

ORTAÖĞRETİM

# YES YOU CAN

## STUDENT'S BOOK

**A2.3**

YAZARLAR

Ertuğrul PERŞEMBE  
Nermin BULUĞ  
Z. Zeynep EROĞLU CANMETİN



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## İSTİKLÂL MARŞI

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

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

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

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

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

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

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

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

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

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

**Mehmet Âkif Ersoy**

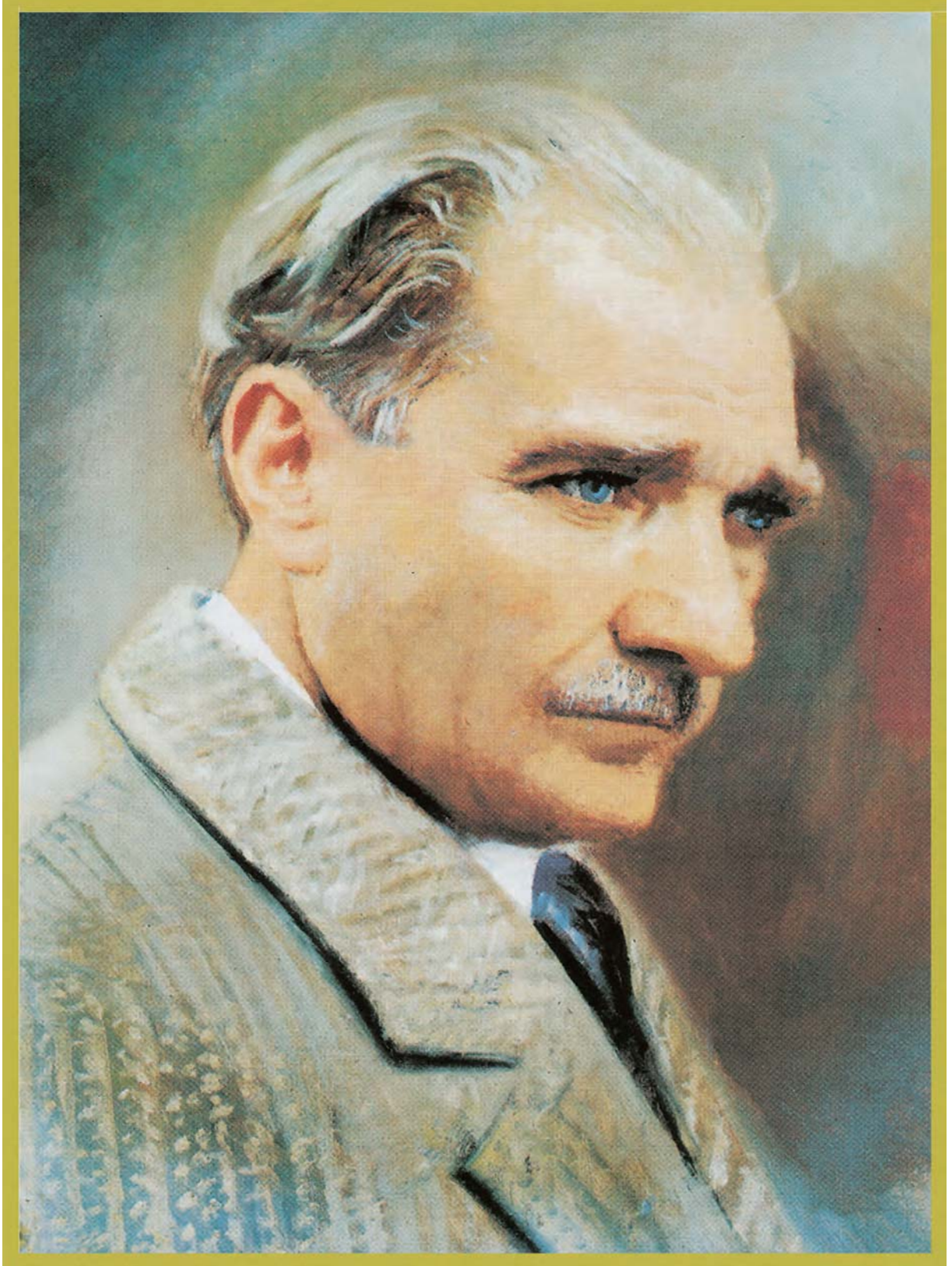
## GENÇLİĞE HİTABE

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



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<b>2-YOUTH</b>  <b>2A- Camping</b>  <b>2B- Youth Exchange</b>  <b>2C- Work and Travel</b>	<ul style="list-style-type: none"> <li>- Understanding diagrams, symbols and signs.</li> <li>- Understanding specific information.</li> <li>- Comparing people / things and events.</li> <li>- Asking for and giving information about routines.</li> <li>- Making an announcement.</li> <li>- Keeping a diary.</li> <li>- Giving information about international events.</li> <li>- Expressing opinions.</li> <li>- Talking about daily relations.</li> <li>- Expressing complaints and demands.</li> <li>- Understanding numerical information.</li> <li>- Describing a place.</li> <li>- Asking for and giving information about places.</li> <li>- Making phone calls.</li> <li>- Understanding descriptions.</li> <li>- Expressing experiences.</li> </ul>	<p>Present Continuous Tense</p> <p>Present Simple vs. Present Continuous</p> <p>Modals: should, need to, must, have to, may, and might.</p> <p>Prepositions of place: in, on, next to, behind, in front of.</p>	<p><b>Nouns:</b> water closet, trainers, tent, pan, ground, log, sleeping bag, firewood, central heating, bush, leader, chlorine tablets, sleeping mat, rucksack, torch, flask, scout, trekking, threat, mobility, candidate, proficiency, restriction, exchange programme, time line, step.</p> <p><b>Verbs:</b> avoid, peel, tidy, prepare, fall asleep, take a nap, expose.</p> <p><b>Adjectives:</b> tiny, sweet, homesick, voluntary, leading, peaceful, global, environmental, non-profit, intercultural, open.</p> <p><b>Phrasal Verbs:</b> roll up, put up, pick up, get up, fill in.</p>



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<p><b>4- PERSONALITY AND CHARACTER</b></p> <p><b>4A- Types of People</b></p> <p><b>4B- Hobbies and Phobias</b></p> <p><b>4C- Habits and Intentions</b></p>	<ul style="list-style-type: none"> <li>- Comparing people / things and events.</li> <li>- Understanding and following instructions related to daily routines.</li> <li>- Understanding symbols.</li> <li>- Understanding specific information.</li> <li>- Expressing past experiences.</li> <li>- Expressing hobbies, phobias, likes and dislikes.</li> <li>- Giving personal information.</li> <li>- Comparing people / things and events.</li> <li>- Asking for and giving information about future plans.</li> <li>- Giving a presentation.</li> <li>- Describing habits and intentions.</li> </ul>	<p>Comparative &amp; superlative adjectives</p> <p>Gerund &amp; infinitive</p> <p>Future Tenses (be going to, will, present continuous future meaning)</p>	<p><b>Nouns:</b> freak, perfectionist, coldness, obsession, demand, rival, babysitting, parcel, cash, phobia, celebrity, wing, beak, charity, axe.</p> <p><b>Verbs:</b> keep neat/dry, spoil, handle, scare, be fond of, confess, flap.</p> <p><b>Adjectives:</b> sociable, easy going, strict, over protective, sticky, simple minded, loyal, ambitious, determined, obsessive, lively, materialistic, sympathetic, supportive, reliable, motherly.</p> <p><b>Adverbs:</b> actually, probably</p> <p><b>Phrasal verbs:</b> deal with, fed up with, try on.</p>

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THEMES	OUTCOMES	LANGUAGE AREAS AND STRUCTURE	VOCABULARY
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<p><b>6-TOURISM</b></p> <p><b>6A- Types of Tourism</b></p> <p><b>6B- Unusual Travellers</b></p> <p><b>6C- Travelling Issues</b></p>	<ul style="list-style-type: none"> <li>- Making predictions.</li> <li>- Describing / Comparing people, things and places.</li> <li>- Expressing experiences.</li> <li>- Giving information about dreams and feelings.</li> <li>- Expressing future plans and arrangements.</li> <li>- Understanding abbreviations and informal letters.</li> <li>- Expressing agreement / disagreement.</li> <li>- Expressing hobbies and interests.</li> <li>- Understanding stories.</li> <li>- Making an interview.</li> <li>- Understanding / Composing formal letters.</li> <li>- Complaining about accommodation.</li> <li>- Expressing wishes, demands, and complaints.</li> <li>- Guessing the topic.</li> </ul>	<p>Order of adjectives</p> <p>Present Continuous for Future</p> <p>Basic question forms (Wh- questions)</p> <p>Too &amp; enough</p>	<p><b>Nouns:</b> virtual tourism, exploration area, mountaineering, trekking, bungee jumping, mountain biking, rafting, zip-lining, rock climbing, ghetto tourism, scuba diving, hang gliding, ski, snowboarding, border, healthcare, (cosmetic ) surgery, replacement.</p> <p><b>Verbs:</b> involve, provide, recommend, board, observe.</p> <p><b>Adjectives:</b> remote, exotic, recent, joint, cardiac, dental, therapeutic, affordable, recreational, leisure, incredible.</p> <p><b>Adverbs:</b> instead, for a while.</p> <p><b>Phrasal verbs:</b> lift off, sign off.</p>

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THEMES	OUTCOMES	LANGUAGE AREAS AND STRUCTURE	VOCABULARY
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<p><b>8-HISTORY</b></p> <p><b>8A- Museums</b></p> <p><b>8B- Historical Attractions</b></p> <p><b>8C- Archaeological Finds</b></p>	<ul style="list-style-type: none"> <li>- Understanding / composing invitation cards.</li> <li>- Making predictions.</li> <li>- Making an invitation / suggestion / apology.</li> <li>- Expressing reason and result.</li> <li>- Expressing experiences.</li> <li>- Understanding short texts.</li> <li>- Talking about attractions.</li> <li>- Understanding and following instructions related to daily routines.</li> <li>- Expressing daily routines.</li> <li>- Understanding, giving and following instructions.</li> <li>- Telling stories.</li> <li>- Composing biographies.</li> </ul>	<p>Present Perfect Tense (just, yet, already, ever, never, before)</p> <p>Imperatives</p>	<p><b>Nouns:</b> exhibition, showcase, fine art, memo pad, sense, prize, monument, citizen, overcrowd, ferry, attraction, passenger, excavation, artefact, scenery, soil, chore, find, archaeology, fossil, dough, twig, chisel, tweezers,</p> <p><b>Verbs:</b> be on display, warn, engaged, receive, immerse, pertain, mention, dedicate, sip.</p> <p><b>Adjectives:</b> multi-sensory, 3-D, multiple, appropriate, dehydrated, juicy, recovered, foggy, tough, archaeological, fake, brewed.</p> <p><b>Adverbs:</b> cordially, kindly, firmly.</p> <p><b>Phrasal verbs:</b> chip away at, break away, turn out, set on.</p>

## COURSE INTRODUCTION

Outcome based set of textbooks -**YES YOU CAN**- are tailored for students aged 14-19 and incorporated with Communicative Approach. The curriculum of the set of textbooks take the learners from A1 (Basic User) and aims to bring to C1 (Proficient User), which is described in Common European Framework of References (CEFR).

### CEFR describes six levels and competences:

A1 Basic User (Breakthrough Level)

A2 Basic User (Waystage Level)

B1 Independent User (Threshold Level)

B2 Independent User (Vantage Level)

C1 Proficient User (Effective Operational Proficiency)

This textbook and its components provide a complete course for **A2.3** level.

### What can a learner with A2 level do?

#### A2 – Waystage Level

Can understand sentences and frequently used expressions related to areas of most immediate relevance.

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

### What does outcomes based textbook mean?

As mentioned above, the curriculum of the set of textbooks is based on outcomes and **YES YOU CAN** (Student's Book, Workbook and Teacher's Book) aims to enable students to acquire these outcomes. That means all the teaching activities that are carried out throughout the course should serve for this purpose. Note that grammar is only one of the tools of the aim. At the end of the course, students are expected to be able to use these outcomes rather than use the grammar rules without a context.

### Why Communicative Approach?

Communicative approach puts the learner in the centre of learning. It is also based on real life contexts. It is claimed that natural integration of language and culture takes place through a

more communicative approach than through a more grammatically based approach (Canale and Swain, 1980).

**YES YOU CAN** develops four skills (Listening, Speaking, Reading, Writing) using a number of different communicative texts, dialogues, tasks, vocabulary, language study, performance tasks, games, fun corners and quizzes. Since the methodology of **YES YOU CAN** is communicative, almost all the activities are designed to meet students' needs and they address students' feelings to promote active learning. Grammar teaching is acquired through skills and activities. The ultimate aim of the set of textbooks (from A1 to C1) is to bring up students as independent and proficient users of four skills.

### YES YOU CAN contains;

- Communicative methodology,
- Student-centred activities,
- Four skills (integrated) with authentic texts, dialogues, activities and guiding,
- Contextual vocabulary and grammar teaching,
- Games, poems, jokes and cartoons,
- Authentic photos, illustrations and comics,
- Self-check sections at the end of each theme,
- Peer correction charts where necessary,
- Activities aim to promote general knowledge and cultural awareness.
- Supportive components: Workbook, Teacher's Book and audio recordings.

### Student's Book

Student's Book has been written to attract students' attention with interesting topics, daily language components, dialogues, designs, photos and illustrations. There are eight themes in the Student's Book. Each theme consists of three contents. Each content includes both general and common outcomes, vocabulary and language areas which are embodied in four skills (Listening, Reading, Speaking, Writing). Grammar teaching happens through skills. So, the more students are exposed to those skills the more they learn how to use the language. **Keep in Mind!** sections provide a summary to the language studied. Students refer to these sections throughout the learning process. The Student's Book also aims to promote cultural understanding, human rights, active citizenship and respect to the environment.

## STUDENT'S BOOK OVERVIEW



Theme cover page.

Name of the theme.

Students go through the outcomes before they start the theme.

All theme cover pages have photos related to the theme.

Content name

New words are introduced at the beginning of the content. They are supported with visuals.

The first activity (sometimes more) of reading part is usually to predict the information or to read the text for general understanding (gist).

Contents start with receptive skills and end with productive skills.

Keep in Mind section provides a summary to the language studied. Students refer to this section throughout the learning process.

**Time to read**

A. Discuss: 1. What do you do in your free time? 2. What are your hobbies?

B. David writes about his hobbies on his blog. Read David's blog and write his missing hobbies in the text.

bowling the Net jogging music basketball cinema guitar dancing TV

Hi! I'm David. I'm 17 and I'm a student at Glasgow High School. On weekdays I always get up at 7:30. I go (1) \_\_\_\_\_ with mom and have a shower before breakfast. I usually have a big breakfast, get dressed and leave home at 8:45. My school is very close to my house, so I go to school on foot on sunny days. The first lesson is at 9:00. We have four classes in the morning, and three in the afternoon. We have a 60-minute lunch break, so we often play (2) \_\_\_\_\_ after lunch. We have hobby classes in the afternoon and my favourite lessons are Arts and Music. I love (3) \_\_\_\_\_ and I am also a good (4) \_\_\_\_\_ player.

After school, I usually meet my friends at a cafe. We sometimes have a little snack and chat. Then I get home and relax for some time. I listen to (5) \_\_\_\_\_ or surf (6) \_\_\_\_\_. We have dinner at 7:00 p.m. We enjoy talking about our day and it is usually very amusing. I do my homework before my guitar practice. I rarely go to bed after 11:00 pm, because I'm an early person on weekdays.

At weekends, I never get up early. I have my brunch with the whole family. In the afternoon we generally do something entertaining with my friends. On rainy or cold days we sometimes go to the (7) \_\_\_\_\_ or play (8) \_\_\_\_\_. On Sundays, my grandparents come to our house and we have barbecue in the garden. Dad and I like watching football matches on (9) \_\_\_\_\_ in the afternoon. That's my typical weekly routine.

C. Read the blog again and write David's activities into the correct column.

practising the guitar	playing basketball	having barbecue
listening to music	playing bowling	surfing the Net

David's Individual Activities

David's Pair/Group Activities

**Keep in Mind!**  
On weekdays I always get up at 7:30. I usually have a big breakfast. We sometimes go to the \_\_\_\_\_. I never get up early. On Sundays, my grandparents come to our house.

D. Discuss the following activities in pairs or small groups. Talk about your hobbies.

Time to listen

A. Match the following words to the symbols.

shower / windy / rainy / warm / freezing / cold / cloudy / snowy / sunny

B. Listen to the weather forecast and tick suitable days for outdoor activities.

Mon Tue Wed Thu Fri Sat Sun

C. Tell about today's weather conditions in your city.

What's the weather like in your city today?  
How's the weather in your city today?  
What's the temperature in your city today?

Cold and Snowy -5°C      Sunny and Hot 38°C

Photos taken from real life make the activities authentic.

Pair work & group work activities are widely used.

Not only photos but visuals are also widely used to attract attention.

Listening activities have step-by-step stages.

Writing activities have step-by-step stages.

Students make use of expressions in Useful Expressions boxes during writing activities as an aid.

Writing activities are adapted to real life situations.

D. Think about your daily routine and complete the list.

In the morning  
c.g. get up at 7.30

In the afternoon  
play basketball

In the evening  
have dinner

E. Think about your hobbies and take notes.

Your hobby :  
Time :  
Place :  
Individual/group :

F. Look at your list and notes. Write a blog about your daily routine and hobbies. Express the reason why you like doing these hobbies.

You can write about:  
What time do you get up / leave home / have breakfast / lunch / dinner / go to bed? / Who do you meet? / What do you do outdoors on sunny, warm days / indoors on cold, rainy, windy, snowy days? / What do you do in the morning / afternoon / at the weekend? / How do you get to school / home? / What are your hobbies? / What do you like / don't like doing? Why?

# THEME 1

## PEOPLE AND SOCIETY

At the end of this theme you will be able to:

- understand the phrases and expressions related to daily life.
- understand what is said slowly and clearly in simple everyday conversations.
- find specific information on everyday materials.
- understand short and simple letters, e-mails.
- communicate in a simple task related to daily activities.
- use series of phrases and sentences to make an announcement and to express your own feelings.
- write about aspects of everyday life in simple phrases.





A. Discuss; 1. What do you do in your free time? 2. What are your hobbies?



B. David writes about his hobbies on his blog. Read David's blog and write his missing hobbies in the text.



**b i T** [Preview](#)

Hi! I'm David. I'm 17 and I'm a student at Glasgow High School. On weekdays I always get up at 7:30. I go (1) \_\_\_\_\_ with mom and have a shower before breakfast. I usually have a big breakfast, get dressed and leave home at 8.45. My school is very close to my house, so I go to school on foot on sunny days. The first lesson is at 9.00. We have four classes in the morning, and three in the afternoon. We have a 60- minute lunch break, so we often play (2) \_\_\_\_\_ in the garden after lunch. We have hobby classes in the afternoon and my favourite lessons are Arts and Music. I love (3) \_\_\_\_\_ and I am also a good (4) \_\_\_\_\_ player. After school, I usually meet my friends at a cafe. We sometimes have a little snack and chat. Then, I get home and relax for some time. I listen to (5) \_\_\_\_\_ or surf (6) \_\_\_\_\_. We have dinner at 7:00 p.m. We enjoy talking about our day and it is usually very amusing. I do my homework before my guitar practice. I rarely go to bed after 11:00 pm, because I'm an early person on weekdays. At weekends, I never get up early. I have my brunch with the whole family. In the afternoon we generally do something entertaining with my friends. On rainy or cold days we sometimes go to the (7) \_\_\_\_\_ or play (8) \_\_\_\_\_ at a near saloon. On Sundays, my grandparents come to our house and we have barbecue in the garden. Dad and I like watching football matches on (9) \_\_\_\_\_ in the afternoon. That's my typical weekly routine.

C. Read the blog again and write David's activities into the correct column.

- practising the guitar
- playing basketball
- having barbecue
- listening to music
- playing bowling
- surfing the Net

**David's individual Activities**

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**David's Pair/Group Activities**

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**Keep in Mind!**  
 On weekdays I **always** get up at 7:30  
 I **usually** have a big breakfast...  
 We **sometimes** go to the ....  
 I **never** get up early.  
 On Sundays, my grandparents come to our house

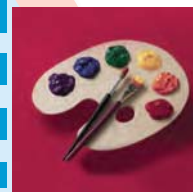




D. Discuss the following activities in pairs or small groups. Talk about your hobbies.






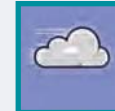
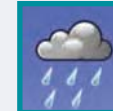




- Express...
- Which of these do you like doing?
  - Which of these don't you like doing? Why? What else do you do?
  - playing the guitar/piano/flute/drums....
  - going jogging/to the gym/biking...
  - collecting stamps/money/matchboxes.....
  - playing football/basketball/volleyball/bowling....
  - doing exercise/yoga/athletics/karate....
  - swimming/hiking/painting/singing.....



A. Match the following words to the symbols.

shower / windy / rainy / warm / freezing / cold / cloudy / snowy / sunny

								
1	2	3	4	5	6	7	8	9

B. Listen to the weather forecast and tick suitable days for outdoor activities.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
-----	-----	-----	-----	-----	-----	-----

C. Tell about today's weather conditions in your city.

  
Cold and Snowy  
-5°C

What's the weather like in your city today?  
What's the temperature in your city today?  
What activities do you do on a hot sunny / cold snowy day?

  
Sunny and Hot  
38°C



**D. Think about your daily routine and complete the list considering the weather conditions.**

<p>In a rainy morning e.g. get up at 7.30</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>In a sunny afternoon play basketball</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>In a warm evening have dinner out</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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**E. Think about your hobbies and take notes.**

Your hobby : .....

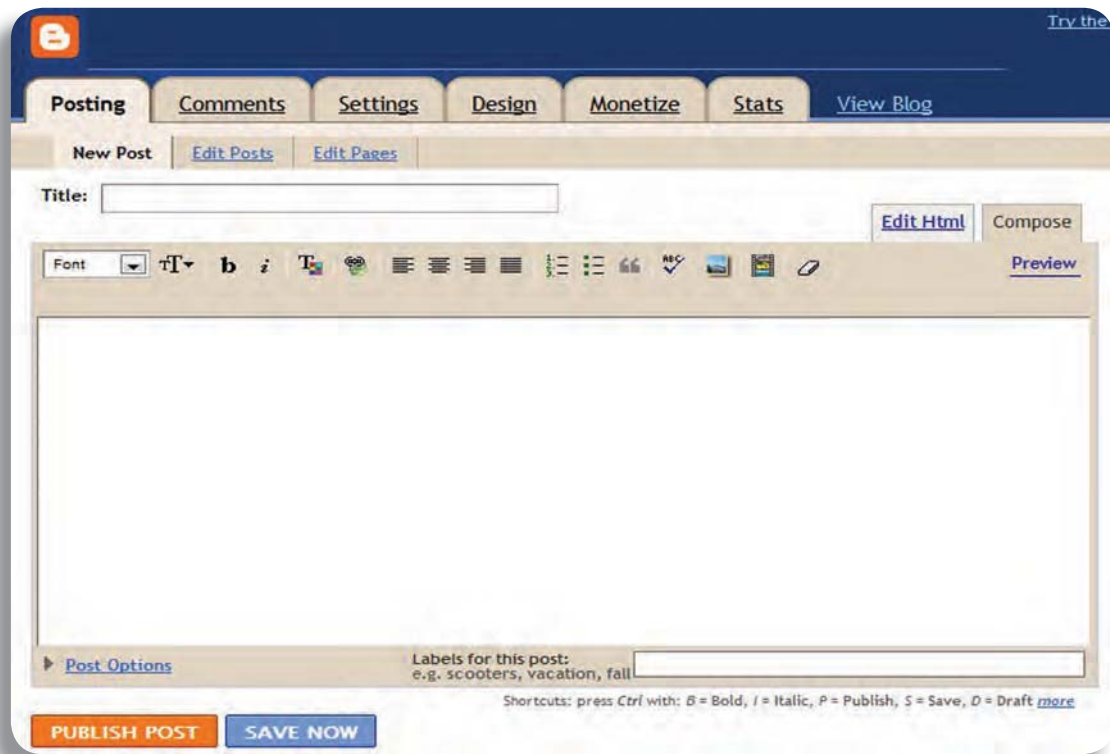
Time : .....

Place : .....

Individual/group : .....

