wavy, brown, funny, happy, pretty, blond, green, sociable, thin, short, black, sporty, grey, blue, friendly, nice, fair, slim, tall, medium height

2 WRITING

Draw your family tree and write a short paragraph between 50-70 words about your family members.

The aim of this activity is to have students use the structures they have learned in a writing task. Tell students to draw their family tree and write a short paragraph to describe their family.

3 READING

a ***Look at the picture and share your ideas. Who do you think they are? Where are they?***

Ask students to look at the photo and talk about their guesses.

b ***Read the dialogue. Look at the underlined words. What do these words refer to? Write them into the box below.***

Ask your students to look at the underlined words and find out which these words refer to.

Answer Key

His - Jane's father's, Mine - Jane's teddy bear

CHECK THIS OUT!

In this part students are going to see some examples of *possessive pronouns*. Before Exercise 4, go over the examples in the box.

4 WRITING

a ***Match the words given in the box with the pictures.***

Have students find the names of the objects.

Answer Key

1. Guitar
2. Teddy bear
3. Microscope
4. Trainers
5. Beach ball

b ***Use the words in the box and make sentences as in the example below according to the given information.***

Tell students to look at the example and write similar sentences. The aim of this activity is to teach the students how to use possessive pronouns.

Answer Key

1. Paul is a musician. The guitar is his.
2. Simon is a scientist. The microscope is his.
3. Betty is a sportswoman. The trainers are hers.
4. Kate is a little child. Teddy bear is hers.

5 SPEAKING

Take the photos of your and your family members' favourite objects and prepare a presentation about them. Then present it in class.

With this activity, the students will be able to talk about their personal belongings and possessions. Furthermore, they will talk about their family members' personal belongings. The aim of this activity is to revise the basic vocabulary of family but also practice possessive adjectives and pronouns.

Ask students to take the photos of their and their family members' favourite belongings with their permission and then ask them to prepare

a presentation using these pictures. Remind them that they can use both digital and printed format. Encourage them to use basic structures in their speech.

6. VOCABULARY

Look at the pictures below and find the occupations of the people using the list given.

Ask students to label the pictures with the occupations given in the box.

Answer Key

1. construction workers
2. a secretary
3. a doctor
4. a nurse
5. a businessman
6. a housekeeper
7. a cook
8. a teacher
9. a waiter

7 READING

a ***Read the short paragraph about Betty and her family members and fill the chart with the correct occupations according to their endings.***

Ask students to read the passage and fill in the chart with the occupations according to their endings and in part "b" ask them to add more occupations to the chart. The words stated in the text are written in the chart in bold with capital letters below. The other examples of the categories are added to the lists of occupations.

Suggested Answers

-er	-ist
TEACHER builder, soldier	**BIOLOGIST** artist
driver, shoemaker	scientist
farmer, firefighter	receptionist
teacher, hairdresser	journalist
singer, cashier, programmer	economist

-ian	-or
MATHEMATICIAN	**DOCTOR**
librarian	tailor
politician	sailor
technician	sculptor
electrician	actor

b ***Add other occupations to the chart with the given endings.***

CHECK THIS OUT!

Remind students that an indefinite article is used before occupations. Go over the examples. Encourage students to give more examples.

8 LISTENING

a ***Listen and tick the words you hear.***

Tell students to listen to the text carefully and in the first listening, ask them to put a tick next to the words they hear.

Answer Key

tools, equipment, hose

b ***Listen again. Find out the professions of the speakers.***

Ask students to listen again and find out the professions of the speakers. Remind them that they have to use indefinite article while talking about someone's profession.

Answer Key

Speaker 1: shoemaker
Speaker 2: a scientist
Speaker 3: a programmer
Speaker 4: a fireman

c ***Listen again and answer the questions.***

Let students listen to the recording again and find out the answers of the questions.

Answer Key

1. Danny is a shoemaker.
2. He is 40 years old.
3. She can do experiments in a lab.
4. No, he isn't .He is a computer programmer.
5. Yes, he has.

Audio Script	**Track 12**
Speaker 1: Hi.I am Danny. I am 40 years old. I have got a small shop. There are lots of tools in my shop. I make and repair shoes. **Speaker 2:** Hi, I am Sally. I work in a lab. I do experiments. **Speaker 3:** Hi, I am Mehmet. I am 32. I have got a lot of equipments in my office. I work with my computers. **Speaker 4:** Hi, I am Tom. I have got special clothes and helmet, hose and protective gloves. I put off fires.	

9 SPEAKING

Work in pairs. Choose a job and describe it briefly as in the example. Don't say the name of the job. Your friend will try to guess it.

Students work in pairs and they choose a job and describe it briefly as in the example given. The student who is giving descriptions does not say the name of the job and the other students try to guess the job by asking questions.

10 READING

Read the greeting card below and answer the questions.

The aim of this activity is to introduce a simple greeting card to the students. Ask them to read the card and answer the questions. Check answers as a class and ask them the purpose of the greeting card.

Answer Key

1. Ella is the sender of it.
2. Elton is the receiver of it.
3. He is a manager.

11 PROJECT TIME

VLOG

At the end of the unit, students are expected to prepare a project so that they have a chance to revise what they have learned throughout the unit. In this project, students are expected to prepare a vlog in which they introduce themselves, their families and their countries.

Ask them to prepare a simple video regarding themselves, their families, and their countries.

Explain the steps of preparing a vlog.

- Ask them to organize their speech before shooting the video.
- Ask them to shoot it in daylight.
- Remind them that their vlog will be between 2-3 minutes.
- Encourage them to use the structures and vocabulary they have learned throughout the unit.
- Warn them that the vlogs that they prepare are classroom materials. They will not upload them to the public websites.

1 WORKBOOK ANSWER KEY

1 A THE FIRST DAY AT SCHOOL

1 ***Read the dialogue and circle the correct option.***

1. Of course!
2. Nice to meet you.
3. Nice to meet you, too.
4. Where are you from?
5. What about you?
6. I am from Italy.
7. Thank you so much.
8. No problem!

2 ***Write a dialogue using the information given in the following student ID cards.***

Student's own answers.

3 ***Choose the correct response to the given expression.***

1. d, **2.** a, **3.** b, **4.** c, **5.** a

4 ***Match the words. Use each option once.***

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

5 ***Complete the sentences with "am, is" or "are".***

1. is, **2.** are, **3.** are, **4.** are, **5.** is, **6.** is, **7.** are, **8.** is, **9.** is, **10.** is, **11.** am, **12.** are, **13.** is, **14.** is, **15.** is

6 ***Turn the sentences into "Yes/ No" Questions.***

2. Are those her socks?
3. Are they engaged?
4. Is his favourite colour orange?
5. Is she interested in Geography?

7 ***Answer the questions.***

Possible Answers
1. I am from Mersin.
2. I am in school now.
3. Yes, I am.
4. My best friend is Gamze.

8 ***Read the text and fill in the blanks with "am, is" or "are".***

1. am, **2.** am, **3.** is, **4.** is, **5.** is not, **6.** is, **7.** is, **8.** is, **9.** are, **10.** are, **11.** is, **12.** is

9 ***Complete the sentences by using the words below.***

1. She, **2.** It, **3.** They, **4.** You, **5.** he, **6.** we

10 ***Complete the sentences by using the words below.***

1. Our	**3.** Their	**5.** My	**7.** His
2. Your	**4.** Its	**6.** Her	**8.** your

11 ***Look at the picture and fill in the blanks with "a, an" or "no article (-)".***

1. a, **2.** a, **3.** No article, **4.** No article, **5.** an

1 B NATIONALITIES

1 ***Fill the boxes (A and B) with correct information according to the flags given below.***

COUNTRY NAMES

1. Turkey	**5.** Sweden
2. Austria	**6.** Greece
3. Germany	**7.** Azerbaijan
4. France	**8.** Italy

NATIONALITIES AND LANGUAGES

1. Turkish	**5.** Swedish
2. Austrian	**6.** Greek
3. German	**7.** Azerbaijani
4. French	**8.** Italian

2 ***Look at the two people in the pictures and fill in the blanks with an appropriate word.***

1. from
2. short/ black
3. eyes
4. from
5. straight
6. grey/ wavy

3 ***Look at the picture below and describe her as in the descriptions in exercise 2.***

Students' own answers.

4 ***Choose the correct answer.***

1. b, **2.** a, **3.** b, **4.** d, **5.** a, **6.** a, **7.** b, **8.** d, **9.** c

5 ***a Complete the text with suitable "possessive adjectives or subject pronouns".***

1. Her	**5.** Their	**9.** She
2. She	**6.** They	**10.** His
3. She	**7.** He	
4. Her	**8.** His	

b Answer the questions according to the paragraph.

1. He has got two brothers and a sister.
2. Yes, he is.
3. She is an engineer.
4. He is a veterinarian

6 ***Read the magazine article below and circle the correct information.***

1. Yuna is a well-known Korean figure skater.
2. Her sister's name is Kim Aera.
3. Her father is Kim Hyeon.
4. Web-surfing and listening to music are her hobbies.
5. Kim Yuna is called as queen of ice.
6. The author of the "Seven Minute Drama" is Kim Yuna.
7. Kim Yuna is the supporter of the students in need.

7 ***Look at Lucy's bag in the picture on the right and write what she has got.***

Suggested Answers

- She has got a tablet PC.
- She has got a wallet.
- She has got sunglasses.
- She has got notebooks.
- She has got a pen.

1 C MY FAMILY

1 ***Fill in the boxes above with the given vocabulary about family members.***

1. Grandfather
2. Grandmother
3. Mother
4. Uncle
5. Father
6. Aunt
7. Sister
8. Brother
9. Cousin

2 ***Fill in the blanks according to the family tree above.***

1.granddaughter
2. daughter in law
3. niece
4. nephew
5. wife
6.husband
7. brother's wife
8. son in law
9. father
10. granddaughters
11. grandsons
12. brother

3 ***Write a paragraph to describe your family.***

Students' own answers.

4 ***Read the text and write true (T) or false (F) next to the sentences.***

1. F, **2.** T, **3.** F, **4.** F, **5.** F, **6.** F

5 ***Look at the examples and write the function of "–s" in the sentences.***

1. is **2.** is **3.** possessive **4.** is **5.** has **6.** possessive **7.** has **8.** is

6 ***Match the jobs with what they do.***

1. e, **2.** f, **3.** d, **4.** c, **5.** b, **6.** g, **7.** a

7 ***a Solve the puzzles about occupations.***

1. Plumber
2. Agent
3. Architect
4. Tailor
5. Electrician
6. Cleaner
7. Manager
8. Surgeon
9. Speaker
10. Operator
11. Policeman

b Find the jobs in the puzzle.

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

8 ***Fill in the blanks with the correct words below.***

1. ours **2.** his **3.** theirs **4.** hers **5.** mine

9 ***Choose the correct option.***

1. My/ hers
2. Their/ They
3. your
4. their
5. My/ It
6. He/ My
7. They/ Their
8. it/ hers

10 ***Read the text and correct the mistakes in the highlighted words. Then write the correct form in the blanks.***

1. Brothers
2. Azerbaijan
3. Surgeon
4. Their
5. France
6. Susan's

UNIT NOTES

2 A EAST OR WEST, HOME'S BEST

Overview

Vocabulary: words related to the parts of a house such as; bedroom, kitchen, bathroom, living room, dining room, garden, basement floor

Listening: understanding the parts of the house, responding to the questions related to the text

Pronunciation: practising intonation in Yes/ No questions and answers

Speaking: talking about places of objects, describing one's neighbourhood

Reading: describing parts of the house, responding to the questions by skimming, identifying the lexis related to everyday objects

Writing: describing a room by applying basic capitalization

Grammar: revision of "verb to be" and "have/ has got", permission, countable and uncountable nouns, object pronouns

LEAD IN

Answer the following questions.

Draw a circle and write "house" on the board and ask students how many words related to "house" they remember. Invite students to the board, tell them to write the objects related to a house and ask the meaning of the words to students.

e.g. bedroom, TV unit, HOUSE, kitchen, bath

Later, you can talk about different rooms of a house and ask questions to them.

e.g. 1. Have you got your own room?

2. Is there a TV in your room? etc.

Ask students the questions given in the Student's Book and elicit the answers.

LISTENING & SPEAKING

1 VOCABULARY

a ***Match the words in the box with the pictures. Then write them under the pictures.***

The aim of the activity is to have students review the vocabulary related to the parts of the house before the listening activity. Draw students' attention to the pictures then ask them to do the activities. Tell them to match the pictures with the words in the box.

Answer Key

1. living room	**3.** bedroom	**5.** bathroom
2. kitchen	**4.** dining room	**6.** basement

b ***Read the items and write which room they mainly belong to.***

Ask them to write the parts of the house above the objects in the table. Check their answers.

Answer Key

a. bedroom	**d.** livingroom
b. bathroom	**e.** dining room
c. kitchen	**f.** basement

2 LISTENING

a ***Listen to the dialogues and write where the people are.***

Tell students to listen to the four dialogues. Ask them to write the parts of the house while listening. Play the recording.

Audio Script **Track 1**

Dialogue 1

Anna: Mum, I can't find my socks in the chest of drawers. Where are they?

Mum: Can you look under the bed? I'm sure your socks are there.

Anna: A-ha... Here they are. Thanks mum.

Mum: Your room is always messy. Tidy your room, Anna.

Anna: OK, mummy.

Dialogue 2

Sally: I'm making coffee. Would you like some, Mr Johnson?

The repairman: Yes, please. May I have cookies on the plate?

Sally: Certainly. Make yourself at home, please. By the way I can't find the coffee jar.

The repairman: Look, over there! There is a jar on the shelf.

Sally: Oh, yes. Black coffee or coffee with milk?
The repairman: Black and sugar free, please. The fridge is OK, madam.
Sally: Thank you.
Dialogue 3
Little boy: Can I switch over? There is a cartoon movie on TV.
His sister: Of course not. Go and sleep. You can be late for school.
Little boy: Please. Let's watch it together.
His sister: No way.
Dialogue 4
Dad: Are you in the shower again? I'm getting late for work.
Leo: OK, dad. Give me just one minute. What time is it?
Dad: It's quarter past eight. Come on, Leo.
Leo: Sorry, Dad.
Dad: Oh my God! The sink is full of your hair. I warned you many times. Don't use hair gel a lot. You can lose your hair.
Leo: You're right, Daddy. I'll be more careful.

Answer Key
Dialogue 1 Anna is in the **bedroom.**
Dialogue 2 Sally and Mr Johnson are in the **kitchen.**
Dialogue 3 The little boy and his sister are in the **living room.**
Dialogue 4 Leo and his dad are in the **bathroom.**

b ***Listen again and fill in the table.***

Get students to identify the vocabulary related to parts of the house while listening to the recording again. Pause after the each dialogue. Then check their answers.

Answer Key

Names of people	Parts of the house	Objects you hear
Anna and her mum	**bedroom**	bed**, chest of drawer, socks**
Sally and Mr.Johnson	**kitchen**	**(coffee) jar, shelf, sugar, milk, plate, fridge**
Little boy and her sister	**living room**	**TV**
Dad and Leo	**bathroom**	**shower, sink, hair gel**

c ***Answer the following questions.***

Ask students to answer the questions about dialogues in recording. If it's necessary, they can listen to the recording once more.

Answer Key
1. They are under the bed.
2. It's coffee.
3. He can lose his hair.

3 ***Complete the dialogue with "*is *" or "*are*".***

Ask students to complete the dialogue by using verb to be. Then encourage them to act it out with their partners.

Estate agent: Hello! Can I help you?
Sam: Yes, please. ***Is*** there a flat for rent near the park?
Estate agent: Let me have a look. Oh... yes. There [1]**is** one.
Sam: How many rooms [2]**are** there in the flat?
Estate agent: Two rooms and there [3]**is** a living room, a kitchen and a bathroom.
Sam: [4]**Are** the rooms big or small?
Estate agent: They [5]**are** big enough. In addition, one of the rooms has got a balcony with a park view. Oh, I almost forgot. It's a flat with furniture.
Sam: Really? What furniture [6]**is** there?
Estate agent: A washing machine, a dishwasher, and a sofa.
Sam: Let's go and have a look, then.

Optional Activity
One of the students describes an object. Other students guess it. It can also be a group work.
e. g.
A: It's round, square, or rectangular. It can be brown, white, or black. It's in the living room.
B: Is it a coffee table?
A: Yes. Well done.

DO YOU KNOW THIS?

The aim of this part is to give some information that is useful. Students will be able to learn differences in British and American English.

4 ***Which words describe your house or flat?***

Draw students' attention to the descriptive adjectives. Then ask them to describe their

house or flat with a sentence by using the given adjectives.

Students' own answers.

5 ***Read the dialogue below and underline the adjectives that describe the apartment.***

Have students work in pairs. Tell them to read aloud the dialogue. Then ask them to underline the descriptive adjectives in the dialogue.

Answer Key

April: What's your **new** apartment like, Rayan?
Rayan: It's **old style**, but it's very **convenient** and **comfortable**.
April: Where is it?
Rayan: It's downtown Chicago. The location is **good**.
April: How many rooms are there?
Rayan: It has got only one bedroom, a living room, a kitchen, and a bathroom.
April: **A big or small** flat isn't important. For me, there is no place like home.
Rayan: Definitely, you're right.

6 SPEAKING

Work in pairs. Describe your dream house or flat to your partner.

This activity is to get students to use the phrases and vocabulary related to the topic and everyday objects.

Students' own answers.

7 ***Complete the sentences using objects related to the parts of the house.***

Give examples about singular and plural nouns by using some objects around the class. Then draw students' attention to the table. Ask them to fill in the gaps as they wish.

Students' own answers.

8 ***Read the descriptions below and guess what I am.***

In this activity students will be able to review *have got, can* and *verb to be*. Have students guess the objects by using the clues.

Answer Key

1. sofa, **2.** wardrobe, **3.** cooker, **4.** sink

9 GAME

Students will work in groups in this game. They will choose a leader. In the game, when a student in the group chooses a part of the house such as LIVING ROOM (BEDROOM or BATHROOM), other students think of an object in turn. **e.g. Chandelier.** If someone is late to say an object, another student will count to five or the object is incorrect for living room**, e.g. fridge** that student is out. The game continues until only one person is left. This activity is for fun and review of the everyday objects they have learned.

10 ***Fill in the blanks with 'there, they, its' or 'their'.***

Have students use "there, they "or "their" in the suitable places. When they do this, they will be able to reinforce the structures they have learned.

Answer Key

a. [1]their [2]They [3]There
b. [1]Their [2]There [3]They
c. [1]There [2]They

READING & WRITING

1 READING

a ***Look at the pictures and the words below. Which of these things can you see in the pictures? Underline the objects you see.***

Answer Key

curtain, balcony, flower, antenna

b ***What is the text about? Discuss this with class.***

This is a pre-reading activity. The aim of the activity is to arouse curiosity of students about the text. Draw students' attention to the pictures.

Answer Key

Possible Answer

It's about description of the houses in the pictures.

c ***Read the text and find the house it describes.***

Tell students to read the text and find which house is mentioned. Check their answers.

Answer Key Picture 2

d ***Read the text again and choose the correct answers.***

This is a comprehension activity. Ask students to choose the correct answer.

Answer Key

1. b
2. c
3. a
4. a

2 *Which one is your favourite house? Why?*

Ask students the given question and the reason of their choice.

Possible Answer

The house in the second picture is my favourite because its garden is very nice and it has got two balconies. It's a house in my dream.

3 *Put the sentences into the correct order and write a short paragraph.*

The aim of this activity is to get students to make meaningful sentences. Tell students to put the words in the correct order to make meaningful sentences. Then ask them to read the paragraph aloud. Check their answers.

Answer Key

I have got a cottage in the forest. It is small, but it is nice. There are two bedrooms, a living room, a bathroom, and a kitchen in it. The kitchen is next to the living room. The bathroom is between the two bedrooms. There is a big garden in front of the cottage.

4 EVERYDAY ENGLISH

Read the dialogue and act it out changing the words in bold.

Draw students' attention to the dialogue and tell them to remember some phrases they have studied such as "How is everything?". Teach them where we use "Hurry up", "Keep in touch", "Could be better." Ask students to change the words in bold as in the example below.

e.g. Students can use "Hi" instead of "Hey" or they can use "Not bad/ I'm OK" instead of "Could be better".

Students' own answers.

CHECK THIS OUT!

The aim of this part is to teach students how to ask and tell the time. Before they study the exercise about the time, draw students' attention to the box.

5 *What's the time? Draw the time on the clocks.*

Draw students' attention to the CHECK THIS OUT! box. Ask them to read the sentences under the clocks then draw the time on the clocks.

Answer Key

6 *Look at the drawings below and write where the cat is in each drawing.*

Tell students to look at the pictures and complete the sentences by using prepositions according to the cat's position.

Answer Key

1. In picture one, the cat's **on** the clew.
2. In picture two, it's **beside** the clew.
3. In picture three, it's **above** the clew
4. In picture four it's **between** the clews.
5. In picture five it's **in** the clew
6. In picture six, it's **in front of** the clew.
7. It's **behind** the clew in picture seven.
8. It's **under** the clew in picture eight
9. In the last picture, it's **near** the clew.

7 SPEAKING

Describe your room to the class.

Tell students to describe their rooms giving the places of the objects. In this activity, students will be able to practise the phrases they have learned so far.

Students' own answers.

Optional Activity

Tell students that they will play a game. You can choose a volunteer in the class. Ask him or her to go out. Explain students in the class to choose an object in the classroom. Remind them not to give the name of the object and call for the student outside. Tell him or her to ask questions such as "Where is the object?/ What colour is it?" etc. The class answers the questions of the student that comes outside. And he or she guesses the object.

8 WRITING

Write a paragraph to describe the room in the picture. Use basic capitalization, spelling, and punctuation rules.

The aim of this activity is to get students to use the phrases they have learned so far such as "there is/ are, have/ has got and adjectives".

Students' own answers.

CHECK THIS OUT!

Before they write the paragraph, draw students' attention to the box. You can give examples for the each usage on the board.

Examples:

- **Tony** can buy a house after getting retired.
- Our block of flats is on **King Street.**
- **NATO: N**orth **A**tlantic **T**reaty **O**rganization
- I can speak **E**nglish**.**
- Are you our new neighbour**?**
- Oh my God**!**
- I'm from **Chicago,** the **USA.**

9 PROJECT TIME

Draw a picture or find a photo of your ideal house or flat. Write a description of it.

This project work will help students review and use all structures they have learned in the module. You can display the project works students have prepared in the class.

2 B MY TOWN

Overview

Vocabulary: the names of places, ordinal numbers, cardinal numbers,
Listening: asking for and giving directions, following instructions to find a place on a map, distinguishing main differences in vocabulary between British and American English,
Pronunciation: Practising intonation in Yes/ No questions and answers,
Speaking: asking and answering places of objects, asking for and giving directions,
Reading: identifying object pronouns in the text,
Writing: describing the location of neighbourhood,
Grammar: prepositions of place, object pronouns

LEAD IN

Answer the following questions.

Start by asking students where you can buy meat. When they give you correct answer, ask them where it is. Ask for a few more places and do not forget to ask for the location.

e.g. T: Where can we play outside? We can't play in the streets.
S: In a park
T: Is there a park near your house?
S: No.
If the answer is "Yes", ask them where it is.
Ask students the questions. Then elicit the answers.

LISTENING & SPEAKING

1 VOCABULARY

Which words below are the same or similar in your language? Find and circle them.

The aim of this activity is to draw students' attention to the words they also use in their language. Ask them to circle the vocabulary that has the same meaning in their mother tongue. You can ask them to add other vocabulary they know to the list.

Answer Key

same: park/ **similar:** bank, coffee,cinema

2 LISTENING

a ***Look at the map. Listen to the dialogues and find the places. Write the names of each place.***

In this activity, students will learn the phrases about asking for and giving directions. Then you can test their comprehension with this exercise.

Audio Script	**Track 2**
Dialogue 1 **Cem**: Excuse me! How can I get to the ___? **Ben**: Go along the street. Turn left. Go ahead. It's opposite the block of flats. **Cem**: You mean the apartment building. **Ben**: Yes. It is opposite the apartment building. **Cem**: Thank you. **Ben:** You're welcome.	

Dialogue 2

Carl: Excuse me! Is there a ____ near here?
Dennis: Yes. Go along the street. Take the first turning on the right. It's on your right next to the Fitness Club.
Carl: Thanks.
Dennis: It's OK.

Dialogue 3

Joe: Excuse me! Could you tell me where the _____ is?
Sandra: Go straight ahead. Turn left. Walk along the street. Then turn right. Take the third turning on the right. It's near the Chemist's behind the Hospital.
Joe: Thank you.
Sandra: No problem.

Answer Key

Dialogue 1 How can I get to the **station?**
Dialogue 2 Excuse me! Is there a **book store** near here?
Dialogue 3 Excuse me! Could you tell me where the **park** is?

b ***Find some words that are British or American English on the map. Then write the words below.***

The aim of the activity is to have students distinguish differences in vocabulary between British and American English.

Answer Key

Apartment Building, Book Store and Chemist's are American. Car Park, Petrol Station are British English.

DO YOU KNOW THIS?

The aim of this corner is to draw students' attention to some words that are British and American English.

3 ***Match the directions/ words with the drawings.***

Draw students' attention to the signs and ask them to match the signs with the phrases.

Answer Key

1. Turn left.
2. Turn right.
3. Go straight ahead.
4. Go past the house
5. Cross the road.
6. at the corner
7. next to
8. opposite
9. between

READING & WRITING

1 READING

a ***Read the e-mail below. What is it about?***

This is a pre-reading activity. Tell students to skim the e-mail and guess the topic.

Answer Key

Steve's neighbourhood

b ***Fill in the "To" and "From" sections in the e-mail.***

Talk about the rules of writing an e-mail. Tell students to write the sender and receiver. Then ask them to fill in the gaps in the e-mail.

Answer Key

To**: Can** From**: Steve**

c ***Read the e-mail again and label the missing places on the map on the right.***

The aim of this activity is to have students test their comprehension when they read directions. Then tell them to read the e-mail and to find the places mentioned. Ask them to fill in "*To and From*" in the e-mail.

Answer Key

1. Steve's flat**. 2.** Judy's Flat

d ***Underline the object pronouns in the e-mail such as him, her, it. Then, complete the sentences.***

Answer Key

Let **me** tell **you** about my neighbourhood.
You can visit **me** in London one day.
Can you write **me** about your surroundings...?
I am curious about **it.** E-mail **me** soon.
Me refers to **Steve**. **Them** refers to **environment.**

2 SPEAKING

Look at the map. Work in pairs.

Tell students to work in pairs. Explain them the activity. Student A will give the direction to his/ her friend without giving the name of the place. Student B will find and give the name of the place.

Students' own answers.

3 ***Describe your neighbourhood as in the example.***

Ask students to describe their neighbourhood as in the e-mail, so they will be able to practise the structure they have learned.

Students' own answers.

4 EVERYDAY ENGLISH

a ***Put the dialogue in the correct order.***

Ask students to read the sentences carefully and put the dialogue in the correct order.

Answer Key
1, 3, 6, 9, 8, 5, 4, 7, 2

b ***Underline the prepositions of place in the dialogue.***

c ***Act out the dialogue.***

Ask students to find the prepositions of place and underline them.The answers are given in the answer key below. When they finish them, ask them to act out the dialogue with their partner.

Answer Key
Stacey: Hi, Judy! Long-time no see. What's up?
Judy: Hi! You're right. I'm fine, but I'm busy.
Stacey: Busy? Why?
Judy: Because we're **at** our new flat at last.
Stacey: Really? Where is your new apartment?
Judy: It's on King Street **behind** the school.
Stacey: I know there. Is it **opposite** the park?
Judy: Not really, but the park is **near** our building. By the way, good to see you, Stacey.
Stacey: Me too. I'm very sorry. I'm in a hurry, sweetie. See you soon.
Judy: See you.

5 WRITING

Write a short paragraph between 50 and 70 words.

Ask students to write a paragraph between 50 and 70 words about their surroundings using the answers of the questions given in the activity.

Possible Answer
Our school is on...Street. There is a ... and a ... near the school. I come to school by car.

6 *Match the numbers with their writings.*

Students will be able to review the numbers and learn how to read and write cardinal numbers. They will be able to learn big numbers as well.

Answer Key *one hundred one* ***101,*** *fifty* ***50,*** *sixty* ***60,*** *eighty,* ***80*** *" sixty-nine* ***69,*** *thirty* ***30,*** *a(one) hundred* ***100,*** *thirty-six* ***36,*** *seventy* ***70,*** *forty* ***40,*** *a (one) thousand* ***1000,*** *one thousand one* ***1001,*** *one million five hundred thousand* ***1.500.000,*** *fifty-eight* ***58,*** *a (one) million* ***1.000.000,*** *forty-seven* ***47,*** *ten thousand one* ***10.001****, ninety* ***90,*** *ten thousand* ***10.000,*** *twenty* ***20***

7 *Look at the picture and write the runners' names and ranks in the race as in the example.*

The aim of this activity is to have students use ordinal numbers. Tell students to look at the picture. Then ask them to complete the sentences.

Answer Key
Abimbola **1st**, Efe **2nd**, Hatsu **3rd**, Tom **4th**, Jim **5th**, Pablo **6th**, Amir **7th**, Peter **8th**, Hank **9th**, Simon **10th**

8 *Write the ordinal numbers in the blanks.*

Ask students to write the ordinal numbers. Then write them on the board to check their answers.

Answer Key
a. 12th twelfth
b. 23rd twenty-third
c. 31st thirty- first
d. 40th fortieth
e. 100th a hundredth
f. 1000th one thousandth

Optional Activity
The aim of this activity is to encourage students to use ordinal numbers by having fun.
One of the students in the class gets the class list. He or She asks the class:
e. g. "Who is the first student in the list?"
A volunteer in the class raises his or her hand and answers "Mert is."
The student looks at the list and answers "Yes. Well done. Mert is the first in the list." Or "No. Ahmet is the first student in the list."

9 PRONUNCIATION

Listen and repeat. Then draw an arrow to show falling and rising intonation.

Tell students that incorrect intonation can lead to misunderstandings. Draw students' attention to Yes/ No questions and the question words such as How/What...? Then tell students to listen to the recording carefully first. Then ask them to repeat the sentences. Then play the recording. Pause each question and answer. Ask them to indicate rising and falling intonation with the arrow as in the example. You can give extra examples using *Remember This!* box.

Audio Script **Track 3**

e.g. A: Can I help you?
B: Yes, please.
A: Where's the post-office?
B: It's the end of the street.

1. A: Are you hungry?
B: Yes. I'm hungry.

2. A:Have you got any change?
B: No, I haven't?

3. A:What is this ?
B: It's my visa.

4. A: Are you OK?
B: I'm fine.

10 *Complete the paragraph using the given words.*

Have students read the paragraph first then ask them to complete it. The aim of this activity is to have students distinguish between cardinal and ordinal numbers as well.

Answer Key

1. first **2.** Iranian **3.** language **4.** twelfth **5.** 205 **6.** 20 Highway **7.** metres

11 READING

a ***Read the paragraph and circle the correct option.***

In this activity, students will be able to distinguish between cardinal and ordinal numbers while reading the paragraph. Ask them to circle the correct options.

Answer Key

There are [1]***three*** basketball courts in it. She is [2]***the tenth*** grade student at the high school. Her [3]***first*** aim is to finish high school then to attend a university. She has got [4]***two*** close friends from the school basketball team. They are all [5]***sixteen*** years old.

b ***Write their names on the pictures according to the paragraph.***

This is a comprehension activity. Ask them to label the names on the pictures.

Answer Key

1. Kate, **2.** Lucy, **3.** Zoe

12 WRITING

Write an e-mail that describes your neighbourhood to a friend from another country.

The aim of this activity is to have students describe their neighbourhood. Tell students to write an e-mail that describes their neighbourhood to his or her friend. Exercise 1 can help them to write an e-mail.

Students' own answers.

2 C SHOPPING TIME

Overview

Vocabulary: the words and phrases related to shopping such as vegetables, fruit,
Listening: identifying the sentences related to permission,
Speaking: asking for and giving permission,
Reading: responding to the questions by skimming, highlighting prepositions of the dialogue, identifying the lexis related to shopping, finding the compound nouns in Unit 2,
Writing: writing a shopping dialogue by making a list,
Grammar: "How much/How many?" some, any, a lot of, object pronoun, singular plural nouns

LEAD IN

Answer the following questions.

Ask students if they have any ideas about different kinds of shopping.

e.g. My favourite one is online shopping because I haven't got any time to go shopping. Online shopping is easy, comfortable, and cheap.

Write shopping types on the board such as impulse shopping, window shopping, online shopping, home shopping. Then ask the first question in the Student's Book.

Additional Information;

Impulse shopping is unplanned shopping.

Home shopping is shopping from home by ordering goods from a magazine, a TV programme, or from the Internet.

Window-shopping is the activity of spending time looking at the goods in shop windows without intending to buy any of them.

Online shopping is ordering goods from the Internet.

1. Is shopping an activity?

Answer Key Yes, it is.

2. Look at the pictures below. Which one is a free time activity?

Let students examine the pictures. Then ask them to read the question and choose the correct picture.

Answer Key b. window shopping

LISTENING & SPEAKING

1 VOCABULARY

Match the pictures with the words in the box.

Tell students to guess the meaning of vocabulary related to the shopping and to match them with the pictures. Ask them to write the numbers of pictures near the vocabulary.

Answer Key

1. fitting room

2. cash point

3. trolley

4. shopping bag

2 LISTENING

a Listen and complete the dialogues.

Let them look through the dialogues in the Student's Book. Then play the recording and tell them to complete the missing parts of the dialogues.

Audio Script **Track 4**

Dialogue 1

Shop assistant: Can I help you, madam?

Customer: Yes, please. Is there a [1]**memory stick** of 16 gigabyte? I can't see it.

Shop assistant: Yes. It's over there, on the second shelf [2]**near** the Mp3 players.

Customer: Oh… yes. How much is it?

Shop assistant: [3]£ **2**.

Customer: Where is the cash point?

Shop assistant: It's on the [4]**first** floor.

Customer: Thanks.

Dialogue 2

Sandra: There isn't even an egg for my cake, sweetie.

Kyle: Let me [1]**do shopping.**

Sandra: Wait a minute. Do the shopping list first.

Kyle: [2]**Could** I use your cell phone, Sandra?

Sandra: Of course! But why?

Kyle: Because I can write the [3]**list** on the phone.

Sandra: [4]**Use** yours.

Kyle: Its battery is dead.

Sandra: OK, then. After shopping, give it to me.

Dialogue 3

Shop assistant: How can I [1]**help** you, sir?

Customer: [2]**There** [3]**is** a problem about my mobile phone. It's from your shop.

Shop assistant: What is the problem?

Customer: I can't hear the ring of the phone.

Shop assistant: I see. Let's try again. What's your [4]**phone number**?

Customer: All right. Oh-six-four-five-double two-one eight-seven-three-nine.

Shop assistant: Oh-six-four-five-double two-one-eight-seven-three-nine.

Customer: No [5]**ring** as you see. Can I [6]**get** a refund?

Shop assistant: Sure!

Customer: Thank you.

Shop assistant: You're welcome.

b Read the dialogues and underline the phrases for "asking for and giving permission, offer, and responses."

The aim of this activity is to draw students' attention to asking for and giving permission and responding to the suggestions. Ask students to find and underline phrases about permission and offer. You can give a situation to students and ask them to work in pairs and make a dialogue with asking for and giving permission.

Answer Key

Offer: Can I help you, madam?/ How can I help you? **Dialogue 1, Dialogue 3**

Response: Yes, please. **Dialogue 1**

Permission: Can I get a refund?/ Could I use your cell phone?**Dialogue 3, Dialogue 2**

Response: Sure!/ Of course! **Dialogue 3, Dialogue 2**

c ***What does "it" refer to in the dialogues?***

Tell students to read dialogue 1 and 2 again to find what "it" refers to.

Answer Key

1. I can't see **it.**

It refers to **a memory stick**.

2. Give **it** to me.

It refers to **the cell phone**.

3 SPEAKING

Work in pairs. Imagine you have got a problem with a product you've bought. Make a dialogue and act it out with your partner.

This is a post activity. The aim of this activity is to get students to use the phrases they have just learned. Let students study together. Then ask them to act it out.

4 ***Fill in the blanks with object pronouns.***

Ask students to read the sentences and fill in the blanks. You can give examples about object pronouns.

1. Help **me**, please. I have got a lot of homework.

2. Phone Sam and Bares. Invite **them** to the party.

3. Save money. Put **it** in the moneybox.

4. This is my little brother. Look at **him**! He's so cute.

5. Can you lend **me** £10?

5 ***Complete the dialogue with the phrases below.***

In this activity, students will be able to identify the lexis related to shopping. Draw students' attention to the dialogue. Ask them to read it first and complete the dialogue with the given sentences in the box. After completing it, ask students to find the phrases with "offer, permissions and responses," so they will reinforce their knowledge.

Answer Key

Shop assistant: [1]**What can I do for you?**

Shop assistant: [2]**How about this one?**

Shop assistant: [3]**Sure.**

Shop assistant: [4]**It's £ 65**

CHECK THIS OUT!

Draw students' attention to the examples in the box. You can give examples. Make sure that they understand asking for permission.

6 SPEAKING

Work in pairs. Ask and answer the questions in turn.

This is a speaking activity. Let students read the questions and think for a while. Then tell them to ask the questions to each other in turn and answer them.

Possible Answer

1. Shopping Mall is my favourite place because you can find everything you look for and buy.

2. There is a market. It's on *Manolya* Street near the florist.

3. It's open at 9 a.m. and closed at 9 p.m.

4. Not really.

5. It's cheap and it can save me time, but it can be risky because someone can reach your credit card information. Another thing is you can be disappointed about your order.

READING & WRITING

Answer the following questions.

Ask students the questions about their diets and encourage them to talk.

1 VOCABULARY

Match the words related to vegetables with the pictures. Then listen and check.

Draw students' attention to the words related to vegetables and fruit. Ask them to match the pictures with the words related to vegetables. Then play the recording. Tell them to check their answers while listening. Play the recording again and ask them to repeat when you pause after each word.

Audio Script	**Track 5**
1. cucumbers	**6.** cauliflowers
2. sweet peppers	**7.** cabbages
3. tomatoes	**8.** spring onions
4. eggplants	**9.** gingers
5. squashes	**10.** mushrooms

Answer Key

1. d, **2.** c, **3.** j, **4.** h, **5.** b, **6.** g, **7.** f, **8.** i, **9.** a, **10.** e

2 ***Match the words related to fruits with the pictures. Then listen and check.***

Draw students' attention to the fruit. Ask them to match the words with the pictures.

Audio Script	**Track 6**
1. cherries	**7.** apricots
2. grapes	**8.** bananas
3. plums	**9.** peaches
4. strawberries	**10.** figs
5. melons	**11.** watermelons
6. kiwis	**12.**pomegranates

Answer Key

1. k, **2.** d, **3.** a, **4.** l, **5.** f, **6.** c, **7.** b, **8.** e, **9.** h, **10.** g, **11.** j, **12.** i

3 ***Fill in the blanks with the correct words related to fruit and vegetables.***

In this activity, students are expected to write correct spelling of the words they have just studied.

Answer Key

1. apple, 2. let**t**uce, **3.** le**m**on, **4. l**ee**k, 5.** ca**r**rot

4 READING

a ***Read the dialogue. Why are Lizzie and Mary in the market?"***

As a warm-up activity, ask students to skim the dialogue and find the answer of the question.

Answer Key

They have guests for dinner.

b ***Complete the shopping list according to the dialogue in Exercise a.***

Answer Key

a kilo of meat, two packets of macaroni, a bottle of olive oil, a kilo of beans, some beverages

c ***Underline the countable and uncountable nouns in the dialogue. Then write them in the correct column.***

Draw students' attention to countable and uncountable nouns. Ask them to underline the countable and uncountable nouns and to write them in the correct column.

Answer Key

Uncountable**: e.g. fruit, lettuce, salad, olive oil, meat, macaroni, money**

Countable**: beans, beverages**

5 ***Look at the picture above "What have you got in your shopping basket?" Write them in your shopping list.***

Ask students to work in pairs. Tell them if they want, they can add other food in the shopping list.

Answer Key

(a) loaf of **bread,** (a) bottle **of milk,** a slice of **cheese,** (a) kilo of **grapes,** (a) kilo **(some) of apples**

TODAY'S IDIOM

This aim of this box is to teach English idioms to students. Ask them to use the idiom in the sentences.

6 WRITING

a ***Write a similar dialogue as in Exercise 4a by changing the words in bold.***

b ***Act out the dialogue you have written.***

Ask students to change the highlighted vocabulary in Exercise 1. Then tell them to act out the dialogue they have written.

CHECK THIS OUT!

In this part, students will be able to study countable and uncountable nouns and *a lot of, some* and *any*. Students can add vocabulary and sentences in each column.

7 ***Complete the dialogue with some x 2, a lot of or any.***

Let students read the dialogue silently first. Then draw students' attention to the quantities they will use in the gaps. If students have some difficulties in using them, explain the structure by giving examples.

Answer Key

Alan: Is there [1]**any** mayonnaise, mummy?

Alan: Yes. And [2]**some** onions, [3]**some** lettuce with [4]**a lot of** fried potatoes

8 ***Find the 'compound nouns' (two or more words used together) in this unit and write them below.***

The aim of the activity is to draw students' attention to compound nouns that have been used in this Unit. Tell students what compound noun means. A **compound noun** is a noun that is made with two or more words. A **compound noun** is usually noun + noun, adjective + noun, Ving +noun

Examples

noun + noun: bathroom, bookcase, train station,

adjective + noun: full time, red light, blue jeans etc.

V ing + noun: living room, swimming pool,

Possible Answer

study desk, bathroom, living room, bedside table, cupboard, coffee table, armchair, TV unit, town hall, bookshop, car park, swimming pool, neighbourhood, highway

9 ***Match the phrases with the words.***

Draw students' attention to countable and uncountable nouns in the activity. Tell them to be able to make uncountable nouns countable by specifying a unit such as a cup of..., a head of..., a bunch of...

Possible Answers

1. a bunch of parsley, grapes
2. a kilo of meat, beans
3. a glass of water, fruit juice
4. a cup of coffee, cappuccino
5. a piece of cake, bread
6. a bottle of milk, oil
7. a packet of biscuits, macaroni
8. a head of cauliflower, cabbage

10 ***Complete the dialogue by using suitable words.***

Ask students to complete the dialogue with the given words, so they will be able to use the phrases they have studied.

Answer Key

1. heads, **2.** head, **3.** bottle, **4.** There, **5.** much, **6.** £ 4

11 LISTENING

Listen and write the prices.

The aim of this activity is to have students write the prices they hear. At the same time, they will be able to review of the numbers.

Audio Script	**Track 7**
e.g. six pounds eighty	
a. one pound fifteen	
b. ten pounds twenty- six	
c. fifty pence	
d. thirty pounds seventy	

12 ***Complete the questions with* "How many/ How much?"**

Tell students to complete the questions with "How many/How much?" Check the answer with class.

Answer Key

1. How much homework have you got?
2. How many English books have you got?
3. How many students are there in your class?
4. How many lessons are there in a day?
5. How much tea can you drink at breakfast?
6. How much is your cell phone?

13 ***Work in pairs. Ask the questions and answer in Exercise 12 in turn.***

Tell students to give true answers about themselves. Ask them to do this activity in turn.

Students' own answers.

14 ***Read and circle the correct word.***

This is a revision activity. Students can evaluate if they understand the phrases they have studied so far such as quantities, verbs, prepositions.

Answer Key

I **have**/ has got **some**/ any money in my penny bank. I'm free in the afternoon. There **is**/ are a shopping mall **near**/ between our house, so I can go and sell/ **buy** my favourite singer's new album. Anyway, I can also drink something **at**/ over the cafe. Let me call my friend, Andy.

15 ***Let's have some fun.***

This makes students think about the functions of the hemispheres in the brain. They can find the answer in their Student's Book.

2 WORKBOOK ANSWER KEY

2 A EAST OR WEST, HOME'S BEST

1 ***Write the items in the correct category.***

living room: mirror, armchair, table, chairs, sofa, television, coffee table, TV unit, shelf

bedroom: pillow, bed, blanket, bedside table, wardrobe, mirror, quilt, chest of drawer

kitchen: cupboard, table, cooker, chairs, sink, refrigerator

bathroom: sink, bath**,** water closet, mirror, shower

2 ***Read the text and answer the following questions.***

1. It's next to the kitchen.

2. There is a sofa, two armchairs, a carpet, a TV unit, and a coffee table.

3. You can see their swimming pool and the park through the windows.

4. It's opposite the sofa.

5. There is a coffee table.

6. No, there isn't.

3 ***Write true sentences using suitable prepositions (in/on/ next to/ behind/ in front of/ under/ over).***

Students' own answers.

4 ***Write the time under the clocks.***

1.It's half past three.
2. It's quarter to one.
3. It's five to five.
4. It's five past six.
5. It's quarter to seven.
6. It's ten past nine.

5 ***Complete the dialogue by using the words below.***

1. have
2. like
3. are
4. a single room
5. is
6. your key
7. welcome

6 ***Correct the mistakes. Then rewrite the sentences.***

1. There **are** three bedrooms on the second floor.

2. My **uncle's** car is in the garage.

3. They have got a flat **on** April Street.

4. **I've** got a PC with a high technology.

5. I'm not sure how **much** money the furniture is in the living room.

7 ***Look at the drawing and answer the following questions.***

1. It's near the window. (or under the shelf).
2. It's red.
3. They're on the bed.
4. There are two cushions.
5. No, there isn't.
6. They are over the bed.
7. It's near the window.

8 ***Look at the drawing above. Fill in the blanks by using the correct preposition.***

e.g. The hair dryer is **on** the floor.

1. over, **2.** between, **3.** near, **4.** in, **5.** on

9 ***Circle the correct words.***

e.g are

1. An
2. any...
3. How many...
4. Have you...?
5. There is

10 ***Put the words into correct order to make a sentence.***

1. There is a cellar under the house.
2. We have got a two storey house.
3. Are there two floors in the house?
4. How many rooms are there in your flat?
5. Terry can use the elevator in the school.
6. Has Başak got her own room?
7. There is an apple tree in the garden.
8. Look! My favourite pop star's poster is on the wall.

11 ***Complete the paragraph using the words below.***

1. has got
2. toilet
3. upstairs
4. garden
5. small

12 ***Write a paragraph to describe the room in the picture below.***

Possible Answer

It has a living room. It's got a large window. There are two brown sofas and one colourful armchair. The TV unit is opposite the sofa near the bookcase. In the middle of the room, there is a coffee table. The walls of the living room is white.

2 B MY TOWN

1 ***a Look at the picture below and complete the dialogues.***

Paul: Excuse me! Is there a restaurant near here?

Sandra: Go along the street. Take the [1]**first turning** on the left. Go ahead. It's opposite [2]**the factory.**

Paul: Thank you.

Sandra: You're welcome.

Berna: Excuse me! [1]**Can you tell** me the way to the Concert Hall?

David: Turn left. Go along Red Street. Take the first [2]**turning** on the [3]**right.** Go up [4] **Palm** Street. It's [5]**behind** the Café.

Berna: Thank you.

b Read the directions below and find the places on the map. Then write the places in the blanks.

1. Hospital, **2.** School

c ***Answer the questions by looking at the map.***

1. It's **next to** the factory.

2. It's **opposite** the gas station.

2 ***Complete the sentences by using ordinal numbers.***

a. These are 5 useful vegetables. Carrot is the first one. Eggplant is the **second** one. Cucumber is the **third** one. The fourth one is broccoli. Mushroom is the **fifth** vegetables.

b. The people in the line are my classmates. The (11th) **eleventh** one is Okan. Caroline is in the (12th) **twelfth** line. The (13th) **thirteenth** person is my best friend, Andy.

3 ***a Find the ordinal and cardinal numbers.***

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

b Write the words you have found in Exercise 3a under the correct column.

Cardinal Number	Ordinal Number
FIVE	SEVENTH
THIRTEEN	TWELFTH
NINETY	SIXTH
A HUNDRED	FIFTH
A THOUSAND	EIGHTH FORTIETH

4 ***Write the numbers next to the correct phrases.***

a. 4, **b.** 3, **c.** 2, **d.** 1

5 ***Read the dialogues and complete them using the given phrases.***

Dialogue 1

1. Where is the stadium?

Dialogue 2

1. What time is it?

2. the first day

Dialogue 3

1. And you?

2. There is

Dialogue 4

1. It's me

2. Bye for now.

6 ***Find and correct the mistakes.***

A: **Is there** a post office near here?

B: **Yes**, there is

A: Has she got a flat near his school?

B: Yes, **she has**.

A: Is your room on the first or second floor?

B: **It's** on the second floor.

A: Is **your** school near the seaside?

B: Yes.

2 C SHOPPING

1 ***Write the food items under the correct category.***

Vegetables: pea, leek, cabbage, cauliflower, broccoli, potato, bean, spinach, eggplant

Fruit: watermelon, strawberry, cherry, orange, peach, apricot, banana, grape, kiwi

2 ***Complete the dialogue by using the phrases below.***

Green grocer: **1. can I help you**?

Customer: **2. Hello!**

Green grocer: **3. some fresh**

Customer: **4. the red ones**

Customer: **5. some bananas**.

Customer: **6. That's all, thanks**.

Green Grocer: **7. £ 30**
Customer: **8. Here you are.**

3 ***Look at the dialogue and the picture above. Find the singular and plural nouns in the dialogue and the picture. Then write them in the correct column.***

Singular nouns: parsley, lettuce, sweet pepper, broccoli
Plural nouns: potatoes, onions, tomatoes, leeks, apples, bananas, mushrooms, cabbages

4 ***Match the words with the phrases.***

1. A head of broccoli
2. A box of cereal
3.A piece of bread
4. A packet of biscuits
5. A bottle of milk
6. A kilo of peas
7. A cup of tea
8. A tube of toothpaste
9. A glass of water

5 ***Match the questions with the answers.***

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

6 ***Look at Exercise 5 again. Then write a dialogue.***

A: Excuse me. Where is the restroom?
B: It's upstairs.
A: Excuse me. What's the time?
B: It's five past eleven.

A: Can I help you?
B: Yes, please.

A: Excuse me. Have you got any change?
B: Yes, I have. Here it is.

A: Excuse me. Is there a market near here?
B: Yes. There is one on Palm Street.

A: Could I use your cell phone?
B: Sorry. The battery's charge is down.

A: How can I help you?
B: I want a TV unit for my living room.

A: May I ask you something?
B: Of course. Go ahead.

7 ***Circle the correct word.***

a. a lot of, **b.** some, **c.** any, **d.** some, **e.** any, **f.** a lot of

8 ***Look through Unit 2 in the Workbook. Find 5 compound nouns.***

bookcase, watermelon, eggplant, upstairs, armchair

9 ***Write the questions under the correct column.***

Asking for permission: May I come in?
Could I use your pen?
Can I open the window?
May I answer your question?
Offering help: Can I help you?
What can I do for you?
How can I help you?

10 ***Complete the sentences with him, us, me, her.***

1. me, **2.** her, **3.** him, **4.**us, **5.** them, **6.** it, **7.** her

11 ***Describe the picture by answering the questions.***

They are a family. They are in the supermarket near the fruit shelves. We can see fruit on the shelves such as melons, oranges. They have got a trolley to put fruit and other things.

UNIT NOTES

3 A ACTION!

Overview

Vocabulary: the words related to free time activities, hobbies and interest; adjectives such as interesting, boring, amusing, exciting, dangerous, relaxing
Listening: identifying free time activities; making suggestions and responding of suggestion; likes/ dislikes in a listening text
Speaking: talking about hobbies and free time activities; explaining their opinion about hobbies and interests
Reading: identifying hobbies and interest
Writing: replying an e-mail,
Grammar: revision of verb to be and have/ has got; simple present tense; gerund with love/ like/ dislike/ prefer/ hate

LEAD IN

Answer the following questions.

You can bring some photos about free time activities and hobbies. Stick the photos you've brought on the board and ask students to label the names of the free time activities or hobbies (or to write the name of it under the pictures). Then ask students to answer the questions given.

1. Do you have any hobbies? If yes, what are they? If no, which hobby would you like to take on?

2. Do girls and boys spend their free time in the same way? If yes, how?

Possible Answers

1. Students' own answers

2. Yes. They like going out, going to the cinema with their friends or watching TV etc.

LISTENING & SPEAKING

1 VOCABULARY

a ***Write the hobbies and free time activities under the pictures.***

Have students look at the free time activities in the box. Then read the free time activites. Draw students' attention to the pictures in the Student's Book. Ask them to write the words about activities in the box under the pictures.

b ***Listen and check your answer.***

Ask them to listen to and repeat the phrases they hear after each pause. Check their answers.

Audio Script	**Track 1**
1. wind surfing	**7.** skiing
2. cooking	**8.** taking photos
3. riding a horse	**9.** knitting
4. going to the cinema	**10.** painting
5. riding a bike	**11.** parachuting
6. gardening	**12.** collecting stamps

c ***Add any other free time activities or hobbies to the list.***

Ask students to add any other free time activies or hobbies to the list.

Possible answers

reading books, listening to music, surfing the Net, sewing etc.

2 LISTENING

Listen and write Anna, Nicolas and Zoe's hobbies.

Tell students to listen to the text about free time activities of three people. Write which activities they have mentioned. Play the recording. If it's necessary, they can listen to the audio script once more.

Audio Script	**Track 2**
Anna: I love summer and spending time on the beach. I need wind and equipment for my hobby. **Nicolas:** I really like nature. When I go somewhere, I always take my camera. Everybody likes my pictures about nature. **Zoe:** I'm interested in flowers and growing vegetables. Especially at weekends I spend time in the garden.	

Answer Key

Anna: WIND SURFING
Nicolas: TAKING PHOTOS
Zoe: GARDENING

3 SPEAKING

Decribe a hobby or a free time activity without giving the name. Then ask your friends what the name of the hobby or free time activity is.

Tell students to play a game. Ask them to describe a hobby or free time activity without giving the name. Then class will guess the hobby or the free time activity. The aim of this activity is to have students review of some structures they have learned by having some fun.

4 LISTENING

a Listen to the dialogue between Doğa and Sam. Complete the table with the information you hear.

Draw students' attention to the table. Tell them to listen to a couple called Sam and Doğa and look at the table in the Student's Book. Explain students to take short notes about Doğa and Sam's suggestions, their likes and dislikes as in the example. Play the recording. If it's necessary, students can listen to the script once more. Check their answers.

Audio Script **Track 3**

Sam: Hi, sweetie! What's up?
Doğa: I'm OK. And you?
Sam: I'm bored with the long meeting at work. **What about watching a sports programme** tonight?
Doğa: You're kidding. I don't really like sports programmes, you know. **I'm afraid I can't. Shall we watch the reality show?**
Sam: That's not good idea. I hate it. **How about playing chess?**
Doğa: It sounds good. I like playing it, but not now. **Why don't we go out instead?**
Sam: Sure! Let's eat something outside.
Doğa: I love eating outside.
Sam: Where do you want to go?
Doğa: I don't mind. **Let's go somewhere near the seaside.**
Sam: Great. It's a deal.

Answer Key

	suggestion	like/ love	don't like/ hate
Sam	watching sports programme eating something outside	_____	reality show
Doğa	watching reality show going somewhere near the seaside	playing chess eating outside going out	sports programme

b Write full sentences by using the information in the table.

Point to the example. Then tell students to write sentences by using the table they have filled in. Ask them to read their sentences aloud.

Answer Key

e.g. Doğa dislikes watching sports programme.
Doğa likes playing chess
Doğa loves eating outside.
Sam doesn't like watching reality shows.
Sam likes watching sports programmes.

c Listen to the dialogue again. Write the responses to suggestions in the dialogue.

The aim of this activity is to have students understand how to respond to the suggestions in the dialogue. At the same time they will able to distinguish likes and dislikes of the two people in the dialogue.

Answer Key

Doğa's respond: **1. I'm afraid I can't**
Sam's respond**: 1. That's not good idea**
Doğa's respond: **2. That sounds good, but not now.**
Sam's respond**: 2. Sure.**
Sam's respond**: 3. Great.**

5 SPEAKING

Work in pairs. Ask and answer the questions in turn.

The aim of this activity is to practise question patterns and answers with simple present tense. Tell students to work in pairs. Get them to ask their partner the questions and tell them their partner will answer them. Explain students to change their roles.

Students' own answers.

Optional Activity

You can also ask "Wh-" questions after students answer with "Yes or No" questions. Such as:
What kind of programmes do you watch?
Do you spend most of your time outside or at home?
What do you do?

6 ***Complete the sentences with the correct form of the verbs below.***

Tell students to look at the words on the list and talk about their meanings. Ask them to complete the sentences with suitable words on the list.You can tell them to read the text again. Ask them some questions about the text such as Why does Alex visit different countries?

Answer Key

Hi! My name's Alex. I like **1.** ***discovering*** new places. In summer holidays I visit different countries. New places make me happy all the time. I like **2. taking** photographs with my profesional camera. I like trying out new cuisines and **3. learning** how to cook. I've a mountain bike, I like **4. riding** a bike. I collect postcards from different countries because I love **5. sending** some of them to my friends or my family members. When I'm broke, I prefer **6. staying** in hostels, but I dislike **7. using** the same bath with strangers. Travelling different countries is very exciting and interesting, but returning back is also good.

7 ***Complete the sentences using the words in the paranthesis.***

Draw students' attention to the table. Ask them to complete the sentences. After they complete it, you can ask various questions.

e.g. Does your father prefer watching news or reality show?

Do you like reading books before you sleep?

Answer Key

A: Do you like jogging in your free time?
B: Yes, I do./ No, I don't.
A: Do they like **growing** fruit in their garden?
B: Yes, they do.
A: Does your mother prefer **drinking** coffee or tea?
B: She prefers **drinking tea** (or **coffee**).
A: Does your friend like **playing** board games?
B: No, **she/ he doesn't.**

8 ***Put the dialogue in the correct order. Then read it.***

Draw students' attention to the sentences. Then ask them to find the starting statement of a conversation. Tell them to find the answer of the starting statement of a conversation. After putting the dialogue in the correct order, let them read the dialogue aloud with their partners. Then, you can check their answers.

Answer Key

Tom: Do you like **board games, Olivia**?
Olivia: Yes. I **really like them**. Especially I'm keen on **chess**. How about you?
Tom: They're OK, but I **prefer** playing **video games.**
Olivia: Really! I find **them** boring. Can you play them well?
Tom: Not really because I'm a complete beginner of some.

9 ***Put the phrases into the correct column.***

First, tell students to study the phrases. Make sure that students know the meaning of them. Then ask them to put the phrases under the correct column according to their positive or negative meaning.

Answer Key

POSITIVE I really like it/ her/ him. I'm really into it/ them. I love it/ them/ him/ her.
NEUTRAL They're not bad. It's OK. She/ He/ It's all right.
NEGATIVE I hate it/ her/ him. I think it is/ they are terrible. She/ He/ It's awful. I can't stand him/ her/ it. I'm not very keen on it/ them.

READING & WRITING

1 READING

a ***Look at the activities in table b. Are you interested in any free time activity in the pictures? If yes, which one or ones?***

The aim of this pre-reading activity is to draw students' attention to the target language of the text. Ask them to answer the question about free time activity and which one/ ones they prefer.

Students' own answers.

b ***Read the paragraphs about people's free time activities. Put a tick(✔)for likes and a cross(✗) for dislikes in the table.***

The aim of this activity is to get students to transform information in the paragraphs to the table. Then check their answers.

Answer Key

	hiking	playing the piano	roller skating	rowing	riding horse	fishing
Sofia	✔	✔	✗	✗		✔
Onur				✔	✔	✗
Ceren	✔		✔		✔	✗
Rayan	✔		✗	✔	✔	✗

2 SPEAKING

Work in pairs. Express your opinion about hobbies and interests. Use the words below.

Draw students' attention to the example in the Student's Book. Then, ask them to make a similar dialogue with their partners. Let them act their dialogues out.

3 ***Complete the dialogue using the phrases in the box.***

Draw student's attention to the dialogue. Ask them to read the dialogue, so they have got some idea about the topic. Then have them complete the dialogue with the given phrases.

Answer Key

1. Interviewer: **a very famous vlogger.**
2. Tom: **discovering new places.**
3. Interviewer: **with your friends**
4. Tom: **It doesn't matter**.
5. Tom: **a good horse rider**

4 READING

Read the e-mail. Who does Carol need?

Tell students to look through the text and ask them to answer the question" Who does Carol need?"

Answer Key

Carol needs a flatmate (who has the same hobby and interest). You can ask extra questions about the e-mail.
e.g. Where does Carol live?
What is she keen on doing?
What can't Carol stand doing?

5 WRITING

Write a reply to Carol's e-mail.

Tell students to write a reply to Carol. Ask students to write a reply to Carol by using the given clues. Then tell them to read their replies.
Students' own answers.

6 ***Make a survey about free time activities with ten students in school. Then share the result with the class.***

Draw students' attention to the questions. Ask them to write the given questions on a piece of paper for ten students. Tell them to give the paper they have written to ten of their friends (or other ten students in different class). After collecting the paper and writing the result, ask them to share their result of the survey with the class. The examples in the Student's Book will help them.

TODAY'S QUOTE

Draw students' attention to the quote in the Student's Book. Ask them what they understand from the quote.

Possible answer If someone's job and hobby are the same, he or she will be happy.

7 ***Read the announcement about a hobby on the notice board and complete the sentences.***

Ask students if they are interested in a hobby. Then draw their attention to the announcement. Ask them to complete the sentences related to the paragraph.

Answer Key

1. The hobby is gardening.
2. The hobby garden is in the country.
3. Student's own answers

8 PROJECT TIME

Choose a hobby or a game such as backgammon or chess. Prepare an announcement as in Exercise 7 for students in your school. Then display it in the class.

Tell students to choose a hobby or a game that they will be able to improve themselves in. Then ask them to prepare an announcement as in Exercise **7.** Display their works in the class.

3 B THE SEVENTH ART: CINEMA

Overview

Vocabulary: the words, lexis, and jargon related to movies,
Listening: finding the types of movies,
Speaking: talking about movies,accepting or refusing suggestions,making an excuses taking part in conversations, making invitations,
Reading: reading film reviews to decide which film they want to see,
Writing: writing text messages to their friends to invite for a movie, preparing their own film poster, writing a review about a film they watched,
Grammar: simple present tense with Wh-questions, making suggestions

LEAD IN

Answer the following questions.

You can bring (a) film poster(s) to the class (or you can use the smartboard for online posters for this activity). Stick the poster to the board. You can ask questions about the movie poster(s).

e.g.

- Who are the people in the poster?
- Do you know them? If yes, can you say his/ her nationality (or films). After doing this warm up activity, get them to ask given questions to each other.

"Do you go to the cinema very often?"

"Do you prefer watching a film at home or at the cinema?"

Encourage them to ask different questions to each other as well.

LISTENING & SPEAKING

1 VOCABULARY

a ***Match the posters with the type of the films in the box. Then write them under the posters.***

Point to the posters in the Student's Book and ask students to match the types of films with the posters. Let them study the types of films. Then ask the question. "What is your favourite type of film?"

b ***Listen and check.***

Audio Script	Track 4
1. horror film **2.** science fiction film **3.** action film **4.** animated adventure comedy **5.** western film **6.** romantic film	

2 *What is your favourite film type? Give a name of your favourite film.*

In this activity, have students talk about their likes and dislikes about the film types.

Students' own answers.

3 LISTENING

a ***Listen to the movie lines and guess the types of films.***

Tell students to listen to the movie scene and ask them to guess the types of the films. Then play the recording. Pause it after each scene. Let student take notes. Check their answers.

Audio Script	Track 5
Dialogue 1 **Fiona:** Richard! How nice flowers! Are these mine? **Richard:** Certainly! You're very important for me. **Fiona:** I love flowers. There is a note here. Let me read. "Will you marry me, Fiona?" Oh my God! You're so cute. **Richard:** And, your answer? **Fiona:** Yessss. **Dialogue 2** **Sheriff :** Hey you! What's wrong? **The cowboy:** We're just looking around. **Sheriff:** Are you looking for someone? **The cowboy:** We're here to find the thief of our cattle, sheriff. **Sheriff:** Come on boys. We don't want any trouble in our town. Are you sure the thief is here? **The cowboy:** No. **Sheriff:** I must warn you. I don't like fights in my town. **Dialogue 3** **The woman:** Shh! There is a noise in the kitchen. Be quite. (They're whispering)	

The man: Let me look at the kitchen.
The woman: No no.There's someone. He can have a gun. Call the police.
The man: Shh! Listen! Can you hear the footsteps?
The woman Hurry up! Call the police immediately.

Answer Key
The first one is a **romatic film.** The second one is **western.** The third one is **thriller/ horror.**

b ***Listen to the movie lines and circle the correct answer.***

Ask them to listen to the recording once more. Tell students to choose the correct sentences.

Answer Key
1. Richard and Fiona love each other.
2. The sheriff doesn't want any trouble in his town.
3. There is a noise in the kitchen.

4 SPEAKING

Work in pair. Choose a film you like. Ask the questions in turn.

Make sure that students understand what they will do. You can ask them some questions as in the example.

e.g. Do you prefer watching movies with subtitles or original form? etc.

5 *Look at the poster. Choose the correct option.*

Ask students to look at the poster. Choose a volunteer in the class. Let him/ her answer it.

Answer Key
a. The type of the film in the poster is fantasy adventure.

6 *Do you know the main character in the poster? Complete the blank in the table.*

The aim of the activity is to study the vocabulary related to the movies. Draw students' attention to the information in the table and ask them to fill in the gap. Tell them to complete it. Ask them to find vocabulary that is similar in their mother tongue. (Explain to students that true cognates are vocabulary items used in two languages in the same sense with similar pronunciation and identical or different spelling). For example: film, director are used both in Turkish and English. Then ask students to give other examples in the unit. **e.g**. cinema, cast, fantasy, actor, actress etc. Have students discover the vocabulary in the box. Then ask a volunteer to answer the question. "Do you know the main character on the poster?"

Answer Key
His name is the hobbit, Frodo Baggins.

DO YOU KNOW THIS!

The aim of this box is to give an additional information about differences between British English and American English to students.

7 VOCABULARY

Match the vocabulary with their definitions.

Ask students to guess the definitions of the vocabulary they have studied.Then tell them to match the vocabulary with their meanings.

Answer Key
1. d.
2. c.
3. a.
4. b.

8 *Fill in the information about a Turkish or foreign film you know.*

Tell students to fill in the information about the movie they have watched. Have students study the vocabulary related to the movie. If you want, you can give this exercise as homework. They can stick the poster they have prepared. Choose the best samples and display them in class.
Students' own answers.

9 WRITING

Prepare your own film poster and display it in class. Add the photo(s) of the film.

The aim of this activity is to have students use the vocabulary related to movies and practise them. Tell them to prepare a poster with picture and write the information about the movie like in activity 5 .

READING & WRITING

Answer the following questions.

This is a pre-reading activity. The aim of this activity is to prepare students what they read. Choose students in random and ask the questions.
Students' own answers.

1 VOCABULARY

a ***Study the words below. Use a dictionary to help you.***

In this activity, students learn how to look up a new word in a dictionary. Tell them how to use it as well.

b ***Choose the correct options and underline them.***
In this activity, students are asked to use the vocabulary they have learned.

Answer Key

1. scary
2. keen on
3. no stuntman
4. performs
5. interest

2 READING

a ***Read the paragraph. Do you agree with the writer's opinion? Why, why not?***

Ask students what film review is. Tell them to read the reviews of well-known films.

b ***Read the reviews again and answer the questions.***

Tell students to read the questions first. Then, ask them to read the reviews again to decide which film they want to see. Have them answer the questions.

Answer Key

According to the review,
1. Which film has got an interesting story? **A**
2. Which one has a survival story? **C**
3. Which one is about education? **B**
4. Do you want to watch one of the films in reviews? Why?/ Why not?
Possible Answer I want to watch Great Gatsby because I like romatic drama films. Their plots can be interesting. I don't want to watch any of them. They aren't very me. You can ask different questions about the passages.

c ***Guess the meaning of vocabulary in the reviews.***

The aim of this activity is to have students guess the contextual meaning of the vocabulary. Tell students when they read a passage or something else, not to look up each new word in the dictionary. Tell them to guess the meaning of the vocabulary from the context. If they cannot guess the meaning of it, they can look up the word in the dictionary.

Answer Key

1. Review A: b
2. Review A: a
3. Review B: b
4. Review C: a

3 EVERYDAY ENGLISH

a ***Put the dialogue into correct order.***

b ***Change the place, the time, and the day in the dialogue. Then act it out with your partner.***

Ask students to put the dialogue in the right order. Monitor students then check the answers. Tell them to act it out by changing the place, the time, and day.

Answer Key

3 - 1 - 2 - 5 - 4 - 7 - 8 - 10 - 9 - 6 - 11
Philip: Hey, Can! How is it going?
Can: Hi! I'm OK. And you?
Philip: Fine. Good to see you here.
Can: Long time no see.
Philip: Because I've got final exams these days, but we can do something on Saturday.
Can: Why not? How about going to the cinema?
Philip: That's a good idea! What time and Where?
Can: On Saturday, at 5 p.m. in front of Cinema Cintek. Okay with you?
Philip: All right. It's a deal.
Can: See you, then.
Philip: Bye.

4 ***Look at the situations below and write a suggestion and a response to suggestions.***

First, study the table with your students. Then ask them to make suggestions for given situations.

Possible Answers

1. **A:** Why don't you study maths day-to-day?
   B: That's a great idea.
2. **A:** Let's eat out.
   B: I'm sorry, I can't. I have a lot of homework to do.
3. **A:** How about getting in a taxi?
   B: Why not?
4. **A:** What about buying new books for yourself?
   B: Ok. It's a great idea.

CHECK THIS OUT!

Draw students' attention to the box. The aim of this box is to have students make a suggestion and respond to it.

5 SPEAKING

a ***Read the dialogue.***

In this activity, have students study the dialogue before they work in pairs. If you want, ask them to act it out.

b ***Work in pairs.***

Student A: Invite your friend to an organisation.

Student B: Make an excuse as in the example.

Then change the roles

Draw students' attention to the sample dialogue in the activity. Then, give them a role. Tell Student A to invite to his/ her friend to an event and ask Student B to make an excuse.

CHECK THIS OUT!

Draw students' attention to the box. The aim of this box is to have students review prepositions of time. You can draw a table on the board as in the given example below.

Months: **in** February **Seasons**: **in** winter **Years**: **in** 2017 **Centuries**: **in** the 21st century **Times of day**: **in** the morning **Longer periods of time**: **in** the past **in** the 2000s	**Days of the week:** on Monday **Days, parts of days:** **on** Tuesday afternoon **on** Saturday mornings **Dates**: **on** November 22nd **Special days:** **on** my birthday **on** New Year's Eve	**Clock, times**: **at** 7.30 a.m. **at** 5 o'clock **Festivals**: **at** Christmas **at** Easter **Exceptions**: **at** night **at** weekends

6 ***Fill in the blanks by using correct prepositions.***

If you want, you can draw a table on the board above.

Answer Key

1. in, **2.** at, **3.** in, **4.** at, **5.** on

7 PROJECT TIME

Write a review about the film you watched.

Draw students' attention to the tips about how to write a film review. Help students their works. You can display them in the class.

Tips

1. Start with the film's title.
2. Write the type of film and the year
3. Explain the story of the film briefly.
4. Don't tell the ending.
5. Say your opinion about the film.

3 C FAME

Overview

Vocabulary: revision of words about days of the weeks, months, seasons

Listening: understanding time, place of the meeting; taking notes about the movie; identifying lexis and jargon related to movies

Pronunciation: practicing the reduction of do/do not and does/does not

Speaking: asking and answering about their likes and dislikes; asking time, dates and months; explaining their opinions about films, actors, and actresses

Reading: skimming and scanning the text

Writing: writing a text message to a friend to invite for a movie

Grammar: studying the simple present tense with positive, negative, and question forms

LEAD IN

Answer the following question.

You can bring a famous actor's or actress' photos to the class and ask their names and films etc.

e.g. What's his/ her name?
Can you give the name of his/ her film?
Do you like him/ her?
Then ask them to answer the question "Do you want to be famous? Why, why not?"

Student's own answers.

LISTENING & SPEAKING

1 SPEAKING

a ***Look at the following pictures and answer the questions.***

Draw students' attention to the pictures and the questions. Then ask them to answer the questions in the Student's Book.

b ***Write the correct name under the each picture.***

Ask students match the pictures with the names. Check their answers.

Answer Key

Picture 1 Türkan Şoray
Picture 2 Julia Roberts
Picture 3 George Clooney
Picture 4 Aamir Khan

2 LISTENING

Listen to the dialogue between Tom and Mert. Take notes.

Let students read the activity to understand what they will do. Then play the recording. If it's necessary, they can listen to it once more. The second listening is for checking their own answers. Later, check the answers with class.

Audio Script	Track 6

Mert: Hey! What's up, Tom?
Tom: Hey! I'm OK. Long-time no see.
Mert: Because of final exams. Let's do something.
Tom: Why not?
Mert: Do you like Nuri Bilge Ceylan's films?
Tom: Turkish film director, isn't he?
Mert: Yes. The movie "Three monkeys "is showing.
Tom: What's the plot like?
Mert: A broken family. It's a drama. In addition, it's an award winning film in Cannes Film Festival.
Tom: I know. He's the best director in Cannes Festival. OK, then. Where and what time can we meet?
Mert : At 6 p.m. in front of London Café today. Is it a deal?
Tom: Yes. See you later.
Mert: See you.

Answer Key

- The name of the film: Three monkeys
- The director: Nuri Bilge Ceylan
- The plot: A broken family
- Award in Cannes: Best director
- When they meet: at 6 p.m.
- Where they meet: at London Café

3 SPEAKING

Work in pairs. Ask and answer the following questions.

Ask the questions in the Student's Book to students. The aim of this activity is to review the vocabulary they have just learned. Encourage students to use new vocabulary while talking.

Students' own answers.

TODAY'S IDIOM

Tell students to read the idiom. Have them explain it.

READING & WRITING

1 READING

a ***Read the paragraphs quickly. What are they about?***

Draw students' attention to the paragraphs and actors' and actresses' photos. Then ask students the questions to get the answer.

Answer Key

They are all about famous film stars.

b ***Read the paragraphs and write the names of the film stars in the pictures in Exercises 1a.***

Tell students to write the names of the film stars. Ask students to read the paragraphs silently then loudly. Get students to write the names of the film stars.

Answer Key

Paragraph 1 Julia Roberts
Paragraph 2 George Clooney
Paragraph 3 Aamir Khan
Paragraph 4 Türkan Şoray

c ***Read the paragraphs again. Write true(T) or false (F). If It's false, correct it.***

Tell students to read the sentences in the activity. Then ask them to read the paragraphs to find the answers. Check their answers.

Answer Key

1. False (She has several awards.)
2. False (He's also an actor.)
3. True
4. True

2 SPEAKING

Work in pairs. Ask your partner the following questions.

Draw students' attention to the questions. Let them think or search the answers for a while. Then ask volunteers to do this activity in front of the class.

Students' own answers.

3 DISCUSSION TIME

Encourage students to express their opinions about the question

Tell class what they think about the quote. Explain that there is no true or wrong answer *of* this quote.

Possible Answer

They are different things because **success** is a status. It means the achievment desired and planned goals. But fame is the state of being well-known by many people.

4 PRONUNCIATION

Listen and repeat the questions.

Explain to students that pronunciation is important in English to understand each other. Tell them that they will study the pronunciation about "do and does" in questions. Tell them that we reduce "do and does" in questions. We reduce the vowel to the schwa, "duh duh" (Schwa means the weak vowel sound in some syllables that is not emphasized).

Audio Script	**Track 7**
1. How do you feel? 2. When do you get up? 3. Why does he do that? 4. What does she drink? 5. Where do you live? 6. When does he have English class?	

REMEMBER THIS!

We reduce do and does in questions words such as Wh – questions.

What do you think?

When does she come here?

5 WRITING

Read the text message. Then write a similar message to your friend. Invite him/ her to the movie.

Tell students that they will read a text message. Then ask them to write a similar message to invite him/ her to the movie and respond like in the given example.

Students' own answers.

6 *Read the dialogue and circle the date and the months. Then act it out.*

The aim of the activity is to get students to review date and months and their way of reading, so ask students to circle the date and the months in the dialogue. After they do that, ask them to act it out.

Answer Key

Jeremy: The latest film of Sandra Bullock is **in** ***June****, Alicia.*
Alicia: Are you sure? I think it can be ***May.***
Jeremy: Let me read the news about the movie again. What date is today?
Alicia: ***25th October.*** Why are you asking?
Jeremy: The news about the movie is in today's newspaper.
Alicia: Ohh I see. It's over there on the coffee table.
Jeremy: You're right. The movie is showing on ***2nd May 2018***

7 *Listen and repeat. Then, write the dates as we read.*

Draw students' attenion to the CHECK THIS OUT! box. Then ask students to listen and repeat each pause.Then tell them to write the dates with the way of reading. Then choose a few students in the class and ask students to read the dates loudly

Audio Script	**Track 8**
1. 4th August: **the fourth of August** **2.** 11th September: **the eleventh of September** **3.** 1st January: **the first of January** **4.** 22nd July: **the twenty second of July** **5.** 23rd December: **the twenty third of December** **6.** 8th May: **the eighth of May** **7.** 15th April: **the fifteenth of April** **8.** 24th October: **the twenty-forth of October**	

8 ***Write the months under the pictures by categorising.***

Before students categorise the seasons, practise pronunciation of seasons. Let them some time to do the activity. Write the seasons on the board then call students to the board and ask them to write the months under the correct column.

Answer Key
Winter: December-January-February
Spring: March-April-May
Summer: June-July-August
Autumn/ Fall: September-October-November

9 ***Answer the following questions.***

Ask them to answer the questions. They will use "can" (or the simple present tense) in their sentences.

Possible answers
We ski. We can play board games at home. We take photos of winter view.
We swim in the sea or a pool. We ride a bike. We do outdoor sports such as football.

CHECK THIS OUT!
The aim of this activity is to get students to review the dates of the week. Ask students to read the table after you give the sample sentences, so they will have reviewed the numbers.

e.g. On Monday the weather is 26°C in Paris.

10 WRITING

a ***Read the diary. Which season is it?***

Draw students' attention to the diary. Let them some time to read. Then ask them which season it is.

Answer Key It's autumn/ fall.

b ***Write your own diary.***

Tell students to write their feelings and what they want to do on that day in their own diary.
Students' own answer.

3 WORKBOOK ANSWER KEY

3 A ACTION!

1 **a** ***Look at the pictures and write the activities under the pictures.***

1. travelling
2. having a picnic
3. watching a movie
4. playing tennis
5. playing chess
6. hiking

b ***Make sentences using pictures and activities above.***

1. She likes travelling.
2.They like having a picnic.
3. They like watching a movie.
4. He likes playing tennis.
5. He likes playing chess.
6. They like climbing.

2 ***Read about May's weekend. Fill in the blanks with the correct form of the verbs.***

1. wakes	**4.** get up	**7.** go
2. prepares	**5.** meet	**8.** spend
3. gives	**6.** plays	

3 ***Read the sentences and fill in the blanks by using the words below.***

1. table tennis
2. Net
3. movies
4. posters
5. nature photos

4 ***Complete the hobbies. Use –ing form of the verbs.***

1. watching movies
2. climbing mountains
3. taking photos
4. drawing pictures
5. knitting cardigan or sweater
6. collecting stamps

5 ***Read the school board notices.***

a ***Write the name of the clubs.***

1. Chess Club
2. Cooking Club

b ***Answer the questions according to the notices.***

1. Students' own answers.
2. You can learn **chess well.**
3. It's open from **11 a.m. to 5 p.m.**
4. Students' own answers.
5. We can learn **how to cook delicious food.**

6 ***Complete the sentences using the correct form of verbs in parenthesis.***

1. does
2. misses
3. flies
4. mixes

7 ***Match the questions with the correct answers.***

1. c, **2.** d, **3.** b, **4.** a

8 ***Put the words into the correct order.***

1. I like writing poems.
2. He dislikes eating fast food.
3. Berna has got friends in the cooking club.
4. They don't prefer drinking coffee at breakfast.

9 ***Complete the sentences in your own words.***

Students' own answers

10 ***Write the missing letters about hobbies and free time activities.***

1. fishing, **2.** board games, **3.** knitting, **4.** surfing

11 ***Choose the correct word.***

1. I'm keen on **playing** board games.
2. My little brother is interested in **collecting** football players' photos.
3. I don't **play** an instrument.
4. We prefer **eating** out on Saturdays.
5. Going to a jazz concert is my favourite free time activity.

12 ***Use the words in the box to describe the free time activities according to you.***

You can use the words more than once.

Possible Answers

For me, snowboarding is exciting.
Rock climbing is dangerous.
Reading books is relaxing.
Surfing the Net is interesting.
Playing board games is amusing.
Drawing pictures is relaxing.

13 ***Complete the dialogue with the phrases and sentences in the box.***

1. How's it going?
2. Shall we play table tennis?
3. playing board games
4. Yes
5. Join me.
6. See you.

14 ***Write a paragraph about your weekend.***

Student's own answers.

3 B THE SEVENTH ART: CINEMA

1 ***Look at the cinema ticket and answer the following questions.***

1. It's on Friday.
2. It's on 12th Feb, 2016
3. At 8.00 p.m.
4. It's £ 6 for advance/ It's £ 6.5 at the door.

2 **a** ***Read and complete the dialogue using the phrases.***

1. two adults, one child
2. at 7.30 p.m.
3. £ 18
4. Enjoy the film.

b ***Answer the questions according to dialogue 2a.***

1. It takes place at the cinema.
2. They want three tickets for the film.
3. They're £ 18.

3 ***Match the words with their definitions.***

1. b, **2.** a, **3.** d, **4.** c

4 ***Read the film review about the movie and answer the following questions.***

1. It's the Hunger Games.
2. It's a new country in the future.
3. It's a TV show.
4. Because he wonders what happens next.

5 ***a Read the dialogue below. Underline the phrases about suggestions and responding to suggestions.***

- What about going and watching it in the afternoon?
- but I'm afraid I can't.
- How about weekend?
- That's a great idea.

b ***Answer the questions about the dialogue.***

1. Her news is Sandra Bullock's last film at the cinema and her suggestion is going to the cinema.
2. Jessica likes her.
3. Saturday afternoon is suitable.
4. It's at 4 p.m.

6 ***Make a suggestion according to each situation.***

Students' own answers.

7 ***Find the words related to movies.***

1. PLOT
2. CAST
3. ACTOR
4. ACTRESS
5. COMEDY
6. SCI- FI
7. STUNTMAN

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

8 ***Complete the sentences using the words below.***

1. watching
2. fictional cartoon
3. girlfriend's
4. helps

9 ***Answer the following questions according the paragraph above.***

1. It's a cartoon fictional character.
2. It's called Temel Reis.
3. He feels strong when he eats a can of spinach.
4. Her name is Olive Oyl.
5. Students' own answers.

10 ***Choose your two favourite films. Then write them.***

Students' own answers.

11 *a* ***Read the information about an important festival in Turkey. Then complete the sentences.***

1. It's in Antalya.
2. The festival takes place in autumn.
3. Famous people join the festival.

b ***Answer the following questions.***

Student's own answers.

12 ***Read the sentences and write the film types in the blanks. One is extra.***

1. western
2. documentary
3. sci-fi
4. historical drama
5. comedy

13 ***Complete the sentences with the film types you like or don't like.***

Students' own answers.

3 C FAME

1 *a* ***Look at the photos. Who are they?***

a. Ozan Güven **b.** Şener Şen

b ***Read the paragraphs and write the names of the actors in the blanks.***

The first paragraph: **Şener Şen**
The second paragraph: **Ozan Güven.**

c ***Read the paragraph again and fill in the information boxes about the people in the pictures.***

Name: Şener Şen
Born: 26 December 1941
Birth Place: Adana
Nationality: Turkish
Award: Two Golden Orange
Awards for Best Actor

Name: Ozan Güven
Born: May 19, 1975
Birth Place: Nuremberg, Germany
Citizienship: Germany, Turkey

2 ***Read and complete the dialogue using the phrases below.***

1. Almost
2. Don't be late.
3. quarter to eight
4. It's 6 p.m

3 ***Write a paragraph about an actor or actress you like by answering the questions below.***

Students' own answers.

4 ***Find the days of the week. Then write them.***

DAYS OF THE WEEK

1. Sunday
2. Monday
3. Tuesday
4. Wednesday
5. Thursday
6. Friday
7. Saturday

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

5 ***Match the two halves.***

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

6 ***Put the words in the correct order to make questions.***

1. Is your brother interested in sports programmes?
2. What do you like doing in your free time?
3. Does your friend like reading books
4. Who is your favourite actor?

7 ***Answer the questions in Exercise 6.***

Possible Answers

1. Yes, he is or No, he isn't.
2. I like reading books
3. Yes he/she does. Or No, he/she doesn't.
4. Brad Pitt is my favourite actor.

8 ***Circle the correct prepositions.***

1. at, **2.** on, **3.** in, **4.** in, **5.** at

9 ***Answer the questions.***

Possible Answers

1. Today is Friday.
2. It's 2nd December.
3. It's December.
4. It's 11.15
5. It's on 25th October.

10 ***Look at the drawings and write the seasons and months.***

e.g. SPRING: March, April, May
AUTUMN/ FALL: September, October, November
SUMMER: June, July, August
WINTER: December, January, February

11 ***Write the dates with the way we read.***

e.g. 12 March the twelfth of March
1. The twenty first of May
2. The thirtieth of January
3. The third of July
4. The twenty second of February

12 ***Match the films with their types.***

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

13 ***Write the long forms of the months.***

Jan.	Feb.	Mar.
JANUARY	FEBRUARY	MARCH
Apr.	May	Jun.
APRIL	MAY	JUNE
Jul.	Aug.	Sep.
JULY	AUGUST	SEPTEMBER
Oct.	Nov.	Dec.
OCTOBER	NOVEMBER	DECEMBER

14 ***Choose the correct word.***

1. a, **2.** goes, **3.** her, **4.** has, **5.** spends, **6.** some, **7.** her

UNIT NOTES

4 A PEOPLE TAKING CARE OF ANIMALS

Overview

Vocabulary: words about daily activities
Pronunciation: classifying the verbs according to their pronunciation (s/ z/ ɪz)
Listening: identifying time expressions of daily routines in a text/ dialogue
Speaking: talking about daily activity; discussing preferences together with reasons
Reading: identifying time expressions and adverbs of frequency in the text
Writing: writing about their own daily routine
Grammar: revision of simple present tense; recognizing time expressions of simple present tense and adverbs of frequency

LEAD IN

Answer the following questions.

Talk to students about animals they like. Ask them which animals they think people keep as pets and if taking care of an animal is difficult or easy.

Students' own answers.

LISTENING & SPEAKING

1 VOCABULARY

Write the verbs in the correct blank.

The objective of this activity is to teach certain verbs related to daily activities. Tell students to write the verbs into the correct column. Check with class.

Answer Key

a. play, **b.** have, **c.** do, **d.** arrive, **e.** prepare, **f.** make, **g.** study, **h.** take, **i.** get, **j**. go

2 *Fill in the blanks with the correct form of the verbs below.*

The aim of the activity is to be able to use the verbs related to daily activities. Draw students' attention to the picture. Ask questions about it. Have them fill in the blanks with the verbs given below. Then check with class.

Answer Key

1. gives, **2.** eats, **3.** likes, **4.** goes **5.** takes, **6.** plays, **7.** washes, **8.** vaccinates, **9.** has, **10.** thinks

3 LISTENING

a Listen to Joe's daily routines and fill in the blanks.

Play the recording. If students fail to fill in the blanks the first time they listen, have them listen to the same script once more.

Audio Script	**Track 1**
My name is Joe Black. I'm a receptionist at a vet. I work in an office. I get up at 7 in the morning. Then I wash my face and I brush my teeth every day. After that, I take a shower. I don't have time for a big breakfast. I have a snack. I usually drink fruit juice and eat a sandwich. Then I get dressed. I leave home at 8:30. I drive to work. My work starts at 9 o'clock. I usually help the vet when he examines the animals. I leave work at 5 o'clock. I arrive home at 6 o' clock. I have dinner at 7 o'clock. I watch television at night. I go to bed at ten.	

Answer Key

1. get up, **2.** wash, **3.** brush, **4.** eat, **5.** get, **6.** 8:30, **7.** drive, **8.** have, **9.** watch, **10.** go, **11.** ten,

CHECK THIS OUT!

Go over CHECK THIS OUT! box. Read and explain the time expressions of the simple present tense to students. Ask them to make sentences using the simple present tense time expressions. Get them feedback.

b Underline the time expressions in Exercise 3a.

The aim of this activity is to draw students' attention to the time expressions. Tell them to go through the listening text. Students underline the time expressions in Exercise 3a. Check their answers.

Answer Key

I get up at 7 **in the morning.**
I wash my hands and brush my teeth **every day.**
I have lunch **in the afternoon.**
I watch television **at night.**

4 SPEAKING

Describe your daily routine to your friends.

The aim of this activity is to ensure that students will be able to talk about their daily activities. Encourage them to talk about their

daily routine. Get students to use connectors, such as before, then, after, after that. Ask them if their daily routines are the same as the ones shown in the pictures.

5 VOCABULARY

Fill in the blanks with the verbs in the box. Use the correct form. One is extra.

In this activity students learn to use of certain verbs. Tell students to fill in the blanks with the given verbs.

Answer Key

1. gets, **2.** likes, **3.** do, **4.** have, **5.** studies, **6.** plays, **7.** makes, **8.** live, **take** is extra.

Optional Activity

Students may get confused about use of *go* and *arrive*. Tell them about different use of *go* and *arrive*.

go home, **go** there **go to** school **go to** work , **go to** bed, **go to** Italy **go** swimm**ing**, dancing, ski**ing**, runn**ing**, **go to the** cinema, **the** bank, **the** hospital, **the** doctor

arrive early/ late/ in one hour

arrive at a place/ work/ a building

arrive in a town/ a city/ a county

6 ***Look at the chart and write questions and answers about Liz.***

The aim of the activity is to write questions and answers using auxiliary verbs. Tell students to write the answers based on the example.

Answer Key

1. Does she live in a flat?
No, she doesn't
2. Does she study at a university?
Yes, she does.
3. Does she like coffee?
No, she doesn't.

7 PRONUNCIATION

a ***Listen and repeat the verbs.***

Tell students to listen and repeat the verbs given in the chart.

Audio Script **Track 2**

/s/	/z/	/ɪz/
make	feel	wash
jump	bring	fix
eat	go	miss
visit	earns	pass
talk	turn	choose

b ***Listen to the words below and write the words in the correct column and repeat.***

The aim of this activity is to classify the verbs according to their pronunciation. Tell students to listen to the verbs and list them correctly in the chart based on the pronunciation. Have students listen to the pronunciation of the verbs twice.

Audio Script

ask – hug – does – watch – hate – get – judge – look – study – relax – see – buy

/s/	/z/	/ɪz/
writes	**earns**	**charges**
look	hug	relax
hate	does	study
get	see	judge
ask	buy	watch

8 ***Fill in the blanks with the adverbs of frequency by looking at the pyramid below.***

Tell students *adverbs of frequency tells us how often we do something or how often something happens.* Go through the pyramid. Tell students about the percentage of adverbs of frequency. Give them time to fill in the blanks.

Answer Key

1. always
2. frequently
3. often
4. sometimes
5. occasionally
6. seldom
7. never

9 LISTENING

a ***Look at the picture and answer the following questions.***

Draw students' attention to the picture. Ask warm up questions before listening.

Possible Answers

1. She's a vet **2.** It is the little girl's dog.

b ***Listen and write true (T) or false (F) for the statements.***

Tell them to listen to the text carefully and to write if the sentences true or false. Play recording. After listening to the dialogues, check their answers.

Answer Key

1. F (She arrives at the clinic at 8 o'clock).
2. T
3. F (She treats various types of pets).
4. T
5. F (It is not an easy job).

Audio Script	Track 3
My name is Sally Brown. I'm a veterinarian in a clinic. A veterinarian is a doctor of animals. I take care of animals. It includes long working hours and I sometimes work at nights in emergencies. I always get up early. I arrive at the clinic at 8 o'clock. Many people have pets, so I generally treat various types of pets, from cats to dogs, in a day. I examine the animals to see if they are sick. Then, I treat their illnesses if needed and usually give them some antibiotics. I always explain to owners how to take care of their pets. When animals need, I often operate injured ones. I usually go to farms to treat farm animals. I sometimes arrive home very late. It is not an easy job, but I like my job. Saving an animal's life is important for me.	

c ***Listen to the text again and fill in the blanks with correct adverbs of frequency.***

Let students listen to Sally's daily routine again. Students will be able to practice the adverbs of frequency in this activity. Have students listen to the text again and fill in the blanks with adverbs of frequency.

Answer Key

1. usually, **2.** always, **3.** often, **4.** sometimes

CHECK THIS OUT!

Refer to check this out chart. Read it. Have them make sentences using adverbs of frequency.

10 ***Underline the correct option.***

Ask students which option is true. Have them deduce the rule. Write a few sentences on the board to ensure that they understand correctly. For example; I'm always active in the mornings. I sometimes drink fruit juice. In negative sentences and questions, they come before the main verb, e.g. I don't usually study hard. Do you sometimes go to school on foot? Tell them to underline the correct option. Explain the basic rule.

Answer Key

1. after, **2.** before

11 SPEAKING

a ***Look at the activities listed before. Tick (✔) the most suitable adverbs of frequency for you to complete the sentences. Then tell the class.***

Draw students' attention to the chart.

Tell students to tick the activity that is true for them.

Students' own answers.

b ***Talk about your daily activities with your classmates.***

Encourage them to talk about their daily activities.

CHECK THIS OUT!

Go through CHECK THIS OUT! box with class to make sure that students understand how to answer the questions using *how often*. Read the chart. Tell students we use *how often* to ask questions about frequency. Teach students how to answer questions with *how often*. Tell students that they can use adverbs of frequency in their answers, but they can also use these expressions of frequency in their sentences (*every day/ week/ month/ year, once, twice, three times, four times a week/ a month/ year, daily, monthly, yearly*). Tell them to use them at the end of the sentences. For example, I swim in the sea *every summer*. I visit my grandparents twice *a month*.

12 ***Complete the dialogues with the correct expressions in the box.***

The aim of this activity is to practice adverbs of frequency. Tell students to complete the dialogues with the correct phrases. This activity is going to help students learn some phrases used in daily life. Monitor students. Help them if necessary. Check for understanding.

Answer Key

1. every 12 months, **2.** every six months.
3. every summer

13 ***Look at the pictures and answer the following questions according to you.***

Refer students to the pictures. Tell students to answer the questions that are true for them.

Possible answers

1. I have a nap **every afternoon./ I sometimes** have a nap.
2. I visit animal shelter **ever month/ once a month./** I **often/ seldom/** visit animal shelter.
3. I **never/ often** visit the zoo.
4. I send my friends a text message **every day./ I usually/ rarely send my friends a text message.**

TODAY'S IDIOM

Have a nap means to have a short sleep.

The purpose of teaching idioms is to get students familiar with the daily use of language.

READING & WRITING

1 READING

a ***Answer the following questions.***

Draw students' attention to the photos of cat and dog. Ask them warm up questions. ″Do you have a pet? What is its name? Do you like cats? Do you like dogs? Which one do you like most; cats or dogs?″

Students' own answers.

b ***Read the dialogue and underline the statements about preferences.***

Tell them to read the dialogue. Then have them underline the statements about preferences.

Answer Key

1. Tom: ...but I prefer cats to dogs.

2. Alice: Why do you prefer cats?

3. Tom: But cats prefer spending time at home.

4. Alice: ...but he also prefers eating sausages, meat, chicken and chewing bones.

CHECK THIS OUT!

Go through the CHECK THIS OUT! box with the class to make sure that students understand how to use of *prefe*r in their sentences. Teach them the difference between using prefer followed by gerund and prefer followed by a noun. E.g. ″I prefer cinema to theatre/ I prefer going to the cinema to going to the theatre.″

c ***Read the dialogue again and answer the following questions.***

The aim of the activity is to scan a text about domestic animals and identify sentences with prefer. Ask students to underline the useful expressions in the text. Allow students time to read the questions and to complete sentences and check for understanding.

Answer Key

1. She spends her time with her dog.

2. Because they are clean. They adapt to family life easily.

3. Because she thinks dogs are loyal to their owners./ When she goes out with her dog, she always meets new people. She chats with them and her dog keeps her fit./ Dogs want to protect their owner.

4. He prefers eating sausages, meat, chicken and, chewing bones.

TODAY'S QUOTE

Possible answers

1. Happiness is a warm puppy means happiness is not difficult. It is simple. You can be happy with simple things. Happiness is sometimes a warm puppy, sometimes a smile of a person you like, sometimes a dinner with your family. There are a lot of things in the world that could be your warm puppy.

2. Yes, I agree with him. You can be happy with small things./ No, I don't agree with him. It is not easy for me to find satisfaction of enough.

ADDITIONAL INFORMATION

Charles M. Schulz was an American cartoonist. He was born in 1922. He died in 2000. Charles Schulz was the creator of Peanuts. It was the comic script. Peanut's famous characters were Charlie Brown and Snoopy.

2 DISCUSSION TIME

Look at the pictures. Which one do you prefer? Talk to your partner on your preferences as in the example below. Use expressions such as ″I don't agree with you, I agree but, I believe that, I don't think so, etc.″

Students are expected to discuss preferences together with reasons. Make sure that students use phrases such as ″I don't agree with you, I agree but, I don't think so, I believe that″ while they are speaking. First, tell students to review the example dialogue. Then tell them to discuss their preferences by looking at the pictures. Students share their opinions and experiences with each other by doing this activity. Monitor them. Then ask them to share their activity with class. Students' own answers.