**F. Look at your list and notes. Write a blog about your daily routine and hobbies. Express the reason why you like doing these hobbies.**

**You can write about:**  
 What time do you get up / leave home / have breakfast / lunch / dinner / go to bed?...../ Who do you meet? / What do you do outdoors on sunny, warm days / indoors on cold, rainy, windy, snowy days / What do you do in the morning / afternoon / at the weekend? / How do you get to school / home...../ What are your hobbies? /What do you like / don't like doing? Why?



# B - Different lifestyles



A. Look at the pictures. Discuss; What does she do? What does he do?



B. Read the article in the Lifestyle Magazine and put ticks into the chart for Cameron and Chase.

Cameron Wrights is a young doctor and she shares the details of her life with us.

### So Much Work, So Little Time

My name's Cameron, and I'm 25 years old. I am an intern doctor and I work in a big hospital in the city centre. Chase is my brother and he's a high school student. I have a busy work life and very long working hours. I get up very early in the morning but Chase gets up later. He has breakfast at home with mom and dad. I don't have time for breakfast, so I just drink a cup of coffee at the hospital. Chase goes to school by school bus. I take the underground to work because it's faster. I work six days a week and I'm on duty for three nights. Chase doesn't go to school at weekends. His classes finish in the afternoon, so he has a lot of free time for fun. He meets his friends after school and he plays computer games or watches TV with them. My off day changes every week, so I have limited time to spend with the whole family. Chase doesn't get up early at weekends. He sleeps till 11:00. Then, he has a big breakfast, and goes out with friends in the afternoon. On my day off, I just stay at home and rest. I lie on the sofa and watch comedy films on TV.



Who....	Cameron	Chase	You
has a busy work life			
doesn't get up late			
has breakfast at home			
doesn't have breakfast			
takes the underground			
is free at the weekend			
spends a lot of time with the family			
doesn't go out on a free day			

C. Fill in the chart above according to yourself and compare your life to Cameron / Chase's lives.

D. Look at the chart and discuss about Cameron and Chase's daily lives by comparing them as in the example below.

e.g. Cameron gets up early but Chase gets up late.

E. Read the article again. Write a dialogue between Cameron and Chase talking about their different lifestyles. Role play the dialogue. Then, swap the roles.

F. Think about two different people in your family. Talk about them and compare their lifestyles.

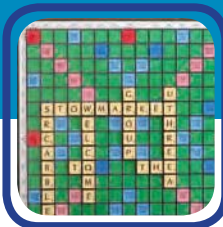
Who works?  
 Who doesn't work?  
 What do they do?  
 Who has a lot of free time?  
 What do they do to relax?  
 What can they do to have more fun?



**Keep in Mind!**  
 I get up very early in the morning... / Chase gets up later. / I don't have time for breakfast...  
 Chase doesn't go to school .... / Who doesn't work? / Who has a lot of free time?  
 What do they do to relax?

Time to listen

A. Look at the pictures. Tell which hobbies the pictures are about.



B. Listen to the text about Cathy and Jeremy and tick their hobbies.

Hobbies	Cathy	Jeremy
collecting magazines		
watching DVDs		
playing the piano		
doing yoga		
cooking		
playing board games		
running		
collecting dolls		

**B**

C. Listen to the text again and put the activities into correct order.

Cathy

- a. \_\_\_\_\_ reads her emails
- b. \_\_\_\_\_ leaves home
- c. \_\_\_\_\_ goes to the studio
- d. \_\_\_\_\_ takes a shower
- e. \_\_\_\_\_ drives to her office
- f. \_\_\_\_\_ makes meetings
- g. \_\_\_1\_\_\_ gets up
- h. \_\_\_\_\_ gets home

Jeremy

- a. \_\_\_\_\_ visits bookstores
- b. \_\_\_\_\_ eats dinner
- c. \_\_\_1\_\_\_ gets up
- d. \_\_\_\_\_ has breakfast
- e. \_\_\_\_\_ works with Cathy
- f. \_\_\_\_\_ listens to music
- g. \_\_\_\_\_ arrives at the studio
- h. \_\_\_\_\_ drives children to school

D. Think about Cathy and Jeremy's lives. Discuss who you would like to be. Why?

E. Read Tarkan Tevetoğlu's daily routines and take notes about yours. Then, write a paragraph and compare your day to Tarkan's.



**TARKAN**  
**YOU**

**Tarkan Tevetoğlu**

- gets up at 10:00
- swims in the pool for an hour
- has breakfast at the hotel
- gets dressed and visits his coiffeur
- leaves the hotel
- goes to the recording studio for rehearsal
- eats lunch with his girlfriend
- has meeting with his manager
- signs his albums in the music shop
- has dinner with his friends in a restaurant



Blank lined area for notes.

Large blank lined area for writing a paragraph.

# C - A London Trip



## A. Match the words to the pictures



a. Vacation :..... b. Couple :..... c. Kids :..... d. Trip :.....

## B. Read the text below and decide. Is it...

a. an article? b. a brochure? c. a yellow page?

### THE WORLD IS CALLING!!

Are you looking for wonderful ideas for your vacation? Are you dreaming a vacation to abroad or just around your country? Are you planning a holiday as a couple, a vacation with kids or grandparents (or both)? You can't be sure before you visit us. We're ready to help you plan your dream holiday. Just choose one of the places we offer, we can help you make your holiday dreams come true.

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## C. Paco Lucia and his family see the brochure above and decide to spend their vacation in the UK. Put the questions into right places in the dialogue.

How many seats would you like? How much is it? When do you want to travel? How can I help you?

**Travel agent** : The "World is Calling" Travel Agency. (1).....?

**Mr. Lucia** : I'd like to book a return flight to London, please.

**Travel agent** : (2).....?

**Mr. Lucia** : Next week, the 15th. And, we're coming back on the 30th.

**Travel agent** : (3).....?

**Mr. Lucia** : Three please. (4).....?

**Travel agent** : Let me see.. Return flight tourist class costs £225.

**Mr. Lucia** : Great. That's fine.

## D. Now act out the conversation. Student A: Travel agent Student B: Mr.Lucia. Then swap the roles.

## E. Write the definition under the correct sign..

Don't Touch	Restaurant	Elevator/Lift	Lost and Found



F. The Lucia family is in London now. Read the texts and match the pictures to the paragraphs.

### LONDON FUN FOR FAMILIES

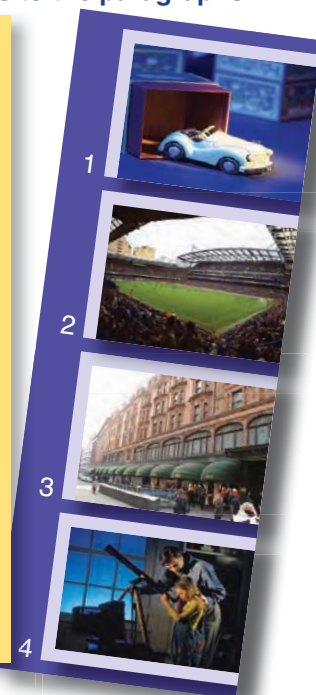
There's something for everyone in London:

.....A) Do you want to be James Bond? Come and see the new Science of Spying exhibition at the Science Museum. You can learn about real spy technology. Don't you like spies? Then, you can visit the World of Materials. You can walk on a glass bridge, see a steel wedding dress or visit the atomic disco.

.....B) Do you like dolls and teddy bears? Visit the V&A Museum of Childhood! There are toys and very old children's clothes. You can also have activity sessions for children. Do you like playing and painting? You can visit Art Smarts.

.....C) Do you like shopping? Harrods is the right place for you! It's a very famous department store in London. It's more than 150 years old. You can visit a giant toy department and a famous Food Hall, or you can buy clothes, make up and perfume by all top fashion designers.

.....D) Take a tour of Chelsea Football Club and see one of the enormous football stadiums in London. You can visit the changing rooms or take a photograph of your favourite player's T-shirt. You can visit the Megastore and buy a Chelsea football T-shirt, as well.



G. Read each text again. For each destination write one thing you can see and one thing you can do.

**The Science museum:**

**SEE :** you can see a steel wedding dress and

**DO :** you can walk on a glass bridge.

**Harrods:**

**SEE :**

**DO :**

**VA Museum of Childhood**

**SEE :**

**DO :**

**Chelsea Football Club**

**SEE :**

**DO :**

**Keep in Mind!**  
You can visit the Megastore.... / Can you have a photo with your favourite footballer?  
What can you buy in Harrods? / You can't be sure before you visit us.

H. Read the text and complete the sentences comparing the places.

- a) You can buy something in (1)..... and (2)....., but you can't buy anything in (3)..... or (4).....
- b) You can see toys in the (5)..... and (6)....., but you can buy toys only in (7).....

I. Answer the following questions according to the text:

- 1. Which place can show you the real spy technology?.....
- 2. What can you buy in Harrods? .....
- 3. Can you take a photo of your favourite footballer in Chelsea Club? .....

J. Paco Lucia and his family are at the hotel now. Read the following conversation between room service and Mrs. Lucia. Then, fill in the blanks with the expressions in the boxes.

**Room service :** Room service.

**Mrs. Lucia :** (1).....This is room 113. I'd like some **breakfast**, please.

**Room service :** (2)..... Excuse me. Are you **Mrs. Lucia**:?

**Mrs. Lucia :** (3).....

**Room service :** What can I do for you?

**Mrs. Lucia :** I'd like some **grapefruit juice**, an **omelette**, **toast and coffee**, please.

**Room service :** Your breakfast will be ready in a few minutes, ma'am.

**Mrs. Lucia :** Great. (4).....

- Good Morning
- Thank you
- That's right
- Sure

K. Work in pairs. Change the words in bold and act out the phone conversation with your partner.



A. Guess the synonym of the words. Then, match and check them after listening.

- 1. fun.....
- 2. adult.....
- 3. whole.....
- 4. kind.....

- a. all
- b. amusing
- c. type
- d. grown-up

B. Listen to Paco. Where is he now? Tick the correct place.

- a. Harrods ....
- b. The Science Museum ....

- c. Chelsea Football Club ....
- d. Museum of Childhood ....

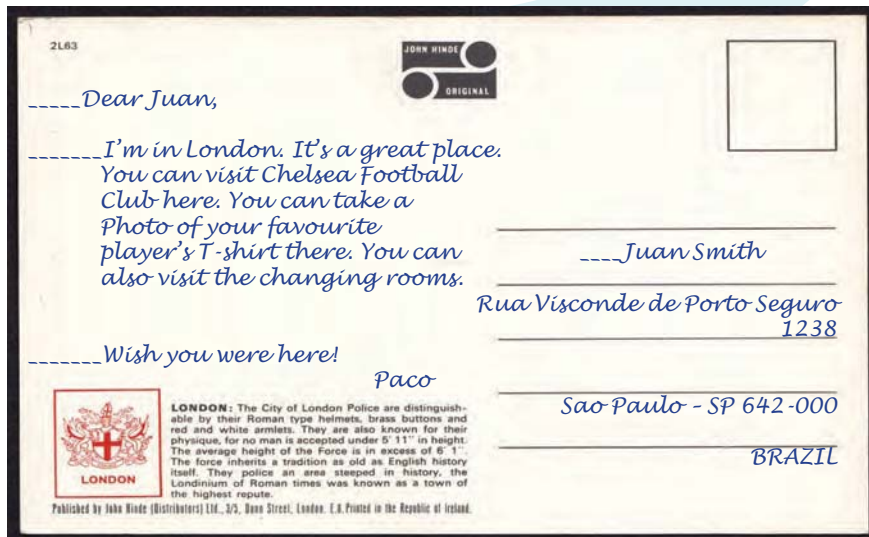
C. Listen again and write (T) for true, or (F) for false. Correct the false sentences.

- a. It is the first museum in the world for adults. ( ) .....
- b. It is a fun day out for the whole family. ( ) .....
- c. There are lots of cafés in the museum. ( ) .....
- d. It is open on Sundays between 12 p.m. to 5 p.m. ( ) .....

D. Imagine you are in London. Choose one of the places in Exercise B. Talk about it using the questions below.

Where do you want to go?                      What do you want to do there?

E. Look at Paco's postcard. Match the expressions to correct places.



- 1. Some information about where you are
- 2. Closing remark
- 3. The address of the person you write
- 4. Opening remark

F. Choose a holiday destination. Search it on the Net. Write short descriptions about the following places in your destination.



G. Imagine you are on holiday in that destination. Use your notes and write a postcard to your classmate. Express your ideas and suggestions about the sightseeing, hotel, food, etc.



**A. Search the Net for the meanings of the words in the box, use them appropriately in the following sentences.**

maturity (n.)

assign (v.)

presidency (n.)

occasion (n.)

dedicate (n.)

- 1) On what..... do you give presents to your friends?
- 2) You need to show..... against all difficulties in life.
- 3) Parents ..... their whole life to their children.
- 4) Atatürk's ..... is considered as the best by most of the authorities during the history of Turkish Republic.
- 5) After Atatürk's death, İsmet İnönü was ..... as the second president of the Turkish Republic.

**B. Read the text about Atatürk's life and answer the questions.**

**A BREEZE FROM A GREAT LEADER'S LIFE**

Atatürk was born in Salonika in 1881. He entered the Military High School in 1895. His maths teacher gave him the second name 'Kemal' (meaning Perfection or Maturity) in Military High School. After finishing his military education, he was assigned to the Fifth Army based in Damascus as a Staff Captain in the company of Ali Fuat (Cebesoy) and Lütfi Müfit (Özdeş). He had many successes in his military life in Tripolitanian War, Balkan Wars, The First World War and Turkish War of Independence.

He became the first president of Turkey. During his presidency he gave many special occasions as a gift to his nation to celebrate. Children from all over the world come to Turkey every year to celebrate Children's Festival on 23rd April. On 19th May, 1919 he arrived in Samsun to start the War of Independence. After many years he dedicated that day to Turkish Youth. For Turks, 29th October is the Republic Day.

He ruled Turkish Republic for fifteen years and died on 10th November 1938.

1. Where was Atatürk born?
2. When did he enter the Military High School?
3. What is the meaning of his second name 'Kemal'?
4. Who accompanied him in the Fifth Army based in Damascus?
5. Why do children from all over the world come to Turkey on 23rd April?
6. How many years did he rule Turkish Republic?

**C. Discuss why you think Atatürk gave a lot of special occasions as a gift to his nation to celebrate.**

CHECK YOUR PROGRESS				
	I can	😊	😐	😞
Listening	understand the phrases and expressions related to daily life. understand what is said slowly and clearly in simple everyday conversations.			
Reading	find specific information on everyday materials. understand short and simple letters, e-mails.			
Spoken Interaction	communicate in a simple task related to daily activities.			
Spoken Production	use series of phrases and sentences to make an announcement and to express my own feelings.			
Writing	write about aspects of everyday life in simple phrases.			

# THEME 2

## YOUTH

At the end of this theme you will be able to:

- understand the phrases and expressions related to daily life and personal information.
- read a short text to understand the main theme and the expressions related to daily life.
- read a short text to put the events into the correct order and get the specific information.
- communicate in simple tasks related to daily activities.
- communicate on the phone.
- use series of phrases and sentences to describe daily activities.
- use series of phrases to explain my own opinions in a simple way.
- use series of phrases to make a simple announcement.
- write short, simple, personal diaries, e-mails to express your needs, likes and dislikes.



# A - Camping



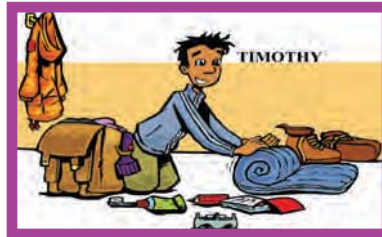
A. What are these signs saying? Match them to the statements.



- a. Avoid bears
- b. Camping Area
- c. Water Closet

B. Look at the pictures. Write who...

1. \_\_\_\_\_ is wearing a red T-shirt and standing near the tent.
2. \_\_\_\_\_ is wearing green trainers and holding a pan.
3. \_\_\_\_\_ is wearing jeans and sitting on the ground.
4. \_\_\_\_\_ is wearing a blue sweatshirt and down on his knees.



C. The teens in the pictures are camping in the Farstone Park. What are they doing now? Read the text and fill in the blanks with the correct phrases.

Hi! I'm Ginger. Here we are at the Farstone Park, camping with my seven friends. We've got a busy day, so everybody is (1) \_\_\_\_\_.  
 Peter and Tom are (2) \_\_\_\_\_.  
 Jack's (3) \_\_\_\_\_ and he's  
 (4) \_\_\_\_\_ at the moment. David, Karen  
 and Joe are (5) \_\_\_\_\_. David's  
 (6) \_\_\_\_\_ and Karen and Joe are  
 (7) \_\_\_\_\_. Timothy is in the tent. He's  
 (8) \_\_\_\_\_ and (9) \_\_\_\_\_.

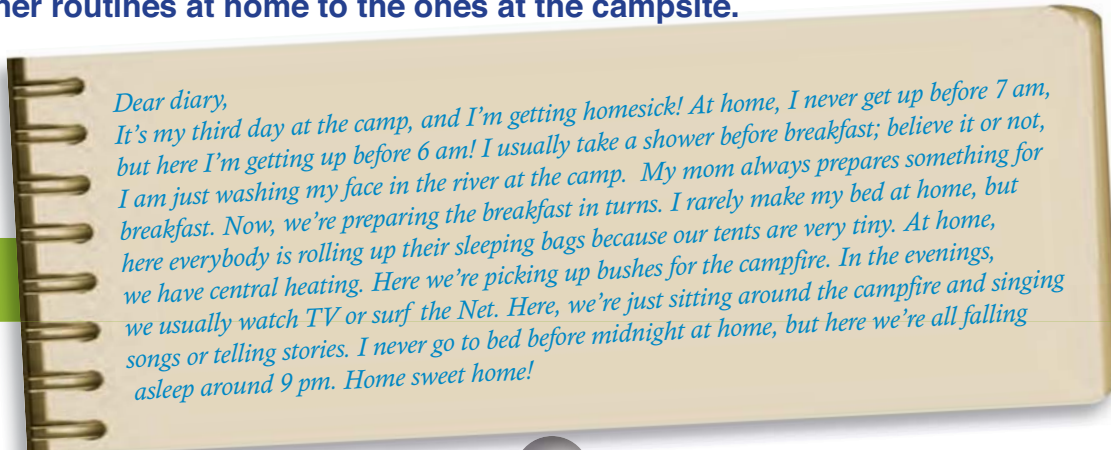


- peeling the carrots
- sitting on a log
- doing something different
- rolling up his sleeping bag
- cooking rice
- having a rest
- tidying the tent
- putting up the tents
- preparing the dinner

D. Read Ginger's Diary in activity E and write her feelings to the correct columns.

		At Home	At the Camp
Where	she's happy/sad		
	life's easy/difficult		
	life's enjoyable/boring		

E. Read the diary again and complete the chart on the next page to compare her routines at home to the ones at the campsite.





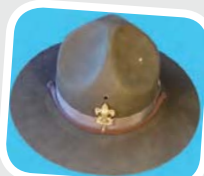
At home

At the camp

1.	
2.	
3. Her mom always prepares something for breakfast.	They're preparing the breakfast in turns.
4.	
5.	
6.	
7.	

**F. Read the diary again and answer the questions.**

1. Where does she usually take a shower?
2. Who prepares the breakfast at home?
3. Why are they picking up bushes?
4. Is Ginger watching TV at the camp?
5. What are they doing in the evenings?
6. When does Ginger go to bed at home?
7. How does she feel at the camp?



**Keep in Mind!**  
 Peter and Tom are putting up the tent now.  
 He's rolling up his sleeping bag at the moment.  
 Who's camping at Farstone Park?  
 Is Ginger watching TV at the camp?  
 At home, I never get up before 7 am...  
 ...here I'm getting up before 6 am!  
 We have lunch at 12 noon...

**G. Imagine you are the camp leader. Look at the camping schedule and make an announcement to your campmates. Express the time of the activities.**

Today's To-Dos	
6 am	get up and do morning exercise
7 am	have breakfast
8 am	do general cleaning
8.30 am	play "Uncle Zeb's Lost Treasure" camping activity
10.30 am	pick up firewood
11 am	prepare lunch
12 noon	have lunch
12.30 pm	take a nap
2 pm	play "Evolution" camping activity
4 pm	pick up firewood
4.30 pm	take a trip to the waterfall
5.30 pm	prepare dinner
6 pm	have dinner
7 pm	have fun around the camp fire
9 pm	go to bed

e.g. "Hi, everybody. Welcome to the Farstone Park Camp. I'm your camp leader... Now, I'm announcing our camp schedule... At 6 am we get up and..."



**A. Match the equipment to the pictures.**



a.



b.



c.



d.



e.



f.

- 1. Chlorine tablets      a. ....
- 2. Sleeping mat        b. ....
- 3. Rucksack            c. ....
- 4. Camping stove      d. ....
- 5. Torch                e. ....
- 6. Thermos             f. ....

**B. Listen to the phone conversation between the young scout and the camp leader. Complete the following expressions and questions. Then, decide who said them: (S) for scout, (L) for leader.**

- \_\_\_\_\_ a. ....can I ..... you?
- \_\_\_\_\_ b. ....of equipment do I .....for the camp?
- \_\_\_\_\_ c. ....of all you ..... a tent.
- \_\_\_\_\_ d. .... about food?
- \_\_\_\_\_ e. .... I .....anything to bring?
- \_\_\_\_\_ f. Just ..... a flask ..... a thermos.

**C. Imagine you want to attend to the camp and get information about the camp equipment. Write a dialogue between you and the camp leader, and act it out with your partner.**



**Useful Expressions**

- Well, first of all...
- How can I help you?
- Do I need...
- See you
- Hello
- Hi, this is...
- ...you need to bring...

**D. Imagine you are at the Farstone Park camp. Write in your diary; compare your life at home and at the camp.**



# B - Youth Exchange

A. Take a look at the pictures. These teenagers are in the Youth Exchange Programme. Do you want to join them? Why?

Time to read



B. Do you know anything about Youth Exchange Programme? Look at the definitions below and guess what it is.

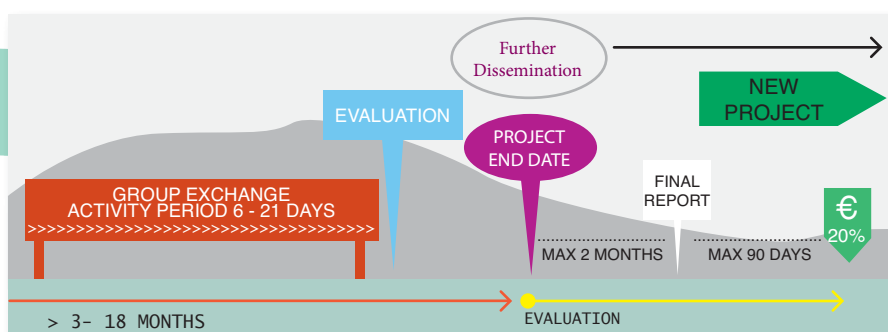
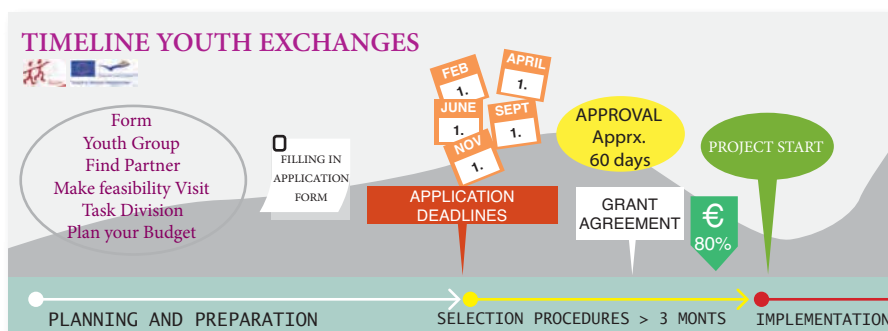
1. A particular type of voluntary organization to help people in need.
2. A leading organization using peaceful actions to expose global environmental threats.
3. An international non-profit organization promoting mobility, intercultural learning and international voluntary service.

C. Read Jason's preparations for the Youth Exchange Programme and examine the Timeline in activity D.

Jason is a university student and he decides to participate in a Youth Exchange Programme. He makes some researches on the Net and finds a genuine idea for his project. At first, he must find some friends to work with as a group. The group need to be hard working and open-minded. The members of the group needn't speak several languages but they should know English. Also, they must be free to travel abroad and they shouldn't have any illnesses.

Now, they are working together. They have to fill in the application form and they mustn't be late for the deadline. After the approval of the project, they can get a big amount of the budget. So, they don't have to spend their own money for the exchange.

D. Look at the Youth Exchanges Timeline and put the steps into correct order.



.....a. You can get 80% of your money before the project starts

.....b. You must work for dissemination

.....c. You should write your final report

.....1....d. You must find partners and plan your budget for the project

.....e. You have to fill in the Application Form before deadline

.....f. You can start your project

**B**

**E. Read the brochure and circle the correct one.**

**Youth Exchange Selection 2012-2013  
NOW OPEN!**

Ship for the Northern Europe Youth Programme (the UK)  
Sweden-Lithuania Youth Exchange Programme  
Sweden-Denmark Youth Exchange Programme

**Registration: 20-25 March 2012**

**Requirements:**

- ✓ Above-average academic performance
- ✓ EU or EU Candidates Citizen
- ✓ Active and Open Minded
- ✓ Age 18 – 30 years old
- ✓ No Travel Restrictions
- ✓ English Proficiency
- ✓ Healthy

For more information, visit our blog: <http://youthexchangeeu.blogspot.com>  
Contact Person: Harold Stevenson (01632 960008)

**Will you be the NEXT?**

1. You **should** / **can't** go to Australia by the exchange programme.
2. You **must** / **shouldn't** register between 20-25 March 2012.
3. You **have to** / **mustn't** be 18+.
4. Turkish students **might not** / **can** attend the Programme.
5. You **need to** / **don't have to** communicate in English.
6. You **should** / **needn't** be healthy.
7. You **may** / **shouldn't** be narrow minded.
8. You **may not** / **need to** be a successful student.
9. You **mustn't** / **might** have travel restrictions.

**Keep in Mind!**  
 You **shouldn't** have any illnesses.  
 The group **need to** be hard working.  
 They **mustn't** be late.  
 They **have to** fill in the Application Form...  
 He **must** find some friends to work with.  
 They **should** know English.  
 They **don't have to** spend their own money.  
 They **needn't** speak several languages.

**F. Put the following project ideas under the correct themes.**

Connecting Youth   Creative Recycling   Auto Mood Updater   Bicycle Power Cell Phone Charger

Entertainment	Technology	Society	Environment

**G. Work in groups of four. Choose one of the themes above and prepare a project idea. Explain why you choose it. Give your own opinions and suggestions for the project.**

**Useful Expressions:**  
 The name of our project is.....  
 We choose....., because .....  
 We think / believe / suggest.....  
 In our opinion,.....  
 We should .....



**A. Match the definitions to the symbols at an airport.**



- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....

- a) Foreign Exchange   b) Departures   c) Bar & Restaurant   d) Tourist Information   e) Transfers

**B. Work in pairs. Ask and answer about the meaning of the symbols.**

e.g. **Student A:** What does "i" mean in the second symbol?

**Student B:** "i" means "information".

**C. Listen to the conversation between an exchange student, Abigeal, and her host family at the airport. Then, answer the questions.**

- 1. How does Abigeal like the airport? \_\_\_\_\_
- 2. Which city are they in? \_\_\_\_\_
- 3. Where's Abigeal from? \_\_\_\_\_
- 4. How many suitcases does Abigeal have? \_\_\_\_\_
- 5. How long does it take from the airport to Karas' house? \_\_\_\_\_

**D. Imagine that you are an exchange student in Norway. Search on the Net and tell the class about customs and social rules in Norway.**

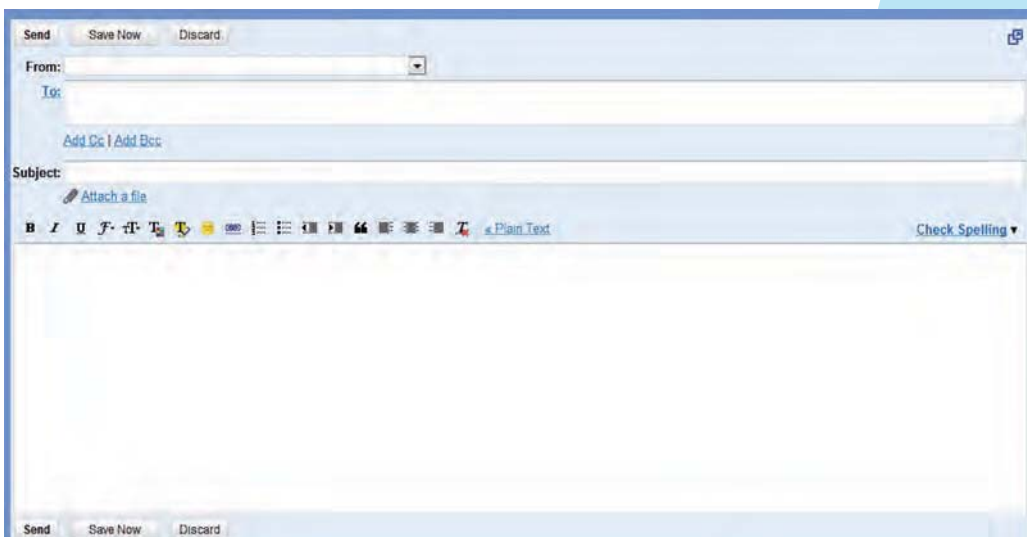
**Useful Expressions:**

In Norway, you can.....but you mustn't.....  
 You should..... You don't have to.....  
 You may ..... You can't.....

**E. Imagine you are an exchange student. Before going to Norway write an e-mail to your host family and inform them about your likes, dislikes and wishes.**

**You can write about:**

what kind of food you like/don't like... your illnesses or allergies...  
 ...special wishes (private room, bathroom, toilet, etc)  
 ...your English level.... ...academic degree..... your hobbies and phobias.....





# C - Work and Travel

Time to read

A. Read the following advertisement and fill in the blanks with the words in the box.

Do you have fantastic ideas in your mind like Sandra in the picture? Would you like to work, learn and travel round the world? So, work and travel is just for you!

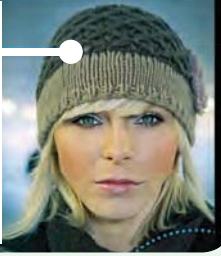
## WORK, LEARN & TRAVEL... ROUND THE WORLD

I WANT TO LEARN FROM A LOCAL CHEF IN HO CHI MINH CITY

I WANT TO SEE MONET'S WATER LILIES IN PARIS

I WANT TO WORK AS AN ENGLISH TEACHER ALL OVER THE GLOBE

I WANT TO COVER MY CRAZY MATES WITH TOMATOES IN SPAIN



You can learn about different cultures, have working experience, earn money and improve your English in WAT programme.

### Participants of the program need:

- to be aged from 18 to 23;
- to have a colloquial knowledge of English;
- to be a full time student of a University;
- to attend to University at least for two years.

You don't need any qualification or working experience. You will get training at the work place as necessary.

local - globe - experience - participants - colloquial - qualifications

1. My students want to understand..... English and they watch TV serials in English.
2. My grandma is over 90 years old and she has a lot of life.....
3. .... people in villages are very welcoming in Turkey.
4. You need to have good..... for a good job.
5. China exports goods all over the.....
6. .... of the race will join a party tonight.

B. Sandra is in Paris by a WAT programme. Read her e-mail and decide which picture on page 34 shows her living room.

Send Save Now Discard

From: sandra91@fastmail.com

To: jasonadam@fastmail.com

Add Cc | Add Bcc

Subject: Sandra in Paris

Attach a file

**B** *I* U **F** **T** **T** **T** **T** **T** **T** **T** **T** **T** **T** **T** **T** **T** **T** Plain Text Check Spelling

I hope you're all doing fine! It's the second week in Paris. I'm staying with a nice flatmate, a Japanese girl, Ayumi. Our flat has a living room, double bedrooms, a single bathroom and a nice kitchen. The building is very old -from the 19th century- but it's nice with stain glass French windows and white coloured furniture. In the living room, there are a dozen of pictures on the walls. There's a round dinner table in the middle of the room, and three old-fashioned chairs around it. Behind them, we have a couple of armchairs and a floor lamp in front of the windows. There's also a table lamp on the coffee table in the corner. Opposite the TV set, there's a comfortable sofa -great for having a nap- and behind the sofa we have a cosy corner for reading and playing board games. That's all for our living room. As you can see in the picture we have a large living room, so we can give home parties every fortnight!

I work at a cute tiny boutique hotel as a housekeeper. It's a 9 to 2 job, so I have plenty of time to wander around. I get €10 a day, it's not much but I can make ends meet.

I miss you all, love!

Sandy x x x x

Send Save Now Discard



.....a.



.....b.



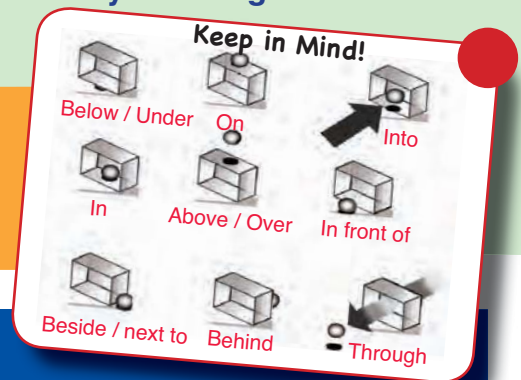
.....c.

**C. Read the e-mail and mark the sentences (T) true or (F) false. Correct the false ones.**

1. It's the 21st day in Paris for Sandra. ( ) \_\_\_\_\_
2. Her flat has got two rooms, a bathroom and a kitchen. ( ) \_\_\_\_\_
3. The flat is over three hundred years old. ( ) \_\_\_\_\_
4. There are twelve pictures on the walls of the living room. ( ) \_\_\_\_\_
5. There are two armchairs in the living room. ( ) \_\_\_\_\_
6. Sandra and Ayumi have home parties every fifteen days. ( ) \_\_\_\_\_
7. Sandra works eight hours a day. ( ) \_\_\_\_\_

**D. Now work in pairs. Ask and answer questions about your living room as in the examples below.**

- What are there on the walls?
- How many chairs are there around the table?
- Where's the TV set?
- How do you spend time in your living room?
- What is there in front of the window?



e.g.

**Student A:** Can you tell me about your living room?  
What are there.....?

**Student B:** Well, there is/are.....and .....

**E. Read the phone conversation between Sandra and Ayumi. Then, change the words in bold and write a short dialogue.**

**Sandra :** Hi **Ayumi**, this is **Sandra**.

**Ayumi :** Hello, where are you? I'm waiting for you **in front of the box-office** and **the film is about to start**.

**Sandra :** I'm so sorry, **Ayumi**. I know I'm late but the traffic is terrible and I'm stuck in it. I'm afraid I'll **miss the first part of the film**.

**Ayumi :** Oh, I see. I'm **buying a single ticket** then.

**Sandra :** OK, let's meet **at the café next to the cinema after the film**.

**Ayumi :** Fine, see you there then.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**F. Now act out the dialogue with your partner.**

Time  
to  
listen



**A. Listen to the radio interview. What is it about?  
Tick the correct topic.**

1. .... Advantages of WAT
2. .... Difficulties of being abroad
3. .... A Dream Travel

**B. Listen to the interview again and circle the correct one.**

1. Daniel and the Reporter are talking **at the studio / on the street / on the phone.**
2. Daniel has **good / bad / ugly** news.
3. Living abroad and getting used to a different culture is **difficult / easy / great.**
4. **The restaurant / The factory / The hotel** Daniel works for is a long way from home.
5. Sometimes a roommate can be **helpful / careful / awful.**
6. Daniel has a(n) **unfortunate / lucky / wonderful** experience.

**C. Listen to the interview once more and take notes for the following questions. Then, write a short paragraph about Daniel's experience by organizing your notes.**

- Who's Daniel?
- Where does he work?
- How far is the factory Daniel works for from home?
- Why does he think his roommate is an awful person?
- What does Daniel's roommate do all night?
- Why should you do some good research and choose the right agency?

**A. Look at the picture and guess: What is it about?**



**B. Discuss about why a country's flag is sacred and what your country's flag means to you.**

**C. Read the following story about Atatürk and answer the questions.**

It is the morning of August 30th, 1922. Commander in Chief Mustafa Kemal is walking around the front. Thousands of human and animal corpses make him feel sad and he says:

- This horrible scene can make the whole humanity feel ashamed. Yet, this is the result of a legitimate defence of the motherland. They forced us into this situation, but Turks will not do the same to the motherlands of other nations.

Then, he sees a Greek flag lying on the ground and says:

- Pick this up from the ground! A flag is the symbol of a nation's independence. You should respect even your enemy's flag.

1. What makes Atatürk feel sad in the front? .....
2. How does Atatürk describe the reason for the Turkish War of Independence? .....
3. What country's flag does he see on the ground? .....
4. Why does he order to pick the flag up from the ground? .....

**D. In your opinion, say which of the following titles is the best for the story above. Discuss why.**

1. This Is The Result Of A Legitimate Defence Of The Motherland.
2. Turks Will Not Do The Same To The Motherlands Of Other Nations.
3. A Flag Is The Symbol Of A Nation's Independence.

CHECK YOUR PROGRESS				
	I can...	😊	😐	😞
Listening	understand the phrases and expressions related to daily life and personal information.			
Reading	read a short text to understand the main theme and the expressions related to daily life. read a short text to put the events into the correct order and get the specific information.			
Speaking Interaction	communicate in simple tasks related to daily activities. communicate on the phone.			
Speaking Production	use series of phrases and sentences to describe daily activities. use series of phrases to explain my own opinions in a simple way. use series of phrases to make a simple announcement.			
Writing	write short, simple , personal diaries, e-mails to express my needs, likes and dislikes.			

# THEME 3

## COMMUNICATION

At the end of this theme you will be able to:

- catch the main points in short, simple, clear texts.
- understand the main phrases, expressions and words related to accepting and denying.
- read short and simple texts to understand the main themes and the written messages.
- find specific information on graphics and diagrams.
- communicate in simple tasks to express accepting and denying.
- communicate in simple tasks to ask for and give information.
- communicate in simple tasks to share experiences and make comparisons.
- use series of words and phrases to comment on graphics and diagrams.
- use series of words and phrases to make short and simple computer presentations.
- use series of words and phrases to summarize short and simple stories.
- write short, simple notes to explain past experiences and to make announcements.
- write the summary of short notes and fill in forms or questionnaires.



Time to read

A. Search the Net. When did the following forms of media start? Match the dates to the forms of media. List them from the most important to the least according to you. Compare your list with your friends' in the class.



1. Television

2. Newspapers and Magazines

3. Satellite TV and Internet

4. Movies

5. Radio

.....a. 1880

.....b. 1910

.....c. 1945

.....d. 1920

.....e. End of the 20th century

B. Read the dialogues; identify the forms of media and match the dialogues to the pictures.

1

**Emily** : I was at Lisa's home yesterday. There were nice pictures of Ashton Kutcher in the last issue of "Wow!"  
**Sue** : Really! Were they cool?  
**Emily** : Yes, and there were pictures from his last movie "No Strings Attached".  
**Sue** : Gorgeous! I'll buy it then.

2

**Dad** : What's wrong with that box?  
**Son** : I have no idea. It just went blank.  
**Dad** : Did you check the plug?  
**Son** : Of course I did.  
**Dad** : If so, we have to call the service.

3

**Abraham** : Did you check my blog last night?  
**Aaron** : No, I was very busy. Why?  
**Abraham** : I uploaded Christmas holiday's pictures.  
**Aaron** : Oh, at last. I'll have a look at them.

4

**Lindsay** : Why are you crying, dear?  
**Kathleen** : It was a very touching love story. The acting was amazing.  
**Lindsay** : And the soundtrack was great.  
**Kathleen** : By the way, I'll buy some popcorn before the second half.

5

**Mom** : Honey, change the station, please. You know I don't like heavy metal!  
**Son** : Mom! I don't like classical music, either. But we listened to it all the way long yesterday.  
**Mom** : At least you can turn down the volume a bit. I can't stand it!

a. ....



b. ....



c. ....



d. ....



e. ....

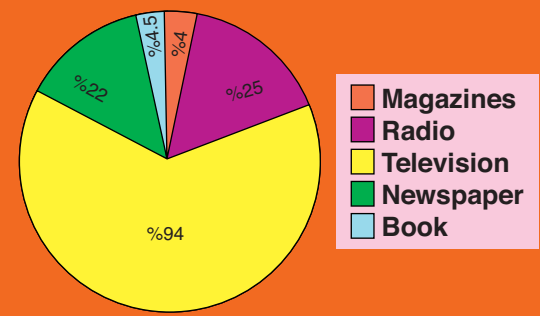




C. Read the diagram and complete the comments.

- 94% of Turkish people **watched television** in 2011.
- 25% of Turkish people \_\_\_\_\_.
- 22% of Turkish people \_\_\_\_\_.
- 4.5% of Turkish people \_\_\_\_\_.
- 4% of Turkish people \_\_\_\_\_.

Usage Forms of Media Rates in Turkey in 2011



D. Do a questionnaire in your class and ask your classmates about their media habits last week. Take short notes on a chart and summarize it to the class.

Names	Did you watch TV every night last week?	Did you surf the Net every day last week?	Did you listen to the radio every day last week?	Did you read any books?	Did you read any magazines?	Did you read any newspapers?

E. Make a diagram on the computer by using the data of your questionnaire and present it in the classroom.

**Useful Expressions:** I did a questionnaire about media habits of my classmates. And here are the results. As you can see on the diagram; .....% of my classmates...../ Only .....% of them.....



A. Who is the man in the picture? What does he do? What do you know about him?



**Keep in Mind!**  
 I **was** at Lisa's home yesterday.  
**Were** they cool?  
**Was** he in "Two and a Half Men"?  
 Yes, he **was**.  
 It **wasn't** fascinating as "The Butterfly Effect".  
 Where **were** you yesterday?  
 I **was** at the cinema.  
 I **uploaded** Christmas holiday's pictures.  
 Well, I **didn't** like it.  
 I **didn't** see you yesterday.  
 I **saw** the last movie of Ashton Kutcher.  
 Did you **check** the plug?  
 Of course I **did**.



**B. Listen to the biography of Ashton Kutcher and put the events in his life into correct order.**

- a. .... He married to the actress Demi Moore.
- b. .... He became a well-known actor with his film "The Butterfly Effect".
- c. .... He started studying biochemical engineering at university.
- d. .... He appeared in "The Guardian" with Kevin Costner.
- e. ...1... He was born in Iowa, USA.
- f. .... He started acting in "Two and a Half Men".
- g. .... He won a modelling contest.
- h. .... He produced and starred in "Killers".



**C. Listen again and complete the sentences by referring to the text.**

- 1. Kutcher had a family of ..... people.
- 2. His brother ....., so he was an unhappy teenager.
- 3. He started studying at University of Iowa in.....
- 4. "The Butterfly Effect" was a turning point in his life because .....
- 5. He became one of the well-paid actors after .....

**D. Read and act out the dialogue with your partner.**

**Student A** : Where were you yesterday?  
**Student B** : I was at the cinema. I saw the last movie of Ashton Kutcher.  
**Student A** : What was it like? Did you like it?  
**Student B** : Well, I didn't like it. It wasn't fascinating as "The Butterfly Effect".  
**Student A** : I watched him on TV last night as well.  
**Student B** : Was he in "Two and a Half Men"?  
**Student A** : Yes, he was.

**Keep in Mind!**  
 He produced **and** starred in "Killers".  
 Well, it was good **but / yet** not fascinating...  
 He didn't come from a rich **or** well-known family.  
 The TV was broken, **so** we called the service.  
 His brother had a heart transplant **because / for** he was ill.

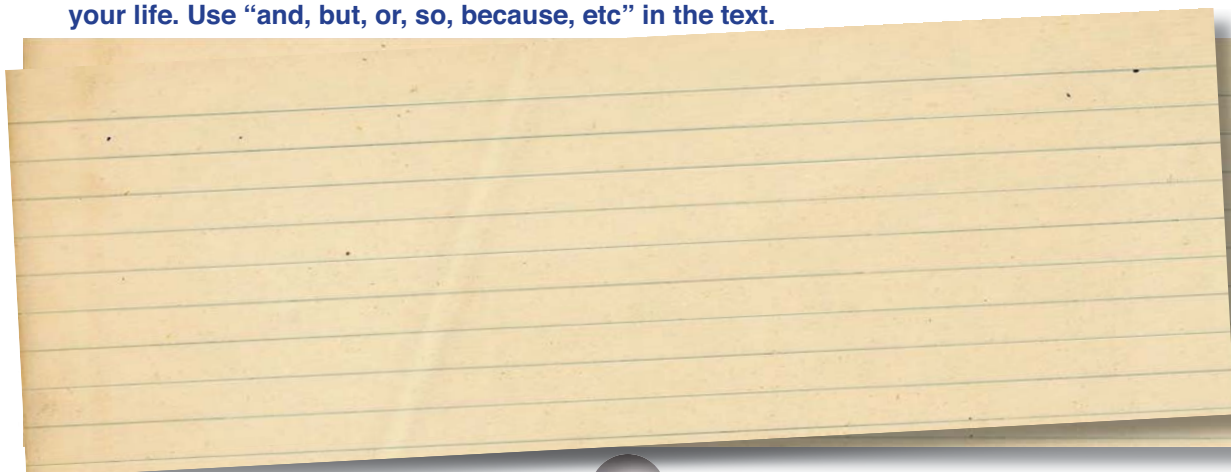
**E. Now work in pairs and write a similar dialogue about what you did yesterday. Then, share your experiences by acting it out to the class.**

**F. Think about three turning points in your life. Write a sentence about each of them.**

**turning point:** noun [countable] an important change in somebody's life which affects the future of the person.

**e.g.** beginning to school / winning a prize / losing somebody you like / having a sister or brother / falling in love / moving your house / passing an exam / getting a present / having an accident, etc.

**G. Now, write your short autobiography including your past experiences and turning points in your life. Use "and, but, or, so, because, etc" in the text.**





# B - Computers and the Net



## A. Match the words to the pictures.



- 1. ...profanity
- 2. ...wood
- 3. ...commode
- 4. ...garbage
- 5. ...jail
- 6. ...flu

## B. Read the poem and learn the previous meanings of the computer terms in bold. Then, use your dictionaries and find out the updated meanings of these words.

### Life Before The Computer

An <b>application</b> was for employment	application(n) : .....
A <b>program</b> used to be a TV show	program (n) : .....
A <b>cursor</b> used profanity	cursor(n) : .....
A <b>keyboard</b> was a piano.	keyboard(n) : .....

Log on was adding wood to the fire	log on(v) : .....
Hard drive used to be a long trip on the road	hard drive(n) : .....
A mouse pad was where a mouse lived	mouse pad(n) : .....
And a <b>backup</b> used to happen to your commode!	backup(n) : .....

Compress was something you did to the garbage	compress(v) : .....
Not something you did to a <b>file</b>	file(n) : .....
And if you <b>unzipped</b> anything in public	unzip(v) : .....
You'd be in jail for a while!	

Cut - you did with a pocket knife	cut(v) : .....
Paste -you used to do with glue	paste(v) : .....
A <b>web</b> was a spider's home	web(n) : .....
And a <b>virus</b> used to be the flu!	virus(n) : .....

## C. Now, read again and match the words in bold above to the symbols.





### Keep in Mind!

A program **used to be** a TV show.  
 A backup **used to happen** to your  
 commode.  
 Paste -you **used to do** with glue.

- D. Work in pairs, cover the poem in activity B and try to remember the words. Then;
- Compare and contrast the previous and updated meanings of the words above.
  - Ask and answer questions to talk about the similarities and the differences.

**Student A:** Was the meaning of web different or similar before the computer?

**Student B:** Before the computer, **web** used to mean a **spider's home**, but now it also means **World Wide Web**.

**Student A:** What about "**file**"? Did it mean the same?

**Student B:** **File** has a similar meaning before and after the computer, but the former **was made of paper**, the latter is **digital**.

Time  
to  
listen

- A. What are these words below? Try to find the missing letters.

a. c \_mp\_ t\_r

b. sc\_ \_nc\_ f\_ct\_ \_n

c. m\_m\_ry

d. b\_nk \_cc\_ \_nt

- B. Listen carefully and choose the main idea of the poem.

a. Memories of my girlfriend

b. Living in the past

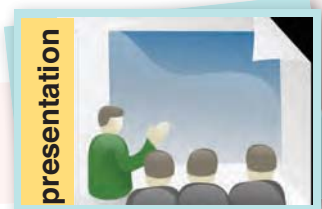
c. How meanings change over time

- C. Listen to the poem again and explain:

- Why did the poet write this poem?
- What did you like about it?
- What is the main feeling of the poem? Is the poem sad, joyful, funny or serious?