Optional Activity

You can write these sentences on the board. Ask their preferences.

Travelling by train/ travelling by plane

Living in a city/ living in a village

Being rich/ being lucky

Reading a novel/ going to the cinema

3 READING

a ***Look at the picture and answer the following questions.***

Draw students' attention to the picture. Ask them pre - reading questions. Then let them read text twice and allow students time to read the questions. Then check answer with class.

Answer Key

1. They are seals.

2. She is a zookeeper.

b ***Read the text and answer the following questions.***

Have them read the text and answer the questions about the text.

Answer Key

1. She works at the national zoo in France.
2. She usually checks the animals. Then she feeds them in the mornings.
3. No, they don't.
4. She reports to the vet.
5. Possible answers
I think her job is enjoyable because I like helping animals. They are cute./ I don't think her job is enjoyable because it is an exhausting job. Some animals can be dangerous too.

c ***Underline time expressions and adverbs of frequency in the text.***

Tell students to underline the time expressions in the text. If they have difficulty in understanding meanings of time expressions, explain them about time expressions once more.

Answer Key

1. always
2. every day
3. usually
4. in the mornings
5. generally
6. in the afternoon
7. often

4 WRITING

Write a paragraph about your daily routine.

The aim of this activity is to be able to write about their daily routine. Ask students to read their paragraphs out read.

Students' own answers.

4 B ANIMALS' LIVES

Overview

Vocabulary: words related to animals
Pronunciation: recognizing word stress of "can"
Listening: recognizing tag questions in the dialogue
Speaking: talking about animals with different/ unusual abilities/ talents; talking about modifying actions in their description
Reading: scanning a text about endangered animals; identifying words that modify actions in a short text
Writing: writing a short paragraph about animals, their features, habitats
Grammar: reviewing the question form of simple present tense; using adverbs in their descriptions; practicing 'can' for ability

LEAD IN

Answer the following questions.

Ask questions about their favourite animals and ask if they have pets at home.

LISTENING & SPEAKING

1 VOCABULARY

Look at the pictures and fill in the blanks with the names of these animals.

Refer students to the pictures of animals. Then ask students which one is their favourite animal. Ask them if they know their names. Then tell them to fill in the blanks. Check with class.

Answer Key

1. Frogs
2. Pandas
3. Fish
4. Dolphins
5. Parrots
6. Crocodiles
7. Eagles
8. Cheetah

2 LISTENING

a ***Answer the questions below.***

Draw students' attention to the picture of bees. Then ask warm up questions. Have them answer the questions.

Possible answers.

1. Yes, I'm./ No, I'm not.

2. They play important role in the planet's ecosystems. They help plants grow. Honey bees produce honey. It contains a lot of vitamins.

b ***Listen to the conversation and fill in the blanks.***

The aim of this activity is to recognize tag questions in the dialogue. Play recording. Have them listen to the dialogue.

Audio Script	**Track 4**
Simon: Hey Linda! Look at the bee on the board. **Linda**: Where is it? It's not there. **Simon**: It is on the table. **Teacher:** Calm down, please. **Bees** aren't dangerous for people. **Robert**: Sir, how do they make honey? **Teacher**: They collect the nectar from different types of flowers. Then they take it to their hives. **Linda:** It helps people recover from the cold, **doesn't it?** **Teacher:** Yes, because it contains all **vitamins.** **Jack**: It gives us energy, **doesn't it?** **Teacher**: Yes, it does. **Tom**: Honey bees are important for flowers, fruits, and vegetables, **aren't they**? **Teacher**: Certainly! They help other **plants** grow. **Kate**: So, what can we do to protect them, sir? **Teacher:** Chemicals and pesticides are dangerous for them. Honey bees love flowers. You can plant **flowers** in your garden, **can't you?** **Kate:** Yes, it is a great idea.	

Answer Key

1. bees	**4.** doesn't it?	**7.** flowers
2. doesn't it?	**5.** aren't they?	**8.** can't you?
3. vitamins	**6.** plants	

CHECK THIS OUT!

Refer to *CHECK THIS OUT!* box. Tell students about the rules related to tag questions. They are used to ask for confirmation. Teach them the only use of tag questions with can, simple present tense, and verb to be.

3 SPEAKING

Look at the CHECK THIS OUT! box. Then work in pairs and ask questions to your partner using tag questions as in the example.

The aim of this activity is to practice tag questions in their sentences. Students study the dialogues, and then they practice more examples. Tell them to work in pairs. One of the students asks, the other one answers it. Then they change the roles.

4 *Fill in the blanks with tag questions.*

Have students practice with the exercise below.

Answer Key

1. Bats don't sleep at night, **do they**?

2. Polar bears are carnivorous, **aren't they**?

3. Jack likes honey bees, **doesn't he?**

4. A cat doesn't like grass, **does it?**

5. A cheetah can run fast, **can't it**?

5 LISTENING

Listen and underline the stressed "Can"

The aim of this activity to increase awareness about stressing **"can"**. Ask them to underline the stressed 'can'. Play recording and get students to check their answers. Have them listen twice.

Audio Script	**Track 5**
Kate: This is our new household Robot, Emma. Her name is Cindy. **Emma:** Really! She looks very cute mom. **Kate:** She can clean the house. **Emma**: That is nice. Can she buy me chocolate? **Kate**: No, she **can't,** but she can wash the dishes. **Emma:** Can she turn on TV for me? **Kate:** Yes, she **can.** **Emma**: Can she play games with me? **Kate**: No, she **can't.** **Emma:** **Can't** she do my homework? **Kate:** No, she **can't,** sweetie. **Emma:** Oh mom, so she is not a big help for me.	

6 *Underline the correct option.*

Students are expected to deduce the rule by doing this activity. Ask students to underline the correct option.

Answer Key

1. We **stress**/ don't stress "can" in short answers.

2. We **stress**/ don't stress "can" in negative sentences.

3. We stress/ **don't stress** "can" in positive sentences.

4. We **stress**/ don't stress "can" in negative questions.

Optional Activity

Write these sentences on the board to practice ***"can"*** more.

You **can** do your homework by yourself. (Can unstressed, stress is on the verb)

Can you do your homework by yourself? (Can unstressed, stress is on the verb)

Yes, I **can**. (Can stressed)/ No, I **can't**. (Can stressed)

Can't you do your homework by yourself? (Can stressed)

7 ***Which one is true? Circle the correct answer.***

It is a mini quiz about animals to learn what students know about animals. Check their answers.

Answer Key

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

CHECK THIS OUT!

Draw students' attention to the CHECK THIS OUT! box. Tell them we use *can* to talk about somebody's skill or general ability. Ask them what they can or can't do.

8 ***Answer the following questions. If your answer is yes, show how you do it.***

The aim of the activity is to use *can*. Ask them the questions. Encourage them to show how to do the actions.

Students' own answers.

9 READING

a ***Look at the pictures below. What animals are Robert and Ryan talking about? Read the dialogue and check your answers.***

Ask them what animals Robert and Ryan are talking about. Draw students' attention to the pictures. Ask them to read the dialogue.

Answer Key

They are talking about bats and tigers.

b ***Fill in the blanks with these words from the text.***

Tell students to focus on the given words. Get them to fill in the blanks. Encourage students to work individually. Check the answers with class. Students guess the meanings of the words from the context. If they have difficulty in guessing, they can look up their dictionaries.

Answer Key

1. sharp, **2.** insects, **3.** prey

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

Ask students to scan a text about wild animals and teach students adverbs. Allow students time to read through the questions and check for understanding. Encourage students to do the activity individually. Check the answers with class.

Answer Key

1. He likes bats.

2. A tiger runs very fast.

3. They can hunt their prey in the dark.
They can turn their head back.

4. They are wild animals.

5. A tiger can kill animals twice its size easily./ They can swim very well./ They can run very fast./ They can catch their prey quickly.

CHECK THIS OUT!

Draw students' attention to CHECK THIS OUT! box. Read it, and tell them that adverbs describe a verb and we add –ly to the end of an adjective. Some words are both adjectives and adverb such as; hard, early, late. *Good* is irregular.

d ***Underline the words in reading text that show adverbs of manner as in the examples.***

In this activity students identify the word that modifies actions. Tell students to underline the modifiers in the dialogue. The aim of this activity is to recognize modifiers in the sentences. Check the answers with class.

Answer Key

They run very **fast** and catch their prey **quickly**.
A tiger can kill animals twice its size **easily** and they can swim very **well**.

10 SPEAKING

Work in pairs. Tick the activities you and your friend can do. Then tell the class.

In this activity, students modify actions in their sentences. Tell them to work in pairs. Have students tick the activities that are true for them. Then encourage students to talk about what they and their partners can do using adverbs of manners. Get them to use connectors ***and, but*** in their sentences.

11 READING

a ***Answer the following questions.***

Ask if they like elephants or not and ask if they think elephants are intelligent or not.

Students' own answers.

b ***Read the dialogue. Write if the sentences are true (T) or false (F).***

Have them read the text. Students are expected to get an idea about an animal with unusual abilities.

Answer Key

1. True

2. False (They use their trunks to lift heavy objects, to say hello to their friends, and they pour water into their mouths using their trunk).

c ***Answer the questions about the text.***

Give students time to answer the questions. Check them as class.

Answer Key

1. They weigh up to 6500 kg.

2. Their body length is between 2-4 meters.

3. They live between 60-70 years.

4. Yes, I think they are emotional animals because they pay respect to their dead./ When one of their friends dies, they get sorry for it and may visit the remains of it./ If one of the members gets sick, they might help it survive and bring food for it.

12 SPEAKING

Describe your favourite animal (its habitat, diet, physical traits, unusual abilities, and amazing facts about it). Use the questions written in the dialogue. Then present it to the class.

Tell them to describe their favourite animal. It's habitat, its country, its food, its weight, its length, and amazing facts about it. Monitor students to form their sentences correctly. Help them out if they need. Then have them present it in class.

13 *What are the names of the offsprings of the following animals (offspring: baby animal)? Match the words given in the box with each animal below.*

In this activity, students are expected to learn the names of the offspring of some animals.

Answer Key

1. cat ____ kitten
2. horse ____ foal
3. dog ____ puppy
4. elephant _ calf
5. parrot ____ chick
6. penguin ___ chick
7. sheep ___ lamp
8. hen ____ chick
9. goat ___ kid
10. giraffe ___ calf
11. cow ___ calf
12. leopard ___ cub
13. lion ____ cub
14. bull ____ calf
15. bear ____ cub
16. duck __duckling
17. panda ____ cub
18. camel ___ calf

READING & WRITING

1 READING

Tell the students that *endangered animals* mean their species is disappearing. Tell them polar bears and caretta carettas are endangered animals and ask students to think of any animals they know which are in danger of disappearing. Give them feedback.

a ***Answer the following questions.***

Ask them motivation questions. Have them read the texts about Polar Bears and Caretta Caretta.

Answer Key

1. Yes, they do, **2.** Yes, they do

b ***Read the texts and complete the fact file about about polar bears and caretta carettas.***

The aim of this activity is to increase awareness on endangered animals. Tell them to scan the text. Then get them to complete the fact file about polar bear and caretta caretta. Students are expected to scan the text about two endangered animals and find the necessary information to complete the fact file about them. Draw students' attention to the pictures of polar bears and caretta carettas. Have students read the text carefully for details. Make sure they understand the text. Then allow students time to complete the chart. Monitor them. Check answer as class.

Answer Key

The Fact File About Polar Bears

Habitat: Polar bears live on Arctic Region and North Pole.

Physical Traits: (length, height, colour)

They weigh up to 550 kg. Their length changes between 2.4-3 meters when standing on their hind legs. They have black noses and have white coats but their coats become yellow with age.

Food: They generally eat fish, birds and other sea animals. Their favourite food is seal.

Amazing Fact: They run very fast and have a good sense of smell

The reason for being endangered: Our earth's temperature increases. The ice melts so they lose their home. When the ocean doesn't freeze, they can't find food. The other danger is hunters.

The Fact File About Caretta Carettas

Habitat: They live in the Atlantic, Pacific, Indian Oceans and the Mediterranean Sea.

Physical Traits: (length, height, colour) They have a big head and strong jaws and reddish-brown shell. Their weight is around 135-180 kg. Their lenght is nearly one meter.

Food: They eat sea animals. Their favourite food is blue crabs.

Amazing fact: The adult turtle always return to the same beach they were born to lay their eggs.

The reason for being endangered: Some animals such as dogs, foxes, birds can eat their eggs. If they can't reach the shore in a short time when they were born, they die. The other big fish can eat baby turtle in the sea. Only a few turtles can survive. The other danger is pollution of the seas.

c ***Match the words with their definitions.***

Refer students to the vocabulary. Have them try to guess the meaning of the sentences from the context. Tell them to match the words with their meanings. Encourage them to work individually. Allow them time to do this activity. Then check their answers.

Answer Key **1.** c, **2.** d, **3.** g, **4.** a, **5.** b, **6.** f, **7.** e

d ***Read the text again and decide if the statements are true (T) or false (F). If it is false, correct it.***

Go through the text again. Allow them time to do this activity. Then check their answers.

Answer Key

1. F (They have black noses).
2. F (They can hunt in the sea, on ice, on land).
3. T
4. T
5. T
6. T
7. F (They always return to the same beach to lay eggs).
8. T

2 WRITING

Do the Internet search on an animal you like. Then write a short paragraph between 70-80 words about the animal.(Characteristics, habitat, amazing facts about it, etc).

In this activity, students are going to write a short paragraph about an animal they like. Tell them to write a paragraph about an animal they like with their characteristics, habitat, amazing facts about it. Check their tasks in class.

Students' own answers.

4 C NATURAL EVENTS

Overview

Vocabulary: words related to natural disasters

Listening: identifying the main idea of the text

Speaking: talking about natural disasters; offering solutions to reduce the impact of natural disasters; expressing formation of natural events

Reading: Identifying specific information describing natural events

Writing: preparing a poster about how to protect nature

Grammar: revision of simple present tense (question form) giving advice(should)

LEAD IN

Answer the following questions.

Ask students questions about natural disasters. Ask about natural disasters they know and if natural disasters often happen in Turkey.

LISTENING & SPEAKING

1 VOCABULARY

Write the names of natural disasters under the pictures.

Draw students' attention to the pictures. Students are expected to expand the vocabulary about natural disasters. Tell students to write their names of the natural disasters under the pictures. They can look up their dictionaries. Check the answers with class.

Answer Key

1. earthquake
2. avalanche
3. hurricane
4. tornado
5. flood
6. tsunami
7. landslide
8. volcanic eruption

2 ***Match the words with their meanings.***

Tell them to match the names of the disaster with their meanings. If they have difficulty, help them understand the meanings of the words. They can look up in the dictionary, too.

Answer Key

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

3 LISTENING

a ***What is the main idea of the dialogue? Listen to the dialogue and circle the correct options.***

(more than one correct option)

Students will be able to identify the main idea of the text and get an idea about what people can do during and after the earthquake. Ask students if their family has a plan for what to do in case of an earthquake. Play the recording. Have them listen to the dialogue. Then ask them to circle the correct options.

Audio Script **Track 6**

Speaker: Hello everybody! Today our guest is Professor Mr. Simpson. He will give us some information about "how we act in the case of earthquake". Welcome to our programme Mr. Simpson.

Mr. Simpson: Hello! Earthquake is a sudden shaking of ground and it causes a lot of damage. If you are indoors, stay there. Calm down and don't panic. You can cut electricity and gases of houses. Stay away from windows. Don't use elevator. Don't run. Get on your knees. If possible get under a piece of strong furniture. It can be a table or desk. Cover your head with your hands. If you are outside, avoid getting close to the buildings and stay away from bridges, tunnels, trees, overpasses, and light posts. If you are in the car, slow down, find a secure place, and stop the engine.

Speaker: What can we do after the earthquake, Mr. Simpson?

Mr. Simpson: Don't get back to your home unless the authorities tell you to come back. Then be prepared for aftershocks. Stay away from damaged buildings.

Speaker: Thank you very much for joining our programme.

Mr. Simpson: Thank you for having me.

Answer Key

2 and 3 are correct options.

b ***Listen to the dialogue again and write true (T) or false (F).***

Students will be able to listen for detailed information. Have them listen twice. Check answers with class.

Answer Key

1. T
2. F (Don't use the elevator).
3. T
4. F (Cover your head with your hands).
5. T
6. T
7. F (Don't get back to your home unless the authorities tell you to come back in).
8. F (Stay away from damaged buildings).

4 READING

a ***Read the interview between Mert and a disaster expert, Hiroshi.***

Have students read the dialogue. Make sure that they understand it. Help them out if necessary. Students get an idea on how to offer solutions to reduce the effects of natural disasters.

b ***Answer the following questions.***

Refer students to the questions. Tell them to go through the text again. Allow students time to do the activity. Tell them to work individually. Then check answers with class.

Answer Key

1. For earthquakes, we should educate the people on how to act during and after earthquakes.

For landslides, people should plant more trees and they shouldn't settle in risky areas.

For floods, people shouldn't settle near the bank of river.

For avalanche, people should plant trees in risky areas and they shouldn't build winter sports areas having a risk for avalanche.

2. For floods, the government should build dams.

For avalanches, the government shouldn't build roads or railways in risky areas.

5 SPEAKING

Offer solutions about how to reduce the negative effects of natural disasters with your classmates.

Refer students to the dialogue again. The aim of this activity is to be able to offer solutions to reduce the impacts of natural events. Encourage students to talk about offering solutions to natural disasters.

Possible answers

People should plant trees to prevent avalanche.

Government should control construction process to reduce the effects of earthquake.

People shouldn't settle near the bank of a river to prevent flood.

People shouldn't settle in risky areas of landslides.

READING & WRITING

1 READING

a ***Answer the following questions.***

Draw students' attention to the pictures.

Ask them the names of the natural disasters on the pictures. The aim of the activity is to describe natural events and their impact on people, animals, and nature. Allow students time to read the text. They are going to guess which type of disaster is explained in each paragraph. Check the answers with class.

Answer Key

1. Flood and tornado

2. They are landslide, avalanche, earthquake, flood.

b ***Read the newspaper article and match the number of paragraphs with the disasters given in the box.***

Allow them time to read the text. Students skim the text. Get them to match the paragraphs with the disasters. Help them out if they have difficulty in matching the paragraphs.

Answer Key

1. flood
2. hurricane
3. volcanic eruption
4. tornado
5. earthquake
6. tsunami
7. avalanche
8. landslide

c ***Match the words from the text with their meanings.***

Students are expected to expand their vocabulary. Allow students time to do the activity. Tell them to work individually. Then check them as class.

Answer Key

1. g, **2.** c, **3.** a, **4.** e, **5.** f, **6.** b, **7.** d

d ***Fill in the blanks with these words.***

Have students fill in the blanks with the words in the box. Check answers with class.

Answer Key

1. occur
2. fertile
3. ash
4. collapse
5. whirling
6. trigger
7. impact

e ***Answer the following questions about the text.***

The aim of the activity is to get specific information from the text about natural disasters. Give students time to answer the questions. Then give them feedback.

Answer Key

1. Heavy rain, storms, strong winds, hurricanes, melting ice or snow, and overflowing rivers cause floods.

2. Floods and fires happen after the hurricane and it leads to a lot of damage.

3. Because the soil in that area becomes very fertile after many years of eruption.

4. Many buildings, roads, bridges collapse. It causes death of many people. It destroys cities.

5. Rains in spring, winds, melting snows, and thunderstorm are the main reasons behind avalanches in Turkey.

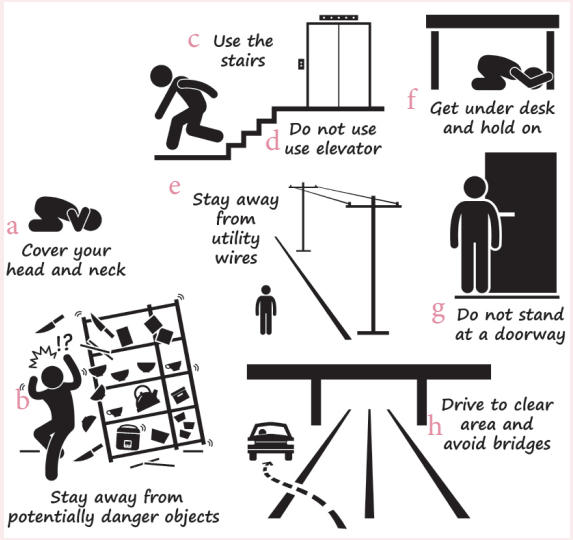
6. It occurs in Turkey because of steep hills, mountains, deforestation, and rain patterns.

2 ***Look at the set of drawings below. It's about what to do in case of an earthquake. Match the instructions with drawings.***

Refer students to the pictures. The aim of the activity is to get an idea of how to behave in case of earthquake. Allow them time to match instructions with pictures. Check answers with class.

Answer Key

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



3 ***Write the names of the disaster under each speech bubble.***

Tell them to figure out which types of disasters the speech bubbles are about.

Answer Key

1. volcanic eruption, **2.** flood, **3.** tornado

TODAY'S IDIOM

A storm in the teacup means a lot of unnecessary worry about something that is not important. Get students to use this idiom in their sentences.

4 VOCABULARY

Do the crossword puzzle. Write the names of the natural disasters and the idiom.

The aim of the activity is to practice vocabulary about natural disasters.

Answer Key

Across	**Down**
2. earthquake	**1.** tornado
7. hurricane	**3.** avalanche
8. flood	**4.** A storm in a tea cup
9. volcanic eruption	**5.** tsunami
	6. landslide

5 PROJECT TIME

Prepare your own poster about how to protect our nature and write your slogan on it as in the examples below. Then present your poster to your friends.

Refer students to the posters. Get them to prepare a poster and write a slogan on it about how to protect nature as in the examples. Check with class.

Students' own answers.

4 WORKBOOK ANSWER KEY

4 A PEOPLE TAKING CARE OF ANIMALS

1 ***What do these people do every day? Write their activities in the blanks using the verbs below. Use the correct form of the verbs.***

1. She goes for a walk with her dog.
2. The vet examines the horses.
3. The zookeeper trains the sea lions.
4. The boy fondles his dog.
5. The farmer feeds cows.
6. She is swimming with the dolphins.
7. The vet treats tigers.
8. A girl plays with the dog.

2 ***Fill in the blanks with the correct forms of these verbs below. One is extra.***

1. go	**3.** arrive	**5.** feeds
2. does	**4.** takes	**6.** hunt

3 ***Fill in the blanks with the correct question words.***

how/ where/ ~~which~~/ who/ what/ how often

1. Which	**3.** Who	**5.** How
2. Where	**4.** When	**6.** What

4 ***Put the words in the correct order to make questions.***

1. How often does a rabbit give birth?
2. What do you do in your spare time?
3. How often does Maria go out with her friends?
4. What do you prefer: tea or coffee?

5 ***Read the text and do Exercises a, b, c, and d.***

a ***Look at the pictures and answer the questions.***

1. She is in the class.
2. She is an English teacher.

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

1. No, she doesn't.
2. It takes 20 minutes to get to her school.
3. Her class starts at 8 o'clock.
4. She goes jogging every day.
5. She takes food to the animal shelter for the dogs and cats living there every weekend.

c ***Read the text above and write true (T) or false (F) next to the sentences.***

1. F (high school)
2. T
3. T
4. F (She has a canary not a budgerigar)
5. T

d ***Circle the correct option.***

1. always
2. usually
3. often
4. frequently

6 ***Rewrite the sentences with the adverbs of frequency.***

1. I often hang out with my friends.
2. My cat **usually** eats cat food.
3. He is **rarely** late for school.
4. Polar bears **never** live in tropical zones.
5. She **sometimes** waters the flowers.
6. Do zebras **usually** stand when they sleep?
7. Ants are **always** hardworking.

7 ***Do the following exercises about the dialogue between Kate and Sophia given below.***

a ***Look at the picture and answer these questions.***

1. Kate likes cycling.
2. Sophia likes jogging.

b ***Read the dialogue above and answer the questions.***

1. Because she feels happy.
2. She prefers cycling.
3. She cycles three times a week.
4. Students' own answers.

8 ***Fill in the blanks with these words in the box.***

1. breakfast
2. school
3. take
4. homework
5. with
6. to
7. out
8. sometimes
9. like
10. back

9 ***Make true sentences about yourself using 'prefer'.***

Possible Answers

1. I prefer drinking tea to drinking coffee.
2. I prefer reading magazines on animals to watching documantaries./ I prefer watching documantaries to reading magazines on animals.
3. I prefer eating döner to (eating) lahmacun./ I prefer eating lahmacun to döner.
4. I prefer living in the country to (living) in the city./ I prefer living in the city to living in the country.
5. I prefer staying at home to going for a walk./ I prefer going for a walk to staying at home.
6. I prefer listening to pop music to rock music./ I prefer listening to rock music to pop music.

4 B ANIMALS' LIVES

1 ***Place the names of the animals given below in the correct column of the chart.***

mammals	reptiles	birds	fish	amphibians	insects
dog	tortoise	budgerigar	fish	frog	ladybug
monkey	snake	rooster			fly
mouse	chameleon	chicks			bee
cat	crocodile				

2 ***Fill in the blanks with tag questions.***

1. doesn't it?
2. aren't they?
3. can it?
4. are they?
5. can't it?
6. don't they?
7. does it?
8. doesn't it?

3 ***How often do you do these activities?***
Complete the chart with the adverbs of frequency below.

always, often, usually, sometimes, never

Student's own answers.

4 ***Match the questions with the answers.***

1e, **2**c, **3**g, **4**b, **5**f, **6**d, **7**a

5 ***Read the sentences below and fill in the table by putting a tick (✔) or cross (✗).***

	Robert	Eva	Anna	Mara
speak Italian	✔	✗	✗	✔
cook well	✗	✔	✔	✗
play tennis	✔	✔	✗	✗
sew	✗	✔	✗	✗
play violin	✗	✗	✗	✔
swim	✔	✔	✔	✔

6 ***Look at the chart and answer the following questions.***

1. Yes, she can.
2. No, they can't.
3. Yes, he can
4. No, they can't

7 ***Turn the adjectives given in paranthesis into adverbs.***

1. loudly
2. late
3. slowly
4. hard
5. early
6. fluently
7. well

8 ***Circle the correct option.***

1. quickly
2. late
3. safely
4. quietly
5. polite
6. good
7. hard
8. happily

9 ***Write the correct words under the pictures.***

1. grassland, **2.** habitat, **3.** reptiles, **4.** poison

10 ***Fill in the blanks with the words below.***

1. reptiles
2. prey
3. poison
4. habitats
5. oceans

11 ***Look at Exercise 10 and answer the questions.***

1. Yes, they are.
2. They kill their prey by biting or secreting poison.
3. They only eat meat.
4. They live everywhere in the world.

12 ***Search on the Internet and complete the fact file about African Penguins and Jaguars.***

Possible answers

African Penguins

Habitat: They live along the coast of South Africa and on its surrounding islands.

Physical traits: They weigh between 2 and 4 kilos. Their height is approximately 60 centimetres. They have sharp black beaks. They have also black foot. They have white chests with marking on them.

Food: They eat various types of fish and sea food.

Amazing facts: They have more feathers than other birds. Their feathers are waterproof. When they dive to catch fish, they can stay under water up to two and half minutes. They are perfect swimmers. To communicate with each other, they make sounds similar to donkeys.

Endangered (reason): Their population has significantly declined in recent years due to oil spills in the ocean, threats to their habitat and food resources. Some predators such as kelp gulls and scared ibises on air, leopards on land prey their newborn chicks and eggs. This poses a treat for penguins species. Humans are also another threat for them as they collect their eggs for sale.

Jaguars

Habitat: They live in North, Central, and South America. Their habitat is forests, rainforests, woods and deserts areas.

Physical traits: They have powerful jaws, sharp teeth short legs and they have yellow and orange coats and dark spots. There is also black species. Their weight is around 55 to 96 kg. Their length changes between 1.1 to 1.85 meters.

Food: They eat deer, crocodile, monkeys, turtles, snakes, frogs and fish.

Amazing facts: They are perfect swimmers and strong climbers. They catch their prey on the ground or they climb a tree. They wait for their prey in a tree. They even catch it in water. They hunt alone. They have very strong muscles. It is the third largest cat in the world.

Endangered (reason): They are endangered animals because of hunting and loss of their habitat. Some farmers hunt them for their fur. People cut down forests, so they lose their habitat.

13 ***Read the text ad match the paragraphs with the pictures.***

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

a ***Match the words with their definitions.***

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

b ***Read the text and answer the following questions.***

1. They breathe with their lungs and through their skin.
2. They weigh between 150 and 300kg.
3. They show their emotions using their ears, eyes, and nostrils.
4. They eat harmful insects and plants.
5. They smell using their antennas.
6. They are domestic animals.

4 C NATURAL EVENTS

1 ***Find the missing letters and complete the words for each picture.***

a. hurricane
b. flood
c. earthquake
d. tsunami
e. landslide
f. avalanche
g. volcanic eruption
h. tornado
i. forest fires
j. drought

2 ***Read the text and do Exercises 2 a, b and c.***

a ***Match the words with their definitions.***

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

b ***Read the text on page 53 again and answer the questions.***

1. It is about forest fires.

2. They are home to plants and animals. They are lungs of the world. They are parts of our national values./ They are very important for tourism, too./ They prevent natural disasters such as landslides and drought from happening./ They are very important part of an ecosystem.

3. One of them is natural. The other one is people./ Natural forest fires occur as a result of thunderstorm, volcanic eruptions, and very hot weather. However, people are the main cause of forest fires.

4. We shouldn't light a fire in the forest or we need to put it out before we leave there./ We shouldn't throw away any glass bottles in the forest./ We should tell people importance of it at schools and on television programmes.

c ***Complete the sentences about the text.***

1. We should take care of our **forests.**

2. People shouldn't throw **away any glass bottles in the forests.**

3. We should tell people **the importance of forests at schools and on television programmes.**

3 ***Give advice using should/ shouldn't.***

Possible answers.

1. He should tidy it.

2. He should eat fresh vegetables and fruit./ He shouldn't eat fast food.

3. You should rest./ You shouldn't work hard.

4. You should find a new job.

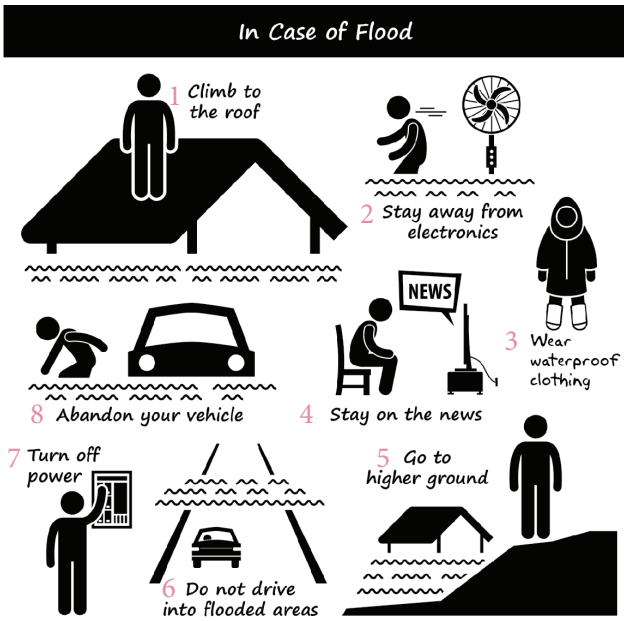
4 ***Which disasters are the following paragraphs about? Match the paragraphs with the names of disasters.***

a. hurricane
b. flood
c. landslide
d. drought
e. avalanche

5 ***Write the names of natural disasters that the following words are associated with.***

1. tornado
2. volcanic eruption
3. earthquake
4. flood
5. avalanche

6 ***Fill in the blanks with the instructions on what we should do in case of a flood.***



1. Climb to the roof.
2. Stay away from electronics.
3. Wear waterproof clothing.
4. Stay on the news.
5. Go to higher ground.
6. Do not drive into flooded areas.
7. Turn off power.
8. Abandon your vehicle.

UNIT NOTES

Overview

Vocabulary: words related to emotions, creating words by prefixes, guessing the words from the context
Listening: understanding the definition of words related to listening
Speaking: describing their favourite celebrity's appearance and character, discussing and comparing the characteristics of the people after listening and taking notes, describing a picture of a celebrity and explaining their own opinions about celebrities' clothes
Reading: understanding the text and answering the questions, underlying emotion words and their causes in the text
Writing: describing famous people's appearances and characters
Grammar: using words related to emotions/ adjectives to describe the feelings, ordering adjectives and writing comparative and superlative forms of adjectives

LEAD IN

Answer the following questions.

Encourage students to talk about the importance of emotions. Students are going to discuss the questions in this part.
Students' own answers.

LISTENING & SPEAKING

1 LISTENING

Place the words on the right into the boxes. Then listen, check and repeat.

Tell students to place the given words into the boxes. Then, listen to the recording, check and repeat.

Audio Script		Track 1
1. shy	**7.** surprised	**13.** curious
2. bored	**8.** sad	**14.** disappointed
3. angry	**9.** confused	**15.** stubborn
4. anxious	**10.** sleepy	
5. happy	**11.** crazy	
6. tired	**12.** nervous	

Answer Key

1. shy	**7.** surprised	**13.** curious
2. bored	**8.** sad	**14.** disappointed
3. angry	**9.** confused	**15.** stubborn
4. anxious	**10.** sleepy	
5.happy	**11.** crazy	
6. tired	**12.** nervous	

2 SPEAKING

Work in pairs. Ask and answer these questions by taking turns.

Tell students to work in pairs. Then ask them to answer the questions.
Students' own answers.

Optional Activity

You can also bring some photos on of emotions. Stick the photos that you've brought on the board. Talk about the photos/ pictures/ icons indicating emotions and make simple sentences with –ed and –ing adjectives.

CHECK THIS OUT!

Have students revise –ed adjectives and –ing adjectives by studying explanatory information in CHECK THIS OUT! box.

3

Fill in the blanks with the correct form of the adjectives.

Have students fill in the blanks by using the correct form of the adjectives with -ed and -ing ending.

Suggested Answer Key

1. surprised, **2.** disappointing, **3.** boring, **4.** bored

4 GAME

In this group activity, students practice making sentences and questions using adjectives with -ing and -ed endings. Each group is given a set of -ing cards and -ed cards. They deal out the -ing cards and put the -ed cards face down. The first player takes an -ed card from the pile and lays it on the table face up. The player, who has the matching -ing card, makes a sentence about themselves using one of the words, e.g. I

think history is very interesting. Then they ask the group a question using the other word, e.g. *Are you interested in history?* If the player can use the adjectives correctly in a sentence and question, they get a point. They can then discard both cards and it is the next player's turn. If they cannot, any player in the group can get the point by making a correct sentence and question using the two adjective forms. Each group records their answers by writing a sentence. The student with the highest number of points at the end of the game is the winner.

CHECK THIS OUT!

Encourage students to make negative statements by adding negative prefixes to nouns, adjectives and verbs after studying the **CHECK THIS OUT!** box.

5 ***Read the short text below and add "un-, non-, dis-"etc. or "✗" (where necessary).***

The aim of this activity is to teach negative prefixes. Ask them to use a dictionary if necessary.

Answer Key

1. non-scientists
2. ✗ interesting
3. unfinished

6 ***Find and circle the given words on the right in the puzzle.***

The aim of the activity is to have students review the adjectives they have learned.

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

7 READING

a ***Read the passage below and match the words with their meanings.***

Ask students to read the passage. Then have them match the words with the meanings. Ask them to answer the questions given in Exercise c. Check their answers. Ask them to answer the questions given in the exercise.

Answer Key

1. c, **2.** d, **3.** a, **4.** b

b ***They in the text refers to ...***

James Watson and Francis Crick.

c ***Answer the following questions based on the information given in the text.***

Answer Key

1. James Watson is an American molecular biologist.
2. He discovered it with Francis Crick.
3. He loves playing tennis in his spare time.
4. Francis Crick was outgoing.

d ***Think of a person who has contributions to humanity. Make notes under the following headings. Use your notes to talk about him/her in class.***

Students' own answers.

Students will be able to speak about the text they read after taking notes by encouraging them.

8 LISTENING

Listen and circle the correct answer.

Let students listen to the listening text twice.

Audio Script **Track 2**

Everybody knows that Stephen Hawking was one of the magnificent scientists of our time. This extraordinary man had a motor neurone disease. His health problem was very serious and very disappointing. Although he was depressed over his disease, he knows that there were things to do in his life. Hawking wanted to study mathematics, but there wasn't a Maths degree at the university. So he focused on studying physics and chemistry. The stars always got his attention. His some of the most important discoveries were black hole, radiation and relativity. His discovery on radiation is called as Hawking Radiation.

Michio Kaku

Michio Kaku (/ˈmiːtʃioʊ ˈkɑːkuː / is an American theoretical physicist. He's written several books about physics. Michio Kaku has a great admiration to Einstein. He's passionate and curious about Physics. Michio Kaku studies on String Field Theory for a long time. He always appears on television and films. He writes online blogs and articles.

Answer Key

1. a, **2.** a, **3.** a, **4.** b, **5.** b, **6.** b

9 SPEAKING

a ***Use at least five of the words given below to write sentences about scientists Stephen Hawking and Michio Kaku. Compare their characteristics (appearance, character, etc). Tell the class your comparison.***

Make students take notes and encourage them to speak.

Students' own answers.

b ***Describe your favourite celebrity's appearance and character.***

Ask students to talk about celebrities with their partner.

Students' own answers.

READING & WRITING

1 READING

Let students remember the previous listening passage, and mention them about Stephen Hawking to remind the previous topic.

a ***Answer the following questions.***

Ask students to answer the following questions.

Students' own answers.

b ***Fill in the blanks with the given words below.***

Answer Key

1. January	**4.** in	**7.** walk
2. fifty	**5.** science	**8.** well
3. health	**6.** study	

c ***Read the passage above again and match the meanings with the highlighted words.***

Students will be able to guess the meaning of the words from the context.

Answer Key

1. awesome, extremely impressive: magnificent
2. free from outside control: independent
3. decided, constant, fixed: determined
4. amusingly clever in expression: witty

d ***Read the sentences below and write true (T) or false(F).***

Ask students to scan the text to find the information asked.

Answer Key

1. T, **2.** F, **3.** T, **4.** T, **5.** F, **6.** F, **7.** F, **8.** T, **9.** T, **10.** T

e ***Underline the emotions and causes of them in the text. Then, write the emotion words and causes of them as in the example.***

Students will be able to highlight the emotion words and causes of them in the text.

Answer Key

1. He's never in a panic, he never allows any difficulties to stop him because he's a determined and brave person.

2. The stars always interest him. They are fascinating and he's always fascinated with the Universe.

3. Dancing and rowing were interesting for him. Hawking was interested in dancing and rowing.

REMEMBER THIS!

In REMEMBER THIS! box, there is an outline of a descriptive paragraph. Have students revise how to write a descriptive paragraph. The aim is to teach how to describe things according to their size, colour, and age in the right order in a paragraph.

2 SPEAKING

a ***Look at the picture on the right. Talk about Yara Shahidi's general appearance.***

The aim of this activity is to get students to talk about Yara Shahidi's clothes. Encourage students to talk about her general appearance. Then ask students to express their opinions about the celebrity's dress in the picture.

Students' own answers.

b ***Fill in the blanks with the words given in the box below.***

Answer Key

1. born
2. younger
3. long
4. brown
5. hardworking
6. history

c ***Complete the sentences by looking at the paragraph about Yara Shahidi.***

Answer Key

1. The first part tells us general information about the artist.

2. The second part tells us about her family and her appearance and her character.

3. The third paragraph tells us about her hobbies and interests.

3 WRITING

Think of a celebrity. Describe your celebrity using the plan in REMEMBER THIS! box on the left and the sample descriptive paragraph above. Write a paragraph as in exercise 2b.

Ask students to describe a celebrity they like. Draw students' attention to the REMEMBER THIS! box. Then tell them to write a paragraph.

Students' own answers.

5 B STARS

Overview

Vocabulary: words about ice skating clothes; different word examples from American and British English for the same concept, e.g. British English trousers-American English pants

Listening: understanding definition of clothes; listening for specific information

Speaking: talking about pictures and describing pictures in the book; acting out dialogues

Reading: reading about celebrities and clothes in the text

Writing: describing the poster of a celebrity according to appearance.

Grammar: definite and indefinite pronouns; revision of definite and indefinite articles "a, an, the"; adjective order and comparative and superlative forms of adjectives

LEAD IN

Answer the following questions.

This is a pre-listening activity. Ask students to answer the questions.

Student's own answers.

LISTENING & SPEAKING

1 VOCABULARY

Match the words with the correct drawings. Then listen, check and repeat.

Draw students' attention to the pictures. Ask them to find out the names of the items in the pictures. Have the students discuss the things needed while doing winter activities.

Let students write the words in the boxes. Then, ask students to listen, check, and repeat.

Answer Key

1. ski boards
2. boots
3. map
4. pants
5. jacket
6. headwear
7. ice skate
8. backpacks
9. goggles

Audio Script	Track 3
1. ski boards **2.** boots **3.** map **4.** pants **5.** jacket **6.** headwear	**7.** ice skate **8.** backpacks **9.** goggles

Have students listen to the words, check and repeat to pronounce correctly.

2 LISTENING

a ***Fill in the blanks with the given words. Then listen and check.***

In this part, let sudents listen to the text twice after they fill in the blanks with the given words.

Answer Key

1. elite
2. fashionable
3. budget
4. entertain
5. creative
6. skating
7. national
8. head
9. award

Audio Script **Track 4**

Figure skating

'Stars on ice' is the greatest theatrical ice show on earth. It started off in Canada with elite skaters in fashionable clothes and impressive choreography. In 1986, Olympic champion Scott Hamilton and his manager Robert Kain **created** 'Stars on ice' **on a shoestring** budget. The world's **unique** ice show constantly tries to entertain the people with a creative team and brings an amazing skating show to **audiences** every season. All performers are national champions, world champions, and Olympic medalists. Jef Billings is the head of the team. He has got four Emmy Awards for Stars on ice in Costume Design and Choreography. World's first figure skating production has also got an ACE Cable Award for the Best Sports Special. Figure skating production 'Stars on ice' is going on to **prove** itself with the lighting designers, sound engineers and choreographers.

b ***Match the highlighted words in the text with their meaning below.***

Ask students questions to help them guess the meaning of the highlighted words. While talking about the text, students will be able to understand the reading passage.

Answer Key:

1. create
2. on a shoestring
3. audience
4. unique
5. prove

3 SPEAKING

Work in pairs. Ask these questions to your partner.

Make students work in pairs. Then tell them to talk about the topic.

Students' own answers.

CHECK THIS OUT!

In **CHECK THIS OUT!** box, students will learn and revise indefinite pronouns. After studying the informative **CHECK THIS OUT!** box, the following game can be played in the classroom.

Optional Activity

While students are reading their own stories, they will underline the indefinite pronouns and they should copy the sentences in their notebooks. After 20 minutes, students will read their sentences. If students' sentences are the same, they will cross the same sentences off their lists. The winner is the students who have a lot of sentences with indefinite pronouns.

4 READING

a ***Read the dialogue and answer the questions given below.***

Students will be able to indefinite pronouns by reading and answering the questions.

Answer Key

1. She needs some pieces of white and black clothes for her friend's wedding ceremony.
2. She wants to look thinner.
3. Yes, black high-heeled shoes.

b ***Read the dialogue again and find indefinite pronouns and circle them.***

Draw student's attention to the dialogue. Then ask them to read and find indefinite pronouns in the dialogue and tell them to circle the pronouns in it.

Answer Key

something, anything, anything, nothing,

5 ***Fill in the gaps with "something, anybody, nothing", and "everything".***

The aim of this activity is to have students use indefinite pronouns in the sentences.

Answer Key

1. everything
2. anybody
3. everything
4. something
5. nothing
6. everything

6 ***Below is a conversation between a reporter and Anastasia, a celebrity, about her daily routine. Read the conversation and put the dialogue into the correct order. Then, act it out with your friend.***

Answer Key

1	2	3	4	5	6	7	8	9	10	11
c	j	d	e	k	f	a	g	h	i	b

7 ***Choose the correct alternatives for the blanks.***

Ask students to choose the correct options to complete the sentences.

Answer Key

1. a, **2.** c, **3.** a, **4.** a, **5.** b, **6.** a, **7.** a, **8.** c

READING & WRITING

1 READING

a ***Look at the pictures and answer the following questions.***

Ask your students to compare occupations of the celebrities in the pictures.
Ask your students to choose one of them to make an interview and what they want to ask.
Students' own answer.

b ***Read the text and do the following exercises.***

Tell students to read the text before the exercises.

c ***Read the sentences below and write true (T) or false (F).***

Tell students to decide whether the sentences are true or false.

Answer Key

1. F, **2.** T, **3.** T, **4.** F, **5.** T, **6.** T, **7.** F

2 ***Choose the correct words on the right to fill in the blanks in the text below.***

Tell students to read the text and fill in the blanks with the correct words.

Answer Key

1. b, **2.** b, **3.** a, **4.** c, **5.** c, **6.** a, **7.** c, **8.** b, **9.** c, **10.** a, **11.** c

3 ***Complete the dialogue with the given phrases.***

Ask students to complete the dialogue with the phrases given.

Answer Key

1. I'm bored
2. What's on Tv
3. there is nothing
4. Search for Tv channels
5. How about Stars of Ice
6. I love that show
7. you are joking

REMEMBER THIS!

Have students read the REMEMBER THIS! box to do the following exercises and to write a descriptive paragraph.

4 WRITING

a ***Read and put the paragraphs into the correct order.***

Have students put the paragraphs into the correct order.

Answer Key

1. b, **2.** c, **3.** a, **4.** d

b ***Change "British English" words to "American English" equivalents.***

The aim of this activity is to teach the equivalents of British and American English.

Answer Key

humor: humour,
holiday: vacation

c ***According to paragraph 4a:***

Have students complete the outline for the given Descriptive Biography Paragraph.

Answer Key

1. Introduction part tells us Corey Shain's nationality.
2. Main body part tells us about Corey Shain's family, appearance, and personality.
3. Conclusion part tells us about his hobbies and interests.

d ***Write a descriptive composition about your favourite celebrity as in the sample composition by using the given plan (70-90 words).***

Students will be able to write a descriptive paragraph by using the given plan or they will be able to make a plan before writing. Encourage students to make a plan and write a descriptive paragraph about their favourite celebrity.

Students' own answers.

5 C RUNWAY

Overview

Vocabulary: words about clothes; different usages in British and American English, e.g. British Eng. trousers - American Eng. pants

Listening: understanding definition of clothes, listening and giving opinions about different characters in the audio; identifying lexis and jargon by listening to the recordings; filling in the gaps

Speaking: asking and answering questions about clothes, talking about a picture and describing the picture in the book, discussing and comparing the characteristic of the people in the text; explaining their own opinions about celebrities' clothes

Reading: Identifying people by their clothes; describing people's way of dressing; comparing people's clothes in the text; distinguishing differences in vocabulary between British English and American English

Writing: describing a poster of a famous celebrity according to complexion, hair, age (general appearance), etc.

Grammar: revision of definite and indefinite articles "a, an, the"; adjective order and comparative and superlative forms of adjectives

LEAD IN

Answer the following questions.

The aim of this module is learning and revising the usage of "a, an and the article", adjective order and comparative and superlative forms of adjectives. Have the students use these grammar points and distinguish the main differences in vocabulary between British and American English.

Students' own answers.

LISTENING & SPEAKING

1 VOCABULARY

a ***Write the correct words in the blanks. Then, listen, check and repeat.***

Draw students' attention to the pictures. Ask

them to find out the names of the clothes in the pictures.
Students will write the correct words into the boxes.Then, they will listen, check, and repeat the words. Tell students that they can add other clothes to the list.
Let students listen to the Audio Script twice to check and repeat.

Audio Script	Track 5
1. hat	**11.** scarf
2. winter hat	**12.** head scarf
3. boots	**13.** bag
4. jumper	**14.** hoody
5. blouse	**15.** waistcoat
6. glasses	**16.** pants
7. slippers	**17.** belt
8. gloves	**18.** watch
9. wristband	**19.** earrings
10. skirt	**20**. necklace

Answer Key

1. hat
2. winter hat
3. boots
4. jumper
5. blouse
6. glasses
7. slippers
8. gloves
9. wristband
10. skirt
11. scarf
12. head scarf
13. bag
14. hoody
15. waistcoat
16. pants
17. belt
18. watch
19. earrings
20. necklace

b ***Listen and repeat.***

Have students listen to and repeat the different parts of a shirt.

Audio Script	Track 6
Parts of a shirt ◆ sleeve ◆ collar ◆ pocket ◆ button hole ◆ button ◆ cuff	

2 SPEAKING

The aim of this activity is to practise the question patterns and answers with present simple tense. Tell students to work in pairs. Have them ask their partners the questions and their partners will answer them. Ask students to change their roles.

Students' own answers.

Optional Activity

Optional activity: You can bring some photos about clothes. Stick the photos you've brought on the board and ask students to write the names under them. You can ask "Wh" questions after the students answer with **Yes** or **No.**

e.g. A: Do you love wearing sports clothes?
B: Yes, I do / No I don't
A: Why do you love/ Why don't you love sports clothes?

3 EVERYDAY ENGLISH

The aim of this dialogue is to help students improve their ability to express themselves clearly. Explain to students that the conversation happens in a clothing store. First, tell students to separate the sentences which belong to the salesperson and to the customer. Next, let them listen to the dialogue first to check then repeat the dialogue for students to focus on the correct pronunciation. Students will be able to give opinions about different characters.

a ***Read the sentences in the dialogue below. Who says each: a sales person (SP) or a customer (C)? Find and write.***

Ask students to do the exercise individually. Then, check their answers in pairs.

b ***Put the dialogue in the correct order.***

Have students put the dialogue in the correct order. Check their answers.

Exercise a & b

Answer Key

1. SP-**a**	**4.** C-**h**	**7.** SP-**d**
2. C-**g**	**5.** SP-**f**	**8.** C-**i**
3. SP-**e**	**6.** C-**b**	**9.** SP-**c**

c ***Listen, check and repeat.***

Then listen, check and act out the dialogue.

Audio Script	**Track 7**
Simon May I help you? **Anita** Yes, I'm looking for these leggings in shiny yellow and a shirt in silver. **Simon** What's your size? **Anita** I think it's large. **Simon** There you go. They're in a large size. **Anita** Thank you. Where is the fitting room? **Simon** This way please, on the right. **Anita** Thanks a lot. *(She puts on them)* They are a little big. Do you have them in a smaller size? **Simon** Certainly. Just a minute, please.	

CHECK THIS OUT!

In **CHECK THIS OUT!** box, students will learn, revise and practice ˝a, an, the˝ article.

4 PRONUNCIATION

The aim of the activity is to pronounce the differences between /ðə/, /ði: /. Students will be able to pronounce 'the' in simple sentences.

5 ***Listen and tick (✔) the correct boxes. Listen again and repeat.***

Play the recording. Then tell students to listen and tick the correct box.

Audio Script	**Track 8**
1. The piano	**6.** The Taylors
2. The moon	**7.** The iron
3. The electricity	**8.** The sun
4. The ox	**9.** The police
5. The sofa	**10.** The rich
	11. The United Kingdom

Answer Key

1. a	**7.** b
2. a	**8.** a
3. b	**9.** a
4. b	**10.** a
5. a	**11.** b
6. a	

CHECK THIS OUT!

In this part students will learn the usage of the 'article'

6 ***Fill in the gaps with a, an, the or ✗.***

The aim of the activity is to review a, an, the or zero article. Have them fill in the blanks with a, an, the or X.

Answer Key

1. ✗, **2.** The, an, **3.** The, The, ✗, the **, 4.** a, **5.** a, The, the**, 6**. The, **7.** a, a, a

DO YOU KNOW THIS?

In **DO YOU KNOW THIS?** box, students will read words which have different meanings or are spelled differently in American and British English.

7 LISTENING

a ***Listen to the recording and fill in the blanks below.***

Audio Script	**Track 9**
Rey's Characteristics This is a photo of Daisy Ridley. She's a British actress. She is the main character of Star Wars - The Force Awakens. Star Wars - The Force Awakens is a 2015 American space film. Her costume is beige pants and a sleeveless, collarless, beige shirt and a belt with pouch. There are beige boots on her feet, too. In the movie, Daisy Ridley plays Rey Skywalker. She's a headstrong, friendly, and good character. She's also a brave, and gorgeous survivor. She is able to keep her humanity although she is in difficult and dangerous situations. Rey has always stayed loyal to her old friends. The message of the film is 'The greatest reward of life is friendship' and 'power of friendship'.	

Let students listen to the recording twice carefully to fill in the blanks.

Answer Key
1. the, **2.** a, **3.** the, **4.** character, **5.** costume, **6.** shirt, **7.** belt, **8.** boots, **9.** good, **10.** a, **11.** film

b ***Read the text again in 7a and match the words with their meanings.***

Let the students read the passage 'Rey's Characteristics' and guess the meaning of the new words related to characteristics from the context. (In this part, students will be able to guess the meaning of the words related to characteristics and scan the text to find required information.)

Answer Key
1. b, **2.** d, **3.** e, **4.** f, **5.** g, **6.** c, **7.** a

c ***Read the sentences and write true (T), false (F) or doesn't say (DS).***

Answer Key
1. T, **2.** DS, **3.** T, **4.** F, **5.** T, **6.** T

In this part,students will be able to scan the text to find the required information.

d ***Answer the following questions.***

Students will be able to answer the questions with their own words after reading and studying the text.

Answer Key
1. Students' own answers.
2. We're all born open to love, kindness, and hope. Ray never loses her humanity although she's in a difficult situation. She always tries to do the right things.
3. Friendship is the greatest reward of life.

READING & WRITING

Look at the pictures on the right. Answer the following questions.

Draw students' attention to the pictures. Then ask the questions about the pictures.

Students' own answers.

1 READING

a ***Now listen to the presenter Julia's comment and match the models' names with the letters. Then, describe each model's clothes. (Track 10).***

Have students listen to the text twice to identify lexis and jargon and the names of the models.

Audio Script	**Track 10**
Ladies and gentlemen, we are pleased to present this year's autumn winter the best Street Style. First, on the catwalk is Veronica and Justin on the streets of Milan. Veronica introduces women's casual wear collection. She is in a loose, black cardigan. Veronica has black, flat boots on her feet. This is Justin with a dark blue jacket, white shirt and black trousers. Hello Irina! Irina is in a white and black pattern two-piece suit. She looks very elegant with a long skirt and low-heeled shoes. Oh, Helena. Helena is very smart today with comfortable pink dress and white trainers. Yes …This is Annabell. Annabell wears a light blue cotton shirt and patched blue jeans with a brown belt round her waist. She looks very beautiful in sporty costume.	

Answer Key
1. Veronica **A**
2. Annabell **D**
3. Justin **B**
4. Helena **C**
5. Irina **E**
and students' own description.

b ***Read the text quickly and answer.***

Tell students to read the text and answer the questions.

Answer Key:
1. The text is about fashion.
2. Models C and D in pictures are in casual clothes.
3. Models A, B and E in pictures are in formal clothes.
4. Justin has got loafers on his feet. Veronica has got flat boots on her feet. Helena and Annabell have got trainers on their feet. Irina has got low-heeled shoes on her feet.

c ***Read the text again. Look at the highlighted words and guess their meanings.***

Encourage students to read for gist and guess the meaning of the unknown words. Ask students questions to help them understand the meaning of the unknown words.

d ***Refer to the text on 'A Fashion Show'. Read the text again. Find the sentences which include trousers, trainers, handbag, and waistcoat in the reading passage. Change these words with synonyms in American English.***

Answer Key

long, black ~~handbag~~ purse, black ~~trousers~~ pants, and a ~~waiscoat~~ vest, white ~~trainers~~ sneakers

e ***Fill in the blanks with the given words.***

Have students fill in the blanks with the given words. Check their answers.

Answer Key

1. loafers, **2.** slit, **3.** waist, **4.** turtleneck, **5.** slim-fit, **6.** casual, **7.** comment

f ***Refer to the text on "A Fashion Show" again. Read the sentences below and write true (T) or false (F) next to each. If it's false, write the true answer.***

Tell students to read the text again.

Answer Key

1. F -…in Milano
2. T
3. F-…in formal clothes.
4. F… in white and black pattern two-piece suit.

CHECK THIS OUT!

In **CHECK THIS OUT!** box, there is explanatory information on ˝adjective order, opinion adjectives and fact adjectives˝. Students will be able to describe things according to their size, colour, and age in the right order after revising the grammar point.

2 WRITING

a ***Complete the sentences by putting the adjectives in the correct order.***

Have students complete the sentences and tell them to put the adjectives in the correct order.

Answer Key

1. loose, long, black cardigan
2. flat, black leather
3. long, black
4. one-button, blue, sport Jacket
5. black, leather

b ***Think of a famous person and write a paragraph to describe his/ her appearance/ what he or she wears according to size, colour, age in the correct order as in exercise a. (50-60 words).***

Students' own answers.

CHECK THIS OUT!

In **CHECK THIS OUT!** box, there is explanatory information on comparative and superlative forms of adjectives. Students will be able to compare the things correctly by revising comparative and superlative forms of adjectives.

3 *Read the sentences and choose the correct option.*

Ask students to read the sentences and choose the correct option. The aim here is to make students to choose the correct form of comparatives.

Answer Key

1. elegant
2. cheaper
3. more comfortable
4. better
5. more

4 *Fill in the blanks with the correct form of the adjectives given.*

Answer Key

1. older than
2. younger
3. younger (extra information: Shiloh 10- Zahara 12- Maddox 15- Knox 8 -Pax 13)

5 *Answer the following questions according to the text above.*

Answer Key

1. Maddox is 15 years old.
2. Pax is older than Shiloh.
3. Maddox is the oldest of all. Shiloh is the youngest of all.

5 WORKBOOK ANSWER KEY

5 A FAMOUS PEOPLE

1 ***Find and write the correct form of adjective under the drawings.***

1. surprised
2. angry
3. astonished
4. worried

2 ***Circle the correct adjective.***

1. surprising
2. interested
3. boring
4. tired
5. fascinating
6. relaxing
7. depressed –depressing –depressing
8. fascinated-fascinating
9. tiring
10. disappointing-disappointed

3 ***a Rewrite the words in paranthesis by using a negative prefix from the list below.***

1. impolite
2. impossible
3. dislike
4. unusual
5. illegal
6. impatient

b ***Add the correct prefix to write antonyms.***

1. unhappy
2. dishonest
3. irresponsible
4. irregular
5. untidy
6. disagree
7. uncomfortable
8. uninteresting
9. incomplete
10. informal
11. illogical
12. illegal

4 ***Find the missing word.***

5 ***Find all words from the word list in the puzzle.***

a. unhappy
b. inventor
c. appearance
d. personality
e. disability
f. independent
g. magnificent
h. determined
i. restriction
j. witty
k. hardworking

People who boast about their IQ are losers.

6 ***a Read the text and suggest a suitable title.***

Students' own answers.

Suggested Answers: Neslihan Demir's Success Story/ Neslihan Demir's Life/ A Successfull Voleyball Star.

b Write questions for the answers given.

1. Who is Neslihan Demir?
2. When was she born ?
3. Is she a successful athlete?
4. Who are the official advertisement face of Turkey for 2020 Summer Olympics?
5. How tall is she?

7 ***Put the dialogue in the correct order.***

Sales clerk: Good afternoon, sir. What are you looking for? 1
Mr Leek: Can I see these jeans and that shirt? 2
Sales clerk: What´s your size? 3
Mr Leek: I'm not sure. 4
Sales clerk: OK, Try a size 40. There you go. They´re 40. Would you like to use the fitting room to try them on? 5
Mr Leek: Thanks so much *(he puts on jeans and shirt)*They are a little long and shirt is small. Do you have a loose, white shirt and tight, dark-blue jeans in a larger size? 6
Sales clerk: Yes, here you are. 7
Mr Leek: Thanks a lot. *(he puts on the new ones)* 8
Sales clerk: How does it fit? 9
Mr Leek: That's OK. I'll take them. 10

5 B STARS

1 ***a Read the text and suggest a tittle.***

Students' own answers

b Answer the questions below.

1. Çağla Büyükakçay/ She is a Turkish tennis player.
2. Her success is in tennis.
3. WTA stands for / the full form of WTA is Women's Tennis Assocation

4. Because she's the first Turkish player to win a WTA (Women's Tennis Assocation) tournament in our country.

5. Because Çağla Büyükakçay wants new generation to pick up on tennis. So, she wants to encourage the kids by helping them and by being a good role model.

2 ***Complete the paragraph below.***

1. In	**4.** at	**7.** at
2. in	**5.** till	**8**. on
3. on	**6.** to	**9.** at

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

1. Interviewer

2. His mother is German born Irmelin Indenbirken and his father is Italian George DiCaprio**.**

3. His father is a former comic book artist.

4. He was born on November 11, 1974 in Los Angeles, California.

5. Yes, he's an only child.

6. Leo DiCaprio is 19 when he has an Oscar Nomination.

7. History is fascinating for Leo.

8. The tiger is his favourite animal because they have the powerful silence, the heavy-set beauty and the sharp glare.

9. Leo DiCaprio donated a large sum of money to the WWF to help the tiger.

4 ***Fill in the blanks with someone, anyone, something, anything, somewhere, anywhere, nothing etc.***

1. anywhere	**4.** nowhere
2. somewhere	**5.** anybody
3. someone	**6.** anywhere

5 ***Using the given information in A or B write a short descriptive paragraph on Cristiano Ronaldo or Ryan Gosling. (write between 70-100 words)***

Students' own answers

5 C RUNWAY

1 **a** ***Read the text and write the correct forms of the verbs in brackets.***

1. wants to be
2. always cooks
3. likes preparing
4. love eating
5. enjoy being
6. has got
7. is
8. can't go
9. sometimes wants to cook
10. never lets her use
11. is
12. says
13. Don't play
14. There are
15. can prepare
16. cooks
17. asks
18. Would you like to eat
19. drink
20. say

b ***Read the text again and answer the questions below.***

1. What does Minnie Beck always do in her free time? Why?
She always cooks meals in her free time because she loves / likes cooking.
2. Who is Lillian?
Lillian is Minnie Beck's daughter.
3. How old is Lillian?
She's five years old.
4. Can Lillian go to school? Why/ Why not?
Lillian is a little girl so, she can't go to school.
5. What does Lillian sometimes want to do?
Lillian sometimes wants to cook.
6. What doesn't her mother let her do? Why/ Why not?
Her mother doesn't let her use the knives and the cooker. It's too dangerous for her.

2 ***Write questions for the given answers below.***

Film stars Jack and Jill's dad love having barbecue on their balcony twice a month.

1. A: Whose dad love having barbecue on their balcony twice amonth?
B: Film stars Jack and Jill's.

2. A: How many times a month does he love having barbecue on their balcony?
B: Twice.

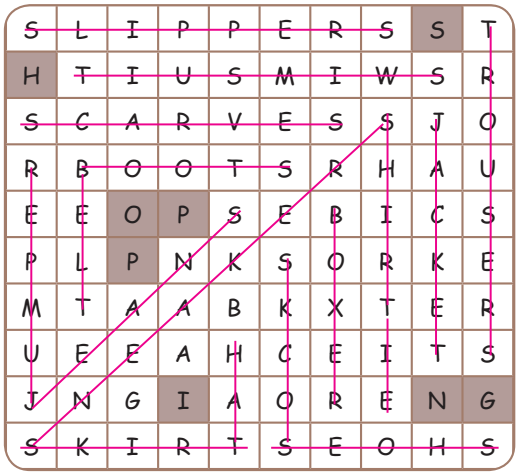
3. A: Who loves having barbecue on their balcony twice a month?
B: Film stars Jack and Jill's dad.

4. A: How often does he love having barbecue on their balcony?
B: Twice a month.

5. A: What does he love doing on the balcony twice a month?
B : Barbecue .

6. A: Where does he love having barbecue twice a month?
B: On their balcony.

3 ***Solve the puzzle by placing the words in the list.***



4 ***Put the adjectives in the correct order.***

1. It's an amusing new kids movie.

2. They are modern, stylish sneakers for walking.

3. It's a terrific, Chinese PC for business.

4. That one is beautiful, cotton new fashion.

5 ***Put the adjectives in the correct order.***

1. old, large, purple

2. new, beige, silk

3. expensive, big, white

4. old, brown wallet

6 ***Circle the correct choices.***

I live in **a/ ~~the~~** big city in **~~a~~/ the** centre of Wicklow Mountains National Park with my family. **~~X~~/ The** city is called Glendalough. My family and I live in **~~X~~/ a** green area near **the / ~~X~~** Upper and Lower lakes. We live in **~~the~~/ an** old house in **a/ ~~the~~** quite street. My father is **a/ ~~the~~** farmer and I'm **a/ ~~X~~** student at **~~the~~/ a** local high-school. **~~A~~/ The** school is **~~X~~/ a** modern one. **The/ ~~A~~** river Shannon is **~~X~~/ the** longest river of **✗/ ~~an~~** island of Ireland. **~~The~~/ ✗** Island of Ireland is in **the/ ~~X~~** North Atlantic Ocean. My father and my mother work in **~~a~~/ the** same office. My father is **a/ ~~the~~** Sales Director and my mother is **a/ ~~the~~** secretary at **a/ ~~the~~** factory. I have **a/ ~~X~~** brother. He's **a/ ~~an~~** musician. He plays **~~an~~/ the** organ in **a / ~~the~~** music band. **The/ ~~a~~** music band isn't a well-known pop group.

7 ***Fill in the blanks with "the"where necessary.***

1. Can you play ***the*** piano?

2. There is a cat in the garden. ***The*** cat is very thin.

3. At the moment I'm reading a book about ***the*** homeless.

4. The Larkins are really very unusual family. ✗ Mrs Larkin is a teacher. She loves talking too much, but her husband ✗ James Larkin is so uncommunicative that he never opens his ✗ mouth for ✗ days.

5. Mehmet Okur, as a professional, works in ***the*** USA.

6. ✗ Lake Van is in the east of Turkey.

8 ***Compare the pencils.***

1. more expensive than

2. more expensive than

3. cheaper than

4. more expensive than

5. the most expensive of all

6. the cheapest of all

7. longer than

8. the longest of all

9. as short as

10. shorter

9 ***Fill in the blanks with comparative or superlative form of the words, adding any necessary words.***

1. the highest mountain

2. larger than

3. the largest

4. bigger than

5. the longest

6. the oldest

7. more valuable than

8. sweeter than/ the sweetest

9. more crowded than/ the most crowded

10. more enjoyable than

10 ***Fill in the blanks with comparative or superlative form of the words, adding any necessary words.***

1. the thinnest

2. more expensive than

3. the best book

4. warmer than

5. longer than

6. the most talented

7. as old as

8. the worst

UNIT NOTES

6 A DIFFERENT WEATHER EVENTS AND CULTURES

Overview

Vocabulary: words related to different cultures such as culture, international, gestures, customs and traditions

Listening: giving information and understanding weather events, countries and cities

Speaking: asking and answering about the weather in different places; describing cultural facts of other countries

Reading: describing national customs and traditions from different parts of the world

Writing: writing about interesting customs and traditions

Grammar: present continuous tense and expressing contrast

LEAD IN

Answer the following questions.

The aim of this module is to teach students more about cultural differences in the world. Tell students the definition of culture: "the way of life, ideas, customs, and traditions of a group of people." Ask students to share something about their culture. Then, ask students to answer whether they are interested in different cultures and what they want to know about different cultures. (considering their cuisines, traditions or lifestyles) Elicit their individual answers.

Students' own answers.

LISTENING & SPEAKING

1 VOCABULARY

What is the weather like in the following countries? Write the weather conditions in the box under the pictures.

The aim of the activity is to study the vocabulary on the weather events. First, draw students' attention to the pictures. Then ask students to talk about the pictures and write the words in the boxes under the pictures.

Optional Activity

You can ask questions about the pictures such as *Which seasons do the pictures indicate? (e.g. It's Summer in the first picture.) What do you do in these kind of weather conditions? (e.g. I have a cold drink in hot weather.)*

Answer Key

1. It's dry.
2. It's hot.
3. It's rainy.
4. It's windy.
5. It's foggy.
6. It's snowy.
7. It's sunny.
8. It's cloudy.
9. It's thundery.
10. It's cold.

2

Which words can you add – ing to?

Students learn how to differentiate verbs and adjectives describing weather events formally. Students add –ing to the words when possible. Remind students that verbs ending in *-y* don't change.

Answer Key

1. raining, **2.** snowing, **6.** blowing

3 LISTENING

a ***Listen to four people talking about the weather. Find out which country they are in and what the weather is like.***

Tell students to listen to four people to find out which country they are in and what the weather is like.

Audio Script **Track 1**

1. Hi, everyone. Today, I'm Emily, speaking from Ottawa, Canada! I live in the city centre. The streets are usually busy at this time of the day, but today they are empty because it's snowing. Some cars are trying to move forward, but it is very difficult.

2. I am in Russian Bazaar in Ashgabat, Turkmenistan. We are shopping in the bazaar. It's almost 45 °C degrees. That's a disaster. I need to buy a lot of things, but my little daughter wants to go back home because of the weather.

3. I'm driving on a motorway in Santa Maria, Spain. I'm trying to go to Madrid. My wife is waiting for me there. It's very difficult to see my way on the road. There is fog everywhere. I can't see anything in ten meters. I think I must stop over at the first petrol station on the motorway.

4. We are walking on a footpath. This is my second experience of trekking in Dublin, Ireland. It's raining cats and dogs, but we aren't carrying our umbrellas. Normally it doesn't rain at this time of year.

Answer Key

1. In Ottowa, Canada, it is snowy/ snowing.
2. In Ashgabat, Turkmenistan, it is very hot/ almost 45 °C.
3. In Santa Maria, Spain, it is foggy.
4. In Dublin, Ireland, it is rainy/ raining cats and dogs.

b ***Listen to the people again and write true (T) or false (F) next to the sentences below. Correct the false ones.***

Let students read the sentences in the exercise to catch the answers of the questions while listening.

Students mark the sentences true (T) or false (F). Make students compare their answers with a partner.

Answer Key

1. F (I live in the city centre.)
2. T
3. F (I'm driving on a motorway.)
4. T
5. T
6. F (They aren't carrying umbrellas)

4 SPEAKING

Work in pairs and ask questions to your partner.

In this activity, students answer about the weather. Ask students to answer what the weather is like and temperature today. Elicit their individual answers. Emphasize the question *What's the weather like?*

Students' own answers.

5 ***What are the common body language signs and indications of emotions/ feelings around the world?***

Match and discuss with your partner.

Students will be able to identify how people communicate with each other without using words and what kinds of nonverbal behaviours in different cultures exist. They will identify the relationship between language and culture. Students match the body language items and their meanings first, then discuss them with a partner.

Answer Key

1. e, **2.** h, **3.** i, **4.** d, **5.** f, **6.** a, **7.** b, **8.** g, **9.** c

6 ***How do people reflect their emotions, feelings, and attitudes using body language?***

First, students read the 'DO YOU KNOW THIS?' about the use of facial, paralinguistic, and other clues to work out meanings.

Students talk about variations of facial expressions, gestures and manners across cities in their countries. The aim of this activity is teaching on cultural differences.

Students' own answers.

7 A WORLD CULTURE QUIZ

The aim of this activity is encouraging students to discuss and learn world events.

Answer Key

1. c, **2.** a (with white moon and star), **3.** d, **4.** b, **5.** b, **6.** a, **7.** b, **8.** (Students' own answers.)

8 ***Match the pictures with their descriptions.***

Answer Key

1. B, **2.** D, **3.** F, **4.** A, **5.** C, **6.** E

READING & WRITING

What are some important customs and traditions in Turkish culture? Share with your partner.

Students are expected to expand their knowledge and vocabulary about cultural diversity in this activity.

You might want to tell them about your hometown first, then elicit answers from the class. In pairs or groups of three, students try to find out important customs and traditions in Turkish culture. Finally, ask them if they have experiences on any customs and traditions.

Students' own answers.

1 READING

a ***Read the text below quickly and circle the countries mentioned in the text.***

Students scan the text quickly and circle the countries mentioned in it. When necessary, students change the nationalities into names of countries. As an extra activity, tell students to cover the text and then ask them comprehension questions.

Answer Key

Poland, Australia, Greece, Brazil, Turkey, Turkmenistan, India, Austria

b ***Read the text again and answer the following questions.***

Aim of this activity is to do reading

comprehension activities. Tell the students to read the text again and answer the following questions.

Answer Key
1. They symbolize the way of life.
2. When the plane lands.
3. No, they don't.
4. For good luck.
5. They take off their shoes.
6. In their hand

2 ***Match the two halves of the sentences.***

Students will be able to recognize and understand the meaning of some basic linkers. In this grammar activity, students are expected to join ideas together when they're talking or writing. Tell students to match the two parts of the sentences.

Optionally, you can ask them to produce more as the second half.

Answer Key
1. c
2. a
3. e
4. b
5. d

3 ***Read the sentences in Exercise 2 again and underline the contrast linkers.***

In this activity the basic contrast linkers "however, but, although and while" are used in each sentence. Ask students to read the sentences that take place in Exercise 2 again and encourage them to find the contrast linkers in the sentences.

4 READING

a ***Read the texts below and write which countries and cities are mentioned in each text.***

Tell students to read the text and circle or underline the countries and cities which are mentioned about.

Answer Key
A. Egypt, Cairo **B.** Greece, Athens **C.** Spain, Toledo **D.** Brazil, Rio de Janeiro

b ***Answer the following questions.***

Students read the texts again and focus on the famous places and events. Let students say more about the cities.

Answer Key
1. The Pyramids **2.** Athens **3.** dry and hot in summers, mild in winters **4.** Brazil

5 ***Fill in the blanks with the words in the box.***

Tell students to fill in the blanks with the words in the box.

Answer Key
1. chopsticks, **2.** skirt, bagpipes, **3.** plates, **4.** knife, **5.** delicious, **6.** shoes, **7.** contact, **8.** nodding

6 WRITING

What are customs and traditions in Turkey you know? Write a short paragraph between 100 and 150 words and share it with the class.

In this activity, students write about customs and traditions in Turkey they know or heard.

Students' own answers.

Optional Activity
Students search on the Net and prepare a chart about interesting customs and traditions all around the world.

6 B TRAVEL AND TOURISM

Overview

Vocabulary: words related to travel and tourism such as plane, train, ship, car, flight, departure, arrival, boarding gate, passport, travel, palace, festival
Listening: following instructions at the airport, listening public announcements, and how to buy a plane ticket on the phone
Speaking: taking part in conversations about travelling, talking about cities and countries, differentiating information in timetables and schedules
Reading: grasping information from conversations between receptionists and guests
Writing: filling in a hotel registration form
Grammar: revision of *would like*

LEAD IN

Answer the following questions.

The aim of this module is to teach students how to talk about travel and tourism. Ask students how often they travel and what types of transportation they use. Write on the board; *travel: air, road, rail* to introduce students the topic of travel. Elicit different types of transport, e.g. airplane, car, train, etc.

LISTENING & SPEAKING

1 LISTENING

a Write the names of the cities in the blanks.

Focus on the pictures of major cities of a few countries and get students to match the words and the pictures. Encourage students to find out where the pictures are taken, and what cities are famous for.

Answer Key

A. Ankara, **B.** Berlin, **C.** London, **D.** Barcelona, **E.** Sydney

b Listen to five different airport announcements. Fill in the blanks with cities mentioned above.

In this activity, students will be able to detect public announcements. Tell students to write the names of five cities of other countries which are mentioned while they are listening to the announcements. If necessary, let them listen to it twice.

Audio Script **Track 2**

Speaker A: Good afternoon. This is an announcement for the passengers travelling on the 16:20 flight 8Q 157 to Barcelona. This flight is delayed by a total of an hour because of bad weather conditions. Thank you.

Speaker B: All passengers travelling to London on the flight TK 607, please have your passports and boarding passes ready for boarding. The flight TK 607 just now boarding at the gate 7. Thank you and have a nice flight.

Speaker C: This is the boarding call for the passenger James Walker flying to Sydney on the flight U2 6223. Your flight is ready to leave. Please go to the gate 19 immediately. The doors of the plane will close in five minutes. Boarding call for passenger James Walker. Thank you.

Speaker D: This is an announcement for passengers travelling to Berlin on flight PS423. Would all passengers with boarding tickets, please go to gate 22 for boarding. That's all passengers with boarding tickets go to gate 22 for boarding. Thank you and have a nice flight.

Speaker E: Good morning, ladies and gentlemen. We have landed at Esenboğa airport in Ankara. The local time is 07:25 and the weather is clear and sunny, with 15 degrees this morning. Thank you for choosing Turkish Airlines and we wish you a very safe journey to your final destination.

Answer Key

1. Barcelona, **2.** London, **3.** Sydney, **4.** Berlin, **5.** Ankara

c Listen again and fill in the blanks.

Students are going to listen to the announcements once more in order to catch specific information. Encourage students to note the details while listening and write them in the correct blanks.

Answer Key

1. The 16:20 flight to Barcelona is delayed by **an** hour.

2. The passengers going to London should go to the boarding gate **7.**

3. The passengers going to Sidney should go to the boarding gate **19.**

4. The flight number of the plane going to Berlin is **PS423/ 22.**

5. The time in **Ankara** is 18:30.

6. The temperature in Ankara is **15** °C.

2 LISTENING

Listen to the conversation and fill in the blanks.

The aim of this activity is to encourage students to find out how to buy a flight ticket on the phone. Tell students to listen to the conversation and complete the blanks.

Audio Script **Track 3**

Buying a Plane Ticket on the Phone

A: I would like to book a flight.

B: I can help you make your reservation. Where are you travelling to?

A: My final destination is New York.

B: What is your travel date?

A: I would like a reservation for October 22nd.

B: Which do you prefer? Vienna International Airport or Bratislava Airport?
A: I would like to fly out of Vienna International Airport.
B: What time of day will you fly? Do you prefer a morning or an afternoon flight?
A: I need a 7 am flight in the morning.
B: Would you like a window seat or an aisle seat?
A: A window seat, please.
B: Well, you are flying in the morning. We are sending you your tickets in the mail.

Answer Key
Buying a Plane Ticket on the Phone
1. book
2. New York
3. October 22nd
4. Vienna International Airport
5. morning
6. window
7. mail

3 *Write the words from the box next to their definitions.*

The aim of the activity is finding out phrases by rewieving their definitions and explanations. Tell students to write the phrases in the boxes into the correct spaces. Next, let students look up in the dictionary to check their answers.

Answer Key
1. take off
2. luggage
3. means of transport
4. get off
5. check-in desk
6. passenger
7. driver's licence
8. hitchhike

4 *Put these sentences in the correct order (from 1 to 6). Share your ideas with your partner.*

In this activity, students will learn the phrases about things to do at the airport. Tell students to put the instructions in the correct order.

Answer Key
1. Arrive at the airport.
2. Go to the check-in desk.
3. Go through immigration.
4. Wait at the boarding gate.
5. Board the plane.
6. The plane takes off.

5 Match the directions with the pictures by writing the letters in the boxes.

In this part of the lesson, students write the correct phrases under the pictures. If you think they won't know the meaning of the prepositions of place, you can support students with worksheets on prepositions of place and movement.

Answer Key
1. e, **2.** g, **3.** d, **4.** b, **5.** c, **6.** h, **7.** f, **8.** a

6 *Add more transport words to the word diagrams.*

Draw the diagram on the board. Students go to the board and add any words related to the diagrams.

7 LISTENING

Listen to the airport announcement. Then tick (✔) the correct flight on the following timetable.

In this activity, students detect airport announcements. Tell students to tick the correct schedule which is mentioned while they are listening to the announcement. If necessary, let them listen to it twice.

Audio Script **Track 4**

Good morning, ladies and gentlemen. This is your captain speaking. First I'd like to welcome everyone on Turkish Airlines Flight TS664 from İstanbul. The time is 7:30 am. The weather looks good and we are expecting to land in Riyadh about four hours time. We are flying at an altitude of 33,000 feet at an airspeed of 400 miles per hour. The cabin crew will be coming around in about twenty minutes time to offer you a light snack and drink. I'll talk to you again before we reach our destination. Until then, sit back, relax and enjoy the rest of the flight.

Answer Key from İstanbul to Riyadh

8 *Look at the timetable above for different flight schedules and answer the following questions.*

Students are expected to scan timetables in a schedule to find out the required information for their travel.
Tell students to answer the questions about the timetable in different schedules.

Optional Activity
Students ask and answer about the other schedules in pairs.

Answer Key
1. It takes 4 hours.
2. It's AC8755.
3. It arrives at 23:00.
4. Hanoi flight does.
5. It leaves the airport at 21:00.
6. Hanoi flight does.
7. No, there isn't.
8. It's to Hyderabad.

9 ***Look at the timetable in different schedules and answer the following questions.***

Students are expected to scan timetables in a schedule to find out the required information for their travel.

Tell students to answer the questions about the timetable in different schedules.

Answer Key

1. Yes, it is.	**4.** It leaves at 14: 19.
2. It's LH5021.	**5.** The Rome Flight.
3. It's the Berlin Flight.	**6.** No, it isn't.

READING & WRITING

1 ***Match the phrases with the pictures.***

Students match the phrases with the pictures to recall things to do at the airport.

Answer Key
1. H, **2.** I, **3.** D, **4.** C, **5.** E, **6.** A, **7.** G, **8.** F, **9.** B

2 SPEAKING

Work in pairs. Make a dialogue on buying a ticket. Then act it out.

Student A is a travel agent.

Student B is a customer.

Students practice a dialogue which they build on buying a ticket for a flight.

3 VOCABULARY

Put the words below in two groups. Write the words in the correct column.

In this activity, students expand their knowledge of vocabulary associated with different types of touristic places to visit and events to do there.

Ask students to classify the words by writing them in the correct column. Optionally, let students add more words orally.

Answer Key
PLACES TO VISIT
museum, mosque, church, castle, ruin
EVENTS
conference, camping, concert, festival, opera

4 ***Read the dialogue below and complete the hotel registration form given.***

In this activity, students are expected to fill out a simple hotel registration form. First, students read the dialogue between the receptionist and the customer. Optionally, students fill out the form with their own made up information in pairs, by changing the roles.

Answer Key
Full Name: Jonathan Taylor
Phone Number: 0505 234 7286
E- mail: Jonathm@upmail.com
Room Type: double room
Number of Guests: two (adults)
Number of Nights: four
Arrival Date: March 10th
Departure Date: March 14th
Payment: credit card

5 ***Complete the table by using the phrases in the box with the help of the pictures.***

Focus on the pictures and tell students to write down the first thing they have seen in each picture.

Next, ask them what they know about these cities. Finally, tell students to fill in the table with specific information about the famous cities around the world.

CITY COUNTRY FAMOUS FOR

İstanbul	Turkey	15th July Martyrs Bridge
Cannes	France	the annual film festival
Amsterdam	Nederlands	canals and houseboats
Tokyo	Japan	electronics stores
Prague	Czech Republic	classical music and baroque buildings

6 WRITING

Write a short paragraph between 150 and 200 words about a city that you would like to visit. Don't forget to give your reasons for choosing that city.

Students write a short paragraph about a city that they would like to visit by giving reasons. This activity can also be given as homework.

6 C NATIONAL, MORAL, AND CULTURAL VALUES

Overview

Vocabulary: words related to finding local places such as straight, go past, library, hospital and basic national, moral and cultural values such as hospitality, patriotism, relations, society

Listening: following instructions of giving directions, recognizing situations, and what's happening at the present

Speaking: talking about directions to local places, differenciating information about basic national, moral, and cultural values

Reading: traditional Turkish family

Writing: what people are doing now

Grammar: present Continuous Tense, contrast linkers

LEAD IN

Answer the following questions.

The aim of this activity is to get students interested in talking about national, cultural, and moral values and learning how to give directions. Ask the related questions to students to lead them asking for and giving directions.

LISTENING & SPEAKING

1 LISTENING

Listen to speakers giving directions. Look at the picture as you listen. Then, write the place that the speaker gives directions to.

This activity covers asking and giving directions, finding a place on a map, and following instructions by using the vocabulary of national, moral, and cultural values.

Get students look at the map while they are listening, then write the place that the speaker gives directions to. Explain that they just try to catch the name of the place. When they listen to it once more, they can try to catch the details.

Answer Key

Speaker A: Society **Speaker B:** Tradition
Speaker C: Trust **Speaker D:** Freedom

Audio Script **Track 5**

Speaker A: Go straight on along Liberty Avenue until you get to the roundabout. At the roundabout, turn left. It's the building just after the Manner opposite the Unity.

Speaker B: Go straight on. Take the second right on to Republic Street. Go past History Park. It's the first building after the park, opposite the Moral.

Speaker C: Go straight ahead. Then take the first turning on the left on to Hospitality Street. Go past the Ancient and it's the building next to the Ancient on the left.

Speaker D: Go straight ahead. Go past the traffic lights. You will see a Value on the right. It's on the right between the Value and the Pride.

2 SPEAKING

a ***Work in pairs. Look at the map in Exercise 1. Choose a starting point. Make a dialogue with your partner to ask and answer about directions.***

In this activity, students work in pairs on the map in exercise 1. They ask for and give directions of different places. They use the basic terms. By the end of the activity, students will be able to learn and practice language used to locate places. Optionally, students do the same about a location which they have chosen.

b ***Who says the following famous verses? Talk about the other people in class.***

Students find out who says the famous saying. Then, talk about the other people in the options a, c and d.

Answer Key

Suggested Answers

Ertuğrul Gazi: the founder of the Ottoman Empire

Yunus Emre: a great Turkish folk poet who influenced Anatolian culture

Mehmet Akif Ersoy: the poet who wrote the Turkish National Anthem

c ***Write the correct number.***

Students find out a very famous number in Turkish culture.

Answer Key c

3 VOCABULARY

Match the words or phrases with the pictures and talk about them.

Draw students' attention to the picture. Let them talk and share their ideas about the pictures.

This activity covers words related to basic national, moral and cultural values of Turkish society and culture. Tell students to put the words or phrases under the pictures, and talk about them.

Answer Key

1. patriotism
2. tolerance
3. hospitality
4. family
5. cooperation

4 SPEAKING

Fill in the blanks with the words in the box. Then talk about why each concept is important.

Ask students to fill in the blanks with the correct words related to national values.

Answer Key

1. history
2. moral
3. language
4. patriotism
5. hospitality

READING & WRITING

1 GAME

Miming game

Watch me and guess what I'm doing!

Students can play this game to practice the present continuous for actions happening now. Divide the class into two teams. Give each team a set of picture cards and face them down on the desk. One student from team A turns over a card without showing it to anyone and comes up to the board. The student acts out what's happening in the picture without writing words or letters and without speaking. Team A has one minute to try to guess the mime using the present continuous. The first team to guess the sentence wins a point. When a team gets ten points, they win the game. Make sure they use the present continuous tense.

2 READING

Talk and share your ideas with the class about a typical Turkish family.

Focus on the picture. Ask students who they are. Elicit the answers with the whole class. Students read the text carefully and answer the comprehension questions.

a ***Read the text above and answer the following questions.***

Answer Key

1. Turkish people consider family as a cornerstone of the society.
2. The young respect their older, and the old love their younger.
3. Yes, they do.
4. No, they aren't. Because their children help them.
5. Both parents can contribute to the family income.

b ***Write true (T) or false (F).***

Answer Key

1. T, **2.** T, **3.** F, **4.** T, **5.** F

3 PRONUNCIATON

The consonant sound /ŋ/

a ***Listen and repeat the sound and the words.***

Focus on the example words in the box. Remind students that these words have the same sound with the picture word. Help students with the pronunciation of the verbs+ –ing. Warn students about verbs ending in *-y.* They don't change (try-trying, not ~~tring~~).

Audio Script	**Track 6**
s**inger**, k**ing,** th**ing,** w**ing,** driv**ing,** work**ing,** br**inging,** p**ink,** s**ink,** th**ink**	

b ***Listen and repeat the sentence.***

Audio Script	**Track 7**
I think the k**ing** is bring**ing** a pink w**ing**.	

c ***Listen to the sounds and write what the people are doing.***

First, tell students to pay attention to the CHECK THIS OUT! box. They will be able to review the use of –ing in the examples. In this activity, students find out what the sounds are.

Audio Script	Track 8
1. Somebody is drinking something. **2**. Somebody is singing a song. **3**. They are arguing. **4**. Somebody is playing the bağlama. **5**. Someone is starting the motor.	

Answer Key

1. Somebody is drinking something.
2. Somebody is singing a song.
3. They are arguing.
4. Somebody is playing the bağlama.
5. Someone is starting the motor.

4 SPEAKING

What are they doing now? Work in pairs, talk about the pictures and write sentences under the pictures.

This activity aims teaching Present Continuous Tense which is used to describe actions happening now, at the moment of speaking. Draw attention to the pictures. Let students write what people/ animals doing in each picture.

Answer Key

1. The man/ He is playing the guitar.
2. The child/ He's painting pictures.
3. The cat/ It's sleeping.
4. The men/ They are talking (to each other).
5. The man/ He is driving a car.
6. The bird/ It is singing.

5 READING

Answer the questions about the text above.

Students read the text to grasp the topic. Focus on the narration of a holiday in London. Let students go through the questions while they are reading the text.

Answer Key

1. Her surname is Wilson.
2. She is in Hyde Park.
3. She is sitting on a wooden bridge with her uncle.
4. He is listening to the news on his old radio.
5. No, she isn't.
6. A group of teenagers are walking their dogs.

6 WRITING

What are they doing now? Write the sentences under the pictures.

Focus on the pictures. Encourage students to talk about the pictures before matching them with the phrases; *Who are they? Where are they?* Next, students rebuild the sentences.

Answer Key

A. They are doing Karate.
B. It is snowing.
C. He's swimming.
D. The baby is having a bath.
E. They are playing computer games.
F. They are singing a song in choir.
G. They're riding bicycles.
H. The girl is sleeping.

7 *Fill in the blanks as in the example.*

In this part of the lesson, students compare the present and now. Make students revise Present Simple and Present Continuous Tense. Support students with worksheets as homework.

Answer Key

1. is doing
2. are playing
3. is eating
4. is travelling
5. are going

6 WORKBOOK ANSWER KEY

6 A DIFFERENT WEATHER EVENTS AND CULTURES

1 *Complete the sentences with suitable words.*

1. cold
2. rainy
3. sunny/ nice
4. blowing
5. nice
6. foggy
7. clear, warm

2 *Answer the following questions.*

Students' own answers.

3 *Read the paragraphs and fill in the blanks with the given words.*

IN SPRING

1. increase
2. temperature
3. average
4. cooler
5. short

IN SUMMER

1. Air
2. clear
3. bottle
4. September
5. cooler

IN AUTUMN

1. season
2. wear
3. evenings
4. place
5. relaxing

IN WINTER

1. rain
2. wettest
3. winds
4. nights
5. historical

4 *Match the phrases and degrees.*

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

5 *Match the gestures with the pictures.*

1. silence
2. wave
3. point
4. smile
5. handshake
6. knock

6 *a What do you see in the pictures below?*

A. The Great Wall of China
B. Ilama
C. Canadian flag
D. Pyramids
E. Mexican hat (sombrero)

b Which country does each picture represent?

A. China
B. Peru
C. Canada
D. Egypt
E. Mexico

7 *Complete the phrases with the verbs.*

1. walk
2. stay
3. visit
4. have
5. leave
6. meet
7. buy
8. eat

8 **Read the short texts below and match which culture each refers to.**

1. C, **2.** A, **3.** B, **4.** D

9 *Complete the sentences with the words.*

1. or, **2.** and, **3.** because, **4.** so, **5.** but

10 *Match the two parts of the sentences.*

1. c, **2.** e, **3.** d, **4.** f, **5.** g, **6.** b, **7.** a

11 *Do the puzzle with the definitions and initials of the words given to you.*

	1	C	O	U	N	T	R	Y
2	H	I	S	T	O	R	Y	
3	L	A	N	G	U	A	G	E
	4	H	O	L	I	D	A	Y
				5	L	I	F	E
		6	C	U	L	T	U	R	E
		7	P	O	L	I	T	E	
				8	M	O	D	E	R	N
9	N	A	T	I	O	N				

6 B TRAVEL AND TOURISM

1 *Read the conversations below and write the part of the airport in the blanks.*

A. At security gate
B. At the check-in counter
C. On the plane
D. At security check

2 *What are the countries or cities in the following sentences famous for? Choose the correct word and complete the sentence.*

1. a, **2.** c, **3.** d, **4.** b, **5.** d

3 *Read the short text below and complete the captain's announcement using the words.*

1. gentlemen
2. 62A
3. flight
4. minutes
5. 09:20
6. good
7. 25
8. nice
9. hope
10. airline

4 ***Match the types of transportation with the city names.***

1. High speed train
2. Red bus
3. Tuk- tuk
4. Bicycle
5. Canal gondola

5 ***Write the words related to transportation in front of their definitions.***

a. journey
b. subway
c. get on
d. airfare
e. sail
f. get off

6 ***Fill in the blanks with the words in Exercise 5.***

1. airfare
2. get off
3. journey
4. sail
5. get on
6. subway

7 ***Choose a city to visit on your next holiday. Then, fill in the form below for your hotel you will stay in that city using your own information.***

Students fill in the form in their own words. Students' own answers.

8 ***Write a paragraph between 150 and 200 words about a historic place in Turkey. Give some important information about the place. You can also use the pictures of the place. Then present your work to the class.***

Students' own answers.

6 C NATIONAL, MORAL AND CULTURAL VALUES

1 ***Read the definitions and complete the spelling of the words below.***

1. T O L E R A N C E
2. C O O P E R A T I O N
3. H O S P I T A L I T Y
4. P A T R I O T I S M
5. F A M I L Y

2 ***Read the paragraph below and fill in the blanks with the words given below.***

1. honour
2. call
3. Kissing
4. patriotism
5. national
6. history
7. hospitality
8. good

3 ***Fill in the blanks with the correct words to complete the directions.***

1. between
2. opposite
3. on
4. next
5. corner
6. second
7. along
8. right
9. straight
10. Turn

4 ***Circle the correct question to the answer given.***

c

5 ***Write the correct words or phrases in the circles below the pictures.***

1. roundabout
2. traffic lights
3. zebra crossing
4. go ahead
5. turn right
6. go back
7. between
8. take the third right

6 ***Read the directions and write the names of the places according to the map.***

1. pharmacy
2. mosque
3. library
4. museum
5. opera building

7 ***Look at the picture in exercise 6 again and give the direction following the arrow to "school".***

Possible Answer

Go straight ahead along Central Avenue. Go past the pharmacy on your right and turn left on Lake Street. Take Pine Street. The school is opposite the supermarket on the right.

8 ***Pick a place in the picture in Exercise 6. Ask for and give directions on the map.***

Students' own answer

9 ***What is happening in the picture? Answer the questions.***

1. The children/ They are reading books.
2. The man/ He is reading a newspaper.
3. The people/ They are waiting in a queue.
4. The policeman/ He is checking the driver's documents.
5. The woman/ She is playing the guitar.

10 ***Put the words in the correct order to make questions.***

1. What's your teacher wearing today?
2. How many people are sitting on the bus?
3. What colour T-shirt is Sue wearing?

11 ***Read the letter and answer the questions below.***

1. They are staying on a campsite in Lagos, Portugal.
2. No, he isn't.
3. Yes, he has.
4. He's helping his little brother with his sand castle on the beach.
5. Hasan's little brother is building the castle.
6. It's so good and the sun is shinning.
7. They are friendly.

7 A WONDERFULLY TALENTED PEOPLE

Overview

Vocabulary: words related to success
Listening: guessing who the people are in a dialogue, answering true/ false questions; reordering the events
Speaking: talking about the life of a famous person, making a dialogue; talking about the sayings
Writing: completing a dialogue, writing topic sentences
Reading: reading a text about a well-known person; asking and answering questions about the text
Pronunciation: practicing -ed
Grammar: indefinite pronouns, past form of to be, regular verbs

LEAD IN

Look at the pictures and answer the following questions.

Tell students to look at the pictures. Ask them "what might we be studying in this unit". Discuss with students about the topic of the module. Point to the people in the photos and ask if they are still living or not. They should say that they died.
Ask the comprehension questions in the student book. They will look at the pictures and answer the questions.

Answer Key

1. They are Pablo Picasso and Muhammed Ali.
2. Students' own answers.
Possible Answers
Pablo Picasso was one of the most famous artists in the world and founder of the Cubist movement. Muhammed Ali was one of the most talented boxer in the world and an activist. He won many gold medals.
3. Students' own answers.
Osman Hamdi Bey, Abidin Dino, İbrahim Çallı and Fikret Mualla are among well-known artists from Turkey. Vincent Van Gogh, Salvador Dali, Claude Monet, Leonardo da Vinci, and Michelangelo are among famous artists in the world.

Optional Activity

Tell students to look at the photos of the well-known people on page 133. Tell them that you are going to give some information about the people in the photos and other three famous people who are not in the photos. They will guess who he/ she is.

Suggested Answers

1. This man was a famous singer of the band 'Beatles'. 'Yesterday' was one of his favourite songs. (John Lennon)
2. This woman was the first woman to become a professor at a university. (Madam Curie)
3. This man was one of the most famous boxers in the world. (Muhammed Ali)
4. This man started the Cubist movement in art. (Picasso)
5. This man developed the theory of relativity. (Einstein)

LISTENING & SPEAKING

1 LISTENING

a ***Listen to the dialogue between two friends talking about famous people. How many famous people are they talking about? Guess who they are.***

Students will listen to the dialogue and guess who the people are talking about and get the general idea of the text. Write the three words below on the board. Ask students the meaning of the words and tell them that they will hear the words below in the dialogue.
defeat (v): to win against someone in a fight
deserve (v): to earn something because of the qualities you have
rival (n): a person competing with others for the same thing

Answer Key

They are talking about two people. These people are the famous boxer Muhammed Ali and physicist Madam Curie.

Audio Script **Track 1**

A: What are you doing?
B: I'm preparing a presentation about some famous people's lives.
A: Who is this young man in the picture?
B: Actually he was a very famous American man. Let's see… He was born in 1942 in Louisville. His former name was Cassius Marcellus Clay and nickname was 'The Greatest'. His father was a sign and billboard painter. His mother worked in cafes. He started boxing at the age of twelve. His first amateur match was in 1954. He was successful in the Golden Gloves tournament in the light heavyweight class in 1956. He went to Italy and competed in the 1960 Olympic Games and received a gold medal. He was only eighteen. His trainer described him as: 'He floats like a butterfly, stings like a bee'. He defeated his two strong rivals in 1963 and 1964 and won the World Championship. After this victory, he changed his religion and became a Muslim. His disease occurred in 1984. And…
A: That's enough. Of course, I know him. He devoted his life to boxing, human rights, and charity works. He died in 2016.
B: Yes, right. Now, look at that photo of this woman? Who do you think she is?
A: Hmm… I think she was a Polish-French chemist and physicist. She won a Nobel Prize.
B: Well done! She is…

b ***Write true (T), false (F) or doesn't say (DS) according to the recording. Correct the false ones.***

Ask students to listen to the dialogue and decide if the statements are true or false. Ask them to correct if they are false and search the Internet for the unknown information.

Answer Key
1. True
2. False (His father was a sign and billboard painter.)
3. True
4. Doesn't Say
5. True
6. True
7. Doesn't Say
8. False (She was a Polish-French chemist and physicist.)
9. Doesn't Say

c ***Listen again and order the information according to the recording.***

The information about Muhammed Ali is not in the correct chronological order. Tell students to order the events from 1 to 7.

Answer Key
1. e, **2.** b, **3.** c, **4.** g, **5.** f, **6.** d, **7.** a

d ***His trainer described the famous boxer as: 'He floats like a butterfly, stings like a bee.' Why do you think his trainer said this about him?***

Ask students how butterflies fly. Tell them to guess the meaning of the words "float" and "sting". Then, tell them to explain the sentence.

Students' own answers.

CHECK THIS OUT!

Draw students' attention to the table. Give more explanation about 'past form of be' if it is necessary:

Draw the students' attention to the short form of was not (wasn't) and were not (weren't).

2 SPEAKING

a ***Look at the CHECK THIS OUT! box. Then talk about the life of a famous person you know well.***

Tell students to read the sentences in the CHECK THIS OUT! box and write similar sentences. Give them 3 minutes to gather information about a famous person they know well and write short sentences about him/ her. Ask them to talk about his/ her early years and later years as in the example. Have them use past form of be.

Students' own answers.

b ***Look at the pictures below. Complete their names. Then write;***

- Their nationalities,
- When they were born,
- How old they were when they died.

1. Madam Curie
- She was Polish.
- She was born in 1867.
- She was 67 when she died.

2. Charlie Chaplin
- He was English.
- He was born in 1889.
- He was 88 when he died.

c ***Do you know about John Lennon and his wife, Yoko Ono? Read the information about them given in the table and complete the dialogue with correct past form of "be".***

Draw students' attention to the pictures in the table. Ask them if they know who John Lennon and Yoko Ono are. Ask them to try to guess from the pictures if they don't know. Give a brief explanation about the band 'Beatles'.

ADDITIONAL INFORMATION

The Beatles was an English rock band. There were four members of Beatles. They were John Lennon, Paul McCartney, Ringo Starr, and George Harrison. They became popular in America. They inspired a lot of British bands like Rolling Stones. "Let it be", "Yesterday", "Love me do" are among the most popular Beatles' songs.

Answer Key

1. were	**4.** Was	**7.** Were	**10.** weren't
2. was	**5.** was	**8.** were	**11.** were
3. was	**6.** were	**9.** Were	

d ***Work in pairs. Cover the dialogue. Ask and answer questions about John Lennon and Yoko Ono by looking at the information above. Act out the dialogue with your partner in the class.***

Tell students to cover the dialogue and work in pairs. The pictures will help them to make their own dialogue. Tell them that they can change the questions in the dialogue and ask with 'where, who, what' …and etc. Then tell them to act it out with their partners in the class.

Students' own answers.

READING & WRITING

1 READING

a ***Look at the photo and answer the following questions.***

Draw students' attention to the picture. Ask them who the well-known person is in the picture. Ask about the other people in the picture, too. 'Who might they be and what are they doing there?' Encourage them to share what they know about Aziz Sancar.

Have them answer the questions and tell them that they will read a text about Aziz Sancar.

Answer Key

1. The well-known person in the picture is Aziz Sancar. He is a scientist. He won a Nobel Prize in 2015.

2. Students' own answers.

Possible Answer

Aziz Sancar and the children are in a conference, workshop, or competition.

3. Students' own answers.

Possible Answer

Possibly the students are asking questions to Aziz Sancar.

b ***Read the text and share your ideas about the answer to the following question.***

Student own answers.

2 VOCABULARY

a ***In the text, find and underline the words in the box below. Try to guess their meaning from the text.***

Tell students to guess the meanings of the words in the box from the text.

b ***Choose the correct meaning of the word.***

Ask students to find and circle the correct meaning of the words.

Answer Key

1. a, **2.** b, **3.** b, **4.** a, **5.** a, **6.** b, **7.** a

CHECK THIS OUT!

Have students read the sentences to be aware of the changes in 'the simple past tense for regular verbs in positive, negative sentences, and questions.'

3 *Look at the CHECK THIS OUT! box. Ask and answer the questions about the text. Use the prompts to make questions.*

Draw students' attention to the box. Then tell them to work in pairs to ask and answer the questions. Let them read the example first.

Answer Key

1. A: Did he found a school with his wife?

B: No, he didn't.

2. A: Did they want to help young scientists?

B: Yes, they did.

3. A: Did he stop his football career because of his health?

B: No, he didn't. He stopped his football career for his university education.

4. A: Was he successful at the faculty of medicine?
B: Yes, he was. He graduated with a first class degree.
5. A: Did he face any communication problems in the United States?
B: Yes, he did.
6. A: What were his achievements?
B: He became a member of National Academy of Sciences as the first Turkish-American. He won the 2015 Nobel Prize in chemistry.

CHECK THIS OUT

Present the task to the students and elicit examples from the paragraphs in the box.
Topic and topic sentence: A paragraph is a group of sentences about one topic or idea. Many English paragraphs include a topic sentence. State your topic sentence clearly. It shouldn't be narrow.

4 ***Read the CHECK THIS OUT! box above. Then, look at the first paragraph of the text about Aziz Sancar. Write the topic and topic sentence of the paragraph.***

Draw students' attention to the CHECK THIS OUT! box. Present the box and explain the task. Then give more information and examples about what a topic and topic sentence is.

Answer Key
The Topic: the success of Aziz Sancar
The Topic Sentence: When Sancar started his education, he had nothing but his passion and belief.

5 ***Read the paragraphs below and write the topics and topic sentences.***

Tell students to read the paragraphs to find out the topic and the topic sentences.

Answer Key
1. The topic: keys to success
The Topic Sentence: There are some keys to success that you should never forget.
2. The topic: talent or hard work
The topic sentence: Which is more important; talent or hard work?

6 PRONUNCIATION

a ***Look at the verbs in the box. Listen and put them in the right columns.***

While students are listening, they will put the participle forms of the verbs in the right columns. Have them listen to the audio once more and check their answers.

Answer Key

/ɪd/	/t/	/d/
started completed awarded needed	watched stopped worked hoped	lived travelled played tried studied

Audio Script	**Track 2**
lived, awarded, stopped, started, studied, traveled, completed, hoped, played, tried, watched, worked, needed	

b ***Listen again and check your answers. Then add one more verb for each column.***

Ask students to add one more verb for each column. Ask them to share the verbs in the class.
Students' own answers.

REMEMBER THIS!

Explain when we use indefinite pronouns in English. Tell them that we use pronouns ending in -body or -one for people, and pronouns ending in -thing for things and ending in -where for places.

7 SPEAKING

a ***Complete the dialogue with the indefinite pronouns below.***

Have students read the sentences in the REMEMBER THIS! box. Then let them read the dialogue to fill in the blanks with the correct indefinite pronouns.

Answer Key

1. somewhere
2. anywhere
3. somebody
4. somebody
5. anywhere
6. everywhere
7. something
8. everything
9. nothing
10. Everybody

b ***Work in groups and act out the dialogue.***

Tell students to read the dialogue again. Ask them questions about the dialogue such as "Where are Carol and Maggie?, What is their problem? Where do they want to stay?, What do they ask a man?" Get the answers and form them in groups. Then have them act out the dialogue.

8 ***Fill in the blanks with the appropriate indefinite pronoun below.***

Tell students to look at the picture. Have them describe the picture and guess what the paragraph is about.

Answer Key

1. somebody/ someone
2. nothing
3. someone/ somebody
4. nobody
5. something
6. Everything
7. something
8. Everybody

9 WRITING

Who is your favourite celebrity who faced with obstacles and overcome them? Write a short biography about him or her.

Tell students to write the information about their favourite celebrity. Tell them to search on the Internet if it's necessary.

7 B SEVEN WONDERS OF THE WORLD

Overview

Vocabulary: words related to the ancient world and past
Listening: answering general questions, catching details of the listening text; writing the names of the things that are described.
Speaking: talking about the new wonders and ancient Wonders of the World; acting a dialogue, summarizing the text; discussing the points in the class; using time expressions of the past simple and Wh- questions in their speech; talking about the results of the quiz about being social.
Writing: completing a dialogue, practicing capitalization and punctuation rules; completing a table about seven wonders
Reading: reading a text about the Seven Wonders of the World; matching the headings with the paragraphs; asking and answering the questions about the text
Pronunciation: practicing 'did you' in American and British English
Grammar: Wh- questions, simple past tense, time expressions of the tense

LEAD IN

Answer the following questions.

Talk about a historic place that you visited before. Ask students if they have also been there. Have them look at the pictures in the vocabulary part and give brief information about the Seven Wonders of Ancient World and the modern wonders. Then, let them answer the questions.

Answer Key

1. Students' own answers.
2. Students' own answers.
3. 'Wonder' means something that evokes admiration.
4. There are seven ancient wonders and two of them are in the Aegean region of Turkey. One of them is the Temple of Artemis at Ephesus and the second one is Mausoleum at Halicarnassus in Bodrum. However, we can only see the remains today.
5. Students' own answers.

LISTENING & SPEAKING

1 VOCABULARY

a ***Look at the wonders of the world below and match the pictures with their names given in the box.***

There are the New Seven Wonders of the World and the Ancient Wonders on the original list in the pictures. Tell students to match the photos with the names in the box.

Answer Key

1. e, **2.** d, **3.** a, **4.** f, **5.** g, **6.** b, **7.** c

b ***Which wonders above are on the 'Modern Wonder of the World' list?***

Ask students to differentiate the new wonders from the ancient wonders.

Answer Key

The new wonders: Colosseum, Great wall of China and Petra.
The ancient wonders: Temple of Artemis, Mausoleum at Halicarnassus.
The great pyramid of Giza is on the both lists of world wonders.

2 LISTENING

a ***Listen to the interview and tick (✔) the places Peter visited.***

Have students listen to the interview for the specific information. Ask them what they expect to hear. Tell them to take notes about the places they will hear.

Audio Script **Track 3**

Interviewer: Do you want to travel the World? Peter Albert, an adventurer blogger tells us about wonderful places today. Welcome to our programme. Which country do you come from?

Peter: I am from Scotland. I was born in a town in the South of the country.

Interviewer: What do you do for a living?

Peter: I'm a travel blogger. I travel around the world and write about my travel experiences. I wrote two travel books. They are very popular.

Interviewer: What is your favourite place in the world?

Peter: There is no place like home with its tall mountains, great views, and islands, but I enjoyed Taj Mahal in India. It is the tomb of the emperor, Shah Jahan's wife. I think he loved his wife so much because it is fascinating and it's a symbol of love.

Interviewer: Oh, yes Taj Mahal is one of the wonders. Did you visit all the new wonders?

Peter: Not all. I visited the Great Wall of China five years ago. It protected the Chinese Empire against its enemies for many years. It's very high and thousands of miles long. I visited Colosseum in Rome three years ago. It is an oval amphitheatre. I think the Egyptian pyramids are incredible, especially Giza. It is one of the Ancient Wonders of the World and still standing today. I visited another great pyramid in an ancient city in Mexico, Chichen Itza. And Machu Picchu… It's a wonderful ancient city in the clouds in Peru.

Interviewer: Did you go to the Mausoleum of Halicarnassus in Turkey?

Peter: It isn't possible because it no longer exists. It is on the seven wonders of the ancient world list, but six of the seven structures don't exist anymore.

Interviewer: Oh, God. You're right. What about Petra?

Peter: I am planning to visit another ancient city, Petra in Jordan this summer. And I want to see the tall white statue, Christ the Redeemer in Brazil.

Interviewer: Do you have any advice for travellers?

Peter: You need money, so don't waste your money on clothes or the latest mobile phone. Save money and go wherever you want and try new tastes around the world.

Interviewer: Thank you very much.

Answer Key

Mexico ✔
Brazil ✘
Egypt ✔
Italy ✔
China ✔
Peru ✔
Jordan ✘
India ✔

b ***Read the descriptions below and write the names of the New Wonders of the World.***

Ask students what kind of structures the wonders are. Give 2 minutes for brainstorming. Then ask them to write the answers.

Answer Key

1. Christ the Redeemer
2. Colosseum
3. The Great Pyramid of Giza
4. Petra, Chichen Itza, and Machu Picchu
5. The Great Wall of China
6. The Taj Mahal

c ***Listen to the interview again and answer the questions below.***

Ask students to read the questions before they listen. Tell them to take short notes while listening. Then they will use the notes while answering the questions.

Answer Key

1. A travel blogger travels around the world and writes about his/ her experiences.

2. The Taj Mahal is Peter's favourite wonder because he thinks it is a symbol of love.

3. Chinese people built the Great Wall of China to protect the Chinese Empire against its enemies.

4. He is planning to visit Petra.

5. He advised saving money and trying new tastes.

Tell them to search the new wonders on the Internet on one of the activities in the student's book.

3 SPEAKING

a ***Answer the following questions.***

Have students read the questions and share their ideas in the class.

Students' own answers.

b ***Read the dialogue and complete the paragraph with the verbs in the box in the past simple form.***

Tell students to read and summarize the dialogue. Ask them about 'the places that Sue and Buse want to go, preferences of Terry, Terry's mood, and the activities they would like to do. Help the students with their summarization.

Possible Answers

e.g. ***1.*** *planned*

2. invited

3. needed

4. wanted

5. like

6. was

7. was

c ***Work in pairs. Write a dialogue by using the clues below and act it out.***

Ask students about Terry's new offer. Have them guess Terry's new travel plan. Draw their attention to the clues. Have them write a dialogue and act it out.

Students' own answers.

READING & WRITING

1 READING

a ***Read the text and match the headings with the paragraphs.***

Ask students to skim the text; especially the first five paragraphs to match the headings with the suitable paragraphs. Ask them to think about the topic sentence of each paragraph to find out the headings.

Answer Key

1. C, **2.** D, **3.** A, **4.** B, **5.** E

b ***Match the words with the definitions.***

Explain the task. Students complete the matching task individually. Check the answers as whole class.

Answer Key

1. e, **2.** f, **3.** b, **4.** a, **5.** d, **6.** c, **7.** g

c ***What do the following numbers in the text refer to?***

Tell students to find out the numbers in the text and write only the things related to the numbers.

Answer Key

1. A Swiss company made a new list of wonders in **2007**.

2. They started to build the Great Wall around **220** BC.

3. An American explorer discovered the ancient city Machu Picchu in **1911**.

4. The Indian emperor's wife Mümtaz Mahal died at the age of **39**.

d ***Complete the table according to the text.***

Tell students to scan the text and find the specific information required in the text to complete the table. Students will do the task individually. Then elicit the answers and give feedback as whole class.

The Wonder	Location	Builder	Purpose/ Significance	Description	Date Started/ Completed
Giza	Giza, Egypt	Ancient Egyptians	Pharaoh's tomb Only standing ancient wonder	Oldest and largest pyramid in Giza	Completed in around 2560BC
Chichen Itza	Yucatan, Mexico	Maya people	held celebrations, religious centre	An ancient city	Between 800s and 900s
Great Wall of China	China	Emperor Qin Shi Huangdi	Defended the empire	The long wall	Between 220BC-1600s
Petra	Jordan	Nebataeans	----------	An ancient city	2000BC
Colosseum	Rome, Italy	Romans	The largest amphitheatre	Large amphitheatre	Between 70-80AD
Machu Picchu	The Andes, Peru	Inca Empire	---------	An ancient city	1430AD
Christ the Redeemer	Rio de Janerio,Brazil	A local engineer	The Symbol of Christianity	A statue of Jesus Christ	Completed in 1931
The Taj Mahal	India	Emperor Shah Jahan	Built for the emperor's wife	A white marble mausoleum	Completed in 1653

e ***Work in pairs. Ask and answer about the new wonders in the table.***

Tell students to think of questions they would like to ask about the New Wonders of the World. In pairs, students ask and answer questions according to the table.

Students' own answers.

Possible Answers:

A: Who constructed Giza?
B: Ancient Egyptians constructed it.
A: Where is Giza?
B: It is in Egypt.
A: When did they construct it?
B: They completed it in 2560 BC.
A: What was the purpose of it?
B: It was the tomb of pharaohs.

Students are going to ask the same questions about the other wonders.

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

Tell students to answer the questions. Check their answers in the class.

Answer Key

1. People all around the world voted for the new list. They could vote on the phone or on the Internet.
2. Because the old list was limited.
3. Structures like temples, monuments, towers, pyramids, statues, ancient cities, and museums were candidates for the new list.
4. Because of the Spanish attack in the 16th century, people left the city.
5. You can go on foot or by bus to Macchu Picchu.

2 SPEAKING

a ***Close your books. What can you remember from the text about the Seven Wonders of the World?***

Encourage students to talk about the new wonders. Tell them that they can use the information they remember from the table in the reading part.

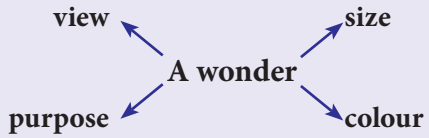
Students' own answers.

b ***Discuss the following questions in the class.***

Let students brainstorm ideas for the first question. Write students' answers on the board.

Students' own answers.

Possible Answers:



c ***Search the Internet and gather information about one of the seven wonders. Prepare a presentation and present it to the class.***

You have already told students to search about the new wonders on the Internet. Have them present their presentations. Have other students ask questions to the presenter at the end of each presentation.

Students' own answers.

3 WRITING

a ***Complete the paragraph about Paul's the Great Wall visit. Use the past form of the verbs in brackets.***

Have students revise the information they've learned about 'the Great Wall' before they do the task. Then have them do the task and elicit the answers in the class.

Answer Key

1. visited	**5.** was	**9.** seemed
2. didn't like	**6.** were	**10.** was
3. was	**7.** didn't expect	
4. rained	**8.** enjoyed	

b ***Work in pairs. Ask and answer questions about Paul's the Great Wall visit. Use 'Yes/ No questions' and 'Wh question words; who, when, what, why, how, where'.***

Explain the task to students. Highlight that they can ask both 'Yes/No' and 'Wh-questions'.

Students' own answers.

Possible Answers

1. A: Where did Paul visit last year?
B: He visited Beijing, China.
2. A: How was the weather?
B: It was rainy.
3. A: What did he see there?
B: He saw the Great Wall.
4. A: What did he think about the Great Wall?
B: He enjoyed it.

CHECK THIS OUT!

Tell students to read the dialogues in the CHECK THIS OUT! box. Give more examples of the time expressions of the past simple. Highlight that past time expressions that do not have an article.

e.g. ~~the~~ last month

Have students give more examples and let them make sentences with the time expressions.

c ***Read the CHECK THIS OUT! box. Then complete the sentences with one of the time expressions in the box according to the given information.***

Have students read the CHECK THIS OUT! box first. Then have them do the task.

Answer Key

1. two days ago	**4.** when she was young
2. yesterday	**5.** a month ago
3. two hours ago	

4 PRONUNCIATION

Listen and repeat the sounds and sentences.

Tell students that native speakers of English use two different pronunciations of 'did you' according to the country they live in. They will hear five questions. Have them repeat the questions and tell which pronunciation the speakers use for each.

- did you: [ˈdɪdʒə], didja and
- did you [ˈdɪdjʊ]

Audio Script	**Track 4**
1. Did you do your homework last night? [ˈdɪdʒə]	
2. Did you need any help yesterday? [ˈdɪdjʊ]	
3. Did you play the piano or the guitar**?** [ˈdɪdʒə]	
4. Did you answer the questions? [ˈdɪdjʊ]	
5. Did you cook dinner by yourself? [ˈdɪdʒə]	

5 SPEAKING

a ***Work in pairs. Make questions by using the prompts. Complete the table for your pair and yourself.***

Before doing the task, ask students if they want to be a social person. Have them talk about a social person's personality. Then tell students that they will do a simple task to find out if they and their partners are social people or not. Tell them that this test has no exact results about being a social person. Tell them to work in pairs while asking and answering the test questions.

Answer Key

Last month,

1. Did you meet a new friend?

2. Did you speak with a person you don't know?

3. How many times did you spend time with a friend after school?

4. How many times didn't you answer the incoming phone calls?

5. Did you suggest going anywhere to someone?

6. Did you visit a relative?

7. Did you help someone you don't know?

6 WRITING

a ***Read the paragraph. Find the capitalization and punctuation mistakes in the paragraph and correct them.***

Remind students that they have studied capitalization and punctuation rules before (Unit 2). Elicit what students remember. Some additional information can be added such as;

Capitalisation

Always capitalise;

- the subject pronoun 'I',
- the first word of every sentence,
- days of the week and months of the year,
- the first letter of the names and places,
- the main words of a title, but not articles or prepositions.

Full stop (.)

- a full stop comes at the end of a statement.

Comma (,)

Use a comma;

- to separate a series of three or more items, but use 'and' between the last two if they are long,
- before words like 'and, but, or and so'.

Answer Key

1. Present
2. Sunday
3. my birthday.
4. my birthday. I
5. very late, so
6. Tokyo
7. Cameron
8. A hand-made bracelet, a yellow hat
9. Dickens

b ***Make one of the Seven Wonders of the Ancient or Modern World brochure for a travel company.***

Encourage students to choose one of the Seven Wonders of the World and make a brochure.

7 C NATURAL WONDERS OF THE WORLD

Overview

Vocabulary: geographic features, natural wonders

Listening: listening to a dialogue about famous people; filling in the table with the information of the natural wonders

Speaking: talking about actions they performed without any help or alone; talking about the life of a famous person

Writing: writing a paragraph about the wonders of Turkey

Reading: reading a travel blog; answering the questions on a quiz show about wonders of the world

Grammar: reflexive pronouns, simple past tense

LEAD IN

Answer the following questions.

Describe a geographic feature such as sea, forest or lake. Let students guess the formation. Then have them read and answer the questions.

1. Students' own answers.

2. Students' own answers.

Possible Answers

Mountain: Hasan Dağ, Nemrut

Lake: Tuz, Van

River: Fırat, Sakarya

Valley: Kelebekler, İnözü

3. Students' own answers.

Possible Answers

Cappadocia Fairy Chimneys, Pamukkale Travertines, Ephesus.

LISTENING & SPEAKING

1 VOCABULARY

a **Look at the geographical features and formations below. Match the names in the box with the pictures.**

Explain the task and ask if there is a geographical feature they don't know among

the photos. Have them check the name of the feature from a dictionary, then match the pictures with the geographical features in the box.

Answer Key

1. volcano, **2.** mountain range, **3.** waterfall, **4.** rock cliff, **5.** aurora, **6.** reef

b ***Match the definitions with the pictures in Exercise a.***

Have the students match the pictures with the definitions.

Answer Key

a. 2, **b.** 3, **c.** 4, **d.** 5, **e.** 1, **f.** 6

c ***Write examples from your country for each feature if there is any.***

Ask students if they have seen one of the features in the pictures. Tell them to start with the features around them and give examples from their hometowns or the whole country. Then ask them to do the task.

Students' own answers.

Possible Answers

Picture 1: Mount Erciyes in Kayseri

Picture 2: The Taurus Mountain in southern Turkey

Picture 3: Kursunlu Waterfall in Antalya

Picture 4: Kemer Cliffs in Antalya

2 SPEAKING

Answer the questions below by sharing your opinions with your peers in class.

Let students read the questions for a few minutes. Then have them answer the questions.

1. Students' own answers.

2. Students' own answers.

3. Students' own answers.

4. Students' own answers.

Possible Answers

The wonders on the formal wonder list are well-known around the world. Thus, tourists from all around the world want to visit the wonders. Local people find opportunities to introduce their culture and other parts of the country. This contributes to the economy of the country.

5. Students' own answers.

Possible Answers

A government should have people respect the wonders of the country. First, they should increase public awareness on the issue. If it is necessary there should be strict rules to protect the wonders.

3 LISTENING

a ***Natural wonders of the world need votes to be in the world list. Listen to the radio programme and match the names of the natural wonders with the pictures.***

Audio Script	**Track 5**

Lena: Hello and welcome to REM Radio. I'm Lena Lane. Today we have lots of news for you, but first let's check the recent situation of the contest of the 7 natural wonders. There are lots of candidates. Now we are getting through to Brian. He is reporting from Australia. Yes, Brian. What's going on there?

Brian: Hello Lena, there is only one week for the election. People are very excited here in Queensland and want votes for the Great Barrier Reef. I want to ask one of them now. Oh, yes. Why should we vote for the reef?

Man: Great Barrier Reef is the largest coral reef in the world. It is very long, about 2600 km. You can explore underwater by snorkelling or scuba diving or take a boat tour. Bring your underwater camera and record amazing World of fish and coral.

Brian: When is the best time to come here?

Man: Anytime of the year you can come because it is tropical here and rarely very hot or cold.

Brian: Thank you very much. Lena?

Lena: Thanks Brian. Now, Ann is speaking from Zimbabwe. Are people excited there?

Ann: Hello Lena. Of course, they are. They want votes for Victoria Falls. It is the largest waterfall in the world. It's 1.7 km wide on the border between Zimbabwe and Zambia. It is really great. Let's talk to someone here. Hello, why and how should we experience the waterfalls?

Woman: First of all, it has an impressive view. There are two national parks around. You can explore it by helicopter or walk the paths. You will also see wild animals.

Ann: When should we come here to see it clearly?

Woman: In spring the water is high, but it is very hard to see it clearly. June and July are the best time to get a clear view. Thank you for coming here. Vote for us!

Ann: Thank you, good luck! Lena, can you hear me?

Lane: Yes, Ann. Thank you for the interview. Let's go to Arizona this time. Hasan is reporting. Hasan, how is the atmosphere there?

Hasan: The people are working very hard to receive votes. They're talking to tourists and making so many phone calls. Let's talk to one of them. Hi, do you think Grand Canyon will be in the Natural Wonders of the World list?

Boy: Are you kidding me, it's the best one. The canyon is 446 km long. It's not the longest one maybe, but its colour is unique in the world. You can't find any similar landscapes anywhere else. A slow flight by helicopter will take you into a breathtaking view. A water rafting trip on the river can also help you to explore it.

Hasan: And when do you suggest us to come here as a tourist?

Boy: Whenever you want. In winter the scenes are amazing, however in summer months it is easier to see around. Don't forget that one week isn't enough to explore the canyon.

Hasan: Thank you! As you hear, the people are hopeful here and waiting for more tourists by the end of the contest. Lena?

Lane: Just like the other wonders, Hasan. Thank you! We don't have enough time for the other wonders. Tomorrow we will get through to Mexico for Paricutin Volcano, Brazil for Harbour of Rio de Janeiro. Then we will talk to a historian about the Northern Lights and Mount Everest. We are looking forward to hearing the results. Now, for the national news, here's our correspondent…

Tell students to listen to the radio programme carefully to write the names of the wonders. Say that they will hear more details about 3 of the wonders and they will hear just the names of the other 4 wonders. Tell students that while they are trying to catch the names, they can also take notes on the information about the wonders for the following tasks in the student's book.

Answer Key

1. Victoria Falls
2. the Great Barrier Reef
3. the Mount Everest
4. Harbour of Rio de Janeiro
5. Aurora Borealis (Northern Lights)
6. Paricutin Volcano
7. the Grand Canyon

b ***Listen again and fill in the table with the information about the natural wonders.***

Play the audio again, pausing after each interview to have students have some time to take notes. Tell them to focus on the required information in the table.

The Wonder	Country	Length/ Width	Best ways to experience	Best times to explore
1.The Great Barrier Reef	Australia	2600km long	Snorkelling, scuba diving, boat tour	Anytime of the year
2.Victoria Falls	Zimbabwe	1.7 km wide	Helicopter flight, walking	June and July
3.The Grand Canyon	The USA	446 km long	Helicopter flight, rafting	Anytime of the year

c ***Read the summary of the radio programme. Circle the correct option to complete the sentences.***

Tell students to choose the correct option according to the programme they listen to. Have the students listen to the programme again and check their answers.

Answer Key

1. b, **2.** c, **3.** a, **4.** c, **5.** b, **6.** d, **7.** c, **8.** a, **9.** b, **10.** a

READING & WRITING

1 READING

a ***Answer the following questions.***

Tell students to read and answer the questions. Make sure all students have an idea about the meaning of 'blog'. Show them an example and ask the purpose of the blog. Ask whether it is about 'cooking, travelling, child caring, education',…etc.

Students' own answers.

b ***Read "Susan Eagle's travel blog" and place the missing sentences into the text.***

Tell students to read the blog and place the missing sentences into the text. Have them highlight the key words to find out the missing parts.

Answer Key

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

c ***Read the blog again. Work in pairs. Ask and answer the questions in the present simple or past simple according to the text. Use the prompts below.***

Draw students' attention to the CHECK THIS OUT! box. Ask them to identify the changes in some verbs in the text such as; spent-spend fell-fall had-have felt-feel.

Remind the rule about regular verbs. Ask if there is a rule while making irregular verbs. Tell them to work in pairs and ask and answer the questions.

CHECK THIS OUT!

Tell students that a small number of verbs are irregular in the past simple. Some verbs don't change (put-put, cut-cut), sometimes one-two letters change (get-got, have-had), some verbs can be completely new words (go-went, think-thought). You can draw a table on the board and categorize these irregular verbs in different columns.

Remind students that we use irregular verbs only in positive sentences. In negative sentences didn't + verb (bare form), in questions did + verb (bare form) is used.

Answer Key

1. A: Where did Susan spend last year and why?

B: She spent her last year in İzmir, Turkey because she was an exchange student.

2. A: What features does Pamukkale have?

B: It contains hot springs, travertine, terraces and minerals.

3. A: How did she get to the Butterfly Valley.

B: She took a boat.

4. A: What activities did she do at the Butterfly Valley?

B: She went hiking, canyoning, and paragliding.

5. A: What did she experience at the Ihlara Valley?

B: She walked through the valley. She saw the cold river and old cave churches.

Have the students write more Yes/ No and Wh questions about the text and ask their friends.

Suggested Answers

1. How did she feel in Pamukkale?
2. Who built Hierapolis?
3. Where did she go paragliding?
4. Why did she have leg ache?
5. Did she see butterflies at the Butterfly Valley?

d ***Complete the paragraph with the past form of the verbs in brackets.***

Give students time to complete each gap with the verbs in brackets. Have them compare with a partner and then check answers.

Answer Key

1. went	**4.** met	**7.** fed	**10.** liked
2. took	**5.** swam	**8.** didn't go	
3. was	**6.** got	**9.** tried	

e ***Read the paragraph. Say the sentences that are mentioned about:***

Tell students that they will write a blog entry in the writing part. So, they should know what information they will need while writing a blog entry. Tell them to say the sentences about the required information.

Answer Key

- Two years ago I went to Phuket, Thailand.
- I went with my parents and sister-in law.
- We travelled by plane.
- In the morning we swam in the ocean. In the afternoon we visited popular attractions and holy places such as Phi Phi Islands James Bond Islands, and Wat Chalong Temple. We got bamboo trekking in the rainforests and fed the monkeys. Although I don't like seafood, I tried some fish in different colours and an octopus tentacle.
- It was an amazing holiday. I strongly recommend you to go to Phuket and spend at least two weeks.

2 ***Read the CHECK THIS OUT! box and do the exercises.***

a ***Circle the reflexive pronouns.***

Draw students' attention to the CHECK THIS

OUT! box. Allow students time to read the sentences in the box. Elicit the usage of the reflexive pronouns in the sentences. Then ask students to circle the reflexive pronouns in the box.

CHECK THIS OUT!

Tell students the usage of reflexive pronouns.
We use a reflexive pronoun,

- when the subject and the object of the verb are the same,

e.g. He cut himself on the broken glass.

- to show that someone does something without help or alone.

e.g. She baked the cake by herself. Nobody helped her.

Answer Key

yourself, ourselves, yourselves, himself, myself, itself, themselves,

b ***Complete the dialogues. Use reflexive pronouns.***

Ask students to complete the dialogues with the appropriate reflexive pronouns.

Answer Key

1. myself, yourself
2. myself, himself, yourself
3. themselves, ourselves

3 *Look at the pictures and do the exercises.*

a ***Complete the sentences by looking at the pictures and adding the appropriate reflexive pronoun.***

Ask students to look at the pictures and decide what reflexive pronoun they will use for each.

Answer Key

1. yourself	**3.** ourselves	**5.** themselves
2. herself	**4.** himself	**6.** myself

b ***Ask and answer about the actions you performed last week .***

Draw students' attention to the actions. If they didn't do the actions by themselves, they will say who helped them by using the clues in the brackets. Read the example together. Then encourage them to do the others by themselves.

Answer Key

1. A: Did you do your homework by yourself?
B: Yes, I did my homework by myself.
2. A: Did you make your bed by yourself?
B: Yes, I made my bed by myself.
3. A: Did you cook dinner by yourself?
B: No, I didn't cook by myself. My sister helped me.

Tell the students to ask similar questions to their friends.

Possible Answers

1. A: Did you go to the supermarket by yourself?
B: Yes, I went to the supermarket by myself.
2. A: Did you cut your hair by yourself?
B: No, I didn't cut my hair by myself. The hairdresser did it.
3. A: Did you paint the house by yourself?
B: No, I didn't paint the house by myself. The painter did it.

4 *Choose the correct option for each item in the quiz.*

Tell students that they have learned a lot of things about the new, ancient, and natural wonders of the world. Ask them to check their knowledge about the wonders. Ask them to read the questions or sentences and choose the correct options for each.

Answer Key

1. a, **2.** c, **3.** c, **4.** c, **5.** d, **6.** d, **7.** a, **8.** d

5 WRITING

Which natural wonder in the world or in your country excites you most? Imagine taking a trip to this place with your friends. Write a blog entry paying attention the capitalization, spelling and punctuation rules. (Write between 130 and 150 words)

Remind students about the capitalization and punctuation rules and tell them to be careful with the rules while writing their paragraphs. Ask them to organize their paragraphs according to the outline in the students' book.

7 WORKBOOK ANSWER KEY

7 A WONDERFULLY TALENTED PEOPLE

1 ***Answer the following questions about Galileo. Then, write similar questions and answers for the other famous people in the pictures.***

1 **a.** **A:** Who was Gallileo?
B: He was an astronomer, mathematician, and engineer.
b. **A:** When was he born?
B: He was born in 1564.
c. **A:** Where was he born?
B: He was born in Italy.
d. **A:** What nationality was he?
B: He was Italian.
e. **A:** When did he die?
B: He died in 1642.

2. **a.** **A:** Who was Mozart?
B: He was a musician.
b. **A:** When was he born?
B: He was born in 1756.
c. **A:** Where was he born?
B: He was born in Austria.
d. **A:** What nationality was he?
B: He was Austrian.
e. **A:** When did he die?
B: He died in 1791.

3. **a.** **A:** Who was Elvis Presley?
B: He was a singer.
b. **A:** When was he born?
B: He was born in 1935.
c. **A:** Where was he born?
B: He was born in the USA.
d. **A:** What nationality was he?
B: He was American.
e. **A:** When did he die?
B: He died in 1977.

4. **a.** **A:** Who was Kemal Sunal?
B: He was an actor.
b. **A:** When was he born?
B: He was born in 1944.
c. **A:** Where was he born?
B: He was born in Turkey.
d. **A:** What nationality was he?
B: He was Turkish.
e. **A:** When did he die?
B: He died in 2000.

5. **a.** **A:** Who was Adile Naşit?
B: She was an actress.
b. **A:** When was she born?
B: She was born in 1930.
c. **A:** Where was she born?
B: She was born in Turkey.
d. **A:** What nationality was he?
B: She was Turkish.
e. **A:** When did she die?
B: She died in 1987.

2 ***Write the names of the famous people (dead or alive) of your country for each category below. Write what they did important or special.***

Students' own answers.

3 ***Complete the paragraph below with the past or present form of 'be'.***

1. were not	**6.** was	**11.** am
2. was	**7.** was	**12.** is
3. was	**8.** was not	**13.** are
4. was	**9.** was	**14.** is,
5. were	**10.** were	

4 ***Complete the paragraph below with the past form of the verbs in the brackets.***

1. was	**8.** curled
2. opened	**9.** recognised
3. looked	**10.** responded
4. cried	**11.** started
5. was	**12.** grasped
6. started	**13.** picked
7. touched	**14.** tasted

5 ***There are 8 more mistakes in the conservation below. Find the mistakes and write the correct words on the right side.***

1. e.g. Did you ~~went~~ – go
2. I ~~do~~ –did
3. Who ~~is~~ - was
4. they ~~played~~ – play
5. I ~~don't~~ – didn't
6. There ~~were~~ – was
7. we ~~don't~~ – didn't
8. I ~~warn~~ – warned
9. What ~~do~~ you - did

6 ***Answer the questions below.***

1. Sherlock Holmes is a detective. He's a fictional character.

2. Arthur Conan Doyle is the writer of Sherlock Holmes stories.

3. Students' own answers.

a ***Read the paragraph and fill in the blanks with the words given. One is extra.***

1. remarkable **3.**passion

2. achieved **4.** rewarded

b ***Find and write the topic sentence of the paragraph.***

Sherlock Holmes was an unforgettable creation of a doctor, Arthur Conan Doyle.

c ***Write true (T), false (F) or does not say (DS) next to the sentences according to the text. Correct the false ones.***

1. False (Not everyone but many people believe that Holmes was a real person.)

2. False (Not first but he was among the first writers of detective stories in England.)

3. Doesn't Say

4. True

5. False (They were complex.)

6. True

7 ***Complete the paragraph with the words below.***

1. remarkable **5.** illiterate

2. passion **6.** achieved

3. awarded, **7.** founded

4. scholars

8 ***Analyze the timelines given below. Then ask and answer questions about Aycan and Derek.***

1. **A:** Where was Aycan in 1995?
   B: She was in a village.
   A: Where was Derek in 1995?
   B: He was in a city center.
2. **A:** When was Aycan in Istanbul?
   B: She was in Istanbul in 2000.
   A: When was Derek in Italy?
   B: He was in Italy in 2000.
3. **A:** Where was Aycan in 2005?
   B: She was in Singapore in 2005.
   A: Where was Derek in 2005?
   B: He was in Singapore in 2005.
4. **A:** When was Aycan on holiday?
   B: She was on holiday last month.
   A: When was Derek at the office?
   B: He was at the office last month.
5. **A:** Where was Aycan last Sunday?
   B: She was at a restaurant.
   A: Where was Derek last Sunday?
   B: He was at a restaurant.
6. **A:** When was Aycan at the metro station?
   B: She was at the metro station yesterday.
   A: When was Derek in the park?
   B: He was in the park yesterday.

9 ***Fill in the blanks with the correct reflexive pronouns below.***

1. somewhere **5.** anything

2. anywhere **6.** something

3. everyone **7.** everything

4. nothing

7 B SEVEN WONDERS OF THE WORLD

1 ***Write the names of the Wonders of the World under the pictures.***

1. The Taj Mahal

2. Chichen Itza

3. Colossus of Rhodes

4. the Lighthouse of Alexandria

5. Christ the Redeemer

6. Statue of Zeus

2 ***Which of the wonders above are on 'the first ancient list', which ones are on 'the new list'? Add the other wonders to the lists.***

Statue of Zeus, the Lighthouse of Alexandria, and Colossus of Rhodes are on the first ancient list.

The Taj Mahal, Chichen Itza, and Christ the Redeemer are on the new list.

3 ***Show the places of the New Seven Wonders of the World on the map below. Write the names of the wonders and countries in the boxes.***

4 ***Read the paragraph below and answer the questions.***

1. No, it isn't. It was the tallest building.
2. The pyramid is situated in Egypt.
3. Egyptians, mostly farmers constructed it for Pharaoh Khufu.
4. Because of the Nile's flood, they worked only for 3 months.
5. It took about two hundred years.
6. It weighs between 3 to 16 tons.

5 ***What is the most interesting fact about the Great Pyramid according to you? Why? Write your answer below.***

Students' own answers.

6 ***Which of the Seven Ancient Wonders of the World do you think was the most wonderful? Why? Write your answer below.***

Students' own answers.

7 ***Complete the dialogue with the words in the box. One is extra.***

1. Temple
2. Mausoleum
3. pharaoh
4. afterlife
5. monuments

8 ***Write sentences about what you did using the time expressions below. Add one more time expression and make a sentence.***

Students' own answers.

9 ***Complete the conversation by using the words below.***

1. last, **2.** ago, **3.** Yesterday, **4.** this

10 ***Read the dialogue again. Look at the words written in bold and write the questions for the answers below.***

1. Where did Alice start to work?
2. Who phoned Alice?
3. What did James' father want to do?
4. Did Alice find James?
5. Did she talk to James' father again?
6. What did she do before she left the school?
7. What did she learn next morning?

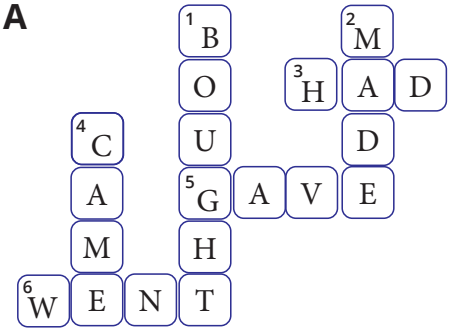
7 C NATURAL WONDERS OF THE WORLD

1 ***One past form in each group given below is made in a different way. Find and circle different one.***

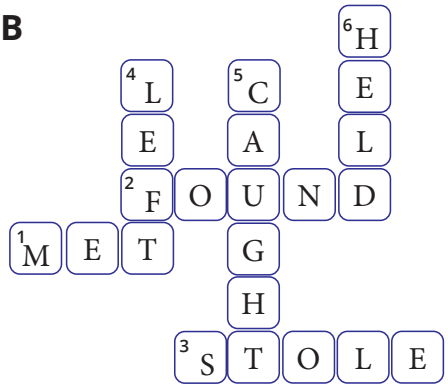
1. passed	**3.** robbed	**5.** finished
2. visited	**4.** told	**6.** planned

2 ***Complete the crosswords with the past form of the verbs below.***

A



B



3 ***Look at the pictures below. Write about what Henry did after work yesterday. Use the correct form of the phrases below. Use sentence connectors like "later, then, and".***

1. e.g. At 6 o'clock Henry left the office.
2. He went home by bus.
3. Then, he had a shower and
4. cooked dinner.
5. He watched TV.
6. Later, he read a book.
7. Then, he brushed his teeth.
8. Finally, he went to bed at midnight.

4 ***Write about one of your school days and the things you did after school.***

Students' own answers.

5 ***a*** ***Read the short information about the Seven Natural Wonders and match the the numbers of the descriptions with the names of the wonders below.***

a. Victoria Falls **_7_**
b. Harbour at Rio de Janerio **_4_**
c. Mount Everest **_1_**
d. Paricutin **_6_**
e. The Northern Lights **_3_**
f. The Great Barrier Reef **_5_**
g. The Grand Canyon **_2_**

b ***Read the text again and answer the following questions.***

1. He reached the top of the tallest peak on the Earth for the first time in1953.
2. The wonder's walls are countless shades of brown, yellow, red, and grey.
3. You can see 'Aurora Borealis' in the northern latitudes.
4. It is well-known for its amazing view and Christ the Redeemer, one of the new wonders of the World, is located there.
5. It includes fish, whales, dolphins, and many other sea creatures.
6. It happened in Mexico.
7. A river follows the zigzag cracks then falls and creates the wonder.

6 ***Rewrite the sentences by putting the verbs in brackets in the past simple form. Put the underlined words in the correct place.***

1. The lake in Konya which hosted many types of birds every year **disappeared two years ago**.
2. My cousin **saw** approximately 100 different types of birds **when** he **did** a safari on the Serengeti plains.
3. This morning Selene **watched** the Northern Lights over the mountains.
4. I **presented** my works about Ankara Castle **yesterday**.

7 ***Complete the paragraph with the reflexive pronouns below. One is extra.***

1. myself
2. herself
3. himself
4. yourselves

UNIT NOTES

8 A WHAT'S WRONG?

Overview

Vocabulary: words related to health problems such as toothache, backache, and prescriptions

Listening: listening and matching the words related to illnesses with the pictures; identifying regulations; completing the dialogue

Reading: obtaining information in a text related to health

Speaking: offering solutions for health problems; responding to simple questions about the topic

Writing: writing a short paragraph to explain the meaning of proverbs about health

Grammar: should, ought to, had better

LEAD IN

Answer the following questions.

Start the lesson by acting out one of the illnesses **e.g.** behave like having toothache. Ask students to identify the illness and give the name of it. Ask students the lead in questions.

Elicit some suggestions; for example, 'Lie down,' or 'See a doctor'. Divide students into groups and give them a few minutes to brainstorm. Write groups' suggestions on the board.

Possible Answer

"I lie down, see a doctor, have a rest, or I take a day off, etc."

LISTENING & SPEAKING

1 VOCABULARY

Look at the pictures and match them with the health problems. Then listen and check.))

Tell students to match the pictures with the illnesses. If they do not know the meaning of some vocabulary, you can use your body language to get students to guess their meanings. Then tell them to listen to the tapescript to check their answers. After each health problem, pause for a moment and ask students to repeat the words one by one. You can give students the commonly asked questions about someone's health such as;

How do you feel today?/ How are you feeling?/ Is everything okay? The responds can be;

I'm fine./ I feel sick./ Not so good./ Not very well./ I don't feel well.

Answer Key

1. l, **2.** d, **3.** a, **4.** k, **5.** e, **6.** i , **7.** f, **8.** b, **9.** c, **10.** j, **11.** g, **12.** h

Audio Script	Track 1
1. a headache	**7.** a toothache
2. a fever	**8.** a backache
3. an earache	**9.** a broken leg
4. an eye disorder	**10.** the flu
5. acne	**11.** a cough
6. stomach ache	**12.** a heart attack

2 LISTENING))

a ***Listen to the dialogues and tick the illnesses you hear in the list on the vocabulary part.***

Tell students to listen to the recording and to tick the illnesses they hear. Ask them they will hear an illness that isn't in the box. Then play the recording. After the recording is over, check their answers.

Answer Key

The flu and a fever. The sore throat isn't in the box, but it is mentioned in the recording.

Audio Script	Track 2
Mum: What's the matter with you, Zoe?	
Zoe: I'm not feeling well, mum, so I came home early.	
Mum: Let me have a look your fever. Oh, you've got a fever!	
Zoe: I'm getting the flu I think. I'm cold. Can you give me my cardigan, please?	
Mum: No way! If you have a fever, you should take off thick clothes. Anyway, you had better see our family doctor. Come on, we're leaving.	
Zoe: I can go there on my own.	
Mum: All right. I'll have an appointment right now.	

(**On the phone**.)
Receptionist: Dr. Pole's clinic. How can I help you?
Mum: Good afternoon! Zoe's mother calling. Can I have an appointment for Zoe today?
Receptionist: Oh hello, Mrs Parker. Just a second, please. Hm. Is it possible to come here at 5 p.m.?
Mum: That's great. Thank you.
Receptionist: You're welcome.
(In the clinic)
Doctor: Hello! What's wrong, Zoe?
Zoe: I'm not feeling well and I'm getting cold. My mum says I've got a fever.
Doctor: Let me have a look! Open your mouth, Zoe.
Zoe: Aaaa...
Doctor: You've got swollen tonsils. Do they hurt when you swallow?
Zoe: A little bit.
Doctor: You have got a fever as well. You should have a rest. You shouldn't drink cold drinks. Ask your mother to cook chicken soup with lemon juice. It will help you. I'll write a prescription. You should take the medicine I'll give you.
Zoe: Sure. Thank you.
Doctor: Get well soon, Zoe.

b ***Listen to the dialogues again and take notes.***

Tell students to listen to the recording again to take notes of the information asked. Make sure that everyone understands the activity. Play the recording and pause the recording when it is necessary for students to take notes.

Answer Key
Zoe's appointment time: **5 p.m**.
Zoe's mother's advice**: see the family doctor, take off thick clothes.**
The doctor's advice: **have a rest, not to drink cold drinks, take medicine, eat chicken soup with lemon juice.**
Dr Pole **will write** a prescription.

c ***Use your notes to write sentences.***

Tell students to use their notes to make full sentences. Draw students' attention to the sentences for advice and get them to use *should* in their sentences. If it is necessary, you can give another example about the activity.

Answer Key
She had better/ should take off thick clothes.
She had better/ should have a rest.
She shouldn't drink cold drinks.
She should take the medicine (the doctor will write).

3 SPEAKING

Work in pairs. Choose a health problem from the box in Exercise 1. Then make a short dialogue.

Tell students to ask her/ his partner's health. Remind them to use the questions such as "How are you feeling?/ Are you OK?" etc. and ask them to responses as "*not so good*." *I don't feel well*." They will be able to respond to simple questions about the topic.

4 ***Read the tips about being healthy. Write other tips you know.***

Ask students to read the tips about being healthy and add the tips they will suggest.

Possible Answers
Avoid sugar.
Eat smaller meals.
Avoid processed or packaged food.
Reduce salt.
Drink water.
Relax very often.

5 ***Look at the tips in Exercises 4. Then give some advice by using tips as in the example.***

Draw students' attention to the example. Tell them to look at the tips about being healthy. Ask them to make a sentence by using *should/ ought* to while they give someone advice.

Possible Answer
You should sleep enough.
You should eat healthy snacks.
You should do physical activity regularly.
You should manage your emotions and stress.

6 **Complete the sentences with the correct words.**

Ask students to complete the sentences with the correct words. If necessary, tell them to be able to use a dictionary to look up the meanings of the vocabulary they do not know.

Answer Key

1. hurt
2. burned/ burnt
3. cut
4. sprain

READING & WRITING

What does the following expression mean? "Stop the world, I want to get off !"

This is a pre-reading activity. Make sure that students understand the expression. Then ask them to explain their opinion about what the expression means. You can ask students to give similar expressions about health.

Possible Answer

The word "the world" has a metaphorical meaning. Probably you feel uncomfortable, so you're asking the world to move more slowly or stop what you do so that you can have enough time to enjoy your life.

1 READING

a ***Read the text and choose the best title for it.***

Tell students to read the text first to find the title of the text. Make sure that everyone understands the activity. Read the text loudly, so students will be able to practise the pronunciation of the vocabulary they have just learned.

Answer Key

2. Effects of stress on the body

b ***Read the text again and answer the following questions.***

Draw students' attention to the question. Let them read the questions. Tell them to scan the information asked. Then ask students to answer the questions.

Answer Key

1. Stress is a condition of feeling worried and nervous.

2. Stress can cause in physical, emotional, and mental health problems such as high blood pressure, stomach aches and digestion problems.

3. You can feel tired all the time.

4. Long term stress can cause a variety of serious mental illnesses such as depression.

5. The writer tells us to stop the world and to rest for a while.

c ***Match the highlighted words in the text with their definitions.***

The aim of the activity is to get students to guess the meaning of new words from the context. Let them read the sentences that the words are in. Then check the answers with class.

Answer Key

1. mind, **2.** suffer from, **3.** digesting, **4.** moody **5.** effect

2 ***Write your methods to cope with stress. Then share them with the class.***

Draw students' attention to the clues given. Then ask students if they have (a) method(s) to overcome stress. Tell them to write their ways to cope with stress. Explain them they can search this topic on the Internet. Later encourage them to share what they have learned with class.

CHECK THIS OUT!

Draw students' attention to the box before doing Exercise 5. The aim of this box is to have students understand how they will use *should/ ought to* or *had better.*

3 ***Look at the picture and answer the questions.***

a ***What do you see in the picture?***

Draw students' attention to the picture. Let give them some time. Then ask them to answer the questions given. While describing the picture, they will be able to review some structures such as *there is/are*, *prepositions of place*, *vegetables* and *fruit.*

Possible Answers

There is a tea pot on the table. There is some tea in it. In addition, we can see some lemons, gingers, and fresh mint around the tea pot.

b ***What should you do if you have got nausea and feel exhausted?***

Tell students what they should do in case of feeling exhausted and getting nausea. Then elicit the answers.

Answer Key

If you've got nausea and you're feeling exhausted, you should have a rest and drink mint tea with lemon.

c ***Read the dialogue and* underline the sentences *about the health problems and advice.***

The aim of this activity is to draw students' attention to the structure they will learn such as *should* and *had better.*

4 ***Look at the health problems and give advice in each situation.***

Have students practise the phrases they have studied about giving *advice*.

Possible Answers

You ought to apply the burn ointment to your hand.

You should see a skin doctor.

You should apply some protective sun cream there.

5 GAME

Play groups of four or five. Tell students that they are going to play an enjoyable game. Have them play the game in groups of four or five. Ask them to write numbers from 1 to 6 on some pieces of paper and fold them and put the folded paper in a box (a pencilcase can be used). Tell them to draw the paper from the box in turns and look at their numbers. If it is number 2, they will go to the second square or if it's number 4, they will go to the fourth square. Then, ask them to answer the questions. Then ask students to put the they have drawn in the box again. The second student draws the folded paper from the box. If he/ she draws number 5, he/ she starts to count and answer the fifth question. Every person has 30 seconds. If he/ she can't answer in 30 seconds, he or she loses the game. The first person to reach the finish line is the winner.

Students' own answers.

6 WRITING

Read the proverbs about health and write a short paragraph (between 70 and 80 words) about what the proverbs mean.

Have students read the proverbs. Make sure that they understand what to do this exercise.

Tell them to give examples of proverbs about health in their language.

Possible Answer

For instance; **"Good health is above wealth"** means; someone can have wealth, but if he has some health problems, nothing is important for him or her because everything seems meaningless for his or her except health.

This old saying, **"After lunch rest a while, after dinner walk a mile"** is quite true because in the daytime after having food you are active at school, work or home, but in the evenings you have nothing else to do except to go to sleep. The food is not digested properly, so you shouldn't eat heavy meals. In addition, walking in the evenings will be a good habit.

8 B AN APPLE A DAY KEEPS THE DOCTOR AWAY

Overview

Vocabulary: words related to the topic such as parts of the body, balanced diet processed food, and dietitian

Listening: listening and making and confirming an appointment on the phone,

Pronunciation: echo questions

Reading: reading tips about health and some advice about a healthy life

Speaking: making an appointment and confirming; talking about pictures

Writing: writing a dialogue on making an appointment and confirmation

Grammar: if clause type zero and one

LEAD IN

Answer the following questions.

Write Processed Food (such as canned tomatoes, frozen fruit and vegetables, and canned tuna, bagged spinach, cut vegetables and roasted nuts), Healthy Food (fresh vegetables, fruit, meat, dairy products) and Junk Food (biscuits, crisps, cracker) on the board. Ask students to write the food they know under the correct column or you can bring pictures about all kinds of food and ask them to stick the pictures under the correct places. After this activity, ask the questions to students in the course book.

Students' own answers.

LISTENING & SPEAKING

1 VOCABULARY

Look at the picture and label the parts of the body on the picture. Then listen and check your answer.

Draw students' attention to the picture and ask them what they think about the useful products for the body. Ask students to add useful food

except given ones. Then ask them to look at the words related to body parts and label them on the picture. If necessary, they can look up in a dictionary for unknown words.

Audio Script	Track 3
a. ears, b. nose, c. shoulder, d. arms, e. hands, f. legs, g. feet	

2 ***"An apple a day keeps the doctor away." What does this proverb mean? Write your explanation in a few sentences.***

Ask students to think and discuss with their partner about what the proverb says. Then ask them to share their opinions with the whole class.

Possible Answer

People should consume healthy food such as vegetables, fruits (like an apple) because good diet should include fruit.

ADDITIONAL INFORMATION

"An apple a day keeps the doctor away."

New research says eating an apple every day can protect your body from a heart attack. It is Oxford University research in England. The researchers said if people in England over 50 years old ate an apple daily, 8,500 fewer people would die each year from heart attacks and strokes.

3 ***Look at the pictures and answer the questions below.***

This is comprehension activity to make sure that students understand the dialogues. The questions will help them while describing.

Students' own answers.

4 LISTENING

a ***Listen to the dialogue and fill in the blanks.***

Tell students to read the dialogue before listening. Ask them to complete it while listening. Play the recording. They can listen to the recording once more to check their answers. Then check the answers as a whole class.

Audio Script	Track 4
Lucy: Mum, I'm putting on weight day by day. **Mum:** You shouldn't eat [1.] **junk food** at school. They're both unhealthy and processed food. **Lucy:** I must learn what a balanced diet is. **Mum:** A balanced diet includes vegetables, high protein food, and fruit. A dietitian can help you. Let me [2]**take** to you my dietition. **Lucy:** OK mum. Make an [3]**appointment** for me, please. **Mum:** It's a deal. I'm calling her now. **(On the phone)** **Recepionist:** Good afternoon! Mrs Smith's [4]**clinic**. **Lucy's mum:** Good afternoon! I'd like to [5]**make** an appointment for my daughter, Lucy Bright. **Secretary:** Is there any particular day you want**?** **Lucy's mum:** [6]**Friday afternoon** is suitable if it's possible. **Secretary**: Just a moment. I'll have a look at the appointment [7]**book**. Friday at [8]**half past four** p.m. Is it all right? **Lucy's mum**: That's [9]**fine**. I want to confirm it. Friday at 4.30 p.m. **Secretary:** That's [10]**right.** **Lucy's mum:** Thank you. **Secretary:** You're welcome. **(Later)** **Mum:** Lucy! Your appointment is on Friday. **Lucy:** Thanks, mum.	

b ***Complete the sentences according to the listening text.***

Before listening activity, ask students to describe the pictures. Students will complete the sentences while listening. Then check their answers.

Answer Key

1. Lucy's trouble is **putting on weight.**

2. According to Lucy's mum, a balanced diet **includes vegetables, high protein food and fruit.**

3. Lucy is going to see **the dietitian.**

4. Lucy's mother got an **appointment** from a dietitian for Lucy's health care.

c ***Choose the correct definition according to the dialogue.***

Draw students' attention to the words given. Then ask students to read the dialogues in Exercise 3 to guess the meaning of the vocabulary. Check the answers as a whole class.

1. processed a. chemicals added to a substance in order to make it last longer

2. balanced b. a healthy mixture of different kinds of food

3. dietitian **a**. a person who gives advice about food and eating

5 SPEAKING

Work in pairs. Prepare a dialogue on making and confirming an appointment on the phone. Act out the dialogue.

The aim of this activity is to have students practice how to make an appointment.

Students' own answers.

CHECK THIS OUT!

Draw students' attention to the box. Make sure that students understand that *echo questions* show interest and suprise.

6 PRONUNCIATION

Listen and repeat.

Give examples about *echo questions* such as

A: I lost my purse

B: Did you?

A: I met Adriana Lima in İstanbul.

B: Adriana Lima?

A: Yes.

Then play the recording and ask students to repeat after each sentence. You can ask students to work in pairs to make dialogues as in the activity after recording. Thus, they will be able to practice how to make echo questions.

Audio Script	Track 5
A: I **have** got a headache. B: **Have** you? I can give you a painkiller. **A:** I **was** bored with the party. **B: Were you?** **A:** Yes, because there were a few people there. **A:** I have good news for you. **B**: Good news? **A**: Yes. You passed the final exam. **A:** Kate resign**ed** from her job. **B: Did** she? **A**: Yes. She's looking for another one. **A:** I'm seeing **the doctor** today. **B: The doctor?** What's wrong? **A:** Be calm. Just a routine check-up.	

TODAY'S IDIOM

The aim of this box is to teach English idioms by explaining their meanings. Thus, they will be able to understand how to use it in daily life by studying the example in the box.

7 READING

a ***Answer the following questions.***

1. *Do you think you eat properly?*

2. *What is a balanced diet?*

The aim of the activity is to encourage students to express their opinion about the topic. Ask students the questions after completing the paragraph. Encourage students to share their opinions with class.

Students' own answers.

b ***Put the following sentences in the correct place in the paragraph.***

Ask students to read the paragraph first to understanding what the subject is. Tell them they can use a dictionary for the vocabulary they do not know. Later, encourage them to complete the paragraph. Then monitor them.

Answer Key

1. Our body uses calories from food for walking, thinking, breathing, and other functions.

2. Men usually need more calories than women.

3. We should avoid refined white flour.

4. Balanced diet is food that is low in fat and sugar, but high in vitamins and minerals.

8 ***Write a similar dialogue about making and confirming an appointment you have acted out the dialogue as in Exercise 5.***

Tell students to write a similar dialogue as in Exercise 4. Have students make and confirm an appointment.

READING & WRITING

Answer the following questions.

Before you start the activity, ask students to answer the questions.

Possible Answers

1. It's very important to feel energetic and relax.

2. I usually sleep 7 hours a day.

1 READING

a ***Look at the picture. Guess what the text is about. Then read the text.***

Ask students to look through the text for skimming and have them answer the question.

Answer Key

The text is about the importance of sleeping enough and having a rest.

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

The aim of this activity is to have students scan the text to find the information about the questions.

1. It needs a period of rest to repair itself.

2. Lack of sleep affects our ability to concentrate. (or you can feel exhausted)

3. They need eight hours' sleep.

4. I read a book and drink milk or hot drinks.

c ***Find the words in the paragraphs with the following meanings.***

Have students guess the meaning of the words from the context.

Answer Key

a. to recharge (v) to regain one's strenght and energy by resting for a time(paragraph 1)

b. to stay out (v) to go home late (paragraph 2)

c. to prevent (v) to keep something from happening (paragraph 3)

d. worn out (adj) extremly tired, exhausted (paragraph 3)

e. to stimulate (v) to make something happen (paragraph 3)

f. tissue (n)the material that animals and plants are made of (paragraph 3)

d ***Read the text again and underline if clauses.***

The aim of this activity is to draw students' attention to *if clauses*. Have students find the sentences in the text. Then check the answers with class.

Answer Key

If you don't sleep enough, you can feel exhausted.

If you don't do this, it may stop working properly.

If you stay out late, try going to bed early the next night.

If you have trouble with sleeping, try reading a book or take some exercise and avoid consuming coffee, tea or food before going to sleep.

2 EVERYDAY ENGLISH

Read the dialogue below. Then guess what the phrases in bold mean.

The aim of this activity is to draw students' attention to the *correlative conjunctions* such as *neither... or.../ either... or... , both… and (if clause).* They will be able to guess the meanings of clauses from the context. Ask them what they understand from the statements (the correlative conjunctions).

Students' own answers.

3 ***Match the sentences to make meaningful sentences.***

Explain students to match the halves of the sentences to make meaningful sentences. Make sure that students understand how they use the structures.

Answer Key

1. If you don't drink enough water,
b. you can become sick.

2. If Lucy starts to go on a diet,
c. she will lose weight.

3. If Berna has a headache,
a. she can take a pain killer.

4. You dream
e. if you sleep.

5. That person must see a psychiatrist
d. if someone has a mental problem.

4 ***Rewrite the following sentences by the phrases given.***

The aim of this activity is to have students join the sentences by using *correlative conjunctions.* Then ask them to rewrite the sentences by the given phrases.

Answer Key

1. I care for neither problem people nor their opinions.

2. You must either take your medicine regularly or see a doctor.

3. I have got both an earache and a headache.

4. Our teacher can give a test on either Wednesday or Friday.

5 ***Talk about some activities or some food that are healthy for both your body and mind.***

Have students use the structures they have learned while talking about some activities or some food that are healthy for both their body and mind.

Students' own answers.

6 LISTENING

a ***Complete the lyrics while listening then sing the song of Abba together.***

Students will be able to understand what the song is about. First, ask students to close their books and listen to the song. Play the recording.

Then ask them how they feel when they hear the melody of the song. Play the recording again to complete the song. Then ask them if they like the song or not.

Teacher's tip: ABBA is a Swedish pop group formed in Stockholm in 1972 by members Agnetha, Björn, Benny, and Anni Frid. ABBA won the Eurovision Song Contest in 1974 in Brighton, the UK.

b ***What is the song about?***

Answer Key

It's about a dream that someone wants to make real.

Audio Script	Track 6

I have a [1]**dream**, a song to sing
To help me cope with anything
If you [2]**see** the wonder of a fairy tale
You can take [3]**the future** even if you fail
I believe in angels
Something good in everything I see
I believe in angels
When I know [4]**the time** is right for me
I'll cross the stream, I have a dream
I have a dream, a fantasy
To help me through reality
And my [5]**destination** makes it worth the while
[6]**Pushing** through the darkness still another mile
I believe in angels
Something good in everything I see
I believe in [7]**angels**
When I know the time is right for me
I'll cross the stream, I have a dream
I'll cross the stream, I have a dream I have a dream, a song to sing
To help me cope with anything
If you see the wonder of a fairy tale
You can take the future even if you fail
I believe in angels
Something good in everything I see
I believe in angels
When I know the time is right for me
I'll cross the stream, I have a dream
I'll cross the stream, I have a dream

7 WRITING

Describe one habit you don't consider healthy. The questions below can help you.

Tell students to describe one habit they do not consider healthy. The questions can help them. The aim of this activity is to have students use the structures they have learned while writing.

Students' own answers.

8 C EMERGENCY

Overview

Vocabulary: words related to emergency situation,
Listening: listening a TV programme about first aid
Speaking: asking for help from an emergency service in areas of immediate need
Reading: reading a text about the process of first aid
Writing: writing a short simple formulaic advice related to matters in areas of immediate need

LEAD IN

Answer the following questions.

Ask a student to stand with her or his back to the blackboard. Tell her/ him not to turn around. Write a word related to the topic on the board, and then get the other students to give her/ him clues until she can guess the word. Repeat this with another student to present some vocabulary related to emergency cases. Ask class, 'What can people do when there is an emergency case?' Divide students into groups and give them a few minutes to brainstorm. After a few minutes, take a few suggestions and write the groups' suggestions on the board. For example; they help the person who needs first aid.

Possible Answer

"They can call an ambulance or take him/ her to a hospital as soon as possible"

Optional Activity

You can prepare the cards or photos that show first aid. Write emergency cases on the board and ask students to stick the cards or photos under the correct emergency case.

LISTENING & SPEAKING

1 VOCABULARY

a ***Match the emergency cases with the pictures. Then listen and check your answer.***

Draw students' attention to the pictures and ask them what is happening in each picture. Then ask them to match the emergency cases in the boxes with the pictures. Check the answers with class.

Audio Script	Track 7
1. b drowning	**4. a** injured wrist
2. e stopped breathing	**5. f** suffocating
3. d heart attack	**6. c** choking

b ***Write the following phrases under the correct pictures. Then listen and check your answer.***

Ask students to write the phrases about first aid under the correct pictures.

Audio Script	Track 8
1. Turning the drowning person's head to the side	
2. Giving artificial respiration	
3. Applying cardiac massage	
4. Wearing an elastic bandage	
5. Moving the person into fresh air safely	
6. Applying abdominal thrusts	

2 LISTENING

a ***Listen to a TV programme about first aid. Fill in the blanks.***

Ask students to read the paragraph before listening. Ask them to listen and fill in the gaps. Then play the recording.

Answer Key

1. head	**4.** breathe	**7.** ear
2. mouth	**5.** times	**8.** chest
3. turn	**6.** injured	**9.** repeat

b ***Listen to the dialogue again. Write the statements true (T) or false (F). If it's false, correct it.***

Ask students to read the statements first. Tell them to correct false statements and ask them to take some notes if necessary. Then play the recording again. Pause where necessary. Check the answers with class.

Audio Script	Track 9

The presenter: Good afternoon, everybody. Welcome to our programme "Let's live and learn." Today we're talking about emergency cases and first aid. Our guest is an emergency physician. Welcome to the programme, Dr. Abbott.

Dr. Abbott: Thank you.

The presenter: It's said that most accidents happen at homes.

Dr. Abbott: The statistic shows that home accidents are more than the other accidents.

The presenter: We should know what we can do for a person who needs help. Doctor Abbott, what is first aid?

Dr. Abbott: When we are injured or suddenly unwell, we want and need someone to help us. If someone knows what to do, first aid is all about helping people in situations like this.

The presenter: Can we say First Aid is important to save people's lives?

Dr. Abbott: Definitely true. You can save someone's life if you are trained in first aid.

The presenter: Could you tell us what we can do in case of an emergency?

Dr. Abbott: Sure. I'll show you an example of one of the emergency cases. As you know, the summer season is coming, so we can face someone drowning, so let me show on a manikin what you can do such an emergency. Firstly, call an ambulance immediately then turn the drowning person's [1]**head** to the side to let any water to drain from his or her [2]**mouth** and nose. [3]**Turn** the head back to the center. Secondly, begin mouth-to-mouth resuscitation on land. Resuscitation is to make someone [4]**breathe** again. Strongly breathe four [5]**times** into the mouth of the [6]**injured** person as you pinch his or her nose. After four strong breaths, put your [7]**ear** near the mouth and watch the [8]**chest** for any breathing movement. Thirdly, check the pulse for signs of life. Until an ambulance arrives at the scene of accident, [9]**repeat** the cycle.

The presenter: I'm sure the information you have given will help us when we face this situation.

Dr. Abbott: I strongly recommend people to join First Aid training.

The presenter: Definitely. Thank you for joining our programme and giving information to us.

Dr. Abbott: You're welcome. I hope I could be useful.

Answer Key

1. False (The guest is an **emergency physician.**)
2. True
3. False (**If you are trained in first aid,** you can help a person who is in need.)
4. True

3 SPEAKING

What should we do first in case of an emergency?

Ask students if they have experienced an emergency case. If so, tell them to answer what happened. Then ask them what we should do in case of an emergency.

Answer Key

We should call for an ambulance. If we know, we should do first aid until the ambulance arrives.

4 *Complete the dialogue below with the statements in the box. Then act it out.*

Ask students to put the statements in the box into the correct place. The aim of this activity is to have students fill in the blanks with the given words. After the complation is done, you can ask students to act out the dialogue.

Answer Key

Morteza: [1]Everybody in the corridor is in panic.
Sam: [2]I did.
Morteza: [3]To my knowledge he should perform CPR, too.
Morteza: [4]Thank God.

5 LISTENING

a ***Listen to the telephone call and fill in the blanks.***

Tell students that they will listen to a telephone conversation. Ask them to fill in the gaps as they listen.

Audio Script	Track 10
A: Help me! I need (**1**) a **doctor**!	
B: What is the (**2**) **problem**, madam?	
A: My husband is unconscious on the sofa!	
B: Please calm down, madam. Take a deep (**3**) **breath**.	
A: I need some help, right now!	
B: Madam, I'm going to put you through to 911.	
A: (4) Hurry up, please!	
B: I'm transferring you right now, madam.	

b ***Which countries do you think the dialogues in Exercise 4 and 5a take place?***

Draw students' attention to the DO YOU KNOW THIS? box. Then tell students to look at phone numbers and answer the question. Elicit the answer.

Answer Key

Exercise 4: in the UK **Exercise 5:** in the USA

6 SPEAKING

Work in pairs. Imagine you would call for 112. Ask for help from the emergency service.

Explain students how to call the emergency service. Tell them to explain the patient's situation clearly if he is conscious or unconscious. If you can perform first aid to him or not, etc. Then explain them to give the clear address where the emergency case happened.

Students' own answers.

DO YOU KNOW THIS?

The aim of this activity is to give additional information about an important health issue.

READING & WRITING

What kind of accidents can happen at home?

Ask students to suggest home accidents.

Possible Answer

Cutting somewhere (a hand or finger) with a knife while chopping something
Burning somewhere (a hand or arm) while ironing or cooking

1 READING

a ***Read the texts below. Fill in the blanks with the phrases in the box.***

This is a pre reading activity. Tell students to read the texts and write the missing phrases in the box in the correct text .

Answer Key

Text A **2. a cut or scrape**
Text B **1. minor burns**

You can also ask what the texts are about

Answer Key

Text A is **about what to do if the injury is open and bleeding.**
Text B is **about what to do when you burn yourself.**

b ***Match the pictures with the texts. Then write the home accidents in the blanks.***

Tell students to match the pictures with the texts. They will be able to identify vocabulary and pictures related to emergency cases. Then ask students to write the cases.

Answer Key

1. B

2. A

Picture 1: **burnt hand**

Picture 2: **bleeding and grazed knee.**

c ***Look at the words in bold in the texts and match them with their meanings.***

The aim of this activity is to have students guess the meaning of the unknown vocabulary from the context.

Answer Key

1. blister	**3.** soothe	**5.** wound
2. elevate	**4.** relief	

d ***Complete the sentences about the texts in 1a.***

The aim of this activity is to draw students' attention to the subject and ask students to find out some important information in the text related to what should be done in the case of an emergency.

Answer Key

1. Stop

2. It needs stitches

3. hold the burned area under cool running water for 10-15 minutes

4. redness, swelling, an d excessive pain

2 *Complete the sentences.*

Review *if clauses type 0* (do not forget to remind students that they will also be able to use "when" instead of if) and ask them to complete the sentences.

Answer Key

1. If a person still has a pulse, but his breathing has stopped, **give artificial respiration.**

2. When there is no breathing, the patient is in cardiac arrest, **begin CPR immediately.**

3. Call the ambulance if **someone is injured badly**.

4. Apply an antibiotic ointment when **someone burns part of his/ her body**.

3 GAME

The aim of this activity is to have students review the vocabulary they have learned . While they are having some fun, they will be able to reinforce the vocabulary related to the topic. Put students into teams. Show the word related to the topic (for example; heart attack) to the first student from one of the teams. That student draws it on the board and team mates try to guess the word he or she is trying to draw. If the team guesses the word correctly, they get a point. Give a certain time to the team to guess.

4 *Look at the signs below.*

The aim of this activity is to make sure that students recognise basic signs in public places.

Answer Key

1. We can see **business centres, shopping centres, government agencies, skyscrapers, etc.**

2. We can see **nuclear power stations, hospitals, etc**.

3. We can see **on the roads or near hospitals.**

4. We can see everywhere such as **cinemas, shopping mall, government agencies, business centres, some block of flats, etc.**

a. Picture 1 We/ You **should use stairs**. We/ You **shouldn't use elevator** in case of a fire.

Picture 2 We/ You **should keep away from radiation. We shouldn't enter hazardous area without getting precautions.**

Picture 3 We/ You **should follow the sign** when we/ you look for a hospital.

Picture 4 We/ You **should follow the arrow to escape.** We/ You **shouldn't panic** in the case of a fire or anything else.

5 *Put the instructions in the correct order about what to do in the case of fire.*

First, tell students to read the sentences about instructions in case of a fire. Then ask them to put the given sentences into the correct order. Later, encourage students to discuss what to do in this situation.

Answer Key

Call for fire brigade first. **1**

If you are stuck in an upstairs room. Do not panic. **2**

Do not use the elevator if there is one. **3**

Stuff any cracks around the doors with clothes. **4**

If there is pall of smoke in the room, get down on your hands and knees. **5**

Crawl towards the window. **6**

6 WRITING

Think an emergency situation such as getting poisoned from food or chemicals, etc as in Exercise 5. Search on the Internet. Then write instructions about what people should do before going to hospital.

The aim of this activity is to have students use the structures they have learned and at same time make them aware of things to do in case of home accidents and what to do in this situation.

7 READING

a ***Read the text. What is the topic about?***

The aim of the activity is to have students find the main idea of the paragraph. Check the answer with class.

Answer Key

2. Medical Treatment in Turkey

b ***According to the text 7a...***

Ask students to match the sentences to make a meaningful sentences about the text. Elicit the answers.

Answer Key

1. d, **2.** a, **3.** b, **4.** c

8 DISCUSSION TIME

The aim of this activity is to have students use the structures they have learned and encourage them to explain their ideas.

Students' own answers.

9 ***Let's have some fun.***

This activity is a brain teaser to motivate students while answering the questions.

10 PROJECT TIME

Prepare a poster about five ways you can save someone's life. Present it in class.

- **Use pictures about First Aid.**
- **Write what you should do.**

Tell students to prepare a poster about five ways they can save someone's life. You can also display their works in class.

8 WORKBOOK ANSWER KEY

8 A WHAT'S WRONG

1 **a** ***Write the phrases next to the pictures.***

1. feeling dizzy
2. having a tooth decay
3. having asthma
4. having the flu

b ***Read the symptoms of the health problems and write the illness in the blanks.***

a. heaving asthma
b. having the flu
c. having tooth decay
d. feeling dizzy

c ***Answer the following questions.***

Suggested answers

1. What do you do when you have got a tooth decay? **I go to the dentist's.**
2. Do you see your family doctor very often? **Yes, I do.**
3. When do you take a pill? **When I feel ill.**
4. What do you do when you have a fever? **I take a warm shower and a pill for fever.**

2 **a** ***Read the paragraph and choose the correct title.***

Eating Disorder

b ***Answer the questions about the text.***

1. Yes, they do.
2. They eat a lot and try to vomit.
3. People eat a little and have a low body weight.
4. Both biological and environmental factors can play a role in this.

3 ***Put the sentences in the correct order.***

1. You ought to eat healthy food.
2. He should get up early for jogging.
3. You ought not to take antibiotics all the time.
4. I have a rash on my body.

4 ***Put the dialogue in the correct order.***

Can: What's the matter with you? You look tired. **1**
Alex: I'm feeling sick a little bit. **2**
Can: Get well soon. You had better have a rest. **3**
Alex: You're right. **4**
Can: Before having a rest, you should both have

a snack and take a shower. This would make you relaxed. **5**

Alex: I want neither to have a snack nor to take a shower. If I sleep, I can feel better. Thanks for your advice. **6**

Can: OK then. See you later. **7**

Alex: Bye. **8**

5 ***Give some advice for each situation.***

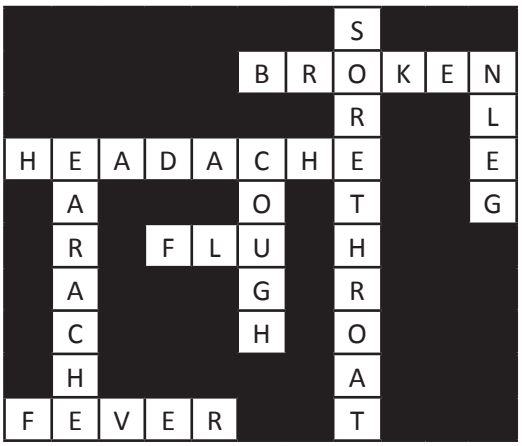
B: You **should** eat **healty food.**

B: You **should** see **an eye doctor.**

B: You **should** go on **a diet.**

B: He/She **should** change **his/her nutritional habit.**

6 ***Use the letters of the words as clues and write the illnesses.***



7 ***Read the dialogue and circle the correct word.***

1. a medicine

2. b Drink

3. a drug store

4. b expire

8 ***Choose the correct word and complete the sentences.***

Ceren: Hi, May! **How** are you?

May: Not bad. You don't know what happened. Ben **hurt** himself.

Ceren: Oh my God! How?

May: He slipped in the bath and he was **unconscious** for a while.

Ceren: Was he alone at home?

May: No. His mum was there and she took him to hospital. They took an X-ray of his **skull**. The **injury**/ was not as serious as they feared.

Ceren: Thank God! Is he OK?

May: Yes, he is **fine.**

Ceren: Let me call him today.

May: We should be careful on wet floors.

Ceren: You're right.

9 ***Choose one of the health problems and write a short paragraph by answering the questions below.***

Students' own answers.

8 B AN APPLE A DAY KEEPS THE DOCTOR AWAY

1 ***Match the body parts with their functions.***

1. b, **2.** f, **3.** c, **4.** a, **5.** d, **6.** e

2 ***a Read the text. Choose the best title for the text.***

Good Health

b Read the text again. Write true (T) or false (F) if it is false, correct it.

1. False (When they are sick, they think of their health.)

2. True

3. False (One thing about exercise is that any kind of exercise is good for our health.)

4. True

5. True

3 ***Complete the sentences in your own words.***

1. If you have a headache, you should take a painkiller.

2. When I feel ill, I have a rest.

3. I dream when I fall asleep.

4. You should call an ambulance if there is an emergency case.

A SURVEY "HOW HEALTHY ARE YOU?"

Students' own answers.

4 ***Use the words below to complete the sentences.***

1. digesting

2. suffer from

3. processed food or junk food.

4. balanced

5. dietition

5 ***Rewrite the sentences by using the given phrases.***

1. If a baby cries, it needs **either feeding or sleeping.**

2. Both Mete and Tom had injection.

3. I ate **neither breakfast nor lunch.**

6 ***Write some tips about keeping fit. Write four tips at least.***

Possible Answers

e.g. Stay away from food with sugar.

Eat vegetables and fruit.

Do exercise regularly or walk for 40 minutes three times a week.

Drink at least 6 glasses of water.

7 ***Read and put the dialogue in the correct order.***

Sabri: Hey, Judy! It's me. **1**

Judy: Hi, Sabri! How is everything? **2**

Sabri: Not bad. What about you? **3**

Judy: I'm fine. Where were you last week? I couldn't reach you. **4**

Sabri: You're right. There was a problem about my phone. My roommate and I went to Abant for two days. We walked near the lake. It was very relaxing. **5**

Judy: Fantastic! In fact, I had a plan about visiting you, but I had final exams last week. I want to see there so much. **6**

Sabri: No problem. We can go there together next time. **7**

Judy: I hope so. Catch you later. **8**

Sabri: It's a deal. Bye for now. **9**

Judy: Take care. **10**

8 ***a Read the paragraph and choose a title. Then write.***

1. Consuming vegatables

b Match the definitions of the bold words in the paragraph.

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

c Complete the sentences according to the paragraph.

1. People consume vegetables.

2. If the climate is suitable, farmers grow most vegetables all over the world.

3. Many governments recommend people to consume fruit and vegetables.

4. You should eat vegetables 5 or more portions a day.

9 ***Write a short paragraph about what you do for being healthy by answering the questions.***

Students' own answers.

8 C EMERGENCY

1 ***Write the words/ phrases below under the correct category.***

First Aid Kit	Emergency Cases
safety pin	choking
antiseptic	stopped breathing
scissors	heart attack
bandage	broken bones
gauze	drowning
ointment	
painkillers	

2 ***Read the text about items in an emergency kit and write their names under the pictures.***

3 ***Choose the best option.***

1. a. equipment for emergency case.

2. b. food and water.

3. a. a flashlight.

4. b. a little time.

4 ***a Read the dialogue. What is the dialogue about?***

It's about Alisia's First Aid Class.

b Answer the questions about the dialogue.

1. Alisia is going to first aid class.

2. It was two days ago.

3. She learned what to do in emergency situations.

4. No, he doesn't.

5. We should run cool water over the burn.

5 ***Choose the correct option.***

1. water,
2. cool,
3. Have a rest.
4. a fever reducing pill,
5. see a doctor.

6 ***Answer the following questions.***

1. Students' own answers.
2. When students play a game or do sport, they can get injured.
When they have a constant health problem such as heart disease or kidney disease, etc., they can need help at school.
3. Yes. Having a medicine cabinet is essential because in case of first aid we can use the equipment in it.
Take care of your body. It's the only place you have to live: The quote is about the importance of being healthy.

7 ***Match the two halves of the sentences.***

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

8 ***Look at the signs and answer the questions.***

a ***Where can you see these signs?***

1. We can see the sign in a building site.
2. We can see this sign in public places and some private places.
3. We can see it in front of the places that have wet floors such as public loos.
4. We can see it in a hospital.

b ***What should people do?***

1. People should wear the protective equipment.
2. People should use it (extinguisher) in case of a fire.
3. People should be careful.
4. People should wash their hands to stay away from germs.

9 ***Complete the sentences by given words.***

1. My sister broke her knee. The doctor put it in a **bandage**.
2. Mete has a high temperature and a runny nose. His mother says he is the **flu**.
3. You shouldn't **itch** the mosquito bite. It can be bad.
4. I cut my hand while peeling the onions. It didn't stop **bleeding**.
5. I can't swallow even water. I have got a **sore throat**.

10 ***Read the dialogue and fill in the blanks with the sentences/ questions below.***

Rayan: [1] **Are you OK?**
Aron: My leg is hurting.
Rayan: Let me help you.
Aron: Yes, please.
Rayan: [2] **Where did you hurt it?**
Aron: While playing football.
Rayan: Dont't move your leg. [3] **It can be a fracture.**
Aron: I won't be able to walk.
Rayan: [4] **You need to go to a hospital.** Let me call the ambulance.
Aron: Thank you for helping me.
Rayan: [5] **No problem.**

11 ***Write a similar dialogue by changing bold words as in Exercise 10.***

Student's own answers

12 **Find and circle the odd one.**

1. dizzy,
2. bandage,
3. healthy food,
4. work hard,
5. sugar,
6. fireman

UNIT NOTES

9 A ORGANIZING PARTIES AND CELEBRATIONS

Overview

Vocabulary: words about party
Listening: discovering party preparation items and party types
Speaking: making suggestions for organizing a party; making arrangements to meet; discussing what to do for the party
Reading: identifying lexis and jargon related to the party; understanding short, and simple messages on invitation cards
Writing: writing simple invitation cards
Grammar: making arrangement using present continuous for future meaning

LEAD IN

Answer the following questions.

Ask students if they like parties and ask them what types of celebrations they know. Talk to students about the importance of celebrations. Tell them that celebrations add a lot of excitement and fun to life. They give people excitement and they play important roles in our lives. They make life more enjoyable and fun. At the same time celebrations allow us to relax and we gather together with our families and friends.

Ask students if they celebrate their birthday, why/ why not?

Students' own answers.

LISTENING & SPEAKING

1 VOCABULARY

a ***Match the party types with their pictures below.***

The aim of the activity is to expand students' vocabulary. Draw students' attention to the pictures. Tell them to match the party types with pictures.

Answer Key

1. birthday party
2. graduation party
3. barbecue party
4. baby shower party
5. dinner party
6. farewell party
7. retirement party
8. tea party
9. fundraising party
10. wedding anniversary
11. housewarming party
12. fancy dress party

b ***Which of the celebrations are common in Turkish culture?***

Possible Answers

Some party types are popular in Turkish culture; for example, birthday party, barbecue party, graduation party, farewell party, and wedding anniversary.

c ***Which of the celebrations are common in other cultures?***

Possible Answers

Some party types are common in other cultures; for example graduation party, dinner party, retirement party, fancy dress party, barbecue party, birthday party, baby shower party, fundraising party, housewarming party, tea party, wedding anniversary, and farewell party.

2 LISTENING

a ***Look at the pictures below and choose what type of party the listening text is about.***

Tell students to look at the pictures and ask them what types of party they are. Ask them which option is true for the party in the audio.

Answer Key 2. birthday party

b ***Listen and write the names of the items under the pictures.***

Go through the pictures again. Tell them to listen to the party items and write their names under the pictures. Have them listen twice.

Audio Script		**Track 1**
1. plates	**6.** cake	**11.** napkins
2. beverages	**7.** balloons	**12.** cup cakes
3. ribbon	**8.** fruit salad	**13.** cutlery
4. gift	**9.** party hats	**14.** dried fruit
5. cup	**10.** snacks	**15.** tablecloth

3 *Listen to the dialogues and do the following exercises below.*

a ***Write if the sentences are true (T) or false (F).***

Tell them to listen to the text more carefully and write if the sentences are true or false. Play the recording again. After listening to the dialogues, check students' answers. In this activity students are expected to discover that when we say ˝forks, spoons, and knives˝, we mean their

general name 'cutlery'.
When we say fruit juice and ice tea, we mean their general names 'beverages' and also when we say biscuit and chips, we mean 'snacks'.

Audio Script **Track 2**

Dialogue 1
Andy: Hello, Sandra. How is it going?
Sandra: Hi, Andy. I'm OK. What about you?
Andy: Fine. We're throwing a birthday party for Rose on Saturday. Would you like to join us?
Sandra: Really? I'm very sorry not to join you. I'm flying to London, tomorrow.
Andy: See you when you get back.
Sandra: Goodbye
Dialogue 2
Andy: Hi, Sue.
Sue: Hi! What's up?
Andy: Fine. What are you to doing on Saturday?
Sue: I don't have a plan, do you?
Andy: We're giving a surprise birthday party for Rose. She doesn't know about the party. She is turning seventeen. Would you like to join us?
Sue: That sounds nice. I think I can join you. Where is the party?
Andy: It's at Jane's house.
Sue: Oh, good! Is there anything I can help you with?
Andy: Thanks a lot. I'm preparing hamburgers and I'm ordering the cake. Tom is bringing some chips and biscuits. Jane is preparing cake plates, cups, napkins, tablecloth, and cutlery. You can order the beverages as well.
Sue: Great. Who is bringing the party hats and balloons?
Andy: Simon is bringing them.
Sue: Wonderful, just text me the time. I'll be there.

Answer Key
1. it's a garden party. **False (birthday party)**
2. Rose is turning seventeen. **True**
3. Sandra is joining the party. **False (She is flying to London).**
4. Tom is bringing snacks. **True**
5. Jane is bringing forks, spoons, knives. **True**
6. Simon is bringing ice tea and fruit juice. **False (Sue)**
7. Sue is bringing party hats and balloons. **False (Simon)**

b ***Listen again and tick (✔) in which dialogues these sentences are said.***

Have students listen again and ask them in which dialogues the sentences are said.

Answer Key
1. We're giving a surprise party for Rose. **Dialogue 2**
2. See you when you are back. **Dialogue 1**
3. She is turning seventeen. **Dialogue 2**
4. Who is bringing the party hats and balloons? **Dialogue 2**
5. I'm very sorry not to join you. I'm flying to London tomorrow. **Dialogue 1**

CHECK THIS OUT!

Have students read the CHECK THIS OUT! box. Tell them *arrangement* is something we have planned to do and we use the present continuous tense to talk about fixed arrangements in the future. Tell them we add future time expressions at the end of the sentences. You can also write these sentences on the board.
I'm ill. I'm not working **tomorrow.**
Are you seeing the headmaster **this week?**
She is travelling to Paris **next week.**

4 SPEAKING

One of your classmates is turning sixteen next week. You're preparing a party for your friend's birthday. Talk about your plan on how to get the party items.

The aim of this activity is to be able to use the present continuous tense for future meaning. Tell students to talk about their party plans. Ask students to prepare an item list for one of their friend's birthday party.

Possible Answers
Ahmet is buying the cake.
Mehmet is bringing beverages.
Linda is buying the balloons.
All my classmates are joining the party.
Bülent is collecting money to buy items for the birthday.

5 EVERYDAY ENGLISH

a ***Read the dialogue below and do the Exercises b, c, and d.***

The aim of the activity is to review suggestions and how to accept and refuse them. Tell students to read the dialogue and do the exercises.

b ***Complete the dialogue with these sentences.***

Give students time to read to complete the dialogue with the given sentences. Elicit answers from students.

Answer Key

1. I have an appointment on Saturday at 10 o'clock.
2. Oh, no Ted, I hate ice tea.
3. Of course, we should buy them.
4. They play the guitar very well.
5. Call me if you need help.

c ***What do Ted and Pamela decide to do together? Circle the correct answer.***

Tell them to circle the correct option. Then check with class.

Answer Key

2 is the correct answer.

REMEMBER THIS!

Go through the REMEMBER THIS! box.

Explain to students how we suggest something to do and how we refuse and accept the suggestions. Ask one of the students to suggest something to do. The other refuses or accepts his/ her offer.

d ***Underline the suggestions in the text.***

The objective of this activity is to ensure that students will be able to understand the suggestions in the given text. Tell them to read the dialogue and to underline the suggestions in the text.

Answer Key

What about going to cinema in the afternoon?
How about having a barbecue party by the river?
Let's think about preparation.
How about buying some beef?
Shall we buy something to drink?
What about having some ice tea?
Let's buy soda instead.
How about buying salad ingredients?
Let's call Simon and Ken.
Shall we meet near the park at one o'clock?

6 SPEAKING

a ***Work in pairs. Your friend is throwing a farewell party next Sunday. Talk to your friend about what to do for the party using suggestions. Then act it out in class.***

The aim of the activity is present suggestions for organizing a party. Have students work in pairs. Tell them to make suggestions for organizing a farewell party. Then students act out in class.

Students' own answers.

Optional Activity

1. Your friend is shopping on Tuesday. She offers you to go with her. Refuse her offer in a kind way.
2. Your friend is getting married next Sunday. He invites you to his wedding. Accept his invitation.

b ***Role Play: Make an arrangement to meet your friend on Saturday. Suggest an activity. Your friend refuses your suggestion. Make another one. He/ she accepts. Decide on the date and time.***

The aim of the activity is to be able to make arrangements to meet. Tell students to work in pairs. Student A suggests an activity to meet, student B refuses it. Then student A suggests another activity. Student B accepts the offers for the second time. They decide time and date. Then students act their speech out in the class. Monitor them.

Possible Answers

A: What are you up to on Sunday?
B: Nothing special.
A: Shall we meet on Saturday afternoon. We can go to the theatre.
B: I'm having Maths exam on Monday. I'm sorry. I can't go out. I'm going to study for the exam.
A: Shall we go to a basketball match next Saturday?
B: That sounds fine.
A: When are we meeting?
B: What about at 1 p.m?
A: OK! See you then.

7 READING

a ***Answer the following questions.***

The aim of the activity is to discuss what to do for the party. Tell students to read the text and answer the questions.

Possible Answers

1. Yes, I like organizing a party for my friends. I'm a sociable person. I like that kind of organizations.

No, I don't like organizing a party. It is difficult for me to call friends, and organize food, or party place. It is not my thing.

2. Yes, I always agree with my friends because I like working in a group work. I respect to my friends' ideas.

No, I don't always agree with my friends in a group work. I want them to care about my ideas, too.

b Read and order the paragraphs to make a meaningful dialogue.

Allow students time to read and order the paragraphs to make a meaningful dialogue. Monitor students. If they have difficulty in understanding, help them out. Then check the answers with class.

Answer Key

(Paragraph 1 is given)

Paragraph 2

Sandra: Oh, Richard I don't think we need to make an invitation list. All the students in the class are free to join the party. If we write on the notice board, we can easily inform the students about it.

Richard: You're right.

Sandra: How about holding the party at Star Kitchen Café?

Richard: It doesn't' have enough space for the party.

Sandra: I agree, but it's not expensive. It's good for students.

Paragraph 3

Richard: Alright. We have agreed on the place of the party. Let's plan the menu.

Sandra: What about eating chicken and chips?

Richard: I don't agree with you. It's not a good menu for the graduation party. How about eating fish and chips? Many people like it.

Sandra: OK! If you say so. How about eating some dessert?

Paragraph 4

Richard: I like apple pie as dessert.

Sandra: I don't like it at all. I like chocolate cake.

Richard: That's fine. Sandra. Do you have any idea about how we should decorate the café?

Paragraph 5

Sandra: I like simple decorations.

Richard: I don't agree with you. This is our graduation party. We need colourful decorations.

Sandra: OK! Richard. You win. What shall we do about the music?

Paragraph 6

Richard: Let's call a DJ for our party. We're going to dance and enjoy it.

Sandra: We don't need to hire a DJ. We already have talented friends. Some of our friends can play the violin, guitar, drums. So, we can ask them to play their instruments instead.

Paragraph 7

Richard: OK! Sandra. We have a deal on the music.

Sandra: See you at the party.

Richard: See you.

c Read the dialogue again and answer the following questions.

Tell students to read the dialogue once more.

Allow students time to answer the questions. Then check the answers with class.

Answer Key

1. Richard and Sandra are organizing the party.

2. It is at Star Kitchen Café.

3. They are going to eat chocolate cake.

4. No, they aren't.

5. Richard likes colourful decorations.

8 DISCUSSION TIME

You are organizing a graduation party with your friend for one of your classmates. You disagree with your friend on the places, date, and menu. Talk to your friend about your opinion. Then decide on the topic. Use expressions such as "I don't agree with you, I agree but, I believe that, I dont think so".

The aim of the activity is to discuss what to do for the party. Students work in pairs. Explain the task. Students discuss on the place, time, menu, and decorations of the party. Tell them to use expressions such as "**I don't agree with you, I agree but, I believe that, I don't think so**". At the end of the discussion, students agree on the topic.

READING & WRITING

1 READING

a ***Read the paragraphs and write the name of the party for each paragraph as a title.***

The aim of the activity is to identify lexis and jargon related to the party. Students are expected to fill in the blanks with the party types. Allow students time to read the text. Each paragraph introduces a party type. Students read and identify them. Then they are going to write the party type for each blank. The first paragraph is the introduction part about why people throw a party.

Answer Key

1. Graduation party,
2. Farewell party
3. Wedding anniversary
4. Fancy dress party
5. Birthday party
6. Baby shower party
7. Garden party

b ***Match the words with their meanings.***

Students are expected to expand their vocabulary. Tell them to match the words with their meanings. If they have difficulty in understanding their meanings, help them out.

Answer Key

1. c, **2.** d, **3.** b, **4.** e, **5.** f, **6.** a

c ***Read the statemens and write true (T) or false (F).***

The aim of the activity is to ensure that students understand the reading text. Have them read the text. Allow students time to write the answer. Check answers with class.

Answer Key

1. T
2. F (graduation party)
3. F (it is common in Western culture)
4. F (fancy dress party)
5. T
6. F (women)

2 ***Read the invitation cards below and answer the questions.***

In this activity students will be able to get short, and simple messages on invitation cards. Go over the invitation cards. Tell them to read the invitation cards and answer the questions. Then check their answers.