- D. Make a short computer presentation about how you use the Internet in your daily life. Use proper visuals in your presentation. Consider these questions:

- What do you use the Net for? (doing homework / chatting / watching videos / writing blogs ,etc)
- When do you use the Net most? (in the morning / afternoon / evening / at noon / night / the weekends, etc)
- How often do you use the Net? (on weekdays / on holidays / in summer months, etc)
- What sites are your favourites?
- Do you prefer meeting friends face to face or using social networks?



**Keep in Mind!**  
in the morning/ afternoon / evening /June /  
2012  
on weekdays / Sunday(s) / holiday(s) / Monday  
morning / 24th April  
at 6.30 /noon / night / the weekend(s) /  
Christmas / Feast / Easter

E. Look at the event below and create a similar event to announce. (a birthday party, a seminar, a wedding, etc)

The screenshot shows a Facebook event page for "Exam Coffee Breaks" created by Marty The Martlet. The event is public and scheduled for today at 10:30am until Thursday, December 15, 2011 at 12:30pm. The location is McGill Campus - various locations. The description states that the McGill Alumni Association hosts these breaks for over-worked and sleep-deprived students, offering free coffee, cookies, fruit, and highlighter pens. A schedule is provided for several days in December. The page also shows a list of people going to the event, including the host and several others.

The screenshot shows the "Create Event" form on Facebook. It includes fields for "Event name", "Date and time" (set to 1/9/2012 at 21:00), and "Location" (with a sub-field for "Add street address"). There is a "Details" field and a "Who's invited" section with a "Select guests" button. Two checkboxes are present: "Make this event public (anyone can see and join)" and "Show the guest list on the Event Page". A "Create event" button is at the bottom. The footer of the page includes "© 2012 - English (UK)" and navigation links like "About", "Advertising", "Create a Page", "Developers", "Careers", "Privacy", "Terms", and "Help".

# C - Communication Skills



A. Look at the smileys and match the expressions to the pictures. Which face do you think mostly belongs to you? Explain why.



.....1. angry      .....2. happy      .....3. confused      .....4. tired      .....5. sad      .....6. surprised

B. Read and choose the main idea of the text.

- a. Different people use different body language. b. Body language is a very powerful tool to communicate.

## The Body Never Lies

Body language is a way of non-verbal communication. Body posture, gestures, facial expressions, and eye movements are some forms of it. Humans send and receive almost all these signals subconsciously. According to scientists, 93% of human communication is body language but only 7% of communication is words themselves.

Body language may indicate aggression, attentiveness, boredom, relaxed state, pleasure, amusement, and excitement, among many other cues.

Improving your body language effectively can make a big difference in your communication skills, attractiveness and general mood. There is no specific advice on how to use your body language well. The way you use your body language depends on where you are and who you are talking to. You probably want to use your body language differently when talking to your headmaster or talking to your boy/girlfriend.

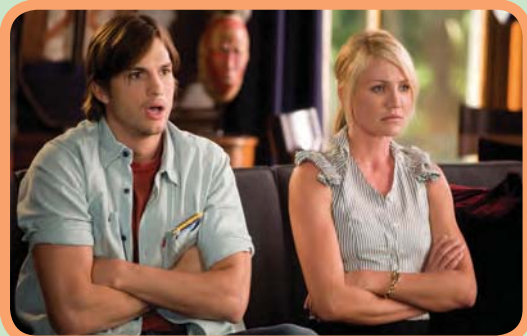
You can see some examples of body language and their meanings in the chart below:

NON-VERBAL BEHAVIOUR	INTERPRETATION
a. Arms crossed tightly on chest	defensiveness
b. Touching or slightly rubbing nose	rejection, doubt, lying
c. Sitting, legs separately	open, relaxed
d. Sitting with legs crossed, foot kicking slightly	boredom
e. Tapping or drumming fingers continuously	impatience
f. Stroking chin softly	trying to make a decision

C. Match the pictures to the non-verbal behaviours above.



1. ....      2. ....      3. ....      4. ....      5. ....      6. ....



### Keep in Mind!

There is no specific advice on how to **use** your body language **well**.

Humans **send** and **receive** almost all these signals **subconsciously**.

You probably want to **use** your body language **differently**...

The father-to-be is **tapping** his fingers **continuously**.

The woman is **stroking** her chin **softly**.



D. Look at the picture and analyze the body language of the people.



E. Now, work in groups and talk about how each person feels.

- e.g. Student A: I think Michael feels very ..... He's sitting .....
- Student B: I agree with you. He's also smiling .....How about Pam? Is she .....
- Student A: I don't think so. She's looking at Michael .....

**Useful Expressions:**

(I think) you're right / wrong / I (don't) think so. / No way! / That's (definitely / exactly) true. / I (don't) agree with you. / I'm afraid I disagree with you.



A. Give your own opinions briefly about the following statements.

- Social media is the best way of communication.
- Social media is a waste of time and makes you feel lonely.
- Real communication can only be face to face.

B. Put the expressions into the correct columns. Which ones express agreement and which ones disagreement?

I don't think	you're right	I don't agree with you	that's definitely true	I'm afraid I disagree with you
---------------	--------------	------------------------	------------------------	--------------------------------

AGREEMENT	DISAGREEMENT

C. Listen to the dialogue between Daniel and Jessica carefully. Decide who is "against" social media and who is "for" social media.

AGAINST	FOR

D. Match the words to their meanings. Use your dictionary or the Net if necessary.



A	B
.....1. desperately	a. rapidly and unexpectedly
.....2. wearily	b. tensely, anxiously
.....3. completely	c. unbelievably
.....4. suddenly	d. moderately, tardily
.....5. calmly	e. exhaustedly
.....6. nervously	f. fast
.....7. slowly	g. amazingly
.....8. incredibly	h. hopelessly
.....9. quickly	i. furiously
.....10. angrily	j. quietly and peacefully
.....11. surprisingly	k. totally, entirely

E. Read the story carefully and summarize it to the class. Use the words in column B above in your summary.

### The Stranger and the Gingernuts

A business woman was at the airport and she was very tired after a long business trip. Her return flight was delayed, so she started to wait at the airport desperately. She went to the airport shop wearily, bought a book, a coffee and a small packet of five gingernut biscuits. The airport was crowded, so she found a seat with difficulty next to a stranger. She started to read her book, after a few minutes she concentrated on it completely. Then, she took a biscuit from the packet and began to drink her coffee.

Suddenly, the stranger in the next seat took one of the biscuits and ate it calmly. She didn't say anything and she continued reading nervously. After a few minutes she picked up and ate the third biscuit slowly. Incredibly, the stranger took the fourth gingernut and ate it. Then he picked up the packet and offered her the last biscuit.

The lady picked up her belongings quickly, looked at the stranger angrily and walked to the boarding gate, because her flight was now ready. She opened her bag for the boarding ticket, and surprisingly found her unopened packet of gingernuts!

F. Listen to the short story and take short notes. You can ask your teacher to repeat or explain some parts of the text. Then, find a proper title and write a summary of the story .

NOTE TAKING	
Notes	Pictures
Summary:	Title:

JUST FOR FUN



## MEDIA QUIZ

1. A ..... is some kind of TV drama in parts based on inter-human relationships.

- A. documentary      B. sit-com      C. soap opera

2. “Those were today’s headlines. And now the weather..... “

- A. forecast      B. broadcast      C. presentation

3. I can’t stand that stupid comedy. Can you switch to another ....., please?

- A. host      B. channel      C. transmission

4. The time of day when most people are watching television is known as.....

- A. prime time      B. popular time      C. best time

5. The.... is the person who is responsible for the overall shape of the programme.

- A. actor      B. producer      C. director

## CHECK YOUR PROGRESS

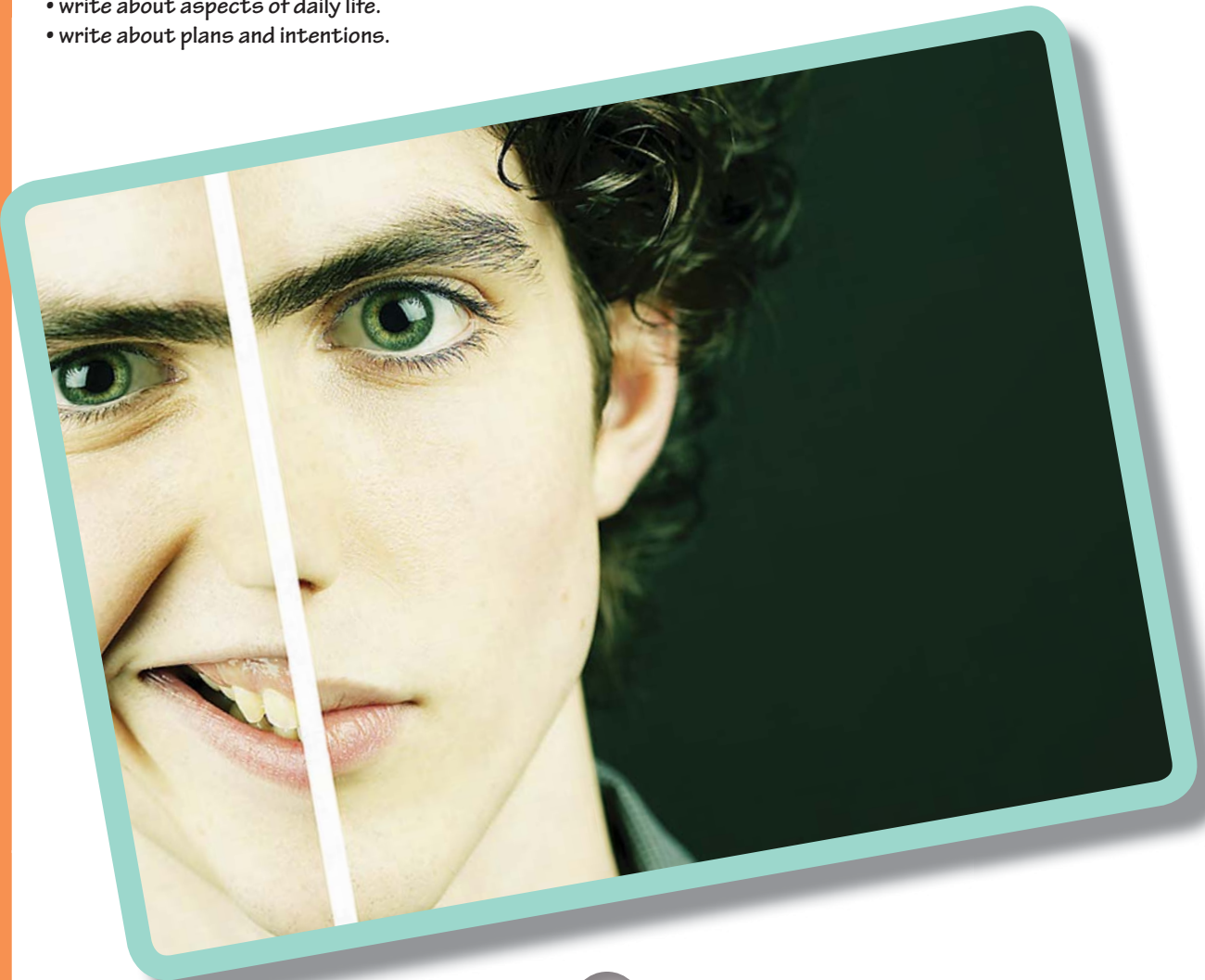
	I can...	😊	😐	😞
Listening	catch the main points in short , simple , clear texts. understand the main phrases, expressions and words related to accepting and denying.			
Reading	read short and simple texts to understand the main themes and the written messages. find specific information on graphics and diagrams.			
Speaking Interaction	communicate in simple tasks to express accepting and denying. communicate in simple tasks to ask for and give information. communicate in simple tasks to share experiences and make comparisons.			
Speaking Production	use series of words and phrases to comment on graphics and diagrams. use series of words and phrases to make short and simple computer presentations. use series of words and phrases to summarize short and simple stories.			
Writing	write short, simple notes to explain past experiences and to make announcements. write the summary of short notes and fill in forms or questionnaires.			

# THEME 4

## PERSONALITY AND CHARACTER

At the end of this theme you will be able to:

- understand what is said & asked slowly about personal information or daily activities.
- discriminate between the subjects and order of events of a daily conversation.
- understand phrases, words and expressions related to shopping.
- read short and simple texts to understand the written messages.
- read the short texts to understand and comment with the help of the visuals.
- communicate in simple tasks related to different daily situations.
- communicate in simple tasks to get some information.
- communicate in simple tasks by asking & answering the questions according to a presentation.
- use series of phrases and expressions to make a presentation.
- use series of phrases and sentences to make short speeches and put the events into the correct order.
- write about aspects of daily life.
- write about plans and intentions.



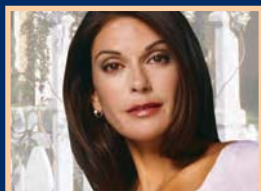


# A - Types of People



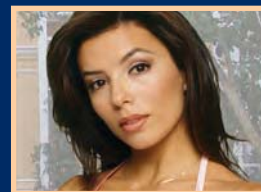
**A. Do you know these TV characters?**  
Tick the name of the series they take part in.

<input type="checkbox"/>	a. Charlie's Angels
<input type="checkbox"/>	b. How I Met Your Mother
<input type="checkbox"/>	c. Desperate Housewives
<input type="checkbox"/>	d. The Golden Ladies



Susan is a sociable and positive person. She is one of the funniest women on Wisteria Lane. Actually, she is an easy-going and friendly woman, but as a single parent, she is very strict and overprotective to her daughter, Julie. She always gets into sticky situations because she is a little bit simple-minded. She is loyal to all her friends on Wisteria Lane except Edie.

Gabrielle is an ambitious and determined woman. She is obsessive on her look, so she is very careful about her diet and she is also a fitness freak. She is lively and materialistic, but she can be sympathetic and supportive to her friends and family. In hard times, Gaby actually shows her strength and becomes reliable.



Lynette is a motherly, dynamic and hard working person. She tries hard to deal with her four children, her husband and her job. She is lovable because of her chaotic life and her ability to be honest about it. With four little children, it is impossible for her to keep the house neat, so she is a little bit untidy.

Bree is a perfectionist, fastidious woman and the most obsessive character on Wisteria Lane. She is a perfect hostess, friend, wife and mother. But her family is fed up with her emotional coldness, obsession with appearance and her endless demands on their lives. She is a very talented housewife and a skilful cook.



Edie is a strong-willed and self-employed business woman. She is probably the most hated character on Wisteria Lane because she spoils other women's lives. Her biggest rival is Susan and she is jealous of Gabrielle's luxurious life.

**B. Read the profiles of characters above and tick "True", "False" or "Don't know".**

	True	False	Don't know
1. Susan is less friendly than Bree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Susan is the most simple minded of all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Gabrielle is more obsessive than Bree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Edie is the fittest of all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Lynette is more powerful than Edie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Lynette is the tidiest of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Bree is colder than Susan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Bree is the worst cook on Wisteria Lane.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Edie is better at babysitting than Lynette.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Edie is the richest of all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### Keep in Mind!

Bree is **colder than** Susan.  
 Bree is **more obsessive than** Gabrielle.  
 Lynette is **better** at babysitting **than** the others.  
 Susan is **less friendly than** Bree.  
 Lynette is **the tidiest of** them.  
 Susan is **the most simple minded of** all.  
 Bree is **the worst cook on** Wisteria Lane.  
 Susan is one of **the funniest** women in the world.

C. Read the dialogue. Then, work in pairs. Change the words in bold and act out the conversation with your partner.

*Gaby is at a shopping mall.*

**Shop assistant** : Good morning, can I help you?  
**Gaby** : Hi. I'm looking for **a smart evening dress**.  
**Shop assistant** : Certainly, ma'am. We have **the most fashionable dresses of this year**. How about these?  
**Gaby** : They are **really nice**. Umm, but they **look a little big** for me. Do you have the **red or black** one in a **smaller size**?  
**Shop assistant** : I think so. Let me look. Oh, we have both. Would you like to try them on?  
**Gaby** : What do you think about them? Which one is **better**?  
**Shop assistant** : I think **the black** one is **perfect** but **the red** one is **more charming**.  
**Gaby** : Ok, I'll try **the red** one on.

D. Think about one of your shopping experiences. Tell it to your partner/classmates. Organize your speech by answering the following questions.

- When did it happen?
- What did you decide/need/want to buy?
- Where did you go?
- How did you get there?
- Who did you go with?
- How many shops did you visit?
- Did you find exactly what you want?
- Did you try it (on)?
- How much did it cost?
- How did you pay it? (in cash/by credit card, etc.)

E. Think about another shopping experience of yours. Write a paragraph answering the questions above. Consider the useful expressions:

**Useful Expressions:** First..., Next..., Then..., After that..., Later..., Finally..., etc.



**A. Where can you see these symbols?**

- a. at a bank      b. at a hospital      c. at a post office      d. at a restaurant



a.



b.



c.



d.

**B. Match the symbols to their meanings.**

1. ....Keep Dry    2. .... Handle with Care    3. ....Fragile    4. ....This Way Up

**C. Listen to the dialogue at the post office and complete the questions.**

**Sender** : Hello, I'd like to send a parcel.  
**Clerk** : Where (1)....., sir?  
**Sender** : To the USA.  
**Clerk** : By (2).....or (3)....., sir?  
**Sender** : Which (4).....?  
**Clerk** : Large package is cheaper by sea, and small package is cheaper by air.  
**Sender** : I see. How (5).....?  
**Clerk** : At least two weeks, sir.  
**Sender** : Ok, I'll send it by air. How (6).....?  
**Clerk** : Just a minute. I'll weigh and see... It's £90.  
**Sender** : Here you are. Thank you.

**D. How many ways of sending are possible at the post office? Do you think the sender's parcel is large or small? Discuss it with reasons.**

**E. Now, work in pairs and prepare a similar dialogue as in activity C. Then, act it out.**

Lined writing area for student response.

## B - Hobbies and Phobias

Time to read

- A. Have you got any phobias? What scares you most? Do you know any unusual phobias? Have you got any interesting hobbies? What do you enjoy doing in your free time?
- B. Read about four strange celebrities and match their hobbies and phobias to the pictures following the text.

### ORLANDO BLOOM 'TERRIFIED' OF PIGS. Star admits to pig phobia



Famous Hollywood actor Orlando Bloom is very fond of extreme sports. He likes doing snowboarding, paragliding, bungee jumping and surfing. He had many accidents and broke nearly half of his bones, but he continues to do extreme sports.

He is one of the bravest Hollywood actors, but he has a strange phobia; fear of pigs-swinophobia. He refused to take part in the film *Animal Farm* because of that phobia. "In 2005, I saw a pig on the set of *Kingdom of Heaven* and I began to run like crazy." confessed Orlando in one of his interviews.

Orlando is not the only famous name in Hollywood to suffer an irrational fear of something. From Nicole Kidman's mottephobia to the coulrophobic Johnny Depp and ornithophobic Scarlett Johansson, here's our selection of the top 3 celebrities with their strange phobias and interesting hobbies...



#### 1. SCARLETT JOHANSSON

Attractive Hollywood star Scarlett Johansson has an irrational phobia of birds. The 27-year-old is scared of seeing them around her. In her recent interview, she said, "I don't want to get too close to any bird. I don't know why, but something about wings and beaks and the flapping terrifies me." Scarlett is afraid of wings, but she has wings like an angel and works for charity to help the poor. Fighting against poverty is her leading hobby.



#### 2. JOHNNY DEPP

"Clowns scare me, so I think, having clowns around me will help me keep all bad feelings away," he once explained and admitted to his fear of clowns, named coulrophobia.

Johnny is scared of painted faces, but he loves painting portraits. He is also good at playing any musical instrument, especially the guitar.



#### 3. NICOLE KIDMAN

Forget snakes, spiders or murdering axe men; just an innocent butterfly can make Nicole's heart beat fast. She is afraid of butterflies and once said, "There is something frightening about them. Something weird." Butterfly phobia is linked to mottephobia - fear of moths.

Nicole is terrified by a flying insect, but she loves flying off a plane for skydiving. Another hobby of hers is playing console games, particularly brain training ones.



a.

..... 1. coulrophobia



b.

..... 2. snowboarding



c.

..... 3. mottephobia



d.

..... 4. working for charity



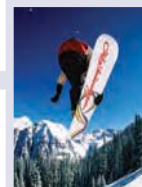
e.

..... 5. skydiving



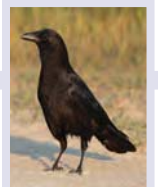
f.

..... 6. ornithophobia



g.

..... 7. painting portraits



h.

..... 8. swinophobia

# B

C. Write the hobbies and phobias of the celebrities in the chart.

CELEBRITY	HOBBY	PHOBIA
Orlando Bloom		
Scarlett Johansson		
Johnny Depp		
Nicole Kidman		

D. Talk about your hobbies and phobias. You can improve your speaking strategies considering the fillers in bold in the example.

**Well**, I like swimming. **Er...** I swim three days a week. **You know**, I want to be healthy. Swimming is good for health. **Um, I mean**, to be fit, you need to do some exercise. **Actually**, swimming is the easiest and the most enjoyable one for me. **On the other hand**, I don't like extreme sports. **That's to say**, I hate taking risks. I'm afraid of flying and I'm an agoraphobic person, **in other words**, I can't stand being in open spaces.

### Keep in Mind!

He **likes doing** snowboarding.... He **loves painting** portraits.

The 27-year-old is **scared of seeing** them around her. He is also **good at playing** any musical instrument.

**Fighting** against poverty is her leading hobby. **Having** clowns around me will help me... Another hobby of hers is **playing** console games.

He **refused to take part** in the film Animal Farm... I **began to run** like crazy. I don't **want to get** too close to any bird. He **continues to do** extreme sports.

An innocent butterfly can **make** Nicole's heart **beat** fast.

...clowns around me will **help me keep** all bad feelings away

A. Match the sentences to the pictures.



a.

b.

c.

d.

.....1. It's not **logical** to believe in ghosts.

.....2. **Flea markets** are always very cheap.

.....3. We have a **three-storey** house.

.....4. Dog is the most **loyal** animal to its owner.

.....5. Most insects have **antennas**.

.....6. I **can't stand** hot weather.

f.

e.

B. Listen to the people and match their hobbies or phobias.



1st man : .....	a. <b>Batophobia</b> - Fear of heights or being close to high buildings.
1st woman : .....	b. <b>Collecting coins</b>
2nd man : .....	c. <b>Katsaridaphobia</b> - Fear of cockroaches.
2nd woman : .....	d. <b>Riding a horse</b>
3rd man : .....	e. <b>Nosocomophobia</b> - Fear of hospitals.
3rd woman : .....	f. <b>Going to the cinema</b>

C. Are you scared of any of the phobias above? Share your feelings.

**D. Now work in pairs.**

**Student A** : Choose a phobia or a hobby in the list. Give a short explanation with key words.  
(Don't say the name of it!)

**Student B** : Try to guess the phobia or hobby Student A is talking about. You can ask three Yes / No questions to get more information.



**HOBBIES**  
Collecting Stamps  
Gardening  
Solving Puzzles  
Cooking

**PHOBIAS**  
Dentophobia - Fear of dentists.  
Musophobia - Fear of mice.  
Pyrophobia - Fear of fire.  
Tonitrophobia - Fear of thunder.



**E. Choose one of the main ideas below and write a paragraph about it considering the useful expressions given.**

- Hobbies have improving effects on our personalities.
- The phobias of people in my family are very strange.
- Our hobbies and phobias reflect our character.

**Useful Expressions:**

(to be) scared of... afraid of... fond of... keen on... interested in... good at... bad at...  
want... decide... refuse... continue... begin... / enjoy ...like... love... hate... dislike... / make... let...  
help...

# C - Habits and Intentions



- A. Are you a resolute person? Do you make short-term plans for your future? Talk about your short-term plans.
- B. Do you have any resolutions for this year? Do your resolutions match to the ones below?



## C. Read the dialogue and mark True (T) or False (F). Correct the False ones.

Every year Maggie makes her New Year's resolutions. She has good intentions but she never manages to keep them for very long. Now she is talking to her friend Hugh about her resolutions for this year.