Answer Key

1. a is about a graduation party.
b is about a barbecue party.
c is about a birthday party
d is about a farewell party.
2. a is on June 15th, at 7:00 p.m.
c is on October7th, at 12:00.
3. a is at Star Dome.
b is by Lake Eğridir.
c is at Flower Café.
d is at Jane's house.
4. George Black sends the first invitation.
5. Mary sends it to Sam.
6. Students' own answers.

TODAY'S QUOTE

"A party without a cake is just a meeting".

1. A party is not a party without a cake. It is just like a meeting. It is not enjoyable. In literally meaning, life is just like a party. You can enhance it with the people you love or the things you feel happy with. Your friends, or your precious moments, the things you love are just a cake. You decorate the life with them. Without people you love, the life you have is not fun.

2. Students' own answers.

ADDITIONAL INFORMATION

Julia Child (1912-2004)

Julia Child was from America. She was an author and chef. She taught French cuisine to American people. She wrote various cookbooks. She had her own television show.

DO YOU KNOW THIS?

Tell students that RSVP is a French word abbreviation for 'réspondez s'il vous plaît'and means 'please reply'. It is an answer whether or not you are coming to the invitation.

3 WRITING

Look at the invitation cards and write your own. Write down who gets the invitation, what kind of party you are planning, and also the time and the date of the party.

The aim of the activity is to write simple invitation cards. Read the "writing strategy" with the students. Tell students to do the task in accordance with the sample invitation cards.

Student's own answer.

9 B TRADITIONAL CEREMONIES AND FESTIVALS

Overview

Vocabulary: words related to traditional and international festivals

Pronunciation: practising the sounds/ ʊ/, /u:/

Listening: following the conversation recording and identifying which dialogues are the sentences belong to

Speaking: talking about how they spend a traditional festival; talking about next week plan

Reading: getting an idea about national and international festivals and ceremonies; identifying festivals

Writing: writing an informal e-mail about party plan; asking for suggestions in accordance with layout; creating words by adding suffixes -able

Grammar: making plans using 'be going to'; identifying quantities (a lot of/ plenty of/ a few /few/ a little/ little/ much/many)

LEAD IN

Answer the following questions.

You can give information about the importance of festivals. Turkey presents numerous different festivals and events all year round, from sports and recreation to the arts and music. Traditional festivals play an important role in promoting cultural traditions. On the other hand, international festivals attract many tourists. Another important contribution of these festivals is that they create a warm atmosphere for people to come together and fun. Ask students if they know any traditional festivals in Turkey or in the world.

Students' own answers.

LISTENING & SPEAKING

1 VOCABULARY

a ***Write the names of traditional festival or ceremonies under the pictures.***

Ask students to briefly describe what they see in the pictures and then write the names of festival or ceremony under the pictures.

Answer Key

a. Edinburg Fringe Festival
b. Children's Day
c. Henna Night
d. Harbin Ice Snow Festival
e. Loy Krathong
f. Sydney New Year Eve Festival

b ***Look at the pictures in Exercise 1a and guess in which countries these festivals take place. The first letter of each country is given below.***

Answer Key

a. Scotland
b. Turkey
c. Turkey
d. China
e. Thailand
f. Australia

ADDITIONAL INFORMATION

Loy Krathong festival is celebrated in Bangkok-Thailand. People gather around the lakes, canals, or rivers. They pay respect to the goddess of water and release candles, flowers onto the water.

Harbin Ice Festival is celebrated in Harbin, China. It is ice artwork festival. It is famous for ice and snow sculptures.

Edinburg Fringe Festival is celebrated in the capital of Scotland. It is the largest art festival in the world.

2 LISTENING

a ***Match the words with their definitions.***

The aim of the activity is to teach the difference between bride and groom. Have them match the words with their definitions.

Answer Key 1. b, **2.** a

b ***Listen to the dialogue about "henna night". Then write true (T) or false (F) next to the sentences.***

Audio Script	Track 3

Henna Night

Henna night is a kind of traditional party in Turkey. The bride's family organizes it before the wedding night. It is usually held in bride's house and it is a ritual of Turkish cultural heritage. Henna is a symbol of innocence and gesture of good will. The bride's friends and family members come together and they

sing or dance at this night. Only women join this ceremony. The bride wears a traditional costume called bindallı and covers her head with a red veil. It's a melancholic night. A relative or a friend of the bride applies henna on her hand. Groom's mother puts gold in bride's hand. Her relatives hand the henna to the guests.

Answer Key
1. F (before the wedding)
2. T
3. F (bride)
4. F (red veil)
5. T

c ***Put the following sentences into correct order.***

Have students listen to the audio again. Tell them to put the sentences into the correct order.

Answer Key Correct order:
1. e, **2**. a, **3**. f, **4**. d, **5**. b, **6**. c

3 SPEAKING

How do brides celebrate their henna night in your hometown? Talk about henna night briefly by giving examples.

Encourage students to talk about their observations about henna night briefly. Ask them how brides spend henna night in their town or city.

4 EVERYDAY ENGLISH

a ***Read the dialogue below and do Exercises b and c.***

The aim of this activity is to review 'quantities' and 'polite requests' in the text. Tell students to read the dialogue.

b **Read *dialogue and decide if the sentences are true (T) or false (F).***

Tell students to skim the dialogue and decide if the sentences are true or false.

Answer Key
1. F (for her sister)
2. T
3. T

c ***Underline the expressions of quantity in the dialogue.***

The aim of the activity is to be able to identify the quantities in the sentences to use. Ask students to underline the quantities in the text.

Answer Key
1. We don't have **much** fruit. Could you add some apples and oranges to the list?
2. We don't have enough ingredients to make a salad, so add **a few** carrots, **some** tomatoes, and cucumbers to the list.
3. We need **a lot of** snacks, but we don't have **many** biscuits.
4. We don't have **any** cookies and chips either.
5. We also need **a little** fruit juice.

CHECK THIS OUT!

Have students go over the CHECK THIS OUT! box. Explain the quantities to students. (a lot of, much, many, a little, a few). Tell students the differences between ***few*** *and* ***a few*** *and* ***little*** *and* ***a little. A little*** *and* ***a few*** mean a small amount, but enough. ***Little*** *and* ***few*** *have negative meanings.* I have ***a few*** friends means I don't have *many* friends, but enough. I have ***few*** friends mean it is not enough for me. I'm sorry about it. I have ***a little*** coffee and I made only one cup of coffee. I have ***little*** coffee so I couldn't make it.

5 ***Fill in the blanks with "a lot, much, many, a few, a little. Each question has more than one answer.***

Students are going to fill in the blanks with *a little, a little, much, many.* Tell them each question has more than one answer. Check their answers.

Answer Key
1. many, much, a lot of
2. a little, a few
3. a lot of, many, a few
4. much, a lot of, a little

6 ***Fill in the blanks with "a little, a few, a lot of, little, many, much". There are two extra words.***

Tell students to fill in the blanks with "a little, a few, a lot of, little, many, much". Check their answers.

Answer Key
1. a lot of, **2.** little, **3.** much, **4.** many
Extra: a little and a few

CHECK THIS OUT!

Draw students' attention to the CHECK THIS OUT! box. Explain polite requests to students.

Optional Activity

1. Student A: Would you mind having another seat, please?
Student B: No, of course not./ Yes, I'm sitting here.
2. Student A: Would you mind lending me some money?
Student B: No, of course not./ Yes, I don't have enough money to lend you.
3. Student A: Can I borrow your pen?
Student B: Yes, you can./ Sure./ Certainly./ No, you can't./ I'm sorry I'm using it.
4. Student A: Would you like to eat some cake?
Student B: Yes, sure./ Of course./ No, thank you. I'm full.
5. Student A: Is there anything that I can help you with?
Student B: Yes, of course./ No, thanks.

7 SPEAKING

Ask your friend to do something for you politely.

The aim of the lesson is to be able to use politely requests in the speech. Students are going to work in pairs. Tell students to ask their friends to do something for them politely by looking at CHECK THIS OUT! box.

8 READING

a **Answer *the following questions.***

The objective of this text is to present Turkish culture in English. Draw students' attention to the pictures. Then ask pre-reading questions.
Students' own answers.

b ***Read the text and do the exercises below.***

Allow students time to read the text. Then tell them to do the exercises.

c ***Match the words with the definitions given below.***

The aim of the lesson is to expand students' vocabulary. Have them write the words next to their meanings given. Tell students to look up in their dictionary. If they have difficulty in doing the exercise.

Answer Key
1. soul, **2.** appeal, **3.** holy, **4.** purify, **5.** whirling

d ***Answer the questions about the texts.***

Have students read the text in more detail to complete this activity. Give them sufficient time to read the text.

Answer Key
1. People fast to purify their souls, give up bad habits and also test their patience.
2. They wear their new clothes. People visit their relatives especially older ones. They kiss their hands to show respect. Children collect money.
3. Mevlana thought his death was his wedding day. It was the day of his death. Şeb-u aruz means his reunion with God.
4. They spin around seeking for true love.
5. Because his positive and tolerant teaching has appealed all the people in the world./ He advised unlimited tolerance and positive reasoning to people.

9 SPEAKING

Talk about how you spend your Ramadan and Ramadan Feast with your classmates.

In this activity, students will be able to talk about how they spend their Ramadan and Ramadan feast. Have them talk about what they do during Ramadan and Ramadan Feast.

10 *Fill in the blanks with these words.*

The objective of the exercise is to make sure that students review vocabulary related to the Hıdrellez festival. Ask them if they celebrate Hıdrellez and if they had ever wished anything in Hıdrellez. Have students fill in the blanks. Allow them time. Check their answers.

Answer Key
1. seasonal, **2.** celebrate, **3.** arrival, **4.** believe, **5.** wish, **6.** come true, **7.** hang, **8.** branch

CHECK THIS OUT!

Refer to CHECK THIS OUT! box. Read it. Tell them we use 'be going to' for our future plans.

11 *Ask and answer questions in pairs about your plans for next week. Then tick (✔) the activities you and your partner are going to do next week.*

The objective of the activity is to review the activities they are going to do in the following week. Tell them to tick the activities that are true for them.

12 SPEAKING

a ***Work in pairs. Ask your partner these questions.***

The objective of the lesson is to be able to talk about future plans. Have them ask the given questions to their partner. Then they exchange the roles.

b ***Choose a traditional festival. Do a search about it by using the Internet sources. Then prepare a presentation and present it in class.***

Students are expected to search an international or worldwide festival on the Internet and present it to class. If you have a smart board in your class, they can present it via the smart board.

13 PRONUNCATION

Students are expected to identify the differences between /u:/ or/ ʊ/ sounds.

a ***Listen and repeat each word.***

Play recording and tell students to listen and repeat the/u:/ or/ ʊ/ sounds.

b ***Listen and write the words in the correct column.***

Students are expected to write the words in the correct column. Play the recording. Have students listen twice. Check the answers with class.

Audio Script	**Track 4**
a. Listen and repeat each word. ʊ good, cook ,book	u: school, youth, boot
b. Listen and write the words in the correct column. ʊ	u:
sugar	shoe
put	food
should	cool
woman	June
look	soup

READING & WRITING

1 READING

a ***Look at the pictures below and guess what the texts are about.***

Students are expected to learn traditional festivals in different countries in English. Draw students' attention to the pictures. Ask them to look at the pictures and guess what the texts are about. Then tell them to read the texts.

Students' own answers.

b ***Read the texts and decide which festival wou would like to join.***

Students read the texts, and talk about which festival they would like to join.

c ***Match the words with the meanings.***

Allow students time to do the exercises. Students are expected to expand their vocabulary. Get them to match the words with their meanings.

Answer Key 1. c, **2.** a, **3.** b, **4.** d

d ***Fill in the blanks with the words in the box. Use the correct form of the verb.***

Tell students to fill in the blanks with the words given. Check answers with class.

Answer Key

1. identity
2. evil
3. dates back to
4. entertained

e ***In which country do these activities take place? Tick (✔) the correct one.***

Tell students to read the text in more detail to complete the task. Give them sufficient time to read it. Students tick countries that the given activities take place. Check the answers with class.

Answer Key

1. India, **2.** Italy, **3.** India, **4.** Italy, **5.** Italy, **6.** India

2 WRITING

a ***Read the informal e-mails below and underline the words ending with "–able" in the two e-mails.***

The aim of the activity is to write an informal e-mail about party plans by asking for suggestions in accordance with the layout.

Draw students' attention to the e-mails and refer students to the layout. Ask them to underline the words ending with *–able*.

Answer Key

Enjoyable (1st e-mail)
Affordable (2nd e-mail)
Unforgettable (2nd e-mail)

CHECK THIS OUT!

In this activity, students are expected to learn words ending with suffix ″–able″. Tell them when we add ″–able″ to the words the meaning changes. Respect is different. Respectable is different in meaning. Read the CHECK THIS OUT! box with class.

Optional Activity

You can write words ending with-able on the board.

Bear (root) + able = bearable (Verb) (Adjective)

Believe + able = believable (e drops)

Forget + able= forgettable (double t)

Peace + able = peaceable (adjective) (noun)

b **Look at the CHECK THIS OUT! box Then *form adjectives by adding "–able" as in the example below.***

The aim of the activity is to be able to create words by adding suffix "–able". Students are going to form adjectives adding "–able" at the end of nouns and verbs. Get students to create words ending with "–able". Check the answers with class.

Possible Answer

Achievable, answerable, checkable, dislikeable, findable, ignorable, unsociable, lovable, forgivable, imaginable, invaluable laughable, lockable, believable, makeable, nameable, liveable, noticeable, numerable, observable, printable, profitable, removable, repairable, respectable

c **Answer *the questions about the e-mails.***

Have them read the e-mail messages. Allow students time to answer the questions.

Answer Key

1. Kate is sending the e-mail to Chris.

2. It is about the farewell party.

3. She invites him to Carnival of Venice.

d ***Write an informal e-mail according to the outline given above and include the information below.***

1. The event (party plans)/ festival/ ceremony

2. Date/time/place

3. Extra information about it.

4. Suggestion

5. Words ending -able

The aim of the activity is to be able to write an informal e-mail about their party plans asking for their suggestions in accordance with the layout. Draw students' attention to the e-mails.

Refer students to the layout. Tell them how to write an e-mail in accordance with the layout. They need to include the name of the organization, date, place, suggestion for an activity, and the words ending with –able in their e-mail.

Students' own answers.

9 C PLANNING FOR GATHERING

Overview

Vocabulary: words related to making and answering phone calls; words related to ordering meal in a restaurant

Listening: identifying future plans; completing a dialogue about invitations on the phone

Speaking: describing plans and arrangement; making and answering phone calls, ordering meal

Reading: getting an idea of a content of simpler written material

Writing: writing about future plans

Grammar: using "be going to" for strong prediction.

LEAD IN

Answer the following questions.

The aim of the activity is to talk about future plans. Ask students if they like making plans and what they usually make plans for. Elicit their answers.

Students' own answers.

LISTENING & SPEAKING

1 VOCABULARY

Look at the drawings below. What are these people's future plans? Write their plans under each drawing using "be going to"

Tell students to look at the pictures. Go through the pictures. Ask what the future plans of the people in the pictures are. Check answers with class.

Answer Key

1. She is going to graduate from university.

2. He is going to buy a car.

3. He is going to get married.

4. They are going to buy a house.

2 LISTENING

In this activity, students will be able to distinguish between three people's future plans. Tell students to listen to the dialogues. Play the recording. Have students listen twice. Check their answers.

a ***Listen to three dialogues and complete the sentences.***

Audio Script	Track 5

Dialogue A

Tim: What are you going to do on Sunday?
Başak: Nothing special.
Tim: How about going to the U2 concert together?
Başak: Wow! Great! How can we buy tickets?
Tim: We can buy it online.
Başak: What time does the concert start?
Tim: At 2 in the afternoon.
Başak: OK! Then let's meet on Sunday afternoon.

Dialogue B

Alison: What are you going to do after you get retired?
Samual: I'm going to move to Texas and buy a farmhouse. I'm going to raise animals there. Then I'm going to throw a housewarming party and invite my neighbours and friends to my party.
Alison: That's wonderful.
Samual: Will you join my party?
Alison: Allright. I'll try to make it.

Dialogue C

Linda: What are you going to do after school tomorrow?
Doğukan: I'm going to join Jane's party.
Linda: What is she throwing a party for?
Doğukan: She got promoted at work.

Answer Key
Dialogue A:
1. the U2 concert
Dialogue B:
2. throw, **3.** neighbours, **4.** friends
Dialogue C
5. join **6.** Jane's party

b ***Listen to the dialogues again. Which dialogues do these sentences belong to? Tick(✓) the correct box.***

Answer Key
1. C, **2**. B, **3**. A, **4**. C, **5**. A, **6**. B **7**. A

3 SPEAKING

Talk about your summer plans with your classmates.

The aim of the activity is to encourage students to talk about their summer plans.

4 READING

a ***Look at the pictures below and describe what you see in each of them.***

Tell students to go over the information on the boarding pass. Then ask questions about the boarding pass.
Who is going to Punta Cana? (John)
What is the gate number? (5)
What time is he leaving? (7:15)
Where is he travelling? (Punta Cana)
Is he leaving from Zürich? (Yes, he is..)
Draw students' attention to the pictures. Encourage them to talk about pictures. Ask them what they are about.

Possible Answer
In the first picture a man is parasailing. In the second picture different kinds of fish are swimming. The third picture looks like a holiday destination./ It looks like a seaside town. The fourth picture is a boarding pass.

b ***Read the dialogue and do Exercises* c and d.**

Have students read the dialogue. Then tell them to do the exercises about the dialogue.

c **Answer *the following questions about the dialogue.***

Have students read the dialogue one more time in detail to complete the task. Give them enough time to read the text. Check the answers.

Answer Key
1. He is going to see natural and wild beauty. He is going to see pink feathered flamingos and colorful parrots.
2. He is going to go parasailing and dive in the sea.
3. Yes, he is.
4. His plane is taking off at 7:15.
5. He is leaving Zürich on December 17th.

d ***Read the sentences below and decide which sentences refer to a plan, which sentences refer to an arrangement. Write (A) for "arrangement" and write(P) for "plan" in the blanks.***

The aim of the activity is to distinguish the differences between 'present continuous tense for future meaning' and 'be going to'. Remind students that we use present continuous for our fixed arrangements and be going to for future plans.

Answer Key

1. Plan (P)
2. Plan (P)
3. Plan (P)
4. Arrangement (A)
5. Arrangement (A)

Optional Activity

Tell students to underline the other sentences in the text with *the present continuous* and *be going to*.

Future plans

I'm going to Punta Cana next week.
What are you going to do there?
I'm going to see natural and wild beauty.
I'm going to see them, too.
Are you going to do sports, too?
How long are you going to stay there?
Who are you going to go with?

Arrangement

When are you leaving Zürich?
What time are you leaving?

e ***Circle the correct option.***

Tell students to circle the correct option to practice the rules. Check answers.

Answer Key 1. b, **2.** a

5 SPEAKING

Describe your future arrangement and plans for next week as in the speech bubble.

In this activity, students will be able to describe plans and arrangement. Encourage students to describe their plans and arrangements as in the speech bubble.

6 ***Read the Dialogue 1 given below. Then complete the sentences with 'be going to' in dialogues 2,3, and 4.***

Students are expected to learn how to make strong predictions. Tell them to review **Dialogue 1**. Ask questions to check if they understand the dialogue. Have them complete the sentences in **Dialogues 2, 3, 4** with ***be going to*** by looking at the pictures.

Answer Key

Dialogue 2: It's going to rain.
Dialogue 3: It is going to crash us.
Dialogue 4: It is going to snow.

CHECK THIS OUT!

Go over CHECK THIS OUT! box. Tell students that we use *be going to* make strong predictions if there is an evidence which something is going to happen. Our prediction is based on present evidence. Ask students to make more sentences on this subject.

7 SPEAKING

Look at the pictures below and write dialogues with strong predictions.

Tell them to look at the pictures and write the dialogues **1** and **2** using "be going to" for strong predictions. Then check with class.

Possible Answers

Dialogue 1

Richard: Look at that man over there!
Bora: Yes, he is going to fall off the bike.
Richard: I hope he won't break his neck. Let's help him.

Dialogue 2

Joe: Emily is studying hard.
Rose: Yes, she is a very hardworking student.
Joe: She is going to pass the university entrance exam./ She is going to get a high mark in the English exam.

8 EVERYDAY ENGLISH

a ***Listen to the phone conversations and complete the sentences below.***

In this activity, students will be able to complete dialogues about invitations on the phone. Have them listen to the telephone conversations twice and complete the dialogues. Then check the answers.

Audio Script	Track 6

Dialogue 1

Mert: Hey George, it is Mert calling. Is Susan in?

George: Just a second. I'll call her.

Susan: Hello, Mert.

Mert: Hi Susan.

Susan: How are you?

Mert: Things are going great. Would you like to join me on Saturday for dinner?

Susan: Yes, sounds great. Where are we going to go?

Mert: Sam's Garden.

Susan: I love that place.

Mert: Fine. Then, I'll pick you up at 7.

Susan: Thanks. That would be very nice. I'm looking forward to it Mert.

Mert: See you then.

Dialogue 2

John: Hello, Sue. This is John.

Sue: Hi, John.

John: How are you?

Sue: Things are going great. What's up?

John: My birthday is on Sunday. I'm throwing a party. Would you like to come to my party?

Sue: I'd love to. Where is it?

John: It's at my house.

Sue: What time is the party?

John: At 6 p.m.

Sue: Thanks for inviting me.

John: It's my pleasure. See you at the party.

Sue: See you.

Dialogue 3

Nick: Hello, Tom.

Tom: Jill and I are going to the cinema on Sunday at 7 p.m. Would you like to join us?

Nick: I'm afraid, I won't be able to join you. I have another commitment.

Answer Key

Dialogue 1

1. Susan in?
2. Just a second.
3. Yes, sounds great.
4. I'll pick you up.
5. looking

Dialogue 2

1. What's up?
2. throwing
3. I'd love to
4. inviting

Dialogue 3

1. join
2. another

b ***Put the sentences into correct order.***

The aim of the activity is to practice having telephone conversations. Tell the students to put the sentences into the order.

Answer Key

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

c ***Complete the sentences with the words in the box.***

Allow students time to complete the sentences. If necessary, help them out. Tell them to complete the sentences with the words in the box.

Answer Key

1. speak
2. available
3. leave
4. contact
5. have

Useful Expressions

Go over ˝Useful Expressions˝ box. It is very important for students to learn colloquial English on the phone. Read and tell students how to request someone on the phone or leave a message for someone. Then tell them what we should say if we have difficulty in communication.

9 EVERYDAY ENGLISH

The aim of the activity is to teach them how to order a meal at a restaurant.

a ***Answer the following questions.***

Draw students' attention to the picture. Ask students to describe the picture.

Possible Answer

1. They are in a restaurant. They are ordering a meal. The waitress is waiting for their order and giving them information about the menu.
2. I'd like to eat steak and chips as the main dish. I'd like to eat künefe as dessert.

b ***Read the dialogue and do Exercises c and d.***

Give students time to read the dialogue. Then tell them to answer the questions.

Useful Expressions

Go over ˝Useful Expressions˝ box. Read the expressions with students. Students learn how a customer orders a meal and how a waiter or waitress asks and answers questions.

c **Answer *the questions about the dialogue.***

Allow students time to answer the questions. Then check with class.

Answer Key

1. She orders lentil soup as a starter and steak and chips as the main course.

2. She wants her steak medium cooked.

3. He orders künefe as dessert.

4. He wants to drink fruit juice.

d ***Complete the dialogue with your own words.***

Students are expected to complete the dialogue with their own words. Tell them to complete the dialogue. Elicit students' answers.

Possible Answer

Waiter: Can I [1]**help** you?

Customer: I'd like to the order [2]**fish and salad**

Waiter: Sure. Here you are. Anything [3]**to drink**?

Customer: A large [4]**soda.**

Waiter: Here [5]**it is.**

Customer: How much [6]**is it?**

Waiter: That's [7]**35 TL.**

10 SPEAKING

Role Play: Write your own menu. Choose your own food or drink. Make a dialogue. Then act it out.

The aim of the activity is to be able to take part in a role play in a restaurant to order a meal. Explain the task. Encourage students to act their dialogues out. Two students act out the dialogue in class. One of them is a customer. The other one is a waiter or waitress. Ask them to use the words that they have learned in the given dialogue and the "Useful Expressions" box.

READING & WRITING

1 READING

a ***Belda, Tom and Luis live in the same town, but study at different universities in Ireland. They come together at a graduation party organization in their town. Read their personal information and future plans and do Exercises b and c.***

Allow students time to read the text. Then tell them to do exercises about the text.

b ***Read the definitions below and match the highlighted words in the text.***

The aim of the activity is to expand students' vocabulary. Tell them to match the highlighted words with the right definitions.

Answer Key 1. qualifications, **2.** tip, **3.** salary

c **Answer *the questions about the text.***

In this exercise, students will be able to get an idea of the content of simpler written material. Allow students time to answer the questions in detail. Elicit students' answers .

Answer Key

1. She is going to be a preschool teacher.

2. She is going to work as a babysitter.

3. He is going to have his own restaurant.

4. I need to have cooperation, teamwork, and responsibility.

5. He is interested in technology and creating websites for customers.

6. Yes, they do.

2 WRITING

Imagine that you are talking to your friends about your future plans at the graduation ceremony. Write a short paragraph between 80-100 words about your future plans.

Tell students to write a short paragraph about what they are going to be in the future. Their paragraph should include why they like that profession . Ask students to read their paragraphs out loud.

Students' own answers.

9 WORKBOOK ANSWER KEY

9 A ORGANIZING PARTIES AND CELEBRATIONS

1 ***Write the names of the objects you see under each picture.***

1. cake
2. candle
3. beverages
4. cup cake
5. confetti
6. fireworks
7. party hats
8. dried fruit

2 ***Match the words with their meanings.***

1. f, **2.** e, **3.** d, **4.** g, **5.** b, **6.** c, **7.** a

3 ***Complete the dialogue with the sentences given below.***

1. b, **2.** a, **3.** c, **4.** d

4 ***Write suggestions given in the dialogue above.***

1. Let's go skate boarding.
2. What about going bowling?
3. Shall we meet in front of the Café Skylight?

5 ***Write the sentences under the correct category.***

Suggestions	Accepting	Refusing
Perhaps you could join us.	Great. I like the idea.	I'm sorry, I can't.
Let's throw a party.	That's very kind of you.	No, thanks.
Why don't we buy some hamburgers?	That sounds nice.	
Shall we go on a picnic?	Yes, OK.	
Would you like to join us?	I'd love to.	

6 ***Do the crossword puzzle about party types by reading the clues given below.***

Across
1. Farewell
6. Barbecue
7. Baby shower
9. Fundraising
10. Fancy dress

Down
2. Wedding anniversary
3. Birthday
4. Garden
5. Graduation
8. Housewarming

7 ***Put the words in the correct order to make sentences about Lily's arrangements for the weekend. Use present continuous tense for future arrangement.***

2. She is going to the cinema with Paul on Sunday evening.
3. She is making invitation lists for the party.
4. She is visiting her grandparents with her brother on Sunday morning.
5. She is doing homework on Saturday evening.

8 ***Fiil in the blanks with the words in the list below. Use correct form of the verbs.***

1. skiing
2. going
3. meeting
4. train station
5. taking
6. ski gloves
7. staying
8. learn
9. happy

9 ***Complete the sentences with ˝present continuous for future arrangements˝.***

1. are moving
2. Are you hanging
3. is meeting
4. is organizing
5. is coming
6. are they having
7. Are they throwing
8. aren't going

10 ***Write about Carol's holiday plan. Make sentences using the words below. You can add more sentences.***

Possible Answer

I'm going to go to Italy for two weeks in June. I'm going to go there by plane. I'm going to stay in Milano for three years. I'm going to visit Duomo Cathedral there. It is a very magnificent building. Then I'm going to go to Rome. I'm going to stay there for seven days. It is famous for ice cream, so I'm going to eat ice cream in Rome. I'm going to see famous Travi Fountain. I'm going to throw coins and make a wish there. Then I'm going to visit the Colosseum. It's a very important historical building. I'm going to stay in Venice for five days. I'm going to take gondola ride there. Then I'm going to join Venice Carnival. It will be a very enjoyable holiday. I'm very excited about it.

11 ***Read the dialogue and answer the questions given below.***

1. She thinks there is going to be a lot of mess in her house.
2. They are going to offer roast beef and baked potatoes, some snacks, and some drinks.
3. Yes, they are.
4. She is going to prepare the shopping list. She is going to cook the meal. She is going to set the music playlist.
5. Mr. Simpson likes simple decorations.

12 ***You are organizing a New Year's Day party. Write an invitation to your friends.***

Possible answer

Hello, David
We are planning to throw a party with all friends for the arrival of New Year. You will have great fun. Do you want to join us?
Time/ Date: 31st December at 8 o'clock.
Place: Joe's
Sue
Love

9 B TRADITIONAL CEREMONIES AND FESTIVALS

1 ***Read the dialogue and do Exercises a and b.***

a ***Complete the missing parts of the dialogue with the sentences below.***

a. 4, b. 1, c. 3, d. 2

b ***Fill in the blanks with the quantities from the text.***

a. some dried grapes, apricots, and figs
b. a little rice
c. only a few pomegranates and oranges
d. half a kilo of beans and chickpeas
e. a kilo of sugar

2 ***Complete the sentences using 'a lot of, a little, a few, few'.***

1. a lot of, 2. few, **3.** a few, **4.** a lot of, **5.** little, **6.** a little

3 ***Complete the sentences using 'much, many, a lot of'.***

1. much, 2. many, **3.** a lot of, **4.** much, **5.** many, **6.** much

4 ***Circle the correct one.***

1. any, 2. some, **3.** any, **4.** much, **5.** many

5 ***Look at the pictures and do the exercises below.***

a ***Write questions and answers for Lucy and Defne's next week's plans. Use ' be going to' in your sentences.***

1. Lucy/ go parasailing?
Is Lucy going to go parasailing?
No, she isn't.
2. Is Defne going to see Cappadocia?
Yes, she is.
3. Is Lucy going to play tennis?
Yes, she is.
4. Is Defne going to do her homework?
No, she isn't.

b ***Write sentences about what Lucy and Defne are going to or not going to do next week.***

Possible answers

1. Defne is going to have lunch by Mogan Lake.
2. Lucy is going to play tennis.
3. Defne isn't going to do homework.
4. Defne is going to go parasailing.
5. Lucy isn't going to see Cappadocia.

6 ***Read the dialogue between Safiye and Sonia. and do the Exercises a and b.***

a ***What are they mainly talking about?***

They are mainly talking about Manisa Mesir Paste Festival.

b ***Answer the questions about the dialogue.***

1. She is going to join traditional mesir paste festival.
2. People use forty one different types of herbs and spices to make it.
3. Sultan the Magnificent's mother Ayşe Hafıza Sultan was very ill.
4. She wanted to distribute paste to people every year.

7 ***Complete the sentences with 'going to' and the verbs. One is extra.***

1. I'm going to answer
2. Tom **is going to spend**
3. I'm going to sell
4. My brother **is going to surf**
(work is extra)

8 ***Read the text and do the exercises below.***

a ***Match highlighted words in the text with the definitions below.***

1. dragon
2. lantern
3. parade
4. annual
5. firecrackers

b ***Answer the questions about the text.***

1. The festival starts the day before the New Year.
2. No, it doesn't.
3. It means a wish to leave old things behind and welcome the New Year.
4. Their celebrations last for fifteen days.
5. Red is more common in New Year because it symbolizes joy and good fortune.

9 ***Write a traditional festival you know in Turkey or in the world.***

Students' own answers.

9 C PLANNING FOR GATHERING

1 ***Match the pictures with the people's future plans in the speech bubbles.***

First picture: 4
Second picture: 5
Third picture: 1
Fourth picture: 2
Fifth picture: 3

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

1. Robert and his friends are going to go to Fethiye.
2. They are going to go paragliding, swim, and go trekking in nature.
3. She recommends him to visit Butterfly Valley.

3 ***Answer the following questions.***

1. graduation party
2. farewell party

4 ***Complete the dialogue with the sentences below.***

1. Could I speak to Rose Thompson?
2. Could you hold the line?
3. The line is still engaged.
4. Can you ask her to give me a call?
5. Yes, she does.

5 ***Put the sentences into correct order.***

3 **Alice**: Alice Summer is calling.

4 **Mark:** I'm sorry, I didn't hear your name. Could you speak up?

2 **Mark**: Of course. Who is calling?

6 **Mark:** OK! Mrs. Summer. I'll put you through.

1 **Alice:** Hi! I would like to speak to John Green.

5 **Alice:** Alice Summer

6 ***Read the dialogue below and answer the questions.***

1. Simon is talking to a waitress.
2. Its name is Twilight Restaurant.
3. Because he wants to reserve a table.
4. He wants to reserve a table for 7 p.m.
5. He reserves the table for three people.

7 ***Fill in the blanks with the words given below.***

1. available, **2.** concert, **3.** join, **4.** fine

8 ***Read the dialogue below and look at the menu. Then answer the following questions.***

1. Simon orders salmon.
2. Sally wants to eat seafood pasta.
3. Sally orders tomato soup as a starter.
4. Yes, she does.
5. Lily wants to drink orange juice.
6. It is 71€.

9 ***Complete the conversation with the words below.***

1. seat
2. menu
3. here
4. eat
5. fish and chips
6. drink
7. orange juice
8. much
9. 22 €
10. credit

UNIT NOTES

10 A WHAT'S ON TV TONIGHT?

Overview

Vocabulary: words related to television
Listening: finding out the main idea of a TV broadcast; following the main points of extended discussion; distinguishing the purpose of the television programmes such as educating; entertaining
Speaking: analysing media messages; agreeing and disagreeing with others; talking about TV programmes
Reading: reading a text about television; finding out topic, topic sentences and supporting details in a text; recognizing the highest frequency vocabulary including several cognates in a text
Writing: preparing a TV schedule; listing pros and cons of television
Grammar: simple future tense, present continuous for future (fixed arrangements) and be going to

LEAD IN

Answer the following questions.

Tell students to answer the questions to understand how much they are fond of watching TV or not. Draw their attention to the phrase "couch potato". Have them talk about the meaning of the phrase. Ask them what a couch potato generally does. Tell them your favourite TV programmes and your reasons, then have them tell theirs.

Students' own answers.

Possible answers

1. I watch 2 hours. It's not too much, so I don't think that I'm a coach potato.
2. I watched a competition.
3. My favourite TV programme is ... I like it because it makes me laugh.
4. I hate soap operas because they're generally depressing.
5. No, I don't. I'm very shy to do that.

LISTENING & SPEAKING

1 VOCABULARY

a Match the different types of TV programmes with the definitions. One is extra.

Tell students to read the definitions and match with the correct TV programme.

Answer Key

1. Documentary
2. Sitcom
3. Sports
4. Cartoon
5. Makeover
6. Cookery
7. News
8. DIY
9. Soap Opera
10. Game Shows
11. Music
12. Travel
Extra: Talk Show

b Look at the pictures below and write the types of television programmes they represent.

Ask students to describe the photos, then write the type of the programmes.

Answer Key

1. Documentary
2. Cartoon
3. Sports
4. Commercial
5. News
6. Cookery
7. Talk show

2 LISTENING

a Listen to the part of a TV programme that a mother and her daughter are watching. What type of programme are they watching?

Audio Script	Track 1

Mom: What's on TV tonight?
Angela: "Do it now." My favourite. Today, Maylo and his daughter will make a robot.
Mom: It sounds very enjoyable but hard.
Angela: Yes, we will see. I will try to do it with them.
Mom: How nice. I'm sure you can. Do you have the things you need?
Angela: Yes, mom. Hush! Hush! I don't want to miss it.
A part from an episode of a DIY programme.
Maylo: Are you ready, Isabel?
Isabel: For sure! I'm very excited. What are doing today, daddy?
Maylo: Look at the materials on the table and guess what?

Isabel: Hımm. Two AA batteries, a toy motor with wires, an electrical tape, two buttons, glue gun, a toilet paper roll and some crayons. Are we doing a kind of a robot?

Maylo: Bingo!

Isabel: It must be very difficult. We can't do it with these materials at home.

Maylo: Don't worry, honey. We can do it. You'll see. Let's start with the battery pack. Attach it to motor. I mean attach the red wire to red wire, blue to black.

Isabel: Ok, dad. Give me some time. Red to red and blue to black. That's all right.

Maylo: Look, the shaft of the motor looks like a needle. Now, slide the shaft through a hole in the button and fix with some glue.

Isabel: Am I doing it right?

Maylo: Yes, perfect. Trust yourself. It's time to paint the toilet paper roll. It'll be the body of our robot.

Isabel: Yes, it is almost done.

Maylo: What a lovely pink it is! Finally, glue the motor and battery pack to body.

Isabel: I can't believe! I've built a robot. It's very easy. Does it work?

Maylo: Let's see. Turn it on.

Isabel: Done! I can do whatever I want if I try enough. Thanks, dad. You're a great teacher.

Tell students that they are going to listen to a part from a TV programme. Tell them that while listening, they are going to guess the type of the programme and take notes about what is happening.

Answer Key

They're watching a DIY programme.

b ***Listen again and order the events you hear.***

Tell students to order the events they hear. Then, play the recording again. Allow students time to check their answers one more time. Check their answers.

Answer Key

1. d, **2.** f, **3.** a, **4.** c, **5.** e, **6.** b

c ***Write the main idea of the TV programme.***

Explain the task to students. Make sure that they know how to find the main idea of a text or recording. Tell them that a main idea summarizes the overall idea of a text they read or recording they hear. Allow them to discuss their answers in class. Give feedback.

Students' own answers.

Possible Answer

If you trust yourself and try enough, you can manage everything.

3 DISCUSSION TIME

a ***Work in groups. Discuss the answers of the questions below. Listen to your friends carefully and tell if you agree or disagree with them. Take note of the ideas you come up with.***

Tell students to read all of the questions first. Allow them time to take notes for their answers. Remind them that they are going to listen to their friends' opinions who are in their groups and they are going to respond them to show whether they agree or disagree with them.

Students' own answers.

b ***Share your ideas you have in common with the other groups.***

Tell students to write down the ideas they have in common in the groups. Tell them to choose one or two of their ideas to share orally with the other groups.

4 SPEAKING

Make a survey in your school.

Tell students that they are going to write 5 questions about people's preferences on TV programmes in the class. They are going to ask these questions to 3 people and share the answers in class the next day. Tell them to get short answers as much as possible so as to share in class more easily.

Students' own answers.

READING & WRITING

1 READING

a ***Read the text and do the Exercises b, c, d, and e.***

Direct students' attention to the text. Allow them time to look at the title of the text and the picture and have them talk about the title. Ask them who the people that mentioned in the title might be as "we". Tell them to think about the topic of the text while reading.

b ***Decide whether the sentences below are true (T) or false (F).***

Tell students to read the sentences carefully and decide if they are true or false.

Answer Key

1. True
2. False
3. True
4. True
5. False
6. False

c ***Answer the questions about the text.***

Have students read the text again in detail to answer the questions. Check their answers.

Answer Key

1. Because there was only one television channel and it was using basic equipments.
2. They focus on serious topics such as science, politics, and history.
3. Broadcasters think that people watch what they want.

CHECK THIS OUT!

Remind students what topic and topic sentences are. Read out the explanation of supporting sentences in the box. Allow students time to read the topic, topic sentence, and supporting sentences of the example paragraph.

d ***Read the first paragraph of the text in 1a again. Write the topic and the topic sentence. Underline supporting details in the paragraph.***

Tell them to find out the topic and topic sentence of the first paragraph of the text. Have them underline the supporting sentences in the text.

Answer Key

Topic: Television in the past
Topic sentence: Television has had an important role in our lives for nearly 50 years.

e ***Read the text again. Write the words used with the same or similar meaning, spelling and pronunciation in Turkish.***

Answer Key

1st paragraph – television, role, channel, radio, programme, football, match, film, music, show.
2nd paragraph – politics
3rd paragraph – message
5th paragraph – popular
6th paragraph – type, control

f ***Write 5 more English words used with the same or similar meaning and spelling in Turkish.***

Tell students to think of the words that have the same or similar meanings and spellings in Turkish. Give feedback. Ask them to make a list of these words.

Students' own answers.

Possible answers

1. Sports
2. Volleyball
3. Basketball
4. Goal
5. Tour

2 ***Listen and write the type and function of the programme (educational informative, children's, or entertainment). Fill in the related column in the table below.***

Tell students that they are going to listen to the parts of 8 different TV programmes. Ask them to write the type and functions of the programmes. Remind them that there could be more than one function of a programme.

Audio Script **Track 2**

1. Would you like to repair your roof by yourself? Then watch this episode carefully. All we need are new bricks and a long rope. If you're ready, it's time to start.

2. Today we're going to learn a new song. It's about stars and the sun. Who wants to sing with me?

3. Do you like playing football? If so, the next game is for you. Who will kick the ball? Husbands or wives?

4. Reptiles are cold-blooded. Their skins are generally hard and dry. There are many types of reptiles. Snakes, lizards and turtles are the well-known ones.

5. The captain of Bayern Munich will leave the team at the end of the season. We wonder about what team he will be transferred to and how much he will get.

6. The next stop is Toronto, Canada. Spring is the best time to visit here. You can discover the city on foot. Summer in Toronto is festival time.

7. Now we're going to listen to Colarado's new single. It's a nice harmony of string and wind instruments.

8. Say goodbye to your ex-style. Are you ready for the makeover? Let's start with your hair. You look 10 ages older than you are with this hair colour.

Answer Key

Listening	Function	Type
1	informative, entertainment	DIY
2	children's	children's
3	entertainment	game show
4	informative	documentary
5	Informative, entertainment	sports
6	Informative, entertainment	travel
7	entertainment	music
8	entertainment	makeover

3 SPEAKING

Tell the types of the programmes shown in the pictures below. Talk about what the messages of the programmes are.

Refer to the sentences which mention programme messages in the text. Have students read out the examples of the messages. Ask them to say the type of the programmes in the pictures. Allow them to share their ideas with their reasons.

Answer Key

1. Styling/ Fashion

The message: Students' own answers.

Possible answers

Be more fashionable. Buy clothes.

2. Shopping/ Commercial

The message: Students' own answers.

Possible answers

Buy new things. Spend money

3. Commercial

The message: Students' own answers.

Possible answers

It's on sale. Buy more.

4. Sports

The message: Students' own answers.

Possible answers

Doing sports is fun.

4 *Discuss the importance of TV programmes in our lives.*

a ***Think of the aspects in the table below and write your notes in the boxes.***

Have students give some examples of each programme in the boxes. Tell students to think of the advantages and disadvantages of the programmes.

Students' own answers.

Possible answers

Programme type	Target audience (man/ woman/ children)	Target age	Pros	Cons
News	Man/ woman	Over 18	They are informative.	Bad news can be disturbing.
Fashion shows	Woman	Over 16	They are enjoyable.	People want to buy whatever they see on the shows.
DIY shows	Man/ woman	All ages	They help people learn how to do something.	They can cause home accidents.
Sports programmes	Man	All ages	They encourage people to do sports.	People can spend lots of time.
Cartoons	Children	Under 16	They entertain children.	Children can learn violence.

b ***Use your notes above and share your thoughts about the TV programmes. Do you think the programmes are based on broadcaster's preference or audience's preferences?***

Have students discuss their opinions in class by using their notes.

Students' own answers.

5 ***Read the dialogues below. Look at the verb forms in bold in the dialogues and answer the questions.***

Have students read the dialogues out. Remind them the usage of the forms in bold. Make sure that they know the difference between '*a fixed arrangement*' and '*a plan*'. Ask them to answer the questions. Check the answers.

Answer Key

1. is getting married, am meeting, is having, am seeing

2. am going to finish, are going to look for

6 ***Work in pairs.***

a ***Talk to your friends about your 'fixed arrangements' and 'intentions/ plans' for tomorrow, next week and next year.***

Tell students to work in pairs. Tell students that they are going to make dialogues about their future plans and arrangements. Tell them to use "be going to" and "present continuous tense".

Students' own works

b ***Look at Julia's notes below about the first week of May. Ask and answer questions as in the example.***

Draw students' attention to the changings on Julia's notes. Tell them that Julia has changed her decisions about some activities. Tell them to do the activity as in the example and read out loud in pairs.

Answer Key

1. A: Is Julia going to the library in the morning on Wednesday?
B: No, she isn't. She's going there in the afternoon.

2. A: Is she getting her dress from the tailor before breakfast on Thursday?
B: Yes, she is.

3. A: Is she meeting her school counsellor at 3 pm on Friday?
B: No, she isn't. She's meeting her counsellor at 11 am.

4. A: Is she going to the dance club on Saturday?
B: Yes, she is.

5. A: Is she having breakfast with Maya and Ozan on Sunday?
B: No, she isn't. She is having brunch with them.

6. A: Is she meeting twins at George's?
B: Yes, she is.

7 WRITING

Brainstorming

Make a list of negative and positive effects of watching television on youth and children.

Check if students understand the task. Allow them time to think and write the pros and cons of watching television.

Students' own answers.

Possible answers

Pros	Cons
1. Youth/ Children get information.	**1.** Youth/ Children learn violence.
2. TV programmes could improve imagination.	**2.** Youth/ Children get misinformation.
3. Easy and cheap way to entertain.	**3.** Watching too much causes TV addiction
4. Youth/ Children feel less lonely.	**4.** Youth/ Children could be antisocial.

8 ***If you had a TV channel, how would your schedule be? Answer the questions below.***

Tell students to imagine that they have a TV channel and they could broadcast the programmes they choose whenever they want. However, they should have some criteria to make their schedule. Tell them to think of these criteria and answer the questions.

Students' own answers.

Possible answers

1. Channel Istanbul. I like Istanbul and I will live in Istanbul in the future. It would be a regional channel.

2. In the morning cartoons and educational programmes for children and women. Because they are generally at home in the morning. In the afternoon, programmes that teach them how to manage their budgets could be useful. In the evening family programmes are suitable. TV brings the whole family together. Thus, the programme should address each member of a family.

a ***Prepare your own TV schedule for two days. You can write the programmes you watch or create new programmes. Think of your answers for the questions above while preparing the schedule.***

Tell students to make their own schedule for a week day and a weekend day. Remind them that they should take some aspects into consideration such as target audience, target age, and the functions of the programmes.

Students' own works.

b ***Present your schedule with a slide show or poster in the class. Tell the reasons of your programme choices.***

Tell students to prepare a slide show or poster to present their studies.

Students' own works

10 B FUTURE INVENTIONS

Overview

Vocabulary: words related to innovations and inventions

Listening: listening to a interview of a school science magazine; doing true/ false activity; completing the interview questions; finding out the interruption expressions

Speaking: using expressions related to interruption and responses; talking about future education; talking about future plans.

Reading: reading a text about future inventions

Writing: writing a paragraph of their idea for an invention; writing a letter to future.

Grammar: simple future tense, present continuous for future (fixed arrangements) and be going to

LEAD IN

Answer the following questions.

The aim of this module is to have students talk about the future and use the structures of future tenses. Talk about your plans after the lesson and school. Talk about your near or distant future plans. Tell students that they are going to talk about the future. Ask students to answer the questions.

Students' own answers.

Possible answers

1. I want to go home.
2. I want to go abroad.
3. I want to live in Istanbul in 10 years.
4. Translator glasses
5. New smart phones, robots, and new treatments in medical science.

LISTENING & SPEAKING

1 LISTENING

a ***Listen to the interview of a school science magazine. Tick (✔) the innovations you hear.***

Write on the board: "*There will be house robots*

in the future". "*Students will not go to schools.*" Elicit the use of *future simple.*

Tell students that they're going to listen to an interview about life in the future and tick the innovations they hear. Ask them to look at the pictures and say what the innovations are about.

Audio Script **Track 3**

Interviewer: Hi, we're talking about the life in the future. Do you follow the innovations in science and technology?

Mark: Yes, as much as I can.

Interviewer: What do you think the life in the future will be like in thirty years? For example, what do you think the schools will be like? Will students go to schools?

Mark: I think students will go to schools but only once a week. They should go, because a positive class environment has an important role in learning. Teachers will give projects to do, and subjects to study. The other days students will study at home, they will search on the Net or go out to gather information or necessary materials for their projects. They will interview with experts if necessary. Students will study whenever they want. There won't be certain learning time…

Interviewer: Sorry, I didn't catch that, can you repeat the last point?

Mark: Well, I said there won't be certain learning time; everything in their lives will be learning tools. Two days a week as a whole class, they will exchange information, ask questions, present their studies through video teleconferencing.

Interviewer: Sorry to interrupt again, but what will the teachers' role be?

Mark: Teachers will be ideal leaders and teach the learning techniques.

Interviewer: It sounds nice. Well, how will houses be different?

Mark: In the future, people won't prefer living in the houses with Bosporus, forest or ocean view. Anyway there will be no nature or sightseeing to see in thirty years. People will be happy with artificial reality.

Interviewer: Can I just say something here?

Mark: Go ahead.

Interviewer: I hope, your prediction about the nature won't come true.

Mark: So do I. Well, as I was saying, the houses will have screen wall panels that you can change the view whenever you want.

Interviewer: Well, What will health sector be like?

Mark: Scientists will find out the cures of many diseases and people will benefit from the cures. Technology and science will save lives of people and they will live longer.

Interviewer: Do you think robots will have feelings like people?

Mark: They will have a big role in our lives at homes, at hospitals or at shopping centres. They will help us, maybe they will decide to do something, but that's all. They will never have feelings like us.

Interviewer: Thank you for sharing your thoughts about the future.

Mark: Wait a minute. Which magazine is it?

Answer Key

The innovations mentioned in the interview: 1, 3, 6, 8.

b ***Listen to the interview again. Complete the questions with correct words.***

Play the recording again and draw students' attention to the questions that the interviewer asks. Tell students to fill in the blanks.

Answer Key

1. robots	**4.** different	**7.** future
2. feelings	**5.** innovations	**8.** like
3. How	**6.** science	**9.** health

c ***Put the questions above in the order you hear in the listening.***

Tell students to put the questions in order. Then, have them tell the answers as much as they remember. Check answers as a whole class.

Answer Key

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

d ***According to Mark, which of the following sentences are true (T) or false (F). Correct the false information.***

Ask students to read the sentences and decide whether the sentences are true or false. Encourage them to correct the false ones.

Answer Key

1. False (Students will go once a week.)
2. True
3. False (Students will have projects to do.)
4. False (There won't be certain learning time.)
5. True
6. True
7. True
8. True
9. True
10. False (Robots will not have feelings.)

CHECK THIS OUT!

Tell students that the phrases in the box are the formal ways of interrupting a conversation. Tell them to read the expressions and the example given in the box. Ask them if there is another way to interrupt a conversation.

e ***Read the CHECK THIS OUT! box on page 197, then listen to the interview again. Write the interruption expressions the interviewer used.***

Draw students' attention to the CHECK THIS OUT! box. Let them read it for 2 minutes. Play the recording again to make them find out and write the interrupting expressions used for someone.

Answer Key

1. Sorry, I didn't catch that; can you repeat the last point?
2. Sorry to interrupt again, but…
3. Can I just say something here?

f **Work in pairs. Use the interruption expressions and responses in the CHECK THIS OUT! box and make dialogues about life in future. Use the clues in the parenthesis.**

Tell students to work in pairs. Tell them that one of them will make predictions about life in the future and the other one will interrupt him or her in a polite and formal way. Then, the first speaker will respond to the interruption.

Students' own answers.

Possible answers

A: I think people will not go to cinemas because they'll have huge screens at home.
B: Can I jump in here?
A: No problem.

2 SPEAKING

a ***Which do you think is better: Face to face education or online learning? Tick (✔) your choices. Discuss your answers in the class with your peers.***

Make sure that students have an idea about electronic learning (e-learning). Ask them whether they have ever had education online or seen somebody who has had. Tell them to look at the sentences in the list and decide whether the benefits belong to face-to-face education or e-learning. Encourage them to talk about the reasons.

Students' own answers.

CHECK THIS OUT!

Tell students to read the dialogues in the box. Elicit the use of *future simple*. Tell them that it is used for 'predictions based on what we think or imagine and to express spontaneous promises, offers, and decisions'.

b ***Read the dialogues in the CHECK THIS OUT! box on the left. Then complete the dialogue with "will" or "won't".***

Tell students to complete the dialogue with 'will' or 'won't'.

Answer Key

1. will
2. will
3. will
4. won't
5. will
6. will
7. will
8. will
9. won't
10. will

c ***Work in pairs and discuss the given topics below. You can add more topics.***

Remind students about Mark's opinions about the future. Have them ask for and give opinions about the given topics. Give an example to start the dialogue.

Students' own answers.

Possible answers

1. A: What do you think future houses will be like in the future?
B: I think there won't be walls in houses. Invisible panels will separate the rooms.
2. A: Do you think robots will help people at home in the future?
B: Yes, I think they will cook and serve us.

READING & WRITING

1 READING

a ***Read the text below and match the related pictures with the correct description of inventions in the text. Then write the names of the inventions under the pictures. One picture is extra.***

Have students talk about the title of the text. Ask students what people could do "For a Better World". Then tell them to look at the pictures and ask what they are about. Tell them to skim the text to match the inventions with the pictures.

Answer Key

1. c - portable analyser
2. e - radio wave
3. d - scanning machine
4. b - virtual reality glasses
5. extra
6. a - smart lens

b ***Look at the highlighted words in the text and write them to the related category.***

Draw students' attention to the highlighted words in the text and then the headings; health, science, and global issues. Have students list the highlighted words under the correct heading.

Answer Key

Health	Science	Global Issues
a. malaria **b.** veins **c.** autonomic nervous system **d.** diagnose	**a.** integrated chip **b.** visual cortex **c.** virtual reality	**a.** refugees **b.** glaciers **c.** poverty

c ***Match the words in 1b with the definitions given below.***

Tell students to guess the meaning of the words from the text first. Then, tell them to match the highlighted words with the definitions.

Answer Key

1. diagnose
2. integrated chip
3. refugees
4. virtual reality
5. veins
6. visual cortex
7. glaciers
8. malaria
9. poverty
10. autonomic nervous system

d ***Read the text again and answer the following questions.***

Tell students to scan the text and answer the comprehension questions.

Answer Key

1. smart lens
2. portable analyser, scanning machine
3. smart lens
4. They will watch films or videos through the integrated chip. The lens will have micro mirrors and scan images to transfer to the brain. These mirrors will be a bridge between visual cortex and images.
5. Because of late diagnosis, people die of curable diseases in the world.
6. The scanning machine will scan the whole body in a short time and find the damaged area.
7. The radio wave will reach directly to the autonomic nervous system of people that controls anger and violence.
8. The participants' common wish is that their inventions will be affordable and accessible. Because if they are expensive, people in need will not be able to buy and benefit from them.

e ***Answer the following questions in your own words.***

Allow students time to revise the text and encourage them to answer the questions about the inventions in the text.

Students' own answers.

2 SPEAKING

Work in pairs and discuss your future plans. Ask and answer questions similar to the ones in the example dialogue.

Tell students to think of their future plans. Have them work in pairs and ask and answer the questions about the related topics.

Students' own answers.

Possible answers

A: What will you do after university?
B: I will be a teacher.
A: How much money will you earn?

B: I will earn over 5 thousand Turkish liras.
A: What will you do for orphan children?
B: I will help some children with their education.

3 ***Look at the pictures below.***

a ***Say and write what people in the pictures decide to do at the time of speaking. Use the correct form of the verbs in the box.***

Tell students to complete the dialogues. Encourage them to use the correct verb.

Answer Key

1. will help **2.** will shop **3.** will make **4.** will buy

b ***Work in pairs. Read the situations below and write dialogues as in Exercise a.***

Tell students to work in pairs. Present the task. Have them read the situations and write dialogues by using *simple future*.

Students' own answers.

Possible answers

1. **A:** I'm cold.
   B: I will bring your coat.
2. **A:** I'm late for school.
   B: I'll drive you to school.
3. **A:** I'm tired.
   B: I can help you. I'll do the housework.
4. **A:** You need to sleep. It's late.
   B: I'll study a little bit more.

4 WRITING

'Would you like to have a chance of changing a small thing and making a big difference?'
Write your creative idea for an invention that will make the world more liveable. Write between 50-100 words.

Ask students if they had a chance, what they would invent for a better world. Draw students' attention to the clues to organize their writings.

Students' own works

5 ***Read Yokomo's letter to herself for future.***

a ***Based on Yokomo's letter, fill in the table below with short notes.***

Ask students if they write letters to their future selves. Ask them the function of writing this kind of letters. Have them fill in the table according to the letter.

Answer Key

	her current life	near future	in 3 years	in 5 years	in 10 years
holiday		visit hometown			
school	public school		graduation		
career/	student		university		Computer engineer
hobbies/ Interests	computer programmes and games		Rock band	Climbing, chess, reading books	
family	live with family	visit grandparents			married

b ***Use your notes in the table and write about Yokomo's current life, future goals, and intentions for the future.***

Encourage students to tell the things Yokomo will do in the future as in the example.

Students' own answers.

c ***Write a letter to your future self about your future goals and intentions. Write 230-250 words.***

Have students use the clues to write a letter to their future selves.

Students' own answers.

10 C WEATHER FORECAST

Overview

Vocabulary: words related to weather
Listening: listening to weather conditions
Pronunciation: identifying the minimal pairs in short, and simple spoken interaction
Speaking: talking about weather conditions.
Reading: identifying easily confused words; reading a weather forecast
Writing: writing series of simple phrases and sentences linked with simple connectors such as *and*, *because* or *but*
Grammar: simple future tense, present continuous for future (fixed arrangements) and be going to

LEAD IN

Answer the following questions.

Tell students that they are going to talk about the weather. Tell them what the weather is like today and express your feelings about the weather. Talk about the features of the seasons and then ask students to answer the questions.

Students' own answers.

Possible answers

1. It's hot today.
2. It was windy yesterday.
3. My favourite season is summer because it's hot enough to swim. It's mostly hot and dry in summer.
4. I don't like rainy weather because I feel depressed on rainy days.

LISTENING & SPEAKING

1 VOCABULARY

a ***Match the pictures with the words given in the box.***

Tell students to look at the weather symbols and match with the words. Ask them if they know more words about weather conditions.

Answer Key

1. stormy
2. sunny
3. windy
4. snowy
5. partly cloudy
6. rain with lightening
7. rainy
8. cloudy
9. rain mixed with snow

b ***Match the definitions with the words.***

Ask students to match the definitions with the words about weather. Tell them if they need, they can use a dictionary.

Answer Key

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

2 LISTENING

a ***Listen to two people talking about the weather in Istanbul. Write true (T), false (F) or doesn't say (DS).***

Tell students that they will listen to a conversation between two friends who are talking about the weather in Istanbul. Have students read the sentences before listening. Tell them that they will decide if the sentences are true, false or not mentioned in the recording.

Audio Script **Track 4**

Monica: I have great news.
Brittany: Really! What is it?
Monica: I've got a job offer in Turkey.
Brittany: Unbelievable! Which city? Please say İstanbul.
Monica: Hold your breath! I'll probably be the external relations manager of the biggest catering firm in İstanbul.
Brittany: Hurray! We will live together.
Monica: Not so fast! I haven't decided yet. I'll ask many questions to you about the city and the country before saying yes.
Brittany: Yeah, of course! Ask away.
Monica: First of all, the weather is very important to me, you know. How's the weather over there now?
Brittany: It's mild and the temperature is 20 degree today. The weather forecast says that it is going to be nice and warm in April this year. Moreover, İstanbul is great in this season.
Monica: What is the typical weather of this season?

Brittany: Let me see. Rains are common and nights are cool. However, it's not mostly humid. You'll probably need only a light jacket if you feel chilly. During day time it is about 17-18 degrees.

Monica: Is winter in İstanbul very cold?

Brittany: Sometimes it snows, but it is not extremely cold. Stormy days are not so many.

Monica: Is the summer hot?

Brittany: Oh, yes. It is sometimes boiling hot and humid. Summer showers are also common.

Monica: Does it often rain in autumn?

Brittany: It often rains in September and November. Autumn is windy and cool. Cloudy days are common, but still you can enjoy good weather most of the days.

Monica: Except the summer it sounds nice. I don't feel comfortable in summer because of the temperature.

Brittany: What do you want to learn more about Istanbul?

Monica: What about social life? Do the people…

Answer Key

1. T, **2.** DS, **3.** F, **4.** F, **5.** F, **6.** F, **7.** T

b ***Listen to the dialogue again and complete the sentences with the correct words.***

Play the recording again to have students complete the sentences.

Answer Key

1. How, temperature
2. forecast
3. season
4. Rains, cool
5. snows
6. boiling, humid
7. rain
8. windy

REMEMBER THIS!

Remind students how to ask and answer about the weather.

3 SPEAKING

Say 'what the weather is like' in the cities below. Use at least two words to describe each city.

Tell students to look at the cities in the pictures. Tell them to describe the weather in the cities by use the words in the box. Ask them to using at least two words to describe.

Students' own answers.

Possible answers

e.g. London is rainy and humid.
1. San Francisco is foggy and chilly.
2. Sydney is cloudy and mild.
3. Paris is snowy and freezing cold.
4. İstanbul is sunny and warm.
5. Pisa is stormy and cool.

4 ***Look at the map and the weather symbols.***

a ***Write and say how the weather is in the cities on the map;***

Ask students which country's map it is. Have them talk about the weather in the cities by looking at the symbols.

Answer Key

1. Exmouth is cloudy.
2. Melbourn is rainy.
3. There is a thunderstorm in Sydney.
4. Perth is partly cloudy.
5. Alice Springs is windy.

b ***Compare the weather condition in your country with Australia in winter.***

Have students talk about the weather in their country in winter. Then tell them to compare the weather in their country with the one in Australia.

Students' own answers.

5 PRONUNCIATION

a Listen and repeat the words in the box. Pay attention to the difference between the pronunciations of the words.

Have students listen to the pronunciation of the words in the box. Tell them to pay attention to the difference between the pronunciations of the words.

Audio Script **Track 5**

/æ/	/ʌ/	/æ/	/ʌ/
cap	cup	cat	cut
hat	hut	Sam	some
track	truck	chat	chart
match	much	can	can't
ankle	uncle	ran	run
fan	fun		

b ***Listen to the dialogues. Circle the word you hear.***

Tell students to listen to the pronunciations carefully and find out which word is used in the sentences.

Audio Script	Track 6

1. A: What will Tim buy for her as a present?
B: He wants to buy a hat.
2. A: What was the thing on his shoulder?
B: There was a big cat on his his shoulder.
3. A: What's he looking for?
B: He's looking for his cup.
4. A: Which one is your hut?
B: The red one.
5. A: Why were the children so tired yesterday?
B: They ran in the garden all day long.
6. A: Are those caps yours?
B: Yes, they are.

Answer Key
1. hat, **2.** cat, **3.** cup, **4.** hut, **5.** ran, **6.** caps

READING & WRITING

1 READING

a ***Look at the title of the text and the report below. Answer the questions.***

Draw students' attention to the report and ask them to answer the questions.

Answer Key
1. Weather forecasting is predicting what the weather will be like at a certain time in near future on a given location.
2. Students' own answers.
Possible Answer: I follow the weather forecast once a week.
3. Students' own answers.
Possible Answer: Yes, I do. If it is cold, I take my coat with me or I wear thick clothes.
4. Students' own answers.
5. Possible Answer: Yes, I do. If it is rainy, I can cancel my picnic plans with my friends.

b ***Read the weekly weather forecast report of London and complete the paragraphs with the correct sentences.***

Have students skim the forecast and find the missing sentences. Tell them that the sentences before and after the blanks will help them to find the right one.

Answer Key
1. d, **2.** e, **3.** f, **4.** a, **5.** c, **6.** b

c ***Look at the activities below. Tick (✔) the activities you can do on each day by looking at the weather forecast on page 204.***

Remind students the weather conditions of the week in the text. Tell students to tick the activities they can do in each weather that is mentioned in the weather forecast.

Students' own answers.

d ***Review the table you filled in above. Talk about the reasons for your choices.***

Ask students why the activities they ticked are suitable for those days. Encourage them to tell the reasons as in the example.

Students' own answers.

CHECK THIS OUT!

Tell students that the usage of the verbs "get" and "take" can be confusing. Have students read the examples in the box and give more examples.

2 ***Look at CHECK THIS OUT! box and read the sentences with "get" and "take".***

a ***Find the phrases with "get" and "take" in the forecast in exercise 1b and write them below.***

Tell students to find the phrases with "get" and "take" in the text.

Answer Key
1. take off your jacket
2. getting cold and wet
3. take your umbrella
4. getting higher

b ***Complete the sentences with the correct form of "take" or "get".***

Tell students to fill in the gaps with the correct form of "get" and "take".

Answer Key
1. took/ get
2. take
3. take
4. getting/ get/ take/ get

REMEMBER THIS!

Draw students attention to the REMEMBER THIS! box. Tell students the slight difference between the two future tense forms. Tell them that both can be used for making predictions.

4 ***Linda and Merve are talking about the following week considering the weather forecast. Complete the sentences with "will"***

or "be going to" and the verbs given in the parenthesis.

Tell students that they're going to read a conversation between two friends who are talking about the following week. Tell them to use the correct form of the verbs in parenthesis and complete the conversation.

Answer Key

1. are you going to do
2. is going to be / will
3. are going to have
4. will be
5. are going to play
6. will suggest
7. will like
8. am going to pick up
9. is going to set
10. are going to cook
11. will not have
12. are going to watch
13. will change
14. will stay
15. am going to fly
16. are going to spend/ will

CHECK THIS OUT!

Tell students to look at the sentences in the box. Ask them which ones are used *to ask for an opinion*, *to express agreement* and *to express disagreement*.

5 SPEAKING

Study the CHECK THIS OUT! box on page 206. Then match the statements/ questions below with the replies.

Tell students to match each statement with a reply.

Answer Key

1. F, **2.** B, **3.** E, **4.** A, **5.** C, **6.** D

REMEMBER THIS!

Draw students attention to the box. Talk about how a spontaneous conversation can start.

6 ***Read REMEMBER THIS! box on the left and CHECK THIS OUT! box on page 206. Work in pairs. You are two strangers at a bus stop talking about the weather. Agree/ disagree with your partner and tell your reasons. Use the clues below.***

Tell students to work in pairs. Tell them that they are two strangers at a bus stop talking about the weather. Have them use *agreement and disagreement phrases* in their dialogues. Ask students to use the given clues.

Students' own answers.

Possible answers

Student A: What a nice day, isn't it?
Student B: I'm not so sure about it. It's boiling hot today.
Student A: Do you think that swimming is the best thing now?
Student B: I don't think so. It's dangerous to go out today. I prefer to stay at home and read my book. See you later.
Student A: Ok, see you!

7 WRITING

a Talk about how the weather affects your life. Take notes about what you wear, eat, and do under the weather conditions?

Tell students to look at the weather conditions and write what they wear and do under these conditions.

Students' own answers.

Possible answers

	RAINY	SNOWY	SUNNY	WINDY
Clothing	trenchcoat	boots	T-shirt	trenchcoat
Activity	playing board games	playing snowball	riding a bike	surfing

b Write a paragraph (between 30-50 words) about what you wear and do under each weather condition and whether you like/ dislike those conditions with your reasons. Use your notes above and the connectors such as "and, but" or"because".

Tell students to look at the example and write a paragraph about what they wear and do for each weather condition and whether they like or dislike those conditions with their reasons. Have them use their notes in the table above and the connectors "and", "but" and "because."

Students' own answers.

10 WORKBOOK ANSWER KEY

10 A WHAT'S ON TV TONIGHT?

1 ***Write the type of the programmes under the pictures.***

1. movie
2. news
3. animation/ cartoon
4. music/ dance
5. cookery
6. DIY
7. travel
8. music/ competence
9. sports
10. documentary

2 ***Choose the correct option to fill in the blanks.***

1. a, **2.** c, **3.** a, **4.** b, **5.** b, **6.** a, **7.** c, **8.** a, **9.** b, **10.** c

3 ***a Read the conversation and complete the sentences with the words given below.***

1. broadcast
2. audiences
3. rating
4. purpose
5. classify
6. relieved
7. functions

b Read the dialogue on page 101 again and complete the sentences. Use the clues in the parenthesis.

1. talk show
2. a lot of/ many
3. subtitle
4. famous
5. hospital
6. doctor
7. actor
8. books
9. health
10. three

4 ***Read the text below and write the topic, topic sentences, and supporting details.***

The topic: Effects of television on children
The topic sentence:
Paragraph 1: A lot of children today spend most of their time watching TV.
Paragraph 2: Research also shows that most of the overweight or obese children watch TV for more than 4 hours per day.
The Supporting Details:
Paragraph 1: According to the research studies, watching TV more than 4 hours could cause some mental and physical diseases.
Paragraph 2: What is more, children who watch violent shows are likely to show violence to others. They will probably be an aggressive man or woman in the future.

5 ***Write two of your plans for each day for the following week. Use present continuous tense.***

Students' own answers.

6 ***Read the advertisement for a 3 day break in Paris and complete the telephone conversation of two friends with the correct form of verbs in parenthesis. Use present continuous tense.***

1. are going
2. are leaving
3. are we staying
4. are walking
5. are visiting
6. are having
7. are visiting
8. are leaving

10 B FUTURE INVENTIONS

1 ***Complete the dialogue with the phrases in the box.***

1. e, **2.** a, **3.** f, **4.** c, **5.** d, **6.** b, **7.** g

2 **The New Year's coming. Niki has a list of resolutions to do the following year. Use the prompts and write what she "will/ won't" do next year. Then write your opinions about the subjects below.**

1. a. won't eat unhealthy food.
b. Students' own answers.
2. a. She will learn Spanish.
b. Students' own answers.
3. a. She will travel.
b. Students' own answers.
4. a. She will visit her relatives more.
b. Students' own answers.
5. a. She will do exercise.
b. Students' own answers.
6. a. She won't spend too much.
b. Students' own answers.
7. a. She will study hard.
b. Students' own answers.

3 ***Read the story and do the exercises.***

a ***Put the pictures in the correct order and according to the story above.***

1. f, **2.** b, **3.** d, **4.** c, **5.** g, **6.** a, **7.** e

b ***Answer the following questions about the story.***

1. Because they think that he gives the right decision all the time.

2. They will catch the butterfly and ask the wise man if it is alive or not.

3. They will want the wise man to know whether the butterfly is alive or not.

4. They want to make a fool of the wise man.

5. The wise man predicts the future and says "it's in your hands".

6. Students' own answers.

7. Students' own answers.

4 ***Read the text and do the exercises.***

a ***Fill in the blanks with the sentences below.***

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

b ***Answer the questions about the text above.***

1. She thinks that people don't have much time to cook.

2. It will analyze the immune system and micro biological map of your body. When there is a dangerous microbe, it will warn you.

3. According to David, flying cars will solve the traffic problems of the big cities.

4. It will analyze the composition of the food on your plate. It will show what it contains and people will decide if it is healthy or not.

5. It will provide clean environment and farmlands for the nature and people.

c ***Read the situations below and write sentences.***

Possible Answers

1. I'm sorry. I promise I won't do it again.

2. Be careful! You will fall down.

3. I will have a chicken salad, please.

4. Will you catch the bus?

5. I won't read his books again.

5 ***Read the sentences below and write whether they are 'a prediction', 'a decision' (at the time of speaking) or 'a promise'.***

1. a prediction
2. a prediction
3. a decision
4. a promise
5. a prediction
6. a promise
7. a decision
8. a decision
9. a decision
10. a promise

6 ***Complete the sentences with the words given below.***

1. glacier
2. poverty
3. integrated chip
4. visual cortex
5. diagnosed
6. malaria
7. refugees
8. autonomic nervous system
9. virtual reality
10. veins

10 C WEATHER FORECAST

1 ***Fill in the missing letters to find the words about weather.***

1. sunny
2. windy
3. cloudy
4. rainy
5. cool
6. temperature

2 ***Unscramble the letters to write adjectives and nouns about the weather.***

1. hot
2. snow
3. foggy
4. mild
5. lightening

3 ***Complete the sentences with the correct weather word given below.***

1. freezing
2. storm
3. icy
4. wet
5. sunny
6. snowing

4 ***Write down as many words related to the seasons below as you can.***

Students' own answers.

5 ***Write the adjective form of the nouns below.***

1. stormy
2. rainy
3. cloudy
4. sunny
5. foggy

6 ***a Read the weather report and write the temperature of each day. Then draw the suitable weather icon as in the example.***

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
°C	15	16	17	12	14
icon		windy	clear	cloudy	Heavy rain

b Read the weather report again and decide whether the sentences are true(T) or false (F). Correct the false ones.

1. False (It was cloudy)
2. False (Clouds will cover 100% of the sky on Monday.)
3. True
4. False (There are possible rain showers in the afternoon on Monday.)
5. True
6. True
7. False (It's mainly clear on Wednesday.)
8. False (It will be dry.)
9. True

7 ***Complete the sentences with the correct form of 'get' or 'take'.***

1. getting
2. get
3. take
4. takes
5. take
6. take/ getting

8 ***Complete the dialogues below by using "will/ going to" and the correct form of the verbs in parenthesis.***

A
1. am going to cook
2. Won't you cook
3. will make

B
1. am going to bring
2. is going to bring
3. will bring
4. are you going to do
5. am going to set
6. will call
7. am going to buy
8. is going to buy
9. is the weather going to be/ will be
10. will be
11. Will you take
12. will need
13. will

9 ***Write the weather forecast of your city for 3 days.***

Students' own answers.

10 ***Look at the drawings and write what is going to happen soon.***

1. are going to meet
2. is going to collapse

11 ***Look at the pictures and complete the dialogues by using the correct form of the future tense.***

Tell students to look at the pictures and complete the dialogues with *will/ going* to and a suitable verb.

1. I'm going to cut your hair.
2. He's going to jump into the sea.
3. I'll have a cup of coffee.
4. I will be there in half an hour.
5. I'm going to paint the ceiling.

UNIT NOTES

11 A AT SCHOOL

Overview

Vocabulary: words related to school and school life such as Gym, Science, library, lab, friendship, team sports, Chess Club, etc.

Listening: giving information and understanding school subjects, jobs, giving information and understanding school social clubs

Speaking: asking and answering questions about school facilities, school life, family, free time activities, dos and don'ts at school

Reading: describing regulations in different places

Writing: writing about dos and don'ts at home; writing about necessity of school facilities

Grammar: obligation, prohibition and necessity, unnecessity

LEAD IN (p. 1)

The main theme of this module is school. Students develop the vocabulary and fluency on school life including subjects, facilities, rules, and students' responsibilities at school.

The aim of this part is to get students' attention on the topic school and school life. Ask students to express their likes about school. Some students may have bad memories, so listen to the students carefully, and avoid asking about a lot of details in front of the class. Students give answers and share their opinions.

Students' own answers.

LISTENING & SPEAKING

1 VOCABULARY

a ***Write the school subjects under the pictures.***

Ask students to write the school subjects under the pictures.

Answer Key

1. Chemistry
2. Maths
3. Music
4. Physics
5. Biology
6. History
7. Gym
8. Geography
9. Literature
10. English

b ***What about you? Complete the sentences with school subjects.***

The aim of this activity is to introduce vocabulary related to school. Students complete the sentences in their own words based on their opinions.

Students' own answers.

2 SPEAKING

Answer the following questions.

Ask students where they have their lunch. As a class, discuss the current school lunch. Ask students these questions: How many students use the school lunch? What do the students think of the food? Do some students bring food from home? Are lunches from home more or less healthy than school lunches?

Students' own answers.

3 VOCABULARY

Complete the sentences with the words in the boxes.

Students will be able to develop their vocabulary on school facilities. As a pre-activity, You can display some flashcards or pictures of school to introduce the vocabulary of school facilities.

Answer Key

THE FACILITIES IN MY SCHOOL

1. floors
2. playground
3. court
4. sports hall
5. 40
6. lab
7. room
8. language
9. library
10. canteen

4 LISTENING

a ***Tick (✔) the words you hear while listening to the conversation between the interviewer Philip and the high school student John.***

Draw students' attention to the words in the box. Then while listening they tick the words they hear.

In this activity, students will be able to identify lexis and jargon related to school life, family, and free time activities.

Audio Script	Track 1
Philip is interviewing high school students. Today he is with John. John is sharing about his school experiences, family, and free time activities. Let's listen to them now.	

Philip: Hi, John. First, I'd like to ask you about your school. So, what subjects do you like most?

John: Hi. I think I like **History** because the **fascinating** part to me, is the human factor. We can learn about the **ancient** civilizations. That's very interesting.

Philip: Well, are there any subjects you don't like much?

John: Actually, I dislike Maths, because it's hard for me to understand and so it makes me feel anxious. But really, it's useful in **daily** life.

Philip: All right. How about in the **future**? Do you hope to go to university?

John: Of course. I would like to study about archaelogy because**, archaeologists** play an important role in uncovering the secrets of human history.

Philip: OK, John. And, can you tell me about your family?

John: I have an **ordinary** family; my parents, my little sister and me.

Philip: Do you often argue with your mother or father?

John: Yes, sometimes about my hairstyle.

Philip: What time do you have to be home after school?

John: I go to the gym after school for an hour. So, I must arrive home at five.

Philip: Well, How do you spend your free time?

John: I chat with my friends on the mobile or **hang** out with them in some evenings and I watch **documentaries** on TV.

Philip: That's great. Thank you very much for this nice interview, John.

Answer Key

☐ Biology	☑ daily	☐ discuss
☑ ancient	☐ calculate	☑ History
☐ leisure	☐ average	☑ archaeologists
☑ future	☑ fascinating	☐ brother
☐ year	☑ documentaries	☑ hang

b ***Listen to the conversation again and decide if the statements are true (T) or false (F).***

In this activity, students will be able to evaluate two students' choices on family life, school subjects, and jobs.

Answer Key

1. F, **2.** T, **3.** T, **4.** F, **5.** T, **6.** F, **7.** F

c ***Listen to the conversation again and answer the following questions.***

In this activity students will be able to answer the questions about school life after listening to the audio.

Answer Key

1. Because the human factor fascinates him. (People can learn about the ancient civilizations. That's very interesting for him.)

2. He doesn't like Maths.

3. He would like to study about archaelogy.

5 SPEAKING

Work in pairs. Talk about your school subjects and facilities of your school.

Tell students to work in pairs and ask them interview each other about their school life, their family, and free time activities. Encourage students to come up with model interview questions.

6 *Do the questionnaire. Then share your ideas with your partner.*

In this activity, students choose the best options about school clubs for them and share their ideas with a partner.

Students' own answers.

7 LISTENING

a ***Match the pictures with the school clubs given in the box.***

The aim in this activity is to elicit the social clubs at school.

Answer Key

1. Travel and Tourism Club
2. Culture and Literature Club
3. Sports Club
4. Art Club
5. Chess Club
6. ICT Club
7. Eco Club
8. Philosophy Club

b ***Listen to the students and write which clubs they are in. Choose clubs from the box.***

Tell students to listen to the three students in the audio to find out which school club they are in.

Audio Script	Track 2

1. NORA: My friends always say that I am talented at drawing pictures. I joined the club because I want to develop my artistic skills. In April there is an international art competition and the award is **£** 400!

2. BRIAN: I like travelling and visiting touristic destinations too much. This club gives me some opportunities of travelling away from my home environment and tourism activities in the country. Our school is in Dublin. We are planning a trip to Wexford for two days.

3. SHARON: I'm a real nature lover, so I would like to stop the pollution of the environment. My advice is; please keep our school away from rubbish. Bring your old books, plastic bottles, batteries, and paper for our campaign. We are sending them for recycling.

Answer Key

1. NORA: Art Club, **2.** BRIAN: Travel and Tourism Club, **3.** SHARON: Eco Club

READING & WRITING

1 ***Sandra is a high school student. What do Sandra and her parents have to or don't have to do? Write the prompts in the correct columns.***

Draw students' attention to the 'CHECK THIS OUT!' box. Ask them to read the rules and sample sentences so that they will be able to understand the correct usages of *must* and *have to*. At the end of the lesson students will be able to use the expressions of obligation and unnecessity. Students will be able to study the use of *have to* in affirmative and negative forms. Tell students to write the prompts in the correct columns.

Answer Key

A

SANDRA has to…

1. limit the time spending on computer to one hour

2. ask permission before going anywhere

3. do homework

HER PARENTS have to…

1. go shopping

2. pay the bills

3. go to work

B

SANDRA doesn't have to…

1. pay house rent

2. attend parent meetings at school

3. earn money

HER PARENTS don't have to…

1. obey school rules

2. study for university entrance exam

3. attend school

2 ***Make sentences about your school regulations.***

In this activity, students will be able to use the language of obligation, prohibition, and unnecessity.

They make sentences about their school regulations.

Possible Answers

Students mustn't interrupt other students' learning.

Students mustn't use mobile phones in the classroom.

Students don't have to leave class when the bell rings for break time.

Students don't have to eat and drink in school cafeteria.

Students have to wear a school uniform.

Students have to attend school regularly.

3 SPEAKING

a ***Why do we need school rules? What happens if you break one of the rules?***

b ***Talk about your school rules. Share your ideas with class.***

Students talk about what they have to do or don't have to do at school. Then share and compare their situations with classmates.

4 READING

a ***Read the dialogue between two teenagers Circle the phrases of "necessity", "obligation", and "prohibition".***

In this activity, students will be able to discover phrases about *obligation* and *prohibition* in the text. Tell students to find out the phrases of *obligation* and *prohibition*.

Answer Key

THE WORLD OF TEENAGERS

Robert: Hi Nancy, how's it going? Oh, you look worried. Is everything OK?

Nancy: Not really. I'm a little bit worried about the rules of my new school.

Robert: Me, too. There are so many rules in my school as well. And if you break the rules, you get punishment immediately.

Nancy: I see. Rules are everywhere. What are the rules of your school?

Robert: For example, we can't (prohibition) use mobile phones in school. It is strictly forbidden to use them, especially in classes.

Nancy: It is the same in my school too but I think it is better not to use them in classes because they can be really distracting.

Robert: I totally agree. I can concentrate on classes much better without my mobile. Moreover, we can't (prohibition) hand in our homework after the deadline. Our teachers are really very careful about the deadlines. They always say that we must (necessity) be punctual in order to be successful in real life.

Nancy: It is the same in my school too. Our teachers want us to be organised and punctual, too. I know they are right, but it is sometimes difficult to be on time.

Robert: Moreover my school is very sensitive about hygiene. We have to (obligation) keep the school environment free from litter.

Nancy: I think this rule is also very necessary.

Robert: Hey, we were complaining about the rules a few minutes ago.

Nancy: Yes, they make me feel stressed.

Robert: But we said that they are necessary, didn't we?

Nancy: Yes, we did.

Robert: So what is the problem? I think we must (necessity) accept that the school rules are all for the sake of students. We should stop complaining about them. Can you imagine a school without any rules?

Nancy: Not of course. I know we have to obey (obligation) them for our own sake, but they can sometimes be hard to follow.

b ***Work in pairs. Write a similar dialogue and practice.***

Students write a similar dialogue in pairs and act it out.

5 SPEAKING

What are the other "DOs" and "DON'Ts" at school and at home? Share your ideas with the class.

Encourage students to talk about other *DOs* and *DON'Ts* at school and at home.

6 PRONUNCIATON

a ***Pay attention to falling and rising intonation in asking Wh- questions.***

Draw students' attention to the usages. Tell them to read the questions aloud by practising falling and rising intonation.

b ***Listen and practice three types of falling and rising intonation like in 1, 2, and 3 on the following question.***

Students listen and practice the question sentence by applying falling and rising intonation symbols on the related words.

Audio Script	**Track 3**
When do you visit them ?	

7 VOCABULARY

Match the school subjects with their definitions.

In this activity, students will be able to define the school subjects. Tell students to write the correct school subjects for their definitions.

Answer Key

1. MUSIC, **2.** PHYSICAL EDUCATION,
3. BIOLOGY, **4.** PHYSICS, **5.** GEOGRAPHY,
6. HISTORY, **7.** ART, **8.** CHEMISTRY,
9. MATH

8 WRITING

a ***Write the activities students do in the following facilities in your school.***

In this activity, students will be able to learn the details about school facilities.

Possible Answers

1. library: Students can read or borrow books.

2. ICT lab: Students use computers to learn more about technology.

3. medical service: Students can provide emergency care for illness or injury while at school.

4. gym: It provides students with physical exercise.

5. cafeteria: Students can have food and drinks. They can rest in breaks.

6. counselling service: It helps students and their families for personal/social planning.

7. teachers' department: Students go to teachers' department to ask for help.

b ***Work in groups and prepare wall charts about class/ school rules to display in the classroom.***

The aim of this lesson is to help students remember classroom etiquette and communication skills when participating in lesson activities. They will be able to identify important behaviours that demonstrate respect when working with classmates, family members, and community members. So, you will be able to establish a culture of respect within the classroom.

Optionally, you can prepare a worksheet about school rules. Have students work in small groups to complete the rules worksheet.

11 B EDUCATIONAL RIGHTS AND MANNERS

Overview

Vocabulary: words related to rights to education such as educational materials, compulsory education, basic learning needs, etc, words related to school manners not speaking loudly, interrupting, pointing at, knocking on, etc.

Listening: receiving information and understanding school manners

Speaking: talking about what is happening in a place, in a picture, talking about the importance of rights to education

Reading: recognizing verb patterns in the text

Writing: writing a paragraph about wearing a uniform to school

Grammar: gerund and infinitive

LEAD IN

Answer the following questions.

The aim in this module is to introduce the concepts of manners at school and point out to students good manners and behavioral expectations. Ask students if education in all schools should be compulsary in every part of the world and ask them about educational rights.

Students' own answers.

LISTENING & SPEAKING

1 VOCABULARY

Complete the sentences with the words in the box.

In this activity, students study some words related to rights to education. Tell students to complete the sentences with the words. Encourage students to guess or explain the meaning of any new words.

Answer Key

1. social, **2.** primary, **3.** personality, **4.** human, **5.** guarantee, **6.** great

2

Which prompts listed below are related to the rights to education? Put a tick (✔) them and share your ideas with your partner.

Students will be able to identify the differences between general rights and rights to education.

Answer Key d, e, g, j, k, l

3 LISTENING

Listen to the text about high schools in Japan and write true (T) or false (F) next to the statements.

Students listen for specific information about Japanese high schools. Tell students that they are going to listen to a Japanese high school student. They will write if the statements are True or False.

Audio Script **Track 4**

Japanese Public High schools

My name is Mihoko. I'm a 9th grade student at a Japanese high school. There are many school rules that are common in public schools of every country and students must follow. We have to wear our uniforms at school every day. This includes school shoes, neck ties for girls, and the school symbol on their uniforms. We can not change our natural appearance. For example, dying our hair, wearing make up, wearing colored things or painting our fingernails. We can't wear any kind of jewelry or accessories. For example, necklaces, rings, watches, and earrings etc. Boys mustn't have long hair. We must be home before 9 p.m. Students mustn't have their cell phones out inside the school building. When we must use our phone between classes or after school, we have to use it in the parking place in front of the school gate. All students must be at school by 8:20 am. If we are late a few times, we must come to school early for a week. If a student isn't often at school, his or her parent must call the school to explain it. Every student must join a social club activity.

Answer Key

1. T, **2.** F, **3.** F, **4.** T, **5.** F, **6.** T, **7.** T

4 SPEAKING

Answer the following questions and share your ideas with the class.

Possible Answers

1. Home schooling is to educate children at home instead of sending them to a school.

2. It's the combination of learning grammar rules and acquiring practical language from native speakers by surrounding them.

3. Because skills are different from one person to another. You can see that there are people good at maths and poor at learning a language.

4. When they practice more, they can speak in progress of time. / Listening, speaking, reading, and writing are four different skills. It's the same language, but what you're doing with it is completely different with those four skills.

5. Students' own answers.

5 READING

Read the paragraph below and fill in the blanks with the phrases and sentences given in the box. There is one extra.

In this activity, students will be able to comprehend how a text is structured. Explain that six missing parts of sentences have been removed from the text. Ask them to choose from A-F the one which best fits each gap (1-5). There is one extra which does not fit in any of the gaps.

Answer Key

1. F, **2.** B, **3.** E, **4.** A, **5.** C (The extra one is D)

6 PRONUNCIATION

a ***Listen and repeat the following words to practise the sound /V/: voice, video, very, village, vampire, vase, visa, volume, volunteer, vacuum***

Audio Script	**Track 5a**
voice, video, very, village, vampire, vase, visa, volume, volunteer, vacuum	

b ***Listen and repeat the following words to practise the sound /W/: word, whale, when, waste, weather, which, warm, wind, winter, week, awake***

First, tell students to listen and then repeat the words in exercise ***a*** and ***b*** to practise the sounds /**V**/ and /**W**/.

Audio Script	**Track 5b**
word, whale, when, waste, weather, which, warm, wind, winter, week, awake	

c Listen and write /w/ or /v/ into the spaces.

Students listen and write /*w*/ or /*v*/ in the spaces for each word.

Audio Script	**Track 5c**
narr**o**w, gl**o**ve, **w**est, t**w**ins, fe**w**, **w**orry, **v**erb, wa**v**e, dri**v**e, **v**est	

Answer Key

narr**o**w, gl**o**ve, **w**est, t**w**ins, fe**w**, **w**orry, **v**erb, wa**v**e, dri**v**e, **v**est

7 GAME

While you are watching the video, your teacher will pause at random. Talk about what is happening on the scene.

While students are watching a video which you choose and bring to class, pause at random. The video should be appropriate for the age group of your students. Students talk about what is happening on the scene.

8 *Describe and write what the high school students are doing in the picture below. Then, share your ideas with your partner.*

In this activity, students are going to revise the present continuous tense. Tell students to look at the pictures on school life and write what the students in the pictures are doing. Then, ask them to share their ideas with their partners.

Possible Answers

A The students are raising their hands.

B The coach of the male high school basketball team is talking to the players.

C School rowing team is racing.

D The students are using a microscope in laboratory.

E Students are taking a test in the classroom.

F He is reading a book at the school park.

G Some students are taking selfie in the library.

H Two students are reading books on the bank at school.

I Students are celebrating cap throwing graduation.

9 SPEAKING

Look at the pictures below and talk about what people are doing.

In this activity, students practice the present continuous tense. In addition, they will be able to categorize good and bad manners.

Answer Key

1. She is doing white water rafting.
2. He is eating fast food.
3. He is sending e-mails.
4. They are making fun of their friend.
5. They are planting a tree.
6. He is fishing.
7. They are repairing their bikes.
8. He is doing calculations.
9. They are gossipping about their colleague.

10 *Look at the pictures below again, and say whether these manners are GOOD or BAD by explaining your reasons.*

Draw students' attention to the pictures in activity 9 again. Encourage students to talk about good or bad manners and behaviours of people in the pictures.

Answer Key

1. GOOD Because it's a sportive activity.
2. BAD Because they are unhealthy.
3. GOOD Because it's modern and easy for communication.
4. BAD Because it's not a good behaviour.
5. GOOD Because it's a good activity of environment.
6. GOOD Because it's a sportive activity.
7. GOOD Because it's a sportive activity.
8. GOOD Because it's modern and easy for calculation.
9. BAD Because it's not a good behaviour.

11 SPEAKING

Are the following manners good or bad? Put a (✔) for the "good" and (✗) for the "bad" next to each and talk about your reasons in class.

Answer Key

1✔, 2✗, 3 ✗, 4 ✗, 5 ✔, 6 ✗, 7 ✔, 8 ✔, 9 ✔, 10 ✗, 11 ✗, 12 ✔

READING & WRITING

1 READING

a ***Read the text quickly and choose the best title for the text.***

In this activity, students are going to receive an introduction on the text features and their purposes.

Answer Key b. Fishing

b ***Underline the verb patterns in the text.***

Draw students' attention to the CHECK THIS OUT! box. Ask them to read the rules and sample sentences so that they will be able to understand the correct usages of *gerund* and *infinitive* forms.

This activity presents verb patterns followed by the gerund or infinitive. Ask students to underline the verb patterns in the text.

Answer Key

I love fishing very much. When I was a teenager, I used to go fishing with my father twice a week. We liked walking through the fields and finding a safe place to sit down and cook the fish we caught.

Now I try to go to the rivers once a week. Last month I decided to join a fishing competition. I wanted to try something different and hoped to catch a different kind of fish. I thought it would be better to drive to the place that the competition took place, so a friend and I went by my car. There was a big crowd. My friend suggested looking for a place under a big tree and promised to find a big shade. Soon we camped in an area where the fish loved swimming.

Suddenly my friend jumped into the river, and started to swim. I didn't mind it because I expected him to catch an enormous fish. However, we went back home with a huge Wellington boot in the evening. I loved having this experience, and I recommend doing it to everybody.

2 WRITING

Write eight positive or negative sentences using the phrases in the boxes. Add some words when necessary.

Students will be able to practice verb patterns in this activity.

e.g: My father always promises to buy a new mobile phone for me, but he never does!

Students' own answers.

3 ***Read the following text and fill in the blanks with the words in the boxes.***

In this activity, students are going to read a text on effective time management skills. It helps students learn how to balance their time more effectively.

Answer Key

1. high, **2.** same, **3.** managing, **4.** waste, **5.** balance, **6.** enough, **7.** less, **8.** affect, **9.** flexible

4 ***Complete the sentences below by using verb patterns and, giving true information about your life.***

Students complete the sentences in verb patterns, giving true information about their lives.

Students' own answers

5 WRITING

Write a paragraph between 85 and 100 words by answering the following questions.

Tell students to write a paragraph about wearing a uniform at school. Tell them to form their paragraph by answering the qustions;

Do you have to wear a uniform at your school?

Do you like wearing a uniform?

Do you think school uniform is a good idea? Why/Why not?

11 C LIBERTY AND INDEPENDENCE ARE MY CHARACTER

M. Kemal ATATÜRK

Overview

Vocabulary: words related to National Festivals in Turkey: ceremony, declaration, independence, republic, victory, etc.; words related to national, moral, and cultural values: hospitality, patriotism, honour, loyalty, etc.; words related to education rights: right, responsibility, etc.

Listening: receiving information and understanding Turkish national festivals

Speaking: asking and answering questions about Turkish national festivals, rights to education, school rules, talking about national, moral and cultural values

Reading: reading the description of Turkish national days

Writing: writing a formal letter to the school administration about needs and wishes in school

Grammar: too/ enough, much/ many

LEAD IN

This module includes an overview of the national festivals which aims to present the spirit of unity in society and social values in Turkish culture. Students will be able to describe Turkish national festivals and social values in English. Draw students' attention to the to lead in to answer the questions about Turkish national festivals.

LISTENING & SPEAKING

1 ***Talk about the pictures below. Which special occasion are they illustrating? What are the people doing?***

In this activity, students are going to describe Turkish national festivals they know about.

Possible Answers

A is illustrating cheerful children. They are cheering.

B is about students celebrating Republic Day at school.

C is about high school students marching with flags in streets.

D is about Turkish Naval Academy walking in a parade.

2 LISTENING

a ***Listen to four high school students and write the names of the Turkish national festivals each talk about.***

Students will be able to identify the Turkish national festivals. Tell students to listen to four high school students and write the names of the Turkish national festivals in the blanks.

Audio Script	**Track 6**

STUDENT A

Hi, my name is **Defne**, from Ankara. We are celebrating the festival for the Turkish youth, and remembering Atatürk today. It's the arrival of Atatürk in Samsun and the beginning of the War of Independence. So, as the citizens of Turkish Republic, this day is important for us. In1981, it was also the 100th anniversary of Atatürk's birth. Young Turkish athletes are carrying the national flag from Samsun to Ankara. Please, join us at this meaningful event and learn more about the day and our culture.

STUDENT B

Hi, my name is **Aras**, from Erzurum. Many people are celebrating this festival by attending military parades in the streets. Flags are decorating the shops, public offices, and people's houses on this day. It reminds us the Turkish victory in the Battle of Dumlupınar. It was the final step in Turkish War of Independence.

STUDENT C

Hi, my name is **Elif**, from Edirne. Today's youth tomorrow's future and Turkey is celebrating its children with this happy day in colorful ceremonies and festivals. It's the opening date of the Turkish Grand National Assembly. Mustafa Kemal Atatürk, the founder of the Republic of Turkey, presented this festival to Turkish children. A lot of children are coming from other countries to join us.

STUDENT D

Hi, my name is **Fatih**, from İzmir. We are celebrating one of the national festivals with flags and musical bands. It's the 93th anniversary of the declaration of the Turkish Republic. School children are performing theater, sketches, poetry readings, and traditional Turkish dances.

Answer Key

Student A

May 19, Atatürk Commemoration and Youth & Sports Day

Student B

August 30, Victory Day

Student C

National Sovereignty and Children's Day on April 23

Student D

October 29, Republic Day

b ***Listen again and fill in the blanks with the words in the box.***

In this activity, students will be able to learn the words related to national festivals.

Answer Key

1. Independence, **2.** meaningful, **3.** celebrating, **4.** ceremonies, **5.** declaration

3 ***Talk about a national day that you celebrate in your country each year.***

Students orally describe a Turkish national day they know about and their experiences on one of the celebrations. Students aren't expected to give a lot of details.

4 ***Match the following dates with the events.***

Answer Key

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

5 ***What was the recent national festival which was celebrated in Turkey?***

The aim of this activity is to raise awareness of the dates of national festivals. Depending on the date of this lesson, students are expected to say the appropriate dates.

6 ***Complete the text with "too" or "enough".***

Draw students' attention to the *CHECK THIS OUT!* box. Ask them to read the rules and sample sentences so that they will be able to understand the correct usages of *too* and *enough*.

Students will be able to find out whether something is sufficient or more than needed. Tell students to complete the text with *too* or *enough*.

Answer Key

1. too, **2.** too, **3.** enough, **4.** too, **5.** enough, **6.** enough, **7.** too

7 ***Answer the questions using "too" or "enough".***

Possible Answers

1. Because they are too heavy.

2. Because it was too difficult./ Because it wasn't easy enough./ Because he isn't clever enough.

3. Because I'm not tall enough./ Because I'm too short./ Because the ceiling is too high./ Because the ceiling isn't low enough.