**Maggie** : Happy New Year's Eve, Hugh!  
**Hugh** : Thanks, I hope it'll be a good year for both of us.  
**Maggie** : Sure it will. It's going to be a completely different year for me.  
**Hugh** : Wow, what are your New Year's resolutions?  
**Maggie** : Well, this year I'm going to make some radical changes in my life.  
**Hugh** : What do you mean?  
**Maggie** : You know, I eat a lot of junk food and I love chocolates and sweets. I'm going to eat healthier food this year.  
**Hugh** : Oh, it's not my cup of tea. I can't think of a life without hamburgers or Coke. Anyway, I'm going to start exercising.  
**Maggie** : Really! I'm going to take up Pilates to keep fit.  
**Hugh** : Oh! Pilates isn't for me. I'm going to start squash.  
**Maggie** : Sounds great! Also, I'm not going to waste so much time in front of TV or computer anymore.  
**Hugh** : Nor am I, but what are you going to do instead?  
**Maggie** : I'm going to spend more time with my family and friends. Besides, I'm going to make new friends so I'm joining a student club tomorrow for being more social.  
**Hugh** : Good idea! I need to be more social, too.  
**Maggie** : Why don't you come with me tomorrow?  
**Hugh** : Ok, I'll come with you. Where are we going to meet?  
**Maggie** : Don't worry; I'll call you tomorrow morning.

1. Hugh is going to make radical changes in his life. ( ) .....
2. Maggie is going to give up eating fast food. ( ) .....
3. Hugh can't live without doing Pilates. ( ) .....
4. Maggie isn't going to spend so much time in front of the screen. ( ) .....
5. Maggie is going to see her parents less often. ( ) .....
6. Only Maggie is joining a student club tomorrow. ( ) .....

## D. Whose resolutions are healthier and whose are more enjoyable? Explain why.

E. Think about your past and present habits, then your New Year's Resolutions to change the bad ones. Consider the example below and make a similar presentation of at least four habits.

**IN THE PAST**  
I used to go to bed early and sleep for at least 10 hours a day.

**AT PRESENT**  
I often go to bed quite late and can't sleep for more than 5 hours.

**IN THE FUTURE**  
I'm going to sleep more. So: First, I'm going to spend less time with computer. Second, I'm not going to stay out too late. Third, I'm going to go to bed before 11 o'clock.

F. Now, answer your friends' possible questions about your presentation and ask some questions for your friends' presentations.

**Keep in Mind!**

It's **going to be** a completely different year for me.  
 I'm **not going to waste** so much time in front of TV.  
 Is Hugh **going to join** a student club?  
 What **are you going to do** instead?  
 I'm **joining** a student club **tomorrow**.  
 I hope it'll **be** a good year for both of us.  
 Don't worry; I'll **call** you tomorrow morning.  
 Ok, I'll **come** with you.

G. Write about your plans and intentions in your diary. Choose at least three of the topics below.

- Sense of Environment
- Occupation
- Holiday
- Health
- Hobbies
- Friends
- Money
- Education





- A. Do you like shopping? Discuss what kind of things you like buying most.
- B. Listen to the dialogue considering the useful expressions and choose the correct option.

1. .... Which department is Karen at?
2. .... What's she going to buy?
3. .... What colour of it does she like?
4. .... How much is she going to pay for it?
5. .... How is she going to pay?

**Useful Expressions:**

How can I help you? / I'm going to buy... /  
 What do you think of this-these... / I'm not sure  
 for... / Do you have any... / How much... / I'm  
 going to pay in...-by...

	A	B	C
1			
2			
3			
4			
5			

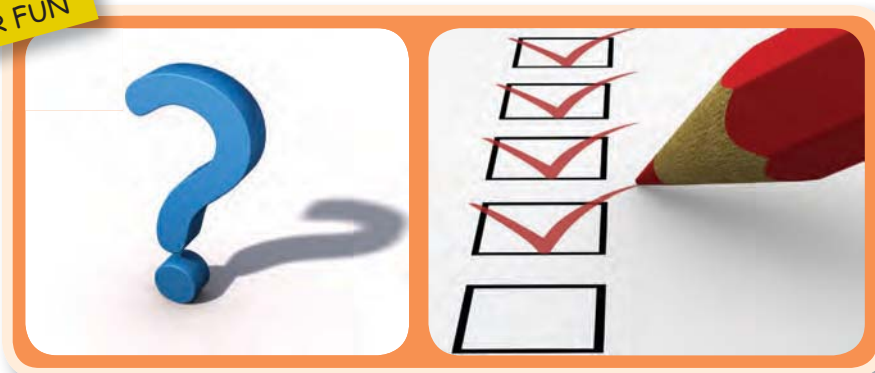
- C. Imagine you are at shopping. Listen to the dialogue again and act out a similar one with your partner by asking and answering questions.

**Student A:** You are the shop assistant. Describe the thing/ colour/price etc.

**Student B:** You are the customer. Ask the size/colour/price etc...



JUST FOR FUN



## ARE YOU LIVING FASTER?

Compared with two years ago, do you spend more or less time on these things? Do the questionnaire individually. Then, work in groups comparing your present and past lives. Finally, choose the busiest person in your group.

	√(more)	X(less)
working or studying		
talking on the phone		
spend time on a computer		
sitting in traffic		
seeing friends		
shopping		
spending time with family		
eating		
sleeping		

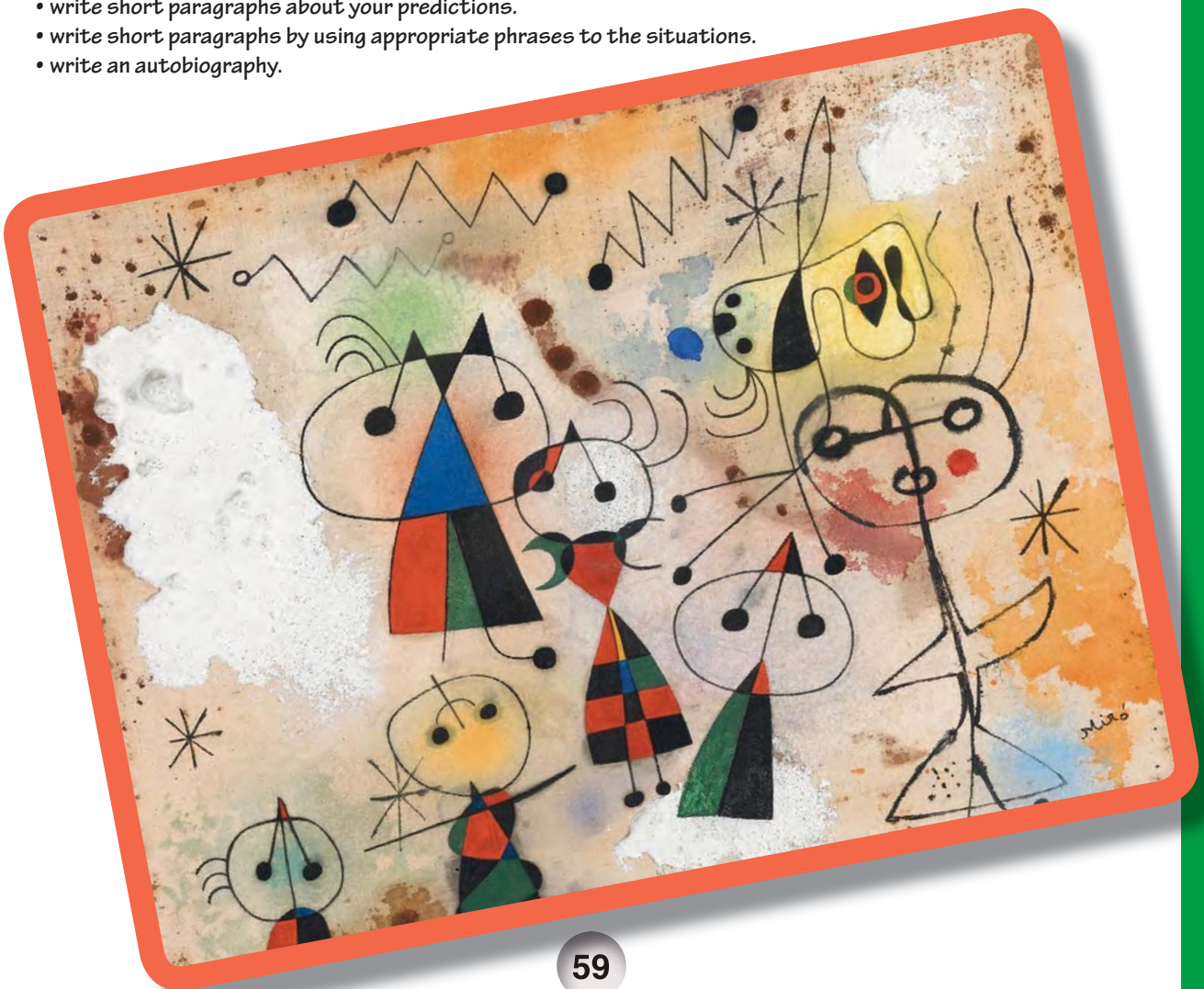
CHECK YOUR PROGRESS				
	I can...	😊	😐	😞
Listening	understand what is said & asked slowly about personal information or daily activities. discriminate between the subjects and order of events of a daily conversation. understand phrases, words and expressions related to shopping.			
Reading	read short and simple texts to understand the written messages. read the short texts to understand and comment with the help of the visuals.			
Speaking Interaction	communicate in simple tasks related to different daily situations. communicate in simple tasks to get some information. communicate in simple tasks by asking & answering the questions according to a presentation.			
Speaking Production	use series of phrases and expressions to make a presentation. use series of phrases and sentences to make short speeches and put the events into the correct order.			
Writing	write about aspects of daily life. write about plans and intentions.			

# THEME 5

## ART

At the end of this theme you will be able to:

- understand phrases, words and expressions in a simple task and guess a title for it.
- understand phrases, words and expressions related to your likes and dislikes and explain the reasons of them.
- read short and simple stories to summarize and comment on them whether you agree or disagree .
- read poems to get the main feeling.
- read biographies.
- communicate in simple tasks and make a debate if you agree or disagree with the opinion.
- communicate to express your feelings, wishes and demands.
- make simple purchases by asking the price.
- use series of phrases, words and expressions to make a short speech according to your notes.
- use series of phrases, words and expressions to explain your predictions.
- use series of phrases, words and expressions to express your likes & dislikes with their reasons.
- write a short story and put the events into correct order.
- write short paragraphs about your predictions.
- write short paragraphs by using appropriate phrases to the situations.
- write an autobiography.





**A. Do you like folk tales? Do you have a favourite one?**

**folk tale:** (n) c. a story that parents have passed on to their children through speech over many years.

**B. Look at the pictures below and skim through the tale. Do you think it is about;**

a. the war between two wolves?

b. the war between Good and Evil?

c. the war between the grandson and the grandfather?



**C. Read the famous Indian folk tale and answer the following questions.**

TWO WOLVES

ONE EVENING AN OLD CHEROKEE AND HIS GRANDSON WERE SITTING BY THE INDIAN CAMPFIRE. ALL THE MEMBERS OF THE TRIBE WERE CELEBRATING THE THANKSGIVING DAY AND THE WOMEN WERE SERVING TURKEY AND CORN TO EVERYBODY. WHILE THEY WERE ENJOYING THEIR MEAL, THEY SUDDENLY HEARD THE HOWL OF THE WOLVES. THE GRANDSON GOT SCARED AND ASKED THE OLD CHEROKEE:

"GRANDPA, WHY ARE THE WOLVES HOWLING LIKE THAT, ARE THEY FIGHTING?"

THE OLD MAN SMILED AND SIPPED HIS DRINK WHILE THE LITTLE INDIAN WAS LOOKING AT HIS WRINKLED NUT-BROWN FACE CURIOUSLY. WHEN THE OLD CHEROKEE BEGAN TO TALK, EVERYBODY SITTING ROUND THE FIRE WASN'T TALKING ANYMORE BUT LISTENING TO HIM SILENTLY. HE SAID:

"MY SON, THE REAL BATTLE IS BETWEEN TWO "WOLVES" INSIDE US ALL. ONE IS BLACK AND THE OTHER IS WHITE. THE BLACK ONE IS EVIL. IT IS SORROW, ANGER, JEALOUSY, REGRET, GREED, GUILT AND EGO. THE WHITE ONE IS GOOD. IT IS JOY, PEACE, LOVE, HOPE, GENEROSITY, TRUTH AND EMPATHY."

THE GRANDSON THOUGHT ABOUT IT FOR A MINUTE AND THEN ASKED HIS GRANDFATHER, "WHICH WOLF WINS GRANDPA?"

THE OLD CHEROKEE WISELY SMILED AND SIMPLY REPLIED, "THE ONE YOU FEED, MY SON."

ORIGIN UNKNOWN

1. What were the members of the tribe celebrating? .....
2. Were the women of the tribe serving chicken and rice for the celebration? .....
3. What did they suddenly hear while they were enjoying their meal? .....
4. Was everybody listening to the story of two wolves? .....
5. What does the black wolf symbolize? .....
6. What does the white wolf symbolize? .....

**D. Think about yourself. Which wolf do you feed more? Then, summarize the folk tale with your own words.**



E. Read the following proverb and decide which option gives the best meaning.

“In the war between good and evil, the major battleground is in the hearts of children, and the weapons are the lives of adults.”

- a. Bad parents cannot help their children at all.
- b. Children reflect what they get from their parents.
- c. Children can be better or worse than their parents.

F. Now, make a debate on the proverb above and explain your opinion with reasons.

**Student A:** Agrees with the proverb.  
**Student B:** Disagrees with the proverb.

**Useful Expressions:**  
 At first... / First of all... / To begin with...  
 Next... / Secondly... / Besides... / I think... / In my opinion...  
 Finally... / To sum up... / All in all... / In short...

**Keep in Mind!**  
 He sipped his drink **as/while** the little Indian **was looking** at his wrinkled nut-brown face curiously.  
**As/While** they **were enjoying** their meal, they suddenly heard the howl of the wolves.  
**When** the old Cherokee began to talk, everybody sitting round the fire **wasn't talking** anymore but **listening** to him silently.  
**Was** everybody **listening** to the story of two wolves?  
 Yes, they **were**. / No, they **weren't**.  
 What **were** the members of the tribe celebrating?



A. Match the pictures to the words.

- 1. .... starfish
- 2. .... high tide
- 3. .... low tide



a.



b.

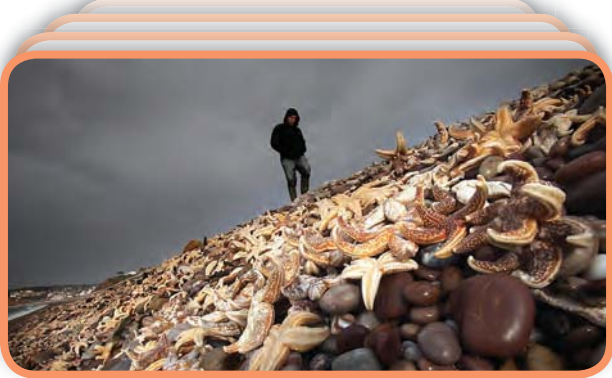


c.

B. Listen to the short story and choose the correct option. The main idea of the story is...

- A. Being a kind person can't possibly make any difference.
  - B. A small change can make a big difference.
- C. Listen again and take some notes about the story.

PLACE (Where?)	
CHARACTERS (Who?)	
THINGS (What?)	
EVENTS & ACTIONS (What happened?)	



D. Now, organize your notes and retell the story in your own words.

E. Put the following pictures of the famous fable into correct order.



a. ....



b. ....



c. ....



d. ....



e. ....

F. Write a three-paragraph short story by making use of the pictures above. Swap your writing with your classmate(s) and rearrange your text considering their feedbacks according to the peer correction table.

Peer Correction Table	(√) Yes	(X) No
Are there three paragraphs?		
Are the events in correct order?		
Does your peer mention the events in each picture?		
Do the sentences express the actions correctly?		
Is the spelling correct?		

# B - Poems

Time to read

## A. Match the phrases to the pictures.

1. .... 2. .... 3. .... 4. ....

a. To feel down and blue      b. To seem cruel  
c. To keep someone inside mind      d. To get dark

## B. Read the poem and find the main theme of it.

- a. loneliness      b. friendship      c. happiness

**Not Alone**  
 If you feel down and blue,  
 And life seems cruel to you,  
 Just remember you're not on your own,  
 I'll always be there and you'll never be alone,  
 If you don't see my face,  
 As hard as you look around the place,  
 Just close your eyes and think of me,  
 And before you know it there will be me,  
 If you keep me inside your mind,  
 Life will seem easier I think you'll find,  
 So when life gets too dark to bear,  
 Just close your eyes and I will be there.



## C. What makes somebody a good friend? Talk about it considering the poem.

## D. Look at the poem below. Work in pairs;

**Student A:** Read your poem to your partner.

**Student B:** Express what feelings, thoughts or ambitions the poem arouses in you.

### Useful Expressions:

It makes me feel... / I get the feeling that... / I'm just wondering if ... / I'm ... because...

*IF YOU GO AWAY  
 If you go away  
 On this summer's day  
 Then you might as well  
 Take the sun away  
 .....  
 But if you stay  
 I will make you a day  
 Like no day has been  
 Or will be again  
 We'll sail on the sun  
 We will ride on the rain  
 And talk to the trees  
 And worship the wind  
 .....*

**Keep in Mind!**  
**If you feel down and blue, I'll always be there and you'll never be alone.**  
**If you don't see my face, just close your eyes and think of me.**  
**If she needs help, she can/may/might call me anytime.**  
**What will you do if you don't pass the university exam?**  
**Unless I pass the university exam, I will have my military service.**  
**When life gets too dark to bear, just close your eyes and I will be there.**

Exchange the roles after the task and do vice versa.

Time  
to  
listen

A. Look at the picture and listen to the poem, then find a title for it. Explain why you choose this title.



- B. How does the poet describe a good friend in the poem? What does a good friend do to make you feel good?
- C. Look at the picture again and guess what will happen in their life in five years time considering the information below. Prepare a short speech and present it to your classmate(s).

Emily and Betty are good friends. They are studying at the same high school and both of them are hardworking and social teenagers. They like spending time together. Emily wants to be a famous singer and Betty wants to be a journalist. Emily is keen on music and aims to go to a conservatory. Betty is interested in writing about the life around her and she wants to study journalism and communication when she finishes high school.

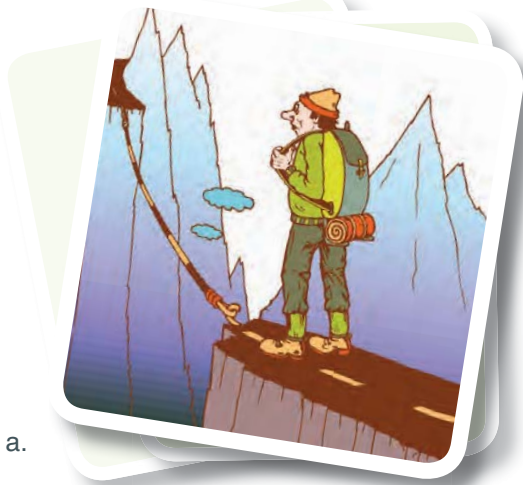
**Useful Expressions:**

e.g. I think Emily / Betty will... / She wants to... so she will... / She will... if she... / Maybe she might...





D. Look at the pictures and guess what will happen next. Write a short text for each of them (at least three sentences).



If he tries to cross the rope bridge, he may fall off it. If he falls off the bridge, he will get hurt badly. If he gets hurt badly, he should stay at hospital. If he stays at hospital, he can get well soon. If he gets well soon, he might want to cross the same bridge again!



If she forces the dog a little bit more, it.....  
.....  
.....  
.....



If the baby plays with matches,.....  
.....  
.....  
.....



If they hit each other, .....  
.....  
.....  
.....



A. Match the genres of music to the pictures. Which one is your favourite and why? Compare yours with your partner's.



1. ....  
 2. ....  
 3. ....  
 4. ....  
 5. ....  
 6. ....
- a. Rock      b. Jazz      c. Classical      d. Pop      e. Rap      f. Folk

B. Read the biographies and find a statement you agree with and one you disagree with. Then, explain why.

**THE BEATLES**

The Beatles were a rock and pop band from Liverpool, England. Formed in 1960, the group primarily consisted of John Lennon (rhythm guitar, vocals), Paul McCartney (bass guitar, vocals), George Harrison (lead guitar, vocals) and Ringo Starr (drums, vocals). The group worked with different musical genres, ranging from rock and roll to psychedelic rock. Their clothes, style and statements made them the most important trendsetters in 1960s. After the band broke up in 1970, all four members started their successful solo careers. The Beatles released more than 40 different singles, albums, and EPs selling over one billion records internationally. Theirs was the greatest commercial success in the history of popular music. In 2004, Rolling Stone magazine ranked the Beatles number one on its list of 100 Greatest Artists of All Time. Their influence on pop culture is still evident today.



**John Lennon**  
 (1940-1980)  
 Lennon was in the group from the very beginning. He wrote many hit songs together with McCartney. After the band broke up, he continued his solo career in the USA until a fan of his murdered him in New York.



**Paul McCartney**  
 (1942- )  
 McCartney was the songwriter fellow of Lennon. Theirs was one of the most successful songwriting partnerships of the 20th century. In 1997, the Queen, knighted him as Sir Paul McCartney.



**George Harrison**  
 (1943-2001)  
 Harrison was the lead guitarist of the Beatles. After the band's break up, he released many successful albums. He took part at number 11 in Rolling Stone magazine's list of "100 Greatest Guitarists of All Time". Harrison died of lung cancer in 2001.



**Ringo Starr**  
 (1940- )  
 He became the Beatles' drummer in 1962. He composed unique, stylistic drum parts for the Beatles' songs. He is married to Barbara Bach and he was a movie partner of hers in the 1981 movie "Caveman".

Statement you agree with	Why?
Statement you don't agree with	Why not?

C. What made the Beatles trendsetters in 1960s? .....



D. Which bands or singers are trendsetters nowadays? Which specialties make them trendsetters? Do you like them or not? Explain briefly.

**Useful Expressions:**

I think ... / In my opinion...  
 ...is-are very trendy because... /  
 I (don't) like their-his-her ... because...  
 ... and... make them-him-her trendsetters in... etc.

**Keep in Mind!**  
 It must be **mine**. I'll buy **her** car.  
 I don't have **my credit card** with me. Can I use  
**yours**?  
 He continued **his solo career** in the USA until a  
 fan of **his** murdered him in New York.  
 He is married to Barbara Bach and he was a  
 movie partner of **hers**. **Their** film was great.  
**Your house** is big and new, but **ours** is old and  
 cosy.  
**Theirs** was the greatest commercial success in  
 the history of popular music.



A. Match the sentences to their equals in meaning.



..... 1. I'm broke.  
 ..... 2. I like browsing through the music store.  
 ..... 3. You're such a fox!

a. I'm interested in looking around the goods without buying.  
 b. You are a smart person.  
 c. I don't have any money at all.



B. Spencer wants to browse through the music store. He asks Doris if she wants to go to the mall with him. Listen to the dialogue and tick the correct option.

1. Who is broke?  
 2. Who likes browsing through the music store?  
 3. Who wants to listen to new albums?  
 4. Who is smart like a fox?

DORIS  
 .....  
 .....  
 .....  
 .....

SPENCER  
 .....  
 .....  
 .....  
 .....

C. Work in pairs. Summarise the dialogue in activity B to your partner.

D. Read the dialogue, change the bold words and act out a similar one.

**Doris and Spencer are at the Music Store now.**  
**Spencer** : Wow, **Doris**. Listen to this; it's **beautiful**, isn't it?  
**Doris** : Yes, is it **Red Hot Chili Peppers**?  
**Spencer** : Yeah, and I think it's the **best** album of **theirs** by far.  
**Doris** : But you can't buy it now, what a pity!  
**Spencer** : Oh, it must be mine. I'll buy it.  
**Doris** : How are you going to **pay for it**?  
**Spencer** : Good point! I don't have **my credit card with me**.  
 Can I **use yours**?  
**Doris** : Oh, **Spencer!** You are hopeless!



E. Read the short biography of one of the members of Red Hot Chili Peppers below. Then, write your autobiography briefly in a short paragraph considering the following questions.