4. Because I'm not rich enough./ Because it is too expensive./ Because it isn't cheap enough.

5. Because he isn't strong enough./ Because it is too heavy./ Because it isn't light enough.

READING & WRITING

1 READING

In this lesson, students will be able to answer reading comprehension questions about their national days. Ask students to read the text carefully and mark the statements as *True* or *False*. Finally, students answer the comprehension questions about the text.

a ***Read, scan the text, and find out how many national holidays are mentioned.***

Answer Key

Four national holidays are mentioned.

b ***Mark the statements as true (T) or false (F).***

Answer Key

1. F, **2.** T, **3.** F, **4.** F, **5.** F

c ***Answer the questions about the text above.***

Answer Key

1. **The National Sovereignty and Children's Day:** It's the establishment date of the Turkish Grand National Assembly.

Republic Day: It's the anniversary of the declaration of the Turkish Republic on October 29, 1923.

19 May Commemoration of Atatürk, Youth and Sports Day: Atatürk arrived in Samsun on May 19, 1919, so it's the starting date of the Turkish War of Independence.

Victory Day: The Turkish War of Independence ended with the victory of Turkish Armies in the Battle of Dumlupınar on August 26-30, 1922.

2. Turkish school children take seats in the Parliament for the day and symbolically govern the country.

3. They take the flag to the Turkish president.

4. The Battle of Dumlupınar ended the Turkish Independent War.

2 *"A good classmate..." Choose the words and phrases in the box to write in the correct column.*

This activity aims to cover words related good and bad manners. Students will find out how to identify what a good friend and a bad friend does. Tell students to choose the words and phrases in the box to write in the correct column.

Answer Key

DOES	DOESN'T
1. shares **2.** tell the truth **3.** use quiet voice **4.** use great manners	**1.** hurt someone **2.** gossip **3.** make fun of people **4.** annoy people

IS	ISN'T
1. kind **2.** responsible **3.** honest **4.** thoughful	**1.** a bully **2.** impatient **3.** rude **4.** mean

3 *Share your choices with your partner and try to add more words or phrases orally.*

Students will be able to identify, talk about, and share what characteristics are important in a friend.

4 *Complete the sentences with "too" or "enough" and the correct adjectives.*

This is an activity to practice *too* and *enough* through a gap fill and then a discussion based on pictures.

Answer Key

1. No, it is **too difficult** to do.
2. because it's **too dark**.
3. because he isn't **hardworking enough** to study.
4. because he is **fast enough** to win.
5. because they aren't **old enough** to read.

5 *Fill in the blanks with the correct words "too", "enough", "too much", "too many".*

Answer Key

1. too many
2. too/ too much
3. enough/ too much
4. enough
5. too
6. too many
7. enough

6 READING

Read the text and answer the questions below.

In this activity students are going to read about the basic Turkish national values. After students read the text, encourage them to answer the questions. Elicit their answers and opinions.

Answer Key

1. They are knowledge about history, morality, religion, language, patriotism, hospitality, respecting elders, and honour.

2. All the social values which are mentioned in the text hold a society together.

3. Students' own answer

4. Because a nation that does not know its history has no future.

5. Possible Answer: Use your native language.

6. Patriotism is the love of one's country.

7 ***Look at the elements of values in the box and put them in the right category.***

Students will practice the important elements of national, moral, and cultural values. Tell students to write the elements in the correct box.

Possible Answers

NATIONAL	MORAL	CULTURAL
1. citizenship **2.** language **3.** knowledge of history **4.** liberty **5.** patriotism	**1.** good manners **2.** honour **3.** justice **4.** respect **5.** loyalty	**1.** neighbourhood **2.** tradition **3.** hospitality **4.** customs **5.** folk-dance

8 ***Talk about the values above considering your own country.***

In this activity, students practice the values considering their own country. Optionally, they can add more values.

9 WRITING

Write a formal and polite letter to the school administration about your needs and wishes. Apply basic capitalization, spelling, and punctuation rules when writing.

Students will be able to develop their problem solving skills and write a polite and formal letter about a school issue that they believe needs to be addressed. By the end of this lesson, students will be able to apply correct spelling, capitalization, and punctuation to written work. Tell students to follow the writing outline.

11 WORKBOOK ANSWER KEY

11 A A PLACE TO STEP BACK

1 ***What do students do in the following lessons? Match school subjects with their definitions.***

C Chemistry,
D Geography,
H Psychology,
B Biology
A Art,
G Literature,
F PE (Physical Education),
E History,

2 ***In your opinion, what are the benefits of school social clubs? Put a tick (✔) next to your choices.***

✔ 1, 3, 6, 7, 8, 9 and 10

3 ***Look at the tables of "DOs" and "DON'Ts". Write true sentences about you and your family.***

Students' own answers.

4 ***Read carefully and circle the correct topic of the text.***

b. A Gap Year

5 ***Imagine you have a free year after high school, what would you do in this period?***

Students' own answers.

6 ***Look at the pictures below and find out where they are in school. Then describe what they are doing.***

Possibble Answers

A ICT lab: The students are studying on computers.

B Gym: The students are exercising.

C Cafeteria: The students are chatting/drinking tea and eating cake.

D In the garden: The girls are taking photos/ selfie.

E Teachers' Department: Teachers are chatting.

F Library: A student is searching for books.

G Classroom: The teacher and the students are having a Math lesson.

7 ***Write the numbers of the following sentences in the related boxes.***

PROHIBITION **1,** NECESSITY **2,**
OBLIGATION **3,** LACK OF NECESSITY **4**

8 ***Fill in the blanks with "must" or "mustn't".***

1. mustn't
2. must
3. must
4. mustn't
5. must
6. mustn't
7. mustn't
8. mustn't

9 ***Fill in the blanks with "mustn't" or "don't/ doesn't have to".***

1. mustn't
2. mustn't
3. don't have to
4. doesn't have to
5. don't have to
6. don't have to
7. mustn't
8. mustn't
9. don't have to
10. mustn't

10 ***Write what people "must" or "mustn't" do in the following places.***

Possibble Answers

1. must obey the hygiene regulations.
2. mustn't drop litters.
3. mustn't make noise.
4. must sit down and keep quiet.

11 B MANNERS AT SCHOOL

1 ***Answer the following questions about the text above.***

1. They must have learning equipment/ materials, recreation, entertainment, and sports facilities.
2. Schools must provide them with necessary tools such as automatic doors, mechanical lifts, or wheelchair ramps in schools.
3. Yes, they do. They face with learning barriers.
4. Schools have this responsibility.
5. Schools can provide services to meet their individual needs.

2 ***Read the following statements and write true (T) or false (F) according to the text.***

1. T
2. F (students with special needs)
3. F (regularly)
4. T
5. T

3 **What is the difference between "a right" and "a responsibility" at school?**

Write A for a right, B for a responsibility.

A (Right): b, d, i, j
B (Responsibility): a, c, e, f, g, h

4 ***Fill in the blanks with the following words.***

1. rich or poor,
2. are,
3. a boy or girl,
4. support,
5. is,
6. live,
7. disability,
8. do

5 ***A good or bad friend? Write GOOD or BAD in the blanks.***

GOOD: 2, 3, 4, 6, 8
BAD: 1, 5, 7, 9, 10

6 ***Choose the right word to form a collocation.***

1. school year
2. private school
3. formal education
4. learning goals
5. head teacher

7 ***Put the words in the correct column.***

Verb + infinitive
1. try **2**. decide **3**. promise **4**. want

Verb + - ing
1. hope **2**. love **3**. suggest **4**. mind

Infinitive (without *to*)
1. let **2**. make **3**. can **4**. must

8 ***Read the questions below and circle the true option for you.***

Students' own answers.

9 ***Complete the sentences using GERUND/ INFINITIVE forms of the verbs in brackets.***

1. going
2. working
3. waiting
4. to go
5. to pass
6. to give
7. rest

10 ***Read the text below quickly and choose which title is the most appropriate for the text.***

b Never Give Up

11 ***Underline the verb patterns in the text.***

Lang-hao decided to study abroad. Firstly, he needed to improve his English so that he could pass the test. Unfortunately, Lang-hao was not very good at English, so he was a bit worried at first. His friend recommended attending an English course. He managed to get a good price for the course because they offered a cheap one. This was good because he could not afford to pay too much. Lang-hao was not good at reading, so he practiced reading a lot. He felt anxious about writing and grammar in English, too. He planned to practice on writing and grammar. By and by, he enjoyed studying English. His teachers offered help to him when he had difficulties. When the exam time arrived, Lang-hao was very excited. His teacher had recommended doing the writing task first, so he finished writing task as the first thing. Next, he did the speaking test. The result was great; he had a 6 over 6!z

12 ***Circle the correct option.***

1. do, **2.** to have, **3.** to repair, **4.** eat, **5.** use

11 C LIBERTY AND INDEPENDENCE ARE MY CHARACTER M. Kemal ATATÜRK

1 ***Complete the quotes with the words below.***

1. world	**4.** victory
2. independence	**5.** save
3. mind	**6.** new

2 ***Answer the following question.***

- The Commemoration of Atatürk, Youth and Sports Day (19th May)
- Republic Day (29th October)
- National Sovereignty and Children's Day (23rd April)
- Victory Day (30th August)

3 ***Match the words with their definitions.***

1. fireworks	**5.** tradition
2. national anthem	**6.** citizenship
3. parade	**7.** liberty
4. speech	**8.** patriot

4 ***Read the sentences/ questions below and choose the correct option.***

1. d, **2.** b, **3.** d, **4.** a

5 ***Prepare a poster describing a festival in your country. And display it in class.***

Students' own answers.

6 ***Fill in the blanks with "too" or "enough".***

1. too	**6.** too
2. enough	**7.** enough
3. enough	**8.** enough
4. too	**9.** enough
5. too	**10.** enough

7 ***Look at the pictures and complete the sentences using "too" or "enough" and the adjectives in paranthesis.***

1. old enough	**5.** rich enough
2. strong enough	**6.** clean enough
3. too wavy	**7.** too hot
4. too difficult	**8.** too dangerous

8 ***Fill in the blanks with "too much" or "too many".***

1. too much	**5.** too much
2. too many	**6.** too many
3. too many	**7.** too much
4. too much	

9 ***Read the following statements and write true (T) or false (F) according to the text.***

1. F, **2.** T, **3.** F, **4.** F, **5.** T, **6.** T, **7.** T, **8.** F

10 ***Use the letters in the boxes to write words about Turkish national festivals.***

1. FESTIVALS	**4.** YOUTH
2. SOVEREIGNTY	**5.** VICTORY
3. REPUBLIC	

11 ***Match the questions in (A) with the answers in (B).***

1. What is the day?
2. What is the date of the celebration of the day?
3. What is the aim?
4. What do people do?
5. What about the public life?
6. What are the symbols of the day?

UNIT NOTES

Overview

Vocabulary: vocabulary related to crime
Listening: general types of crime, matching vocabulary, finding the missing words and guessing ending part of the story
Speaking: asking for detailed information, describing past events, telling a story. acting out a role play in a crime scene and asking and answering detailed questions from the reading text by working in pair, expressing common responses in a dialogue
Reading: reading a short detective story and telling past events to find out what happened in the story
Writing: writing the ending part of an unfinished story, writing an email describing an imaginary crime scene
Grammar: revision of the past simple and past cont. tense, describing past activities

LEAD IN

Answer the following questions.
Let students speak by reading the questions and the pictures in lead in.
Students' own answers.

LISTENING & SPEAKING

1 VOCABULARY

Listen to the conversation between special agent, David Serval and journalist Susan Clark. Then, match the words with the definitions.

Draw students' attention to the vocabulary before listening. Then tell them to listen to the dialogue between Susan and the detective David Serval. Ask them to find the definitions of the vocabulary while listening to recording.

Audio Script **Track 1**

Susan: Hi everybody! I'm Susan Clark. Today, our guest is the detective David Serval. Welcome to the programme, Mr. Serval.
David: Thanks for having me.
Susan: Everybody wonders the lives of detectives. Can you give us some details about your job?
David: Our job is a bit different from the jobs of ordinary people. We discover information about crimes. We also catch the people who commit crimes, I mean criminals, so we don't have a regular job.
Susan: There are also suspects, right?
David: Yes, there are also people who are thought to be guilty of crime so we try to figure out whether they are guilty or not.
Susan: Mr. Serval, when does an act become a crime?
David : Well…When somebody performs an illegal act and breaks the law, that person commits a crime.
Susan: Is there an interesting case you can tell us?
David: Let me think. Oh yes. I remember a case I'll never forget. It was about four years ago.
Mrs. Parker who comes from a very rich family phoned our office. She was upset because a priceless inherited necklace got lost.
Susan: She must have lost her necklace somewhere. Why did she phone you?
David: She suspected her maid of stealing it. She started to work in the mansion a few weeks ago.
Susan: Oh I see.
David: Everywhere was full of her fingerprints in Mrs. Parker's bedroom. Fingerprints are important for finding the criminal.
Susan: Could you explain us the importance of a fingerprint?
David: As you know it is a unique mark left by dirt or oil from someone's finger so it is a clear evidence. At first I also thought she was guilty. However, she was working in that home. Thus, it was not a fact that showed us clearly that she was guilty. When I extended the investigation, there was no evidence to show the maid was guilty.
Susan: What happened then?
David: A few weeks later, Mrs. Parker phoned me. She said "I have good news for you; I found my necklace in my car. Probably, I fell it down by accident. I'm sorry to make you engaged."
Susan: Her maid, Sue was not guilty you mean.
David: Yes, she was innocent.

Answer Key
1. b, **2.** d, **3.** a, **4.** e, **5.** c, **6.** g, **7.** f

2 LISTENING

a ***Listen to the dialogue and find the missing words.*** **(to be heard twice)**

Ask them to listen to the dialogue to find missing words.

b ***Use a name, address and telephone number to act out similar dialogues.***

Tell students to use a name, address and phone number to act out similar dialogues.

Audio Script	**Track 2**
A: Piccadilly Police Station…Do you want me to **help** you? **B:** I'd like to report a **break-in** near Royal Shopping Mall, in my neighbourhood. It looks like a man is **hurt** too. Please come **quickly.** **A:** Would you please give **me** your **address** and telephone number? **B:** Yes of course. It's 10, Apple Road and my telephone number is 30349622. **A:** What's your name? **B:** Sam Lane. **A:** Thank you, Mr Lane. A **police** car is on the way home right away.	

Answer Key

1. help	**4.** quickly	**7.** police car
2. break in	**5.** me	**8.** way
3. hurt	**6.** address	

CHECK THIS OUT!

In **CHECK THIS OUT!** box, there is explanatory information on ˝past simple, past continuous tense, when, while, just as, long action˝ and ˝short action˝. Let student read and study the box.

3 READING

In this part, aim is to make students write the correct forms of the vocabulary for the blanks according to the whole passage. After listening, they will be able to check their own answers. Then, let students guess and tell the last part of the story and make them write the end of the story.

a ***Read the text and fill in the blanks with the correct forms of the verbs.***

Students will be able to write past forms of the verbs, guess end of the story and write an appropriate ending for the unfinished story they read.

b ***Listen and check Part 1.***

◆ After filling in the blanks, make the students listen to the following text **without ending** twice to check their answers.

Audio Script **Get out of my sight!**	**Track 3** **(to be listened twice)**
Mrs Laurent was in the bank. At that moment three bank robbers entered the building. Mrs Laurent was so frightened that she ran out of the building very fast and returned to her car. There were three young men in her car. They were in the act of driving away. She was shocked. At once she drew her toy handgun and began to scream 'Don't force me to use my gun! Get out of my sight, go away, go away, get out of the car!' Just as she was screaming, they got out and ran as if they saw a prehistoric monster. The lady got into the car. While she was driving, she discovered that it wasn't her car because there were masks, two rifles, and two pistols in the car. In a short time she found her own car. She parked it farther down when she came for the bank. She ran into her own car. While she was driving to the police station, she was very tired and she didn't know what to say. When she told the story at the police station, detectives couldn't stop giggling. **Then...**	

Answer Key

1. entered	**13.** discovered
2. was	**14.** wasn't
3. ran	**15.** were
4. returned	**16.** found
5. were	**17.** parked
6. was	**18.** came
7. drew	**19.** ran
8. began	**20.** was driving
9. was screaming	**21.** was
10. got	**22.** didn't know
11. got	**23.** told
12. was driving	

c **Guess what happened at the end of the story and write an appropriate ending.**

Ask students to write an appropriate ending for the story they read and listened. Have the students read the ending they wrote in the classroom. Let the students listen to the text with its real ending.

In this part aim is to make students understand the topic and what happened in detail by asking and answering the questions as in the example after reading the text.

d ***Listen to the end of the story in Part 2***

Let students listen to the end of the story and compare to their own ending part.

Audio Script	**Track 4**
Get out of my sight!	**(to be listened twice)**

Mrs Laurent was in the bank. At that moment three bank robbers entered the building. Mrs Laurent was so frightened that she ran out of the building very fast and returned to her car.

There were three young men in her car. They were in the act of driving away. She was shocked. At once she drew her toy handgun and began to scream 'Don't force me to use my gun! Get out of my sight, go away, go away, get out of the car!' Just as she was screaming, they got out and ran as if they saw a prehistoric monster. The lady got into the car. While she was driving, she discovered that it wasn't her car, because there were masks, two rifles and two pistols in the car. In a short time she found her own car. She parked it farther down when she came for the bank. She ran into her own car. While she was driving to the police station, she was very tired and she didn't know what to say. When she told the story at the police station, detectives couldn't stop giggling. **Then, *(ending part)* one of the detectives pointed to the men in the corner. They were making a complaint to the the police about a car thief who was a crazy old woman with a big handgun. Bank robbers? They immediately escaped from the bank on foot after screaming of Mrs Laurent.**

e ***Answer the questions according to what happened to Mrs. Laurent***

Encourage students to answer the questions after reading the text.

Answer Key

1. Three bank robbers entered the bank.

2. Because they thought that the handgun was a real one and she was going to shoot them.

3. She discovered that the car didn't belong to her because there were masks, two rifles, and two pistols in the car.

f ***Work in pairs. Prepare two questions about the text to ask your friend.***

In this activity, have students ask and answer questions to improve speaking.

READING & WRITING

1 READING

Before reading: The following story is adapted from one of Agatha Christie's stories. What do you understand from the title of the story ' The cat among the pigeons'?

Students' own answers.

The cat among the piegons by Agatha Christie

Talk about the story in the classroom. Guide them to discover the events in detail by asking different questions and get them to ask questions to each other about the events happened in the story. Have students guess and discover the murderers before reading the second part. Encourage students to tell a short summary of the first part.

a ***Match the highlighted words with their meanings.***

The aim is practicing new vocabulary.

Answer Key

1. d, **2.** e, **3.** f, **4.** b, **5.** a, **6.** c

b ***Read the story and choose the best answer.***

Answer Key

1. a, **2.** c, **3.** c, **4.** b, **5.** a, **6.** a

c ***Answer the following questions.***

Ask students to answer the comprehension questions by expressing and encourage them to speak fluently and express their own opinions about the events which occured in the story.

Answer Key

1. She loves observing the people around. She is a careful student. She loves paying attention to every detail. Because of this, she has the ability to make good judgments.

2. The cat represents the murderer and the pigeons represent the victims.
3. Her (2nd paragraph): Miss Bulstrode
him (3rd paragraph): Prince Ali Yusuf's own pilot Bob Rawlinson
her (4th paragraph): Jennifer Sutcliffe
he (5th paragraph): Adam Goodman.

d ***Fill in the blanks with the names of characters from the story.***

Ask students to fill in the blanks with the names of characters according to the story.

Answer Key

1. Julia Upjohn
2. Prince Ali Yusuf
3. Mrs. Joan Sutcliffe
4. Adam Goodman
5. Ann Shapland
6. Miss. Chadwick
7. Miss Vansittart

2 LISTENING

Choose the correct responses to the questions given below and listen, check and repeat.

Audio Script	Track 5
1. A: How is it going? **B:** Great! Couldn't be better because the thieves were caught. **2. A:** How are you feeling after the traffic accident? **B:** Really awful. **3. A:** Did you get the job which you wanted? **B:** Unfortunately not. **4. A:** I think the program on precautions to avoid being victim of a crime wasn't informative. **B:** I completely agree.	

Answer Key

1. Great! Couldn't be better!
2. Really awful.
3. Unfortunately not.
4. I completely agree.

3 *Work in pairs.*

a ***Fill in the blanks with the given phrases from the box.***

Answer Key

1. Would you like,
2. What about,
3. Why don't we
4. Sounds OK to me.
5. Would you prefer
6. I'll give you a call.

b ***Prepare a short dialogue as above by using similar phrases and act it out.***

Students' own answers.

4 SPEAKING

a ***Write questions for the answers.***

Have students write questions for the answers. Check with class.

Answer Key

1. Where were you
2. Did you see everything?
3. what did you see?
4. Was he alone?
5. What was he doing?
6. Did you see their faces?
7. Could you come to

b ***Work in pairs. Act out a dialogue. Use different settings and scene to act out similar dialogues.***

Ask students to act out the dialogues students have prepared.

5 WRITING

a ***Read the e-mail quickly and circle the correct options for the questions below.***

Suggested Answer Key

1. a, **2.** b, **3.** b

b ***Read the email again and answer the questions.***

Answer Key

1. Chris Rich
2. A group of friends were bullying her and her friends.
3. Students' own answers.

c ***Imagine you've seen a crime in the classroom, in traffic, etc. Make notes by answering the following questions.***

When was the crime?/ Who did it involve?/ What happened?

d ***Write an email to a friend about the crime scene you took notes on in 5c.***

Students' own answers.

The aim of this exercise is to make students write an e-mail about an imaginary crime scene by using the notes they take in exercise 3a.

12 B CRIME 2

Overview

Vocabulary: vocabulary related to crime
Listening : listening and putting events in the correct order and guessing the conclusion part of the story; listening and answering the questions; while listening, recognizing the crime committed.
Speaking: talking about sequential actions, describing people and places in detail, discussing the questions asked; working in groups to create a story by using the given sentences; telling the story without looking at the book after reading; talking about what happened in the story and setting of the story.
Reading: reading detective stories to find out the setting, what happened in the story, and to ask and answer the questions.
Writing: writing the ending part of an unfinished story.
Grammar: revision of the past simple and past continuous tense, describing past activities.

LEAD IN

Answer the following questions.

This is pre-reading activity to draw students' attention to the topic.

Students' own answer.

LISTENING & SPEAKING

1 VOCABULARY

a ***Match the types of crime with their definitions.***

Answer Key

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

b ***Listen and check.***

Audio Script	Track 6
kidnapping, robbery, arson, assassination, smuggling, murder, mugger, hijacking	

2 *Match the crimes with the headlines.*

Answer Key

1. mugger
2. murder
3. assassination
4. kidnapping
5. smuggling
6. hijacking

Teacher can ask students the verb form and the noun-action form and noun-person form of the words. Teacher writes the given table below on the board or use smart board to project it. Students should write them in their notebook to use when it is necessary.

VERB	NOUN PERSON	NOUN ACTION
rob	robber	robbery
burgle	burglar	burglary
steal	thief	theft
mug	mugger	mugging
arson	arsonist	arson
kidnap	kidnapper	kidnapping
murder	murderer	murder
hijack	hijacker	hijacking
shoplift	shoplifter	shoplifting
vandalise	vandal	vandalism
blackmail	blackmailer	blackmail
terrorise	terrorist	terrorism
traffic drugs	drug trafficker	drug trafficking
joyride	joyrider	joyriding
pick sb's pocket	pickpocket	pickpocketing

3 LISTENING

a ***Listen to the news reports and match each person with the crime described. What crime did they commit?***

Audio Script	Track 7
1. On May 1st, two men Roy Red and Richard Sal broke into Cooper's apartment in London. They stole £7.000 worth electronic goods. **2.** Police caught adam Steen in the border of Oklahoma with little Patty Dutrox and arrested him. He kidnapped little Patty from a kindergarten in Oklahoma a week ago. **3.** Last week, Kevin and Stan, two brothers aged between 14 or 16 were caught up while stealing 50 pockets of coffee and chocolate in the checkout of a well known supermarket.	

4. The witnesses said that two men Alex Dobbs and Jason Gabi were trying to take control of the plane in China, but the passengers beat this two men to death.
5. Film actor Sam Jatala was arrested because of carrying heroin in his suitcases at Rabat-Sale Airport, Morocco. He said that he has no luggage.

Answer Key
1. Roy Red and Richard Sal -robbery
2. Adam Steen- kidnapping
3. Kevin and Stan brothers- shoplifting
4. Alex Dobbs and Jason Gabi- hijacking
5. Sam Jatala- drug trafficking

b ***Listen track 4 again and answer the questions.*** **below**

Answer Key
1. They stole £7.000 worth electronic goods
2. Police caught and arrested Adam Steen because he kidnapped little Patty from a kindergarten in Oklahoma a week ago.
3. They were caught up while stealing 50 pockets of coffee and chocolate in the checkout of a well known supermarket.
4. They were trying to hijack the plane.
5. Because he was carrying heroin in his suitcase.

4 DISCUSSION TIME

a ***Work in groups. Discuss answers to the following questions.***

The aim of the activity is to encourage the students to speak fluently.

Students' own answers.

b ***Work in groups. Create your own story by using the given sentences in a row and taking turns. Finish the story.***

In this part, students will be able to create a meaningful story by uttering several sentences in a row and taking turns.

5 LISTENING

a ***Now listen to Joyrider Jack's story without listening to the ending part and put the sentences in the correct order.***

Students will be able to put the events in the correct order without listening to the end of the story.

Audio Script **Track 8**
(to be listened twice)

Joyrider
That day was Jack's birthday. His mother made preparations. Jack and his two classmates came back from school. They celebrated his 19th birthday with great joy. Now he was a young boy. He should do something different. Jack got his driving license only a few weeks ago. Three teenagers decided to drive His father's car, but how could they take the car? After Jack found the car key, they went into the garage secretly at night. They pushed his father's beautiful red car out of the garage and pushed it down the road.
First, they couldn't start the engine. Then, they did and jumped into the car. They drove away into the night.
In the depth of the night while driving around at high speed, the beautiful red car was moving out of control…

Answer Key
1. j, **2.** h, **3.** c, **4.** k, **5.** e, **6.** f, **7.** d, **8.** b, **9.** i, **10.** a, **11.** g

b ***Guess the end of the Joyrider Jack's story and write a short conclusion paragraph between 60 and 80 words for the story. Then, listen to the story with the ending part and compare its ending with yours.***

(to be listened with ending part)
Students will be able to write the end of an unfinished story.

Audio Script **Track 9**
(to be listened twice)

Joyrider
That day was Jack's birthday. His mother made preparations. Jack and his two classmates came back from the school. They celebrated his 19th birthday with great joy. Now he was a young boy. He should do something different. Three teenagers decided to drive Jack's father's car but how could they take the car? After Jack found the car key, they went into the garage secretly at night. They pushed his father's beautiful red car out of the garage, and pushed it down the road.

First, they couldn't start the engine. Then, they did and jumped into the car. They drove away into the night. It was a lot more fun than anything.
In the depth of the night while driving around at high speed, beautiful red car was moving out of control. **(ending part) Joyrider Jack lost the control in rainy weather. The car slipped sideway and crashed into the back of a truck.**

READING & WRITING

1 READING

a ***Answer the following question.***

Students' own answers.

b ***Now, read Part B of the detective story and find out who the murderer is.***

Answer Key
The murderer is Ann Shapland.

c ***Match the highligted words in the text with their meanings.***

Answer Key
1. h, **2.** d, **3.** e, **4.** f, **5.** c, **6.** b, **7.** a, **8.** g

d ***Read the sentences below and choose the best answer.***

Tell students to read the story and answer the questions. Have them tell the past events while discussing the story.

Answer Key
1. c, **2.** a, **3**. b, **4.** a, **5.** b, **6.** b, **7.** c, **8.** a, **9.** a, **10.** b

e ***Find and circle the words or expressions in the text for crime.***

In this part, students will be able to identify the lexis and jargon related to the topic.

Answer Key
lost life, dead body, suspicious person, commit a crime, blackmail, kidnapped, attacker, shoot, cause death, stab, pass away, guilt

f ***Put the following sentences from "The cat among the piegons" into the correct order.***

The aim of this exercise is that students will be able to put the sentences into correct order according to the timeline of the narrative.

Answer Key I
1. E, **2.** A, **3.** D, **4.** C, **5.** B, **6.** F

Answer Key II
1. B, **2.** C, **3.** A, **4.** E, **5.** D, **6.** F, **7.** G

g ***Fill in the blanks with the words below.***

Tell students to fill in the blanks with the words given below. The aim of the activity is to practise the words that are taught in the text.

Answer Key

1. Setting	**6.** dangerous	**11.** victim
2. new	**7.** death	
3. girls'	**8.** killer	
4. retire	**9.** detective	
5. director	**10.** chain	

2 SPEAKING

a ***Read the story below. Summarize the story in the classroom without looking at the book. Talk about the setting of the story, characters of the story, and what happened in the story.***

In this activity, students will be able to tell a story fluently by describing the people and the place without looking at the book. Students will be able to recognize past events while reading and telling the story. Additionally they will be able to discover the setting and what happened in the story. By telling the story, students will be able to practise their speaking.

Answer Key
The story took place in Californa. The reporter had an interview with Dee Mama Bridgewater. She recorded the interview with Dee Mama Bridgewater over her smartphone. Before she driving back to her motel, she put her belongings on the front seat. She went to the petrol station to fill in the tank. A girl stole her all belongings while she was paying.

b ***Complete the sentences according to the story above.***

Students will be able to complete the sentences after reading the text in detail and talk about the setting of the story and characters of the story.

Answer Key
1. Sue Weeks went to a petrol station because she ran out of petrol.
2. When she was in the petrol station, first she filled the tank.
3. Secondly she took 30 dollars from her purse.
4. Then, she went to kiosk to pay.

3 WRITING

Make a smiliar story. Write the setting of the story and its characters. Then what happened in the story.

The aim of the activity is to have students write the setting of a story with its characters and what happened in the story.

4 *Do the crossword puzzle with the clues given.*

Students will be able to do the crossword puzzle to revise the vocabulary they've learned.

Answer Key

Down:

1. emerald
2. disturb
3. cybercrime
4. glare
5. organized crime

Across:

6. burglary
7. murder
8. innovation
9. issue
10. commit
11. suspicious
12. weapon

12 C IN COURT

Overview

Vocabulary: vocabulary related to justice system

Listening: after listening and repeating, matching vocabulary with the pictures and definitions; while listening, filling in the blanks and answering the questions

Speaking: pronunciation of the sounds /æ/ and/e/; discussing the questions asked; working in groups to create a story by using given sentences; telling the story without looking at the book after reading; talking about what happened in the story and setting of the story; talking about sequential activities; describing people, places and event in pictures in detail

Reading: reading detective stories to find out the setting, what happened in the story, and to ask and answer the questions

Writing: outlining a story, making a plan to write a story

Grammar: filling in timeline with events and dates revision of the past simple and past continuous tense, describing past activities; asking and answering questions

LEAD IN

Answer the following questions.

Students' own answers.

LISTENING & SPEAKING

1 VOCABULARY

a ***Listen and repeat the words.***

Have students listen to the words twice. Tell them to repeat the words in order to learn them correctly.

Audio Script	Track 10
◆ judge ◆ the accused ◆ court reporter ◆ prosecutor ◆ jury ◆ defence lawyer ◆ witness ◆ stenographer	

b ***Match the roles of the people in the list with the pictures.***

Tell students to look at the pictures and match the words with them. If they have difficulty in understanding their meanings, help them out.

Answer Key

a. witness
b. Judge
c. witness
d. jury
e. stenographer
f. prosecutor
g. court reporter
h. defence lawyer
i. accused

c ***Match each word above with the definitions given below.***

Students are expected to expand their vocabulary. Tell them to match the words with their meanings. Allow them time to do the exercise.

Answer Key

1. witness
2. jury
3. judge
4. defence lawyer
5. accused
6. stenographer
7. prosecutor
8. court reporter

2 LISTENING

a ***Listen to the text and fill in the blanks below. Then, read the text.***

Ask students to fill in the blanks while listening to the recording. Check their answers.

Audio Script	Track 11
Ahmet was known for his good behaviours in his neighbourhood.Despite always trying to do useful and good things, one day he damaged a public property accidentally and	

he violated a law.The police arrested him and sent him to the court.The judge reviewed the reports about him and understood that he was a good man.He didn't want to send him to prison.He wanted him to do comminity service such as helping people in need, working with senior people , planting trees. Ahmet had to work for senior people for three days a week.

Answer Key

1. behaviours
2. damaged
3. law
4. arrested
5. reports
6. prison
7. community
8. need
9. planting
10. senior

b ***Answer the following questions.***

Answer Key

1. He damaged a public property accidentally and he violated a law.
2. The police arrested him.
3. The judge reviewed the reports about him and undestood that he was a good man so he didn't want to send him to prison.
4. Judge wanted him to do a community service.

3 PRONUNCIATION

a ***Listen and repeat. Find the differences between two sounds.***

Students are expected to identify the differences between /æ/ and /e/ sounds.

b ***Listen and check (✔) the correct sound.***

/æ/ and /e/

Play recording and tell students to listen and check their answers.

Audio Script	**Track 12**
a. dad, **b.** pen, **c.** pan, **d.** bed, **e.** bad, **f.** back, **g.** end, **h.** can	

Answer Key

words	-1- /æ/	-2- /e/
a. dad	✔	
b. pen		✔
c. pan	✔	
d. bed		✔
e. bad	✔	
f. back	✔	
g. end		✔
h. can	✔	

4 LISTENING

Listen to a news bulletin and choose the correct answer.

First, ask students to listen to the text to fill in the blanks. Then, tell them to answer the questions about the text.

Audio Script	**Track 13**
• S: Good morning. Welcome to police radio channel. This is 8.30 bulletin with Sandra Lewis. The police haven't solved the burglary crimes in Wiltshire yet. Farmer Mr. Brown said he discovered that a window was broken when he came home. Then, he realized that his television and computer were gone from the living room. Although the old man was robbed twice, police wasn't able to solve the crime. • His young secretary was threatening the multi-millionaire Richard Rydd for money for a year. Richard and his wife were seperated two months before. Police are looking for the blackmailer missing secretary. • Police caught a group of eight vandals with two arsonists while damaging cars in various car parks and gave them warning. Aged between eleven and seventeen, ten boys will do a community service and clean the parks of the city every Saturday for two months as a punishment. That's all for this morning. I hope you will join us again at this time tomorrow. Have a nice day.	

Answer Key

1. c, **2.** b, **3.** c, **4.** b, **5.** a, **6.** b, **7.** c

5 ***Work in pairs. Talk about the latest news you have heard.***

The aim of this activity is to have students talk about the latest news they have heard.

READING & WRITING

1 READING

a ***Answer the following questions.***

Students' own answers.

DO YOU KNOW THIS?

In DO YOU KNOW THIS? part, students will read information on Alcatraz Island and Alcatraz Prison.

b ***Read the text below.***

In this section, it's aimed to read for specific information.

c ***Match the highlighted vocabulary in the text with the definitions.***

Students are expected to expand their vocabulary. Tell them to match the words with their definitions.

Answer Key

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

d ***Fill in the timeline of Birdman of Alcatraz with events and dates in the text as in the example.***

Answer Key

In this task, students will be able to fill in the timeline with events and dates in the text.

1890	*28 January*	*Robert Stroud was born.*
1920		At Leavenworth he was sentenced to solitary confinement.
1933		He wrote a book about canaries: 'Disease of Canaries'.
1943		Second edition of the book was published.
1942		Prison staff sent him to another prison on Alcatraz island.
1959		Because of his serious health problems, prison staff transferred him to the Medical Center for Federal Prisoners.
1963	21 November	Robert Stroud died.

e ***Read the text and mark the statements as true (T) or false (F). Correct the false statements.***

Tell them to read the text more carefully and write if the sentences are true or false.

Answer Key

1. T
2. F (He was sentenced to life imprisonment.)
3. T
4. F (He wrote a book about canaries.)
5. F (His discoveries were very important for farmers.)
6. T
7. F (Robert Stroud made important contributions to bird pathology to cure disease.)
8. F (He was sentenced to be hung.)

f ***What did Birdman of Alcatraz Robert Stroud do to improve himself?***

Answer Key

He understood that studying, reading, writing, observing and learning new skills were very important for self improvement. When he reached the success, he felt deep happiness. His friends showed him great respect. This made him happy. Then, he dedicated his life to learning new skills.

2 WRITING

a ***Read the story and explain the highlighted words.***

Tell students to read the story and explain the highlighed words. If they have difficulty in understanding, they can look up their dictionarirs.

Answer Key

shabby and poor clothes: old clothes.
on the way to the town: while he was going towards the town.
felt pity: felt sadness.
horse recognized only you: horse knew who his owner was.

CHECK THIS OUT !

In CHECK THIS OUT! box, the way of making an outline and writing a story is taught. By revising this box, it'll be helpful or students first to make an outline and then to write a story.

b ***Answer the following questions according to the story 'Judge and King'.***

In this exercise,students will be able to get an idea of the content of the story. Elicit students' answers.

Answer Key

1. (It happened) before your time./ Years and years ago.
2. (It happened)in a far away country.
3. The king of the country an old poor man, and a horse.
4. King wanted to see the cleverest judge of his country. On the way to the town, he saw an old man. He was going to town on foot. The king took him to the town in his carriage. In the town, the old man said that the horse was his.
5. The cleverest judge solved the problem by saying that it was the king's horse because the horse recognized only the king in the stable.

c ***First read the outline on the left, then complete the following outline for the story 'Judge and King'.***

Answer Key

Introduction Paragraph 1: Before your time/ Once upon a time, far away green country, king of the country wanted to see the cleverest judge.Because everbody loved him.
Main Body Paragraph 2 3: On the way to the town king saw an old poor man, walking in freezing cold. The king and the old man rode king's horse together. In the town, old man said horse is his.They went to the cleverest judge.
Conclusion Paragraph 4: The cleverest judge took the horse. He wanted them to come a day later. Next day in the stable they recognized the horse among a lot of horses. Judge said that horse was king's, because horse only recognized the king. The old man was astonished. The King was very happy. He punished the old man.
It's aimed that students will be able to make an outline to write a story.

3 ***Imagine that your school organized a story competition and you want to join it. Prepare an outline for your own story by following the plan given below.***

Answer Key

Students' own answers.

12 WORKBOOK ANSWER KEY

12 A CRIME (1)

1 ***Read the sentences below and circle the correct words/ phrases.***

1. was crossing
2. gave - was sitting
3. found - was counting
4. was speaking- recognised
5. was sleeping
6. was shining - was walking/ saw - was driving- was making - was - crashed - was opening

2 **a** ***Read the sentences and write the verbs in brackets in the Past Simple or the Past Continuous.***

1. went
2. was playing
3. was playing
4. happened
5. was
6. lost
7. was walking
8. fell
9. were painting
10. was reading
11. went
12. went

b ***Write questions about the dialogue 2a. Use The Past Simple or The Past Continuous.***

1. What happened last night?
2. What was Trevor playing at the time?
3. When was the electricity back on again?
4. Who was walking down the stairs when Emma fell over?
5. Who was painting a picture with watercolors at the time?
6. What was Neil doing at the time?
7. What did Neil do after the lights went out?

c ***Write answers to the questions in Exercise 2b.***

1. The lights went out last night.
2. Trevor was playing chess online at the time.
3. After half an hour.
4. Alex was walking down the stairs when Emma fell over
5. Umay and Karen were painting a picture with watercolors at the time

6. Neil was reading a novel by Steinbeck at the time.

7. Neil went to bed after lights went out.

3 ***Read the paragraph and fill in the blanks with prepositions.***

1. in, **2.** to **,3.** in , **4**. at , **5.** on , **6.** in, **7.** in

4 ***a Read the text below and answer the questions.***

1. In the chimney.

2. Mr. Caldwell returned and lit a fire when he was in the chimney.

3. Because there was a thick smoke in the chimney after Mr. Caldwell lit a fire.

4. Because he fell down and got stuck while trying to escape.

5. He said that he was repairing the chimney on the roof.

b Read the text in 4a again and mark the statements as true (T) or false (F). Correct the false statements.

1. F (While he was in the chimney…)

2. T

3. T

4. F (Out of the room window)

5. F (He was away in the morning.)

5 ***Complete the sentences with the words from the lists.***

blackmail, inquired, trial, commited, innovations, suspicious, founded, prison, weapon

1. trial

2. prison

3. blackmail

4. founded

5. inquired

6. commited

7. suspicious

8. innovations

9. weapon

12 B CRIME (2)

1 **a** ***Read the text and fill in the blanks with the given words.***

1. peace

2. suspicious

3. trial

4. commited

5. punishment

6. fine

7. do

8. warning

9. life

10. penalty

11. difficult

b ***Read the text again and anwer the questions.***

1. To keep peace in society and to stop crimes.

2. Judge decides if someone has committed a crime or not.

3. It's an unpaid job for the benefit of the public like working with old people, planting trees, helping people in need…etc.

4. It's legal punishment of death for a very serious crime.

5. No, there is not a Capital Punishment in every country.

6. Life imprisonment/ sentence (the punishment of being put in prison for a long time, until death.)

2 ***Write about your own opinion on 'Capital Punishment' in a paragraph between 80 and 100 words.***

Students' own answers.

3 ***There are two lists here. Offences (= crime) and punishment (= sentence).***

1. given warning

2. sent to prison

3. a suspended sentence

4. sent to prison

5. sent to prison

6. given warning and do community service

Suspended (prison) sentence: You don't go to prison immediately. e.g. A five-month sentence suspended for one year: if you behave well for one year, you're free. You're in prison for five months if you do something wrong.

4 ***a Read the summary below and write the topic of the story.***

While Mr. Harris was travelling from Helsinki to Oulu by train, he saw a ghost on the train. Despite loving travelling by train, he gave up getting on a train.

b Answer the following questions.

1. Mr Harris was afraid of flying.

2. Because Carl took her diamond necklace and didn't want to return.

3. They were siblings.

4. Because Mr Harris saw ghosts of Carl and

Elena on the train. He didn't want to see a ghost again during his travel. So he returned Helsinki by bus despite being very tired.

5. Setting of the story is on a train.

c ***Rewrite a different ending to the story.***

Students' own answers.

12 C IN COURT

1 ***Complete the news report.***

1. hijackers
2. attacked
3. passengers
4. crews
5. airport
6. witnesses
7. hijackers
8. Prime
9. proud
10. disaster

2 ***Find the second part of each sentence. Write full sentences by putting each verb in brackets into the past continuous or past simple.***

1. I was sleeping when the alarm clock rang. (h)
2. When I saw the question, I remembered what I did. (g)
3. The train left 3 minutes before when Jessica arrived at the station. (f)
4. When Ella lifted the table, she felt a terrible pain in her arms. (e)
5. Todd was lying in bed when he heard a noise. (c)
6. They were cleaning the window while it was raining. (b)
7. While the dog was digging in the yard, it found a lot of bones. (d)
8. The boys were playing football in tha garden as the girls were talking. (a)

3 ***Read the story below and do Exercises a and b.***

a ***Match the words in bold with their meanings .***

1. exhausted
2. persuasion
3. argument
4. discover
5. increased

b ***Choose the best answer according to the reading passage.***

1. c, **2.** e, **3.** a

4 ***a Read the interview below with Bill Spell done for the magazine, Winter Sun. Write the verbs in brackets into past simple and past continuous form.***

1. was working
2. felt
3. was
4. heard
5. looked
6. saw
7. was running
8. was
9. started
10. didn't chase
11. saw
12. ran
13. looked
14. was
15. were skiing
16. fell
17. fell

b ***Use the information in Exercise 4 a, to answer the questions in the plan below. Then, use the completed plan to write a story (100-150 words). The story ends with these words: Bill felt foolish but little June was found.***

Students' own stories

5 ***Complete this story, using the past continuous form of the correct verbs from the box.***

1. was living
2. was studying
3. was trying
4. was doing
5. was not going
6. were running
7. was sitting

6 ***Complete each sentence so that it means the same as the first sentence.***

1. The librarian never lets students take the books without filling in a form in our school.
2. What about joining the Youth Rock Climbing team at school?
3. Although Abha ran the last half mile in 5 minutes, she was late for school.
4. Because there was a strike, they cancelled the flight.

5. How long ago did he buy the car?
6. My mum was interested in drawing a picture when she was a student.
7. Would you mind moving aside please?
8. There wasn't anybody when I opened the door.
9. The yellow car is cheaper than the red one.
10. Daffodil has as many pink shirts as Sanaa.
11. It's dangerous to drive over the speed limit.
12. It took my mum an hour to make a birthday cake.

UNIT NOTES

13 A OLDIES BUT GOLDIES

Overview

Vocabulary: phrasal verbs, idioms and proverbs; words related to old times, old habits, activities and games, customs, traditions

Listening: locating specific information in charts

Pronunciation: practising /θ/ and /ð/ sounds

Speaking: talking about things that students' grandparents used to do; comparing pictures of a city to tell the differences between past and now

Reading: reading short texts on social/ educational/ technological lives of old times around the world to find headings; identifying differences between the lifestyles and customs of people in the past and the ones in 21st century; highlighting phrasal verbs in the text

Writing: writing an interview about memories of an old person

Grammar: phrases about exchanging ideas, be used to; past form of "verb be"

LEAD IN

Answer the following questions.

Ask the four questions in lead-in part to your students. Encourage them to talk about the activities in the pictures.

Possible Answers

1. Yes, I know the first, but I don't know the second./ No, I don't know any of the two...

2. There is one difference between them. In drive-in cinema people watch a film inside their cars; on the other hand, in open-air cinema people watch a film outside, not in their chairs.

3. I prefer drive-in cinema because it is more comfortable than open-air cinema.

4. Yes, once I watched a film in open-air cinema. I really liked it. But, I have never been to a drive-in cinema, I would like to try.

ADDITIONAL INFORMATION

Drive in cinema is an activity that people watch a film inside their cars. They watch the film on a huge screen in open air. There is a huge screen in open-air cinema, too. But people don't watch the film inside their cars, instead they sit on a chair in open-air and watch the huge screen.

Optional Activity

You can bring some photos about old activities and events. Stick the photos you've brought on the board and ask students to label the names of the activities or events (or write the names under them). You can ask students questions about the activities or events on the board such as "Do you know this activity?" "Have you ever done/ joined in such an activity/ event?" "What do you think about this activity/ event?" "Do you like....?"

LISTENING & SPEAKING

1 EVERYDAY ENGLISH

Study the box below and then underline the expressions used for exchanging ideas in the dialogue on the left.

Encourage students to use these expressions throughout this unit. Ask them to underline the expressions they have learned in EVERYDAY ENGLISH part.

Answer Key

Rosa: **In my opinion**, this building used to be a dormitory.

Jack: **I'm afraid, I disagree**.

Rosa: Look at the painting. It is the same with the ones in schools.

Jack: **As for me**, it used to be a hospital.

Rosa: **You are wrong**! The corridor is too long.

Jack: **I think otherwise**. Here is an inpatient corridor.

Rosa: **I don't think so.**

Jack: **I'm sure** it used to be a hospital because the doors are large.

Rosa: But why?

Jack: The beds can be easily removed out the doors when there is an emergency.

Rosa: **Quite so**!

Optional Activity

You can suggest a discussion topic to students in order to encourage them to use these expressions. Some examples for the discussion topics: "Speak about your image of a perfect teacher/ friend." "Living in old times versus living in 21st century". Also, you can bring a mysterious photo of an old abandoned place as in the example in the students' book and want them to guess what it is and make them tell their opinions with their reasons. Here are two example pictures.

2 GAME

"Do You Know Me?"

Write three sentences about your old habits or state on the board. One of the sentences is not about you. Other students guess which of the sentences are about you.

Students write their own past habits on the board in turns, but some of them don't belong to them. Make students guess which ones belong to the student who writes on the board. This game makes students realize the structure and function of "used to". You can start the game by yourself. This is a warm up activity to motivate students for the lesson and use the structure productively.

3 VOCABULARY

Match the names of the games with the pictures.

1. Croquet, **2**. Dominoes, **3**. Pickup sticks, **4**. Twister, **5**. Scrabble, **6**. Tic-tac-toe

4 SPEAKING

Work in pairs. Ask these questions to each other.

Possible Answers

1. Yes, I sometimes play scrabble with my friends at home.

2. It is a word formation game of letters. It is really a enjoyable and educational game.

REMEMBER THIS!

Draw students' attention to the "REMEMBER THIS!" box. Tell them to try to remember the grammar rules of past form of "verb be". You can prepare extra worksheets to use for this lesson. You can write extra sentences on the board to show and ask students to remember the past form of "verb be".

5 LISTENING

a ***Granddad and grandson are looking at the family album and talking about the old times. Listen and fill in the blanks to complete their conversation.***

Audio Script	Track 1

Archie: What is it in your hand?
Elrick: I found an old family album over there behind the sofa. Let's look at it together.
Archie: Another time Elrick. I'm really tired today.
Elrich: Come on! Is that you sitting on a wall, granddad? How much slimmer you were.
Archie: You are such a kidder. I'm still fit. Surely I used to be younger and more handsome.
Elrick: What were you doing on the wall?
Archie: I was trying to see your grandma. She was watching a movie at the open air cinema. I was in love with her.
Elrick: How nice and lovely you were!
Archie: Do you know open-air cinema?
Elrick: Not much.
Archie: Aww! What a pity! In my day, there used to be open air cinemas once a week. We didn't use to have televisions, telephones, or computers. We often used to go to the open-air cinemas. It was the most popular public entertainment.
Elrick: In that case there didn't use to be any electronic stuff, what did you have for fun?
Archie: We used to play Tic-Tac-Toe, twister, croquet, dominoes, pickup sticks, scrabble and so on…
Elrick: What social children you were!

Answer Key

1. found,	**5.** grandma
2. were	**6.** open-air cinema
3. used	**7.** computers
4. on the wall	**8.** have

b ***Listen again and write true (T) or false (F). Correct the false ones.***

Answer Key

1. T
2. F (Because he is very tired.)
3. F (Once a week)
4. T

CHECK THIS OUT!

Draw students' attention to this box. Ask them to deduct the grammar structure and function of "used to". You can give them some extra example sentences to study on.

6

Work in pairs. Write a simple dialogue as in the CHECK THIS OUT! box. Write the activities you used to do when you were a child. Use the proverb "Old habits die hard". Act your dialogue out.

Ask students to practise their knowledge about "used to" and the proverb in a dialogue and want them to act their dialogues out.

You can use the optional game below to develop their speaking skills using the grammar structure "used to".

7 SPEAKING

Work in pairs. Look at the past and present photographs of Istanbul. Talk about the differences.

Ask students to talk about the past and present life in Istanbul. You can change the city name in this activity according to the city you are in. You can bring past and present photographs of your city and want students to talk about them. This will motivate students to talk as they know their own neighbourhood better.

Suggested Answer

In the past there wasn't Bosporus Bridge, people used to cross the sea via the boats. Now people drive on the Bosporus Bridge. People didn't use to do shopping much as there weren't many shopping malls. People used to come together at home as there weren't many cafeterias. The streets weren't crowded. People used to walk to places they wanted to go. People didn't use to have cars. Now there are plenty of different types of transportation. Also, almost everyone has a car today.

8 LISTENING

Archie and Elrick are visiting Archie's hometown. Listen to their conversation and tick the place(s) there isn't now.

Audio Script	**Track 2**

Elrick: Was there a shopping mall there when you were a child?

Archie: There was a little grocery store. We used to buy bread every morning from there.

Elrick: It must be easier to do shopping in grocery store than to do shopping in a supermarket.

Archie: It is true.

Elrick: Did you use to play games with your friends in this yard?

Archie: No, there wasn't such a yard when I was a child. Instead, there used to be an old townhouse and an old lady used to live in it.

Elrick: How about my grandma?

Archie: She used to live in here. But, the building isn't the same. This must be new. Also there was an old public fountain there. I used to meet with your grandma in front of it. But, I can't see it now.

Answer Key

grocery store, townhouse, grandma's house, public fountain

9 WRITING

Prepare some interview questions about memories and old habits. Make an interview with an old person in your family by using the questions and share your interview results with your classmates.

This is a follow-up activity. You can tell students to do it at home as homework. Tell the students to ask the questions to their grandparents or parents if they don't have grandparents. Certainly they ask the questions in Turkish as their grandparents may not know English. But, they should translate their answers into English. Ask them to write minimum 8 questions.

Suggested Answer

1. What is your earliest memory from your childhood?
2. Did you use to be a hard-working student when you were in primary school?
3. Did you use to go for a walk everyday as you do nowadays?

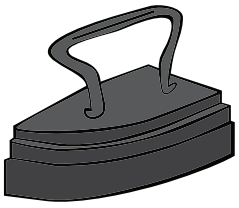
Optional Activity

If you would like you can apply this activity in your class.

"A Puff from the Past"

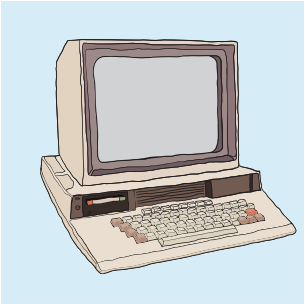
In this speaking activity, students talk about how things were in the past using "used to" "didn't use to". Before the lesson make, one photocopy of the drawings for each group of three and cut the cards as indicated. In the lesson, divide students into groups of three and distribute them the cards and tell them to shuffle them. Demonstrate them how to play the game by taking a card and describing it. For example; families. "Families used to be large consisting of grandparents. The communication among the family members didn't use to be weak." Then tell students to do the same. They take turns to pick up cards and talk about how it was in the past. For each sentences made with "used to/didn't use to" correctly, give one point. Limit the time to 30 seconds for each sentence. Give a student from each group the responsibility of timing and awarding points. If a student talks less than 30 seconds, he or she gains no point. In the end, the one who has the most points is the winner.

TOPIC CARDS



IRON

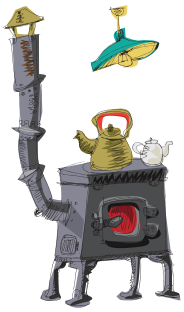
MUSIC



COMPUTERS

CLOTHES

HOUSES



HEATING

COMMUNICATION

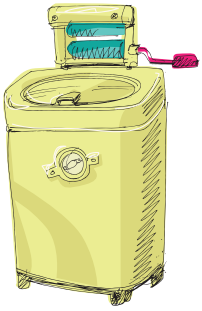
LIGHTING

CARS

WORLD

HOUSEWORKS

EDUCATION



WASHING MACHINE

10 SPEAKING

Work in pairs. Talk about your grandparents' or parents' past habits. Ask your friend questions to learn about the past habits of his or her family.

Tell students to ask questions to their pairs about their grandparents' or parents' past habits such as "Did your grandmother use to bake bread in the oven?" Motivate them to talk about the past by giving them some topics to talk about. You can also ask questions to whole class and have a class discussion.

READING & WRITING

1 READING

a Read the text and highlight the phrasal verbs.

Tell students to scan the article to find and highlight the phrasal verbs. If they have forgotten what a phrasal verb is, you can remind them by giving some examples.

Answer Key

find out, put on, fix on, take off, take out, break down

b Circle the contextual meanings of the phrasal verbs according to the text above.

Tell students to try to guess the meanings of the phrasal verbs from the context. Ask them not to use their dictionaries to find the meanings.

Answer Key

1. a, **2.** b, **3.** a

c Find three more phrasal verbs from the dictionary and use them in your own sentence.

Tell students to look up in their dictionaries to find three more phrasal verbs. Ask them to use the phrasal verbs they find in sentences. You can want them to write their sentences on the board.

Students' own answers.

d Answer the questions according to the text.

Ask students to read the text again and answer the questions according to the text.

1. Yes, we can.

2. No, she didn't.

3. The people set up Tomato Fight in Bunol every last Wednesday of August.

4. No, it isn't

5. Yes, they did.

2 WRITING

Find an old, strange custom, or tradition of your country and write about its origin and other details in a paragraph between 150-200 words.

Tell your students to think about some old, interesting, or strange customs or traditions we have. They can search on the Internet. You can give this writing activity as homework in order to give them time to do research.

Students' own answers.

3 PRONUNCIATION

a Listen and repeat the sounds below.

Audio Script	Track 3
/θ/; theatre, bath, everything /ð/; these, another, breathe	

Students listen to the words and differentiate the sounds in their minds. You can also show them how to make these sounds by demonstrating. Ask them repeat after you.

b Listen and tick the sound you hear.

Audio Script	Track 4
think, rather, brother, health, weather, teeth, earth, smooth, thanks, their.	

Play the recording by pausing after each word and ask your students to repeat the word.

Answer Key

	a. /θ/	b. /ð/
1. think	✔	
2. rather		✔
3. brother		✔
4. health	✔	
5. weather		✔
6. teeth	✔	
7. earth	✔	
8. smooth		✔
9. thanks	✔	
10. their		✔

c Work in pairs. Check the sound of the words. Read the rhyme in the box below to class.

This is a kind of tongue twister. Tell students to try to read the rhyme correctly to their partners for three times. Ask them to read it faster each time. You can bring extra tongue twisters to class.

4 GAME

"**Broken Telephone**"

Sit u-shaped. The teacher whispers a rhyme or a sentence to the first student. The student says it to the other student sitting next and it goes on like this until the last student tells the rhyme out loud.

This is a well known game called Chinese whisper. Make students sit u-shaped in the classroom and whisper a sentence into the first student's ear. And the student whispers the sentence to the other student sitting next to him or her. The game goes on like this. The last student says the sentence he or she hears aloud. And the first student says the sentence. Ask students to tell whether the sentences are same. If it is different find who chanced the sentence the first.

You can use these tongue twisters consisting of the sounds from the pronunciation part.

- Father rather than mother think that baby should have bath
- Think thousand things smooth like anything
- The weather bothers another mother clothing in leather

5 READING

a ***Where do these idioms come from? Read the texts and match the idioms with the texts.***

Tell students to read the texts about idioms' origins. Tell them to find a suitable idiom for each text.

Answer Key

1. b-Don't throw the baby out with the bathwater.

2. a-It's raining cats and dogs.

b ***Answer the following questions.***

Tell students to answer the questions.

Answer Key

1. Do not throw your precious things in your eagerness while you are throwing the useless things./ Don't discard something valuable along with something undesirable (Don't throw the baby out with the bath water.)

It's pouring./ It's raining heavily. (It's raining cats and dogs.)

2. Students' own answers.

6 VOCABULARY

Match the words or phrases with the pictures.

Tell your students to look at the pictures and match them with the related words or phrases.

Answer Key

1. Sweep the floor
2. Laundry
3. Dishes
4. Hand-wash
5. Fire up the stove

7 READING

a ***Read and match the paragraphs with their endings.***

Ask your students to read the paragraphs and match them with their halves.

Answer Key

1. B, **2.** C, **3.** A

b ***Find a heading for each paragraph.***

After finding the halves of the paragraphs, tell your students to find a heading for each paragraph.

Suggested Answers

1. Domestic works in the past and present.
2. Farming in the past and present.
3. Communication in the past and present.

Optional Activity

You can also ask questions from the text to check students' reading comprehension. Here are some optional questions you can ask:

1. How did people use to wash dishes and clothes in the past?
2. Why did people use to build rooms without windows in the past?
3. What was the main means of living in the past?
4. How did people use to milk the cow in the past?
5. What did replace the human power in farming?
6. How did people use to say something to someone further?
7. Instead of televisions, what did people use to watch?
8. What is the difference between past and present domestic works?
9. What is the difference between past and present communication means?
10. What is the difference between past and present farming?

c ***Find differences between the lifestyles and customs of old times and the ones in 21st century from the paragraphs above.***

Suggested Answers

1. People used to meet their relatives face to face. But, today people can interact with their relatives on the Internet.

2. Young people used to learn a job from their parents, but now they get a diploma from an educational institute.

3. People used to hand wash, sweep the floor with a broom, fire up the stove, but now thanks to the technological improvements, machines do these jobs.

8 DISCUSSION TIME

Tell students to answer the questions and encourage them to share their thoughts in class.

Students' own answers.

Optional Activity

Divide students into two according to their thoughts about the questions. Choose a student designated for timing and awarding points or you can take this responsibility. You can also give students clue cards below. You can add extra topics. Encourage students to use expressions for exchanging ideas. Make sure that all students are motivated to join in this discussion. If they are unwilling, you can ask the questions without dividing them into groups and motivate them to express their ideas. You can write these topics on the board.

CLUE CARDS

MEETING WITH SOMEONE	NEWS
FACE TO FACE MEETING	ENTERTAINMENT
HAVE FUN	FAMILY RELATIONS
COMMUNICATION IN FAMILY	SPENDING/ WASTING TIME

13 B ANCIENT CIVILIZATIONS

Overview

Vocabulary: words related to ancient civilizations; idioms

Listening: catching the details of a narration on old times; locating specific information in charts

Speaking: sharing general knowledge about old civilizations in Anatolia with class; acting out the scenario they wrote

Reading: gaining general knowledge about ancient Greeks

Writing: writing a short descriptive paragraph on an old civilization they presented in speaking

Grammar: simple past tense

LEAD IN

1 ***Match the names of the ancient civilizations in Anatolia with the pictures.***

Discuss the meaning of the module's heading "Ancient Civilizations" with students. Ask students whether they know any ancient civilization all over the world. To motivate students, start the lesson narrating a little knowledge about ancient civilizations in Anatolia. Or you can tell students to search the ancient civilizations lived in Anatolia on the Internet before the lesson. Tell students to guess which picture belongs to which ancient civilization. You can show some other related pictures on the board. You can prepare a presentation using the information given below.

ADDITIONAL INFORMATION

Hittites: This was an ancient civilization lived in central Anatolia centered in Hattusa around 1600 BC. The third picture is the symbol of Hittites. The first one is a photograph of a Hittite sun sculpture located in Ankara.

Phrygians: This is an ancient civilization lived around the west of central Anatolia centered by Sakarya River. The capital city was Gordium. Gordium was near modern Ankara city. There is a Midas monument of Midas city in Yazılıkaya around Eskisehir in the second photograph.

Urartians: This is an ancient civilization lived in the Eastern Anatolia centered in Van. In the

fifth picture it is the castle of Van believed to be built by the Urartians.

Ionians: This is an ancient civilization lived around the western Anatolia. The most known cities are İzmir, Efes, Milet, and Foça. This was one of the Greek clans. They lived around 1200 BC. They named the area between Gediz River and Küçük Menderes River as Ionia. The forth photograph belongs to Ephesus, ancient city of Ionians.

Lydians: This is an ancient civilization lived in Lydia, a region in Western Anatolia. They are famous for using money for the first time. They used gold and silver currency. The sixth picture shows the gold and silver coins used in ancient times.

Answer Key

1. Hittite **2.** Phrygia **3.** Ionia **4.** Urartu **5.** Lydia

2 ***Answer the questions below.***

Students' own answers.

ADDITIONAL INFORMATION

Asia Minor is another name for Anatolia (Turkey).

LISTENING & SPEAKING

1 VOCABULARY

Match the words with their meanings. Use your dictionary.

Answer Key

1. a, **2.** g, **3.** e, **4.** c, **5.** f, **6.** d, **7.** b

Make sure that all students recognise and understand the meaning of the words. These words will be in listening part. You can also make repetition with these words.

REMEMBER THIS!

Draw students' attention to this "REMEMBER THIS!" box. Encourage them remember the grammar structure and function to simple past tense. You can prepare extra worksheets for this lesson. Also, you can write some extra sentences on the board.

2 LISTENING

a ***Listen and find where the civilizations were settled.***

This is a scanning activity. Students listen to the audio and fill in the chart with (specific information) names of the ancient civilization.

Answer Key

1. C, **2.** A, **3.** E, **4.** B, **5.** D

b ***Listen again and tick the right ancient civilization.***

Before completing the chart, tell students to take notes while they are listening.

Audio Script **Track 5**

A great deal of ancient civilizations established in Asia Minor. Asia Minor is known as Turkey today. Here are five of the ancient civilizations settled in Anatolia.

The Hittites; They settled around the Kızılırmak River. The capital was Hattuşaş. They signed the first written agreement in history; Kadeş Agreement. The queen known as Tavananna was the most powerful person following the king.

The Phrygians; They settled around the Sakarya River. The capital was Gordium. They progressed in weaving.

The Lydians; They settled between Gediz and Menderes Rivers. The capital was Sard. Their main profession was trade and they were the first to use money.

The Ionians; They settled around Aegean region. The well-known Ion cities were Ephesus, Milet, Bodrum, and Izmir. The famous Artemisia Temple was built in Ephesus by the Ionians. "Iliad and Odessa" legend was a part of their literature. They were good at arts and science.

The Urartians; They settled around Lake Van. The capital was Tuşpa. Mining was their profession. They were famous for their castles and canals such as Çavuşdere and Patnos Castle.

Answer Key

1. Urartians **2.** Phrygians **3.** Hittites **4.** Hittites **5.** Ionians **6.** Lydians **7.** Ionians **8.** Urartians **9.** Phrygians **10.** Lydians

3 SPEAKING

Work in groups and prepare a spoken presentation about an ancient civilization you want, share it with class.

Encourage students to talk about what they have learned from the listening text about ancient civilizations live in Anatolia. Divide students into group of three or four and want them to prepare a an oral presentation about an ancient civilization in Anatolia they choose. You can ask them to prepare a power-point presentation and present it in class in the following lesson. Make sure that each student in a group speaks equally.

4 GAME

Write a word on a piece of paper you have learned in this unit. After your teacher starts a story, continue the story in turns with two sentences using the word you wrote.

Each student writes a word he or she has learned in the unit and doesn't show it anyone. You start telling a story. When you say two or three sentences, stop and choose a student and the student continues the story using the word she or he wrote. After telling two or three sentences, another student continues and at the end there is a complete story. At the end make students guess the each others' words.

READING & WRITING

1 *What do these pictures remind you of? Share your thoughts with class.*

Ask students what these pictures remind them. You can bring extra illustrations or pictures of ancient Greeks.

2 *Answer the questions. Share your answers with class.*

Tell students to work in pairs and ask the questions to each other. You can walk around the class to see whether all students are talking. You can also ask these questions to students and receive answers individually.

Students' own answers

3 READING

a ***Scan the article below. Then tick (✔) the items mentioned in the article.***

This is a scanning activity for reading. Tell students to read the article quickly and try to find which words are mentioned in the article.

Answer Key

Pandora's Box, Socrates, Sparta, Iliad and Odyssey, Zeus

b ***Read the article on " Ancestors of Western Cultures". Then write the letter of each paragraph next to its main idea.***

Answer Key

1. E, **2.** C, **3.** D, **4.** G, **5.** F, **6.** A, **7.** B

c ***Answer the questions according to the article.***

Ask students to answer the questions according to the text.

Answer Key

1. Democracy, philosophy, dramatic Tragedies, the Olympic Games, and sculptures have their origins in the ancient Greece.

2. Zeus was the king of the gods and goddesses.

3. Easy access to water made Greeks explorers and traders.

4. Because of the limited communication, each polis developed differently from each other.

5. Zeus sent her a golden box.

6. She was very curious.

7. They put on a mask during their theatrical performances.

8. Punishment or lesson given quickly and effectively.

4 PROJECT TIME

Prepare a poster describing the ancient Anatolian Civilization you presented in class. You can use your own photos if you have visitied any of these places.

This is a follow-up activity. Tell students to write a descriptive paragraph about the ancient civilization they presented in the previous lesson in group work. Ask them to prepare a poster including this descriptive paragraph they write.

5 VOCABULARY

Do the cross word puzzle below by writing the words in the box and with the help of the given hints.

Answer Key

1. polis	**6.** hope	**11.** trader
2. sculpture	**7.** polytheistic	**12.**explorer
3. evil	**8.** flawless	**13.** might
4. ultimate	**9.** unfavourable	**14.** poverty
5. drought	**10.** think tank	**15.**goddesses

6 WRITING

Work in groups. The masks below were used in theatrical performances in ancient Greek. Write roles for each. Write a short scenario of a theatrical performance in ancient Greek times.

As explained in the article about ancient Greeks, these pictures are theatrical masks as used in ancient Greek theatre performances. This is a creative drama activity. Give students enough time to think and imagine. Encourage them by asking them to imagine that they were in ancient Greece and they were the scenario writers of that time. The king would watch their performances. If the king liked their performances, he would grant them the honour of sitting next to the king in the Olympic Games.

7 SPEAKING

Act out the scenario you wrote in Exercise 6.

This activity makes students use language and give the opportunity to improve their fluency. You can give them time to prepare. You can also ask them to perform their scenario in the following lesson.

8 LISTENING

a Listen to the song "Man Gave Names to All the Animals" by Bob Dylan. Fill in the blanks while listening.

Answer Key

1. liked	**7.** goddesses	**13.** sheep
2. hair	**8.** bull	**14.** smooth
3. hill	**9.** muddy	**15.** grass
4. milk	**10.** small	**16.** lake
5. cow	**11.** pig	
6. liked	**12.** hooves	

Audio Script **Track 6**

Man gave names to all the animals
In the beginning, in the beginning.
Man gave names to all the animals
In the beginning, long time ago.

He saw an animal that liked to growl,
Big furry paws and he liked to howl,
Great big furry back and furry hair.
"Ah, think I'll call it a bear."

Man gave names to all the animals
In the beginning, in the beginning.
Man gave names to all the animals
In the beginning, long time ago.

He saw an animal up on a hill
Chewing up so much grass until she was filled.
He saw milk comin' out but he didn't know how.
"Ah, think I'll call it a cow."

Man gave names to all the animals
In the beginning, in the beginning.
Man gave names to all the animals
In the beginning, long time ago.

He saw an animal that liked to snort,
Horns on his head and they weren't too short.
It looked like there wasn't nothin' that he couldn't pull.
"Ah, think I'll call it a bull."

Man gave names to all the animals
In the beginning, in the beginning.
Man gave names to all the animals
In the beginning, long time ago.

He saw an animal leavin' a muddy tail,
Real dirty face and a curly tail.
He wasn't too small and he wasn't too big.
"Ah, think I'll call it a pig."

Man gave names to all the animals
In the beginning, in the beginning.
Man gave names to all the animals
In the beginning, long time ago.

Next animal that he did meet
Had wool on his back and hooves on his feet,
Eating grass on a mountainside so steep.
"Ah, think I'll call it a sheep."

Man gave names to all the animals
In the beginning, in the beginning.
Man gave names to all the animals
In the beginning, long time ago.

He saw an animal as smooth as glass
Slithering his way through the grass.
Saw him disappear by a tree near a lake...

b What can be the last animal referred to in the last line?

Ask students to guess the last animal referred to in the last line of the lyrics.

Possible Answer

snake

c Write one more line for this song.

Tell students to use their creativity and write one more line for the song lyrics. They can also sing it.

Students' own answers.

13 C HISTORIC PLACES

Overview

Vocabulary: words related to historic places; adverbs related to possibilities

Listening: identifying which sentences express negative and positive deduction

Speaking: giving a short presentation on historic places of a city; talking about something they are sure or not sure, describing a photo related to the topic

Reading: completing a dialogue according to the given situations

Writing: studying the plan of a descriptive paragraph

Grammar: modals of deduction-present tense

LEAD IN

Introduce students the new module. You can bring some photos of historic places in the city you live. You can ask questions to individual students or let them work in pairs.

Answer the following questions.

Ask your students to answer the questions in their own words. Encourage them to share their answers with class.

Students' own answers.

Optional Activity

You can ask extra questions such as "How do you feel when you enter a historic place?", "Which civilization's ruins draw your attention?"

LISTENING & SPEAKING

1 VOCABULARY

Match the words with their meanings. Use your dictionary.

Tell students that they can use their dictionaries to find the meanings of the words.

Answer Key

1. f, **2.** d, **3.** g, **4.** b, **5.** a, **6.** e, **7.** c

CHECK THIS OUT!

Draw the students' attention to the "CHECK THIS OUT!" box. You can prepare extra worksheets for this lesson. You can bring some photos and encourage students to make guesses using the modals of deduction.

Optional Activity

You can do "GUESS THE COUNTRY" activity. This is a pair work activity. Student A chooses one of the countries below and gives hints about which one he or she chooses. The student A continues giving hints until Student B reaches the point "It must be..."

Phrases for Guessing

It can't be... It's almost certainly not... It could be... Maybe, it's... It might/may be...	It's probably... It's almost certainly... Definitely, it's... It must be...

Clue Cards

AMERICA Film industry Music Different cultures Barbeque Hawai Buffalo	**ENGLAND** Fish and chips David Beckham Big Ben Tower The Beatles Tea with milk Royal family Rain
SPAIN Siesta La Sagrada Familia Football Ibiza Tomato Fight Flamenco Bullfighting	**BRAZIL** Amazon River Rio carnival Samba Formula 1 World Cup wins
CHINA Rivers and lakes Different architecture Martial arts Dragon Feng Shui Population Low prised products Kimonos Great wall	**JAPAN** High-speed trains Sleeping at work Cars Tokyo Sumo Samurai Ninjas Sushi Mount Fuji

ITALY	FRANCE
Milan Venice Tower of Pisa Expensive cars Pizza Fashionistas Olive oil Renaissance Rome	Artists Cheese Capital of romance Revolution Napoleon Bonaparte Statue of liberty Guillotine Monaco
INDIA	**GERMANY**
Cricket Bollywood Trains Festivals Jewelry The Taj mahal Holy cows	Breads Berlin Sausages Oktoberfest Cars Gingerbread houses
CANADA	**AUSTRALIA**
Cottage country Lakes Apologising Chocolate bars Ski country Filming location Maple syrup	Waterfalls Plant and animal species Sydney Opera House Kangaroos Colony history The Great Barrier Reef Tanzania
EGYPT	**GREECE**
Ancient temples The pharaohs The river Nile Cats Desserts Mummifying Pyramids	Birthplace of democracy Olympic Games Famous philosophers Poets Scientists Athens Sparta
SOUTH AFRICA	**NORWAY**
Nelson Mandela Cape Town Cape peninsula Johannesburg Kruger National Park Wild coast Robben Island Ostrich Angel falls	Fjords Whale meat Skiing Reindeer Trolls Fish Midnight sun Vikings Salmon

2 LISTENING

a ***Listen and circle the correct one.***

Play the recording for one time.

Audio Script **Track 7**

Edward: Enjoy your meal sonny.
(the telephone rings)
Jason: This must be grandma as she said she would call us. (Answers the call) Hello grandma!
Sophie: Hello Jason. What's up?
Jason: Nothing much. We're about to eat a pizza.
Sophie: Are you with your father?
Jason: Yes, I'll put you on speaker.
Sophie: Hello from somewhere in the world my sweeties! How is it going?
Edward: Not bad. I know you can't be at home. Where are you this week?
Sophie: I'm a crazy retired grandma! Can you both see the phone? I'll send you some photos of here. Guess where I am.
Jason: OK, fire away!
Sophie: OK, picture 1.
Edward: This might be a pyramid.
Sophie: Yeah, you are on the right track.
Jason: Then you must be in Egypt.
Sophie: Well, you've failed. Now look at picture 2.
Edward: As for me, this may be the ruins of an ancient civilization.
Jason: Or, this might be an abandoned house in a village.
Sophie: You're right Edward.
Jason: Are you in Greece?
Sophie: OK, you've failed again. Look at picture 3.
Edward: Ahh, so relaxing. Nature is excellent.
Jason: You must be in paradise.
Sophie: ☺ A paradise on earth!
Edward: Might you be in Miami?
Sophie: Oh, no! OK this is your last chance. Picture 4.
Edward: Yeah! I know this. This must be Mayan Mask Temple, mustn't it?
Sophie: You're right.
Jason: You are in Mexico!
Sophie: Congrats!

Answer Key

1. grandma
2. pizza
3. can't
4. Pyramid
5. Egypt
6. may
7. Miami
8. chance

b ***Listen again and number the pictures in the order you hear.***

Play the recording for the second time. Ask students to number the pictures. The grandma sends pictures of the place where she is now. The grandma wants her son and grandson to guess where she is. The son and grandson try to guess by looking at the pictures.

Answer Key

respectively; 4, 1, 3, 2

c ***Circle the correct option.***

Ask students to answer the multiple choice questions according to the listening text. If there is a need, the recording can be played again.

Answer Key

1. a, **2.** b, **3.** b, **4.** a, **5.** b, **6.** b, **7.** b

d ***Listen again and write four sentences expressing 'negative' or 'positive' deduction from the conversation.***

Play the record one more time and tell students to catch and write deduction sentences from the audio they are going to listen.

Possible Answers

1. This must be grandma as she said she would call us.
2. This might be a pyramid.
3. Then you must be in Egypt.
4. This may be the ruins of an ancient civilization.
5. Or, this might be an abandoned house in a village.
6. You must be in paradise.
7. This must be Mayan Mask Temple, mustn't it?

3 SPEAKING

Work in pairs. Look at the pictures below and talk about them using the hints given.

Make sure that students use modals of deduction and adverbs relating to possibility. You can also bring extra photographs to class.

Suggested Answer

Picture 2; There are many skyscrapers, this can't be a small city. Definitely, it is a crowded and developed city. This city might be in America. In my opinion this may be London.

Picture 3; In the middle of the picture there is a couple. They may be tourists. They may not be a couple. Maybe they are siblings. At the top of the picture, there is a historic place; this city can't be a new one. On the left there is a man. He might be a tourist. He may not be alone...

READING & WRITING

1 VOCABULARY

Fill in the blanks with the given words in the box. Use your dictionary.

Tell students that they can use their dictionaries. Ask them to match the words with their definitions.

Answer Key

1. open-air
2. colleague
3. hot-air balloon
4. wonderland
5. cave
6. native
7. fresco

2 GAME

Find the words you have learned in Exercise 1 in 40 seconds by scanning the text below.

Students scan the text and find the words they learn in Exercise **1.** Set time for students to find all the words in the text (40 seconds). The one who finds quickest is the winner.

3 READING

a ***Read the paragraph and say whether Sophie liked Göreme or not.***

Make sure that students use expressions for exchanging ideas. Ask students whether Jeffrey liked Göreme. You can give them time to read the text quickly.

Suggested Answer

I think Sophie liked Göreme.

b ***Read the paragraph again and write true (T) or false (F). Correct the false ones.***

Give students time to read the paragraph. Ask them to read the statements and decide whether

they are true or false. Tell them to correct the false ones.

Answer Key

1. F, **2.** F, **3.** T, **4.** T, **5.** F

c ***Answer the following questions according to the paragraph.***

Give students time to read the paragraph again and ask them to answer the comprehension quistions.

Answer Key

1. She felt amazed.
2. A different, but a nice smell welcomed her.
3. There were frescoes.

CHECK THIS OUT!

Draw students' attention to "CHECK THIS OUT!" box. There are components of a descriptive paragraph. Explain these to students. Make students be aware of them.

d ***Look at the CHECK THIS OUT! box. Study the paragraph "One Day from Sophie's Diary" considering the criteria included in descriptive paragraph. Find examples in the paragraph and write them in the correct row below.***

Tell students to find the components of a descriptive paragraph in "One Day from Jeffrey's Diary". Let them check whether it is a good descriptive paragraph. You can also bring a well-structured descriptive paragraph to study on with students.

Possible Answers

Sensory Details: I didn't know how **amazed** I would be.
Analogies: Göreme was like a fabulous wonderland.
Adjectives: Fascinating history
Order of Events: Collegue suggested. She heard about the place. She went there. She wandered around there.

4 PROJECT TIME

Prepare a short presentation on a historic place in your city. Share it in class.

Ask students to prepare an oral presentation about a historic place in their neighbourhoods by answering the questions in the students' book.
Students' own answers.

DO YOU KNOW THIS?

The aim of this corner is to draw students' attention to World's and Turkey's most visited attractions.

5 ***Read the dialogue below and fill in the blanks with the phrases in the box.***

Ask students to fill in the blanks with the phrases below.

Answer Key

1. must be very attractive
2. are close to each other
3. can't be walking distance
4. must be other
5. could make plan

6 WRITING

Write a descriptive paragraph about a historic place you visited with minimum 150 maximum 250 words. Your paragraph should include sensory details, analogies, adjectives, and event order.

Ask students to use their knowledge about descriptive paragraphs. You can give this as homework or give them enough time to think and imagine. Evaluate their paragraphs primarily according to the existence of the components of descriptive paragraph.

7 **Choose the correct option. Give one point for each true answer.**

Ask students to answer the multiple choice questions about the historical information they learned in this unit. Elicit the answers. Tell them to give one point for their each correct answer.

Answer Key

1. C, **2.** A, **3.** C, **4.** D, **5.** C, **6.** C, **7.** C, **8.** A, **9.** D, **10.** C, **11.** A, **12.** C, **13.** B

13 WORKBOOK ANSWER KEY

13 A OLDIES BUT GOLDIES

1 ***Answer the following questions. Use the expressions for exchanging ideas.***

Possible Answers

1. I think, we used to have worse living standards.

2. In my opinion, wild animals shouldn't live in zoos because their home is the nature.

3. As for me, it made our learning better.

2 ***Fill in the blanks with the positive or negative form of verb "be" in simple past tense.***

1. were, **2.** was, **3.** wasn't, **4.** was, **5.** were, were **6.** was, **7.** was, **8.** were, **9.** wasn't, **10.** were, weren't

3 ***Answer the following questions according to you.***

Possible Answers

1. Yes, I was/ No, I wasn't

2. Yes, we were/ No, we weren't

3. Yes, he was/ No, he wasn't

4. Yes, they were/ No, they weren't

5. Yes, she was/ No, she wasn't

6. Yes, we were/No, we weren't

4 ***Complete the table.***

Students' own answers.

5 ***Make sentences and use the correct form of "used to" for each sentence.***

1. I used to live in a village when I was a child.

2. She used to speak Japanese but now she has forgotten it.

3. My dog used to eat bones but now it hates them.

4. He used to play ice hockey in the school team when he was in high school.

5. I didn't use to hate school when I was young.

6. Did your mother use to tell you bed time stories?

7. There didn't use to be such a huge shopping mall.

8. Did she use to dance very well?

9. We used to go to the same little library before exams when we were at high school.

10. My father didn't use to have a car when he was young.

6 ***Match the sentences with their endings.***

1. d, **2.** g, **3.** b, **4.** e, **5.** h, **6.** c, **7.** a, **8.** f, **9.** j, **10.** i, **11.** k

7 ***Match the phrasal verbs with their definitions.***

1. e, **2.** f, **3.** b, **4.** d, **5.** a, **6.** c,

8 ***Fill in the blanks with the past forms of the phrasal verbs in Exercise 7.***

1. fixed on

2. broke down

3. put on

4. took out

5. took off

6. found out

9 ***Write three inventions that have a great effect on us. Write sentences as in the example.***

Possible Answers

1. Telephone- People used to get into contact by writing letters, but now people can text each other via mobile phones.

2. Lamp- People used to lit candles in their houses, but now they switch on the lights.

3. Washing machines. -People used to wash their clothes by hand, but now the washing machine cleans our clothes only in thirty minutes.

10 ***Write four things you used to do, but you don't do now.***

Students' own answers.

11 ***Read the text and fill in the blanks with present and past forms of "to be" and "used to".***

1. are	**6.** used to	**11.** were
2. is	**7.** was	**12.** used to
3. is	**8.** used to	**13.** weren't
4. used to	**9.** are	**14.** are
5. used to	**10.** used to	**15.** are

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

1. No, they didn't.

2. Yes, they did.

3. People used to send letters.

4. No they didn't. They used to focus on working.

13 B ANCIENT CIVILIZATIONS

1 ***Unscramble the words.***

1. PRODUCTIVE
2. ABUNDANT
3. AEGEAN
4. SETTLE
5. WEAVING
6. AGREEMENT
7. LEGEND
8. LITERATURE
9. MINING

2 ***Complete the sentences using the words in Exercise 1.***

1. productive
2. agreement
3. mining
4. literature
5. settled
6. abundant
7. Aegean
8. weaving

3 ***Find the words' synonyms in the puzzle using their definitions on the left. When you finish the puzzle, generate a proverb and an idiom from the remaining letters.***

THE PROVERB: Don't throw the baby out with the bathwater.

THE IDIOM: Short sharp shock.

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

4 ***Scan the text and complete it with the sentences below.***

1. b, **2.** a, **3.** c

5 ***Read the text above in detail, and write true (T) or false (F) next to the sentences below.***

1. F, **2.** F, **3.** T, **4.** T, **5.** F

6 ***Read the text again and answer the following questions.***

1. They settled in Otüken near the Orhun River.
2. The name of the Göktürks' first inscription is "Göktürk Epigraph"
3. China conquered Göktürk State in AD 659.
4. Kutluk was the name of the new Turkish State.
5. Because two brothers ruled the new Turkish State.

7 ***Put a tick (✔) next to the correct sentences. Correct the mistakes in the wrong sentences.***

1. ✔
2. ✗ ~~received~~ (receive)
3. ✔
4. ✗ ~~fallen~~ (fell)
5. ✗ ~~said~~ (tell)
6. ✗ ~~forget~~ (forgot)
7. ✗ ~~failed~~ (fail)
8. ✔
9. ✗ ~~bought~~ (buy)

8 ***Fill in the blanks with the verbs below in the correct form of simple past tense.***

1. spent
2. travelled/ saw
3. learnt/ was
4. went/ had
5. took/ didn't rain
6. did/ stay
7. didn't sleep
8. lost
9. drew
10. drove

9 ***Make questions using the "WH" words below.***

1. Who
2. When
3. How
4. Why
5. What
6. What
7. What
8. Where

13 C HISTORIC PLACES

1 ***Read the text.***

a ***Find a heading for the text.***

Students' own answers.

b ***Scan the text and tick the information you read.***

There were warrior sculptures.
There were horses on the right.

c ***Match the words with their meanings.***

1. e, **2.** c, **3.** a, **4.** b, **5.** d, **6.** g, **7.** f

d ***Read the paragraph again and write true (T) or false (F) next to the sentences below.***

1. F, **2.** F, **3.** T, **4.** T, **5.** T

2 ***Match the sentences that have the same meaning.***

1. c, **2.** a, **3.** d, **4.** b

3 **Read the sentences below and *circle the correct words.***

1. thirty-nine
2. ten times
3. watch
4. a job interview
5. Russian
6. all

4 ***Fill in the blanks with "must-might/ may (not)-can't" according to the situations.***

1. can't
2. may/ might
3. must
4. may/might
5. may not/ might not
6. must
7. must
8. must
9. may/might
10. can't

5 ***Answer the following questions.***

Suggested Answers

1. I think I may/ might not visit because I'm not rich./ In my opinion I may/ might visit as I want it too much./ As for me, I can't visit because I am afraid of long voyages.

2. There might be soup for dinner/ I think there might be chicken salad for dinner today.

6 ***Write your guesses about the pictures by answering the questions below. Use modals of deduction, 'may/ might/ can't/ may not/ might not'.***

Suggested Answers

(PICTURE A)

1. They might be natives of that place.
2. They may be in India.
3. I think they will pray in the temple.
4. It must be an old building as seen.
5. It can't be evening. It may be spring or summer.

(PICTURE B)

1. The person sitting on the head of the elephant must be a tourist guide. The people sitting back might be tourists.
2. They might be in an African country.
3. They are gazing around the place.
4. It might be the ruins of an ancient civilization.
5. It can't be noon as the sun is setting or rising. It might be morning or evening.

7 ***Write a descriptive paragraph about your visit to a historic place between 100 and 150 words.***

Students' own answers.

8 ***Choose the correct option.***

1. c, **2.** d, **3.** b, **4.** d, **5.** a, **6.** c, **7.** a, **8.** a

UNIT NOTES

Overview

Vocabulary: words related to transportation; vacation types, words related to holidays

Listening: Listening to and completing a dialogue to make a reservation, getting simple information on travel

Pronunciation: practicing intonation in question tags

Speaking: making a reservation before travel; talking about the things they would like to do on holiday

Reading: matching vacation types with the pictures; highlighting the means of transport in the text; discovering the differences between easily confusing words

Grammar: question tags; present perfect tense

LEAD IN

Answer the following questions.

Make up a story of how tired you get while coming to school and going back home. Talk about your need to take a few days off. Tell students to look at Module A. Have a discussion with students about the topic of the module. Ask: What might we be studying in this unit? Tell them to answer the lead in questions. Ask them to state their reasons while answering.

LISTENING & SPEAKING

1 VOCABULARY

a Underline the means of transport in the dialogue below.

As a whole class, make a list of the means of transport on the board. Group them as 'land, sea, and air'. Tell students to scan the text and underline the means of transport. Go over new vocabulary. First, ask students to try to guess unknown words from the context before using a dictionary.

Answer Key

car / train / plane / coach

b Listen and write the names of the means of transport.

Students are going to listen to the sounds of eight vehicles. Ask them to listen carefully and guess the sounds of different vehicles. Play the recording and have students check their answers.

Audio Script	**Track 1**
Recording of the sounds of 8 vehicles.	

Answer Key

Number 1 plane
Number 2 motorcycle
Number 3 bike
Number 4 ship
Number 5 lorry/truck
Number 6 train
Number 7 helicopter
Number 8 car

c Unscramble the letters and find the means of transport.

Set a time limit of 2-3 minutes. Have students work on the scrambled letters to find the means of transport.

Answer Key

1. Train **2.** Coach **3.** Subway **4.** Scooter **5.** Jeep

REMEMBER THIS!

In this box, some verbs and prepositions are presented to make a short revision of the verbs and prepositions on travel.

Remind students that in general;

we GO **by**				we ARE **in** a			
bike	car	train	plane	car	van	lorry	taxi
ship	sea	tram	lorry	we ARE **on**			
we GO **on** foot				train	plane	bus	boat

2 READING

a Match the types of the holiday with the pictures.

Students look at the pictures and read the list of holiday types. Tell students to tell any other holiday types if they know. Tell them to write the type of holiday under each picture. Check students' answers.

Answer Key

1. Camping holiday
2. Sightseeing holiday
3. Beach holiday
4. Skiing holiday
5. Safari holiday

To extend the activity, ask: What do people usually do on each kind of holiday? What items do people need when they go on these types of holiday?

b ***Read the phone call between Alison and Kenzy and then the blog. Decide if the sentences about Kenzy are true (T) or false (F). Correct the false ones.***

Ask students to read the phone call. Write these questions on the board: Who is Kenzy calling? Have they seen each other lately? Why not? What does Kenzy want Alison to do? After students answer the questions, read the blog and decide if the statements are true or false. Ask students to correct the false statements.

Answer Key

1. True
2. True
3. False. There are photos of her childhood with friends.
4. False. Kane broke his ankle while playing beach volleyball.
5. False. She has only one photo from the winter holiday.

c ***Read the dialogues below and discuss what kind of holiday they might be going to.***

Put students in pairs and have them read the short dialogues and find which holiday people might be going. Ask them to share the clues they used with class.

Answer Key

1. The customer is going on a safari holiday.
2. Their son is going on a camping holiday.
3. Son is going on a skiing holiday.

As a follow up activity, students can make a few sentences by giving clues- but not the name- about a holiday type for other students to guess it.

3 SPEAKING

a ***Talk to your friends about the type of holiday you prefer, where you would like to stay, and things you would like to see.***

Talk about your holiday preferences first to help students to understand what is expected.

Give students a few minutes to think about the answers. Encourage them to use other holiday types they might think of. Get them work in pairs. Tell them to mention the topics given in a chart. Later, ask students to share their answers with the whole class.

4 LISTENING

a ***Listen and fill in the blanks to complete the missing parts of the dialogue.***

Before starting the exercise, ask students: Do you know what a travel agent does? Which other holiday related jobs do you know? How do people plan their holiday? Why do some people go to a travel agent's to plan their holiday? Where do you and your family usually go on holiday? How do you plan your holiday? Play the recording and tell students to complete the dialogue while they are listening.

Audio Script **Track 2**

(At home)
Mr. Mill: We haven't talked about our holiday this year yet.
Mrs. Mill: Yes. We should start planning. What type? Where?
Mr. Mill: Well, I haven't thought about it. Have you?
Mrs. Mill: Neither have I. How about going to a travel agency and seeing what they offer.
Mr. Mill: It sounds good.
(At the travel agent's)
Mr. and Mrs. Mill: Hi! We are Mr. and Mrs. Mill and we want to plan a ten-day holiday.
Travel agent: Hi, Mr. and Mrs. Mill. What type of holiday are you planning?
Mrs. Mill: We both like sun, sea, and swimming. We want a beach holiday. And some sightseeing as well.
Travel agent: I suggest that you go to Turkey if you haven't been there. It is a perfect place for you.
Mr. Mill: No, we haven't. How long does the flight take from here to Turkey?
Travel agent: A bit long, about 13 hours - direct flight- but it is worth it.
Mr. Mill: Sure. I have heard of it before. And the accommodation?
Travel agent: There are hotels, holiday resorts, and all the other ways of accommodation. Here are some brochures about Turkey.
Mr. Mill: OK. We will have a look and then get in touch with you again.

Answer Key

1. ten-day holiday
2. sightseeing
3. how long
4. accommodation
5. with

b ***Cover the dialogue, listen again, and answer the following questions.***

Have students read the questions 1 to 5. Tell them to cover the dialogue and just listen to the recording. Ask students to write the answers down. Then, tell them to do peer check of the answers. Set a time limit of 3-4 minutes to give feedback to each other. Check the answers as a whole class.

Answer Key

1. They will be on holiday for 10 days.
2. She thinks Turkey is the perfect place to meet their holiday expectations.
3. Yes, it does. It takes about 13 hours.
4. Yes, there are many options from holiday resorts to local houses.
5. No, they haven't decided yet.

5 SPEAKING

a ***Role play:***

Organize class as Student As to be someone who wants to go on a holiday and Student Bs as a travel agent. Give enough time to students to get ready. Student As organize some questions to ask. The questions might be:

What attractions does the country have?
Has it got important monuments to see?
What is the natural landscape like?
What kind of activities can I do there?
Where can I stay?
What facilities can I find at the hotel?
How long does it take to get there by train?
What is the weather like in winter? etc.

Encourage students to add their own questions. Write the questions on board as a list. Tell students to answer these questions which might be asked to them. The answers don't have to be correct about the country. Students can provide imaginary information. Ask one student A and one Student B to come to the board. Have them role play. Monitor, but don't interrupt students' fluency. Take notes on students' mistakes to go over as a class afterwards.

b ***Give a short presentation to your class.***

This exercise can be given as homework. Students might bring some photos as well to talk about their holidays. While presenting, monitor but don't interrupt students' fluency. Take note of any general language points to go over later.

READING & WRITING

1 PRONUNCIATION

a ***Listen to the rising and falling intonations of the questions.***

Draw students' attention to the pictures. Ask them: For the first picture, does the girl know if the bus goes to Kızılay or not? (No, she doesn't) For the second picture, what is the weather like? (It is nice, I can see it myself) Let them listen to the intonations of the two questions and see the difference. Ask them to repeat. Explain the rule for the intonation.

Audio Script	**Track 3**
1. This bus goes to Kızılay, doesn't it?	
2. It is a nice day, isn't it?	

b ***Complete the sentences to write the rule for intonation of question tags.***

Ask students to fill in the sentences about the rules of falling and rising intonation.

Answer Key 1. rising **2.** falling

c ***Listen to the intonations and decide if they are "real" questions or just to "confirm".***

Tell student to be careful about the intonation of tag questions to differentiate whether they are real questions or were asked just to have confirmation.

Audio Script	**Track 4**
1. You said you are hungry, didn't you?	
2. Samuel lives in an apartment, doesn't he	
3. Your son is in my class, isn't he?	
4. I am not late, am I?	
5. Your teacher can drive, can't he?	

Answer Key

1. to confirm
2. asks real question
3. to confirm
4. to confirm
5. asks real question

d ***Write five sentences that you think are true about your friend. Ask them to your friend to see how well you know him or her. Use tag questions with falling intonation.***

Before starting the exercise, draw students' attention to the box to revise the formation of question tags.

REMEMBER THIS!

In this box, usage and formation of question tags are presented to have a quick revision of what students have already learned.

After revising the box, ask students to write five sentences- in any tense/negative or positive - about a friend who they think they know well. Later, have them ask confirmation questions with falling intonation and see if they are right or wrong. At the end of the task, ask them: How well do you know your friend? How many things have you guessed correctly?

2 READING

a ***You are going to read Sarah's letter to a friend. Look at the list of words taken from her letter and guess what the letter is about.***

Tell students to look at the list of words taken from Sarah's letter. Ask them what the words have in common or what the words remind them. Let students have a brainstorming and a discussion about the things that the words remind them. Ask individual students to share their guesses.

Answer Key The letter is about Sarah's holiday.

b ***Read the letter above and put the following sentences into the correct place in the letter.***

Get students read the letter and the list of sentences quickly for general understanding. Don't let them to use a dictionary for any words since the aim is to encourage guessing meaning from the context. Tell students to re-read the letter and find the place of each sentence in the text. Allow students time to read for detailed understanding. Check the answers as a whole class.

Answer Key 1. B, **2.** E, **3.** C, **4.** D, **5.** A

c ***Find the definitions of the highlighted words in the letter.***

Students are expected to work on travel related words. Students work individually, matching the highlighted words to the descriptions. Check answers by asking individuals to read the word and definition aloud.

Answer Key

1. journey	**5.** one-way
2. accommodation	**6.** half-board
3. vacation	**7.** trip
4. check-in	**8.** book

d ***Fill in the sentences below with the correct words among the highlighted words in the letter.***

The aim of this study is to be able to guess the meaning of new words from the context. Tell students to go back to reading again and fill in the blanks with words from the text. Help them to draw inferences and catch the contextual clues. Check answers by asking students to read the dialogues aloud.

Answer Key

1. full board	**3.** checking out
2. return	**4.** confirm

e ***Work in pairs. Talk about your best holiday by taking turns.***

Give students some time to remember their best holiday. Then, tell them to work in pairs and talk about their holidays in turns. Encourage students to use travel/holiday related words or phrases in Exercise a, b, c, and d.

3 LISTENING

a ***Listen to the phone call and fill in the blanks below.***

Introduce the topic before playing the audio. Have a short talk about their experiences on making reservations- if any. Tell students to fill in the missing words or phrases in the dialogue while they are listening. Check their answers and provide the necessary explanations. Play the recording twice if necessary.

Audio Script **Track 5**

Hotel staff: Happily Stay Hotel. This is Mike speaking. How can I help you?
Guest: I'd like to make a reservation, please.
Hotel staff: Certainly, sir. When would you like to check-in?
Guest: Well, It is an urgent business trip. I'll be there tomorrow. Do you have rooms available for tomorrow night?
Hotel staff: Yes, sir. We do. Would you like a single or a double room and how long will you be staying?

Guest: A single room for two nights, please.
Hotel staff: A single room and you will be checking-in on 13th and out on 15th, won't you, sir?
Guest: That's correct.
Hotel staff: OK. For two nights from 13th to 15th.
Guest: I'd like a room with the city-view if possible. By the way, how much is it for one night?
Hotel staff: That's 150 $ per night.
Guest: That's all right for a standard room.
Hotel staff: OK, sir. May I have your name, please?
Guest: Alfred Bakowska.
Hotel staff: Alfred Bakowsko. You said Bakowsko, didn't you?
Guest: No. That's Bakowska. B-A-K-O-W-S-K-A.
Hotel staff: Thank you sir and how will you be paying? By credit card or in cash?
Guest: I'll be paying in cash while checking-out if that's OK.
Hotel staff: That's no problem, sir. Your single room with the city view has been booked for tomorrow for two nights. Anything else I can do for you?
Guest: No, thanks. Oh, one more thing! Do I need to call again to confirm the reservation?
Hotel staff: No, sir. We are just looking forward to seeing you here tomorrow.
Guest: Thanks then, bye.
Hotel staff: Thanks, sir. Have a nice day.

Answer Key

1. reservation
2. for
3. single
4. nights
5. won't
6. by the way
7. standard
8. didn't
9. credit card
10. booked
11. again
12. forward

4 WRITING

Work in pairs. Write a dialogue to make a reservation similar to the one above.

Students work with a partner. Tell students to create a hotel reservation dialogue. Remind them that they can refer to the previous exercise if they need any help. Monitor, direct, and lead them when necessary.

5 SPEAKING

Act out the dialogue you have written in Exercise 4.

Set a time limit for students to work. When the time is up, ask two or three pairs to do the activity in front of the whole class. While they are performing, monitor but don't interrupt students' fluency. Take a note of any problems to go over afterwards.

14 B ONCE I HAVE...

Overview

Vocabulary: words related to air travel
Listening: listening to and understanding a hotel check-in dialogue
Speaking: asking about others' experiences to exchange ideas
Writing: writing an informal e-mail about holiday experiences; filling in a guest registration form
Reading: reading a text about experiences
Grammar: been/gone in the present perfect tense

LEAD IN

Answer the following questions.

Tell students to look at Module B. Have a discussion with students about the topic of the module. Ask them "What might we be studying in this unit?" Ask a student to read the quote aloud. Encourage them to discuss what it means. Remind them there is no right answer, this is just a discussion topic. Ask them if they liked the quote. Have them talk about their ideas of travelling. Write your own quotation and motivate them to write their own quotes about travelling.

LISTENING & SPEAKING

1 VOCABULARY

Read the dialogue and guess the meanings of the highlighted words or phrases from the context. Then, match the words with the definitions. Write them next to the definition.

Ask students to have a quick look at the dialogue and highlighted words. Ask: Have you ever travelled by plane? Have you ever had or heard an experience of bad weather flight, or

forgetting stuff on the plane etc.? Give time to students to read the dialogue by themselves and then read aloud with a partner. Tell them to try to guess the meanings of the words or phrases. Check answers by asking individuals to read aloud their guesses.

Answer Key

1. Board
2. Land
3. Schedule
4. Flight
5. Delay
6. Take off
7. Cancel
8. Overhead locker
9. Cabin crew
10. Departure lounge

As an optional activity, have students work in pairs and write sentences or a short text using the ten words above. Ask them to read their works aloud.

2 LISTENING

a ***Listen and fill in the registration form A.***

Tell students that they are going to fill in the registration form of a guest in a hotel. Have them look at the form first. Ask them to listen to the recording and write the necessary information in the form. Have them listen for the second time and check their answers.

Audio Script **Track 6**

A: Hello and welcome to the Comfort Hotel. I just need a few details for our registration form. First of all, can I take your surname please?
B: Yes, it's Milton. M-I-L-T-O-N
A: Thank you. Can I also take your first name please?
B: Yes. It's Cybel. C-Y-B-E-L
A: Thank you. Now I need home address.
B: Alvaro Blanco Ruiz Luna, 28300 MADRID SPAIN
A: What is your nationality, Mrs. Milton?
B: British.
A: Your date of birth please?
B: April 5th, 1985.
A: And your occupation?
B: I am an accountant.
A: OK. And I have put your date of arrival as 24th June. Can I check your departure date please?
B: Yes, I am leaving on 27th June.
A: How will you pay?
B: I'll pay in cash?
A: That's all Mrs. Milton, thank you. I will get a porter to take your luggage to your room.

Answer Key

Last name	Milton	
First name	Cybel	
Nationality	British	
Home address	Alvaro Blanco Ruiz Luna, 28300 MADRID SPAIN	
Occupation	Accountant	
Date of arrival	24th June	
Date of departure	27th June	
Way of payment	**Card**	**Cash X**
Signature		

b ***Work in pairs. Role-play a dialogue to fill in the registration form B. One of you is the receptionist and the other is the guest.***

Students work in pairs. One of them is the receptionist and the other one is the guest. Set a time limit for students to work on the topic. When the time is up, have them role play and fill in the registration form in their books. Don't interrupt students' fluency. Make a note of any accuracy problems to go over later.

3 READING

a ***Read what Judi tells about her neighbour. Underline the sentences in 'present perfect' form.***

The aim of this study is to develop students' reading skills and present the target structure within the context. Tell students that there is a new tense here, but don't teach them the structure; have them draw inferences from the text.

CHECK THIS OUT!

In this box, students see a short dialogue in the present perfect tense and read when to use the tense.

Answer Key

My next door neighbour is never at home. She is a real traveller! She **has** **been** to at least 30 countries so far. When she comes back, she tells us everything about her visits and brings lots of souvenirs.
While travelling so much, she **has** **met** some famous people as well. Once she **has** **met** *my* favourite actor Bruce Willis on the plane. She was on the plane going to Italy last year and Bruce Willis was sitting next to her seat. This is so unfair!

She is not only a traveller but also an adventurer. She **has done** many different activities including some extreme ones like bungee jumping or cave diving. Five months ago she had a very bad accident and stayed in a hospital for a month, but **has** anything **changed**? Is she at home now? Of course not! She **has gone** to Africa!

b ***Read the text again and answer the questions.***

Tell students to read the text again to answer the comprehension questions. Write the answers on the board as it is a new topic. Ensure that they understand the structure correctly.

Answer Key

1. She has been to at least 30 countries.
2. Yes, she usually shares her experiences with the others.
3. Yes, she has. Once she has met Bruce Willis on the plane.
4. No, nothing has changed in her life.
5. No, she isn't at home now. She has gone to Africa.

4 SPEAKING

a ***Below is the seventh week score table of two teams from the premier league of Planet Zodia. Look at the table and talk about the teams as in the example.***

Draw students' attention to the score table. Encourage them to produce sentences. To motivate and lead students, write a few sentences on the board. **e.g.** Zodiapower has won 7 matches so far. They have scored 25 goals and they have conceded 6 goals.

b ***Talk about your favourite team's matches.***

Students would be much eager to talk about their favourite team and matches. Have them use the new structure in their own sentences. Ask questions to motivate them to keep talking.

5 *Study the CHECK THIS OUT! box and complete the conversations with "been" or "gone".*

Draw students' attention to the box. Teach them how to use "been" and "gone" correctly. This is a highly confusing topic among English learners. Working on it in detail can be needed. Send a student out of the classroom. Tell him to go out of the classroom and come back in a minute. Elicit the question "Where has he gone?" since he is not there. After the student comes back, elicit the question "Where have you been?" since he is there. Give a few minutes for the students to work on the exercises. They might work in pairs if it is still challenging for them. Go around and monitor their work.

Answer Key

1. gone , **2.** been, **3.** gone, **4.** been

TODAY'S IDIOM

In this part, students are presented an idiom on travel with its definition. Read the definition and example. Discuss the meaning with students. Have them write a sentence with the idiom.

6 *Are the underlined verbs true or false? Tick the true ones, correct the false ones.*

Ask students to decide whether the verbs are correct or incorrect. Give them a few minutes to work on the sentences. Ask individual students to state their answers.

Answer Key

1. ✔
2. Incorrect. Been
3. Incorrect. Been
4. ✔
5. Incorrect. Been
6. ✔

7 SPEAKING

Ask your friend which cities/countries she or he has been to.

Have students practice the usage of 'been to' by asking questions to each other. You can play the game of 'find someone who' on the topic. Write 5 popular places in the city where the teenagers have probably been to, or 5 cities they might have been to. Tell students to give you names of the students who have been to these places. Tell them to go round the classroom and ask as many students as they can in five minutes to give you names.

READING & WRITING

1 READING

a ***Answer the following questions.***

Remind students that discussion questions are there to lead them to share their ideas. There is no right or wrong answer to them. Create a positive atmosphere for students to tell their ideas freely.

b ***Read the text and write the reasons of travelling from the box below into the blanks in the text. There is one extra.***

Look at the list of reasons together with students. Work on the new words and discuss the meaning of each reason. Have students read and complete the text choosing reasons from the list. Remind them that there is an extra reason that is not mentioned in the text.

Answer Key

1. Learning
2. Health
3. Religious purpose
4. Developing new perspectives
5. Challenging oneself
6. Work
7. Rejuvenate

c ***Which of the reasons in Exercise b are more motivating for the people in your country? Give examples as you discuss your answers to the question.***

Make sure that students understand the discussion question clearly. Give them some time to think. Ask them to their ideas.

2 SPEAKING

a ***Read the dialogue and find the names of the places. Write them under the pictures. Have you ever been to any of these places? Share your answers with your friends.***

Tell students to look at the picture of the two girls first and ask: Who are they? What are they doing? Tell them to read the dialogue. Have two students read it aloud. Go over any pronunciation mistakes. Ask students if they have been to these places. You might get some 'yes' answers. Ask more questions. Draw their attention to the past simple questions to ask about details.

Answer Key

1. The Bosphorus Bridge
2. The Golden Horn
3. Cappadocia
4. The Topkapı Palace

b ***Read the dialogue again. Write true (T), false (F) or doesn't say (DS).***

Tell students to read the dialogue again for deeper understanding and tell them to write T, F, DS at the end of the sentences.

Answer Key

1. T, **2.** DS, **3.** T , **4.** F , **5.** F, **6.** F,

c ***Who might have said these? Write "Sally" or "Polly".***

Tell students to check the dialogue to find out who might have said these sentences.

Answer Key

1. Polly, **2.** Polly, **3.** Sally, **4.** Polly, **5.** Sally,

d ***Work in pairs. Say where you have been to, what you have done there, and give other details in simple past.***

Draw students' attention to the sample dialogue. Tell them to work with a partner to create a dialogue. Ask students to get ready to be student A or B. Tell them to use the information given in their students' book. Give some time to get ready for the details. Call them to act their dialogue out to the class. Monitor and take notes of the pronunciation mistakes to correct when the dialogue is over.

The dialogue keeps going depending of the students' imagination, creativity, and curiosity.

3 WRITING

a ***Answer the following questions.***

Have students read the questions and give answers.

b ***Read the following e-mail from Henry who has been in Japan since last month. Answer the questions below.***

Have an individual student to read the e-mail aloud. Ask them: Who wrote the e-mail? To whom is the e-mail addressed to? Where is Henry now? What has he done there up to now? Draw attention to the tenses used in the e-mail.

Answer Key

1. Weather, friends, places, plans
2. He has been to Japan for a month.
3. Yes, he has.
4. He went with his friends.
5. They are going to see Kabuki.
6. Yes, he has used acronyms, short forms, and informal language.

c ***Choose a city and write an e-mail from there to your friend.***

Tell students to choose a city and imagine that they are there. Remind them the way to write an informal e-mail letter which they draw inferences from the previous exercise. Go around and check while they are writing and have them read their e-mails to the class when they finish.

14 C BEFORE YOU SET OFF

Overview

Vocabulary: words related to train travel

Listening: listening and identifying movement of things/people in the text/ dialogue

Speaking: dealing with situations likely to arise when making travel arrangements, acting out a dialogue in groups to make a travel plan

Reading: reading a text and being able to fill in flight/train schedules for different routes in a foreign country

Writing: being able to prepare a travel guide

Grammar: just/already/yet in present perfect tense

LEAD IN

Answer the following questions.

Make up a story of buying a ticket online and getting on a wrong train. Tell students to look at the name of the module and ask if they know the meaning of the phrasal verb 'set off'. Explain them that it means ' to start a journey'. Ask them: "What might we be studying in this unit?" Discuss what is needed to set off and what kind of arrangements are needed.

Have students look at the questions and tell them to answer.

LISTENING & SPEAKING

1 LISTENING

Listen to the dialogues and answer the following questions.

Tell students that they are going to listen to 3 different dialogues to answer some questions. Have them read the questions first to get ready for what they are going to answer. Remind them not to try to write the whole answers while they are listening. Ask them to take short notes while listening for the first time. On the second listening, they check their notes. Tell them to have separate time to write the answers. Go around the classroom and check and monitor their works. Have one student read the question aloud, have another one to answer.

Audio Script **Track 7**

LISTENING I

A: Excuse me! Which platform does the train from Manhattan to here arrive at? I'll be picking up someone from the train.

B: There are two trains departing from Manhattan. Which one do you want to know?

A: 7 a.m. It left Manhattan at 7 a.m.

B: The 7 a.m. train from Manhattan to Bronx arrives at platform 2, sir.

A: Thank you very much.

LISTENING II

A: Hello. I want to go to Oxford tomorrow morning. What time does the first train leave here?

B: At 6 a.m. there is an express train to Oxford sir, and at 7 a.m. another train with 15 stops.

A: How long does it take with 15 stops?

B: It takes 4,5 hours, sir.

A: OK. A ticket for the express train, please.

B: Single or return?

A: Return, please.

B: Window or aisle seat?

A: Window, please. Which platform does it leave from?

B: It leaves from platform 4.

A: Thank you.

LISTENING III

A: Excuse me! I'd like to go to the Topkapı Palace. Does this train go there?

B: Yes, it does. You need to buy a ticket from the ticket office or ticket machine over there.

A: How often does the train come around at this time of the day?

B: It comes about every 20 minutes.

A: And where do I get off from the train?

B: Get off at Sultanahmet. Five stops from here.

A: Thank you.

Answer Key

Listening I

1. He is asking for the 7 o'clock train from Manhattan to Bronx.

2. It is arriving at platform 2.

Listening II

1. It is at 6 a.m.

2. He wants a return ticket.

3. It leaves from platform 4.

Listening III

1. She wants to go to the Topkapı Palace.
2. It comes about every 20 minutes.
3. She must get off at Sultanahmet, five stops from there.

2 READING

a ***Read the dialogue and fill in the table below with the flight options for Tim and Clare.***

Have students look at the chart. Tell them they are going to fill the missing details for flights by reading the text. Have individual students to read. Students work in pairs to trace the necessary information from the dialogue.

Answer Key

Departure		**Arrival**		**Flight information**		
Airport	**Time**	**Airport**	**Time**	**Duration**	**Flight no**	**Aircraft type**
SFO Airport	**06:00**	**İstanbul Atatürk Airport**	**19:00**	**13 hours**	**TK 80**	**77W**
San Francisco Airport Toronto YYZ Airport	07:00 12:00	Toronto YZZ Airport İstanbul Atatürk Airport	16:00 02:00	15 hours	AC 725 AC 758	A300 A312
SFO Airport **Barcelona Airport** ✔	**07:30** **21:30**	**Barcelona Airport** **İstanbul Sabiha Gökçen Airport**	**07:30** **11:05**	**17 hours 35 minutes**	**AA 66** **TK 1287**	**123B** **32B**

b ***Put a tick next to the flight option they choose in the table.***

Ask students which flight Tim and Claire choose.

Answer Key The third option

c ***Check the meaning of "layover flights"and "stopover flights" from your dictionary.***

Tell students to use a dictionary to check the meanings and see the differences between two flight words.

Answer Key
Layover flight: switch planes during your journey
Stopover flight: if your layover is more than four hours

3 SPEAKING

What are the pros and cons of travelling by plane? Discuss with your friends.

Tell students to think about the advantageous and disadvantageous points of travelling by plane. Then, make a list on the board for everybody to see. By looking at the list on the board, students produce sentences.

4 ***Read the dialogue below between Lisa and her grandpa. Underline words related to "time".***

Tell students to have a quick look at the dialogue. Draw their attention to the box to study the meanings of the words.

CHECK THIS OUT!

In this box, students are introduced words related to *time* which are used in the *present perfect tense.*

After studying the words and their meanings from the box, tell students to underline words related to *time* which are used in the *present perfect tense.*

Answer Key

Lisa : Grandpa, Have you cooked the sausages, **yet**?
Grandpa: Yes, I have **just** finished cooking them. Are you ready to eat? Have you cleaned your hands **yet**? Have you set the table?
Lisa: No, we haven't set the table **yet,** but I have already washed my hands. Give me some, please; I am starving!
Lisa: Eek! Horrible! I have **just** seen something on my bread!
Grandpa: Honey, it's only an ant. Haven't you **ever** seen an ant?

Ask these questions to check their understanding. Are the sausages ready? Is the table ready? Are Lisa's hands clean?

5 ***Look at the pictures below and write what has just happened under each picture.***

Tell students to write what has just happened under each picture. Go around and check their work. Write the correct answers on the board to give feedback.

Answer Key

1. He has just washed her hair.
2. He has just fallen off the bike.
3. They have just married.

6 ***Lin is going abroad on a holiday. She has done some preparations, but not finished all. Write sentences with "yet" and "already".***

Tell students to check Lin's to do list. Tell them she has done the things with the (✔) but not others.
While students are on task, go around and make the necessary corrections individually. Ask them to read the sentences aloud.

Answer Key

1. She hasn't changed money yet.
2. She has already bought a guide book.
3. She has already organised care for her pet.
4. She hasn't bought a plane ticket yet.
5. She has already booked a hotel.
6. She has already applied for the passport.
7. She hasn't prepared an itinerary yet.
8. She hasn't asked for some advice yet.

7 ***Circle the correct word.***

Tell students to work on words related to time. Ask them to circle the correct word for each sentence inferring from the sentence.

Answer Key

1. already
2. just/already
3. yet
4. already/yet
5. just

8 ***What time is it now? Say what you have already/just done, and you haven't done yet up to this time of the day.***

Ask students the time and let them think what they have/haven't done until now. Remind them to use words *just*, *already* and *yet.*

READING & WRITING

1 READING

a ***Answer the following questions.***

Read the questions and give students some time to think about them. Have students tell their ideas. Ask them if they've heard of the proverb before. Be sure that the proverb is clearly understood. Ask them if they agree or not. Encourage them to talk by giving some real life experiences.

b ***Read the pieces of advice from some experienced travellers and find a topic for each from the list below.***

Tell students to read of advice from different people around the world. Help them with the vocabulary. Ask students to find the correct topic for each advice by inferring from the advice sentences.

Answer Key

1. Security
2. Health
3. Money
4. Electronics
5. Luggage and packing
6. Local research
7. Things to take

c ***Which texts are the following sentences taken from? Write the name of the person who is giving related advice next to the sentences.***

Ask students to find the people who the sentences belong to. Have them work individually. When they finish, tell them to peer check and discuss on different answers- if any. Then check the answers as a whole class.

Answer Key

1. Sezin, Turkey
2. Jack, Canada
3. Clare, England
4. Aika, Japan
5. Carl, Germany
6. Liz, France
7. Mahmud, Egypt

2 *Mary wants to take a gap year and has some questions to Susan who took a gap year before starting university. Do the following tasks.*

a ***Find Mary's missing sentences from the box below and complete the dialogue***

Have students look at the dialogue with the missing parts. Help them to get a gist of the dialogue.

Tell them to read the missing lines as a list. Go over any new vocabulary or phrase. Tell students to read the dialogue in detail and place the sentences into the correct lines.

Answer Key

1. D, **2.** C, **3.** A, **4.** E, **5.** F, **6.** B,

b ***What other questions would you ask Susan?***

Tell students to put themselves in Mary's shoes and ask them which questions they would ask Susan. Students share their questions. Possible questions might be; What are the benefits of a gap year? How did you finance yourself? How did you plan your gap year?

3 *Work in pairs. Imagine you are planning to go on holiday in a foreign country and your partner has been there before. Prepare a dialogue asking about his/her experiences. Role-play it in the classroom.*

The aim of this activity is to work on 'asking about others' experiences'. Give students plenty of time to organize their work. Go around and monitor the students. Help them to use various tenses correctly.

4 SPEAKING

a ***Which adjectives do you use to describe a place? Make a list as a class.***

Tell students to think of adjectives used to describe a place. They can be either positive or negative, but write adjectives as groups. Remind them that being positive or negative may change from person to person if they express opinion. Make a list of adjectives and write them on the board.

Suggested Answers

1. Ancient
2. Beautiful
3. Boring
4. Breathtaking
5. Charming
6. Contemporary
7. Crowded
8. Exciting
9. Expensive
10. Famous
11. Fantastic
12. Fascinating
13. Huge
14. Lively
15. Popular
16. Picturesque
17. Polluted

Tell students to make a sentence by using one of the adjectives in the list to describe a place.

b ***Match the adjectives with the pictures and then write sentences as in the example to describe the places in the pictures.***

Have students look at the pictures and the adjective list. If there is a new one, teach it to students. Students match the adjectives with the pictures. Check the answers as a whole class.

Answer Key

1. colourful
2. unspoiled
3. peaceful
4. dirty
5. amusing

Tell students to make sentences about these places with the adjectives as the one in the example.

Answer Key

1. This is the most colourful place I have ever been to.
2. This is the most unspoiled place I have ever heard about.
3. This is the most peaceful place I have ever seen.
4. This is the dirtiest place I have ever seen.
5. This is the most amusing place I have ever been to.

c ***The Thompsons are trying to make arrangements for the weekend. Read their dialogue and write if the sentences are true (T) or false (F).***

Talk about the Thompsons first. Tell students to have a quick look at the picture and cover it immediately. Ask them how many people there are in the family. Have group of students read the dialogue pretending to be the son, daughter, mum, and dad. You may extend the work by asking students to memorize the dialogue and role play it in the classroom. Give students some time to work on the sentences.

Answer Key

1. False, **2.** False, **3.** True, **4.** True, **5.** True

d ***Work in groups of four. Imagine that you are in your school Travel Club and trying to organise a school trip. Each of you has different ideas about the place(s) to go. Discuss and choose a place to go.***

Tell students that they are going to work in groups of four. Ask them to use the phrases or expressions to *state opinion, agreement, and disagreement, suggesting, offering, accepting, rejecting, giving reason* etc. they have learned so far. Sample expressions to use might be;

Shall we …

How about….

I don't think it would ….

In my opinion..

I don't agree…

5 LISTENING

a ***Listen and fill in the blanks below.***

Tell student that they are going to listen to a mum reading a bed time story to her daughter. While listening to the story, students are to fill in the blanks. Teach them that these are prepositions of movement. After students fill in the blanks and check the answers, have them read the story once again.

Audio Script	**Track 8**

Girl: Can you read me one more, mum, please.

Mum: OK. But this is the last.

Girl: OK. Last

Mum: In a land far, far away, there is a pretty girl who doesn't want to sleep. Her mother decides to solve this problem and calls the sleep fairy, Nicy, to the little girl's room.

Nicy's house is far away from theirs, so she sets off early in the morning.

Nicy walks out of her house. There is a river flowing down the hill in front of her house. She walks over the bridge into the forest. She walks through the forest and then she reaches the river. She sails across the river, climbs up the hill, and goes past the witch's house. She walks towards the little girl's house, gets into the house, climbs up the stairs, and finds the little girl in her bed. She touches the little girl with her magical cane and she goes into a very comforting sleep.

Answer Key

1. out of	**4.** through	**7.** past
2. down	**5.** across	**8.** towards
3. over	**6.** up	**9.** into

b ***Read the story and write the correct preposition of movement under the pictures.***

In this activity, students will be able to tell the preposition of movement by looking at the pictures. Tell students to cover the story in their books and ask them to write the correct preposition of movement under the picture of Fairy Nicy.

Answer Key

a. across	**d.** past	**g.** toward
b. through	**e.** across	**h.** down
c. up	**f.** into	**i.** out of

c ***Put the pictures in the correct order according to the story and retell the story.***

Tell students to read the story one more time and put the pictures of Nicy into the correct order as she travelled in the story. After ordering the pictures ask them to tell the story just by looking at the pictures.

Answer Key

1. i, **2.** h, **3.** a, **4.** b, **5.** e, **6.** c, **7.** d, **8.** g, **9.** f

6 WRITING

a ***What do you know about New Zealand? Where is the country? Write the names of the months in New Zealand in the table.***

Have a general talk about the country with students. Ask them what they know about the country. You may also ask:

Where is the country? It is in the South-western Pacific Ocean.

Which hemisphere is it in? It is positioned in the southern hemispheres.

Have you ever heard of Auteaora? It is the name of New Zealand in Maori language and it means 'long white cloud'.

How far is it from your country? The distance from Turkey to New Zealand is 16703 kilometres.

Answer Key

Spring	Summer	Autumn	Winter
September	December	March	June
October	January	April	July
November	February	May	August

b ***Look at the holiday brochure of New Zealand and fill in the table below.***

Draw students' attention to the brochure. Have them read it and fill in the table. Go around while they work and monitor the progress. Help students if they have difficulty in understanding the brochure.

Answer Key

Weather	Accommodation	Travelling within the country	Activities to do	Currency	Official language
Fantastic weather all year round.	Lots of choices from campsite to luxury yachts	Self drive, easy to catch flights, buses, trains, ferries	Exploring landscapes and coastline, cycling, sailing, kayaking, diving, bungee jumping, rafting, jet boating, sky diving, zip lining	New Zealand dollar	English and Māori

c ***Prepare a travel guide for your country.***

Set this task as homework. Tell students to choose a country they have been to or would like to visit. Ask them to find pictures, search the Internet for information that a traveller might want/need. Tell them to prepare a lively and colourful travel guide to display in the classroom.

Students can also make a presentation about the work as a follow up activity.

14 WORKBOOK ANSWER KEY

14 A ON THE MOVE

1 *Write the means of transportation under the pictures.*

1. Bike, **2.** Bus, **3.** Motorcycle, **4.** Plane, **5.** Ship, **6.** Train

2 *Find ten of the transport forms in the word search.*

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

3 *Look at some uncommon means of transport all around the world. Match them with the countries and write the countries under the pictures.*

1. Cyclo	Vietnam
2. Funicular	Austria
3. Hovercraft	Russia
4. Rickshaw	India
5. Maglev	China

4 *Choose the correct preposition.*

1. a, **2.** b, **3.** c, **4.** c, **5.** c

5 *Choose the odd one out. State the reason.*

1. bike - others have an engine
2. helicopter- others go in the sea
3. coach- others go in the air
4. bus- others go on a railway

CAN YOU?
Answers
Idiom: Better than nothing
Proverb: There is no place like home.

6 *Match the words to make compound words or phrases.*

1. Business **trip**	**5.** Credit **card**
2. Full **board**	**6.** Check **in**
3. One **way**	**7.** Travel **agent**
4. Self **catering**	

7 *Read and match.*

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

8 *Read the sentences below and write which type of holiday they are on.*

1. Skiing holiday	**4.** Safari holiday
2. Camping holiday	**5.** Sightseeing holiday
3. Beach holiday	

9 *Write an acrostic poem about holiday.*

Students' own answers.

10 *Read the dialogue and fill in the blanks with the words given below.*

1. may	**5.** room	**9.** spell
2. reservation	**6.** perfect	**10.** pay
3. available	**7.** cost	**11.** booked
4. arrival	**8.** per	**12.** questions

11 *Name the parts of speech and add two more for each about travelling and holiday.*

1. Noun, **2.** Adjective, **3.** Verb, **4.** Preposition
Students' own words.

12 *Put the dialogue in the correct order.*

1. e, **2.** k, **3.** f, **4.** j, **5.** b, **6.** i, **7.** a, **8.** h, **9.** d, **10.** l, **11.** g, **12.** m, **13.** c,

13 *Add question tags to the following sentences.*

1. isn't it?	**3.** does it?	**5.** did he?
2. didn't they?	**4.** am I?	

14 *Complete the crossword with the words related to 'holiday' and find the hidden word.*

						↓						
					1	V	A	C	A	T	I	O	N
					2	C	H	E	C	K	I	N	
					3	C	O	N	F	I	R	M	
				4	H	A	L	F	B	O	A	R	D
					5	S	U	M	M	E	R		
					6	C	A	M	P	I	N	G	
					7	H	O	L	I	D	A	Y	
			8	F	U	L	L	B	O	A	R	D	
				9	S	E	L	F	C	A	T	E	R	I	N	G
							10	T	R	I	P					
			11	R	E	T	U	R	N	T	I	C	K	E	T	
							12	B	O	O	K					
					13	J	O	U	R	N	E	Y				

14 B ONCE I HAVE...

1 ***Choose the correct option.***

1. flight, **2.** take off, **3.** locker, **4.** delays, **5.** crew

2 ***Unscramble these letters and find the words related to air travel.***

1. board, **2.** landing, **3.** departure, **4.** lounge, **5.** scheduled

3 ***Read the dialogue below and fill in the registration form of the guest on the next page.***

First name	Lorenzo	
Last name	Roboza	
Nationality	Italian	
Home address	Antonio Costa Rua do Farol 3 Azoia 3520-014 Corales PORTUGAL	
Occupation	Sales manager	
Date of arrival	16th July	
Date of departure	20th July	
Way of payment	card	Cash X
Signature		

4 ***Write the past participle forms of the verbs.***

1. bought **5.** woken up
2. worn **6.** swum
3. learned **7.** forgotten
4. written **8.** eaten

5 ***Make positive, negative, and question sentences with Present Perfect.***

1. He has cut his finger.
2. Julia has made a cake.
3. I haven't seen him before.
4. Have you taken any photos?
5. Has Tim spoken to his boss?

6 ***Match the actions or events to the results.***

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

7 ***What would you say in these situations? Make sentences with <u>been</u> or <u>gone</u>.***

1. I have been to shopping.
2. I haven't been to a live concert before.
3. She has gone out.
4. Where have you been?
5. Where has he gone?

8 ***You have just met a friend you haven't seen for a long time? Ask and answer questions using the following prompts.***

1. A: Have you finished your studies?
B: Yes, I have finished my studies.
2. A: Have you got married?
B: No, I haven't got married.
3. A: Have you found a job?
B: Yes, I have found a job.
4. A: Have you taken up a new sport?
B: Yes, I have taken up a new sport.
5. A: Have you moved to a new house?
B: No, I haven't moved to a new house.

9 ***You want to know everything about the new student at school. Write questions with ever using the promps given.***

1. Have you ever slept in a tent?
2. Have you ever got lost?
3. Have you ever swum in a river?
4. Have you ever found anything valuable?
5. Have you ever met a famous person?
6. Have you ever had an operation?

10 ***Suppose that you are the new student. Write answers to the questions. Use never, once, twice, etc.***

Possible Answers

1. Yes, I have slept in a tent many times.
2. No, I haven't got lost in my life.
3. Yes, I have swum in a river twice.
4. No, I haven't found anything valuable before.
5. Yes, I have met a famous person a few times.
6. Yes, I have had an operation once in my life.

11 ***Read the text about Juan and answer the questions on the next page.***

1. He comes from Mexico.
2. He has been a chef for 25 years.
3. He works in London now.
4. He finished high school in Colima.
5. He lived in Spain for two years.
6. They got married in 1998.
7. They have been married since 1998.
8. They have built many food hotels and restaurants there.
9. Yes. He has never lost his hope.

12 ***Read the dialogues and fill in the blanks with the correct form of the verbs in parentheses. Use Simple Past or Present Perfect Tense.***

1. have stopped
2. did-stop
3. stopped
4. haven't added
5. have -seen
6. saw
7. haven't heard
8. had
9. have had
10. haven't heard
11. did -happen?
12. had
13. went
14. have been

13 ***Imagine you are on a holiday. Write a postcard to a friend about your holiday. Use "Present Perfect" for your news and experiences and "Simple Past" for the details.***

Students' own postcards.

14 C BEFORE YOU SET OFF

1 ***Fill in the brainstorming map with travel words.***

Sugessted Answers

People: receptionist, travel agent, cabin crew

Places: departure longue, train station, travel agency

Transport: coach, ship, plane

Things to do: go cycling, sunbathe, whale watching

Phrasal verbs: get on, take off, check in

Accomodation: campsite, half board, self catering

2 ***Put the words in the correct order to make sentences.***

1. What time does the train leave?
2. Which platform does it leave from?
3. The train arrives at platform 9.
4. How much does the ticket cost?
5. It is a direct train to Edinburgh.

3 ***Match the sentences to make a dialogue.***

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

4 ***Choose the correct answers to Oliver's questions. Write in the blanks.***

1. G, **2.** B, **3.** C, **4.** F, **5.** E, **6.** A, **7.** D

5 ***Jane has just come back to her hometown where she left ten years ago. Read her text and do Exercises a and b.***

a ***Fill in the blanks in the text with the sentences below.***

1. D, **2.** B, **3.** E, **4.** A, **5.** C,

b ***Read the text again and answer the questions.***

1. She came back ten years later after she had left.
2. You could see a big park with lots of trees.
3. No, it wasn't good.
4. No, it wasn't as big as it is now.
5. They couldn't find because of the busy traffic.
6. No, there didn't use to be a movie theatre.
7. Yes, she is happy to come back.

6 ***Write the correct "preposition of movement" under the pictures.***

1. out of, **2.** down, **3.** up, **4.** towards, **5.** across, **6.** into, **7.** over, **8.** through

7 ***Choose the correct preposition.***

1. a, **2.** c, **3.** b, **4.** a, **5.** a, **6.** c,

8 ***Read the paragraph and fill in the blanks with the prepositions given below.***

1. into, **2.** around, **3.** towards, **4.** down, **5.** over, **6.** into, **7.** towards, **8.** out of, **9.** across

9 ***Read the sentences below and write correct adjectives in the blanks.***

1. crowded, **2.** modern, **3.** unspoiled, **4.** expensive

10 ***Choose the correct option.***

1. before **2.** end

11 ***Fill in the blanks with just, yet, or already.***

1. just, **2.** already, **3.** just, **4.** yet

12 ***Prepare a brochure for a new type of holiday named eco-holiday by using the given information. Put the text in the correct order. Find photos and stick them on your brochure.***

1. E, **2.** C, **3.** F, **4.** A, **5.** D, **6.** B

CAN YOU?

Answers

Proverb: Like father like son.
Interjection: Eek!
Interjection: Hooray!
Phrase: I'm in.

UNIT NOTES

15 A ARE YOU INTO SPORTS?

Overview

Vocabulary: words related to sports, sports equipment, and sports places

Listening: listening and matching the pictures with the sports

Speaking: using false starts and fillers; talking about indoor and outdoor sports; expressing purpose.

Reading: reading biographies of famous sportsmen and telling past events and experiences in the text.

Writing: writing a short paragraph about an outdoor/ indoor sports activity.

Grammar: expressing purpose; introduction to present perfect continuous.

LEAD IN

Answer the following questions.

Go through the questions. Explain students that they are going to study sports in this unit. Students discuss the questions. Ask students to share their ideas with the class.

ADDITIONAL INFORMATION

Remember to mention "Oil wrestling" which is a traditional sport in Turkey. Oil-wrestling (or oiled-wrestling) tournaments have been held in Edirne since 1361. Another sport which Turkish people are internationally successful is weight lifting.

LISTENING & SPEAKING

1 LISTENING

a ***Match the pictures with the names of the sports.***

Draw students' attention to the pictures. Ask them to match the sports with the pictures.

b ***Listen and check your answers.***

Play the recording and pause the recording after each word. Encourage students to pronounce each word when the recording is paused.

Audio Script	Track 1
1. Football	
2. Volleyball	
3. Tennis	
4. Swimming	
5. Archery	
6. Cycling	
7. Kayaking	
8. Baseball	
9. Ice-skating	
10. Table tennis	
11. Weight – lifting	
12. Gymnastics	
13. Water polo	
14. Athletics	
15. Skiing	
16. Golf	

Answer Key

1. c, **2.** j, **3.** n, **4.** a, **5.** g, **6.** f, **7.** i, **8.** l, **9.** o, **10.** k, **11.** d, **12.** m, **13.** e, **14.** b, **15.** p, **16.** h

c ***Look at the names of sports stated in part "a"and write three examples for each category. One sport type may fit in more than one category.***

In this part, students will be able to write three examples for each sport. First, explain your students what the sport types stand for and then give them a few minutes to complete the table.

Answer Key

Indoor sports: athletics, gymnastics, weightlifting, ice-skating

Outdoor sports: tennis, golf, skiing, cycling

Individual sports: swimming, athletics, gymnastics, golf, cycling

Team sports: football, basketball, volleyball, water polo

d ***Find out the correct verbs. Fill in the blanks with do, play, or go.***

In this part students will be able to find out the correct verbs related to sports. Tell students that they are going to use *do/play and go* to fill in the blanks. It is expected from the students to find how to use the verbs in a correct way in their own sentences.

Answer Key

1. do, **2.** do, **3.** do, **4.** play, **5.** go, **6.** play

e ***Fill in the blanks with do, play, or go.***

In this activity, students complete the rules about verbs related to sports. Students read the sentences and discuss the questions in pairs. Check answers as a class.

Answer Key

1. play **2.** go **3.** do

2 SPEAKING

Work in pairs. Ask and answer questions about the indoor/outdoor sports you have done so far.

In this part, students work in pairs and they ask and answer the questions about the indoor/outdoor sports they have done so far. Ask them to read the example sentences and encourage them to use *present perfect tense* in their sentences as they are talking about their experiences.

CHECK THIS OUT!

The use of *for* and *since* are stated in this box. Ask your students to read the box and use the time expressions *for* and *since* in their speech.

3 LISTENING

Three teenagers are talking about their favorite sport. Listen to their dialogue. Complete the chart below with the correct information and guess which sport each person is talking about.

In this part, students listen to three teenagers talking about their favorite sport. Explain students that they are going to fill in the table with the correct information and guess which sport the spekers are talking about.

Audio Script **Track 2**

Speaker 1 SAM: My favourite sport. Umm, let me think. OK, of course I can describe it. It is a team sport and there are 11 players in a team. It is also an outdoor sport and generally it is very popular among men. I mean girls generally don't prefer it. Oh, by the way this sport is played on a field and you just need a ball and two teams.

Speaker 2 ÖZLEM: I believe my favourite sport is one of the best sports in the world. In this sport, you have two options. You can play it either with a team or individually. It is an outdoor sport and it is played with a racquet on a court.

Speaker 3 ASHLEY: My favourite sport is an individual one and I believe it is more difficult than other sports fields as you have to be physically strong for being successful in this sport. You need physical power for all sports but this sport demands more than that. It is an indoor sport and what you need is a dumbbell. You do it generally in gyms.

Answer Key

	1	2	3
Team sport or individual?	Team	BOTH	INDIVIDUAL
Indoor or Outdoor?	Outdoor	Outdoor	Indoor
Where do you do it?	On a field	On a court	In gyms
What equipment do you use?	Ball	A racquet	A dumbbell
What is the name of the sport?	football	Tennis	Weight lifting

4 SPEAKING

Think of a sport and describe it to your classmates without telling its name. They will try to find out what sport it is.

In this part, students try to describe a sport as in the listening activity. Then they will try to guess what the sport is. Tell your students that their speech should include whether it is a/an;

- Outdoor/indoor sport?
- Team/Individual sport?

Also, encourage them to state where it is played and what equipment is used.

5 GAME

Work with a group. Try to find out as many sports as possible for each place given below. The group who has the highest number of sports will be the winner.

In this game, give your students some time and make them work in their groups. They will try to find out as many sports as possible for the sports places given in categories. The group who has the highest number of sports will be the winner.

Possible Answers:

On a court	Basketball, tennis, volleyball
On a field	Football, baseball
On a track	Car racing, horse racing, athletics, cycling

READING & WRITING

1 READING

a ***In your opinion, who is the most successful sportsperson? Explain why you believe this person is the most successful one.***

Tell students that they are going to talk about famous sportspeople they know. As a lead in activity, students give information about the most successful sportsmen they have seen so far. Ask questions in *present perfect tense* and encourage them to use *present perfect tense* in their answers.

b ***Read the text and find the title of each paragraph. There is one extra.***

Ask students to read the text and find out the title of each paragraph. Make students read the text first. Then they try to find out the title of each paragraph.

Answer Key

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

c ***Decide if the sentences are true (T) or false(F). Correct the false statements.***

In this part, students answer some comprehension questions. They read the text again and find out whether the sentences are true or false.

Answer Key

1. False – He won it in 1960.
2. True
3. False – He attends special tournaments, but quit playing.
4. False – He was with his teammate.
5. False – He distributed it among other racers.
6. False – He didn't have any sponsors.
7. True

d ***Match the words in the reading text with the definitions given below.***

In this part, explain to students that they are going to find out the words according to the given paragraphs.

Answer Key

1. encouraged
2. discouraged
3. dyslexia
4. climax
5. beat

e ***Read the text again and tell the past events and experiences of the sportspeople in the text.***

Students read the text again. Ask them about the lives of the sportsmen one by one. State that for a person who is not alive, *past tense* is used when talking about this person's experiences. However, if somebody is still alive, it is appropriate to use *present perfect* for this person's experiences which are still going on.

Possible Answer

Semih Saygıner has taken part in TV shows.
Muhammad Ali won 37 matches with his knockouts.

f ***Look at the expressions written in bold in the passage. Which of the following sentence is true about them?***

Students read the text briefly again and look at the expressions in bold. Ask them to read the sentences and find out the correct option according to the expressions referred. Give them time to find the correct answer. Check the answer as a class.

Answer Key

They express purpose. (2nd sentence)

2 WRITING

First, write three of your own purposes in life and then write what you are doing to achieve your purpose to the relevant rows in the table. Finally make sentences as in the example.

Read the sentences stated in CHECK THIS OUT! box. Tell students that these structures are used for expressing purpose. Get them do this writing exercise step by step. First, they write a sentence related to their goals. Then, they write another sentence about what they have done to

reach their goals. At the end, tell them that they are going to combine these two sentences given as in the example.

3 SPEAKING

a ***Answer the questions by using "expressions of purpose" stated in CHECK THIS OUT! box.***

Ask students to answer the questions given using expressions of purpose. Refer to the CHECK THIS OUT! box again. Encourage students to rewrite their sentences using different structures of expressing purpose.

b ***Now write three questions to learn purpose. Then ask them to your classmates.***

Give students a few minutes and tell them to write their own questions to ask for purpose. Encourage them to ask these questions to their classmates and ask a few students to share their ideas with the class.

CHECK THIS OUT!

Ask students to read the box and encourage them to use the structures in their speech.

c ***Explain the quotation in the picture.***

Ask students what they understand from the quotation given and ask them whether they agree or disagree.

4 EVERYDAY ENGLISH

a ***When do we use the following sounds or expressions in our speech? Share your ideas with your classmates.***

In this part, students are expected to guess when these expressions and sounds are used in speech. Have them take a look at the speech balloons for a few seconds and get their opinions. At the end of the activity, explain them that these are used when we want to gain some time in a conversation.

b ***Listen and write the expressions Magda and Jim use among the ones above.***

In this part students are expected to take notes while listening and answer the questions about a dialogue. Tell your students that they are going to write down the expressions or sounds in English when used to gain some time in a conversation. Play the recording once. Check answers as a class.

Audio Script **Track 3**

Jim: Hi, Magda! You look so nervous. What happened, is there something wrong?
Magda: Oh Jim! I didn't notice you. Please, forgive me. OK, what have you said?
Jim: I said that you look so stressed.
Magda: Well.. Do I.. OK. I am not going to lie. Yes, I really am.
Jim: Is there anything I can do?
Magda: Well, let me think. You know you can help me. Hey, are you sure that you want help me?
Jim: Of course Magda, you are my best friend!
Magda: OK, then. Thank you in advance. Anyway, I have been trying to finish my PE homework for two hours, but I couldn't.
Jim: Why not?
Magda: Because I have to write a biography about a successful sportsman but I could not find the person.
Jim: Did you do research?
Magda: I have already done, but I mean I couldn't decide.
Jim: Umm, let me see. Oh yes! Why don't you take a look at Michael Jordan's life?
Magda: Hey, the legendary NBA player, right? What a wonderful idea! Thanks!

Answer Key

Magda: Well…/ Let me think/ You know /I mean
Jim: Umm/ Let me see

c ***Listen again and answer the following questions.***

Ask students to read the questions. Play the recording again. Elicit the answers.

Answer Key

1. Her PE homework. She couldn't find a famous sportsman for the homework.
2. Yes they are. Jim is Magda's best friend.
3. It is about a famous sportsman.
4. He suggested her to prepare the homework about Michael Jordan.
5. He is a legendary NBA player.

d ***Work in pairs and give answers to the questions below. Gain some time while you are giving your answers. Take turns in your answers.***

Students work in pairs and give answers to these questions. They should gain some time using the expressions and sounds in *part a* while they are giving answers. Have students work with a partner and tell them that they need to take turns while they are answering the questions.

5 WRITING

Choose an indoor or outdoor sports activity. Write a paragraph between 100-120 words. Give answers of the questions below in your paragraph.

Ask your students to write about a sport they choose and give detailed information about it. Warm them to be careful about the instructions.

15 B I BELIEVE IN MYSELF!

Overview

Vocabulary: verbs related to sports; commonly confused verbs
Listening: listening and completing the information about sportsmen
Speaking: talking about how long and how often an action has been happening
Reading: reading and identifying confusing verbs in a text
Writing: writing a text message
Grammar: present perfect continuous

LEAD IN

Answer the following questions.

This module is about successful sportspeople and their secrets of being successful. Ask students to read the questions and answer them according to their own opinions. Have them to make a short list of their secrets of being successful and share their opinions with their friends.

Suggested Answers

1. To be successful, I follow my dreams whatever happens.
2. Not giving up even in failure is the biggest success.

LISTENING & SPEAKING

1 VOCABULARY

a ***Choose the correct option.***

In this part, students are expected to expand their vocabulary. Some confusing verbs are given in this part. First have students read the examples and ask them to fill in the blanks with the correct words. Ask students to read the sentences in CHECK THIS OUT! box before they give their answers.

CHECK THIS OUT!

The differences between some confusing verbs are given in the box. Ask your students to read the box and do the exercise. Check answers as a class.

b ***Read the following quotations of some famous and successful sportspeople and fill in the blanks with the words in the box.***

Ask students to read the quotations in this part in a few minutes and fill in the blanks with the confusing verbs.

Answer Key

2. see, **3.** earn, **4.** watch, **5.** win

2 LISTENING

a ***What do you know about the football player in the picture?***

As a pre-listening activity, ask students whether they know the footballer in the picture or not. Optionally, ask the students:

- Where is he from? (He is from Portuguese.)
- Which team does he play in? (He plays in Real Madrid.)
- How old is he? (He was born in 1985.)
- Do you think he is a successful footballer?

b ***Listen and match the sports with the sportspeople in the list below.***

Ask students to listen and match the sports with the sportspeople. Play the recording once. Check answers as a class.

Audio Script	**Track 4**
1. He is a very driven person. He has an endless desire to learn. He always wants to please the coach and the fans. He knows that he should believe in himself to be successful. Being a great football player, Christina Ronaldo is the second most expensive player of the world now.	

2. Dwayne Johnson is the son of Rocky Johnson who was a professional wrestler too. Being a spostman runs in the family because not only his father but also his grandfather was a wrestler.
3. Serena Williams is accepted as one of the most successful tennis players of all ages. She was born in 1981 and she has been playing tennis for more than 20 years. She is now 36 but she still goes on playing despite her age.
4. Kathrine Switzer is the first woman who ran the Boston Marathon in 1967. Until that time, women were not allowed to join it because it was believed that they were too fragile to run for a marathon. She didn't accept it and joined the marathon and completed the race.
5. Michael Jordan was a professional basketball player in NBA. He played 15 seasons in NBA. He has a long list of awards, but it is better to say that he was the star of NBA for many years. In one of the interviews he expressed himself as ; "I have failed over and over again in my life. And, that's why I succeed."

Answer Key
1. c, **2.** a, **3.** e, **4.** b, **5.** d

c ***Listen again and complete the information below about these sportspeople.***

Play the recording again and ask students to fill in the blanks with correct information. Check answers as a class.

Answer Key
1. success
2. his father/ his grandfather
3. 20 years
4. in 1960s
5. his failures

3 SPEAKING

Answer the following questions.

Ask your students whether they know the people in their books or not. Encourage them to give more information about their lives using the questions stated in the exercise.

4 ***Answer the following questions about sports.***

Students work in pairs. Give them time to find the answers of the questions about sports. The questions are about the interesting facts about sports. Optionally, students can work in groups. Check answers as a class.

Answer Key
1. c, **2.** b, **3.** c, **4.** c, **5.** a, **6.** c

READING & WRITING

1 ***Look at the pictures 1, 2, and 3. Find out a suitable sport for these people according to their qualities such as age, weight, gender, physical condition etc.***

In this part, students are expected to find out suitable sports for the people in the pictures. First, have them take a look at the photos for a few minutes. Then ask them to describe the photos. Ask students to suggest the suitable sports for these people and encourage them to explain the reasons.

2 READING

a ***Read the information about four people and write which sport is suitable for each person from the box below according to their qualities.***

In this part, students will be able to find out suitable sports for the people from the list. Ask students to read the texts in detail and match the sports with the people according to their qualities.

Answer Key
Mustafa: horse riding
Elena: walking
Eniko: pilates
Isabella: running

b ***Write sentences about the people in 2a as in the example.***

Ask your students to explain the reasons why they chose those sports as suitable sports for the people. Students go over their answers in *part a* again and write why these sports are suitable for them. Tell students to read the example and do the other questions according to it

Answer Key
2. For Elena, the most suitable sport is walking because she is too old for other sports.
3. For Eniko, the most suitable sport is Pilates because can do it at home.
4. For Isabella, the most suitable sport is running because she doesn't need any money for running.

c ***Look at the highlighted expressions in the texts. Find where we use this tense.***

Ask students to read the highlighted *Present Perfect Continuous* expressions. and find the rule about this structure. The aim of this activity is to introduce students this structure Encourage them to find the rule about this tense by themselves.

Answer Key

We use it for the actions that started in the past and still going on. (C)

d ***Answer the following questions about the texts.***

Students read the text again answer the questions. Give them time to think about their answers. Check answers as a class.

Answer Key

1. He has been suffering from knee pain for a year.
2. He had to quit the team because of the knee pain.
3. She has been feeling inactive for two years.
4. She decided to do it because it is good for her health.
5. She has been taking care of her for two months.
6. She has been dealing with financial problems for three months.

CHECK THIS OUT

Students read the sentences in *Present Perfect Continuous* form and do the following activity. Remind them that this tense is used for the actions that started in the past and still going on.

e ***Fill in the blanks with "for" and "since".***

Students read the sentences in *Present Perfect Continuous* form and do the exercise using *for* and *since*.

Answer Key

1. for, **2.** since, **3.** for, **4.** since, **5.** since

3 SPEAKING

Work with your partner. Use the time expressions below and ask questions with "how long" and "how often".

Ask students to make sentences using *how long* and *how often* in their sentences. Ask them to read the example and write *how long* questions according to the answers given in speech bubbles. Encourage them to use *since* and *for* time expressions in their answers for "how long" questions.

4 WRITING

Answer the following questions given as in the example. Use "for" and "since" in your sentences.

Students make some guesses according to the moods of the people in the photos. The aim of this activity is to encourage students to have students talk about the actions that started in the past and still going on.

Suggested Answers

1. Because I have been doing exercise for two hours.
2. Because I have been studying all day long.
3. Because he has been trying to finish my project, but he can't do it.
4. Because she has been on a diet for three months and she has lost 10 kilos.

5 READING

Read the message of Tom to his friend Maya and her reply to Tom. Then answer the questions.

Ask students to read the text messages and answer the questions according to the texts. The aim of this activity is to show students how to write a text message to a person whom they haven't seen for a while. Give them time to read the texts and answer the questions. Check answers as a class.

Suggested Answers

1. Because of his project.
2. For two weeks.
3. Because of her final exams.
4. She has been looking for a job and this makes her stressed.
5. Because she needs advice for job applications.

6 WRITING

Imagine that you found an old friend of yours via social media. Write a message to him/ her about what you have been doing lately.

In this part, students are expected to write a message to one of their friends whom they haven't seen for a while. Encourage them to use present perfect continuous in their sentences while they are talking about what they have been doing lately.

7 LISTENING

a ***Look at the people in the picture below. Guess where they are and how they feel.***

Ask students to look at the photo and ask where they are and how they feel.

Answer Key

1. They are in a stadium.
2. They feel sad.

b ***Match the words with their definitions.***

Ask students to read the definitons and fill in the blanks with suitable words.

Answer Key

1. compete in
2. defeat
3. beat
4. score
5. against
6. miss
7. push limits

c ***Listen to the spectators in the stadium whose favourite team has just lost the match. Fill in the blanks with the correct words.***

Ask students to listen to the recording. Play the recording twice. Check answers as a class. Tell students that they will use the words in part "b". Optionally, students can fill in the blanks first with the words in *part b*. Then they can listen and check their answers.

Audio Script **Track 5**

Speaker 1
Hey, I'm really sorry for this **defeat** but I believe this is the fault of the team, OK! They gave up in the first half. Oh, I still can't believe that we **missed** the penalty! We were unlucky, but we didn't **push our limits**!

Speaker 2
Hey, they were playing **against** a weaker team for sure! When the opposing team **scored** the goal at the 2nd minute, our team just threw in the towel!

Speaker 3
Yes, they **beat** us this time. However in the preparation match we drew 3 to 3 with the same team. I think our team is not aware that they are **competing in** the Championship! We couldn't even score a goal. The fans were waiting for a win but we couldn't see the score we expected.

Answer Key

1. defeat
2. missed
3. push our limits
4. against
5. scored
6. beat
7. competing in

TODAY'S IDIOM

The meaning of the idiom "throw the towel" is explained in the box. Encourage students to use the idiom in a sentence.

8 SPEAKING

Work with your partner and ask the questions below to him/her. Take notes and then share it with your classmates.

Students work in pairs. Read the questions stated in this part and encourage students to ask these questions to each other. After a few minutes, ask a few students to tell the answers aloud.

15 C SPORTS CAN CHANGE LIFE!

Overview

Vocabulary: talking about sports news
Listening: listening and taking notes to answer the questions about the audio.
Pronunciation: practicing reduction of auxiliaries in affirmative sentences and questions
Speaking: talking about positive effects of sports on the body; exchanging ideas
Reading: reading and talking about how a sport has changed successful sportsmen's lives in the text; identfiying words that give gradually strong meaning.
Writing: preparing a sports magazine
Grammar: adverbs of degree

LEAD IN

Answer the following questions.

Before the listening activity, students are expected to answer the questions about the listening topic. Give them time to think about the questions. Monitor and encourage them to give answers to the questions.

LISTENING & SPEAKING

1 VOCABULARY

Fill in the blanks with the words from the box. Use the correct forms of the verbs if necessary.

Ask students to read the sentences and use the words given in the box. Give them time to complete the task. Check answers as a class.

Answer Key

1. benefits
2. depends on
3. runs
4. registration
5. lessens
6. ranked

2 LISTENING

a Listen to the speaker and fill in the blanks according to the text.

Tell the class that they are going to listen to a text about a famous sportsman. Ask them whether they have any guesses or not. Play the recording twice. Check answers as a class.

Audio Script **Track 6**

Born in Spain in 1986, in Spain, Rafael Nadal began playing tennis at age of three and turned into a professional at the age of 15. He isn't the only person in his family who is very successful in sports. His uncle is also a professional football player who had even played in Spanish National Team. His another uncle who was a former professional tennis player, realized his talent and introduced him to tennis when he was three years old. At age 8, Nadal won an under-12 regional tennis championship. In those times, he was also playing football professionally. However he had to make a choice and with the support of his uncle,he decided to go on with tennis. His uncle also encouraged Nadal to play left-handed as it is an advantage on the tennis court.

When he was just 14, the Spanish tennis federation requested that Nadal move to Barcelona to continue his tennis training. His family didn't accept this request. They did so because they didn't want him to leave his education. Because of this decision, he got less support from the federation. Didn't it make him feel discouraged? Not exactly and nothing could stop him in his successful tennis career. He has won several titles, and also the 2008 Olympic gold medal in singles. He is a part of the Spainish Davis Cup team and has won the cup several times. He is known as one of the most successful tennis players of all times. He is known as the "King of Clay".

Answer Key

1. three
2. uncles
3. football and tennis
4. refused
5. "King of Clay"

b Listen to the recording again and choose the correct option.

Ask students to listen to the text again and choose the correct option. In this part students are expected to practice reduction of auxiliaries in affirmative sentences and questions.

Answer Key

1. isn't
2. didn't
3. didn't
4. didn't

3

a Look at the table below and answer the questions according to the recording.

The aim of this activity is to improve note taking skills while listening. Before you play the recording, ask students to read the questions in the first place. They are going to listen to the recording once. Play the recording. You can pause the recording while listening so that students will be able to take notes more easily.

Audio Script	Track 7

Speaker: Hi, we are running a street contest about sports. Would you like to join?

Contestant: Yes, I would love to.

Speaker: OK, we are going to ask you three questions about the benefits of sports and if you know all of them, you will win a free registration to our sports centre for two months.

Contestant: Well, OK. Of course. Let me think… I am not very sure. Then, OK.

Speaker: OK, here comes the first one. Which illnesses does doing sports protect us from?

Contestant: I can count many of them, but basically they are diabetes, heart diseases, cholesterol, and cancer and...

Speaker: OK, that's pretty good.

Contestant: But it is impossible to protect yourself totally. It just lowers the risk of these diseases.

Speaker: OK, thanks for the explanation. Second question, which sport is useful for everyone?

Contestant: Walking of course. You can walk at any age. However, you should consult your doctor first.

Speaker: Oh, that's amazing. Here comes the last question. But, we will ask you a difficult one. Are you ready? Which hormone does sport increase? It is also called the *happiness hormone.*

Contestant: Endorphins ☺ Doing sports also lessens the risk of having heart attacks. It helps you lose weight. Hey I have to tell you something. I am a doctor ☺

b ***b. Listen to the recording again. You are going to hear 3 important effects of sports on the body. Write down the positive effects of sports that you hear in the recording.***

Play the recording again and ask students to write down the positive effects of sports in the recording. Optionally, pause the recording while listening so that students will be able to take notes more easily.

Answer Key

1. It has a protection against many diseases.
2. It increases happiness hormone.
3. It helps someone to lose weight.

4 SPEAKING

Answer the following questions.

In this part students are expected to talk about benefits of sports on the body. Ask students to read the information in DO YOU KNOW THIS? box and ask the questions. Let a few students to talk about the topic.

DO YOU KNOW THIS?

In this box, the success of elderly people in sports is given with three examples around the world. After students read the sentences, ask the questions in speaking part in Exercise **3.**

READING & WRITING

1 READING

a ***Look at the title of the reading text below and guess what the text is about.***

Ask students to read the title and ask them what it is about.

Answer Key

a. What are they talking about? Benefits of sports	**c. What are his answers?** **1.** diabetes, heart diseases, cholesterol, and cancer **2.** walking **3.** Endorphins
b. What are the questions of the contest? **1.** Which illnesses does sport protect us from? **2.** Which sport is useful for everyone? **3.** Which hormone does doing sports increase?	**d. Are his answers correct?** Question 1: YES Ouestion 2: YES Ouestion 3: YES
e. Did he win the contest? YES	

b ***Read the text carefully and answer the following questions.***

Ask students to read the text and answer the questions about it.

Answer Key

1. c, **2.** c, **3.** c, **4.** a

c ***What can you conclude from Kieran's story? Write your opinions about Kieran Behan with 4-6 sentences.***

Explain students that they are going to write a conclusion paragraph about the story of Kieran. Give them time to complete their passages. After they complete it, encourage them to share their paragraphs with their friends.

d ***Match the highlighted words in the text with their synonyms below.***

In this part, students are expected to expand their vocabulary about adverbs. Students find out the synonyms of the adverbs which give strong meaning to the words and sentences. Ask them to look at the highlighted words in the text and find their synonyms.

Answer Key

1. badly	**3.** incredibly	**5.** strongly
2. completely	**4.** quite,	**6.** severely

TODAY'S IDIOM

Students read the idiom which stated in the reading passage. Encourage them to use it in a sentence.

CHECK THIS OUT!

Ask students to read the sentences in CHECK THIS OUT! box. Explain them these adverbs are called *adverbs of degree* and they are used to give strong meaning to the words and sentences.

e ***Rewrite the sentences by using the adverbs given in the brackets.***

In this part students are expected to use the adverbs of degree in the correct places.

Answer Key

1. As a result of the accident this morning in the stadium, several people got **seriously** injured.

2. He has always been a cyclist who is **completely** devoted to his job.

3. I got really shocked in the exam because as opposed to other exams, this one was **incredibly** easy.

4. As your trainer, I **strongly** recommend you not to exercise that much so that you won't lessen your endurance before the final match.

5. As his sponsorship for the race was cancelled, he was **badly** in need of money.

2 EVERYDAY ENGLISH

a ***Put the dialogue in the correct order. Underline the expressions for asking and giving advice.***

In this part students will be able to exchange their ideas by giving or asking for advice. Ask students to read the dialogue and put the sentences in the correct order. Optionally, students can work in pairs. Check answers as a class.

Answer Key

1. f, **2.** a, **3.** h, **4.** d, **5.** b, **6.** e, **7.** i, **8.** g, **9.** c

REMEMBER THIS

Ask students to read the examples in the box and use the expressions in the following activity.

b ***Imagine that you have a problem about your study plan. Every week, you do a new program but you can't follow it as strict as you desire. You know that a friend of yours is very good at studying regularly. Write a similar dialogue in 10-15 sentences and ask the opinions of your friend. Use the expressions in the REMEMBER THIS! box in your dialogue.***

Make students write a dialogue according to the given situation. Encourage them to use the *expressions of advice* in their dialogues.

3 PROJECT TIME

a ***Read the titles of some sports news below and match the titles with the pictures.***

At the end of the unit, students are expected to prepare a sports magazine with their friends. It is better to work in groups, but they can also work individually. In this part, students try to guess the sport from the title. Ask them whether they understand the sports or not. If they have difficulty in understanding, give them some clues so that they can guess more easily.

Answer Key

1. mountain climbing

2. running

3. diving

b ***Read the article of a national newspaper and find a suitable title for it.***

The aim of this activity is to show students a sample article about sports as they are going to prepare a sports magazine as a project work. Ask students to read the article and find a suitable title for it.

Possible Answers

- Great Success of Turkey
- Weightlifting Champions from Turkey again.

c ***Work with a group. Prepare a sports magazine with your group. Follow the steps below while you are working on your project.***

In this part, steps of preparing a magazine are explained to the students. Read the steps one by one and focus on the importance of these steps. Students can prepare either a digital or hand made magazine. Assign students to different teams and give a deadline for their projects.

15 WORKBOOK ANSWER KEY

15 A ARE YOU INTO SPORTS?

1 ***Look at the drawing and write the names of the sports according to their equipment.***

1. bowling
2. football
3. basketball
4. volleyball
5. weight lifting
6. american football, rugby
7. cycling
8. boxing
9. baseball
10. cricket
11. golf
12. tennis
13. badmington
14. table tennis

2 ***Match the sports with their equipment.***

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

3 ***Fill in the blanks with go/play or do.***

1. DO	archery
2. PLAY	billiards/ snooker
3. PLAY	tennis
4. GO	running
5. PLAY	hockey
6. DO	boxing
7. GO	canoeing
8. PLAY	baseball

4 ***Make sentences using the words in Exercise 2 and 3 as in the example. Don't forget to use the equipment and sports verb as in the example.***

1. When people **do** archery, they need to use **a bow**.
2. When people **play** billiards, they need to use **a cue**.
3. When people **play tennis**, they need to use **a racquet.**
4. When people **go running**, they need to wear **track shoes.**
5. When people **play** hockey, they need to use **a stick**.
6. When people **do boxing**, they need to use **gloves**.
7. When people **go canoeing**, they need to use **paddles**.
8. When people **play** table tennis, they need to use **a bat**.

5 ***Complete the sentences with a suitable word. The first letter is given for you.***

1. court, **2.** play, **3.** track shoes

6 ***Where do you do these sports? Tick the correct place.***

	On a court	On a track	On a field
Tennis	✔		
Football			✔
Car racing		✔	
Baseball			✔
Basketball	✔		

7 ***Find which sport the passage is about. Write it under the passage.***

Billiard

8 ***Describe a sport as it is explained in Exercise 7.***

Students' own answers.

9 ***Rewrite the sentences with the words given in parenthesis.***

1. He registered to a sports center for losing weight before the wedding ceremony.

2. In our school, we track the studies of the students every week so as to encourage them to study more.

3. She came to this school so that she could improve her English.

4. Last year they took out a loan from a bank in order to buy a house.

5. The school administration planned a lot of motivation seminars for students, so as to maximize success in school.

10 ***Fill in the blanks with so that/ in order to and for.***

1. in order to
2. in order not to
3. for
4. so that
5. in order to

11 ***Fill in the blanks with the correct words given below. Use the correct form of the verb if necessary.***

1. dyslexia
2. encouraged
3. discouraged
4. in advance
5. beats
6. climax

12 ***Read the dialogue and put the sentences in the correct order.***

a-3, **b**-8, **c**-1, **d**-6, **e**-9, **f**-7, **g**-11, **h**-4, **i**-5, **j**-2, **k**-10

13 ***Try to guess the meaning of "to be all ears" in the dialogue. Then look it up in the dictionary and write its meaning and a sample sentence below.***

To be all ears: To listen very carefully

15 B I BELIEVE IN MYSELF!

1 ***Fill in the blanks with the verbs below. Use the correct tense in your sentences.***

1. earn, **2.** saw, **3.** watched, **4.** will win, **5.** see

2 ***Make an online search about these sports online and find out a few famous sportsmen/ sportswomen of these sports.***

Students' own answers.

3 ***Choose one of the names you wrote in Exercise 2 and make an online search about him/ her. Answer the questions below about him/ her.***

Students' own answers.

4 ***Complete the sentences with "for" and "since".***

1. for
2. since
3. since
4. since
5. for
6. since
7. for
8. for

5 ***Read the text and fill in the blanks with the present perfect or present perfect continuous form of the verbs below.***

1. have been
2. has always been
3. has become
4. has won
5. has been playing

6 ***Read the text above again and answer the questions below.***

1. She was born in 1981.

2. No, she isn't. She is one of the best players of all ages.

3. She has won it four times.

4. She has been playing tennis for 20 years.

5. In spite of her age, she is still ranked as one of the best players in the world.

7 ***Give your own answers to the following questions.***

Students' own answers.

8 ***Fill in the blanks with the suitable words from the list below. Use the correct tense if necessary.***

1. opponent
2. beat
3. against
4. scored
5. push our limits
6. missed
7. compete
8. defeat

9 ***Make a story using the words given in the list in Exercise 8. Use at least 5 of them in your paragraph.***

Students' own answers.

10 ***Mehmet Ali and Jonathan are talking on the phone. Fill in the blanks with present perfect or present perfect continuous. Use the correct word from the list.***

1. have you been
2. have been waiting
3. have been trying
4. have never seen
5. have said
6. have called
7. have you been doing
8. have been wandering

15 C SPORTS CAN CHANGE LIFE!

1 ***Match the pictures with the descriptions about extreme sports. One picture is extra.***

A. Bungee Jumping
B. Slack Lining
C. Ice Climbing

2 ***One of the pictures given in part 1 is not explained. Find which one it is and describe this sport in a few sentences.***

Students' own answers.

3 ***Fill in the blanks with the correct form of the verbs.***

1. have/ been
2. have/ been
3. did/ start
4. Have/ been
5. didn't/ compete
6. met/ haven't seen
7. have/ heard
8. has read
9. entered/ called
10. has had

4 ***Use the adverbs of degree in the sentences given below. You can use them more than once.***

Suggested answers

1. I got **totally** shocked when I saw him that moment.
2. I can't swim in such weather because it is **extremely cold.**
3. I **just** wanted to do a favor for him. I didn't have any bad intentions.
4. He got **badly** injured due to the accident last year.
5. I didn't expect it, but she gave an **astonishingly** good speech to the audience.
6. My mother in law was **firmly** determined to graduate from high school at the age of 50.

5 ***Read the text and answer the following questions.***

a ***Answer the questions according to the reading passage.***

1. Because she learned that she had diabetes.
2. Self-injection was the most difficult part of the treatment.
3. She noticed that walking is very useful for her treatment.
4. After a few weeks.
5. She started to sleep well, lose weight, and feel happier.

b ***Match the underlined words in the text with their definitions below.***

1. c, **2.** f, **3.** e, **4.** d, **5.** a, **6.** b

6 ***Give or ask for advice for the situations given below.***

Suggested Answers

a. I don't understand the topic of last geometry lesson. Could you give me an advice? I don't know what to do.
b. I don't want to hurt you but nowadays you don't treat other people as you always do. Why don't you tell me what your problem is so that I can help you?
c. I have been using my medicine quite regularly, but it seems as it doesn't work very well. Do you have an advice?
d. I don't know how to study for English courses regularly. What do you suggest?
e. You know that you eat fast food all day long and it is very harmful for your body. Why don't you cook your own meal at home?

UNIT NOTES

Overview

Vocabulary: words related to manners
Listening: Analyzing the situation and the phrases for giving and receiving advice
Pronunciation: Students will be able to practice /ɪ/ and /iː/ sounds
Speaking: giving and receiving advice; talking about possible conditions
Reading: identifying given advice in the text; reading the text for specific information; matching headings with the paragraphs
Writing: applying basic capitalization, spelling, and punctuation rules when writing
Grammar: giving and receiving advice; type I -possible conditions; basic capitalization, spelling, and punctuation rules

LEAD IN

1 ***Look at the photograph below and answer the questions.***

Tell students to take a glance at the photograph. Ask them to answer the questions. You can also bring more photographs about bad manners or good manners and show them to students and ask more questions and elicit answers.

Students' own answers.

2 ***Answer the questions.***

Make students guess which word is a *verb* and which word is a *noun*. Play the recording. Pause and want students to repeat after the recording. Make them aware of the difference between" *advice and advise*".

Audio Script	**Track 1**
advise, advice	

Answer Key
1. a. advice **b.** advise
2. Students' own answers.

LISTENING & SPEAKING

1 LISTENING

a ***Listen to people talking about social manners and number the related pictures.***

Tell students that they will listen to four people speaking about their experience about manners. You can also ask your students "which speakers experienced bad manners and which ones good manners." Play the recording two times.

Audio Script	**Track 2**

Speaking 1. Hi everyone! I'm Kanye. Every day, I get on the train from Moor Park to Pinner as I'm a student. The train is usually crowded and noisy. But yesterday a man annoyed everybody around him. He talked on the phone aloud. Just imagine! I couldn't even hear the music on my headphone. This was an impolite manner. If you travel by train, you shouldn't talk on the phone so loudly.

Speaking 2. Hello! I'm Edie. We're a big family. It was sunny last weekend and we decided to go on a picnic with our children. We set off and we were happy. When we arrived at the picnic area by a lakeside, we felt bad about the litter around. We spent all day collecting the garbage. How thoughtless the people are! People should be sensitive to the environment. If you want to protect the environment, you had better not throw your litter around.

Speaking 3. My name is Leo. I have broken my leg. For the last two weeks I can walk only with baton. On Thursday I had to go to the nearest supermarket. It was the most difficult day of mine. When I arrived at the cash point, I saw the long queue. I thought I couldn't stand, but a boy gave way to me and let me take his turn. This made me so happy. I really needed that. He was a very considerate person. If you see a person who has a disability in a queue, you ought to give way to him. We really need it.

Speaking 4. Hi Youngster! I'm an old woman. I have trouble in walking due to the pain in my knees. Going up and down the stairs is the most difficult movement for me. Sometimes, I am in the verge of falling. It takes me a long time to go up and down the stairs without any help. Luckily, this morning a gentle boy helped me to go down the stairs of the bus. If he didn't help me, I might have fallen. He was a polite and sensible boy. I really thank him. If you encounter an elder, you should give a hand to her.

Answer Key

A. 2, **B.** 3, **C.** 4, **D.** 1

b ***Listen again and write the advice people gave in their speeches.***

This time students are expected to deduct the given advice. If they don't understand, you can play the recording one more time.

Answer Key

Speaker 1: You shouldn't talk on the phone so loudly in public transport.

Speaker 2: People should be sensitive to the environment. You had better not throw your litter around.

Speaker 3: You ought to give way to the people who have a disability.

Speaker 4: You should give a hand to old people.

c ***Answer the following questions.***

Ask students to answer the comprehension questions and check their answers.

Answer Key

1. Because he talked on the phone loudly.

2. She was planning to go on a picnic on the lakeside.

3. Leo has broken his leg and he uses a baton. When he was at a queue, someone gave way to him. This made him happy.

4. Going up and down the stairs is difficult for this old woman.

2 *Write some good manners under the titles. You can add more titles. Share them with class.*

Suggested Answers

1. In public transport: We should wait for the outgoing passengers in underway metro station.

2. In a cinema/theatre: We ought to switch off our mobile phones.

3. On a picnic: We had better not start a fire in a forest.

4. In the school: we shouldn't behave impolitely towards our friends and teachers.

3 SPEAKING

Answer the questions according to yourself and share your answers with class.

Encourage students to talk about their thoughts. Ask them to read the situation in question 3 and give advice about the situation.

Students' own answers.

REMEMBER THIS

Tell students to study the box. Make sure they remember *the modals.*

4 WRITING

Work in pairs. Write an e-mail to ask for some advice about a situation you are in nowadays. Then, reply your friend's e-mail to give some advice.

Tell students to work in pairs and want them to write their problem in the first column and read their partners' emails about the situation. Tell them to write an e-mail as a reply to their friend's asking for advice into the second column.

Students' own answers.

5 EVERYDAY ENGLISH

Complete the dialogue using suitable expressions from the box below and then act it out.

Ask students to complete the dialogue. More than one answer is possible. You can also want them to write a new dialogue using the expressions.

Possible Answers

1. I don't know what to advise./ I wish I could help./ I'm afraid I can't help you.

2. I'm not sure if this is the best thing.

3. Yes, you're right. I will do that./ That's true./ OK. I can do that

4. That's true./ OK. I can do that/ Yes, you're right. I will do that.

6 DISCUSSION TIME

Work in pairs. Answer the questions below. Share your answers with class.

Ask students to answer the questions and note their thoughts. Encourage them to share their thoughts.

Students' own answers.

7 SPEAKING

Work in groups of three. Read the hints below and write a conversation. Use the expressions you learned about advice .

Tell students to work in groups of three. Ask them to read the hints given and write a dialogue. Make sure that they use the useful expressions about asking for and giving advice.

Students' own answers.

8 PRONUNCIATON

a ***Listen and repeat the words. Find the difference between the pronunciations of these two words.***

Audio Script	Track 3
1. Hit /hɪt/ Heat /hiːt/ **2.** Lip /lɪp/ Leap /liːp/ **3.** Ship /ʃɪp/ Sheep /ʃiːp/ **4.** His /hɪz/ He's /hiːs/	

Play the recording and pause after each word and ask students to repeat. Encourage students to practice the difference between the sounds.

Answer Key

The firs vowel /ɪ/ is pronounced shorter than the second /iː/.

b ***Listen and tick (✔) the sound you hear.***

Tell students to listen to the recording and choose the correct sound. Play the recording two times

Audio Script	Track 4
Sea /siː/	**Fit** /fɪt/
Will /wɪl/	**Minute** /ˈmɪnɪt/
Machine /məˈʃiːn/	**Wheel** /wiːl/
Feet /fiːt/	

Answer Key

	A /ɪ/	B /iː/
sea		✔
will	✔	
machine		✔
feet		✔
fit	✔	
minute	✔	
wheel		✔

c ***Listen to the short story and write true (T) or false (F).***

Audio Script	Track 5
Yesterday I was at the port. I was shipping sheep on the ship. The slim sheep had been slimmed badly. It grimed the ship, so I need a kit to clean. I got on the ship and took a kit. Suddenly I saw a kite passed by me and I got scared. The kit fell into the sea. I jumped into the sea to take the kit. Just then, a huge fish came near to me. It tried to bite me a bit. I got on the ship quickly and went on shipping sheep on the ship.	

Answer Key

1. T, **2.** F, **3.** T, **4.** F, **5.** F

9 LISTENING

a ***Two teenagers are calling a radio program and talking about their problems. Listen and complete the chart.***

Tell students that they will listen to a radio program. Ellie and James are presenting the radio program. "We Find a Way" is the name of the program. They are talking about the attitude problems among teens. Play the recording twice.

Audio Script	Track 6
Elsie: Welcome to Elsie and James' radio program. What is the question today, James? **James**: Today the questions will be about how to be polite. Hey, teenagers we are waiting for your questions. You know we find a way! **Elsie**: Oh! Someone is calling. Welcome on board, ☺ your captain is speaking. Hehe! Can you introduce yourself? **Max**: I'm Max from Exeter. I'm a high-school student. **James**: How can I help you? **Max**: Actually, I get on well with my friends. But, sometimes they complain about my making humour. I'm at peace with myself. I poke fun at myself. I like making fun of my friends too. I don't want to be at odds with my friends. **Elsie**: It is good to be at peace with yourself. But, never forget, everybody can't be at peace with themselves. You should use humours carefully. **James**: Additionally, you had better know the boundaries. You ought not to aim to cause offence and use suitable language for different situations. **Max**: Yes, you're right. I will be careful about what you said. Thank you. So glad we have you! **Ellie**: Thank you Max. **James**: It is really hard to be a humorous teenager. **Ellie**: Oh! Another call! Hello! Can you introduce yourself? **Millie**: Hello! I'm Millie from Westminster. I'm fifteen. **James:** Do you have trouble in being new at school as you are a ninth grade student.	

Millie: Actually, no. I'm frequently late for my appointments. OK, this is my bad, but when I get there I apologise for being late. But I don't understand why they get angry with me after I apologise.

Ellie: If you arrange to meet somebody at a certain time, be sure you are on time or even a few minutes early. People consider you as disrespectful if you aren't punctual. If you are going to be late for some reason, you should let people know. Apologise for being late but you shouldn't over do your apologies.

Millie: You're right. It has never occured to me that they would think I'm disrespectful. I will let people know that I will be late hereafter. The most important, I will try not to be late.

James: You are awesome!

Millie: Thanks for your advice. Bye!

Answer Key

	Problem	Advice
Max	**His friends complain about his humour.**	He had better know the boundaries. He ought not to aim to cause offence and use suitable language for different situations.
Millie	**She is always late. She apologises for her behaviour, but people get angry with her.**	If she arranges to meet somebody at a certain time, she should be sure that she is on time or even a few minutes early. If she is going to be late for some reason, she should let people know.

b ***Listen again and guess the meaning of the phrases below.***

Play the recording again. Ask students to try to guess the meanings of the phrases in the recording.

Answer Key

1. At peace with someone: someone approves of oneself.

2. Make fun of oneself: to make oneself seem stupid by making jokes about.

3. Be at odds: to disagree and have an argument with someone.

10 SPEAKING

Work in pairs. Suppose that one of you is an advisor on a radio and the other is calling to ask for advice. Write a dialogue and act it out.

Ask students to work with a partner. Tell them to write a similar dialogue as in the recording. Walk around the class and check their writings. Ask them to act their dialogues out.

Students' own answers.

11 WRITING

Write a short advice letter considering the question below.

Tell students to think about the unique manners respected in their country. Ask them to write a letter to a person who is about to come to their country and wants to be polite. Ask them to write their advice.

Students' own answers.

CHECK THIS OUT!

Ask students to study the grammar structure explained in the box. Ask them to do *Exercise 12*.

12 *Match the clauses to form a meaningful sentences.*

Tell students to match the two halves of the sentences as a whole class.

Answer Key

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

13 SPEAKING

a ***Complete the sentences as in the example. You can use the useful expressions for advice such as 'should', 'ought to', and 'had better'.***

Ask students to complete the sentences. Check their answers.

Suggested Answers

2. If people throw litter on the ground, the environment will get polluted. People should

throw their litter into trash bins.
3. If people use their mobile phones in the cinema, other people will get annoyed. People ought to close their phones in the cinema.
4. If people park their cars in front of the wheelchair ramp, disabled people can't use the road. People shouldn't park their cars in front of the wheelchair ramps.
5. If people watch television all day, their eyesight will detorriate. People had better not watch television all day.
6. If people jump queues, they take other people's rights. People should wait for their turns.
7. If people don't show respect to disabled people, they will sadden the disabled people. People ought to show respect to them.

b ***Discuss your answers with your partner.***

Encourage students to discuss their thoughts. You can make them work in pairs.

Students' own answers.

14 READING

a ***Read the article below and answer the questions.***

Ask students read the article and answer the comprehension questions.

Answer Key
1. Captain Edward Murphy was an aerospace engineer who tried to improve safety systems for pilots working for military.
2. Students' own answers.

b ***Complete the examples of Murphy's Law? Share yours with the class.***

Inform students that there is no correct answer. Tell them to be free about the answers.

Possible Answers
1. If you dial a wrong number, **someone always will answer the phone.**
2. If you go out with pyjamas for a quick shopping from a grocery, **you will see a person whom you don't want him or her to see you in pyjamas.**
3. You study for a long time in your room, but when you pick up your phone, **your mum will come in your room and see you busy with your phone.**
4. You find what you don't seek, but if you need it, **you won't find it.**

READING & WRITING

1 READING

a ***Look at the signs. What do they remind you of?***

Ask students to share their thoughts about the signs.

Answer Key
1. Walking disabled
2. Visually impaired
3. Hearing impaired
4. Speech impaired

b ***Scan the article and tick (✓)the words you see.***

Tell students to read the paragraphs quickly and find the words existing in the paragraphs. Ask students to find the unknown words and look them up in their dictionaries.

Answer Key disabled, smell, blind, interaction, deaf, gurgle, and wheelchair.

c ***Match the headings with the paragraphs.***

Ask students to match the headings after reading the paragraphs.

Answer Key
1. A, **2.** D, **3.** C, **4.** B

d ***Answer the questions***

Ask students to read the article and then answer the questions according to the text.

Answer Key
1. S/he thinks that darkness is colourless.
2. It is a group of permanent movement disorder. A malfunction in the brain.
3. People should be more patient with disabled people. All of us ought to take care of the visually impaired people and we should give way to them. We shouldn't be impatient with a person who can't speak.
4. It means to think yourself as if you are someone else and try to understand the person you are now.

2 WRITING

a ***What should we do to build a better environment for people with disabilities? Write a paragraph between 100-150 words. Be careful about basic capitalization, spelling, and punctuation rules.***

Tell students to study the REMEMBER THIS! box before they write in order to remember the basic capitalization, punctuation and spelling rules. Have them suppose themselves as disabled person. Ask them to write their feelings and about their lives.

Students' own answers.

b ***Work in pairs. Check your partner's paragraph written in Exercise 2a according to the criteria given in REMEMBER THIS box.***

Ask students to work with a partner. Tell them to read each other's writings and complete the chart according to criteria given.

Students' own answers.

3 LISTENING

a ***The radio programmer Ellie is talking about disabled celebrities today. Listen and take notes about the titles given below.***

Inform students that Ellie will host a program on the radio about disabled celebrities around the world. Play the record twice.

Audio Script	**Track 7**

Ellie: Hello from "A Couple of Words" radio program. I'm Ellie. Today we will talk about disabilities. Do you have a disability or a medical condition? If yes, you are not alone. Many people with disabilities have contributed much to society. These include singers, celebrities, world leaders, actresses or actors and so on. Of course, they still live with, battle, and overcome their disabilities every single day of their lives. Today we will recognize some of these famous disabled people and their success stories.

OK, let's start with Ludwig van Beethoven. What an amazing musician and composer. By his late 20's his hearing began to deteriorate and he became totally deaf in 1817. He composed 9. symphony, his well-known composition, when he was deaf.

You all know Stephen Hawking. He had been a healthy boy until he was 21. He became ALS patient and lost his movement ability and became wheelchair dependent. This didn't prevent him from being a successful physicist. He wrote the book "A Brief History of Time" and he won many prizes.

Have you ever heard about Turco-Mongol conqueror and founder of Timurid Empire? His right hand was paralytic and his right leg was lame, so people called him as Tamerlane. Regardless of his disabilities, he was a successful conqueror, commander, and emperor.

We have talked about some famous people around the world who overcame their obstacles. They are the symbols of hope. Unless we overcome obstacles, we can't be successful. Goodbye audiences of "A Couple of Words". See you next time.

Answer Key

Name	Job	Disability	Success
Ludwig van Beethoven	musician and composer	deaf	composes his most famous symphony when he is deaf
Stephen Hawking	physicist	ALS	he wrote books and won many prizes
Tamerlane	conqueror and founder of Timurid Empire	paralytic right hand and lame right leg	successful conqueror, commander, and emperor

b ***Listen again. Answer the questions.***

Ask students to answer the questions after they listen to the radio program again.

Answer Key

1. Disabled celebrities
2. No, he wasn't.
3. Stephen Hawking
4. Unless we overcome obstacles, we can't be successful.
5. Students' own answers.

DO YOU KNOW THIS?

Tell students to look at the *DO YOU KNOW THIS?* part. Draw students' attention to the importance of manners. Ask students to find manners that are same in our country.

Answer Key

Manners that are same:
Do not openly display money, use an envelope.
When entering a residence, you should remove your shoes outside.
Manners that are unusual:
It is common to leave the office for lunch lasting two hours or more.

16 B FOR EXAM STRESS

Overview

Vocabulary: words related to stress, stress management, studying effectively, approvals
Listening: identifying the expressions of approvals; analyzing the situation and the phrases for giving and receiving advice
Speaking: expressing approvals in speech; giving and receiving advice; producing tips to manage stress/ tiredness; talking about helpful tips to be a successful student, talking about possible conditions
Reading: identifying given advice in the text; reading the text for specific information
Writing: preparing a notice board adding helpful tips on studying more effectively; writing a letter to an advice column answering classmates' problems
Grammar: expressing approvals; the use of unless

LEAD IN

1 ***Look at the photograph and answer the questions.***

Tell students to look at the photograph and ask them to answer the questions.

Answer Key

1. It seems like he is studying for an exam.
2. He feels depressed.
3. Students' own answers.
4. Students' own answers.
5. Students' own answers.

2 READING

Answer the questions and see if you are stressed.

Warn students that this is not a real test. The results are only estimated. Ask them to complete the questionnaire. Ask them to count their result and see their stress level.

Students' own answers.

LISTENING & SPEAKING

1 READING

Read the article "Fight or Flight". Answer the questions.

Ask students to read the short article about stress and answer the questions according to the article.

Answer Key

1. Stress is our body's reaction to harmful situations.
2. Our heart rate increases, breathing quickens, muscles tighten, and blood pressure rises.
3. We should receive help if we have a long term or chronic stress because our body is not equipped to overcome long term and chronic stress.

2 DISCUSSION TIME

Read the quote. Answer the questions. Share your thoughts with class.

Ask students to read the quotation and think about the meaning behind it. Elicit students' opinions as a whole class.

Suggested Answer

Stress makes us study more and more. It doesn't prevent us from being successful.

3 VOCABULARY

a ***Match the words with their meanings. You can use your dictionary.***

This is a pre-listening activity. Make sure that all students learn the vocabulary as it will be used in the listening part.

Answer Key 1. f, **2.** c, **3.** a, **4.** b, **5.** g, **6.** e, **7.** d

b ***Fill in the blanks with the words above.***

Tell students to use the vocabulary they have just learned above and fill in the sentences with them. Check their answers.

Answer Key

1.Hesitation, **2.** Depressed, **3.** Get rid of,
4. Decrease, **5.** Anxiety, **6.** Review, **7.** Temporary

4 LISTENING

a ***Look at the pictures on the right and answer the questions below.***

Encourage students to guess the answers of the questions. Make them curious about the content of the listening part.

Possible Answers

1. The man is the school counsellor. The others are the students.
2. They are in the counselling service.

b ***Listen and complete the sentences.***

Tell students to complete the sentences while listening.

Answer Key

1. If you read a book, **you will get rid of thinking about exams**.
2. If you do some exercise before going to bed, **your stress level will decrease**.
3. If you have any questions, **you can ask me without hesitation**.
4. If you have trouble in preparing an individual study schedule**, I can help you.**
5. If you want to be successful, **you should first believe it**.

c ***Listen and write the students' problems and the counsellor's advice in the speech bubbles. There can be more than one problem and advice.***

Tell students' to listen to the dialogues and find the students problems and what the counsellor's advice is. Ask them to write their answers in the speech bubbles. Play the record two or more times according to your students' level of English.

Answer Key

Dialogue 1

PROBLEM: She has sleeping problems because of exam stress.

ADVICE: She should read a book or do some exercise before going to bed.

Dialogue 2

PROBLEM: She doesn't take pleasure in doing something that she used to as she has exam anxiety.

ADVICE: She should do something with a person she likes. Also, she should prepare an individual study schedule.

Dialogue 3

PROBLEM: He doesn't believe he will be successful.

ADVICE: He should study enough, regularly, and in time. Also, he should review the subjects before the exams.

Audio Script **Track 8**

Dialogue 1

The Counsellor: Welcome, Jessica. You look under the weather. What's the matter with you?

Jessica: I haven't been sleeping well since the finals week started.

The Counsellor: Hımm, You might be suffering from exam stress. But, don't worry, this is temporary.

Jessica: What should I do to overcome my exam stress?

The Counsellor: Well, if you can't get off to sleep, you should read book or you should do some exercise for ten to twenty minutes.

Jessica: A very good idea.

The Counsellor: If you read a book, you will get rid of thinking about exams. If you do some exercise before going to bed, your stress level will decrease.

Jessica: Thank you, sir. I will do what you say.

The Counsellor: If you have any questions, you can ask me without hesitation.

Dialogue 2

The Counsellor: Welcome Ella. You look a bit depressed. How are you today?

Lucy: So-so!

The Counsellor: Is there anything I can help you with?

Lucy: I don't take pleasure in doing things that I used to like.

The Counsellor: Did this situation start with the finals week?

Lucy: Yeap!

The Counsellor: Then this situation is temporary. You shouldn't be worried. You must be suffering from exam anxiety.

Lucy: What do you suggest me?

The Counsellor: If you have spare time, you should do something with a person you like.

Lucy: OK, I will do this.

The Counsellor: Studying regularly is the most important thing for reducing the exam anxiety. To do this, you ought to prepare an individual study schedule.

Lucy: Thank you, sir. I will prepare one as soon as possible.

The Counsellor: If you have trouble in preparing an individual study schedule, I can help you.

Dialogue 3

The Counsellor: Welcome, Toby. You seem a bit sad, what happened?

Toby: I don't believe that I will be successful.

The Counsellor: How were your exams?

Toby: Actually, not bad.

The Counsellor: If you want to be successful, you should first believe it.

Toby: What is your advice?

The Counsellor: You should study enough, regularly, and in time. Also, you should review the subjects before the exams.

Toby: I will try to do so.

The Counsellor: Haven't you put the individual study schedule we have prepared into practise?

Toby: I forgot about it.

The Counsellor: You had better put the individual study schedule into practise as soon as possible.

d ***Answer the questions.***

Ask students to answer the questions according to the recording. If there is a need, play the recording again.

Students' own answer

e ***Work in pairs. Suppose that one of you is a counsellor of the school and the other asks for help. Write a similar dialogue. Act it out in the class.***

Ask students to work with a partner. Tell them to write a dialogue supposing one of them is a counsellor and the other is a student asking for advice. Check their writings and encourage them to act out their dialogues.

Students' own answers.

5 READING

Read the text below and write the given advice to manage exam stress.

Ask students to read the helpful tips about managing exam stress. You can start with asking some questions about how they manage their exam stress.

Answer Key

1. We should believe in ourselves.
2. We shouldn't want to be perfect.
3. We ought to take action to solve our problems.
4. We should manage our time.
5. We should choose a healthy living.

6 LISTENING

a ***Evie and Ollie are talking about exams. Listen to the conversation. Tick (✓) the expressions of approval you hear.***

Play the recording twice. Tell students to tick the sentences they hear.

Answer Key 1, 7, 10, 11

Audio Script **Track 9**

Evie: Hey, Ollie!? How are you doing?

Ollie: I'm doing well, Evie! And you?

Evie: Great! We've got over the finals week.

Ollie: Good riddance!

Evie: I think the geography exam was the easiest.

Ollie: As for me, English was the easiest.

Evie: What do you think about the physics exam, Ollie?

Ollie: I was able to answer only two of the five questions.

Evie: Me, too. I couldn't remember some formulas.

Ollie: Neither could I.
Evie: I have troubles in memorizing formulas.
Ollie: So do I. Memorizing is like hell.
Evie: I wrote all the formulas on stickers and hanged them on the wall, but my mum didn't like them.
Ollie: My mum didn't like, either.

CHECK THIS OUT

Give students time to study the box. You can bring extra examples or worksheets to teach this subject. Explain the structure to students.

b ***Listen again. Write true (T) or false (F) next to the statements.***

Play the recording one more time if necessary. Ask students to read the statements and decide whether they are true or false.

Answer Key
1. T, **2.** T, **3.** F, **4.** F, **5.** T

7 SPEAKING

a ***Answer the questions below and share them with class.***

Ask students to answer the questions.
Students' own answers.

b ***Work in pairs. Produce some other tips to manage stress and discuss them with your partner. Share your way of managing stress. Use expressions of approval in your speech.***

Give students time to think. You can turn this activity into a group or class discussion. Remind them to use *approvals* and check them.
Students' own answers.

8 WRITING

a ***Write some of your problems that make you stressed.***

Ask students to write what makes them feel stressed.
Students' own answers.

b ***Work in pairs. Imagine you are an advice columnist and you have received a letter from your classmate. Read your partner's problems. Write helpful tips for him or her to overcome his or her problem.***

Tell students to work with a partner. Ask them to read each other's problem they have written in Exercise a above. Tell them to imagine themselves as a columnist and have them to write advice for their partners' problems.
Students' own answers.

9 SPEAKING

Work in pairs. Talk about the 'possible conditions'.

Ask students to work with a partner. Have them talk about the given conditionals. Ask them to complete the sentences.
Students' own answers.

READING & WRITING

1 READING

a ***Answer the questions. Share your answers with class.***

Ask students to answer the questions. You can add more questions.
Students' own answers.

CHECK THIS OUT

Draw students' attention to this box.

b ***Read the text and complete the sentences.***

Ask students to read the text. Have them complete the sentences from the text.

Answer Key
1. Unless you approach studying as an enjoyment or opportunity to learn, **you will fail motivating yourself.**
2. Unless you choose an ideal place to study, **you can't get motivated.**
3. Unless you set mini goals, **you won't be able to progress with your studies.**
4. Unless you review your notes over the weekend, **you won't be able to be prepared to continue learning.**
5. Unless you manage your time**, you can't use your time efficiently.**

c ***Read the text again and answer the questions.***

Ask students to answer the questions according to text.

Answer Key

1. The key to become a successful student is learning how to study smarter, not harder.

2. By applying a weekly study schedule, you reach your mini goals automatically

3. If you think of studying as a must do task, not an enjoyment or opportunity to learn, you will fail motivating yourself.

4. An ideal place motivates you.

d ***Answer the questions below. Share your answers with the whole class.***

Have students answer the questions. Encourage them to share their answers with the class.

Students' own answers.

2 WRITING

Prepare a notice board in your class together by adding helpful tips on studying more effectively.

Ask students to prepare a notice board including helpful tips to study more effectively.

3 SPEAKING

a ***Look at the list of the characteristics of successful and unsuccessful people. Then tick the characteristics of successful people from the list.***

Ask students to find and tick the characteristics of successful people. Encourage them to talk about their ideas in class.

Answer Key prepared, determined, manage the time, self-disciplined, read every day, talk about ideas, active participant.

Optional Activity

You can also do this activity as a discussion. Some students may think a characteristic belongs to a successful person, but some students think the opposite. You can encourage students to discuss their thoughts and give a chance to prove their thoughts with concrete evidence.

b ***Work in pairs. Look at the items on the list above. Produce helpful tips to be a successful student. Discuss them with your partner.***

Have students talk about helpful tips on being a successful student. They can use the characteristics given above as hints.

Suggested Answers

If you want to be a successful student, **you should be organized.**

If you want to be a successful student, **you ought to participate actively in class.**

If you want to be a successful student, **you had better set goals.**

If you want to be a successful student, **you shouldn't complain about homework.**

If you want to be a successful student, **you should manage your time.**

If you want to be a successful student, **you should be prepared for the class.**

If you want to be a successful student, **you ought to be determined.**

If you want to be a successful student, **you shouldn't talk about people; you should talk about the ideas.**

If you want to be a successful student, **you shouldn't stop learning.**

If you want to be a successful student, **you ought to be self-disciplined**.

If you want to be a successful student, **you had better think before you act**.

If you want to be a successful student, **you shouldn't be irresponsible.**

If you want to be a successful student, **you should read every day.**

If you want to be a successful student, **you had better not fear change.**

4 LISTENING

a ***Radio programmers James and Ellie are talking about teens and their parents. Listen and answer the questions.***

Play the recording two times. Have students try to understand what the speakers say and ask them to answer the questions.