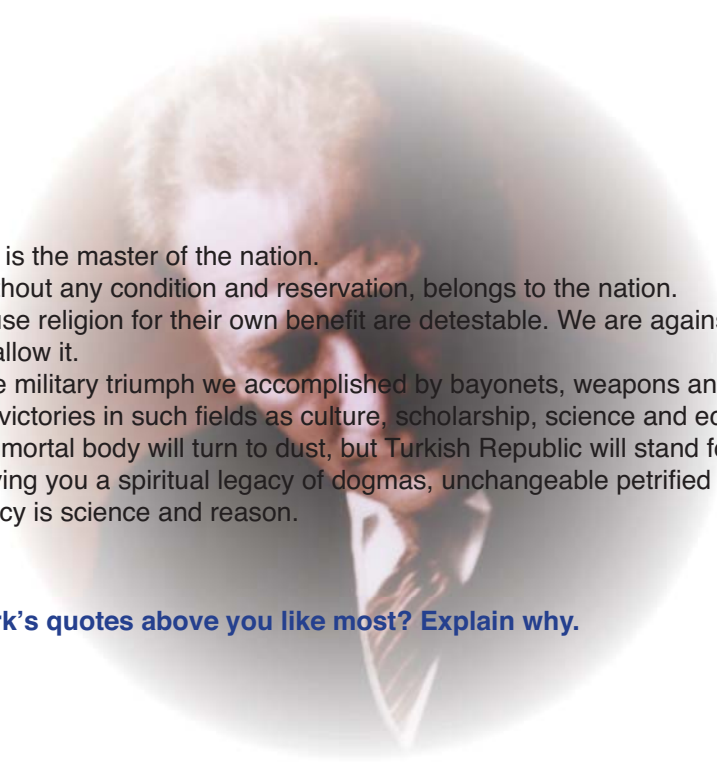
His name is Michael Peter Balzary, but he is better known by his stage name, Flea. He was born on October 16, 1962 in Melbourne, Australia. His parents' names are Mick and Patricia. He has brown hair and blue eyes. His family moved to the USA for his father's career when Flea was five. He attended Fairfax High School and founded a music band with his school-mates. The band got the name "Red Hot Chili Peppers" after a while and released many successful albums. They became well-known all over the world. He is considered as one of the best bass players in the world today.

1. What's your full name?
2. When were you born?
3. Where were you born?
4. What are your parents' names?
5. Were you named after anyone?
6. How many brothers and sisters do you have?
7. Where in the birth order were you born?
8. What is your hair and eye colour?
9. Are you right or left handed?
10. What primary school did you graduate from?

**A. What do you know about Atatürk’s principles? Which one is your favourite? Why?**

**B. Match Atatürk’s Principles to his quotes.**

- |                        |                      |                   |
|------------------------|----------------------|-------------------|
| 1. Republicanism ..... | 2. Secularism .....  | 3. Populism ..... |
| 4. Reformism .....     | 5. Nationalism ..... | 6. Statism .....  |



- The peasant is the master of the nation.
- Authority, without any condition and reservation, belongs to the nation.
- Those who use religion for their own benefit are detestable. We are against such a situation and will not allow it.
- Following the military triumph we accomplished by bayonets, weapons and blood, we shall strive to win victories in such fields as culture, scholarship, science and economics.
- One day my mortal body will turn to dust, but Turkish Republic will stand forever.
- I am not leaving you a spiritual legacy of dogmas, unchangeable petrified directives. My spiritual legacy is science and reason.

**C. Which of Atatürk’s quotes above you like most? Explain why.**

CHECK YOUR PROGRESS				
	I can...	😊	😐	😞
Listening	understand phrases, words and expressions in a simple task and guess a title for it. understand phrases, words and expressions related to my likes and dislikes and explain the reasons of them.			
Reading	read short and simple stories to summarize and comment on them whether I agree or disagree . read poems to get the main feeling. read biographies.			
Speaking Interaction	communicate in simple tasks and make a debate if I agree or disagree with the opinion. communicate to express my feelings, wishes and demands. make simple purchases by asking the price.			
Speaking Production	use series of phrases, words and expressions to make a short speech according to my notes. use series of phrases, words and expressions to explain my predictions. use series of phrases, words and expressions to express my likes & dislikes with their reasons.			
Writing	write a short story and put the events into correct order. write short paragraphs about my predictions. write short paragraphs by using appropriate phrases to the situations. write an autobiography.			

# THEME 6

## TOURISM

At the end of this theme you will be able to:

- catch the main point in short, simple, clear tasks and compare the similarities and differences.
- understand phrases, words and expressions in a simple, short task and guess its main theme or title.
- read short and simple texts including future plans.
- read and understand the abbreviations in the text.
- read and understand formal texts.
- read short texts and make predictions about them.
- communicate by asking and answering short, simple and clear questions.
- make a short and simple interview.
- communicate by telling your likes, dislikes and complaints.
- use series of phrases, words and expressions to explain whether you agree or disagree with someone's opinion.
- use series of phrases, words and expressions to make descriptions.
- write a paragraph about your feelings, dreams and opinions.
- write a paragraph by using abbreviations.
- write formal letters to give opinions or make complaints.



# A - Types of Tourism

Time to read

A. Match the types of tourism to the pictures. Which one is your favourite? Why?



a.

..... 1. Echotourism



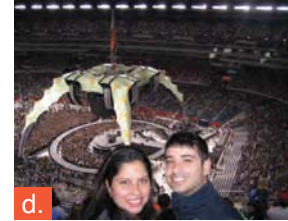
b.

..... 2. Music tourism



c.

..... 3. Safari tourism



d.

..... 4. Virtual tourism

B. Read the texts and answer the questions.

1. Do you think you are brave enough to join ghetto or disaster tourism?
2. When you get old, do you think you will have a cosmetic surgery?
3. If you have a lot of money in the future, do you think you will spend it on a personal space flight?

## Adventure Tourism

Adventure tourism is a type of tourism, involving exploration or travel to a remote, exotic and dangerous touristic area. This may include activities such as mountaineering, trekking, bungee jumping, mountain biking, rafting, zip-lining and rock climbing. Some extreme forms of adventure travel include disaster and ghetto tourism. Other rising forms of adventure travel include social and jungle tourism. Scuba diving at the Great Barrier Reef in Australia, hang gliding at Rio de Janeiro, ski and snowboarding in Nepal, rock climbing in Spain, mountain tourism in Greece and white water rafting in Turkey can be some possible recent travelling options of adventure tourism.



## Medical Tourism

Medical tourism (also called health tourism) is a term describing the rapidly-growing enormous travelling practice across international borders to get healthcare. Some typical curing services include surgeries such as joint replacement (knee/hip), cardiac surgery, dental surgery, and cosmetic surgeries. Over 50 countries have identified medical tourism as a national industry. Israel is famous for the Dead Sea, a world-famous therapeutic resort. Cuba provides cancer treatment, eye and cosmetic surgery and addictions rehabilitation. China serves treatments in cardiology, and neurology. India is famous for alternative medicine. And Turkey gives one of the best and most affordable treatments in ivf (in vitro fertilization) known as "test tube baby".



## Space Tourism

Space tourism is space travel for recreational, leisure or business purposes. A number of start-up companies are trying to create a space tourism industry these days. Orbital space tourism opportunities are limited and expensive, so only the Russian Space Agency provides transport by giving people dates in advance. The space tourists paid incredible, giant amount of money (US\$ 20–35 million) for the flights during the period 2001–2009. Some organizations such as the Commercial Spaceflight Federation use the term "personal spaceflight" instead of space tourism.



C. Which type of tourism in the text do you think will be more popular than others in the near future? Why?

Keep in Mind!									
Quantity	Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose	Noun
a	remote exotic dangerous							touristic	area
some	possible		recent					travelling	options
	rapidly- growing	enormous						travelling	practice
	incredible	giant							amount of money
a		huge	ancient	rectangular	white	Chinese	porcelain		plate
three	handsome		young			English			men

D. Study the chart below, make short descriptions for each city and perform in the class. Consider your own feelings and impressions, too.



Place	City	People	Weather	Food
New York, US	popular and crowded	friendly and talkative	very cold in winter	not healthy but delicious
Istanbul, Turkey	historic and amazing	easy-going and hospitable	usually warm, rainy in winter	tasty and exotic
Tokyo, Japan	modern but expensive	welcoming, patient and hardworking	mild except for winter	healthy but pricey



A. Match the definitions to the words.

___ 1. amazing (adj)	a. very pleasing or attractive; nice.
___ 2. charming (adj)	b. extremely interesting.
___ 3. fascinating (adj)	c. extremely good, especially in a surprising and unexpected way.

B. Sheldon and Sue are back from their Easter holiday. Listen and compare their holidays considering the similarities and differences. Then, tick the chart.



	Similar	Different
City		
Weather		
Food		
People		

Now listen again and write in what ways they are different or similar.

City	Paris was charming.	Frankfurt was amazing.
Weather		
Food		
People		

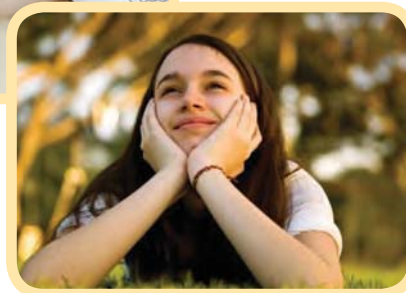




**C. Work in pairs. Make simple dialogues about your holiday experiences.**

**Student A: Ask the following questions.**

- Where did you go on your last holiday?
- What was the weather like?
- What were the people like?
- What was it like?
- What was the food like?
- Do you recommend it?

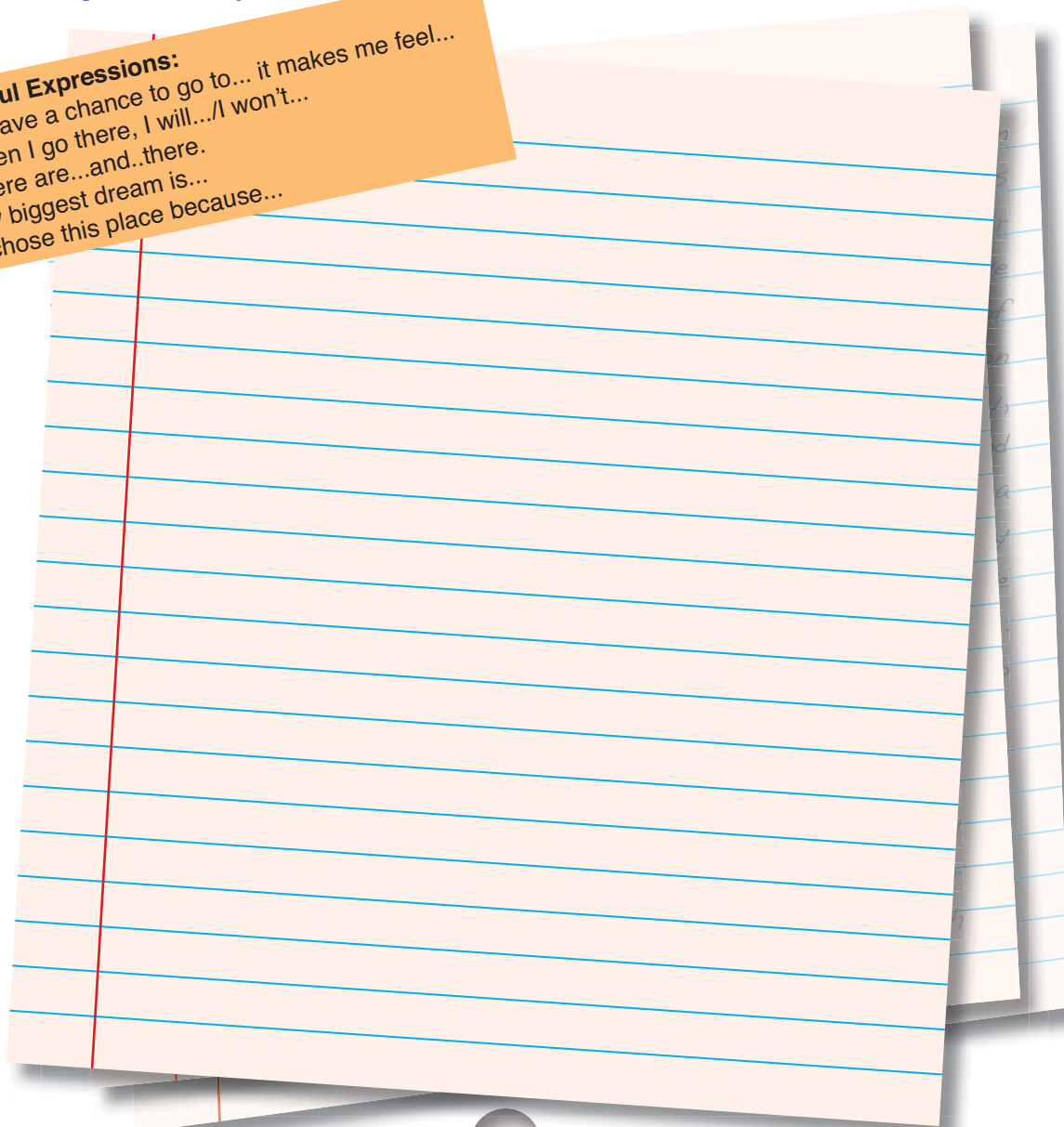


**Student B: Answer the questions.  
Then, swap the roles.**

**D. Think about your dream holiday destination. Write about it expressing your feelings, ideas and imagination freely.**

**Useful Expressions:**

- If I have a chance to go to... it makes me feel...
- When I go there, I will.../I won't...
- There are...and..there.
- My biggest dream is...
- I chose this place because...



## B - Unusual Travellers

Time  
to  
read

### A. Search the Net and find the meanings of these abbreviations.

- |                    |                  |
|--------------------|------------------|
| 1. CU L8R : .....  | 5. 2DA : .....   |
| 2. 2MORO : .....   | 6. SOME1 : ..... |
| 3. LOL : .....     | 7. PLS : .....   |
| 4. TXT MSG : ..... | 8. ASAP : .....  |

### B. Read the letter and find what Ricardo is planning to do.

Dear Marian,

How r things with you? R u fine? We're all well here. I'm looking forward to our holiday with Antonio. We're going to the Antarctic for 11 days! There's so much to do there – here's our schedule:

We're arriving at Buenos Aires Airport on the 1st day. After a short tour in the city, we're arriving at the hotel. We're going to have enough time to explore the city after the check in.

The 2nd day, after the breakfast we're going to the airport and flying to Ushuaia. You know, Ushuaia is the southernmost city in the world. After some sightseeing, we're boarding on the cruiser, and then we're joining a cocktail to meet the other guests and get brief info about our voyage in the evening.

At last we're arriving in the Antarctic after two day's voyage on the 4th day.

From the 4th to the 8th day of the tour, we're observing the whales, penguins and seals while passing through the Lemaire and Neumayer Canals. Depending on the weather, we're going to have chance to join Zodiac trips to the coasts of Whaler Bay, Halfmoon Island, Yankee Harbour, Cuverville Island and Errera Canal.

When we go to Brown Bluff, the farthest city of the peninsula, we will be able to see the floating icebergs!

After exploring the Antarctic, on the 9th day, we start our returning trip from Ushuaia to Buenos Aires by cruiser.

We're getting to Buenos Aires on the 10th day. We're going to be free whole day after breakfast.

On the 11th day, very early in the morning we're getting to the airport for the flight home.

That's all 4 us! How abt u? Do you have any plans for ur holiday? B4n!

Best wishes,  
Ricardo

PS: THX 4 the CDs. ILUV'EM!



### C. Read again and answer the questions.

- Who is Ricardo going on holiday with? .....
- Which means of transport are they going to use? .....
- How many days is the journey going to take? .....
- What are they going to do in Ushuaia? .....
- Where are they going to see the floating icebergs? .....
- How many days are they staying in Buenos Aires? .....

# B

D. Write the full form of these abbreviations from the letter.

1. RU : .....	6. B4N : .....
2. INFO : .....	7. PS : .....
3. 4 : .....	8. THX : .....
4. ABT : .....	9. CD : .....
5. UR : .....	10. ILUV'EM : .....

E. Do you think a trip to the Antarctic is a good idea? Why (not)? Explain briefly.

**Useful Expressions:**  
I think a trip to the Antarctic is (not) a good idea because...

F. Discuss about your dream destination for a fantastic holiday. What kind of opportunities do you think you will find there? What kind of activities are you interested in doing while you're on holiday?

**Useful Expressions:**  
My dream destination is... / I would like to... / I think I'll be able to...  
While I'm on holiday I love to... / I'm interested in... so...

**Keep in Mind!**  
We're going to the Antarctic for 11 days!  
After the breakfast we're going to the airport and flying to Ushuaia.  
We're going to have enough time to explore the city after the check in.  
We're going to be free whole day after breakfast.  
When we go to Brown Bluff, the farthest city of the peninsula, we will be able to see the floating icebergs!



A. Match the words to the pictures. Guess what type of tourism you are going to listen about.



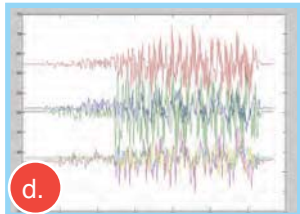
..... 1. orbit



..... 2. vibration



..... 3. lift-off



..... 4. engine

B. Listen to the short story of an unusual traveler. Then:

1. Choose the appropriate topic from the options.

- a. a trip to heaven      b. a trip to Kazakhstan      c. a trip to space

2. Answer the questions.

- a. What kind of travel did Dennis Tito have?      b. Where did he go?

C. Listen again and tell how Dennis Tito felt about the travel.



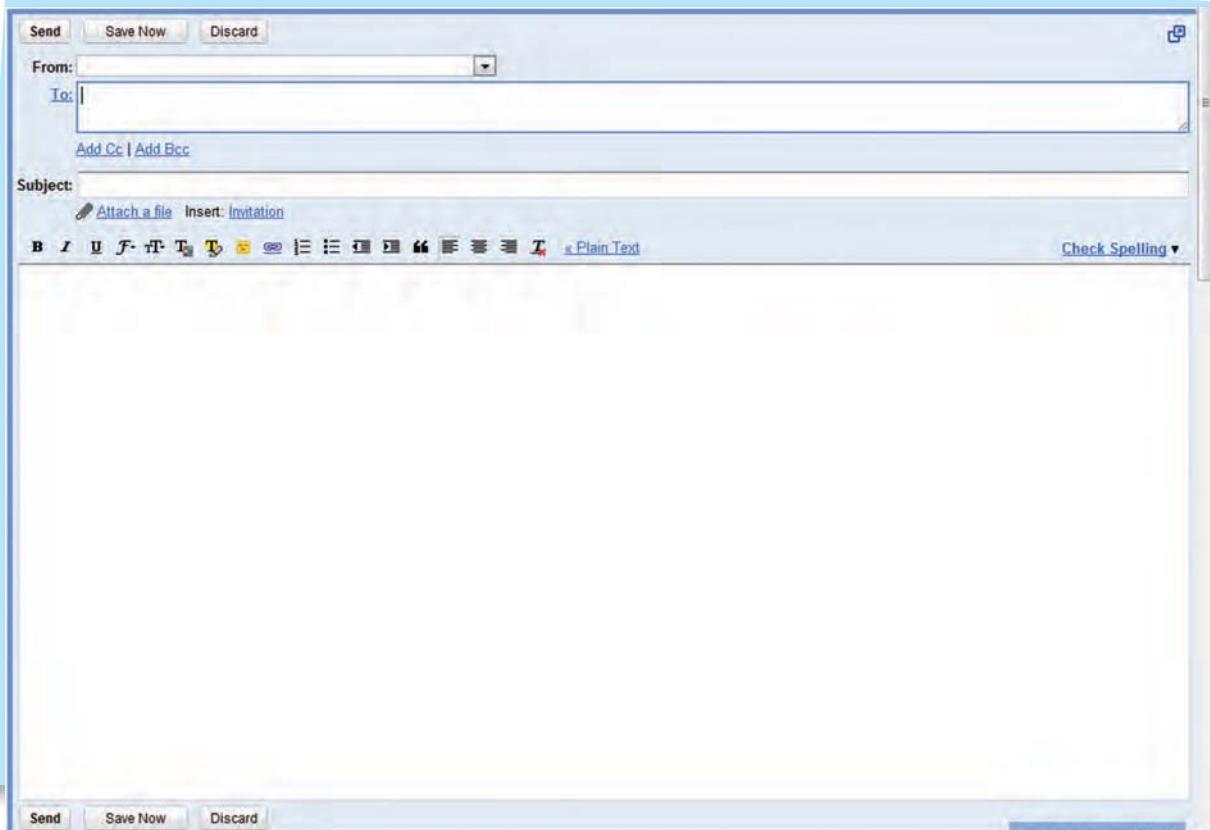
D. Work in groups of four and make a short interview. Ask at least four questions by trying to draw attention.

**Student A** : You are Dennis Tito. You are just back from space travel. There are a lot of journalists around you now.

**Student B/C/D** : Each of you is one of the journalists trying to make an interview with Dennis Tito. Ask him some questions by trying to draw his attention. Use the following patterns.

- Excuse me, .....
- May I have .....?
- Can I ask .....?
- Could you explain .....?
- Sorry but, you said.....didn't you?

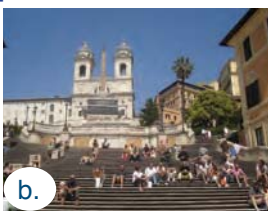
E. Imagine that you have an opportunity to make your dream travel. Write an e-mail to your best friend and explain your plans, ideas, feelings and dreams about your travel. Use abbreviations where available.



# C - Travelling Issues



## A. Match the places in Rome to the pictures.



.....1) Colosseum      ..... 2) St Peter Square      ..... 3) Spanish Steps      ..... 4) Trevi Fountain

## B. Read the following complaint letter and answer the questions.

Mr. Paul Peterson  
1422 Ocean Drive  
Jacksonville  
Florida  
USA

Orion Travel Agency  
Via Cavour 39  
00184 Rome  
Italy

April 12, 2012

Dear Sir / Madam,

We are writing to complain about our holiday in Rome. We stayed in the “four-star” Hotel Moonetta in April. The travel agent told us it would be fine at that time of the year but it was not warm enough, it rained every day and the streets were flooded. As a result, we could not have enough time to go any sightseeing.

Your brochure said that “rooms overlook the Colosseum”, but our room overlooked a narrow street with a view of a brick wall. When we complained to the receptionist, she offered us a suit - at an additional charge! And it was too expensive.

I expected to find a satellite TV in a four-star hotel, but there was not one in our room. When we asked the receptionist, she said there were not any TVs in the hotel, and that we could watch TV at home. In addition to all these problems, room service was too slow.

In conclusion, our holiday to Rome was awful because of all these inconvenient issues. We were very unhappy with the service we received and we would like our money back. We await your reply and our compensation.

Yours faithfully,  
*Peterson PS*  
Mr. and Mrs. Peterson

1. Where do the couple live? .....
2. What city did they go for their holiday? .....
3. Which hotel did they stay in? .....
4. Were the hotel facilities good enough? .....
5. Did their room overlook a nice view? .....
6. Who offered a suit with an extra charge to them? .....
7. Was the room service fast enough? .....
8. Why did they write this letter? What did they ask for? .....

## C. Discuss about what the travel agency will do. Will they accept to refund or not?

**Keep in Mind!**  
**Where do the couple live? Who offered** a suit with an extra charge to them?  
**Did their room overlook** a nice view? **What city did they go** for their holiday?  
**Why did they write** this letter? **What did they ask** for? **Was** the room service fast enough?

**D. Read the dialogue. Choose one of the issues given and act out the dialogue by changing the bold words. Then, swap the roles.**

**Receptionist** : Good morning, can I help you?  
**Complainer** : I'd like to make a complaint about **the room I'm staying now**.  
**Receptionist** : I'm sorry to hear that. What exactly is the problem?  
**Complainer** : First of all **the air conditioner isn't working properly** and **it's too hot inside**. Then, **the people in the room above sound like they are having all-night parties, every night!** So, **I can't have enough sleep**.  
**Receptionist** : Oh, I see.  
**Complainer** : I demand **another room** or my money back!.  
**Receptionist** : I do apologize but I'm afraid **all the rooms are full**. I'd like to offer you a 20% discount on the price as a gesture of goodwill.  
**Complainer** : A 20% discount, you must be joking! I want to see the manager.

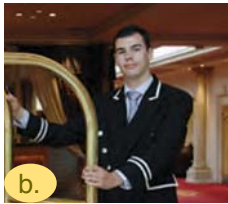


Issue 1	Issue 2	Issue 3
- the meals are awful	-the swimming pool is out of use	-the sports centre is closed

**Keep in Mind!**  
 The travel agent told us it would be fine at that time of the year but it was not **warm enough**, it rained every day.  
 As a result, we could not have **enough time** to go any sightseeing.  
 She offered us a suit - at an additional charge! And it was **too expensive**.  
 In addition to all these problems, room service was **too slow**.