Answer Key

1. We are constructing our personality nowadays. So, we can change easily.

2. When we go to college, we will settle into who we are.

3. Suggested Answer: Teens are changing every day. They try to find who they are.

Audio Script	**Track 10**
Ellie: Hello from the radio program "We Find A Way!". James and I, Ellie, will talk about you teens and your parents today. Some teens have troubles with their parents. We will find a way for you to solve your problems.	

James: You're right, Ellie. Hi teens. First and foremost, I want you to know that what you're feeling right now is 90% temporary.

Ellie: I agree with you, James. Everything they are crying about will make them laugh in about five years. They are still in the process of developing their personality. So they can change easily.

James: So do their feelings.

Ellie: When you go to college, you will settle into who you are. Not now!

James: But, when you are in high school, it is like you're going personality shopping.

Ellie: Therefore, sometimes your parents can't catch up with your changes in your moods.

James: Oh, your parents! Unless they are treating you really badly, you will understand their concerns. You'll regret years when you quarelled with them.

Ellie: You should know that they know some things more than you and they don't want to see you hurt.

James: I remember having some conversations with my parents. We sometimes said the same thing, but I always misunderstood.

Ellie: You'll miss them when you go away for college.

James: Let's have a break, Ellie. See you after the song "Let's call the whole thing off" by Ella Firtzgerald and Louis Armstrong. Enjoy the song.

Ellie: See you, teens.

b ***Listen to the song on the radio. Order the lyrics.***

Ask students to listen to the song for two times and get them to order the lyrics while listening.

Answer Key respectively

a. 11, **b.** 1, **c.** 7, **d.** 6, **e.** 4, **f.** 3, **g.** 8, **h.** 10, **i.** 13, **J/ k.** 5/ 9, **l.** 2, **m.** 12

Audio Script **Track 11**

"Let's Call the Whole Thing Off"

Things have come to a pretty pass
Our romance is growing flat,
For you like this and the other
While I go for this and that,

Goodness knows what the end will be
Oh I don't know where I'm at
It looks as if we two will never be one
Something must be done:

You say either and I say either,
You say neither and I say neither
Either, either Neither, neither
Let's call the whole thing off.

You like potato and I like potahto
You like tomato and I like tomahto
Potato, potahto, Tomato, tomahto.
Let's call the whole thing off

But oh, if we call the whole thing off
Then we must part
And oh, if we ever part, then that might break my heart

So if you like pyjamas and I like pyjahmas,
I'll wear pyjamas and give up pyajahmas
For we know we need each other so we
Better call the whole thing off
Let's call the whole thing off.

You say laughter and I say larfter
You say after and I say arfter
Laughter, larfter after arfter
Let's call the whole thing off,

You like vanilla and I like vanella
You saspiralla, and I saspirella
Vanilla vanella chocolate strawberry
Let's call the whole thing off

But oh if we call the whole thing off then we must part
And oh, if we ever part, then that might break my heart

So if you go for oysters and I go for ersters
I'll order oysters and cancel the ersters
For we know we need each other so we
Better call the calling off off,
Let's call the whole thing off.

I say father, and you say pater,
I saw mother and you say mater
Pater, mater Uncle, auntie let's call the whole thing off.

I like bananas and you like banahnahs
I say Havana and I get Havahnah
Bananas, banahnahs Havana, Havahnah
Go your way, I'll go mine

So if I go for scallops and you go for lobsters,
So all right no contest we'll order lobster
For we know we need each other so we
Better call the calling off off,
Let's call the whole thing off.

16 C FOR HOUSEHOLD CHORES

Overview

Vocabulary: words related to household chores, home accidents
Listening: filling in a chart while listening
Speaking: talking about household chores they are responsible for
Reading: reading the text for specific information, identifying general truths in the text, identifying household chores collocations such as sweeping the floor, taking out the garbage, and setting the table
Writing: changing the lyrics of a song
Grammar: if type 0-general truths

LEAD IN

1 ***Answer the questions. Share your answers with the whole class.***

Ask students to answer the questions about household chores.

Students' own answers

2 VOCABULARY

a ***Label the kinds of household chores.***

Have students match the chores with the pictures.

Answer Key

1. Mop the floor,
2. Vacuum the floor,
3. Hang out the laundry,
4. Wipe the window,
5. Take out the garbage,
6. Fold the clothes,
7. Iron the clothes,
8. Empty/ Load the dishwasher,
9. Dust the shelves

b ***Categorise the household chores.***

Ask students to categorise the chores according to the place where they are done.

Answer Key

Inside Chores	Vacuuming, Dusting, Dish washing, Laundry, Preparing a meal, Cleaning the bathroom/ toilet, Washing beddings
Outside Chores	Mowing the lawn, Raking the leaves, Shovelling the sidewalk, Watering plants, Washing the car, Weeding the garden.

LISTENING & SPEAKING

1 VOCABULARY

Read the sentences and try to match the meanings of the words in bold with the definitions below.

Ask students not to use their dictionaries. Have them guess the meaning of each word from the sentences. After they finish reading the sentences tell them to match the words with their meanings.

Answer Key

1. e, **2.** d, **3.** f, **4.** g, **5.** c, **6.** a, **7.** b

2 LISTENING

a ***Work in pairs. Read the beginning of the conversation below. Guess what the conversation is about.***

Let students read the first lines of the listening text. Encourage them to guess the content of the conversation.

Students' own answers.

b ***Listen to the conversation. Fill in the chart about the sharing of the household chores in Sam's student house.***

Play the recording once. Ask them to fill in the chart while listening.

Answer Key

1. Vacuuming and Mopping; Jack
2. Taking out the Garbage; Jack
3. Cooking; Alex
4. Loading/ Emptying Dishwasher; Sam
5. Folding and Ironing the Clothes; Daniel
6. Doing the Laundry; Daniel
7. Cleaning the Bathroom; Alex
8. Dusting; Jack
9. Setting/Cleaning the Table; Sam

Audio Script **Track 12**

Sam: Hi Mum! How are you?
Emily: Good. I've missed you so much.
Sam: So have I. I feel homesick. I will visit you as soon as the exam week is over.
Emily: Did you get used to living in a student house?
Sam: Oh, mom, it is a bit hard.
Emily: Did you share the household chores?
Sam: Yes. Jack vacuums the floor twice a week. Also, he mobs the floor once a week besides dusting.
Emily: Then Jack is responsible for the floor.
Sam: Additionally, he takes out the garbage every day.
Emily: Who is responsible for cooking?
Sam: Alex is good at cooking. He cooks for us every day. I load and empty the dishwasher. Also, I set and clean the table at dinner. Sometimes I lend a hand to cooking.
Emily: Then Alex is the cook, you're the assistant cook.
Sam: You are right mum. Daniel is responsible for the laundry. He washes the clothes weekly, hangs out the washing, folds and irons the clothes.
Emily: Don't you clean the bathroom?
Sam: I was about to forget it. Alex cleans the bathroom once a week.
Emily: Congrats!
Sam: Thanks mum. I've understood the idiom "men make the houses, women make the homes". You are the queen of our house.
Emily: Thank you, Sam. If you want to be a tidy boy, you should make your bed every morning. Also, you shouldn't throw away the clothes you take off. Additionally, you ought to put things in their place after you use.
Sam: I will make an effort as much as I can.

c ***Answer the following questions.***

Play the record one more time. Ask students to answer the questions after listening.

Answer Key

1. He will visit her as soon as the exam week is over.
2. He thinks that living in a student house is a bit hard.
3. Twice a week.
4. Once a week.
5. If he wants to be a tidy boy, he should make his bed every morning. Also, he shouldn't throw away the clothes he takes off. Additionally, he ought to put things in their place after he uses.
6. Men are often the one who build houses for their families, but women provide the things that make a house into a home.

3 SPEAKING

a ***Work in pairs. Ask the questions below to your partner.***

Have students work with a partner. Ask them to ask the questions to each other.

Students' own answers.

b ***Interview your classmates.***

Ask students to walk around the class and find someone to interview with. Ask them to make questions as in the example in *Exercise c* and want them to ask the questions and put a tick to indicate their peers' answers.

Students' own answers.

c ***Turn this interview into a written report.***

Ask students to write sentences to report the interview.

Students' own answers

CHECK THIS OUT

Give students time to study the box. You can bring worksheet. Explain the structure to the students. Ask them to write extra sentences.

5 READING

a ***Read the article and identify the main idea.***

Have students read the article. Ask them to find the main idea of the article.

Answer Key

If your family makes a great team, you always finish the chores quickly and easily.

b ***Find the meanings of the highlighted chores. Write how often you do these chores at your home.***

Ask students to use dictionaries to find the meanings of the highlighted chores. Also, ask them how often they do these chores at their home.

Students' own answers

c ***Answer the questions. Share your answers with class.***

Encourage students to share their answers with the class.

Students' own answers.

d ***Guess the meanings of the following idioms from the article.***

Ask students to guess the meanings of the idioms from the article.

Answer Key

Lend someone a hand with something: to give someone help.

Go into high gear: to be or become very active, exciting, or productive.

e ***Underline the general truth sentences.***

Ask students to find the general truth sentences in the article.

Answer Key

Unless you carry out your responsibilities, your family doesn't make a great team.

If your family makes a great team, you always finish the chores quickly and easily.

READING & WRITING

1 READING

a ***Scan the text quickly and underline the word groups related to household chores.***

Ask students to underline the household chores they see in the article while reading.

Answer Key

This weekend probably will be the worst and the most tiring of all. We've been so busy for the last two weeks that we even haven't eaten dinner as a family all together. My wife, Laura, has a seminar upstate, so she had been getting ready for it and this Friday she will be back home. I have worked overtime almost every day. My teenage son, Jack and daughter, Lily had been preparing for the exam week. The house is in a mess. If we don't do all the chores together, no one will be able to finish cleaning alone in time. So, we all will share responsibilities. The kids will have to **tidy up their bedrooms** and **change their beddings**. I for myself will **vacuum the carpets**, **clean the windows** and I mustn't forget to **water all the plants**. I have to **change cat's litter**, too. Poor CoCo! My wife will **clean the kitchen**, **cook dinner**, and **do the laundry**. I like **ironing the clothes** so I will do it. She will **hang out the clean clothes** and **fold the dried ones**. I will t**ake out the garbage** as I do every day. My daughter always helps her mum **dusting the shelves**. I suppose she will do it again. Also, my son likes **mopping the floors**. I think he will do it, too. We have a little backyard. I will **mow the lawn** and **sweep the pathways**. My son will help me as always.

We always share the household chores. Every day we all have some responsibilities. Our children are aware of their responsibilities and they carry out what they should do. They **make their beds** every morning before they leave for school and they help **setting the table**. If Laura **does the cooking**, I always **wash the dishes** and our children always help **setting the table**. We are a family living in the same house, so my wife is not the only person responsible for the household chores. We should all pitch in together.

b ***Read the text and find the names of the family members from the text.***

Ask students to find who does which household chore and by this way want them to identify the people.

Answer Key 1. Laura **2.** Lily **3.** Jack **4.** Oliver

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

Ask students to read the text for specific information and answer the comprehension questions.

Answer Key

1. Because the house is in a mess.

2. This Friday she will be at home.

3. Oliver likes ironing the clothes.

4. LAURA:does the laundry, cooks dinner, cleans the kitchen, hangs out the clothes, folds the dried clothes.

OLIVER: vacuums the carpets, cleans the windows, waters all the plants, changes cat's litter, irons the clothes, takes out the garbage, and mows the lawn.

JACK: cleans and tidies up his bedroom, changes his beddings, sweeps the pathways.

LILY: cleans and tidies up her bedroom, changes her beddings, dusts the shelves.

5. He thinks Laura is not the only responsible for the household chores.

2 WRITING

a ***Suppose that your house is in a mess and you should clean your house this weekend. Plan the chore sharing among your family members.*** **Write a paragraph between 100 and 150 words.**

Ask students to write their families' household chores sharing for one weekend.

Students' own answers.

b ***Prepare your family's "to do list" for this weekend.***

Ask students to fill in the "to do lists" for each member of their family according to the paragraph they wrote in Exercise 2a.

Students' own answers.

3 LISTENING

a ***Match the words with their meanings. You can use a dictionary.***

This is a pre-listening activity. Make sure that students learn these new words before they listen. Tell them that they can use their dictionaries.

Answer Key

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

b ***Radio programmers Ellie and James are talking about household chores on the radio today. They have a guest today, Assoc. Prof. Dr. Pure. Listen and complete the sentences.***

Tell students that they will listen to a radio program "We Find a Way!" being presented by Ellie and James. Tell them that they will talk about how to remove spots. Ask them to complete the sentences while listening. Play the record two times.

Answer Key

1. If you have spots on somewhere, **and don't know what to do, listen to Mrs. Pure's every word.**

2. If you have a spot, **we always find a way!**

3. If you take fresh walnuts in your hand without rubber gloves, **they blacken your hands.**

4. If you pour sugared tea and it dries, **the spot becomes permanent.**

5. If your spot is new and tea is sugar free, **you can wipe it with lemon juice and rinse with cold water.**

Audio Script **Track 13**

Ellie: Hello from our radio program "We Find a Way!".

James: We have a guest today. She is a master cleaner. She is from Quick Solutions University. She is Assoc. Prof. Dr. Mrs. Pure. Welcome Mrs. Pure.

Mrs. Pure: Thank you!

James: If you have spots on somewhere and don't know what to do, listen to Mrs. Pure's every word.

Mrs. Pure: I see an ink spot on your sweater Ellie.

Ellie: Ooww! What a scandal! What if we are doing a TV program?

Mrs. Pure: If you have a spot, we always find a way!

James: Hehe!

Ellie: What should I do?

Mrs. Pure: Well! Wipe it with some lemon juice and milk. When you rinse it, the spot will disappear.

James: Really?

Mrs. Pure: Uh-hu!

Ellie: I will do it.

James: Here some messages from our listeners. They have asked many questions. Let's start with the first one. Our listener Adam asks "I have picked up fresh walnut, my hands has turned to black. I couldn't remove the colour. What do you suggest?"

Mrs. Pure: If you take fresh walnuts in your hand without rubber gloves, they blacken your hands. You should wipe your hands with vinegar and wash them with cold water.

Ellie: Here is another question from our listener Nancy, "I have poured tea on my new white sweater. What should I do?"

Mrs. Pure: If you pour sugared tea and it dries, the spot becomes permanent. If your spot is new and tea is sugar free, you can wipe it with lemon juice and rinse with cold water.

James: These are all life-saving tips. After a break, we will be together again. Enjoy the song "If you go away by Terry Jacks". This song goes out to your spots ☺

c ***Decide which sentences above are general truth or possible condition.***

Ask students to find which sentences are general truths.

Answer Key

General truth sentences

If you have a spot, we always find a way!

If you pour sugared tea and it dries, the spot becomes permanent.

If you take fresh walnuts in your hand without rubber gloves, they blacken your hands.

Possible conditions

If you have spots on somewhere, and don't know what to do, listen to Mrs. Pure's every word.

If your spot is new and tea is sugar free, you can wipe it with lemon juice and rinse with cold water.

d ***Listen again and write solutions for the problems given***

You can play the recording one more time. Ask students to find the problems and their solutions and complete the chart.

Answer Key

PROBLEM	SOLUTION
ink spot on sweater	Wipe it with some lemon juice and milk. When you rinse it, the spot will disappear.
fresh walnut blackens hands	You should wipe your hands with vinegar and wash them with cold water.
Tea spot	You can wipe it with lemon juice and rinse with cold water.

e ***Listen to the song "If you go away by Terry Jacks". While listening, complete the song.***

Ask students to complete the lyrics of the song and play the recording of the song two times.

Answer Key

1. Keep the sun away
2. And our lovers knew
3. And the moon stood still
4. But if you stay
5. Or will be again
6. We'll talk to the trees
7. They'll be nothing left
8. Full of empty space
9. But if you stay
10. Or will be again
11. We'll talk to the trees

Audio Script **Track 14**

LYRICS OF THE SONG

If you go away
On a summer day
Then you might as well
Keep the sun away
All the birds that flew
In the summer sky
And our lovers knew
And our hearts were high
And the days were young
And the nights were long
And the moon stood still
With the night birds song

If you go away (3)
But if you stay
I'll make you a day
Like no day has been
Or will be again
We'll sail on suns
We'll ride on the rain
We'll talk to the trees
We'll fly with the wind

But if you go away
And I love you so
They'll be nothing left
In the world you know
Just an empty moon
Full of empty space
Like an empty look
I see on your face

If you go away (3)
But if you stay
I'll make you a day
Like no day has been
Or will be again
We'll sail the suns
We'll ride on the rain
We'll talk to the trees
We'll fly with the

f ***Work in a groups. Change the lyrics of the song according to the topic "spot "and do karaoke.***

Divide students into groups of four. Ask them to change the lyrics and encourage them to do karaoke. Play the sound of the song only in the recording.

4 READING

a ***Read the text and underline the general truths in the text.***

Ask students to underline the general truth sentences in the texts.

Answer Key

1. If one gets electrical shock, skin burns occur.

2. If someone inhales too much gas, she or he feels fatigue and a chest pain.

b ***Read the short paragraphs about home accidents again. Complete the dialogue between Sam and his mother, Emily.***

Give students time to read the short texts and ask them to complete the dialogue.

Answer Key

1. If you smell a rotten egg like odour in the house, there might be a gas leak. If you suspect that there is a leak, first open the windows and go out.

2. right

3. alternative current causes a heart attack.

4. might have got poisoned.

5. In case of poisoning, you should let your stomach settle, and eat gentle foods.

6. you should call an ambulance.

16 WORKBOOK ANSWER KEY

16 A FOR SOCIAL AWARENESS

1 ***What are some words and phrases of advice?***

Possible Answers

Words of advice; SHOULD, OUGHT TO, HAD BETTER

Phrases of advice; I THINK YOU SHOULD...

HOW ABOUT...

WHY DON'T YOU...

YOU COULD TRY...

IF I WERE YOU, I WOULD...

2 ***Read the situations and write advice for each.***

Students' own answers.

3 ***People are writing to an online forum to ask for advice. Read the forum and complete the sentences.***

Possible Answers

1. What do you suggest?

What should I do?

What's your advice?

If you were me, what would you do?

2. What do you suggest?

What should I do?

What's your advice?

If you were me, what would you do?

4 ***Read the forum again and give advice for each.***

Students' own answers.

5 ***Choose the right option.***

1. d, **2.** c, **3.** d, **4.** d

6 ***Answer the questions.***

Students' own answers.

7 ***Complete the conversations using the sentences given.***

1.We should give our seats.

2. You should ask her whether she needs help.

8 ***Read the article about manners and*** **answer the questions.**

1. Good manners refer to the polite and good social behaviours.

2. Good manners are important because good manners earn people respect and dignity.

3. It is possible when people develop themselves individually.

4. A person of good manner is accepted as a valuable citizen of the society.

5. We don't lose out anything when we behave politely.

9 ***Match the situations with the advice given.***

1. d, **2.** a, **3.** f, **4.** b, **5.** c, **6.** e

10 ***Match the two clauses of the conditional sentences below.***

1. f, **2.** e, **3.** i, **4.** g, **5.** c, **6.** h **7.** j, **8.** a, **9.** d, **10.** b

11 ***Read the article.***

a ***Find a title for the article.***

Students' own answers.

Suggested Answers: Unique International Customs/ Unusual International Customs

b ***Read the article again and answer the questions.***

1. The first component is being able to communicate effectively. The second is following proper protocols and etiquette.

2. Not giving the kisses, or not following the right order is both considered disrespectful.

3. The tapping indicates that what is about to be discussed should be considered private and confidential.

4. Brazilians exceed the body boundaries while talking with someone. It is considered rude in my country.

5. In China, the customary tradition is that gifts are refused up to three times before being accepted.

6. Students' own answers.

12 ***Complete the first conditional sentences with the correct form of the verbs given in brackets.***

1. prepare/ will decorate

2. will not be able to sleep/ watch

3. will be/ come

4. shines/will walk

5. won't catch/ don't hurry up

6. dies/ will have

7. may disappear/ don't find

8. find out/will be able to fix

9. will go/ go

10. won't get/ doesn't pass

11. will buy/ have

16 B FOR EXAM STRESS

1 ***Read Ellie's audio script of yesterday's radio program.***

a ***Choose the most suitable title for the program.***

B. How to cope with stress at school

b ***Complete the chart from the audio script.***

PROBLEM	ADVICE
Piles of homework	**You should manage your time. You shouldn't leave off studying till the night.**
Thinking about bad things	**You had better start spending time on doing what you love.**
Becoming antisocial	**You should manage the time. You ought to spare time to have fun with your friends.**

c ***Underline the conditional sentences in the audio script.***

If you have any questions, please write with the *#acoupleofwords* hash tag.

If parents want them to be perfect, then the stress level might get even higher.

Unless they take care of themselves, their performances may suffer, even their lives may suffer.

Unless you manage your time, you will suffer from piles of homework.

If you get it over with, you will be much happier in the long run.

If you think negatively, you had better start spending time doing what you love.

What do you think teens should do if they can't get rid of stress on their own?

If they don't talk to the school counsellor yet, there will be no better time than this.

If they don't get help, it can be hard to get rid of some types of stress.

d ***Read the audio script again and write true (T), false (F) or don't say (DS) next to the statements.***

1. T, **2.** T, **3.** DS, **4.** F, **5.** DS, **6.** F, **7.** T,

2 ***Read the advice column "Ask Aunt Advice". If you were Aunt Advice, what would be your advice?***

Students' own answers.

3 ***Write an advice for the asked problem below.***

Students' own answers.

4 ***Match the two clauses of the first conditional sentences given below.***

1. g, **2.** d, **3.** h, **4.** e, **5.** b, **6.** j, **7.** f, **8.** c, **9.** i, **10.** a

5 ***Here are some more examples of Murphy's Laws. Choose the correct alternative in each first conditional sentences.***

1. are/ will
2. sit down/ will
3. want/ will discover
4. forget/ will/ take/ won't
5. say/ will

6 ***Fill in the sentences with "if or unless".***

1. If	**6.** If
2. Unless	**7.** Unless
3. unless	**8.** if
4. unless	**9.** unless
5. unless	**10**. unless

7 ***Fill in the blanks with so, too, either, neither.***

3. so did/ studied, too.
4. so did/ went, too.
5. Neither are/ aren't going to go, either.
6. So is/ is proud of you, too.
7. Neither have/ haven't received, either.
8. so am/ am going, too
9. neither do/ don't want, either.

8 ***Rewrite the sentences using "unless".***

1. You will never get fit unless you exercise regularly.
2. Unless you give up your bad behaviours, we will be at odds.
3. Unless you know the subject being talked on, you had better keep quiet.
4. Punish them unless they apologize for their fault.

16 C FOR HOUSEHOLD CHORES

1 ***Look at the drawing below and write the household chores.***

1. do laundry
2. vacuum the floor
3. iron the clothes
4. mop the floor
5. clean the toilet
6. cook
7. wash the dishes

2 ***Match columns I and II to find the correct expressions.***

1. e, **2.** a, **3.** h, **4.** b, **5.** f, **6.** c, **7.** i, **8.** g, **9.** j, **10.** d

3 ***Choose the correct option.***

1. a, **2.** b, **3.** b, **4.** a, **5.** c

4 ***Read the text***

a ***List the helpful tips to decrease the time spent for household chores.***

1. People shouldn't create too much mess at home.
2. People shouldn't leave off all the chores till Sunday.
3. The family should make a good team.
4. People should prepare weekly to do lists.

b ***Read the text and write (T) or false (F).***

1. F, **2.** T, **3.** F, **4.** T

5 ***Tick the sentences that we can rewrite with when instead of if.***

1, 4, 5

6 ***Fill in the blanks with the correct form of the verbs in the brackets.***

1. rains/ gets
2. eats/gets
3. is/ eat
4. is/ is
5. don't get/ am
6. brusts/ means,
7. freeze/ becomes
8. is/ catch

7 ***Match the conditional clauses with the main clauses and then write conditional sentence. Change the tense if necessary.***

1. If I see him, I will call you.
2. If you don't believe what I say, ask your mum.
3. If I don't have a quiet room, I can't work.
4. If she doesn't sell more, she won't get commission.

5. If I find your wallet at home, I will bring it to you.
6. If you sit on this piece of wood, it will break.
7. If they need a vacuum cleaner, they can take mine.
8. If you stell my dog to"sit down", it sits down.

8 ***Read the article***

a ***Divide the article into three paragraphs.***

1st Paragraph: An escape plan...
2nt Paragraph: You should know some safety steps...
3rd Paragraph: Also, you should know some tips...

b ***Read the text again and answer the questions.***

1. It helps family get out of a burning house.
2. f I am in a room and realise fire in the house, I should check whether there is fire on the other side of the door.
3. I shouldn't open the door.
4. I should drop to the ground and roll over and over until the flames are out.

9 ***Fill in the blanks and use the correct form of the verbs in the brackets. There are both "zero and first conditional sentences".***

1. doesn't burn/ is
2. heat/ boils
3. will buy/ have
4. don't eat/ die
5. will take/ finish
6. goes/ will cook
7. will be/ don't hurry
8. floats/ drop
9. wants/ will do
10. rusts/ gets/doesn't dry out
11. gets/ swells
12. mix/ get
13. rises/ pour
14. will be able to/ gets

10 ***Complete the sentences. There are both "zero and first conditional sentences".***

Students' own answers.

11 ***What do you think about sharing the responsibility on doing the chores? Who does the most chores at home? What do you think about being a team as a family while doing household chores? Write a paragraph between 100 and 125 words about household chores done in your family.***

Students' own answers.

UNIT NOTES

Overview

Vocabulary: words related to food, drinks, and cooking
Listening: listening and matching the pictures with food and drinks
Speaking: comparing different countries' specialties
Writing: writing a recipe
Reading: matching pictures with vocabulary about food; finding out cuisines of different countries
Grammar: passive voice

LEAD IN

Answer the following questions.

Ask students to think what the human universals are. Remind them that the existences of anatomical human commonalities are out of this discussion topic. According to the level and interest of your group, share the 'additonal information' with them to lead students to further studies. Encourage them to discuss the topic.

ADDITIONAL INFORMATION

Abraham Maslow developed the Hierarchy of Needs model in 1940-50s in the USA. It is still valid today for understanding human motivation.

Biological and Physiological needs - air, food, drink, shelter, warmth, sleep, etc.
Safety needs - protection from elements, security, order, law, limits, stability, etc.
Belongingness and Love needs - work group, family, affection, relationships, etc.
Esteem needs - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, etc.
Self-Actualization needs - realising personal potential, self-fulfilment, seeking personal growth and peak experiences.

LISTENING & SPEAKING

1 LISTENING

a ***Write the correct number next to the pictures as you listen.***

Students are going to hear the names of some food and drinks. Ask them to write the numbers of the food and drinks as they listen. Play the recording two times for students to catch as many words as possible.

Audio Script	Track 1
1. Olive	**15.** Mushroom
2. Cheese	**16.** Jam
3. Cookie	**17.** Pepper
4. Chocolate	**18.** Onion
5. Yogurt	**19.** Strawberry
6. Salad	**20.** Rice
7. Parsley	**21.** Chicken
8. Marrow	**22.** Ice cream
9. Fish	**23.** Egg
10. Garlic	**24.** Leek
11. Grape	**25.** Meat
12. Kiwi	**26.** Carrot
13. Bread	**27.** Orange juice
14. Milkshake	

b ***List the food and drinks in Exercise a.***

Students list the food and drinks in Exercise a from 1-27.

Answer Key for the Exercises a and b

1. Olive
2. Cheese
3. Cookie
4. Chocolate
5. Yogurt
6. Salad
7. Parsley
8. Marrow
9. Fish
10. Garlic
11. Grape
12. Kiwi
13. Bread
14. Milkshake
15. Mushroom
16. Jam
17. Pepper
18. Onion
19. Strawberry
20. Rice
21. Chicken
22. Ice cream
23. Egg
24. Leek
25. Meat
26. Carrot
27. Orange juice

c ***Listen to Alice and Oliver at the supermarket. Tick the food and drinks they mentioned in Exercise a.***

Tell students that they are going to listen to a couple at the supermarket. Refer students back to Exercise a. Have them tick the food and drinks in the list as they listen.

Audio Script **Track 2**

Alice: Oliver, look at all those food around. They all look mouthwatering!
Oliver: They are **leek**, **marrow,** and **onion**, Alice! You are very hungry, that's the reason. Let's do the shopping quickly and go home.
Alice: I want to spend some time here looking around. Can you see the **fried chicken** over there? We must buy it.
Oliver: OK Alice, we will. Look at your shopping list. What do we need for the week?
Alice: We need to buy some fruit. Those **strawberries** look so fresh. Shall we buy some?
Oliver: OK. Go and get some. Don't forget to buy some **kiwis** as well. They are my favourite.
Alice: We need some **yoghurt** and **olives**, too.
Oliver: OK. I'll get them. Wait for me at the cash point and leave that **chocolate** in your hand, Alice!
Alice: You are a real pain in the neck!

Answer Key

Alice and Oliver mentioned :Leek, marrow, onion, fried chicken, strawberry, kiwi, yogurt, olive, and chocolate.

d ***Put the words in Exercise a in the correct category. Add two more to each category.***

Tell students to work on the items in Exercise 1 and categorise them as "*Diary Products, Vegetables, Fruit, Sweet/Desserts, Drinks and Others.*" Ask students to add two more for each category. Any food and drinks are acceptable.

2 READING

a ***Look at the pictures and answer the questions below.***

As a warm up to the text, ask the questions to students and discuss their answers. Encourage them to talk about their ideas freely. It might be a good opportunity to revise some structures such as comparative and superlative forms, present perfect tense for experiences, expressions of asking and giving ideas, agreeing, disagreeing, and other functions.

b ***Read the descriptions of the foods in the pictures. Write the names of the foods and countries in the blanks.***

Ask students to read the descriptions. By looking at the pictures, students try to guess the name of foods. Countries that the foods belong are not easy to guess. Draw students' attention to some clues which might help them. For example, Bologna- a city in Europe, spicy curry soup- usually from Far East; salsa and chilli pepper associated with South America etc. Check the answers by asking individual students to read.

Answer Key

Paragraph A)	Picture 2
1. Lasagne	**2.** Italy
Paragraph B)	Picture 3
1. Taco	**2.** Mexico
Paragraph C)	Picture 5
1. Curry Mee	**2.** Malaysia
Paragraph D)	Picture 4
1. Haggis	**2.** Scotland
Paragraph E)	Picture 6
1. Mantı	**2.** Turkey
Paragraph F)	Picture 1
1. Fish and Chips	**2.** England

Answer Key

Dairy Products	Vegetables	Fruit	Meat	Sweets/Desserts	Drinks	Others
Yogurt Cheese MILK BUTTER	Mushroom Parsley Marrow Garlic Pepper Onion Leek Carrot POTATO BROCCOLI	Olive Grape Kiwi Strawberry PINEAPPLE CHERRY	Beef Fish Chicken SAUSAGE SHRIMP	Cookie Chocolate Ice cream APPLE PIE DOUGHNUT	Milkshake Orange juice COFFEE LEMONADE	Salad Rice Egg Bread PICKLE CREAM

3 SPEAKING

a ***Work in pairs. Ask and answer questions about your favourite food and drinks as in the example.***

As students have learned and revised many words related to food and drinks, ask them to talk about their favourites. Draw their attention to the example in their books. Give students time to think of the questions to ask to their pairs. Set a time limit of 3-4 minutes. With one pair of students, produce a sample dialogue at the board. After the sample dialogue, tell students to work with a partner to have similar dialogues. Go around and monitor students' work.

b ***Use your dictionary and check the meanings of the adjectives in the table below. What does each category describe? Write a heading from the box.***

Ask students to use their dictionaries to check the meanings of adjectives to describe food. Divide the class into four groups and ask them to check the words in their groups. Then tell them to explain the words to the other groups. Finally, ask students to write the correct heading for each group of adjectives.

Answer Key

1. Texture , **2.** Flavour, **3.** Opinion , **4.** Smell

c ***Talk about some food or drinks you like or dislike and state the reasons with the adjectives in Exercise b.***

Encourage students to tell some food or drinks they like or dislike by using the adjectives in Exercise b. Remind them to use the adjective of opinion first when they list the adjectives.

d ***Tell three food items or drinks.***

Give some time to students to think about the food items and drinks. Then, ask them to add the names. Since this is a personal preference, there is no right or wrong answer. Have them talk about the reasons of their preferences, their experiences, or any related topic.

e ***Think of a food. Describe it to your friends without telling its name. Use the texture, smell, and flavour adjectives in your description. Let your friends guess the food.***

To demonstrate how to play this game, go first. Keep a food in your mind and describe it by using several adjectives. Students try to find the food. The one who knows the item comes to the board and describes his or hers. E.g. We usually eat many of them for breakfast. It is oily. Some people call it a fruit, some vegetable. It is salty and I think it smells divine. (OLIVE)

READING & WRITING

1 READING

a ***Answer the questions below.***

Students are going to read a dialogue about cooking. As a warm up study, ask the questions to students to discuss. As a further lead in practice, the following questions might be asked: "What do you think about cooking? Who cooks in your family? Have you ever cooked anything? At what age do people learn cooking?"

b ***Read the dialogue and underline the verbs about cooking.***

Tell students that they are going to read a phone call between a mother and daughter. Have students read the dialogue. Help with the pronunciation of new words. Ask them to underline the cooking verbs that the mother and daughter use in their dialogue.

Answer Key

wash, remove, slice, cut, add, put, mix, pour, serve

c ***Look at the pictures and write the verbs about cooking from the text. There are two more verbs which are not included in the text.***

Ask students to write the cooking verbs under the pictures. Remind them that there are two more verbs which are not included in the text.

Answer Key

1. Remove	**5.** Put	**9.** Wash
2. Mix	**6.** Slice	**10.** Pour
3. Boil	**7.** Grate	**11.** Cut
4. Serve	**8.** Peel	

2 ***Study the CHECK THIS OUT! box and use the correct passive verbs to fill in the blanks.***

Before doing the exercise, lead students to the box. Study the box with students.

CHECK THIS OUT!

In this box, students are introduced to the passive verb forms. The steps of a process were given to students to draw inferences about the new verb form. Ask them to read the steps of

making a Jack o'lantern (Halloween lantern) which is presented in the passive verb forms.

Refer back to Exercise 2. The aim of this exercise is to get students work on the passive verb form and direct their attention to the environmental issues. Have students read the sentences in the exercise. Draw their attention to the subjects who/which don't perform the action/verb in the sentence. Give students some time to work on the sentences. Check the answers as a whole class.

Answer Key

1. was destroyed
2. haven't been planted
3. will be planted
4. is being organized

3 ***Match the parts to see how the green house effect happens and its result.***

Write 'green house effect, climate change, carbon food print, environmentally friendly' on the board ask students if they have heard of these terms before. Have a discussion of 3-5 minutes. Then, tell students to look at the table in their book and read the parts. Work on the new words if there are any. Have students match the parts to make sentences. After matching the parts, have students take turns to read the sentences and check the answers.

Answer Key

1. Too much carbon dioxide is released into the atmosphere by the human activities.
2. Carbon dioxide is absorbed by the plants through the leaves.
3. Forests are cut down for different reasons.
4. Heat is trapped near the soil by the green house gases.
5. Serious climate changes are caused by the green house effect.

DO YOU KNOW THIS?

In the box, one of the biggest reasons of the green house gases is presented. Encourage students to discuss the other reasons and things to be done to stop green house gases. Lead students to use passive sentences.

4 ***Choose the suitable verb from the list below and fill in the blanks with the correct form of the verbs.***

Ask students to find the correct verb for the blanks and use them in passive form. Remind them to be careful of the tenses. Make a revision of the verb forms if necessary. Go round and check their progress.

Answer Key

1. has been given
2. were destroyed
3. will be built
4. be taken

5 ***Answer the following questions and test your general knowledge.***

Tell students to answer the questions by themselves to see their score. The exercise is to revise passive voice therefore, remind them not to guess the answers to the question if they are not sure.

Answer Key

1. b) Walt Disney
2. a) Antonio Vivaldi
3. c) Mediterranean Region
4. c) Ertem Eğilmez
5. b) the UK
6. b) China
7. a) Pablo Picasso
8. b) the kidneys
9. a) a dog
10. a) tennis

6 ***Write two more questions by using 'passive' and ask them to your friends.***

Tell students to add two more questions structured in the passive form.

7 WRITING

Write how the banana milkshake is prepared by using the pictures and verbs given.

Tell students to look at the pictures which are in correct order to make a banana milkshake. Remind them to use passive verbs and write the necessary steps.

Answer Key

1. First, a banana is peeled.
2. Then it is sliced.
3. After that, they are put into a blender and blended.
4. Later, ice and milk are added in the blander.
5. Everything is blended all together.
6. Finally, it is poured into a big glass.

17 B DIFFERENT STYLES POSSIBLE

Overview

Vocabulary: adjectives to describe food; some easily confused words

Listening: ordering the steps of cooking process; finding out the ingredients of a recipe

Pronunciation: practicing the pronunciation of challenging words

Speaking: talking about cooking; talking about what is prepared in different celebrations

Reading: scanning a text on various world cuisines to find required information; identifying what particular kinds of food and drinks are chosen in particular celebrations

Writing: writing about how to celebrate special occasions

Grammar: passive voice

LEAD IN

Answer the following questions.

As a lead in exercise have a discussion with students. Ask: "What can be different when it comes to eating?" Have them do some brainstorming and find some topics about the differences. The things people eat, the way of cooking, serving, eating, table manners, utensils etc. change from country to country or even within the same country. Have students answer the questions on their books.

LISTENING & SPEAKING

1 LISTENING

a ***Listen to Linda giving a cake's recipe to her friend. Fill in the ingredients list while you are listening.***

Teach the word 'ingredients' to students and tell them that they are going to listen to a recording. Tell students to write the ingredients while they are listening. Play the recording twice. After the writing is done, tell them to peer check the answers. Then, check the answers as a whole class.

Audio Script **Track 3**

Betty: Hi Linda, what's up?

Linda: Hi Betty. Nothing much. What are you up to?

Betty: Mum's gone out to visit a friend and I wanna make a surprise cake. Can you text me the recipe of your White Cake?

Linda: Are you kidding? It is too long to text. Shall I send the picture of it?

Betty: There is something wrong with the Internet connection here today. Can you read it?

Linda: OK. Wait, I'll take the cooking book. Here it is. Are you listening?

Betty: Yep, keep going.

Linda: Oven is heated to 160 °C.

A cup of milk, 6 egg whites, and 3 teaspoons of vanilla are put into a bowl and mixed until it is blended.

2 cups of cake flour, 1,5 cups of granulated sugar, 4 teaspoons of baking powder, and 1 teaspoon of salt are put in a mixer and 1 tablespoon of unsalted butter is added.

They are all mixed together for one or two minutes. 1/2 cup of milk is left behind and the remaining milk is added to the mixture. It is kept mixing for two more minutes. Remaining half cup of milk is added and mixed for another minute. Batter is poured in the pan and is baked for 30 minutes. That's all.

Betty: Thank you Linda. It is a piece of cake! Let me start at once. I'll let you know the result. Bye.

Linda: Bye, Betty. See you later.

Answer Key

White Cake

INGREDIENTS

A cup of milk

6 egg whites

3 teaspoons of vanilla

2 cups of cake flour

1,5 cups of granulated sugar

4 teaspoons of baking powder

1 teaspoon of salt

1 tablespoon of unsalted butter

b ***Listen again and answer the following questions.***

Have students read the questions. Play the recording once again for students to find the answers.

Answer Key

1. She wants to surprise her mother.

2. Because there is something wrong with the Internet connection in her house.

2 ***Fill in the blanks with the idioms from the box.***

Tell students to read the idiomatic expressions and have them share their ideas about the meanings of the idioms. Refer students to the sentences given below the idioms to draw inferences from. This is just a guessing activity as they might not have similar idioms in their mother tongue.

ADDITIONAL INFORMATION

Idioms and proverbs are important cultural elements of a target language which helps to make the language native like and real.

APPLE OF ONE'S EYE: beloved person or thing

HARD NUT TO CRACK: an individual who is difficult to deal with

PIECE OF CAKE: something easily done

PIE IN THE SKY: an empty wish

SPILL THE BEANS: disclose a secret

WALK ON THE EGGSHELLS: be very careful not to offend someone

Answer Key

1. apple of his eye

2. hard nut to crack

3. piece of cake

4. pie in the sky

5. spilled the beans

6. walking of the eggshells

3 READING

a ***Answer the following questions.***

Students are going to read an interview with a chef. As a pre-reading activity, ask the questions to students and elicit the answers. Have a discussion about pros and cons of being a chef. Depending on the interest of the group, following questions might be asked: " Are there many cooking shows on TV in your country? Do you know any famous chefs? What are their names? Do you think they earn a lot of many?"

b ***Kemal, a student from culinary school, is interviewing the famous chef Mike Bellow. Read the interview and answer the questions.***

Have students read the interview. Work on the new vocabulary and pronunciation.

Answer Key

1. He decided to be a chef at a very early age.

2. Yes, he did. He went to a culinary school.

3. He draws inspiration from Roger Verge.

4. He has been working in Turkey for 5 years.

5. No, he doesn't. He admires all.

6. No, he hasn't. He has never considered of changing his job.

7. He thinks there are lots of wonderful dishes in Turkish cuisine.

As a further comprehension activity, students can produce a short paragraph- including only important information and leaving out less important one- about Chef Mike Bellow and introduce him to the class orally.

4 VOCABULARY

a ***How do you like your food? Look at the list of adjectives and find the correct picture for each.***

Ask students about their preferences on food. Have them to answer the question 'How do you like your food?'. Tell them to look at the pictures and match the pictures with the adjectives from the list. Have them use a dictionary.

Answer Key

Raw	Baked	Boiled	Rare	Gilled	Fried	Well done	Mashed	Medium
9	5	6	1	4	8	3	7	2

b ***Fill in the blanks with the correct adjective from Exercise a.***

The aim of this activity is to enable students to work on the new words in context. Tell students to find the correct adjective among the ones mentioned above and write into the blanks.

Answer Key

1. raw **3.** baked **5.** fried

2. rare **4.** mashed **6.** well done

c ***Ask your friends about their preferences on food by using the adjectives in Exercise 4a.***

Tell students to look at the example given. Have them work in pairs and ask and answer about each other's preferences.

5 SPEAKING

a ***Add two more questions about cooking to the ones below, and ask and answer by taking turns.***

The aim of this study is to get students talk about food and cooking. Tell them to look at the questions. Give them some time to think about the answers and prepare two more questions of their own about the topic. Have them ask their questions to their pairs.

b ***Work in pairs. Prepare some questions to interview with a chef and role play it in class.***

Give plenty of time to students to prepare their questions and answers. Encourage them to use a dictionary for the words they need. When the work is done, ask students to act out their interview in the classroom.

POEM

A poem on food is presented in Students' Book. Tell students to read the poem and ask what the poet's attitude to food is. Students can also write their own poem.

LISTENING & SPEAKING

1 READING

a ***Answer the following questions.***

To familiarize the topic, ask the questions to students and get their answers. Encourage them to ask more to each other. Discuss about food and eating as the class.

b ***Read the text, choose the correct heading, and write in the blank.***

Tell students to read the text to get an overall impression of the content. Ask them to choose the correct heading. Check the answer as a whole class.

Answer Key

a. More than feeding

c ***Read the text again and find how many examples of special occasions were given in the text. What are they?***

Before students start reading, write the questions of 'how many special occasions' and 'what' on the board and tell students to scan the text to find the required information.

Answer Key

There are four examples of special occasions. They are;

1. Hıdırellez
2. Good Friday
3. Shab-e Yalda
4. Christmas

d ***Match the special occasions, countries, and special foods.***

Tell students to go back to the text again and skim the first sentences of each paragraph. When they find the related topic, they may go on reading because the other sentences are supporting sentences or examples of the topic sentence given at the beginning of the paragraph. Then, ask them to do the matching activity.

Answer Key

1. Braised meat and rice	Turkey	Hıdırellez
2. Cookies	The USA	Christmas
3. Saffron and carrot halva	Iran	Shab-e Yelda
4. Fish	Germany	Good Friday

e ***Match the highlighted words in the text with the definitions.***

Guessing unknown vocabulary from the context is advantageous as it saves time and keeps the joy of reading without being have to stop. Tell students to try to guess the meaning of each word by looking at the previous or following sentences or considering the whole text. When they have a rough estimate, tell them to look at the definitions and match.

Answer Key

1. aspect
2. braised
3. occasion
4. prompt
5. substance

2 SPEAKING

Do you know different celebrations of some other countries? What is prepared for these celebrations? Talk about Ramadan or Feast of Sacrifice celebrated in Muslim world, Christmas or Easter celebrations in Christian world etc.

Read the instruction aloud. Start talking about the celebrations in your own county to familiarize students with the subject. Give them time to think of some celebrations from their own country or other countries. Ask them to share their ideas with their friends. Don't

interrupt the fluency while presenting. Take notes to go over the mistakes later.

ADDITIONAL INFORMATION

Eid al-Adha (the Feast of Sacrifice) is celebrated by Muslims all over the world as a major holiday for four days. The Muslim people attend the special prayers which is held at mosques early in the morning. Earlier the day or the day before, an animal is bought to be sacrificed. The meat is shared among the ones who are in need. The houses are cleaned and desserts are prepared for the visitors. People exchange gifts.

Halloween (All Hallows' Evening) is a celebration on 31st October in western world. The day is to remember the passed away ones including saints and all the faithful people. Trick-or-treating is a customary celebration for children who wears supernatural figures costumes like vampires, ghosts etc. on Halloween.

3 PRONUNCIATION

Some words are difficult to pronounce for the learners of English as a second language. Listen and repeat ten of the commonly mispronounced words.

Tell students to listen to and repeat the words which are usually mispronounced words for Turkish learners of English. Play the recording and have them listen and repeat.

Audio Script		**Track 4**
1. career	**5.** ourselves	**9.** determine
2. examine	**6.** mountain	**10.** whole
3. answer	**7.** literature	
4. foreign	**8.** purpose	

4 LISTENING

a ***Listen to the Radio LMB giving a recipe. Write the missing words of the ingredients list while listening.***

Tell students that they are going to listen to a guest giving a recipe. Ask them to write the missing words in the ingredients list while they are listening.

Audio Script	**Track 5**
A: Hello and welcome in today's radio-show here at Radio LMB with Mike Ribiza. We have a guest here today to give you a delicious recipe. Hello Jessica. You are the mother-of-four and a natural cook, aren't you? What is the name of the food?	
B: Actually it doesn't have a name. I made it up myself. It is very easy to cook, kids like it, and that's it.	
A: It is home-made and healthy. That's important. And we can ask to our listeners to give a name, shall we?	
B: It would be nice.	
A: Ok everybody. Listen to Jessica's recipe and e-mail us your suggestions on the name. You already know our e-mail address. Yes Jessica we are listening to you.	
B: OK. This dish makes 8-10 servings. Let me start with the ingredients. We need 2 large sweet potatoes, 2 large carrots, 2 teaspoons of chopped rosemary, 1 tablespoon of olive oil, some salt and pepper, and 1 tablespoon of balsamic vinegar.	
A: They are all from the kitchen. You don't need to go out for shopping. That's nice. Now here come the steps!	
B: First, the oven is preheated to 180°. Then, all the vegetables are washed, which is very important, and chopped in small pieces. All the chopped vegetables are put in a large bowl. A large bowl because you are going to mix them there well. Chopped rosemary, oil, salt and pepper are added to the bowl and mixed thoroughly. Vegetables are poured in a large baking pan. They are baked, uncovered- don't let the air get into the oven-, for about 1 hour or until vegetables get soft. Before serving, vegetables are mixed with balsamic vinegar. Finally, it is served with fresh lettuce leaves. Bon appétit.	
A: Thank you Jessica for this healthy and delicious food. It made my mouth water.	
And, you listeners don't forget, we are waiting for your suggestions for the name. Now on the show, comes...	

Answer Key

2 large **SWEET** potatoes
2 large carrots
2 **TEASPOONS** of chopped rosemary
1 tablespoon of **OLIVE** oil
SALT and pepper
1 tablespoon of balsamic **VINEGAR**

b ***How many servings does this dish make?***

The question 'How many servings does this dish make?' might not be familiar to the students. Explain that the question asks 'How many people is this dish for?' Play the recording once more if necessary to find how many servings the dish makes.

Answer Key

8-10 servings

c ***Listen again and put the steps in the correct order.***

Remind students that it would help to pay attention to the sequencing words like '*first, then, after that, finally*' etc. to put something in the correct order. Play the recording once again and ask them to put the steps of cooking in the correct order.

Answer Key

1. g, **2.** d, **3.** b, **4.** f, **5.** c, **6.** e, **7.** a, **8.**e

d ***Suggest a name for the dish.***

Ask students to give a name to the dish. There is no right or wrong answer in this exercise. Have them use their imagination.

Possible Answers

tasty veggies , sweet veggies, veggie love, tasty veggie miracle

As an optional activity, students who are interested in cooking and using technology might enjoy preparing a video. It can be done as homework and presented in the classroom.

5 *Study CHECK THIS OUT! box and write sentences with the same meaning.*

Tell students to look at the box to learn the usage of passive voice.

CHECK THIS OUT

Two verb forms (active and passive) are presented together in the box for students to see either form can be used depending on the purpose.

Have an individual student to read the sentences aloud. Draw attention to 'how to decide' section and work on it. Give some further examples if necessary. After working on the structure, tell students to re-write the sentences without changing the meaning.

Answer Key

1. Lots of food is prepared for the celebrations.

2. Desserts are being cooked for Ramadan Bayram.

3. Lots of fish is eaten (by the Japanese).

4. The streets are going to be decorated.

5. The invitations haven't been written (by them).

6 WRITING

a ***Read the following dialogue and answer the questions below.***

Have two students read the dialogue. Work on new vocabulary. Encourage students to guess the meanings of the new words from the context. Ask the comprehension questions to students. Check the answers as a whole class.

Answer Key

1. No. They are organizing a party.

2. No. It is a surprise anniversary party for their parents.

3. The cleaning is going to be done by both of the girls.

4. The room is going to be decorated.

5. The songs were downloaded by Jessie.

b ***How do you celebrate special occasions? Write a composition of 100-150 words on your notebook.***

Students choose any special occasion they would like and write about. It can be a ceremony, a meeting, a party, etc. Remind them to include the preparations, celebrations, gifts- if any-, etc.

17 C JUST IN CASE

Overview

Listening: listening to a text to find the missing words on food etiquette around the world

Speaking: talking about food and drinks culture and customs in the world; talking about the process of digital stories

Reading: reading a text on tips about how to create a digital story; reading a text about superstitions

Writing: writing a story

Grammar: conditional clause type I

LEAD IN

Answer the following questions.

Brainstorm with the students about the differences and similarties among communities. Talk about things that define the culture of a community such as music, literature, superstitions, and social habits, etc. Encourage students to talk about their knowledge and ideas about different manners/etiquettes/ customs about eating, greeting, leisure, etc. Ask them to give examples from their own culture.

LISTENING & SPEAKING

1 LISTENING

a Listen to Edward and Lisa talking about food etiquette around the world and fill in the missing words or phrases.

Tell students that they are going to listen to a dialogue between a brother and a sister. Play the recording and have them fill in the missing words or phrases.

Audio Script **Track 6**

Edward: Hey sis. What are you doing? Are you reading a diet book again?

Lisa: Ha-ha, very funny. I am reading a book about food and drink culture, customs and etiquette around the world. If you yourself read some things in your entire life, you will learn not to eat all those junk food.

Edward: Thanks for reminding! You know what? You drew my attention. What rules of etiquette are there in other countries?

Lisa: There are lots of examples. Let me read a few interesting ones. Here it says "It is good to burp at the dinner table in China." If you don't burp, the host will think that you didn't like the food.

Edward: Burping? That's interesting.

Lisa: Here is another one from China again. "Flipping the fish while cooking is really bad luck. If you flip, the fishermen's boat will capsize," they say. Look! This one is good for you bro. "In some parts of Asia, slurping while eating noodle is considered polite. "

Edward: Don't mess with me Lis!

Lisa: OK. OK. "If you don't shake the cup of the coffee when you finished, they will keep on pouring you more."

Edward: Where on earth does it happen?

Lisa: Bedouins in Middle East. Last piece is from Portugal. "If you ask for salt and pepper on the table, it is considered offensive because it means you are questioning the cook's ability."

Edward: And in our country "Bananas should be eaten with a fork and knife". Let me go and get one, and eat it traditionally!

Answer Key

1. diet	**4.** drew	**7.** will
2. customs	**5.** attention	**8.** keep
3. junk	**6.** burp	

After the work is done, ask students to list the food etiquette and the countries mentioned in the text.

Answer Key

China- It is good to burp at the dinner table.

China- Flipping the fish while cooking is bad luck.

Some parts of Asia- Slurping while eating is polite.

Middle East Bedouins- Shake your cup when you finished your coffee if you don't want to drink more.

Portugal- Asking for salt and pepper is offensive.

Britain- Bananas should be eaten with fork and knife.

b Answer the following questions according to the dialogue.

For the further understanding of the dialogue tell students to read it one more time and infer the answers from the text.

Answer Key

1. No, he doesn't like reading books.

2. Yes, he usually slurps while eating.

3. He is going to the kitchen to take a banana.

c Fill in the sentences with the correct words or phrases from the box. There is one extra.

This activity is a contextual vocabulary work. Tell students to fill in the sentences with a word from the list. Have students read their answer individualy. Give feedback.

Answer Key

1. Burp	**3.** Junk food
2. Draw attention	**4.** Keep

2 SPEAKING

a ***Discuss the following questions.***

In this exercise students are expected to talk about culture, customs, and etiquette around the world. Start asking about traditions in general. Tell students to think for a while and then talk about it. A few sentences are acceptable as students may not be old enough to discuss the subject in depth. Ask: "How do the traditions emerge?" to start the discussion. Students are led to the topic of food culture, custom, and traditions.

Possible Answers

1. Traditions are important because they give people the feeling of belonging to a community. They are also important as a heritage from the ancestors.

2. Almost in each fields of life people have traditions; how to eat, how to sleep, how to dress, weddings, funerals, hosting, parenting, etc.

3. Some more food etiquette around the world:

In France one must keep hands on the table at all times. Not in laps.

In China don't finish all your food, leave a small amount on your plate to show that the host is generous and gave you more than enough.

In India be sure to finish your meal because wasting food is disrespectful.

In Poland do not begin eating until everyone has taken food on their plates and the host invites you to start.

4. The honoured guest is served first, then the oldest man, then the rest of the family. At the end of the meal, it is appropriate to thank the host or hostess for a wonderful meal. The guest says "Bless your hand," and the host answers "May what you eat bring well-being." You should arrive on time if dinning is done at home.

b ***Discuss and match the food etiquette to the countries.***

Tell students to read the food etiquette and try to guess which countries they belong to. Encourage them to associate the etiquette with countries by pointing out some words in the sentences e.g chopstick, or their general knowledge about countries. These exercises are there to lead, encourage, and motivate students to talk. Any topic related contributions are all welcome.

Answer Key

1. China	**3.** Turkey	**5.** Korea
2. Thailand	**4.** Philippines	**6.** Japan

c ***Prepare a poster showing different countries and some food etiquettes. Display and present it in your class.***

This exercise can be done in the classroom or given as homework. Tell students to prepare both contextually and visually attractive posters. Give clear directions about how to prepare the posters. One should see the whole world map and a short food etiquette attached on the countries.

3 READING

a ***Do you believe in superstitions? Even if we don't, we know many superstitions. Match the superstitious results with the conditions.***

Ask students what they think of superstitions. Some might believe, some might not. Don't let them criticize or judge each other. Create a positive atmosphere to express themselves freely. Tell them to match the superstitious results to the conditions. Have students work on them individually. Later, ask them to peer check. Finally, check the answers as a whole class.

Answer Key

1. e, **2.** a, **3.** f, **4.** c, **5.** d, **6.** b,

b ***Read the dialogue between Lisa, an exchange student in Turkey, and Nazlı. Find the superstition excluding "knocking on the wood".***

Tell students to read the dialogue and find the superstitions which are mentioned in the dialogue. Work on the new words. Encourage students to try to guess the meaning from the context. If they can't, let them use dictionaries.

ADDITIONAL INFORMATION

Paganism is an ancient religion. This ancient religious outlook remains active in the world today both in advanced civilisations such as Japan and India and in less advanced tribal societies world-wide.

Answer Key

Crossing fingers

c ***Are the sentences true (T) or false (F) according to the dialogue?***

Ask questions to students to check their comprehension of the dialogue.

Answer Key

1. True, **2.** False, **3.** False, **4.** False, **5.** True, **6.** False

4 ***Study the sentences in the REMEMBER THIS! box and complete the rule.***

Draw students' attention to the box. Before studying the information within the box, ask them what they remember about the structure. Make a further revision if necessary.

REMEMBER THIS!

In this box, the structure and usage of *Type I conditional* are presented to students to revise. Remind students what the condition and the probable result are.

Ask a student to read the two clauses. Remind students that these two clauses can change places. If the main clause comes first, comma isn't necessary. Tell students to fill in the blanks by looking at the sample sentences.

Answer Key

We use **SIMPLE PRESENT TENSE** in the conditional clause, and **WILL** in the main clause to talk about real or probable situations in the present or future.

TODAY'S QUOTE

After doing Exercise 4, you can refer to the quotation from Yogi Berra (1925-2015), the famous American baseball player. Discuss what he means by this sentence. Ask them if they know any quotations, idioms, proverbs, or expressions in their mother language which have similar meanings. Encourage students to explain them in English.

Possible Answer

One should have plans to realise, intentions and aims to achieve in life.

5 ***Match the conditions to the probable results.***

Allow students a few minutes to read the two halves and then match them. The aim of this study is to be able to match the possible situations and probable results. Make them peer check first and then check the answers as a whole class.

Answer Key

1. d, **2.** f, **3.** b, **4.** c, **5.** a, **6.** e

6 ***Read the probable situations and add a result.***

The aim of this activity is to state the possible condition by using present simple, and to produce the probable results by using "will" correctly. Tell students to study the example and do the others as in the example.

Possible Answers:

1. If I have time tomorrow, I will visit you.

2. If his father comes home early, he will take them to the zoo.

3. If Gram leaves Susan, she will be very sorry.

4. If I finish the housework before noon, I will go out with my neighbours.

5. If you don't keep my secret, I will tell yours.

7 ***Play the chain game. Start with the sentence "If I have time tomorrow, I will go to the cinema." "If I go to the cinema, I will buy some popcorn."***

This is an easy class game that can be played with any number of students. Say the sentence "If I have time tomorrow, I will go to the cinema."

Ask the first student to use your main clause part as a conditional clause. He or she will start "If I go to the cinema, ____." The next student uses the main clause and state a result. Keep on doing like this until the last student produces a sentence.

8 READING

a ***Do you know any festivals around the world? What festivals are there in your country?***

As a lead in to the text, ask the questions to students. Some very popular festivals a round the world might be stated. If they don't know or remember any, remind them some and talk about the festivals.

ADDITIONAL INFORMATION

Some famous festivals around the world are *Notting Hill Festival* in England, *Tomatino Festival* in Spain, *Carnival of Venice* in Italy. *Holi Festival* in India.

Some popular festivals which are held in Turkey:

Local Festivals and Celebrations: *Nasreddin Hodja Festivals* in Konya, *Mevlana Memorials* in Konya, *Kırkpınar Oil Wrestling Festivals* in Edirne, *Traditional Mesir Ceremonies* in Manisa etc.

National/ International/ Religious Festivals and Celebrations: *23th International Children's Day, Ramadan Festivals, International Istanbul Theatre Festival* etc.

b ***Read Maria's article for her school magazine introducing a festival in her country, Philippines.***

The aim of this activity is to teach students how to write an article about a festival or celebration which are cultural elements of a country like other customs. Tell students that they are going to read an article that a student has written for the school magazine.

Address two or three students to read the article aloud while the others are following. Help out with the new words. Correct the pronunciation mistakes at the end.

c ***In which paragraph is she…***

Ask the questions to students and tell them to give the letter of the paragraph in which this information can be found. Check answers.

Answer Key

1. D, **2.** B, **3.** C, **4.** A

9 WRITING

Write about a festival from your country. Divide your writing into paragraphs similar to the ones in Exercise 8c.

This exercise can be given as homework because students might need to look at some details of the festivals before they write. Remind them to pay attention to the use of four paragraphs which are mentioned in Exercise c.

READING & WRITING

1 READING

a ***Answer the following questions.***

As an introduction to the reading practice about stories and digital stories, ask questions to students. Encourage students to tell their favourite type of stories and authors. Ask their preferences, printed books, or e-books.

b ***Read what Mike has written about the digital story creating process for his Information Technology lesson and put the steps in the correct order.***

Students are going to read a short text about the steps of preparing a digital story. Ask them if they have any experiences of creating one. Have two or three students read the text and work on the new vocabulary. After reading the text, tell students to put the steps of creating a digital story in the correct order.

Answer Key

1. b, **2.** d, **3.** a, **4.** f, **5.** c, **6.** e

2 SPEAKING

a ***Imagine that you are preparing a digital story on food and drinks. Talk about the process of it.***

Tell students to imagine that they have a task of preparing a digital story on food and drinks. Ask them to talk about the steps they would take.

b ***Share your thoughts, ideas and/or experiences about creating a story with your friends.***

Some students might already know the process or have further knowledge of the process. Ask them to share their experiences. If there aren't any, ask students to talk about the process mentioned in the text. Motivate students to create a digital story of their own.

c ***Work in pairs to talk about your favourite story from your childhood. Ask and answer;***

As a production activity of the reading part, students are expected to work in pairs to ask and answer the questions. Walk around and monitor the study. After pair work is over, ask students to introduce their pair's favourite story, character, and the reasons to other students in class.

3 WRITING

a ***Describe the setting in the following picture as in the example. Mention the place, time of the day, weather, people etc.***

Tell students to look at the first picture and description of the setting. Ask students: "If it was asked you to write a description for the picture, how would you describe?". Tell them to look at the second picture and write a description. Remind them to mention the place, the time of the day, the weather, etc.

Suggested Answer

On that cold Saturday afternoon, everywhere was covered with snow and there were no people outside. The town looked so deserted and lonely. I was trying to see the road through the car window.

b ***Adjectives and adverbs are used to make a story more dramatic. Underline the descriptive adjectives; circle the adverbs of manner in the text below. Tell which nouns/verbs they describe.***

Remind that descriptive adjectives- as the name implies- describe the noun; and adverbs of manner tell how something is done. Tell students that adjectives and adverbs can be used to make an expression more dramatic. Ask them to read the text and underline the adjectives and circle the adverbs. After highlighting the adjectives and adverbs, ask students which nouns and verbs they describe.

Answer Key

As I get into the house, everybody started to shout **loudly**. I was in a **deep** shock. I didn't think that they would organize a **surprise** party for me. The room was **beautifully** decorated, and a **delicious** **big** cake was on the table. I was as happy as a clam. They gave me **nice** presents. We sang and danced **happily** all day long.

Shock - deep shock

Cake- delicious big cake

Party- surprise party

Present- nice present

Shout- shout loudly

Sing and dance- sing and dance happily

c ***'Similes' make a story more interesting. Complete the sentences with the similes from the box.***

Introduce students that similes are used to make an expression more interesting. Tell them to complete the sentences with a correct simile.

Answer Key

1. as strong as a bull

2. as busy as a bee

3. live like a king

4. flies like an arrow

d ***Find the simile in the text in Exercise b.***

Students are expected to find the simile in the text. Tell them to have a quick look at the text and ask them to find the simile. Check the answers of the students.

Answer Key

As happy as a clam

e ***Complete the similes with a noun from the box below.***

To expand the list of similes, tell students to complete four more.

Answer Key

1. an owl, **2.** snow, **3.** a knife, **4.** a lamb

f ***Put quotation marks (" ") to the people's direct sentences.***

Remind students that direct sentence of a speaker can be given in an essay with inverted commas. Tell them to read each sentence and put the punctuation in the correct place. Walk around and monitor the work. Then check the answers.

Answer Key

1. Marry rushed into the room and "Stop doing that!" she shouted.

2. "Who is the man waiting outside?" asked Jim.

3. "Thank you," he said sincerely.

4. "Wake up honey. It is time to leave," whispered my mother.

g ***Work in groups of four and brainstorm ideas to find a topic for a digital story about. Write a story considering the clues above. Do the other necessary steps at home and prepare a digital story. Then share it with your friends in class.***

Tell students to work in groups to write a story by paying attention to the previous exercises and then to create the digital version of that story. Have them study on the story in class. Go round and check if they are using adjectives, adverbs, similes, direct sentences of the speaker, etc. to make their story more interesting and dramatic. The remaining part is given as homework.

17 WORKBOOK ANSWER KEY

17 A COMMON GROUND ALL AROUND

1 ***Circle the names of the food that match the pictures.***

1. bread
2. strawberry
3. kiwi
4. cookie
5. carrot
6. leek
7. beef
8. parsley
9. jam
10. garlic

2 ***Fill in the speech bubbles with food and drinks.***

Students' own answers.

3 ***Write three reasons of liking or disliking for the items you've listed above. Use the adjectives for food.***

Students' own answers.

4 ***Write the name of each category.***

1. Dairy products
2. Vegetables
3. Fruit
4. Meat
5. Sweets/desserts
6. Drinks

5 ***Fill in the blanks with the cooking verbs given in the list below.***

1. wash
2. peel
3. grate
4. pour
5. heat
6. fry
7. break
8. beat
9. pour
10. add
11. cook
12. turn
13. serve

6 ***Write the steps of making a potato omelette in Exercise 5 with "passive" verbs.***

1. First, the potatoes are washed and peeled.
2. Then, the potatoes are grated.
3. Next, some oil is poured in a frying pan and it is heated.
4. The potatoes are fried in the frying pan.
5. Then, the eggs are broken and they are beaten in a bowl.
6. Some salt is added.
7. The mixture is cooked.
8. Finally, the omelette is turned over.
9. It is served with fresh bread.

7 ***Make sentences with the given prompts in present simple tense.***

1. BMW cars aren't made in France.
2. Tea is grown in Black Sea Region in Turkey.
3. The Topkapı Palace is visited by hundreds of people.
4. Spaghetti is cooked in boiling water.
5. Coffee isn't imported from Norway.

8 ***Write what is being done under each picture.***

1. The wall is being painted.
2. The cow is being milked.
3. The window is being cleaned.

9 ***Read the article and answer the questions.***

1. The two major variables of academic achievement are healthy diet and physical activity.
2. It means consuming the right quantities of foods from all food groups.
3. There are four main food groups.
4. Some popular food of teenagers are sugar-sweetened beverages, pizza, full-fat milk, grain-based desserts and pasta.
5. It affects the mental capacity of children.

10 ***Fill in the blanks with a correct word from the list. Then make sentences using the completed phrases.***

1. Mental capacity
2. Healthy diet
3. Important issue
4. School success
5. Physical activity
6. Correlated with

Students' own sentences

11 ***Write the passive forms of the following verbs.***

1. be seen
2. be eaten
3. be offered
4. be met
5. be played
6. be bought
7. be told
8. be called
9. be forgotten
10. be attacked

12 ***Fill in the blanks with the correct passive tense of the verbs given in parentheses.***

1. has been stolen
2. was given
3. is going to be cleaned
4. is being repaired
5. are caught

13 ***Match the two halves.***

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

14 ***Write the names of the items described below.***

1. watch
2. money
3. knife
4. lamp

15 ***How is olive oil made? Look at the pictures and write the sentences by using the clues given below.***

1. Ripe olives are hand-picked by using ladders to reach the higher branches.
2. Olives are washed and leaves are removed from the olives.
3. Granite stones are used to crush olives.
4. Olive paste is spread on round vegetable mats.
5. Mats are piled up one on the top of other and pressed.
6. Oil is collected in steel tanks.
7. It is filtered and bottled.

17 B DIFFERENT STYLES POSSIBLE

1 ***Make sentences with the following idioms.***

Students' own sentences.

2 ***How do you like your steak? Write the adjectives from the least to the most cooked.***

1. rare
2. medium
3. well done

3 ***Write the correct word from the list given below.***

1. whole
2. examine
3. answer
4 .foreign
5. ourselves
6. literature
7. determine

4 ***What kind of food can these people eat?***

1. Grilled, baked, boiled, mashed
2. Mashed, boiled
3. Grilled, baked

5 ***Read the text and choose the correct options in 1-5.***

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

6 ***Put the dialogue in the correct order.***

1. k, **2.** c, **3.** h, **4.** b, **5.** g, **6.** e, **7.** i, **8.** a, **9.** f, **10.** d, **11.** j

7 ***Turn the following passive sentences into positive, negative or question form.***

1. The thieves weren't caught by the police.
2. Has the bridge been destroyed by the storm?
3. The pictures were taken by him.
4. Your homework will be checked tomorrow.
5. This coat didn't have to be cleaned.

8 ***Put the paragraphs in the correct order and underline the passive verbs in the article.***

1. C, **2.** A, **3.** D, **4.** E, **5.** B
The passive verbs in the article: has been known - are used

9 ***Write P (passive) or A (active) for the verbs next to the following sentences.***

1. A, **2.** P, **3.** P, **4.** P, **5.** A, **6.** A

10 **Underline the subject and circle the object of the following sentences.**

1. Mike changed the ***flat tire***.
2. Susan will clean ***the house***.
3. People speak ***Spanish*** in Peru.
4. My mum is preparing ***the dinner***.
5. The naughty boys broke ***the window***.
6. Someone must paint ***this door***.
7. The director has given ***the instructions***.
8. Millions of people read ***this newspaper***.

11 ***Turn the sentences in Exercise 10 into the passive voice. Use the object of the active sentence as the subject of the passive sentence.***

1. The flat tire was changed by Tom.
2. The house will be cleaned by Susan.
3. Spanish is spoken in Peru.
4. The dinner is being prepared by my mother.
5. The window was broken by the naughty boys.
6. This door must be painted.
7. The instructions have been given by the instructor.
8. This newspaper is read by millions of people.

12 ***Look at the dialogues and fill in the blanks with the "passive" and correct tense of the verbs in brackets.***

1. be played
2. are being questioned
3. was painted
4. aren't allowed

13 ***Read the short text and find the names/dates of some special occasions around the world.***

A. 22nd April Earth Day
B. 22nd March Nevruz
C. 4th Thursday of November Thanksgiving
D. 9th month of Islamic Calendar Eid al- Fitr
E. 31st October Halloween
F. 14th February Valentine's Day

14 ***Write the occasions where you might hear the following sentences.***

1. Birthday
2. Wedding
3. Birthday
4. Wedding anniversary
5. Retirement
6. Wedding

17 C JUST IN CASE

1 ***Write the names of the countries from the list into the blanks.***

1. Japan
2. France
3. Brazil
4. Colombia
5. England

2 ***Read the text and do the following tasks.***

a ***What do the underlined words or phrases refer to?***

They: superstitions
This period: medieval times
They: ancient Egyptians

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

1. No, it is not easy to ignore superstitions.
2. The reasons might be fear of unknown, trust in magic, false conception of causation.
3. Yes, they are as old as human being.
4. They are passed from generation to generation.
5. No, it isn't easy all the time.

3 ***Write the correct form of the verb to complete the following superstitions from Turkey.***

1. find-will bring
2. will come-make
3. jump-will be
4. drinks-won't have
5. will be-pour

4 ***Fill in the blanks in your own words.***

Students' own answers.

5 ***Rewrite the sentences without changing the meaning.***

1. If you don't study hard, you won't get a good mark.
2. If she doesn't hurry, she won't catch the bus.
3. If it doesn't rain, we will be able to play tennis.
4. If you wear your raincoat, you won't get wet.
5. If he takes this medicine, he will get better.

6 ***Answer the questions by using the prompts given.***

1. If people keep on polluting the environment, they will destroy themselves.
2. If people don't stop cutting down the trees, hundreds of species will extinct.
3. If people reduce, recycle, and reuse the items, they will give less harm to the environment.
4. If people dump their garbage into the sea, sea life will be destroyed.
5. If people waste clean water, they will run out of drinking water.

7 ***Put the words in the correct order to make sentences.***

1. If you need money, I will lend you some.
2. I will earn a lot of money if I get that job.
3. If the weather is nice, she will go for a walk.
4. If you don't wear your coat, you will get sick.
5. What will you do if you miss the school bus?

8 ***Write the steps of the digital story processing next to the sentences.***

1. Come up with an idea
2. Write the script
3. Record your own voice
4. Gather images, audios, and videos
5. Put it all together
6. Share

9 ***Write "Beginning" or "Ending" next to the paragraphs of a story.***

1. Ending, **2.** Beginning

10 ***Read the story below and put the paragraphs in the correct chronological order.***

1. B, **2.** D, **3.** A, **4.** C

11 ***Read the tips and the plan. Then, write a real or imaginary story.***

Students' own answers.

UNIT NOTES

18 A GADGETS OF THE ERA

Overview

Vocabulary: electronic devices
Listening: noting down the reasons why people need technological devices
Speaking: talking about preferences about technological items
Reading: reading about areas in which technological items are developed and used
Writing: writing a formal e-mail
Grammar: relative clauses; expressing cause and effect

LEAD IN

Answer the following questions.

Draw students' attention to the picture on the right top of the students' books' page. Ask them what they see in the picture. Ask them which devices they use a lot in daily life. Finally, encourage them to discuss the term *Digital Era* for a few minutes. Optionally, write *Digital Era* on the board and do a brainstorming activity.

ADDITIONAL INFORMATION

WHAT IS DIGITAL ERA?

The time period characterized by the existence of digital technology.

LISTENING & SPEAKING

1 VOCABULARY

a ***Look at these photos and write the names of electronic devices in the blanks.***

Draw students' attention to the pictures. Ask students to find out the names of the electronic devices in the pictures. It is expected from the students to name the devices in this part which are commonly used in daily life. Answers can be written on the board so that students will be able to match the devices with the photos.

Answer Key

1. Mobile phone
2. Tablet PC
3. Camera
4. TV
5. Flash disk /memory stick
6. Laptop
7. Game controller

b ***How often do you use these devices in your daily life? Is there a device that you never use in the pictures?***

Ask your students how often they use these devices. Ask them whether there is any device which they never use. Ask them to explain their reasons of not using these devices.

c ***Match the two halves of the sentences to identify the devices and their functions.***

This part is the introduction part of *relative clauses* which students are going to see the examples in many activities. Ask your students to find the halves of the sentences according to the functions of the devices. The aim of the activity is to encourage students to discover the function of the structure as well. The function of *which* in the sentence can be asked to the students and it can be noted that relative clauses function as *adjectives* do because both adjectives and these clauses define a noun.

Answer Key

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

2 ***What can you do with the devices given in the table below? Write down their functions and share it with your friends. Use the phrases given below in your descriptions.***

Students go over the box in which they see a list of gadgets. Ask your students why they use these gadgets and what their functions are. Encourage them to use the phrases that are given in the box. One of them is given as an example. Tell students that the phrases can be used more than once.

3 LISTENING

a ***Look at the picture and describe what you see in the picture. Do you think this person needs technology in his life?***

Ask students to look at the photo and encourage them to talk about the young man in the photo. Encourage them to discuss whether the person in the photo needs technology or not.

ADDITIONAL INFORMATION

Language Etiquette for Disabled People in English Language

In English language, it is not appropriate to say "handicapped people" as it has some associations with "cap in hand" which is associated with "begging". Rather than saying "handicapped or invalid", it is appropriate to say "impaired people". Rather than saying "mentally handicapped", it will be better to say "people with learning difficulties".

b ***Listen to the podcast of a teenager who is talking about why we need technology. Complete the sentences.***

Explain students that they are going to listen to the podcast of a teenager who is talking about why we need technology. Students complete the sentences as they listen and they write down the reasons why people need technology and technological items. The aim of this activity is to make an introduction to expressing cause and effect as well.

Audio Script **Track 1**

In today's podcast, we will discuss why we need technology. Technology has been a debated topic for long. Few people think that technology is more harmful than its being useful. I believe we need technology **due to** many things. Today I am going to introduce you some people in my life so that you will understand how they use technology and why they need them. I have a friend whose name is Sandra. Sandra needs her hearing aid all the time **as** she has hearing impairment. She can go on her education and life with the help of her hearing aid. There are a lot of devices invented for people with disabilities. This technology is called "assistive technology". These items increase the functional capacities of these people. Stephen Hawking, for example, can give lectures to students by typing his words to a keyboard **because** he cannot move or speak. I have a classmate called Laura. Since she is physically disabled, she can go on her education with the help of her wheel chair. Technology is not just necessary for people who have disabilities. We all need technology. Let's look at the life of my family as an example. We need our home appliances such as washing machine, vacuum cleaner, dish watcher, etc. We save a lot of time when we use them, **so** we need them all the time. At school, visual materials are very effective in learning; **thus,** all my teachers use smart boards in our lessons. Farmers also need to use technological devices in agriculture **owing to** the huge demand for food. There is an increase in population. **As a result,** food demand is increasing day by day. These are just a few benefits of technology. To sum up, although it has some harmful sides, this is just a drop in the bucket.

Answer Key

1. I believe we need technology **due to many things.**

2. Sandra needs her hearing aid all time **as she has hearing impairment.**

3. Stephen Hawking, for example, can give lectures to students by typing his words to a keyboard **because he cannot move or speak.**

4. She can go on her education **since she has a wheel chair.**

5. We save a lot of time when we use them, **so we need them all the time.**

6. At school, visual materials are very effective in learning, **thus; all my teachers use smart boards in our lessons.**

7. Farmers also use technological devices in agriculture **owing to the huge demand for food.**

8. There is an increase in population. **As a result, food demand is increasing day by day.**

CHECK THIS OUT!

Different ways of expressing purpose are used in the sentences given in the box. Ask students to read the box and do the speaking activity.

4 SPEAKING

Are you for or against technology? Do you think we need technology? Why, why not? Explain your reasons using the expressions in bold in Exercise 3b.

In this part, students will be able to talk about whether they are for or against technology and we need technology or not. Optionally, students can be divided into two groups according to their opinions and they can exchange their ideas by doing a debate activity. Encourage your students use the expressions stated in the **CHECK THIS OUT!** box.

5 EVERYDAY ENGLISH

a ***Look at the photo of two friends and guess what they are talking about.***

Ask students to look at the photo on the top of the page in the students' book. You can ask the following questions in order to encourage them to join the lesson:

- *Can you describe the people in the picture?*
- *What are they doing?*
- *Why are they looking at the laptop screen?*

b ***Listen to the dialogue of two friends about their preferences in using technological tools and fill in the blanks with the correct words.***

Ask your students to listen to the dialogue and fill in the blanks. The dialogue is about *talking about preferences* and *expressing personal opinions*. Play the recording twice for students to record their answers. Check answers as a class.

Audio Script	**Track 2**

Jim: I am planning to buy a new tablet so that I can save my documents easily.

Katie: I don't prefer using a tablet for my documents. **I'd rather** use a PC than a tablet. I believe this is more practical.

Jim: Oh, this is not my cup of tea. **I'd rather** use a tablet for sure because I just want to carry my documents everywhere I go easily. You know I stay in dormitory and I have to carry my stuff at the weekends. Also, in my room there is no table. According to me, using a PC is not very comfortable on a bed.

Katie: Oh, I see. So, you can buy a smart phone instead. It will be very handy then.

Jim: I have a smart phone, but for me it is not very useful for documents. I generally do not prefer mobiles **for reading documents** as the screen is too small to view them.

Katie: Yes, I think buying a tablet is the best option then.

Jim: Yes, it is. So, I am planning to go shopping tomorrow. **Do you prefer** coming with me or staying at home?

Katie: I'd rather **stay at home**. I have a lot of homework. I believe it would be better for me.

Jim: OK, then. See you later!

Answer Key

1. don't prefer
2. I'd rather
3. I'd rather
4. for reading documents
5. Do you prefer
6. stay at home

c ***Listen again and underline the expressions in the dialogue which state personal opinions.***

Play the recording again. Explain students that they are going to underline the expressions stating personel opinions.

Answer Key

I believe, I think, according to me

REMEMBER THIS!

Ask students to read the sentences before the speaking activity and help them remember how to talk about preferences.

6 SPEAKING

Work in pairs. Ask preference questions about electronic devices as in the example below. State your personal opinions.

In this part, students will be able to talk about their preferences about technological items. Students work in pairs. Encourage your students to use the expressions stated in the REMEMBER THIS! box in their questions and answers.

TODAY'S IDIOM

In this part, students see an idiom which is used to express personal preference. *Not one's cup of tea* means that it is not one's preference. For example, when somebody says "Drinking tea is not my cup of tea", it means that this person does not prefer drinking tea.

READING & WRITING

1 READING

a ***Read David's e-mail below and answer the questions.***

Go over the e-mail. Ask your students whether it is a formal and an informal e-mail. After eliciting their answers, tell them that this is a formal e-mail. Ask them the difference between formal and informal e-mails. Later ask them what the e-mail is about.

b ***Answer the questions about the e-mail.***

Ask your students to read the e-mail again and answer the questions about it. Give them time to complete their answers. Check answers as a class.

Answer Key

1. Because they are designing a robot for an international science competition.

2. They need to learn the prices, the qualities, and the delivery date of the sensors.

3. He wants the company to send them a product information form.

4. They have to finalize it in two months.

5. Yes, it is. It is one of the longest words in English.

ADDITIONAL INFORMATION

The meaning of Honorificabilitudinitatibus is "the state of being able to achieve honours". This word takes place in one of the plays of **William Shakespeare** called *Love's Labour's Lost*.

2 WRITING

Imagine you want to buy an electronic device from an online electronic shop. Write a formal e-mail to the shop using the rules given in the CHECK THIS OUT! box.

Go over the e-mail again. Have students read the rules in CHECK THIS OUT! box.

CHECK THIS OUT!

In this box, how to write a formal mail in English is stated briefly.

Explain students that they are going to write a formal e-mail to a shop in order to ask the qualities of a product they would like to buy. Encourage students to use the rules of formal e-mails in their e-mails. This writing task can be assigned as homework.

3 READING

a ***What kind of technological innovations are you interested in? Discuss in which areas technological items are developed and used.***

Ask your students if they are interested in technological innovations or not. Have a class discussion about the areas in which technological items are developed and used.

b ***Read the text and find out in which areas the technological items are developed.***

The aim of this text is to inform students about the latest technological improvements of the era. Ask students to read the text and find out in which areas technological items are used.

Answer Key

defense industry, food industry, communication systems, etc.

c ***Read the text again and answer the following questions.***

Students read the text again and answer the comprehension questions.

Answer Key

1. a , **2.** c, **3.** d, **4.** c, **5.** d

d ***Write what the underlined words in the passage refer to.***

Tell students to read the underlined words and find what they refer to.

Answer Key

1. they: technologic improvements

2. it: waymo car

3. them: robots

4. they: robots

5. them: cell phones

e ***Look at the text and find out in which fields these technological devices are used.***

Ask students to read the text again quickly and find the areas in which the technological devices mentioned in the text are used.

Answer Key

Self driving cars: Health (for disabled and elderly people)

Robots: Agriculture, defense, food industries etc.

Virtual reality glasses: Defense industry, medicine, education

f ***Fill in the blanks with the highlighted words in the text. Use the correct form of the verb.***

Ask students to look at the highlighted words in the text and fill in the blanks by using these words.

Answer Key

1. instead of

2. to illustrate

3. tailgated

4. comprehend

5. defense

18 B SOCIAL MEDIA

Overview

Vocabulary: words related to digital era and technological items.

Listening: listening and noting down the reasons why people need technology and technological items

Speaking: talking about the importance of netiquette and Internet security; giving opinions about social media

Reading: identifying positive and negative effects of social media in a text; reading about the importance of netiquette and Internet security

Writing: using chat acronyms; writing an informal letter

Pronunciation: Sounds /ə/ and /ɜ:/

LEAD IN

Answer the following questions.

Ask students what *social media* is and whether they use it or not. Ask them whether they spend a lot of time in social media and encourage them to share their ideas about it.

LISTENING & SPEAKING

1 VOCABULARY

a ***Find the definitions of the words given from the box below.***

The words which take place in this activity are the basic words commonly used when talking about social media. Ask students to find the definitions of the words from the box. Check answers as a class.

Answer Key

1. addiction	**4.** password	**7.** post
2. upload	**5.** ban	
3. tag	**6.** hashtag	

b ***Fill in the blanks with the words.***

Explain students that in this activity they are going to use the words in *part a* to fill in the blanks. Give them students time to find the answers. Check answers as a class.

Answer Key

1. Tag	**4.** password	**7.** post
2. ban	**5.** addiction	
3. hashtag	**6.** upload	

2 LISTENING

This listening activity has got three sections. The students listen to three teenagers talking about social media.

a ***Listen to three teenagers talking about social media and find out if they are for or against social media.***

This is the introduction part of the listening activity. In this listening, students listen once and decide whether these three teenagers are for or against social media. Play the recording once and check answers as a class.

Audio Script **Track 3**

Mark: I believe social media is useful if it used properly in a limited way. I believe it has many advantages. It enables you to keep in touch with your friends and your family members. You can upload your photos very easily and share them with your friends and even tag them! You can also post messages about your own ideas, which helps people to know you better. This is amazing dude!

Derya: I hate social media. It completely damages people's privacy. Using social media causes security problems, too. Someone can steal your password and hack your social media account. I really can't understand the rationale behind sharing all the moments of one's life either. If I want to share my happiness with my friends and my family, I prefer face to face communication for sure. How can a person be happy without seeing the gestures of his friends? Oh! You can think we have smileys now rather than gestures. Nowadays people prefer to use them to describe their feelings in social media. I believe that's also awful. It hides people's real feelings, that's all.

Helen: Everybody is against media, but all of them use it. If you have an addiction to social media, it can harm your life. In my opinion social media is not harmful if you act carefully while using it. Firstly, you should set your privacy regulations carefully. You can have just a few people that you really want to be your friends or to follow you. Using social

media has many advantages. For example, when you upload photos, there is no risk of losing them. It is a good way of storing memories. Also, you can easily know what is happening worldwide. Moreover, you also have a chance to ban people so that they can't communicate with you. You have a chance to communicate with whom you would like to and express your ideas about everything. As a result, I believe we are very lucky because we live in a digital era.

Answer Key

Mark - for, Derya - against, Helen - for

b ***Whose ideas are they? Write Mark (M), Derya (D) or Helen (H) next to the statements.***

Ask students to read the sentences before the recording. Play the recording second time. In this part, students find out whose ideas they are. The first letters of the names are given in the answer key.

Answer Key

1. D, **2.** M, **3.** D, **4.** H, **5.** D

c ***What do you think about their answers? Whose ideas do you agree with the most? Why?***

Ask students what they think about the ideas of these teenagers and whose idea they agree with most. Encourage students to explain their reasons.

3 *Complete the following sentences with your own ideas.*

In this part, students are expected to use the words they have learned in the vocabulary part in their speeches. Give an example for the first sentence. For example, *I ban someone from my social media account when she or he uses a bad language.* Ask students to complete the missing parts of the sentences with their own ideas and share them with their friends.

4 SPEAKING

Discuss the answers to the following questions with your friends.

This is the discussion part of the module. In this part there are several questions about social media users and the ones who don't prefer to use social media. First ask your students whether they use social media or not and ask them to raise their hands if they do. Probably, there will be more students who use social media. Ask the ideas of your students individually.

Optional Activity

To encourage critical thinking, the discussion activity can be done in the form of a debate. Two groups (one of them is against and one of them is for the media) can be created and a jury can analyze how they defend their ideas.

5 PRONUNCIATION

a ***Listen and repeat the words below. Pay attention to the difference between the pronunciation of these words.***

Students listen and repeat the words. Ask them to pay attention to the differences between the pronunciations of these words.

Audio Script	**Track 4**
Vegetable – daughter – cover – corner – learn – furniture – early	

b ***Listen and tick the sounds you hear.***

Students listen to the recording and tick (✔) the correct sounds they hear.

Audio Script	**Track 5**
1. colour, **2.** breakfast, **3.** circle, **4.** purse, **5.** melon, **6.** world	

Answer Key

	/ə/	/ɜ:/
colour		✔
breakfast	✔	
circle		✔
purse		✔
melon	✔	
world		✔

READING & WRITING

1 READING

a ***Look at the drawing below and describe what you see in it.***

Ask students to look at the drawing on the page and ask them to describe what they see in it.

b ***Read the essay and find out what it is about.***

In this activity, it is expected from students to find the main idea of the text. The reading is about the cons and pros of social media. It is

possible for students to give examples about the details of the passage; however, encourage them to find out the main idea.

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

Ask students to go over the text again and answer the questions according to the text. Give them time to complete their answers. Check answers as a class.

Answer Key

1. People can get private information of others and it can be used in an illegal way.
2. Four negative sides of social media are stated.
3. "A false sense of connection" means that the communication in social media is not as sincere as the one in real life. As a result, it creates a connection among people which is not real.
4. It doesn't diminish self-esteem.
5. Because it enables them to communicate with their students out of school environment.
6. The answer is C.
7. The answer is B.

d ***Fill in the blanks with the highlighted words in the text. Use the correct forms of the words if necessary.***

Have students look at the highlighted words in the passage and use the appropriate words in the blanks.

Answer Key

1. inappropriate
2. controversy
3. recklessly
4. sum up
5. enabled

e ***Read the text again and prepare a list of pros and cons of social media according to the text. Share it with your friends.***

Ask students to go over the text again and write a list of pros and cons of social media.

2 READING

a ***Read the passage about "netiquette" and Internet security.***

The aim of the activity is to introduce students what netiquette is and why it is important. Write *netiquette* on the board and ask students whether they have heard the term *netiquette* before. After a short warm up for a few minutes, have students read the passage in a few minutes and let them do the following activities.

b ***Tick the comments which are not appropriate when netiquette rules are considered. Explain the reasons.***

In this part, students read the posts and find out whether these messages are appropriate or not according to *netiquette*.

Answer Key

1. Not appropriate. (very rude)
2. Not appropriate. (Writing in capital letters means shouting)
3. Appropriate.
4. Not appropriate. (due to spelling mistakes)
5. Not appropriate. (Passwords shouldn't be told and they mustn't be the birthdays)
6. Not appropriate. (because one should get permission from the owner first)
7. Not appropriate. (All e-mails should have a title.)
8. Not appropriate. (The author should be stated)

c ***Look at the terms below and use them in your own sentences.***

The aim of this activity is to introduce the students to use the terms *plagiarism* and *cyber crime*. Encourage students to express these two words in their own sentences.

Answer Key

PLAGIARISM: Using the resources without citing the author's name.
CYBER CRIME: Crimes committed on the Internet such as sending a virus, or using someone's personal information for stealing.

d ***Write (W) for weak and (S) for strong next to the passwords below.***

Ask students to read the password examples and decide whether they are weak or strong.

Answer Key

1. 12345: weak
2. Xy67Y*h+: strong
3. 25072004: weak
4. happy: weak
5. MstF1350: strong

3 SPEAKING

Answer the following questions.

In this part, students talk about *netiquette* and *Internet security* and they are going to exchange their opinions about the topics. Ask students to answer the questions stated in this exercise. Encourage them to refer to the text about netiquette on the page and share their ideas with their friends.

4 WRITING

a Look at the expressions below and decide which expression is formal, which one is informal and which one is used for both.

The object of this activity is to revise the expressions of formal and informal mails to the students. Ask them to look at the expressions and decide whether they are formal or informal or both.

Answer Key

1. both
2. informal
3. formal
4. formal
5. informal
6. informal
7. informal
8. formal
9. informal
10. formal
11. informal

b Look at the sentences below and find out which rule is a must in Formal e-mails (F) and which one is for Informal (IF) and which one is for both (B).

Ask students to read the sentences and let them find out the rules about formal and informal e-mails. They will find out which rule is a must in formal e-mails (F) and which one is for informal (IF) and which one is for both (B).

Answer Key

1. B, **2.** IF, **3.** B, **4.** IF, **5.** F, **6.** IF, **7.** F

CHECK THIS OUT!

Ask students to read the abbreviations in the box and tell them that these abbreviations are used in chat language and in informal e-mails.

c Read the e-mail below and choose the correct options to fill in the blanks.

Have students read the passage and find the answers according to what they have learned about formal and informal e-mails.

Answer Key

1. a, **2.** a, **3.** d, **4.** c, **5.** d, **6.** c

d Is the mail in part c is formal or informal? Explain why.

Ask your students whether the mail in *part c* is *formal* or *informal* and ask them to explain why.

Answer Key

It is an informal e-mail.

e Write an e-mail to one of your friends whom you haven't seen for a while. Give the recent news of your life and use the abbreviations in the CHECK THIS OUT! box.

In this activity, the task of students is to write an informal e-mail. Explain students that they are going to write an informal e-mail to one of their friends whom they haven't seen or heard from for a while.

18 C MEDIA IN DIGITAL ERA

Overview

Vocabulary: words related to the news
Listening: analyzing basic points in a news report and identifying specific information from podcasts in English
Speaking: preparing a vlog for introducing oneself and culture to native speakers of English; commenting on the news; talking about current events across the world.
Reading: highlighting new generation words such as avatar, podcasts, etc, identifying detailed information about people, places, and events in the text
Writing: preparing a news report for the school magazine.
Grammar: relative clauses

LEAD IN

How do you get the news in your daily life? Choose one of the options below and give more information about your preference.

The aim of the module is to teach students how to talk about the news. Ask your students to look at the photo on the right in their books and ask them what they see. Ask them whether they follow the news or not. Encourage them to talk about how they get the news.

LISTENING & SPEAKING

1 SPEAKING

Answer the questions below.

Have your students discuss the questions about podcasts and ask them to read the box about podcasting.

2 LISTENING

a Listen to the podcast about the recent news. Fill in the blanks with the correct information.

Ask your students to look at the chart on the page and explain them that they are going to hear some of the recent news. Play the recording once and ask your students to take notes about the questions stated in the box. You can pause the recording after each sentence or each section. Check answers as a class.

Audio Script **Track 6**

Hi everybody. Today is the 25th of December, 2016. Today unfortunately we started the day with a plane crash news from Russia. A Russian military plane which was carrying 92 people crashed into the black sea early in the morning. The wreckage of the plane was found in Black Sea and according to Russian authorities, nobody on the board could survive. The experts added that the accident was caused by a technical malfunction but a clear explanation of the reason has still not been reported. Tomorrow will be a day of national mourning. We will go on giving you the recent news about the awful accident in the following hours.

Our second news is from Chile. Today an earthquake jolted the country in the evening and the magnitude of the earthquake was 7.6. Fortunately, there have been no deaths reported so far. However, many roads and bridges were severely damaged and in some houses there was no electrical power.

After the earthquake, the government gave a tsunami alarm and nearly 5000 people were evacuated from their houses due to the fear of a tsunami, but luckily it didn't happen. Chile is a country where a lot of severe earthquakes happened in recent years. According to "earthquaketrack.com", 540 earthquakes happened in the last 365 days.

December, the 25th has not been a good day for the world because we have another bad news. George Michael was found dead at his home in Oxfordshire, England at night. He was a popular singer and songwriter who died at the age of 53. His death shocked his fans. His manager stated that his heart disease can be the cause of his death.

Answer Key

What?	When?	Where?
1. A plane crash	In the morning of 25 December	Black sea region
2. Earthquake	In the evening	Chile
3. George Michael died	At night	At his home (Qxfordshire, England)

b Listen again. Fill in the blanks with "which/where" and "who".

Play the recording again. Ask your students to listen again and fill in the blanks with "which/where" and "who". Check answers as a class.

Answer Key

1. which, **2.** where, **3.** who

DO YOU KNOW THIS!

The term *podcast* is explained in the box. Ask students to read the explanation and ask them whether they listen to podcasts or not.

CHECK THIS OUT!

In the box, basic sentences of *relative clauses* are given. Encourage students to make sentences using the structure.

3 Work with a partner and make a full sentence as in the example below.

Ask students to find out the answers of the questions with a partner and make sentences using the structures in the CHECK THIS OUT! box.

Answer Key

1. Ben Hammersley is the journalist who invented the term *podcast.*

2. Steven Sasson is the inventor who invented digital camera.

3. 1927 is the year when the first electronic TV was invented.

4. China is the country who has the highest number of Internet users.

4 READING

a ***Read the passage and underline the new words emerged in the digital era according to the text. The first one is given in bold as an example.***

The aim of this activity is to teach students new generation words. Have students read the passage and explain them that they are going to underline the new words and the words with new meanings.

Answer Key

New words: blogging, vlog (vlogging), unfriend, cybercrime

Words with new usages: cookie, avatar, Trojan horse

b ***Match the words stated in the passage with the definitions given below.***

Students find the words stated in the passage whose definitions are given. Give them a few minutes to complete their tasks. Check answers as a class.

Answer Key

1. a blog, **2.** a vlog, **3.** cybercrime, **4.** avatar

READING & WRITING

1 READING

a ***Read the texts about the current news of the world. Fill in the blanks with "who, which, when" and "where".***

The aim of this activity is to identify detailed information about people, places, and events. Have your students read the text and fill in the blanks with *who,which,when* and *where.*

Answer Key

1. which
2. when
3. where
4. which
5. where
6. who
7. which
8. which
9. which

b ***Look at the highlighted words in the text and match the words with their definitions given below.***

Have your students read the definitions and find out the words among the highlighted words in the text.

Answer Key

1. suburb
2. by means of
3. breakthrough
4. wander
5. experimental
6. vaccine

c ***Complete the sentences with your own words.***

Ask students complete the sentences with their own words. Encourage them to use their own words in their sentences. Check answers as a class.

Possible Answers

1. Zika is a virus which is very dangerous.

2. The babies who have zika virus have smaller heads.

3. A large seal is an animal which can be very big.

4. Doruk Tatlıdil and Faruk Ekin found a medicine which is used in the treatment of cancer.

5. March 2016 is the month when Doruk Tatlıdil and Faruk Erin got an award.

d ***Read the texts again and find the answers of the following questions.***

Explain students that they are going to read the questions and find out the article which gives the answer to the questions in the exercise.

Answer Key

1. Article 1
2. Article 3
3. Article 2
4. Article 1
5. Article 3

2 SPEAKING

Do you know what happened in the world this week? Prepare a list of important news of the world. Don't forget to add some good news to your list. Then share them with your friends in class.

Start the activity by asking your students whether they know what happened in the world this week. Ask them to prepare a list of important news in the world. Have them to add some good news to their list and then share them with their friends in class.

3 WRITING

Prepare a news report for the school magazine. Give detailed information about people, places and events.

In this task, students are expected to work in pairs or with a team. Explain students that they are going to prepare a news report for the school magazine. Have them read the must list stated in the students' book. Ask them to organize their groups/ partner and state a deadline for them to complete their tasks.

4 EVERYDAY ENGLISH

a ***Look at the picture below and describe the picture by answering the questions.***

Ask your students to take a look at the picture and share their ideas about the pictures by answering the questions.

b ***Read and listen to the dialogue and answer the questions in part 4a again.***

Ask your students to read and listen to the dialogue and answer the questions in *part a* again.

Audio Script	**Track 7**
Nicole: Did you hear what happened to Jake today? **Jasmin:** No, I didn't. I hope it isn't something bad. What's up? **Nicole:** Well, Unfortunately that is not good news. He had an accident with his motorbike a few hours ago. **Jasmin:** Hey, are you kidding me? I saw him in the morning. He was in school. **Nicole:** I swear it's true. He left the school early today and he had an accident on his way home. **Jasmin:** So, what happened? Did you call him or his family? How is he now? Oh, that is too bad! **Nicole:** Hey, Nicole please calm down. We could get in touch with neither him nor his family but I am sure he is OK. **Jasmin:** Oh, let's try again.	

Answer Key

1. They are friends.
2. They are feeling anxious.
3. Their friend, Jake, had an accident.

c ***Read the expressions below and decide whether we use them for giving "bad news", "good news" or "both".***

Have your students take a look at the CHECK THIS OUT! box and read the expressions there. Then make students read the expressions in the activity and ask them to decide whether they use each expression when giving bad news or good news or both.

Answer Key

1. good	**3.** both	**5.** bad	**7.** bad
2. both	**4.** bad	**6.** good	**8.** bad

CHECK THIS OUT

In the box, basic expressions about reacting to the news are stated. Tell students that these structures are used in order to react to the news.

d ***Listen to the second part of the dialogue and answer the following questions below.***

Play the recording again. Ask your students to listen to the second part of the dialogue and answer the questions.

Audio Script	**Track 8**
Jasmin: Hi, this is Jasmin. Can I talk to Jake? **Martha:** Jasmin, this is Martha. I am Jake's mother. He can't talk to you right now because the doctors don't let him use his mobile for a few hours. **Jasmin:** Oh, really. Is he that bad! **Martha:** No, no calm down. The ambulance came immediately after the accident. He is really fine now. The doctors said that he doesn't have a life threatening situation. **Jasmin:** Oh, that's great news! **Martha:** He just broke his right leg in two places. **Jasmin:** Really. I am sorry to hear that. **Martha:** Don't be sorry. I believe he will be OK soon. **Jasmin:** Oh, Martha. I hope he will get well soon. **Martha:** Thank you Jasmin. **Jasmin:** Will he be able to come to school next week? **Martha:** I don't think so. He needs some time to recover. **Jasmin:** Yes, you are right. Take care Martha. **Martha:** You, too. See you soon.	

Answer Key

1. The ambulance came immediately after the accident and they could reach to hospital in a short time.

2. Yes, he is.

3. No, he needs some time to recover.

e ***Listen again and note down which expressions Jasmin used while she was reacting to news. Look at the CHECK THIS OUT! box again.***

Have your students listen again and note down the expressions of Jasmin while she was reacting to the news.

Answer Key

-Oh, that's great news! - I am sorry to hear that.

5 SPEAKING

Act out the situations given below.

Students work in pairs. Ask your students to act out the situations given in the box and use the expressions in the CHECK THIS OUT! box.

6 PROJECT TIME

a ***Look at the girl on the photo. What is she doing?***

Have students look at the photo and ask them what she is doing.

Possible Answer

She is recording herself.

She is vlogging.

b ***Listen and choose the correct option.***

Students listen to the recording about the girl on the photo and choose the correct option according to the recording.

Audio Script	**Track 9**
Hi. This is Jane again. Before I start my video, I would like to thank my followers for their interest in my channel. I have always been interested in travelling but when I share my experiences with you, believe me it is more fun than travelling itself. I have already had 35.000 followers which is amazing. This is my 16th video about my biggest dream. You all know what it is, right? Yes, it is to travel all around the world. Don't forget to give thumps up and subscribe to my channel if you want more videos. OK, let's pass the introduction part.	

Answer Key

1. c, **2.** a, **3.** c, **4.** c, **5.** a

c ***Prepare a Vlog to introduce yourself and your culture. You are going to prepare your vlog for native speakers of English so give detailed information about your culture and your country.***

Ask students to prepare a vlog to introduce themselves and their culture to native speakers in English.

18 WORKBOOK ANSWER KEY

18 A GADGETS OF THE ERA

1 ***Look at the picture and write the names of the gadgets you see in the picture.***

1. a laptop
2. a memory stick
3. a camera
4. an MP3 player
5. a smart phone

2 ***Look at Exercise 1 and write what these devices are used for.***

1. A laptop is used for playing computer games.
2. A memory stick is used for keeping and storing files.
3. A camera is used for taking photos and videos.
4. An MP3 player is used for listening to music and storing audio files.
5. A smart phone is used for sending massages.

3 ***Match the verbs with the nouns. Use them only once.***

1. e, **2.** f, **3.** a, **4.** c, **5.** g, **6.** b, **7.** d

4 ***Read the text and choose the correct option to fill in the blanks.***

1. c, **2.** b, **3.** a, **4.** b, **5.** a, **6.** a

5 ***Circle the correct option.***

1. since
2. because
3. thus
4. due to
5. so

6 ***Rewrite the sentences using the connector given in brackets.***

1. It is rainy again ,so it is better to cancel the picnic organization.
2. I couldn't pass the test since it was very difficult.
3. I have enough money thus I can buy this mobile phone.
4. Many people became homeless as a result of the drought.
5. A wide range of technological devices are used by the teachers as teaching is easier by using them.
6. I need to buy a PC as soon as possible due to having a lot of research homework this year.

7 ***Complete the sentences with your own words.***

Students' own answers.

8 ***Read the paragraph and fill in the blanks with the words given below.***

1. to
2. as
3. than
4. due to
5. prefer
6. as

9 ***Look at the e-mail and fill in the blanks with expressions and sentences stated below.***

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

10 ***Fill in the blanks with the correct words. Use the correct form of the verbs if necessary.***

1. cup
2. comprehend
3. instead of
4. tailgating
5. virtual reality
6. to illustrate

11 ***Choose the correct option.***

1. take
2. as
3. buying
4. so
5. which

18 B SOCIAL MEDIA

1 ***Read the radio interview with a social media specialist and write the appropriate questions in the blanks.***

2. A, **3.** D, **4.** C, **5.** E, **6.** G, **7.** F

2 ***Read the paragraph and fill in the blanks with the correct words given below. Use the correct form of the verb if necessary.***

1. post
2. hashtag
3. uploading
4. tag
5. ban
6. password

3 ***Do an online search and make a list of pros and cons of social media.***

Students' own answers.

4 ***Choose your answers for the survey.***

Students' own answers.

5 ***Look at the acronyms below and write the original words which these acronyms stand for.***

1. LOL - Lots of love /Laughing out loudly
2. GR8 - Great
3. XOXO - Hugs and Kisses
4. ROTFL - Rolling on the floor while laughing
5. THX - Thanks
6. ASAP - As soon as possible
7. PLZ/PLS - Please
8. BTW - Between
9. BRB - Be right back
10. CUL8R - See you later

6 ***Read the text messages and write them in the original form without abbreviations.***

1. Pls, call me ASAP. Please call me as soon as possible.
2. Ok, see u. BFN! See you. Bye for now.
3. Thx, this is gr8! Thanks. This is great.
4. R U @ home? Are you at home?
5. Do u wanna come? Do you want to come?
6. I'll miss u XOXO I will miss you. Hugs and kisses.

7 ***Read the words and phrases used in e-mails. Decide whether they are formal or informal expressions.***

1. F, **2.** IF, **3.** IF, **4.** IF, **5.** IF, **6.** F, **7.** F, **8.** IF, **9.** F
10. F, **11.** IF, **12.** IF, **13.** IF, **14.** F

8 ***Write the expressions in Exercise 7 in the correct box.***

Greetings : 1- 3- 5
Conclusion : 7- 9- 10- 11- 12- 13
Closing e-mail : 2- 4- 6- 8- 14

9 ***Read the formal e-mail below and write a reply e-mail.***

Students' own answers.

10 ***Read the informal e-mail below and write a reply e-mail to it.***

Students' own answers.

18 C BREAKING NEWS

1 ***Underline the relative clauses in the quotation.***

Wise is not the one who knows a lot, but the one whose knowledge is useful.

2 ***Fill in the blanks with "who/which/where/whose"and "when".***

1. where **5.** whose **9.** who
2. who **6.** where **10.** where
3. when **7.** when
4. which **8.** which

3 ***Match the halves of the sentences.***

1. c, **2.** e, **3.** d, **4.** f, **5.** a, **6.** b

4 ***Complete the sentences in your own words.***

Students' own answers.

5 ***Write the missing information according to the explanations given.***

1. Angelina Jolie
2. 1938
3. Anamur

6 ***Read the news and choose the appropriate reaction.***

1. c, **2.** b, **3.** b, **4.** b, **5.** b

7 ***Read the sentence and choose the correct option.***

1. a, **2.** a, **3.** b, **4.** b, **5.** c, **6.** a, **7.** c, **8.** a

8 ***Read the text and answer the questions given below.***

1. They could only make calls.
2. Because it improves the screen quality.
3. In science fiction films.
4. Students' own answers.

UNIT NOTES

19 A SUPERNATURAL POWERS

Overview

Vocabulary: words and phrases used to define a hero(ine); adjectives used for hero(ine)s

Pronunciation: practicing word stress with two syllable words

Listening: recognizing phrases related to imaginary situations; watching or listening to a short cartoon about superhero(ine)s to find out their features; finding out the abilities and the features of the superhero(ine)s, filling in the missing parts of a dialogue

Speaking: talking about supernatural powers of well-known superhero(ine)s; describing a superhero(ine) in real life; telling about what they would do if they were a hero(ine)

Reading: studying a text and responding to questions on animation movies; identifying lexis and jargon related to the lives of hero(ine)s in short texts; highlighting the words which define hero(ine)s in the text

Writing: describing a superhero(ine) from imagination

Grammar: talking about imaginary situations by using 'Type II Conditional'; talking about abilities by using 'can'

LEAD IN

Answer the following questions.

Let students read the title of the unit and the module. Tell them that they are going to study supernatural powers in this unit.

1. Which supernatural power would you like to have and why?

Ask students what supernatural powers they can list and ask them whether they want to have a supernatural power or not and tell them to explain its reason.

Students' own answers.

2. Look at the pictures of the animals below. Match their abilities with the pictures.

Ask students to look at the pictures and tell the names of the animals first. Then have them match the pictures with the abilities of the animals.

Answer Key

1. a, **2.** d, **3.** c, **4.** b

3. If you had a chance to have a supernatural power, which ability of the animals above would you like to have and why?

Ask students to choose a supernatural power among the ones stated in question 2. In this activity, students are expected to explain why they have chosen that power.

LISTENING & SPEAKING

1 LISTENING

a ***Listen to Linda, Carol, and İncisu talking about the features and the abilities of superhero(ine)s and decide if the statements below are true (T) or false (F).***

Lead students to look at the picture and let them talk about the three girls. Ask questions such as "Who are they?", "What are they doing?", "How do they feel?", etc. Then, tell them that they are going to listen to a conversation among these girls in the picture about superheroes. After that, read the instruction and allow students to read the statements first. Then, play the recording. Have them listen to it twice and then check their answers.

Answer Key

1. T, **2.** F, **3.** T, **4.** F, **5.** T, **6.** T, **7.** F, **8.** T

Audio Script	**Track 1**

Linda: Carol, can you please turn on the TV?

Carol: OK. Oh, Look! There is a cartoon about superheroes in a minute.

İncisu: Let's watch it. I like superheroes. ***They are brave and strong.***

Linda: Yeah, Why not! ***They have supernatural powers*** and ***they try to make the world a better place***. I like that!

Carol: I wish I were a superhero. ***Heroes can do things that others can't do***. Fantastic!

İncisu: Hey! I'm also a hero today. I helped my mum in the kitchen.
Carol: İncisu, you're so cute! You really ***have courage to face with difficulties like superheroes***! (Laughs)
İncisu: (Screaming and Laughing) Yay! I'm a superhero!
Linda: Sssh! İncisu you're not a hero! Be quiet! It's beginning.

b ***Listen to the next part of the conversation. Now they are watching a short cartoon about superhero(ine)s. Tick (✔) the abilities of the hero(ine)s they mention.***

Tell students that they are going to listen to the second part of the conversation. Read them the instruction and let them listen to conversation twice and tick the abilities they hear.

Audio Script	**Track 2**
Linda: Look! [1] ***He's invisible***, vow! **Carol:** Yeah! [2] ***He can also throw fireballs from his hands***, unbelievable! **İncisu:** Hey, Look! [3] ***She's flying***. My God! **Linda:** Oh, no! [4] ***He's running very fast***, he'll catch her! (They all scream)	

Answer Key

1. He can climb up to tall buildings.	
2. She can fly.	✔
3. He can be invisible.	✔
4. He can run very fast.	✔
5. He can throw fire balls from his hands.	✔
6. She can freeze people.	

2 SPEAKING

Work in pairs. Who is your hero(ine) in real life? Why? Talk about your hero(ine) to your partner, but don't tell the name of the superhero(ine) to him or her. Let your friend guess who your hero(ine)s.

This activity can be practised as a game. Inform students that they are going to play a game in pairs. If students enjoy the game you can go on playing it for a while together with the whole class.

3 PRONUNCIATION

a ***Read the definitions below about word stress on the two syllable nouns, adjectives, verbs and prepositions. Then, listen and repeat.***

Draw students' attention to the pronunciation activity. First, remind them what "a noun, an adjective, a verb" and "a preposition" is. Then, ask them to look at the sample words in the box. Make them listen and repeat the words first. Then, ask them to categorize the words as the following:

Answer Key

Audio Script			**Track 3**
Noun	**Adjective**	**Verb**	**Preposition**
cartoon	**hap**py	de**cide**	be**tween**
notebook	**rai**ny	re**lax**	a**mong**

After they remember and categorize the type of the words, read the pronunciation rule together and say that in most two syllable nouns and adjectives the stress is on the first syllable whereas in most two syllable verbs and prepositions the stress is on the second syllable. Listen and repeat the sample words by emphasizing the stress.

b ***Listen and repeat the following words below. Then, underline the syllables which have stress.***

Explain the task by telling students that they are going to listen and underline the stressed syllable they hear. Then play the recording once more and check the answers as a whole class.

Answer Key

Audio Script		**Track 4**
1. **pur**ple	**8.** **cli**mate	**15.** **flow**er
2. **re**bel	**9.** **know**ledge	**16.** **ob**ject
3. **hand**some	**10.** re**quire**	**17.** **din**ner
4. **pre**sent	**11.** ar**range**	**18.** a**bove**
5. **grace**ful	**12.** ad**mit**	**19.** **tra**vel
6. se**lect**	**13.** re**lease**	**20.** **o**ver
7. in**vite**	**14.** **cen**ter	**21.** a**broad**

READING & WRITING

1 DISCUSSION TIME

a ***Look at the drawings below. Guess the supernatural powers of these hero(ine)s. Discuss them in class.***

Tell students that the drawings are the animation characters of very famous movies and ask them to talk about these superhero(ine)s. You can ask questions such as "Have you seen the movie of the Spiderman?", "Do you like it?", "What was the film about?", "What are his supernatural powers of him?", etc.

2 READING

a ***Do you know the name of the superhero(ine)s below? Match the names with the pictures.***

Draw students' attention to the pictures. Point out that they are well-known superheros and ask them to match the pictures with the names.

Answer Key

1. b, **2.** c, **3.** a

b ***Read the texts about the animation movie characters whose photos you have seen in Exercise 2a. Find out which character is described in each paragraph. Write their names in the blanks.***

Read the instruction to class and allow students a few minutes to read the texts quickly and decide which paragraph belongs to which character.

Answer Key

1. Ironman
2. Cyborg
3. Catman

c ***Highlight the words and phrases which are used to define the hero(ine)s in Exercise 2b.***

Ask students to scan the texts and highlight the words and phrases which are used to define the hero(ine)s while reading. Tell them that they can also help each other in pairs if necessary.

Answer Key

successful - durable - clever - intellectual - powerful - fast - strong - famous - fictional - good at hand to hand combat - manipulate - can control mind - have immunity - dangerous - popular - crime fighter - agile - can cling to surfaces - can throw a web

d ***Match the words from the text with the definitions.***

Students are expected to expand their vocabulary. First, have them underline the given words in the text. Then, ask them to guess their meanings from the context and match them with their definitions. After that, check the answers as a whole class and make sure students understand the meaning of the words by asking students to use the vocabulary in a sentence. Before they give examples, give sample sentences to encourage them.

Answer Key

1. cling **_f_**
2. hand to hand combat **_c_**
3. armoured suit **_a_**
4. agile **_b_**
5. durable **_d_**
6. rope **_g_**
7. orphan **_e_**

e ***Answer the following questions about the text.***

Students are expected to read the text and answer the questions. Tell students that if they need, they can work in pairs while giving the answers.

Answer Key

1. He is an engineer, a scientist, and a successful businessman.

2. He wears a powered armoured suit because he tries to protect the world.

3. Cyborg is like a robot because his body is replaced by mechanical parts and he has an internal computer system.

4. Internal computer system is used to make Cyborg powerful, fast, and strong.

5. Catman is raised up by his grandmother because he is an orphan.

6. Students' own answers.

CHECK THIS OUT!

Create an imaginary situation in your mind about yourself and tell this to class. Explain that this is a hypothetical situation in present and it is not possible and not true for the moment. Elicit sample sentences and write them on board.

Optional Activity

1. If I _____ (be) a pilot, I _____ (travel) all the world.

2. I _____ (buy) a flat if I _____ (have) money.

3. If I _____ (be) invisible, I _____ (be) a spy.

4. If I ____ (be)you, I _____ (take) a medicine.

5. If I ____ (have) wings, I _____ (fly).

Answer Key

1. were/ would travel
2. would buy/ had
3. were/ would be
4. were/ would
5. had/ would fly

3 *Read the CHECK THIS OUT! box and fill in the blanks with the given verbs in parenthesis.*

Ask students to do the exercises individually on their books. Then, check their answers as a whole class.

Answer Key

1. didn't come/ would leave
2. lived/ could learn
3. hit/ would get
4. were/wouldn't let

4 PROJECT TIME

Imagine that you are a superhero(ine). What kind of supernatural powers would you have? What kind of suit would you wear? What would you do with these supernatural powers? Describe yourself to your friend so that he/ she can draw your picture as a hero. Then let him/ her tell himself/ herself and you draw him as a hero. Present your hero posters in class.

Tell students that they are going to prepare a poster of themselves as a superhero(ine), but before that let them talk about their supernatural powers and their physical appearance as hero(ine)s with their partner. If they wish, they can also draw their pictures.

TODAY'S PROVERB

Write the proverb on the board and discuss its meaning. Ask students if they know any other proverb which has a similar meaning to this one.

Students' own answers.

5 LISTENING

a ***Do you like going to the cinema? Which film have you seen last? Did you like it? Why/ Why not?***

Ask students the questions and encourage them to talk about the movies they have seen recently.

Students' own answers.

b ***Fill in the missing parts in the dialogue below by using the words in the box. Then, listen and check.***

Ask students if they remember any movies in which they got bored while watching. Draw their attention to the photo of the activity and ask them where these people are, what they are doing, and how they feel. Then, read the information about the listening activity and ask students to read the given words and the dialogue quickly. Then play the recording. Let students listen to it twice.

Audio Script	**Track 5**

Ahmet: Do you like the film, Robert? I'm a bit [1] **bored.**

Robert: The scenes are fine, but the main hero is [2] **awful.**

Ahmet: Well, I didn't like him as well. If I were him, I [3] **would** cure the diseases. What would you do if you were in his [4] **shoes ?**

Robert: Not sure, but [5] **probably** if I had supernatural powers, such as healing I could [6] **help** those sick people.

Ahmet: Oh! Come on, the [7] **break** is over. Let's see what will [8] **happen** in the next part. I wish they [9] **could** help those sick people and [10] **rescue** them.

Robert: Yeah, we'll see. Let's go.

6 *Work in pairs. Choose a film which you and your friend have both seen and talk about it. Tell your ideas about the characters, scenes, plot, etc.*

Read the instruction to class and while students are talking in pairs monitor them and encourage them to make hypothetical sentences by comparing themselves with the characters of the movies. Give them some time to express their feelings and thoughts.

7 VOCABULARY

The activities "a" and "b" can also be given as assignments.

a ***Match the adjectives with their definitions.***

Students are expected to expand their vocabulary. Help them guess the meaning of the adjectives and match them with their definitions. After that, check their answers as a whole class and make sure students understand the meaning of the words by letting them use the vocabulary in a sentence. Before they give examples, give sample sentences to guide them.

Answer Key

1. inspiring **c**
2. caring **h**
3. brave **a**
4. courageous **f**
5. fair **g**
6. patient **d**
7. modest **e**
8. creative **b**

b ***Find the adjectives that you can use to describe a hero(ine) in the puzzle below.***

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

Allow students to complete the puzzle either in pairs or individually. They can also exchange their books and check the answers of their friends.

8 GAME

Play "Hang Man" with the adjectives above. You can add other adjectives you know as well.

Ask students to suggest some other adjectives to describe superhero(ine)s and list them on the board. Then tell them that they are going to play "Hang Man" with these adjectives. Divide the class into two groups and play the game.

9 WRITING

Write a paragraph between 100 and 150 words describing your imaginary hero(ine). Then, form groups of 4 or 5 with your friends and write a scene with your characters and act it out in class.

Give the writing part as an assignment and then do the acting part in class or guide them both as a class activity. Tell students that they are going to write a paragraph about their hero(ine)s. Remind them to use the vocabulary that they studied in this module. After they finish their writing, have some of them read their paragraphs. Then form groups of 4 or 5 and ask them to write a scene using their characters. While they are working in groups, walk around and help them if necessary. When they all finish, ask each group to come to the board and act out their scenes one by one.

19 B PATRIOTS OF MY LAND

Overview

Vocabulary: words and phrases used to define moral, natural, and cultural values and patriots; adjectives used for hero(ine)s
Listening: listening to a conversation and finding out the clarification expressions; responding to the questions about the recording; finding out the missing words of a conversation with expressions of clarification
Speaking: asking for and giving clarifications; being able to talk about patriotism; telling about their ideas and opinions about a given idiom and a proverb
Reading: perusing a text and filling in the missing parts with the clarification expressions; identifying and matching the given pictures with the definitions; placing the heading of the text; deciding the reality of the given situations about patriots
Writing: preparing an outline for a composition; writing a composition about what makes someone a hero(ine)
Grammar: asking for and giving clarifications

LEAD IN

Answer the following questions.

Draw students' attention to the title of the module and ask them what they understand. Make sure they know the meaning of "patriot" and "land". Then ask them the lead in questions.

Answer Key

1. a, **2.** b, **3.** Students' own answers.

TODAY'S PROVERB

Read the proverb and discuss it in class. Ask students to share their ideas.

LISTENING & SPEAKING

1 SPEAKING

This is a warm up for the listening activity in which clarification expressions will be practised. For this reason, you can act out as if you do not hear your students well and use some of these expressions before you start doing the exercises. Then, ask your students to look at the picture and let them talk about it. Make them guess the people and let them answer the questions.

2 LISTENING

a ***Listen to the conversation between Melanie, her friend Sabri, and his grandpa and tick (√) the sentences you hear.***

Read the instruction and ask students to tick the expressions they hear.

Answer Key

1, 3, 4, 5, 6, 7, 9

b ***Listen to the conversation once more and then answer the questions.***

Ask students to read the questions first. Then, play the recording once more and make sure students answer the questions.

Answer Key

1. He is 87 years old.
2. Their project topic is "Patriots of Turkey".
3. He cried all day.
4. No, because he can't hear well. So, he doesn't understand what they are asking.
5. They'll search on the Internet.

Audio Script **Track 6**

Sabri: Grandpa, do you remember the day Atatürk died?
Grandpa: I'm not quite clear what you say.* Can you speak up a bit? *
Sabri: What I ask is, do you remember the day Atatürk died?
Grandpa: Oh! Of course I do.
Melanie: How old were you then, grandpa?
Grandpa: I didn't catch what you said. Could you please repeat that?.
Melanie: How old were you?
Grandpa: I'm 87 years old.
Melanie: Grandpa, I have a question. I asked how old were you when Atatürk died.
Grandpa: Oh, I see. I was only a child; an eleven year old boy, but I do remember. I cried all day. He was a real patriot, a great leader. He was a military genius. Everybody was crying.
Sabri: We are going to make a presentation on patriots of Turkey, grandpa. We are looking for comments about Atatürk and searching for the quotes of some world leaders. We have a few questions. Will you help us?
Grandpa: Could you say that again?
Sabri: It's OK. No problem grandpa.
Melanie: Let's search on the Internet Sabri. Well, thanks grandpa.
Grandpa: Excuse me? I don't get what you say.
Sabri: We are in our room. Bye, grandpa.
Grandpa: OK. Go and study your lessons. Well done kids.

3 READING

a ***Read the article that Sabri and Melanie prepared about Atatürk for presentation. Then, choose the sentence which summarizes it best.***

Let students skim the article quickly and answer the question individually.

Answer Key Sentence 1

b ***Answer the following questions according to the article.***

Ask students to read the text in detail and discuss it in class. Give students time to answer the comprehension questions. Then check their answers.

Answer Key

1. to meet Atatürk
2. genius people
3. because it has such a great leader
4. Atatürk was the hero of him because he admired Atatürk when he was young.
5. because of the reforms he did

c ***Make a search and find more quotes about Atatürk or about another patriot from your history and prepare a poster about him or her.***

This activity can be either done as an assignment or a group work in class. Let students search for the topic and do the activity. Then ask them to present their projects in class.

CHECK THIS OUT!

First, explain what "*clarification*" means and then read the instruction. Teach the difference between asking and giving clarification. Choose two students and ask them to read the sample dialogue.

4 LISTENING

a ***Students taking a history class are at an Art Museum with their teacher. They are looking at the paintings of important people. The museum is very crowded because it is the weekend. Read the conversation below and fill in the missing parts with the clarification expressions.***

Before you read the instruction, let students talk about the picture and then ask them if they have been to a class trip before. Ask them to share their experiences. After that, explain what is going on in the reading and get them fill in the missing parts. Tell them to use clarification expressions which they will come up with and which best suit the blanks.

b ***Listen to the conversation and check your answers.***

When students finish filling in the missing parts of the passage on their own, play the recording and let them check their answers.

Audio Script	Track 7

Ms. Osborne: OK. Class, have you got any questions?

Student 1: Ms. Osborne, shall we visit the patriots' room?

Ms. Osborne: [1]**Can you speak up a bit?**

Student 1: Are we visiting the patriots' room?

Ms. Osborne: [2]**I'm not quite clear what you mean.**

Student 1: What I'm trying to ask is if there is a room where the private objects of these heroes are exhibited.

Ms. Osborne: Oh, yes. We'll be there in a minute. Come and follow me.

Student 2: Teacher, when are we having lunch? I'm starving.

Ms. Osborne: [3]**I don't get what you say.**

Student 2: I'm hungry Ms. Osborne.

Ms. Osborne: Well, let's have lunch first. We are all tired and hungry. We can go on our tour later.

TODAY'S QUOTE

Talk about Mevlana in class. Mention his philosophy and sayings. Let students use their dictionaries and try to find out what he means in his quote. Tell them that they can discuss it in pairs and help each other.

Answer Key

1. Suggested Answer Lion is a very strong and a powerful animal which is always the winner. However, the fight within a person himself is so big that it is easier to beat a lion than himself, his ego.

2. Students' own answers.

5 SPEAKING

Choose one of the situations below and prepare a dialogue with your partner. Use the clarification expressions in CHECK THIS OUT! box. Then act it out in class.

Students are expected to choose one of the given situations and write a dialogue first. Then they act their dialogues out in class. Tell them to use the expressions in CHECK THIS OUT! box. Walk around and help students if they need it.

6 DISCUSSION TIME

Work in pairs. Categorize the moral, national, and cultural values below. Add one more value to each column and discuss them in class.

Read the words given and make sure that students know their meanings. Ask students to find some other expressions similar to them which express moral, national, and cultural values. Categorize them on the board. Encourage them to discuss the values together.

Answer Key

Moral Values	National & Cultural Values
honesty	historical artifacts
trustworthiness	customs and traditions
faithfulness	national artists and scientists
Students' own answers.	Students' own answers.

READING & WRITING

1 READING

Inform students that they are going to read texts about Patriots in Turkey. Before they read the texts, warm them up with the given questions.

a ***Look at the title and the pictures. What do you think the reading texts are about?***

Encourage students to talk about the pictures and the title. Ask their predictions about the context.

b ***Read the texts and match with the pictures.***

After a quick reading, students are expected to match the pictures with the paragraphs.

Answer Key

1. C, **2.** D, **3.** A, **4.** B

c ***Match the headings with the texts.***

Students read again and match the headings.

Answer Key

_D_ Die for the flag
_C_ Mother of the Third Army
_B_ Soldier carrying a miracle
_A_ Protecting land by heart

d ***Read the paragraphs about Turkish patriots again and decide if the following statements are true (T) or false (F).***

After self-reading and the previous activities, ask some students to read the passage aloud this time. Give them some time to discuss the patriots they have read. Have them express their opinions. After the discussion, have them decide which statements are true and which are false.

Answer Key

1. F, **2.** F, **3.** T, **4.** T, **5.** F, **6.** F, **7.** T, **8.** F

e ***Fill in the blanks with the words in bold from the passages.***

Ask students to do the exercise and tell them that they can help each other and use their dictionaries.

Answer Key

1. defended
2. artillery shell
3. established
4. immense
5. warrior
6. fight against
7. arrows

2 SPEAKING

Work in pairs. Talk about patriotism with your partner. Search about a hero(ine) in your history. Present him or her to class.

This is a pair work activity. Brainstorm about the patriots from your history together with students. Write some of their names on the board and talk about patriotism for a while. Then, encourage students to work in pairs and discuss the topic together. After they decide on a name and make a search about a hero(ine), get them present their work. You can also give preparation part of the presentation as an assignment.

3 WRITING

What makes someone a hero(ine)? Write a composition about 150-200 words. First make an outline for your composition and take notes. Write 3 paragraphs; first an introduction, then a body, and finally a conclusion.

Give a brief explanation of the steps that students are going to follow while writing their composition. Ask them to give a title to their composition and take some notes about the topic. You can ask the question "What makes someone a hero(ine)?" to class and make a sample outline on the board to guide them. In addition, inform students about i*ntroduction, body* and *conclusion paragraphs*. Give necessary help and walk in class while they are writing.

19 C YOU ARE MY HERO

Overview

Vocabulary: words and phrasal verbs used to describe heroism.

Pronunciation: practicing word stress with compound words

Listening: listening and filling the missing parts of the given lyrics; placing the headings to the passage, finding out the true and false statements of a listening text.

Speaking: expressing unreal wishes at present; expressing opinions about everyday hero(ine)s; talking about their ideas on a given idiom and/or a proverb.

Reading: guessing the meaning of the phrasal verbs from the context; identifying true and false statements according to the given article; finding out the ideas in a poem.

Writing: composing a poem about wishes; writing a short article about a hero(ine) from the daily life; comprehending the meaning of a proverb and writing a paragraph about it.

Grammar: expressing wishes in present; distinguishing present and future wishes.

LEAD IN

Answer the following questions.

In order to introduce students to the new module, ask the lead in questions and have them discuss their ideas.

LISTENING & SPEAKING

1 SPEAKING

a Look at the picture below. Who do you think they are? Do you think they are married? Why are they dressed like that?

Ask students to look at the picture and talk about the couple in the picture. Get them tell their opinions.

Suggested Answer

They are a married couple and heroes to their children.

b Read the quote from Bobby Bonilla. Whom does he talk about as the real heroes? Try to explain his quote.

Before discussing the quote, give brief information about Bobby Bonilla. Later, get them discuss his quote in pairs first and then tell their opinions to class.

ADDITIONAL INFORMATION

Bobby Bonilla is a famous American baseball player who played in 6 All Star Games and won 3 Silver Slugger Awards (given to the best offensive player). He gained million dollars and he was the highest paid player between the years 1992 and 1994.

Suggested Answer

He is talking about parents as the real heroes to their children.

2 LISTENING

a Listen to the poem and explain what it means.

Ask students if they like poems. Then tell them to read the poem in pairs and explain what they understand from it to each other.

Audio Script	**Track 8**

I wish I were a pigeon
Dancing above the clouds,
In order to find you
I wish I could fly
Up and up through the sky.
I know you are my angel now,
Floating above.
I wish I were a hero,
Who could find you
And bring back somehow.

Suggested Answer

In this poem the poet misses his beloved who is dead. He wishes he could fly and find her in the sky.

CHECK THIS OUT!

Before writing poems about wishes study the CHECK THIS OUT! box with students.

b Write a poem with your partner in which you express your wishes about a better world.

This activity can either be given as an assignment or can be asked to be done in class in pairs. Tell them that they are going to write a poem. Monitor students and help them if they need it.

3 SPEAKING

What are your wishes? Make a list and compare your lists with your friends. Try to make similar sentences like the ones in the CHECK THIS OUT! box above.

First tell the meaning of "wish" and give examples using wish clauses. Talk about your wishes, then study the CHECK THIS OUT! box together. Show the difference between present and future wishes and read the examples. After that, ask students what their wishes are and get them talk about them.

4 LISTENING

a ***Look at the photos below. What do you think has happened and what is going on? Talk about each picture.***

Ask the question and tell students to look at the pictures and talk about them. Ask them to guess the disasters in each picture and guess their headings.

b ***You are going to hear three radio news about some hero(ine)s who helped people during a disaster. Listen and match the headings with the pictures.***

Read the instruction and play the recording. Tell students to find the answers individually.

Answer Key

1. B, **2.** C, **3.** A

c ***Listen to the radio news again and decide if the following statements are true (T) or false (F).***

Play the recording once more and ask students to do the activity.

Answer Key

1. T, **2.** F, **3.** T, **4.** F, **5.** F, **6.** T, **7.** F, **8.** T

Audio Script **Track 9**

1. Fire at the kindergarden (Picture_B_)

Kindergarten was saved from fire at Toronto yesterday afternoon. Investigations found the cause of the fire to be an electrical fault. "Luckily it was quickly reported and there was a fast response as the damage could have been a lot worse." said the officer. He also said "The roof is damaged a lot, but the buildings can be repaired. Thank God everybody is safe. The kindergarten teacher Ms. Jones saved all the kids' lives by opening the rear door of the building. She risked her life and rescued them all. She is a real heroine." The Toronto Fire Department managed to extinguish the flames within an hour. "The damage could have been a lot worse." said a woman who lives nearby. "Many thanks to the teacher; she immediately called the fire department." **2. Suffering for food (Picture _C_)**

After the hurricane in South Korea, help from many authorities was sent to the area. There were also secret heroes who helped people as well. "I remember a lady who didn't sleep for days and cooked for us." said one of the survivors. "We were injured and put into a tent. She was there all the time. Nobody knew her real name. We called her 'Angel Heart'. She supplied food and clothes to people who were suffering." said another victim. Due to the cold weather, people were all staying inside the tents since many buildings were damaged or destroyed totally.

3. Rescue from the Flood (Picture _A_)

A man was rescued from his van after it got stranded in floodwater. The incident happened in Malaysia, following the heavy rain that hit on Tuesday. Rescue Service crews were called to the scene at 5 pm. A spokeswoman for the service said "One of the crew jumped into the water and rescued the driver from the van moments before the floods washed it away. The rescue service crews saved many other lives as well. They were real heroes." There is still a danger because of the unpredictable weather" say the authorities and ask people to leave their homes and go to safer places.

5 WRITING

Think of such stories about everyday hero(ine)s from your daily life and tell these stories to your partner. Then, work together and write a short paragraph about your hero(ine)s. Use 100-120 words.

Ask students whether they like the hero(ine)s in the listening activity. Give an example of an everyday hero of your own and encourage students to talk about such stories and heroes. They can talk about the hero stories they heard or experienced. After a while, tell them to pick a story in pairs and write a short paragraph about an everyday hero similar to the ones in the listening part.

6 SPEAKING

a ***Do you know who Plato is? What do you think he wants to say in his quote below?***

Allow students to discuss the quote in pairs after you give a brief information about Plato. Give them chance to inform their friends if they know about him. Make sure that they know the meaning of "wise" and "accomplished".

ADDITIONAL INFORMATION

Plato was one of the most important philosophers who was born in Athens, Greece in 420s (BC). He was the student of Socrates and the teacher of Aristotle. He was one of the most important figures of western science, philosophy, and mathematics.

b ***Write your own saying about heroism and discuss with your friends.***

Students are expected to write their own quotes. Give them time and tell them that they can use their dictionaries. Have them share their sentences with others.

Optional Activity

Ask students to prepare a quotation board in class and write their quotes on it. Get them write 3-4 quotes a day and change it every day until they finish writing the quotes of every one in class.

READING & WRITING

1 READING

a ***Talk about the picture on the right. Who do you think this man is? What is he doing?***

Tell students that they are going to read an article about a hero from daily life. Read the instruction and let them guess the answers. They can also talk about the picture in pairs.

b ***Read the title of the article. What do you think the article is about?***

Before reading the text, have students read the title and try to guess the theme of the reading.

Students' own answers.

2 VOCABULARY

Fill in the blanks with the words in bold from the text.

Students are expected to skim the text and find out the definitions of the words. They can work in pairs if they need help.

Answer Key

1. hand-tooled
2. magnificent
3. grin
4. admire
5. charming

3 ***Write true (T) or false (F) next to the statements below.***

After silent reading, ask some students to read aloud the text and make sure that they understand the context. Give them time to do the exercise individually.

Answer Key

1. T, **2.** F, **3.** F, **4.** T

4 LISTENING

a ***Listen to the song and fill in the missing words.***

Give brief information about the song and the singer. Then, ask students to listen to the song and do the exercises.

ADDITIONAL INFORMATION

Mariah Carey is a very popular well known American singer. Hero is one of her hit songs which was recorded in 1993 in her 3rd album. In her song, she says that if we look inside ourselves we will find out our inner power which helps us to find our ways. We have this strength inside because we are all the real heroes. We just need to notice and remember that.

Audio Script — **Track 10**

Hero
There's a hero
If you look inside your heart,
You don't have to be afraid
of what you are.
There's an answer,
If you reach into your soul
And the sorrow that you know will melt away
And then a hero comes along,
With the strength to carry on.
And you cast your fears aside,
And you know you can survive.
So, when you feel like hope is gone,
Look inside you and be strong.
And you'll finally see the truth,
That a hero lies in you...
It's a long road,
When you face the world alone;

No one reaches out a hand
For you to hold...
You can find love
If you search within yourself.
And the emptiness you felt will disappear...
And then a hero comes along
With the strength to carry on.
And you cast your fears aside
And you know you can survive.
So, when you feel like hope is gone
Look inside you and be strong.
And you'll finally see the truth
That a hero lies in you.
Lord knows
Dreams are hard to follow,
But don't let anyone tear them away.
Hold on,
There will be tomorrow.
And in time you'll find the way.
And then a hero comes along,
With the strength to carry on.
And you cast your fears aside,
And you know you can survive.
So, when you feel like hope is gone,
Look inside you and be strong.
And you'll finally see the truth,
That a hero lies in you.
That a hero lies in you...
That a hero lies in you...

Answer Key

1. reach	**6.** face	**11.** follow
2. melt	**7.** search	**12.** hold
3. along	**8.** along	**13.** along
4. cast	**9.** cast	**14.** cast
5. inside	**10.** inside	**15.** inside

b ***Read the song above and match the phrasal verbs from the song with their definitions.***

After students listen to the song and fill in the blanks, ask them to read the lyrics silently. Then, ask them to underline the phrasal verbs first. Let them help each other while they are doing the exercise.

Answer Key

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

c ***Where is the hero mentioned in the song? What happens if you look inside yourself?***

Ask students if they enjoy the song. Make sure they understand the lyrics.

Suggested Answer

The hero is inside ourselves. If we look inside, we will find it out.

5 PRONUNCIATION

a ***Listen and repeat. Then, complete the rules.***

Answer Key

Audio Script	Track 11
bookshelf, old-**fashioned**, over**look**	

Tell students that they are going to study the word stress with compound words. Make sure that they know what compound words are. Ask them to read the examples. Allow them to find out the rules and complete the blanks. Then let them listen, repeat, and check their answers.

Answer Key

1. first, **2.** second, **3.** second

b ***Listen and repeat the following compound words and underline the stress you hear.***

When you are clear that students understand the rule, play the recording and get them to underline the stressed parts of the words.

Answer Key

Audio Script	Track 12
e.g. **desk**top	
1. hard-**headed**	**6.** high-**heeled**
2. red-**haired**	**7.** **green**house
3. under**stand**	**8.** **white**board
4. over**flow**	**9.** **stair**way
5. well-**meant**	**10.** outper**form**

6 SPEAKING

a ***Look at the people in the pictures. What are their wishes? Try to guess.***

Ask students to look at the pictures and talk about them. Monitor students and give the necessary help when needed.

b ***Match the phrases with the pictures.***

Go on working in pairs. Ask students to do the exercise together.

Answer Key

1. have a house in the countryside
2. have a car
3. be an astronaut
4. have new clothes
5. be on holiday
6. can drive a car
7. have a lot of money
8. get married
9. have a new job

c ***Write the wishes of the people in the pictures.***

After students finish doing the matching part, ask them to make sentences using "wish clause". Read the example together. Make sure that everything is clear. Tell them that they can look at the CHECK THIS OUT! box to remember the sentence forms. Help them out if necessary. Let them work individually, not in pairs.

Answer Key

1. They **wish** they **had** a house in the countryside.
2. He wishes he had a car.
3. She wishes she were an astronaut.
4. He wishes he had new clothes.
5. He wishes he were on holiday.
6. He wishes he could drive a car.
7. She wishes she had a lot of money.
8. They wish they got married.
9. He wishes he had a new job.

7 GAME

Work in groups. Write down your wishes. Then, mime your wish without speaking. If your team can guess your wish, you get the point. The team which scores more wins the game.

Tell students that they are going to play a game. Ask them to think about their wishes while dividing the class into two. Then read the instructions and play the game. Guide them and write their scores on the board.

8 WRITING

Read the proverb below and write a paragraph between 120-150 words about it.

Think of an imaginary situation in which you'll need help of students. Role play in class and ask for their help. Then write the proverb on the board and discuss its meaning.

When you are convinced that students understand the proverb, tell them that they are going to write a paragraph about it. Monitor students while they are writing and help them when they need it.

19 WORKBOOK ANSWER KEY

19 A SUPERNATURAL POWERS

1 ***Fill in the blanks with the suitable words and the expressions from the boxes below.***

1. creative/ inspiring
2. agile
3. web
4 .fair
5. hand to hand combat
6. patient
7. awful
8. durable
9. armoured suit
10. orphan

2 ***Two friends are preparing a project about superheroes. Read the dialogue and do Exercises a and b.***

a ***Put the sentences in the correct order to form a meaningful dialogue.***

1. e, **2.** b, **3.** f, **4.** a, **5.** h, **6.** c, **7.** i

b ***Find three pronouns from the dialogue and write them below. The pronouns should refer to the superheroes.***

a. them
b. he
c. him

3 ***Circle the correct option to fill in the blanks.***

1. b, **2.** a, **3.** a, **4.** b, **5.** c, **6.** c, **7.** c, **8.** a, **9.** b, **10.** a

4 ***Read the paragraph below and do Exercises a and b.***

a ***Some words of the paragraph are missing. Fill in the blanks with the words below.***

1. fighter
2. friends
3. talk
4. control
5. whale
6. warm
7. underwater
8. Aquaman

b ***Read the paragraph again and decide if following statements are true (T) or false (F).***

1. T, **2.** F, **3.** T, **4.** F

5 ***Fill in the blanks with the verbs in the parenthesis by using "Type-II conditional".***

1. were/ would be
2. were/ would travel
3. could buy/ had
4. were/ would take
5. had/ could fly
6. would buy/ had
7. could clean/ were
8. would/ play/ were
9. weren't/ would help
10. were/ would marry

6 ***Match the two clauses to form meaningful sentences.***

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

7 ***Write a story by using the details below. Write between 130-180 words.***

Students' own answers.

19 B PATRIOTS OF MY LAND

1 ***Read the dialogue below and Exercises a and b.***

a ***Fill in the missing verbs of the telephone conversation with the words from the boxes below.***

1. help
2. register
3. repeat
4. say
5. like
6. afraid
7. attend
8. hear
9. come
10. fill

b ***Read the telephone conversation and circle the option that best describes the type of the dialogue.***

b. asking for clarification

c ***Read the telephone conversation again in Exercise 1 and underline the "expressions used for clarification" and write them down.***

a. What I'm trying to say is
b. All I'm saying is
c. I'm afraid I don't understand
d. What I mean is
e. Excuse me, would you mind repeating that?

d ***Write the clarification expressions above under the correct category.***

Asking for Clarification	Giving Clarification
1. Sorry, could you please repeat that?	**1.** What I'm trying to say is
2. I'm afraid I don't understand	**2.** All I'm saying is
3. Excuse me, would you mind repeating that?	**3.** What I mean is

e ***Read the telephone conversation again and write true (T) or false (F) next to the sentences.***

1. T, **2.** T, **3.** F, **4.** F, **5.** F

2 ***Match the words with the definitions.***

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

3 ***Find the odd one out and circle it.***

1. beautiful
2. land
3. culture
4. history
5. country

4 ***Write what you understand from Gandhi's quote below.***

Students' own answers.

5 ***Do the following exercises.***

a ***Put the sentences in the correct order to form a paragraph.***

(5) Gandhi dedicated his life to discover the truth.
(3) As a leader, in 1915, he organised peasants, farmers and urban labourers to protest excessive land-tax and discrimination.
(2) He was an Indian Patriot, the leader of the Indian Independence Movement.
(4) Then, he fought against British who were ruling India.
(1) Mahatma Gandhi was born in 1869 and died at the age of 79, in 1948, in New Delhi, India.
(7) He is also called 'Bapu' which means father in India. He is the father of the Indian Nation.
(8) His birthday, 2nd October, is now celebrated as a National Holiday and the International Day of Nonviolence.
(6) He tried to discover the truth by learning through his mistakes.

b ***Tick (✔) the most suitable title for the paragraph above.***

✔ **2.** Gandhi, Father of a Nation

c ***Read the paragraph again and answer the questions below.***

1. He is an Indian Patriot, the leader of the Indian Independence Movement.

2. He was 79 years old.

3. He fought against British.

4. On his birthday, the International Day of Nonviolence is celebrated now.

19 C YOU ARE MY HERO

1 ***Match the pictures with the phrases below. Then, make sentences using 'wish' clause.***

1. (finish school) → She wishes she finished school.

2. (be rich) → He wishes he were rich.

3. (be a fireman) → He wishes he were a fireman.

4. (have a new kitchen) → She wishes she had a new kitchen.

5. (be a farmer) → He wishes he were a farmer.

6. (be a businessman) → He wishes he were a businessman.

7. (ride a motorbike) → He wishes he could ride a motorbike.

8. (be a pilot) → She wishes she were a pilot.

9. (have a baby) → They wish they would have a baby.

2 ***Circle the correct word to fill in the blanks.***

1. b, **2.** c, **3.** a, **4.** c, **5.** a, **6.** b, **7.** c, **8.** a

3 ***Complete the following sentences as in the example given.***

1. I wish my sister could drive a car.

2. We wish we weren't going to have an exam tomorrow.

3. I wish it weren't raining today./ I wish it were sunny today.

4. He wishes he had enough money to buy her a present.

5. She wishes she had a washing machine.

6. They wish they could speak English fluently.

7. We wish we understood what he says.

4 ***Write the correct form of the verbs in parenthesis.***

1. could visit
2. could meet
3. could be
4. could buy
5. were
6. had

5 ***Read the story and do the Exercises a and b.***

a ***Decide if the statements are true (T) or false (F).***

1. F, **2.** F, **3.** T, **4.** T, **5.** F, **6.** F, **7.** T

b ***Write a similar real or imaginary heroic story of your own between 100 and 120 words.***

Students' own answers.

c ***Imagine that you did something heroic and became the hero of the day. What would you like to have done to become a hero? Write a paragraph between 80-100 words.***

Students' own answers.

6 ***Find the mistakes and correct them.***

1. We ~~*would*~~ ***will*** go by taxi if the bus doesn't come on time. (We must go there on time.)

2. I would go to bed early if I ~~**feel**~~ **felt** tired. (I'm full of energy.)

3. If I ~~**don't**~~ **didn't** have to go to the office today, I would come to your birthday party. I have a lot of work to do at the office.)

4. If I were you, I ~~**will**~~ **would** not eat that sandwich. (The sandwich is not fresh.)

5. I ~~**will**~~ **would** travel the world if I had a yacht. (I don't have a yacht.)

7 ***Circle the correct option to fill in the blanks.***

1. c, **2.** a, **3.** b, **4.** a, **5.** b

UNIT NOTES

20 A TRADITIONAL CLOTHES

Overview

Vocabulary: words, phrases, idioms and proverbs used for shopping; clothes and traditional costumes

Pronunciation: practicing intonation in comparative and superlative structures

Listening: listening and filling in the blanks in a dialogue on shopping; identifying answers to questions about a dialogue on shopping

Speaking: comparing things by using key words and phrases related to shopping; acting out a role play on shopping; asking for, giving, and refusing permissions clearly in a dialogue

Reading: skimming a text on clothing in different cultures to find the main idea; identifying related lexis and jargon from the text on clothes; answering comprehension questions about a text

Writing: preparing a complaint letter about shopping by using the given outline

Grammar: asking for, giving, and refusing permissions; modifying comparative and superlatives

LEAD IN

Answer the following questions.

Before asking the lead in questions, ask students what they think about shopping/ clothes, etc. Encourage them to discuss if they like shopping, what kind of things they usually buy, and where they go for shopping. Then, have them answer the lead in questions.

LISTENING & SPEAKING

1 VOCABULARY

Ask students to look at the pictures and do the vocabulary Exercise 1a and 1b in pairs. Then, check their answers.

a Look at the pictures of the traditional clothes of different countries. Write their names.

Answer Key

1. Tracht
2. Chamanto
3. Sombrero
4. Kokoshnik

b Match the traditional clothes with their countries.

Answer Key

a. Chile **2**
b. Russia **4**
c. Mexico **3**
d. Austria **1**

2 LISTENING

a Answer the following questions.

Ask students to answer the questions together in class as a discussion. Then, have them do the listening session.

Students' own answers.

b Listen to the dialogue and fill in the blanks.

Inform students that they are going to listen to a dialogue between a shop assistant and a customer. Have them listen to the dialogue twice and fill in the missing words.

Audio Script **Track 1**

Shop assistant: Hello, [1]**Can** I help you?
Amy: I'm [2]**looking for** a T-shirt.
Shop assistant: What [3]**size** are you?
Amy: Medium, I think.
Shop assistant: What colour are you looking for?
Amy: Red, maybe blue.
Shop assistant: We have got a red one. [4]**Here** you are.
Amy: Can I [5]**try** it on?
Shop assistant: The [6]**changing room** is over there.
(a few minutes later…)
Amy: I'm afraid it doesn't fit me. Do you have a [7]**larger** one?
Shop assistant: Sure. Here you are.
Amy: It's perfect. I'll take it. How much is it?
Shop assistant: That's [8]**twelve** dollars.
Amy: May I [9]**pay** by credit card?
Shop assistant: Yes, of course. Here is your [10]**receipt**.
Amy: Thank you, goodbye.
Shop assistant: Goodbye.

c ***Listen to the dialogue once more and answer the following questions.***

Let students listen and answer the questions individually. Then check their answers together as a whole class.

Answer Key

1. A T-shirt
2. Medium
3. 12 Dollars
4. It's red.
5. By credit card

3 EVERYDAY ENGLISH

Study the Useful Expressions with students before the speaking activity.

REMEMBER THIS!

Before students do Exercise 4, revise the *expressions used to ask for and give permissions.* After you give some example sentences, have students make their own sentences. You can create some imaginary situations so that they can make their sentences easily. You can lead your students such as by asking, "ask permission to open the window" so that they can use the expressions about permissions.

4 SPEAKING

Work in pairs. Choose one of the situations below and create your own shop conversation like in Exercise 2b. Then, act it in class. Use the given shopping expressions in EVERYDAY ENGLISH box above.

Discuss the useful expressions used for shopping. Then, let students create their own dialogues and then ask them to act out in pairs.

5 PRONUNCIATION

Listen and repeat the intonation. Then, fill in the blanks to complete the rules.

Practice the intonation in class, ask students to repeat and complete the rule.

Audio Script	**Track 2**
• Your flat is much more exPENsive than mine. • Lucy is nearly the most BEAUtiful girl in the family.	

Answer Key

1. second, **2.** first

TODAY'S PROVERB

Read the proverb and discuss it in class. Ask students to share their ideas.

Students' own answers.

READING & WRITING

1 READING

a ***Skim the text and find the main idea.***

Ask students to discuss their opinions in groups. Then, elicit their opinions.

Possible Answer

Not every person but also every culture has its own way of style which is also a mirror to its characteristics.

b ***Find the words in the text which means:***

Tell students to skim the text and guess the meaning of the words. Allow students to help each other in pairs.

Answer Key

1. Costume
2. Elegance
3. Glorious
4. Funeral

c ***Read the text and answer the following questions.***

Have students answer the questions and check their answers.

Answer Key

1. Dressing is important for many people because it gives the first impression about them to others.
2. Women wear Sari at formal events, dinner, parties, and on many more occasions in India.
3. Kimono means things to wear.
4. People wear Kilts rarely because they are very expensive.
5. A special shirt, jacket, bow tie, socks, and shoes go with Kilts.

d ***Use the underlined words in the text to complete the sentences.***

The aim of this activity is to practise vocabulary. Get students do the activity individually first, then ask them to check their answers in pairs.

Answer Key

1. occasion
2. clearly
3. reflection
4. natural
5. variety
6. traditional

2 PROJECT TIME

Prepare a poster of different costumes and clothes of different cultures. Find their pictures and give some information about these dresses.

This activity can be done as a project or an assignment. Give the necessary help and have students create their posters.

Students' own answers.

3 SPEAKING

Work in pairs. Describe what people wear at the following occasions.

Form groups of 3 or 4 and tell students to discuss what people wear on the given occasions. While they discuss, monitor them and help them out if necessary.

CHECK THIS OUT!

Before studying Exercise 4, study the CHECK THIS OUT! box with students.

4 ***Study the CHECK THIS OUT! box and read the sentences below. Then, circle the correct modifier.***

Give some time to students to do the activity and then let them check their answers in pairs.

Answer Key

1. much
2. slightly
3. a lot
4. a little

TODAY'S QUOTE

First give some information about Martin Charnin. Then, ask students to answer the questions.

ADDITIONAL INFORMATION

Martin Charnin is an American song writer and a theatre director. He prepared many musicals for Broadway and directed cabarets. He has created and directed three musicals and had a national tour in 2014.

Possible Answer

1. It doesn't mean that you finished with your dressing if you have an unhappy face. A smile always completes configuration.

2. Students' own answers.

5 SPEAKING

You are going to buy a birthday present to your little cousin with your friend. You are at a shopping mall and have 50₺. You're trying to decide what to buy. Prepare a dialogue with your friend and then act it out. You can use the expressions in the CHECK THIS OUT! box. There is a sample dialogue to help you.

Before asking students to make their dialogues, read the CHECK THIS OUT! box together and explain the *modifiers*. Give some extra examples if necessary. Then read the sample dialogue and ask students to prepare their own dialogues and act out in pairs. While they work, walk around and give the necessary support when needed.

6 WRITING

Read the complaint letter below and write a similar letter about a product with a problem.

Before you ask your students to write a composition, draw their attention to the given clues. Make sure they understand them. Then ask them to read the sample complaint letter. Ask them to give examples of such situations. Then, ask them to write a similar letter as a class activity.

Students' own answers.

20 B MORE THAN A MARKET

Overview

Vocabulary: words, phrases, and idioms used for markets and shopping

Listening: listening and identifying lexis and jargon about shopping; filling in the blanks in a dialogue on shopping; finding out answers to questions about a dialogue on shopping

Speaking: acting out a dialogue on shopping; telling an amusing story about shopping

Reading: answering comprehension questions about a text; placing the heading of the text; identifying the true and false statements according to the given article; highlighting quantities in a dialogue

Writing: writing a short story about shopping; preparing a short informative paragraph about a product

Grammar: using quantifiers; expressing an additional amount

LEAD IN

Answer the following questions.

Ask students to look at the picture and discuss the questions about supermarkets and shopping.

LISTENING & SPEAKING

1 VOCABULARY

a Match the departments of a supermarket with the clues given.

Before students do the matching activity, brainstorm on the departments of a supermarket by asking their names to students.

Answer Key

1. b, **2.** d, **3.** a, **4.** c

b Where do you find the things in the box below in a supermarket? Write them down under each category.

Make sure students know the meaning of the categories. Tell them to work in pairs and do the exercise. Let them use their dictionary if necessary. Then check their answers.

Answer Key

BEVERAGES: Orange Juice, mineral water
BAKERY: Muffins, cake, bread
PASTA AND DRY LEGUMES: Spaghetti, rice
MEAT AND SEA PRODUCTS: Fish, Chicken
DIARY: Yoghurt, cheese, egg
FRUIT AND VEGETABLES: Leek, apple, broccoli, lettuce, bean

2 LISTENING

a Mia is at a grocery store. Listen to the dialogue and fill in the blanks.

Before students do the listening activity, have them talk about the picture first. Set the scene by telling that the girl is at a grocery store. Then, play the recording.

Audio Script **Track 3**

Shop assistant: [1]***Can I help you***?
Mia: Yes, where is the [2]***price tag*** on this biscuits?
Shop assistant: It's on the top of it madam.
Mia: Oh! There it is. Alright, [3]***I want to buy*** two packets of biscuits, please.
Shop assistant: [4]***Would you like*** anything else?
Mia: [5]***I'd like*** a bottle of milk.
Shop assistant: Sure. Two packets of biscuits and a bottle of milk. [6]***That's all***, isn't it?
Mia: Yes. That's it. [7]***How much*** are these?
Shop assistant: They are $3.75 all together.
Mia: Three seventy-five?
Shop assistant: Yes.
Mia: Here's [8]***five dollars*** ($5.00).
Shop assistant: Your [9]***change*** is one dollar and twenty-five cents ($1.25) [10]***Here you are***.
Mia: Thank you.
Shop assistant: Have a nice day.

b Listen to the dialogue once more and answer the following questions.

When students finish completing the missing parts of the dialogue ask them to read it again individually and answer the questions.

Answer Key

1. Two packets of biscuits and a bottle of milk.
2. 3.75 $
3. 1.25 $

3 SPEAKING

Work in pairs. Prepare a dialogue with your pair using the given phrases and the instructions. Then act it out.

Before students work on their dialogues in pairs, make sure that they understand each situation. Tell them that they are going to write a similar dialogue like in the listening activity by using the given phrases. After they finish, ask volunteers to come to the board and act their dialogues out.

READING & WRITING

1 READING

a Look at the picture. What do you think the passage is about?

Before doing the reading activities, have students talk about the picture and guess what the passage is about.

Students' own answers.

b Read the amusing story about a shopping experience and answer the questions.

Ask students whether they had any unusual

shopping experiences. Encourage them to talk about their experiences for a while. Then, draw their attention to the picture and have them to guess what the story is about. Then get them read it silently first. Later, ask a student read the story aloud. Finally, ask them to answer the questions on their own and check the results.

Answer Key

1. He was happy because it was his birthday.
2. He was 16 years old.
3. She bought a pair of vintage trousers.
4. A big amount of money
5. He took it back to the shop where they had bought the trousers.
6. He was proud of himself because he took the money back to the shop to find its owner.

2 WRITING

Write an amusing story that you read/ heard/ lived about shopping like the one in Exercise 1a. Write between 150-200 words.

After students finish the reading activity, ask them once more if they experienced such an amusing story. If they don't remember any, tell them that they can write stories that they heard or read similar to the one they read in their books. When they choose a story, ask them to write it down.

Students' own answers.

3 SPEAKING

Tell your amusing stories in class and choose the most interesting one.

After students finish writing their stories, ask students to read and talk about their stories in class.

4 ***Find the given words about shopping in the puzzle. There is a word which is missing. Find and write it down.***

This is an enjoyable activity to revise the vocabulary used for shopping. Ask students to do this as pairs and help them when they need. They can use their dictionaries. They can do this activity as a game. You can tell them that who finishes the puzzle first becomes the winner.

Answer Key

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

The missing word is …RECEIPT…

REMEMBER THIS!

Before doing Exercise 5, read the REMEMBER THIS! box to class and revise *quantifiers*.

5 ***Circle the correct quantifier.***

Ask students to do the exercises individually, then, ask them to check their answers in pairs.

Answer Key

1. some
2. much
3. a few
4. lots of
5. any

TODAY'S IDIOM

Read the idiom and the example sentence. Then, discuss it in class.

6 READING

a ***Read the text and choose the correct heading for each paragraph.***

Tell students that they are going to read an article about the bazaars in Turkey. Before doing the reading activities, ask them if they have visited any of these famous bazaars. Encourage them to tell their ideas about these places. Then, give them time to match the headings with the paragraphs.

Answer Key

1. Bazaars in the Ottoman times
2. Types of Bazaars
3. Colourful World of Spices
4. An Ottoman Bazaar in İzmir

b ***Write true (T) or false (F) next to the statements below.***

After reading the article, ask students to do the activity and check their answers in class.

Answer Key

1. F, **2.** T, **3.** F, **4.** F, **5.** T, **6.** F, **7.** F

7 PROJECT TIME

Choose a famous bazaar in Turkey from Ottoman times which is still popular like the ones in the text above. Prepare a poster and give some brief information about the bazaar. Use photos to decorate your poster.

This activity can be done as an assignment. Ask students to do research and prepare a poster of a bazaar. Then, get them to present their project in class.

Students' own answers.

8 READING

Alice is going to graduate from the university. Her mother and grandpa want to buy her a car as a graduation present. They are looking at a brochure and discussing the qualities of the cars. Read the dialogue and highlight the quantity words.

Ask students what they would want as a graduation present. Draw their attention to the cars and ask them if they would like to have a car or not. Then call them to look at the picture and talk about it. Have them answer "Who are these people?" and "What are they looking at?" After you warm them up to the topic, ask students to read the dialogue aloud in class. Then give them time to read it once more and ask them to highlight the quantity words in the text.

Answer Key

Alice's Mum: Dad, do you have an idea? I'm not sure if Alice will like this car or not.

Alice's Grandpa: Well, I like this car. She'll probably like it as well. It has [1] ***lots of*** qualities.

Alice's Mum: Really? But, isn't it [2] ***a little*** expensive?

Alice's Grandpa: No problem. I have [3] ***some*** money and it is enough. We can afford it. We must go to the gallery and have a close look at this car. We don't have [4] ***much*** time.

Alice's Mum: Dad, there are [5] ***many*** other cars in this catalogue. We mustn't decide quickly. Let's not panic. There is [6] ***a lot of*** time till her graduation. We may find something cheaper and better.

Alice's Grandpa: OK. Let's look for [7] ***more***.

9 WRITING

a ***Look at the information above. It is from the catalogue that Alice's mother and grandpa are looking at. Write a short informative paragraph about this car using the given information.***

This writing activity can be done either as a pair work activity or as an assignment.

Students' own answers.

b ***Prepare another car information chart and give a choice to Alice's mum and grandpa. Write an alternative informative paragraph with a short description. Write 100-150 words in your paragraph.***

After students do Exercise 9a, have them prepare a chart about a different car and write an informative paragraph about it.

Students' own answers.

20 C ONLINE SHOPPING

Overview

Vocabulary: words, phrases, idioms and proverbs used for shopping and online shopping

Listening: listening and putting the sentences of a dialogue on shopping in the correct order; identifying answers to questions about a dialogue on shopping

Speaking: asking for favours and responding to demands; reporting the instructions they hear

Reading: answering questions about a topic; ordering the paragraphs of an article; identifying the compound nouns and the phrasal verbs about shopping in the text

Writing: comparing advantages and disadvantages of the given topic

Grammar: asking for and responding to favours; reporting instructions

LEAD IN

Answer the following questions.

Before you start this module, warm students up by asking the lead in questions and ask them to tell their opinions about online shopping.

LISTENING & SPEAKING

1 VOCABULARY

Match the following expressions about shopping in bold with their definitions.

Tell students that shopping, especially online shopping is very popular; therefore, there are a lot of idioms and daily expressions that they are going to come across in this module. Then, do the vocabulary activities. Ask students to guess and find the answers in pairs. Give them help if necessary.

Answer Key

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

2 LISTENING

a ***Listen to the dialogue about online shopping and put the sentences in the correct order.***

Play the recording twice and wait until students put the sentences in the correct order.

Answer Key

1. c, **2.** f, **3.** a, **4.** l, **5.** g, **6.** d, **7.** m, **8.** j, **9.** e, **10.** h, **11.** i, **12.** b, **13.** k

b ***Have you bought something from the internet recently? What was it?***

After students order the sentences of the dialogue, ask them to read it and ask volunteers to act it out in class. Then, ask the question 2b and elicit, their answers.

Students' own answers

Audio Script **Track 4**

Linda: Your dress looks wonderful. Where did you buy it from?

Amy: I ordered it from a site on the Internet.

Linda: Really? How do you buy a dress on the Internet?

Amy: It's easy to buy a dress online. I find a site that sells dresses I love. Then, I choose one and pay for it.

Linda: Do you think online shopping is safe and reliable?

Amy: No problem. I often buy something on the Internet. It is convenient and cheap.

Linda: Do you think I could find one online, too?

Amy: Yes, you probably could. They have everything online nowadays. You need to register with a user name, create a password, and provide some personal information.

Linda: How do you pay?

Amy: It is up to you. You can pay in cash if they provide a home delivery service.

Linda: Can I have a dress on the same day?

Amy: No, it may take a few days.

Linda: I can wait a few days for the delivery. No problem. Let's order it right now.

3 SPEAKING

Work in pairs. What are the people in the pictures below doing? Then, match the dialogues with their pictures.

Have students talk about the pictures first. Later, they match them with the suitable dialogues. Ask some students to read the dialogues out aloud.

Answer Key

1. b, **2.** c, **3.** a

CHECK THIS OUT!

Meaning of favour is discussed in the previous modules. Revise its meaning in class and give sample expressions to ask and respond to favours.

4 SPEAKING

Work in pairs. Choose from the below situations and prepare dialogues expressing favour. Read the sample dialogue to help you.

Read the sample dialogue with students and ask them to make similar dialogues in pairs with the

situations given. While they are preparing, walk around and monitor them. Give the necessary help in case they need. After they finish, have them act out their dialogues.

DO YOU KNOW THIS?

Get students' attention to DO YOU KNOW THIS? box and give both the British and the American spelling of favo(u)r.

5 READING

a ***Answer the following questions.***

This is a pre-reading activity to warm students to the following reading part. Before they do the questionnaire about shopping, ask them what is *shopaholism* and who is a *shopaholic*. Then, have them answer the questions and discuss their results with friends.

Students' own answers.

b ***Work in pairs. Do you know anyone who is addicted to shopping? Talk about him or her with your pair.***

This is a pair work discussion activity. Monitor students and give them time to discuss their experiences and ideas.

c ***Read the article and put the paragraphs in the correct order.***

After talking about the topic, ask students order the paragraphs and ask them to read the article individually.

Answer Key

SHOPAHOLISM

_3_ Some shopaholics are happy even they see shopping packages. Contrary to what is thought, shopaholism can be seen not only in women but also in men. Men prefer mobile phones, electronic goods, automobile parts while women prefer clothes, shoes, perfumes, and household goods. Surveys show that self-esteem of these people is generally low.

_1_ Shopaholism is a serious problem as well as a psychological disturbance to be treated. People feel relieved, happy, and strong by shopping. However, after a while their mood changes into the opposite.

_4_ An ordinary woman can shop on average between four and six hours while a shopaholic can do it from 10 am to 7 pm. Besides, it is not necessary for shopaholics to have a certain budget. If necessary, they can borrow money and go shopping. They can go shopping again and again even there are unopened packages at home.

_5_ These people need professional help. In general, drug treatment or psychotherapy are applied to them. Recently, in some European countries, group therapies are made for shopaholics as well.

_2_ Shopaholism is also called oniomania. It manifests itself by spending money unnecessarily and uncontrollably. When people feel angry, anxious, or sad, they often feel the need to shop and have pleasure and enthusiasm while shopping and feeling of guilt, distress, and embarrassment in the long run.

6 ***Write the instructions under the pictures to complete the sentences.***

Before starting the activity, create some situations so that you can report some sentences. You can do the following optional activity after students complete the sentences in Exercise 6.

Answer Key

1. He told us to give the books to him.
2. He asked me to read the message.
3. She warned me to drive carefully.

Optional Activity

GAME "WHO SAID WHAT"

Before you start the optional activity read CHECK THIS OUT! box to class. Write the reporting verbs and sample sentences on the board. Then, tell students that they are going to play a game and give a piece of paper to each student on which an instruction is written. You have to prepare these activity sheets before coming to class. Have a sponge ball with you, if you don't have any soft ball, you can make it from a piece of paper. Read your instruction then throw the ball to a student and ask him/ her to report your instruction. Then tell the student to throw the ball to another friend and read his/ her instruction. The student who catches the ball reports the instruction.

CHECK THIS OUT!

Read the definition and the sample sentences about reported speech. Give some other extra examples and act out some reporting situations with students.

7 SPEAKING

Margaret and her grandma Dorothy are making cookies. Report their instructions to your friend. Then write them down.

Ask your students to look at the picture and do the activity. After they finish completing the sentences, have them check their answers in pairs.

Answer Key

1. Dorothy asked Margaret ***to put some butter into the bowl .***
2. Dorothy warned her ***to mix them slowly.***
3. Dorothy told ***her not to pour hot milk.***
4. Dorothy told ***her to add some sugar to the mixture.***
5. Margaret asked ***her to give form to the cookies.***
6. Margaret told ***her not to turn on the mixer.***
7. Margaret told ***her to pass her the flour.***
8. Margaret asked ***her to give her some eggs.***

READING & WRITING

1 READING

Read the text and do the exercises.

Before you start with the reading exercises, tell students that they are going to read a romantic story and ask them to look at the picture and talk about it.

a ***Identify the compound nouns about shopping from the dialogue above. Write the missing letters.***

Ask students to have a quick reading and find out the compound nouns about shopping and underline them in the text. Then, ask them to do the exercise.

Answer Key

1. p**o**ck**e**t m**o****n**ey
2. cr**e****d**it **c**a**r**d
3. s**h****o****p** a**ss**i**s**t**a**n**t**
4. **d**e p**a****r****t**m**e****n****t** s**t**o**r**e
5. b**oo****k** **s****t**o**r**e
6. **c**a**s**h **d**e**s**k

b ***The verb "sell out" is used in two different meanings in the dialogue. Try to guess their meanings.***

Tell students to find the sentences from the dialogue and ask them to underline these two sentences. Have them guess their meanings.

Answer Key

1. b, **2.** a

c ***There are some phrasal verbs underlined about shopping in the passage. Match them with their definitions.***

Tell students to do this activity in pairs by using their dictionaries. Then, check their answers in class.

Answer Key

1. b, **2.** d, **3.** a, **4.** c

d ***Erica says "come to the point" to Jonathan when he doesn't answer her question immediately and talks about other things. Discuss the meaning of this idiom with your friend.***

Ask students to discuss the idiom in pairs.

e ***Here are some idioms about shopping from the dialogue. Match them with their meanings.***

Ask students to go on working in pairs by using their dictionaries and do the exercise. Then, check their answers in class.

Answer Key

1. d, **2.** b, **3.** a, **4.** c

2 DISCUSSION TIME

Work in groups. Discuss the advantages and disadvantages of online shopping and shop in-person at a store.

Before students do the writing activity, ask them to brainstorm the advantages and the disadvantages of the shopping styles in class first. Elicit students' ideas. Then, have them take notes of these advantages and disadvantages in pairs.

3 WRITING

Some people prefer online shopping whereas some others like to shop in-person at a store. Write a composition between 200 and 250 words to compare them. Use the notes that you took in Exercise 2a above.

After students finish with their notes, ask them to write a composition individually.

20 WORKBOOK ANSWER KEY

20 A TRADITIONAL CLOTHES

1 ***Read the dialogue below and do the following exercises.***

a ***Fill in the blanks with the given expressions.***

1. Can I help you
2. May I see
3. What size are you
4. does she prefer
5. How much is that
6. by cash or by card
7. Would you like to
8. Hope to see you

b ***Answer the following questions according to the dialogue above.***

1. She is looking for an evening dress
2. She likes green and blue
3. She is a medium
4. It's 70 Euro.
5. No, she won't.

2 ***Do the word search puzzle by finding the clothing related words given below.***

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

3 ***Circle the odd one out.***

1. funeral **2.** glorious **3.** costume **4.** elegance **5.** variety

4 ***Match the questions with the answers.***

1. b, **2.** f, **3.** d, **4.** e, **5.** c, **6.** a

5 ***Read the following text and do Exercises a and b.***

a ***Tick (✔) the most suitable heading to the text below.***

2. Traditional Head Wear of Black Sea Region

b ***Read the text again and decide if the following statements are true (T) or false (F).***

1. T, **2.** T, **3.** F, **4.** T, **5.** F, **6.** F, **7.** F, **8.** T

6 ***Circle the correct option to fill in the blanks.***

1. a, **2.** b, **3.** b, **4.** a, **5.** b, **6.** b, **7.** c, **8.** c, **9.** b, **10.** c

7 ***Read the sample complaint e-mail and write a similar one using the given instructions.***

Students' own answers.

20 B MORE THAN A MARKET

1 ***Do the puzzle by completing the missing letters of the departments of a supermarket.***

1. CONDIMENTS
2. DELI
3. DAIRY
4. BAKERY
5. BEVERAGES

2 ***Circle the correct option.***

1. a few
2. a little
3. any
4. a lot of
5. a little
6. a lot of
7. some
8. many
9. a few
10. some

3 ***Find the mistakes and rewrite the sentences in the correct form.***

1. There aren't ~~much~~ **any** pears in the kitchen.
2. Is there ~~many~~ **any** milk in this cake?
3. There ~~is~~ **are** a lot of apples on the tree.
4. How ~~many~~ **much** money does this sweater cost?
5. There are a lot of flowers in the park.
6. Have you got ~~many~~ **any** pencil in your bag?
7. There is ~~many~~ **a little** sugar in my tea.

4 ***Do the following exercises about the text below.***

a ***Answer the following questions before reading the text.***

Students' own answers.

b ***Read the text and answer the following questions.***

1. At the weekends because people have free time from work.
2. They sell everything at supermarkets. There are large parking places.

They stay open until very late at nights.
3. It is easier to identify what is needed with a shopping list.

c ***Find and write the expressions or the words in the text that mean:***

1. different **2.** customer **3.** space **4.** necessity **5.** provide **6.** identify

5 ***Read the following dialogue and do Exercises a and b.***

a ***Prepare a shopping list and write what Betty and her mother need.***

- milk
- cheese
- fruit
- flour
- eggs
- 2kg. onion
- 3kg. tomatoes
- 1kg. rice
- butter
- broccoli

b ***Read the dialogue again and answer the following questions.***

1. Betty's dad phoned her to ask if they needed anything from the market.
2. Yes, they do.
3. She needs some eggs and flour to make a cake
4. No. She is on a diet.

6 ***Imagine that you and your classmate are preparing a shopping list for a class picnic. Write a similar dialogue like in Exercise 5. Then, prepare your shopping list. In your dialogue discuss:***

Students' own answers.

20 C ONLINE SHOPPING

1 ***Write the name of the shops under the pictures.***

1. grocery **2.** toys shop **3.** pastry shop **4.** jewellery shop **5.** magazine store **6.** butcher's

2 ***Match the words with their definitions.***

1. e, **2.** c, **3.** b, **4.** a, **5.** f, **6.** d

3 ***Circle the odd one out.***

1. c, **2.** c, **3.** d, **4.** a, **5.** c, **6.** d, **7.** d

4 ***Read the following dialogue and do Exercises a and b.***

a ***Fill in the missing parts with the words given below.***

1. fine **2.** going **3.** great **4.** stay **5.** week **6.** favour **7.** mind **8.** times **9.** twice **10.** worry **11.** care **12.** much

b ***Answer the following questions according to the dialogue.***

1. Italy **2.** a week **3.** to water her flowers **4.** Yes, she does. **5.** twice **6.** Yes, she does.

5 ***Rewrite the following sentences in reported speech.***

1. My mother told me not to play football in the street.
2. He asked me to give him a glass of water.
3. He warned us not to forget our project.
4. She asked me not to talk to Cindy.
5. She told me to call her later.
6. He asked me not to close the window.
7. She asked me to do the washing up.
8. He warned us to brush our teeth regularly.
9. She asked me to switch off my mobile phone.
10. He asked me not to eat so much junk food.

6 ***Read the text and do Exercises a, b, and c.***

a ***What do the following pronouns from the passage refer to?***

1. people **2.** a product **3.** products

b ***Read the text again. Write true (T) or false (F) next to the sentences below.***

1. F, **2.** T, **3.** T, **4.** F, **5.** F

c ***Complete the sentences by using the words given below.***

1. various **2.** goods **3.** reasonable **4.** shoppers **5.** rare

7 ***Report the instructions below. Use the necessary reporting verbs from the box.***

1. ***He asked me to drink my milk.***
2. ***He warned*** me not to read out aloud.
3. He told me to do my homework.
4. He warned me not to eat too much chocolate.
5. He told to me to exercise three times a week.
6. He told me to have a bath.
7. He asked me to feed the cat.
8. He told me not to close the door.

UNIT NOTES

IRREGULAR VERBS LIST

V1 Base Form	V2 Past Simple	V3 Past Participle
awake	awoke	awoken
be	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bid	bid	bid
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/ burnt	burned/ burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/ dreamt	dreamed/ dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit

V1 Base Form	V2 Past Simple	V3 Past Participle
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned/ learnt	learned/ learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	showed/shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

PHONETIC CHART

VOWELS

ɪ ship	**e** bed	**ʊ** book	**uː** shoe	**æ** cat	**ɑː** car
iː sea	**ə** paper	**ɜː** skirt	**ɔː** door	**ʌ** bus	**ɒ** dog

DIPHTHONGS

ɪə ear	**eə** chair	**eɪ** rain	
ɔɪ toy	**aɪ** kite	**aʊ** house	**əʊ** arrow

CONSONANTS

p parrot	**b** bat	**t** tea	**d** dig	**f** fish	**v** van
θ thumb	**ð** mother	**m** gum	**n** nose	**ŋ** king	**h** hand
tʃ cheese	**dʒ** jam	**k** cane	**g** bag	**s** sun	**z** zebra
ʃ ship	**ʒ** television	**l** leg	**r** red	**w** whale	**j** yo-yo

COMMON CONSONANT DIGRAPHS

ph- photo	**kn-** knife	**wr-** wright	**ch-** chef	**sh-** shark
th- thief	**wh-** wheel	**qu-** queen	**-tch** watch	**-ng** sing
-gh laugh	**-ch** switch	**-sh** bush	**-th** earth	**-ck** duck

REFERENCES

Milli Eğitim Bakanlığı (2016*). Hazırlık Sınıfı Bulunan Ortaöğretim Kurumları İngilizce Dersi (Hazırlık 9,10,11 ve 12.Sınıflar) Öğretim Programı.* Ankara
Retrieved from https://conserve-energy-future.com/causes-effects-and-solutions-ofwildfires.php 15/02/2017
Retrieved from https://dictionary.com/browse/ 30.11.16
Retrieved from https://learning-potential-and-school-performance#_ednref1that-shaped-the-world/ 16/11/2016 17.02
Retrieved from https://abc.go.com/shows/blackish/cast/zoey-johnson 13.02.2017
Retrieved from https://agathachristie.wikia.com/wiki/Cat_Among_the_Pigeons 17.02.2017
Retrieved from https://anRetrieved from http://kaplumbaga.ims.metu.edu.tr/index.php?option=com_content&view=article&id=2&Itemid= 02/01/2017
Retrieved from http://articles.extension.org/pages/68774/3-ways-nutrition-influencesstudent- 05/04/2017
Retrieved from http://bangkok.com/whats-on-events/loy-krathong.htm 03/04/2017
Retrieved from http://bbc.co.uk/timelines/zwjmtfr 10.01.2017
Retrieved from http://bbc.co.uk/webwise/guides/about-netiquette 25.12.2016
Retrieved from http://bhangrakids.com/info/sari.shtml 01.01.2017
Retrieved from http://biography.com/news/stephen-hawking-biography-facts 05.01.2017
Retrieved from http://biography.com/people/agatha-christie-15.02.2017
Retrieved from http://biography.com/people/james-d-watson-9525139
Retrieved from http://biography.com/people/michio-kaku-21429817 12.01.2017
Retrieved from http://biography.com/people/muhammad-ali-9181165 15.12.2016
Retrieved from http://biography.com/people/robert-stroud-birdman-of-alcatraz 19.02.2017
Retrieved from http://biographyonline.net/writers/agatha-christie.html 15.02.2017
Retrieved from http://biyografi.info/kisi/ayse-kulin 11.02.2017
Retrieved from http://blog.world-mysteries.com/science/ancient-chinese-inventions-anddiscoveries- 03/04/2017
Retrieved from http://brainden.com/logic-riddles.htm 04.01. 2017
Retrieved from http://busy teacher.org 01.01.2017
Retrieved from http://Childrens-Learning-Potential-and-School-Performance/ (Aralık 2016)
Retrieved from http://dictionary.cambridge.org 09/04/2017
Retrieved from http://dictionary.cambridge.org/dictionary/english/ 5.01.17
Retrieved from http://dnaftb.org/19/bio.htm 13.02.2017
Retrieved from http://ducksters.com/biography/scientists/stephen_hawking.php27.12.2016
Retrieved from http://ecdc.europa.eu/en/healthtopics/zika_virus_infection/Pages/index.aspx 22.01.2017
Retrieved from http://ehow.com/info_8515620_effects-volcanic-eruptions.html?ref=Track2&utm_source=IACB2C 17/01/2017
Retrieved from http://elitefeet.com/the-legend-of-cliff-young 12.02.2017
Retrieved from http://empathy-grief-extinction-science/ 06/01/2017
Retrieved from http://encyclopedia.jrank.org/articles/pages/5802/Kulin-Ayse-1941.html 12.02.2017
Retrieved from http://english-for-students.com/The-Wise-Judge.html 01.03.2017
Retrieved from http://EnglishPedia.net 12. 01. 2017
Retrieved from http://englishteachermelanie.com/how-to-use-the-english-verb-go 15/04/2017
Retrieved from http://eonline.com/news/843351/black-ish-star-yara-shahidi-is-soready-for-college-she-just-has-to-choos 12/04/2017
Retrieved from http://esl.about.com/od/intermediatepronunciation/ 25.01.17
Retrieved from http://esl.fis.edu/grammar/rules/some.htm (01.01.2017)
Retrieved from http://esolcourses.com/content/topics/tv/tv-show-genres.html20.01.17
Retrieved from http://etiquettescholar.com/dining_etiquette/international_dining_etiquette.html (Aralık 2016)
Retrieved from http://famousbirthdays.com/people/corey-fogelmanis.html 10.02.2017
Retrieved from http://famousbirthdays.com/people/yara-shahidi.html 13.02.2017
Retrieved from http://folklor.gen.tr/halk-giysileri/trabzon-yoresi-giysileri.html(20.04.2017)
Retrieved from http://footballtop.com/players/arda-turan 05.01.2016
Retrieved from http://girlmeetsworld.wikia.com/wiki/Corey_Fogelmanis 12.02.2017
Retrieved from http://goethe.de/ins/tr/lp/prj/cub/aut/kul/enindex.htm 11.02.2017
Retrieved from http://goodreads.com/author/show/2882488.Ay_e_Kulin 11.02.2017
Retrieved from http://goodreads.com/book/show/16342.Cat_Among_the_Pigeons16.02.2017
Retrieved from http://gsb.gov.tr/HaberDetaylari/3/39325/cimnastikte-2-altinmadalya%E2%80%8F.aspx 21.04.2016
Retrieved from http://hawking.org.uk 29.11.2016
Retrieved from http://hawking.org.uk/about-stephen.html 27.12.2016
Retrieved from http://he-penultimate-word.com/2016/03/15/burglar-in-the-house-a-short-shortstory-by-jed-waverly/ 21.02 2017
Retrieved from http://history.com/this-day-in-history/the-birdman-of-alcatraz-isallowed-a-small-taste-of-freedom 17.02.2017
Retrieved from http://huffingtonpost.com/2014/09/15/online-shopping (01.01.2017)
Retrieved from http://humanesociety.org/assets/pdfs/farm/hsus-fact-sheetgreenhouse-gas-emissions-from-animal-agriculture. (Mart 2017)
Retrieved from http://imdb.com/name/nm2780578/ 13.02.2017
Retrieved from http://imdb.com/name/nm4396310/ 11.02.2017
Retrieved from http://iml.jou.ufl.edu/projects/Fall02/Kim/introduction.htm (01.01.2017)
Retrieved from http://kiddyhouse.com/Themes/frogs/ 13/02/2017
Retrieved from http://learnenglish.britishcouncil.org/en/ 03.02.17
Retrieved from http://learnenglish.britishcouncil.org/en/magazine/superstitions (Aralık 2016)
Retrieved from http://listverse.com/2015/02/27/10-crime-stories-with-strange-coincidences/19.02. 2017
Retrieved from http://livescience.com/27320-elephants.html 06/01/2017
Retrieved from http://livescience.com/33556-earthquake-safety-tips.html 09/01/2017
Retrieved from http://livescience.com/40380-james-watson-biography.html13.02.2017
Retrieved from http://macmillandictionary.com/dictionary/british/ 30.11.16
Retrieved from http://mevlana.net/wedding_day.html 21/02/2017
Retrieved from http://murderpedia.org/male.S/s/stroud-robert.htm 19.02.2017
Retrieved from http://murphys-laws.com/murphy/murphy-true.html 03/04/2017

Retrieved from http://news.nationalgeographic.com/news/2014/02/140221-elephantspoaching- 03/04/2017
Retrieved from http://nobelprize.org/nobel_prizes/medicine/laureates/1962/watsonbio.html12.02.2017
Retrieved from http://notablebiographies.com/Ch-Co/Christie-Agatha.html16.02 2017
Retrieved from http://paganfederation.org/what-is-paganism/ (Aralık 2016)
Retrieved from http://pbs.org/wgbh/nova/blogs/secretlife/physical-science/michiokaku/13.01.2017
Retrieved from http://philippinecountry.com/philippine_festivals/kadayawan_sa_dabaw.html (Aralık 2016)
Retrieved from http://philippinestravelhub.com/events/kadayawan-festiva (Aralık 2016)
Retrieved from http://plagscan.com/highlight?doc=11176044&source=1&cite=0#jump
Retrieved from http://psychiclibrary.com/beyondBooks/superstition-room/ (Aralık 2016)
Retrieved from http://sahikaercumen.com/ 22.11.2016
Retrieved from http://sensationalcolor.com/color-meaning/color-around-the-world/india-holi-festival-colors-1941#.WPOlc0XyjIU 03/04/2017
Retrieved from http://seventeen.com/celebrity/interviews/a46309/yara-shahidiinterview/13.02.2017
Retrieved from http://smh.com.au/national/large-fur-seal-climbs-on-car-smasheswindscreen-in-launceston-adventure-20161226-gthwsq.html 28.12.2016
Retrieved from http://socialnetworking.procon.org/ 02.01.2017
Retrieved from http://space.com/15923-stephen-hawking.htm 07.01.2017
Retrieved from http://st-andrews.ac.uk/students/advice/personal/managingexamstress/ 20/12/2016
Retrieved from http://starsonice.ca/ 14.02.2017
Retrieved from http://starsonice.ca/news.html 10.02.2017
Retrieved from http://starsonice.ca/tour.html 14.02.2017
Retrieved from http://starsonice.com/tour-history.html 10.02.2017
Retrieved from http://swfl.naturalawakeningsmag.com/SWFL//Nutrition-Improves- 03/04/2017
Retrieved from http://talkwithcelebs.com/viral/corey-fogelmanis-contact-details/ 10.02.2017
Retrieved from http://thetoptens.com/best-ancient-civilizations/ 16/11/2016 16.41
Retrieved from http://timeforchange.org/are-cows-cause-of-global-warming-meatmethane-CO2 (Mart 2017)
Retrieved from http://traditions.cultural-china.com/en/16T9161T13273.html13.02.2017
Retrieved from http://turkishculture.org/lifestyles/ceremonies/sema-220.htm?type=120/02/2017
Retrieved from http://turkishculture.org/whoiswho/literature/ayse-kulin-863.htm12.02.2017
Retrieved from http://turkishny.com/news/turkish-professor-aziz-sancar-wins-nobelchemistry-prize 09.02.2017
Retrieved from http://t-vine.com/cagla-buyukakcay-makes-history-as-first-turkishwoman-to-win-a-womens-tennis-association-singles-title/ 11.01.2017
Retrieved from http://tx.english-ch.com/teacher/yuri/level-c/asking-for-favor-and-repetition/(01.01.2017)
Retrieved from http://unmuseum.org/7wonders/everest.htm 10.12.2016
Retrieved from http://upstreamcommerce.com/blog/2012/02/14/8-reasons-consumer-likesshop-online (01.01.2017)
Retrieved from http://web2.uvcs.uvic.ca/elc/studyzone 01. 01. 2017
Retrieved from http://webmd.com/balance/stress-management/stress-symptomseffects_of-stress-on-the-body#1 21/12/2016
Retrieved from http://who.int/features/qa/cancer-red-meat/en/ (Aralık 2016)
Retrieved from http://xmichiokakustephenchinx.weebly.com/michio-kaku 13.01.2017
Retrieved from http://youbentmywookie.com/entertainment/movie-poster 17.02.2017
Retrieved from http://Avasirininozgun.com/alisveris-bagimliligi 01. 01.2017
Retrieved from http://healthline.com/health/balanced-diet 27.12.2016
Retrieved from https://acaquarium.com/animals/loggerhead-turtle/ 02/01/2017
Retrieved from https://accc.gov.au/consumers/complaints-problems/write-acomplaint-letter (01.01.2017)
Retrieved from https://amazon.com/Ayse-Kulin/e/B001JORAXG 10.02.2017
Retrieved from https://amazon.com/Cat-Among-Pigeons-Hercule-Mysteries16.02.2017
Retrieved from https://ataturktoday.com/AtaturkWorldPressLeadersTribute.htm(01.12.2016)
Retrieved from https://bluezones.com/live-longer-better/ (Aralık 2016)
Retrieved from https://booksplease.org/2013/03/10/cat-among-the-pigeons-byagatha-christie/18.02.2017
Retrieved from https://buffalolib.org/vufind/Record/1724781/Reviews 17.02.2017
Retrieved from https://carsontahoe.com/stress 20/12/2016
Retrieved from https://dailysabah.com/sports/2017/04/03/turkey-wins-3-golds-ateuropean-weightlifting-contest 15.04.2016
Retrieved from https://ecotourism.org/what-is-ecotourism 03/04/2017
Retrieved from https:// www.ego.gov.tr/tr/haber/4224/ego-otobuslerinin-tamami-engelli-erisimine-uygun/ 11.07.2018
Retrieved from https://englishclub.com 31.01.2017
Retrieved from https://englishclub.com/esl-worksheets/ 25.01.17
Retrieved from https://etstur.com/letsgo/osmanlinin-avmleri/ (01.01.2017)
Retrieved from https://famousscientists.org/michio-kaku/ 12.01.2017
Retrieved from https://famousscientists.org/stephen-hawking/ 13.02.2017
Retrieved from https://gsb.gov.tr 18.11.2016
Retrieved from https://istekadinlar.com/spor-saglik/altin-kiz-ayse-begum-onbasi-benmadalya-canavariyim-kendimi-h726.html 10.01.2017
Retrieved from https://learnenglishteens.britishcouncil.org/magazine/life-around-world/kilt(01.01.2017)
Retrieved from https://merriam-webster.com 03/04/2017
Retrieved from https://ncbi.nlm.nih.gov/pubmed/21329447 28.12.2016
Retrieved from https://nobelprize.org/nobel_prizes/chemistry/laureates/2015/sancarbio.html 09.02.2017
Retrieved from https://nsidc.org/cryosphere/snow/science/avalanches.html 16/01/2017
Retrieved from https://nwf.org/Wildlife/Wildlife-Library/Mammals/Polar-Bear.aspx04/01/2017
Retrieved from https://plus.google.com/+ScholartutoringCoUk 20/12/2016
Retrieved from https://pronouncecami.wordpress.com/2012/06/14/word-stress-patterns-3/(01.12.2016)
Retrieved from https://propertyturkey.coM 27. 12. 2016
Retrieved from https://scientificamerican.com/article/genetic-factors-associated-withincreased-longevity-identified/ Aralık 2016
Retrieved from https://simple.wikiquote.org/wiki/Stephen_Hawking 04.01.2017
Retrieved from https://simple.wikiquote.org/wiki/Stephen_Hawking 30.12. 2016.

Retrieved from https://sites.google.com/site/gsubiol2310/10-highly-effective-study-habits 03/04/2017
Retrieved from https://slideshare.net/AnnaEnglishTeacher/conversations-1 (01.01.2017)
Retrieved from https://slideshare.net/wansiri42410383/word-stress-465141(01.12.2016)
Retrieved from https://starsonicestore.com 10.02.2017
Retrieved from https://stripesarticles.wordpress.com/ 25.01.17
Retrieved from https://tarihhaber.net/osmanlı-kent-yapisinda-çarşilar/ 01.01.2017
Retrieved from https://texaschildrens.org 25.01.17
Retrieved from https://thoughtco.com/history-of-chinese-opera-19512714.02.2017
Retrieved from https://thoughtco.com/michio-kaku-biography-2699051 13.01.2017
Retrieved from https://timeanddate.com/holidays/china/spring-festival 15/ 03/2017
Retrieved from https://timeanddate.com/holidays/turkey/ramadan-feast 22/02/2017
Retrieved from https://travelchinaguide.com/intro/arts/chinese-opera.htm13.02.2017
Retrieved from https://vrs.org.uk/virtual-reality/what-is-virtual-reality.html 08.01.2017
Retrieved from https://walksofitaly.com/blog/venice/all-about-carnival-in-venicevenetian-masks-and-more 14/03/2017
Retrieved from https://wattpad.com/36096503-the-burglary-short-story20.02.2017
Retrieved from https://waymo.com/ 12.01.2017
Retrieved from https://wn.com/magic_jazz_mehmet_okur_interview 10.02.2017
Retrieved from https://alcatrazhistory.com/stroud.htm18.02.2017
Retrieved from https://allaboutturkey.com/marriage.htm 27/02/2017
Retrieved from https://biyografistan.com/2013/01/semih-sayginer-kimdir-biyografisi.html 21.12.2016
Retrieved from https://chinahighlights.com/travelguide/culture/traditional-operas.htm14.02.2017
Retrieved from https://chinahighlights.com/travelguide/special-report/chinese-newyear/14/03/2017
Retrieved from https://chinasage.info/opera.htm14.02.2017
Retrieved from https://comic-art.com/biographies/schulz01.htm 07/03/2017
Retrieved from https://conservation.ca.gov/index/Earthquakes/Pages/qh_earthquakes_what.aspx 09/01/2017
Retrieved from https://americanenglish.state.gov (01.01.2017)
Retrieved from https://ferrebeekeeper.wordpress.com/2013/08/07/the-meaning-of-chineseopera-mask 13.02.2017
Retrieved from https://futurism.com/know-your-scientist-michio-kaku/ 11.01.2017
Retrieved from https://global.britannica.com/biography/Aziz-SancaR 09..02.2017
Retrieved from https://josbookjourney.wordpress.com/2011/04/12/cat-among-the-pigeonsagatha-christie/ 18.02.2017

VISUAL REFERENCES

Retrieved from http://byegm.gov.tr/turkce/haber/karpuz-tuketimi-artti/63654 (Şubat 2017)
Retrieved from http://dreamstime.com 03/04/2017
Retrieved from http://haber1.com 12. 01. 2017
Retrieved from http://kte.mam.tubitak.gov.tr/tr/arastirma-alanlari/geri-kazanim-teknolojilerigeri dönüşüm (Şubat 2017)
Retrieved from http://Pexels Free photo 02.03.2017
Retrieved from http://Pexels Free photo 10.03.2017
Retrieved from http://Pexels Free photo 17.03.2017
Retrieved from http://zanda.com/items/things/17.02.2017
Retrieved from https://turkiyeburslari.gov.tr/turkiyede-yasam/turk-mutfagi/ resim aşçı (Şubat 2017)
shutterstock.com 03/04/2017

DICTIONARIES

Retrieved from http://dictionary.cambridge.org/ 11/01/2017
Retrieved from http://ldoceonline.com/ 14/04/2017
Retrieved from http://macmillandictionary.com/ 13/01/2017
Retrieved from http://oxfordlearnersdictionaries.com/ 01/05/2017
Retrieved from https://merriam-webster.com 03/02/2017

NOTES

NOTES