**A. Match the staff to the pictures.**



- ..... 1. Tour desk clerk
- ..... 2. Receptionist
- ..... 3. Waitress
- ..... 4. Bellboy

**B. Listen to the staff talking to the manager about their problems in the hotel. Match each story to the solution the manager finds.**

1st Staff : .....	a. improve restaurant service.
2nd Staff : .....	b. employ more experienced safari guides.
3rd Staff : .....	c. update the brochure.

**C. Now listen to the 4th staff talking about his problem and write a solution for it.**

Solution: .....

**D. Do you think the hotel manager is fair to his staff? Imagine that you are the hotel manager; tell us what else you can do when you face such kind of issues in your hotel.**



**E. Put the expressions from the box into the correct places to form the layout of a formal letter.**

**Signing off / Date / Address of the Recipient / Your Address / Signature / The Salutation**

<p>1.....</p> <p>2.....</p> <p>3.....</p> <p>4.....</p> <p>First Paragraph ( Give the reason for writing and keep it short)</p> <p>Middle Paragraph(s) ( Put details and give the relevant information)</p> <p>Last Paragraph ( State what action you expect the recipient to take)</p> <p>5.....</p> <p>6.....</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Orion Travel Agency Via Cavour 39 00184 Rome Italy</p> </div> <div style="width: 45%;"> <p>Mr. Paul Peterson 1422 Ocean Drive Jacksonville Florida USA</p> </div> </div> <p style="text-align: right;">April 12, 2012</p> <p>Dear Sir / Madam,</p> <p>We are writing to complain about our holiday in Rome. We stayed in the "four-star" Hotel Moonetta in April. The travel agent told us it would be fine at that time of the year but it was not warm enough, it rained every day and the streets were flooded. As a result, we could not have enough time to go any sightseeing.</p> <p>Your brochure said that "rooms overlook the Colosseum", but our room overlooked a narrow street with a view of a brick wall. When we complained to the receptionist, she offered us a suit - at an additional charge! And it was too expensive.</p> <p>I expected to find a satellite TV in a four-star hotel, but there was not one in our room. When we asked the receptionist, she said there were not any TVs in the hotel, and that we could watch TV at home. In addition to all these problems, room service was too slow.</p> <p>In conclusion, our holiday to Rome was awful because of all these inconvenient issues. We were very unhappy with the service we received and we would like our money back. We await your reply and our compensation.</p> <p>Yours faithfully, <i>Peterson PS</i> Mr. and Mrs. Peterson</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**F. Choose one of the issues below and write a complaint letter to the hotel management.**

Issue 1	Issue 2	Issue 3
- the meals are awful	- the swimming pool is out of use	- the sports centre is closed



## JUST FOR FUN

Put the words in the correct order to make a meaningful sentence.

1. addictive-be-can-really-the-surfing-web

.....

2. can-create-homepage-own-you-your

.....

3. also-and-can-download-files-music-you-video

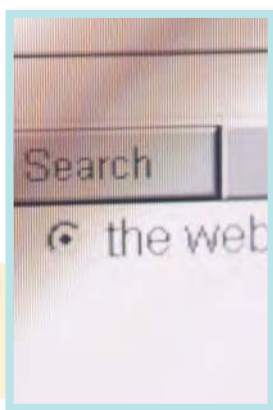
.....

4. are-different-engines-find-to-information-there-search

.....

5. on-waste-internet-lot-the-you-a-may-of-time

.....



### CHECK YOUR PROGRESS

	I can...	😊	😐	😞
Listening	catch the main point in short, simple, clear tasks and compare the similarities and differences. understand phrases, words and expressions in a simple, short task and guess its main theme or title.			
Reading	read short and simple texts including future plans. read and understand the abbreviations in the text. read and understand formal texts. read short texts and make predictions about them.			
Speaking Interaction	communicate by asking and answering short, simple and clear questions. make a short and simple interview. communicate by telling my likes, dislikes and complaints.			
Speaking Production	use series of phrases, words and expressions to explain whether I agree or disagree with someone's opinion. use series of phrases, words and expressions to make descriptions.			
Writing	write a paragraph about my feelings, dreams and opinions. write a paragraph by using abbreviations. write formal letters to give opinions or make complaints.			



# THEME 7

## NATURE AND ENVIRONMENT

At the end of this theme you will be able to:

- catch the main point in short, simple, clear messages and announcements.
- understand phrases, words and expressions in a simple, short task and guess the content or theme of it.
- understand phrases, words and expressions in a simple, short task and find a title for it.
- read short and simple ads, announcements and posters and understand the written messages.
- read and understand the simple and short stories and guess the conclusion of it.
- read and understand informal letters.
- read short texts and find a title for it.
- communicate in a simple task and join a conversation and get some information.
- communicate in a simple task to share information.
- communicate in a simple task to explain your future plans.
- use series of phrases, words and expressions to ask and answer the questions.
- use series of phrases, words and expressions to explain your future plans.
- use series of phrases, words and expressions to query the content of the message.
- write short paragraphs and re-organize it according to feedbacks.
- write informal letters.
- write announcements, ads and posters.



# A - Natural Disasters

Time to read

A. Scan the texts quickly and match the words to the pictures.



a.



b.



c.



d.

..... 1. earthquake

..... 2. avalanche

..... 3. famine

..... 4. drought

B. Read the magazine articles and find a title for each one. You can refer to the words in activity A.



.....

Huascarán is a mountain in the Ancash region in Peru. It is the highest point in Peru, and also is the fourth highest mountain in the Western Hemisphere. The mountain was named by a chieftain of Sapa Inca of Inca Empire, Huascar, in the 16th century.

In 1970, at 3:23 p.m., while many of the residents of the Yungay were listening to the closing moments of the World Cup soccer game, Ancash region and the half of Peru were shaken by a huge earthquake. It was the Ancash earthquake (also called the Great Peruvian Earthquake) and the regions around Peru were also affected. Besides, the earthquake triggered one of the most devastating avalanches in the past. Nearly 20,000 people were killed because of the avalanche, and a reporter told, "Yungay no longer exists, only 92 people saved themselves."



.....

Generally wars are the cause of famines but the major non-war famine was the Great Chinese Famine. It took place from 1958 to 1961 and it is accepted as one of the greatest tragedies of recorded history.

Drought, poor weather conditions and the policies of the Chinese Government caused the famine to extend itself through the country.

Because of the food shortage, people weren't able to feed themselves. It is estimated that nearly 30 million people were killed during the famine.

C. What kind of natural disasters occur in your country? Discuss it with the class.

## Keep in Mind!

It took place from 1958 to 1961 and it is **accepted** as one of the greatest tragedies of recorded history.

It is **estimated** that nearly 30 million people **were killed** during the famine.

The mountain **was named by** a chieftain of Sapa Inca of Inca Empire, Huascar, in the 16th century.

Ancash region and the half of Peru **were shaken by** a huge earthquake.

Yungay no longer exists, only 92 people saved **themselves**.

Drought, poor weather conditions and the policies of the Chinese Government caused the famine to extend **itself** through the country.

Because of the food shortage, people weren't able to feed **themselves**.



**D. Search the Net and find a newspaper or magazine article about a devastating disaster. Work in pairs.**

**Student A:** Ask the following questions to your partner to get some information.

**Student B:** Answer the questions and share the information you gained from the article with your peer.  
Then, swap the roles.

- Where did the event happen?
- When did it happen?
- What caused the disaster? (natural reasons / human error, etc )
- How many people were killed because of the disaster?
- How many people suffered from it?



**A. Match the words to the pictures.**



- ..... buried in ash
- ..... lava
- ..... flood wall failure
- ..... vast areas

**B. Read the title and look at the pictures. Guess what you are going to listen about.**

### *The Tragic Tales of Two Cities*



**C. Now listen to the text and complete the chart.**

Which disaster?	When?	Where?
.....	.....	.....
.....	.....	.....

**D. Answer the following questions by comparing the disasters in Pompeii and New Orleans.**

- Which disaster scares you more? Explain why.
- Which disaster is more devastating to you?
- Would you like to visit Pompeii to see the ruins of the disaster? Explain why.



**E. Search the Net and find a natural disaster in the history of your country and write a paragraph about it considering the questions below. Then, swap your writing with your partner, check each other's writing and rearrange yours according to your partner's feedback.**

- o Where did the event happen?
- o When did it happen?
- o What caused the disaster? (natural reasons / human error, etc )
- o How many people were killed because of the disaster?
- o How many people suffered from it?

**Peer Correction Code**

- ?** : Meaning is not clear
- WO** : Word Order
- WW** : Wrong Word
- S** : Spelling
- P** : Punctuation
- G** : Grammar



## B - Strange Places

Time  
to  
read

A. Who is a globetrotter? Do you know any famous globetrotters? Discuss about it.



June 15, 2012

Hi Adriana!

Sorry for not writing any letters for so long. After visiting many places all around the world as a curious travel addict, here I am in a very strange place called Suqatra Island in Yemen. Few places in the world could be as interesting as here. There's so much stuff I want to write about. Here is an enchanting little known island. Isolated from the rest of the world, its plants have so many bizarre shapes and forms and they are totally unknown in other parts of the world. Some of the most famous of these are; the Dragons Blood Tree, the strange Desert Rose or sometimes more popularly called the Elephants Leg Tree, the Cucumber Tree and the Socotran Fig. The Island is slowly becoming known to the world and has great potential for eco-tourism. Maybe we can come here together some time in the future. Who knows?

Besides all these nice things, if we have a chance to come here together, we should bring some food and drinks with us...I'm starving now because any food here doesn't suit my taste. The only fruit I could find to eat was just a few dates. No apples, no strawberries, no cherries... Also, there's little drinking water on the island, because the water in most of the wells contains too much mud. Luckily I brought a little water with me, better than never...

That's all for now. See the pictures of the island attached!  
Yours,  
Keith

B. Read the letter and answer the questions.

1. Why is Suqatra Island a strange place?
2. Why do the plants on the island have bizarre shapes?
3. Why is Keith starving?
4. Why is there little drinking water on the island?

C. Do you think Adriana will go to Suqatra Island with Keith? Discuss it with reasons.

D. Imagine you have a chance to go to Suqatra Island. Find additional information about the island and explain your holiday plans to your classmate(s).

### Useful Expressions:

I'm going to travel by .... and ...

I'm going to bring some/ a lot of/ a few/ a little...because...

I should remember to bring my...because...

I'm not going to ....

### Keep in Mind!

We should bring **some food and drinks** with us.  
Sorry for not writing **any letters** for so long.  
Its plants have **so many bizarre shapes and forms**.

There's **so much stuff** I want to write about.  
The only fruit I could find to eat was just **a few dates**.

Luckily I brought **a little water** with me.  
**Few places** in the world could be as interesting as here.

There's **little drinking water** on the island.  
**How much drinking water** is there on the island?

**How many different shapes** do the plants have?  
There **isn't much drinking water** on the island.  
There **aren't many fruits**. No apples, no strawberries.

Have you got **any food** with you?  
Are there **any strange places** there?

Time  
to  
listen

A. Match the words and phrases to the pictures.



1. .... conical shapes

2. .... rock house

3. .... fairy tale

4. .... scenery

B. Christopher and Carla are in Turkey for a holiday. They are visiting one of the most interesting and well-known places in the world now.

- Listen to the dialogue and guess where they are.
- Listen again and find an appropriate title for it.

C. What are the enormous rocks in the dialogue called?

D. Search the Net and find a strange place you'd like to visit. Work in pairs and perform a dialogue about your travel plans to that strange place. Then, swap the roles.

**Student A:** Ask questions about your classmate's travel plans.

**Useful Expressions:**

Where are you going to visit?

What makes it a strange place?

How are you going to get there? (plane, cruiser, car, bus, etc) Why?

Are you planning to do any specific things there? Why (not)?

Are you going to take any special things (equipment, clothes, etc) with you? Why (not)?

**Student B:** Give details about your travel plans considering the information you found on the Net.

**Useful Expressions:**

I'm going to visit...

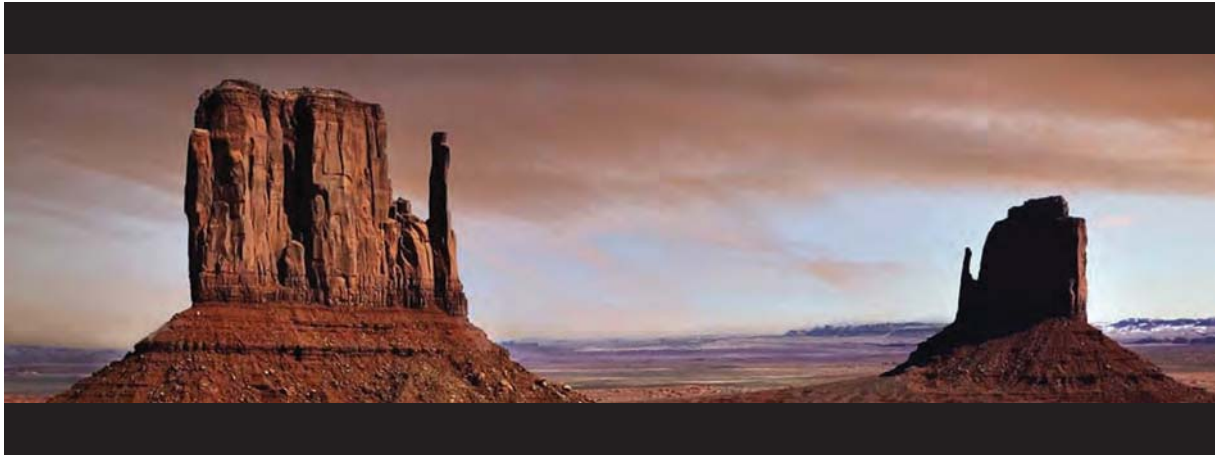
It's a strange place because...

I'm going to get there by... because...

I'm (not) planning to ... because...

I'm (not) going to take ...with me because...





E. Imagine that you are visiting a strange place. Write a letter to one of your friends and tell him/her about what you are doing there.

**Useful Expressions:**

I'm visiting...

It's a strange place because / so...

There are (some/ a lot of/ a few)...

There is (some / a lot of /a little)...

There isn't / aren't any... (because / so)...

I'm planning to... tomorrow, because / so...

## C - Alternative Energy

Time  
to  
read

A. Look at the pictures and guess what they are called in general.



- a. Renewable resources
- b. Bioenergy
- c. Fossil fuels

B. Look at the posters and tell what message you get from each of them.

**CHOOSE**

Choose Alternative Energy for a Green Environment  
visit the **ALTERNATIVE ENERGY** GREEN ENVIRONMENT  
INTERNATIONAL FAIR  
@ the 1st hall of GCC, Stockholm from 25th till 29th November

1

**Solar Billboards  
& Solar Street Lights**

With an extended battery life,  
it's a powerful substitute to the  
conventional UPS  
battery system.

2

You're not the only one excited about  
the Earth's future.

It's in the air.

**WWEA** WORLD WIND  
ENERGY  
ASSOCIATION

3

C. Read the posters and decide which one is a notice. Tell what it is about.





D. Look at the advertisement below. Do you approve or disapprove of biofuel production? Do you think it might have some negative effects on the nature as well? Explain why.

E. Search the Net and find two more alternative energy resources. In groups of four, make a debate and discuss the pros and cons of them. Half of the group will defend the advantages and the rest will defend the disadvantages.



A. Do you think nuclear energy is a good alternative to fossil fuels? Discuss it with reasons.



B. Listen to the advertisement on nuclear energy and tick the messages you hear.

- a. .... It provides unlimited electricity
- b. .... It prevents air pollution
- c. .... It enhances our national security
- d. .... It meets our fast growing energy needs
- e. .... It increases the greenhouse effect

**Keep in Mind!**

Choose Alternative Energy for a Green Environment.  
 With **an** extended battery life, it's a powerful substitute to **the** conventional UPS battery system.  
 Visit **the** Alternative Energy Green Environment Fair.  
 You're not **the** only one excited about **the** Earth's future.  
 It's in **the** air.  
**The** 1st hall of GCC, Stockholm.  
 It increases **the** greenhouse effect.  
 (x) Solar Billboards & (x) Solar Street Lights.  
 (x) Ethanol and (x) biodiesel fuels from (x) corn and soybeans...

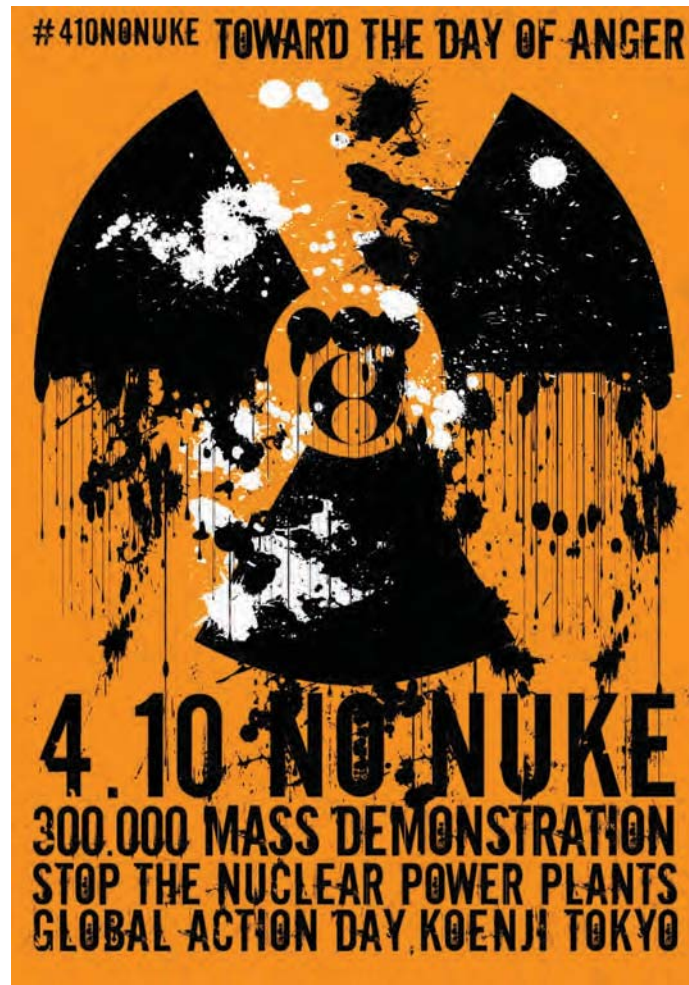
C. Listen to the announcement and complete the chart below.

1. The type of the event:	.....
2. The subject of the event:	.....
3. The time of the event:	.....
4. The place of the event:	.....

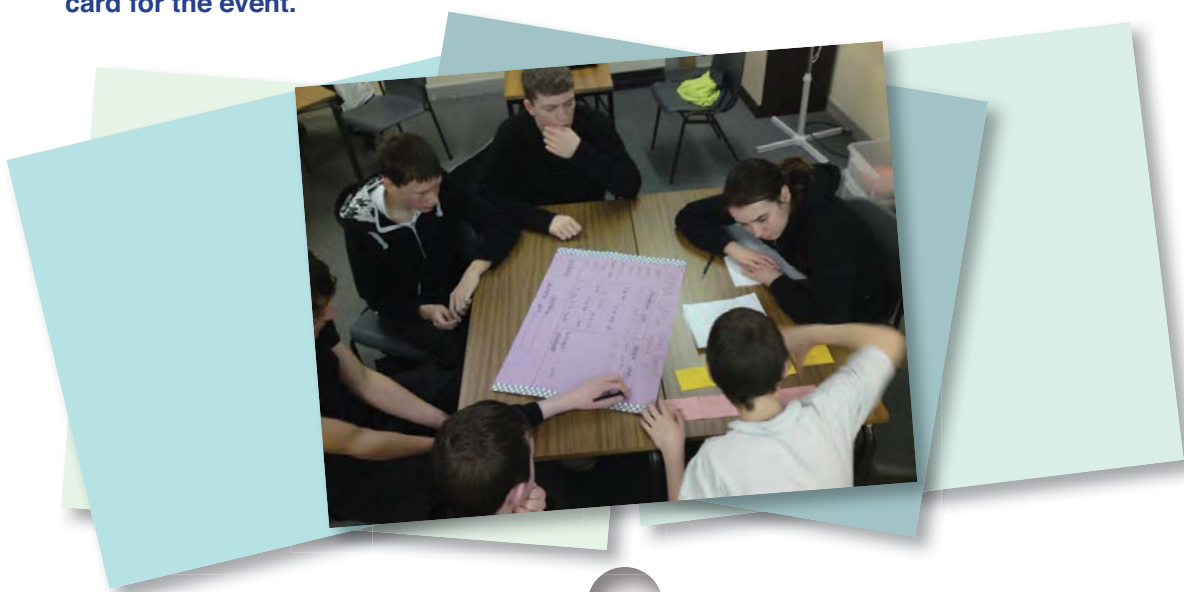
D. Do you think the advertisement on nuclear energy is effective enough? Would you like to attend the conference? Why (not)? Do advertisements have much influence on our lives? Discuss about them with the class.



- E. Take the announcement in the listening activity C as a model. Look at the poster and make a similar announcement. Then, ask some detailed questions about it to your classmate(s).



- F. Work in groups. Prepare a poster advertising an event about alternative energy resources. Then, write an announcement about the event (conference / meeting / briefing / seminar, etc.) related to your poster. Don't forget to put a slogan on your poster and to prepare an invitation card for the event.



**A. Complete the sentences appropriately with the given words in the box.**

withdraw / captive / rank / stammer / line

1. Whenever he is angry he begins to .....
2. The Soviet Union ..... from Afghanistan in 1989.
3. Atatürk was promoted to the ..... of Marshal on September 19, 1921 and received the title of Ghazi.
4. The base was stationed 100 miles inside enemy.....
5. During the robbery, bank robbers held the employees as ..... for 6 hours.

**B. Read the following story about Atatürk and answer the questions.**

**I AM COMMANDER IN CHIEF OF THE TURKISH ARMED FORCES**

After the Greek Army withdrew from the Afyonkarahisar line, the soldiers brought a few Greek captives to Mustafa Kemal's tent at night. One of the captives was from Salonika; the city the victorious general was born. The commander's face seemed familiar to the captive and he couldn't see any signs on his uniform showing his rank. So, he began to ask questions to get information about who he and what his rank was.

- Are you a major?
  - No.
  - A colonel?
  - No.
  - A lieutenant general?
  - No.
  - So, what is your rank?
  - I am a marshal and commander in chief of the Turkish Armed Forces!
- The Greek was in shock and he began to stammer:
- It is unheard-of for a commander in chief to wander around in a place so near to the battle line!

**Source:** General Sherril - A Year's Embassy to Mustafa Kemal, 1935.

1. Why did Mustafa Kemal's face seem familiar to the captive?.....
2. What was Mustafa Kemal's rank? .....
3. Why was the captive in shock? .....

**C. Now, act out the story with your classmates. Choose one of your mates as a narrator.**

CHECK YOUR PROGRESS				
	I can...	😊	😐	😞
Listening	catch the main point in short, simple, clear messages and announcements. understand phrases, words and expressions in a simple, short task and guess the content or theme of it. understand phrases, words and expressions in a simple, short task and find a title for it.			
Reading	read short and simple ads, announcements and posters and understand the written messages. read and understand the simple and short stories and guess the conclusion of it. read and understand informal letters. read short texts and find a title for it.			
Speaking Interaction	communicate in a simple task and join a conversation and get some information. communicate in a simple task to share information. communicate in a simple task to explain my future plans.			
Speaking Production	use series of phrases, words and expressions to ask and answer the questions. use series of phrases, words and expressions to explain my future plans. use series of phrases, words and expressions to query the content of the message.			
Writing	write short paragraphs and re-organize it according to feedbacks. write informal letters. write announcements, ads and posters.			

# THEME 8

## HISTORY

At the end of this theme you will be able to:

- catch the reason and result expressions in short conversations.
- understand phrases, words and expressions related to daily routines.
- understand simple instructions in short conversations.
- read and understand short texts and guess what may happen next.
- read and understand simple and short texts in terms of their places and time.
- read and understand instructions in the texts.
- communicate in a simple task about daily routines.
- communicate in a simple task to give concrete instructions.
- handle short social exchanges about invitations.
- use series of phrases, words and expressions to give examples of your daily routines, habits and activities.
- use series of phrases, words and expressions to give instructions.
- write short paragraphs about your daily routines, habits and activities.
- write biographies.
- write invitation cards.



# A - Museums

Time to read

## A. Match the words to the pictures.

1. .... exhibition

3. .... showcase

2. .... reception

4. .... fine art

a.



b.



c.



d.



## B. Read the museum invitation card and answer the questions.

### NOTRE DAME Preparatory High School

#### ARTS ANGELS

cordially invite you to a reception  
to celebrate an exhibit of fine art  
by Notre Dame Preparatory students at the

#### *Phoenix Art Museum*

Children's Gallery  
Wolfswinkel Education Centre  
1625 N. Central Avenue, Phoenix  
Wednesday, Dec. 8, 2013  
5:00 to 7:00 p.m.  
Kindly R.S.V.P. (480) 634-8227

This showcase of fine art by NDP students will  
be on display

Wednesday, Dec. 1, through Friday, Dec. 31  
Tuesdays through Fridays  
8:30 a.m. – 5:00 p.m.

1. What event is the invitation for?

.....

2. What is the date and time of the event?

.....

3. Where does the event take place?

.....

4. Who is the event organized by?

.....

5. How long will the exhibition be displayed?

.....

#### Keep in Mind!

Mr. and Mrs. Reid **have just got** the invitation.  
Your daughter **has been busy** for this **for** a while.  
I've **just received** the invitation.  
I've **already heard** the name.  
I **haven't checked** my memo pad **yet**.  
**Have** you **seen** the invitation for the reception at  
the museum **yet**? No, I **haven't**.  
Why **haven't** you **warned** me **before**?  
**Haven't** you **noticed**?!

## C. Mr. and Mrs. Reid have just got the invitation card above. Read the dialogue and guess if they will join the reception or not.

- Mrs. Reid** : Have you seen the invitation for the reception at the museum yet, Robert?  
**Mr. Reid** : No, I haven't. Which reception do you mean?  
**Mrs. Reid** : Is this a joke, Robert? Haven't you noticed?! Your daughter has been busy for this for a while.  
**Mr. Reid** : Oh, I've got it, now. When is it?  
**Mrs. Reid** : It's next Wednesday at 5:00.  
**Mr. Reid** : Why haven't you warned me before? I haven't checked my memo pad yet, but I think I'm engaged on Wednesday evening.  
**Mrs. Reid** : How could I warn you? I've just received the invitation!

## D. Do you think Mr. and Mrs. Reid are responsible parents? Discuss it with reasons.



**E. Work in pairs. Imagine that you have received the invitation card in reading activity B. Act out a short dialogue considering the one between Mr. and Mrs. Reid. Then, swap the roles.**

**Student A** : You have received the invitation. You want to join the reception with your partner. Suggest going there together.  
**Student B** : You have just heard about the event. You'd like to go there but you are very busy. Make an excuse.



**A. Match the words to the definitions.**

1. multi-sensory (adj) .....
2. immerse(v) .....
3. 3-D (adj) .....

- a. having or seeming to have length, depth, and height.
- b. to become completely involved in an activity.
- c. of many senses, pertaining to multiple senses.

**B. Listen to the dialogue between Todd and Stewart and answer the questions.**

1. What are they talking about? .....
2. Where and when is the event? .....
3. Why does Stewart think he'll love the exhibition? .....

**C. Do you think Todd and Stewart will visit the event? Guess why (not).**

**D. Have you ever been to a museum or an exhibition? Talk about your experiences there. Consider the following questions.**

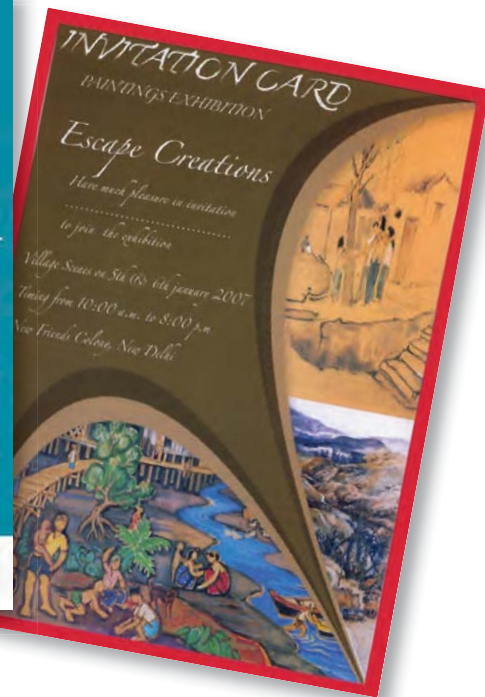
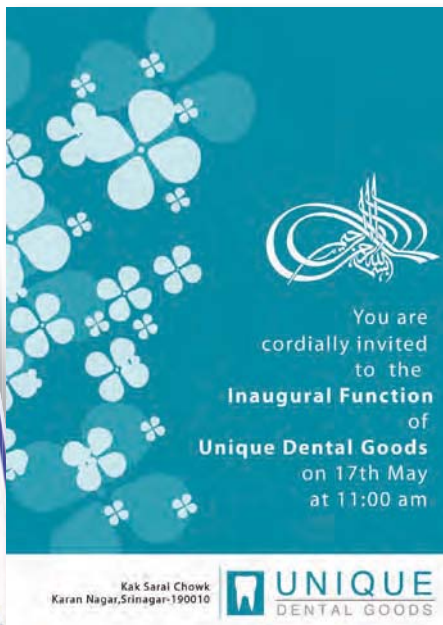
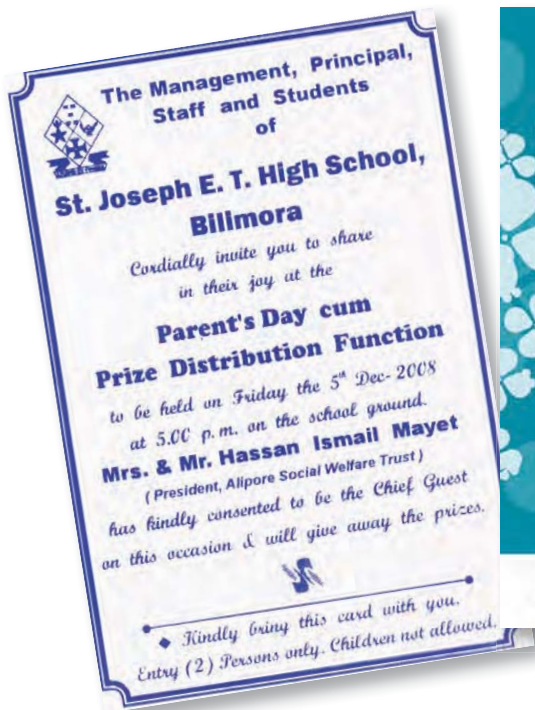
- When was it?
- Where was it?
- How did you feel?
- Who did you go with?
- What was special about it?





E. Write an invitation card for an event considering the invitation card in reading activity B. Pay attention to the followings while writing.

- Use appropriate language (friendly but formal)  
e.g. cordially... / we invite you to... / ...looking forward to... / ...respectfully requested to attend... / (kindly) RSVP / Entry (...) persons only
- Mention about the date, time and place of the event / occasion.
- Write a brief explanation about the content of the event.
- You can write a contact phone number if you ask the visitors for a response.



## B - Historical Attractions

Time to read

A. Look at the photos and guess in which country the attractions are.

B. Read George and Garcia's stories about their favourite attractions and match them to the two of the photos.

George

Picture .....

Have you ever been to New York? I've lived in New York all my life. My favourite place there is the world famous monument; the Statue of Liberty. It's a gift from France to the citizens of the USA. It was dedicated to the country in 1886, so it's over a hundred years old. The statue is 46 metres high and you can reach half way up with a lift. After the lift, you have to walk up 168 steps to reach to the top. There are always a lot of tourists there, but if you go there in the afternoon you may not go right up to the top because of overcrowd. There are ferries to the statue every half an hour in summer and it takes only 12 minutes to get there.



A.



B.

Garcia

Picture .....

Have you ever heard about the carnival in Rio? Brazil has been known as the country of carnivals, but it's got another world famous attraction. It's the Cristo Redentor statue on top of the Corcovado mountain in Rio. It was created by Paul Landowski, a French artist in 1931. It's 30 metres high and weighs over a hundred tonnes. You can get there by car, taxi or by a little train climbing up the side of the mountain. Train is the best way to reach the top, but when there are too many passengers it takes a very long time to get there. I've been there many times, but I've never had enough time to go there by train.



C.



D.

C. Read the texts again and complete the chart as in the example.

Name	George	Garcia
Place	The Statue of Liberty	.....
Country	.....	.....
Date	.....	.....
Height	.....	.....
How to get	.....	.....
Problems	.....	.....

D. Work in pairs; ask and answer questions about the places in the texts.

1. What is ..... 's favourite place?
2. Where is ..... ?
3. How old is it?
4. How tall is it?
5. How do you get there?
6. Are there any problems there?

**Keep in Mind!**

**Have you ever been** to New York?  
**Have you ever heard** about the carnival in Rio?  
 Yes, **once/many times**. / No, **never**.  
 I've **been** there many times, but I've **never had**  
 enough time to go there by train.



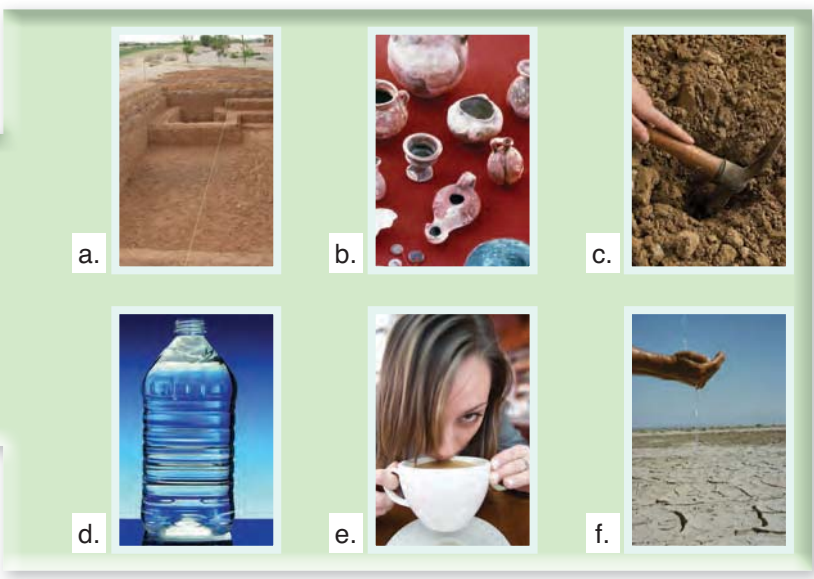
**B**

E. Now search the Net and find a world famous historical attraction. Make a conversation by asking and answering the questions in activity D. Then, swap the roles.

A. Match the words to the pictures.



- 1. .... sipping
- 2. .... dehydrated
- 3. .... gallon
- 4. .... excavation
- 5. .... digging
- 6. .... artefacts



B. Listen to the diary of a young archaeologist, Jennifer, and fill in the blanks for her daily habits.

1. She got up at.....
2. She sipped her ..... enjoying the scenery.
3. She had some .....food for breakfast.
4. She drank ..... because she was working outside in the sun.
5. She had just ..... and..... for lunch.
6. In the afternoon, she continued her routine work, ....., ..... and .....
7. While dining, they planned .....
8. Before falling asleep, she ..... to get relaxed.

C. Do you think Jennifer has an interesting life? Would you like to be in her place? Discuss with reasons.



D. Listen again and write a short paragraph about the next day of Jennifer.

.....

.....

.....

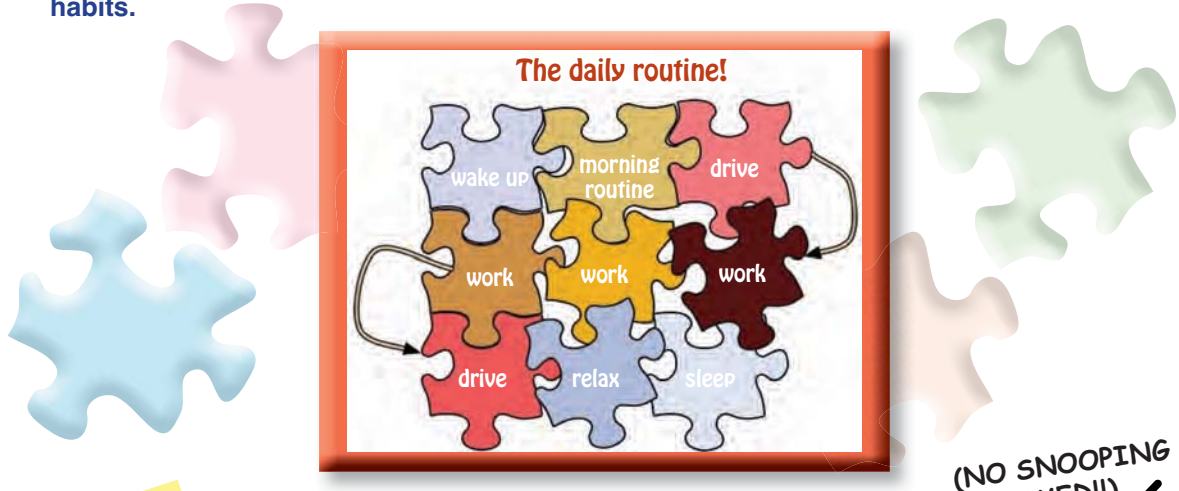
.....

.....

E. Talk about your daily routine briefly considering the points in the listening activity. Don't forget to mention your daily chores and habits.



F. Now, write a paragraph about your daily routine. Again, mention your daily chores and habits.



DATA

(NO SNOOPING ALLOWED!!)

Lined writing area for the student's response.

# C - Archaeological finds



- A. Are you interested in archaeology? Have you seen a real fossil? Would you like to make a fake fossil and display it in your house? Tell your opinions.
- B. Match the words to the pictures.

chisel / tweezers / hammer / twig / dough



1..... 2..... 3..... 4..... 5.....

## C. Read the text and carry out the phases of the process to make your own fake fossil.

**TITLE:**.....  
 Many students love learning about dinosaurs and archaeologists digging up fossils. The basic idea of finding dinosaur bones is breaking away at rock and unearthing skeletons. A variation of this idea can be made at home using real objects being unearthed rather than ancient bones. Instead of trying to find a real fossil, spend a little time making your own from clay or dough.

What You Need	
<b>"Stone" Dough Mix</b> 1/2 cup of salt 1 cup of flour 1/2 cup of brewed coffee (cold) 1 cup of used coffee grounds Mixing stick and container	<b>"Fossils" to Imprint</b> Twigs Dead, hard-shelled bugs or Plastic insects Seashells Chicken bones Fish bones Plastic Footprints

### Instructions

1. Create a soft clay or dough using water, flour and salt. Stir with a stick until the elements are combined to create a runny mixture. You may use coffee grinds to give the dough a more authentic appearance.
2. Pick objects to use as a fossil. Hard objects such as twigs, chicken bones, and sea shells work better. Don't use softer objects such as leaves. Feel free to have some fun with this one - you can use plastic insects or animals if you want.
3. Press your fossil objects firmly into the dough so they are half submerged and pour another layer of dough on top.
4. Leave to dry for a few hours, turn out the dough from the container and leave to harden completely for at least 24 hours.
5. Chip away at the block using hammers and chisels to find objects underneath.
6. Lift the objects out of the dough being gentle so as not to make extra marks in your fossil. Tweezers may also help you get the object out of the dough.
7. Let the dough dry. You may put the dough in an oven set on a low setting to help it dry quickly.
8. You can paint your fossils if you want to make them unique.



**Keep in mind!**  
**Create** a soft clay or dough using water, flour and salt.  
**Let** the dough dry.  
**Feel free** to have some fun with this one  
**Don't use** softer objects such as leaves.

## D. Now, write a proper title for the text above.

**E. Talk about the story of making your own fake fossil.**

**Useful Expressions:** To begin with... / First (of all)... / Next... / Then... / After that... / Last... / And finally...

e.g. To begin with, I decided to make a shell fossil. So, I went to the seashore to find some shells. Then, I...

**F. Put your story into the phases of process and give instructions on how to make a fake fossil to your classmate(s).**

**Useful Expressions:** Before you begin... / The first you do is... / To begin with... / I would start by... / After that... / The next step is to... / Once you've done that, then... / When you finish that, then... / Finally... / At last... / In the end you...



**A. Match the words to the pictures.**

- 1. .... marker
- 2. .... clear nail polish
- 3. .... coin
- 4. .... lint-free cloth
- 5. .... to rub



a)



b)



c)



d)



e)

**B. Listen to the instructions on how to make a fake ancient coin and put the phases into correct order.**

- 1. .... a. rub it off with the cloth
- 2. .... b. let it dry
- 3. .... c. take a coin, a soft cloth, a black marker and some clear nail polish
- 4. .... d. paint half one side with clear nail polish
- 5. .... e. mark the coin in black
- 6. .... f. repeat for the other halves



**C. Now listen again and apply the phases of the process and make a fake ancient coin in the classroom.**

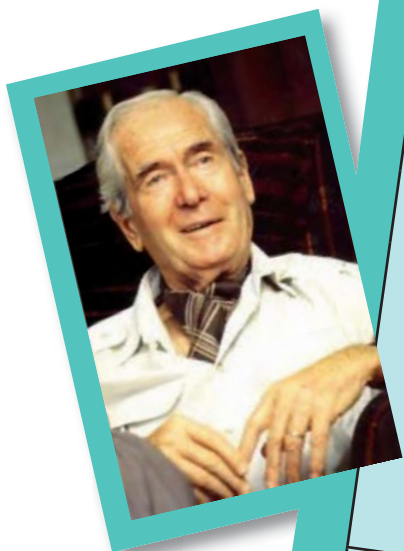
**D. Search the Net and find the phases of the process of making a fake amphora and the materials needed. Then, work in pairs and give instructions on how to make it. Then, swap the roles.**

**Student A :** Give instructions clearly. Explain the phases step by step.  
**Student B :** Apply the procedure by following the phases carefully. Ask for clarification when needed





E. Write a three-paragraph biography of world famous archaeologist Prof. Dr. h.c. mult. Ekrem Akurgal considering the information in the chart below.

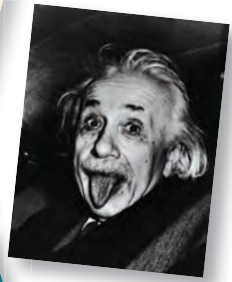


	Date	EKREM AKURGAL
Early life	March 30, 1911	Born in Tulkarm, Palestine, Ottoman Empire
	1913	His family moved back to Istanbul when he was two years old.
Career life	1931	Graduated from Istanbul High School for Boys and, having earned a state scholarship, went to the University of Berlin in Germany to study archaeology
	1957	Became a professor in University of Ankara.
	1970	Settled in Izmir to pursue his work on the nearby sites with more effectiveness..
	1970-1990	Worked mainly in the Aegean Region, starting the researches on Phokaia (Foca), Pitane (Candarlı), Erythrai (Ildiri) and old Smyrna (Bayraklı tumulus). Published numerous books on ancient Greek, Hittite and other ancient civilizations of Anatolia
	1961-1990	Received honorary doctorates and rewards from several universities all over the world.
Later life	November 1, 2002	Died in Izmir and buried in Aphrodisias.



## JUST FOR FUN

- They know enough who know how to learn.  
~Henry Adams
- What we have to learn to do, we learn by doing.  
~Aristotle
- Opposites are not contradictory but complementary.  
~Niels Bohr
- A single conversation with a wise man is better than ten years of study.  
~Chinese Proverb
- The only true wisdom is in knowing you know nothing.  
~Socrates
- Everything should be made as simple as possible, but not simpler.  
~Albert Einstein
- I hear, and I forget. I see, and I remember. I do, and I understand.  
~Chinese Proverb
- The important thing is not to stop questioning.  
~Albert Einstein
- Every artist was at first an amateur.  
~Ralph W. Emerson



CHECK YOUR PROGRESS				
	I can...	😊	😐	😞
Listening	catch the reason and result expressions in short conversations. understand phrases, words and expressions related to daily routines. understand simple instructions in short conversations.			
Reading	read and understand short texts and guess what may happen next. read and understand simple and short texts in terms of their places and time. read and understand instructions in the texts.			
Speaking Interaction	communicate in a simple task about daily routines. communicate in a simple task to give concrete instructions. handle short social exchanges about invitations.			
Speaking Production	use series of phrases, words and expressions to give examples of my daily routines, habits and activities. use series of phrases, words and expressions to give instructions.			
Writing	write short paragraphs about my daily routines, habits and activities. write biographies. write invitation cards.			

# Grammar Reference

## Theme 1 PEOPLE AND SOCIETY

### 1. A My Day

#### The Simple Present Tense

We use **The Simple Present Tense**;

- to describe statements. **e.g.** They live in Aydın.
- to describe routines. **e.g.** I get up at 7 o'clock every day. / They don't have breakfast on weekdays.
- to describe timetables. **e.g.** I have art class at 3 o'clock on Fridays. / Do you have art class on Fridays?
- to describe regular actions. **e.g.** I read book before going to bed. / Do you take a shower every morning?
- to describe likes/dislikes. **e.g.** I like coke but I don't like milk.

#### Frequency Adverbs

We use **Frequency Adverbs**:

- to tell how often something happens. **e.g.** I **usually** have breakfast.
- Adverbs of Frequency go before the main verb, but after the verb 'to be'. **e.g.** I **am always late** for class.

always →	100% →	You are always late.
usually →	80% →	I usually work at home.
often →	60% →	They often go out.
sometimes →	50% →	We sometimes have breakfast out
rarely →	30% →	I rarely watch horror films.
seldom →	20% →	You seldom call me.
hardly ever →	10% →	I hardly ever eat spinach.
never →	0% →	I never eat meat.

#### Frequency Expressions

- They usually go to the end of a sentence. **e.g.** I have English classes **twice a week./ once a month./ three times a day**, etc.

### 1. B Different Life Styles

#### The Simple Present Tense

**Spelling rules for 3rd person singular:**

- most verbs take (-s). **e.g.** play → plays, work → works
- verbs ending in 'ss,ch,sh,x,o' take (-es).**e.g.** watch → watches, kiss → kisses, fix → fixes, wash → washes, go → goes
- verbs ending in a consonant+y, drop y and add -ies. **e.g.** study → studies, fly → flies

## 1. C A London Trip Can-Can't

We use **can- can't (cannot)**

- to express ability. **e.g.** I **can** run. / I **can't** fly. / **Can** you ride a motorbike?
- to express possibility. **e.g.** They **can** come to the party. / I am very busy tonight; I **can't** come to the party.
- to request. **e.g.** **Can** you help me? / **Can** you take a photo of us?

## Theme 2 YOUTH

### 2. A Camping

#### The Present Continuous Tense

We use **The Present Continuous Tense**:

- for things happening now, at the moment. **e.g.** He **is speaking** on the phone now. / **Are** you **sleeping**?
- for temporary periods. **e.g.** They **are preparing** the breakfast in turns at the camp. / He is ill so he **isn't going** to work **these days**.
- Some verbs are not normally use in the present continuous tense **e.g.** like, want, have (possess), need.  
I want to go there. (True)      I'm wanting to go there. (False)

**Spelling Rules:** stand...standing / take... taking / run... running

### 2. B Youth Exchange

#### Modals + V1

We use :

- **should / shouldn't** : to give advice. **e.g.** I think we **should** check everything again./ You **shouldn't** eat much junk food.
- **need to** : to express necessity. **e.g.** I **need to** go home. / We **need to** buy some food for dinner.
- **must** : to express necessity/ obligation (strong). **e.g.** We **must** say good-bye now.
- **have to** : to express obligation. **e.g.** You **have to** be class on time.
- **mustn't**: to express prohibition. **e.g.** They **mustn't** disrupt the work more than necessary.
- **don't have to / needn't**: to express lack of obligation. **e.g.** We have enough food at home so we **needn't / don't have to** go shopping.
- **may/might**: to express possibility. **e.g.** We'd better phone tomorrow, they **might** be outside now.



## 2. C Work and Travel

### Prepositions of place

We use **Prepositions of Place**

- to define the locations of the things.

in	<b>e.g.</b> The cat seems very calm <b>in</b> the sofa.
on	<b>e.g.</b> Look carefully! The keys are <b>on</b> the table.
next to	<b>e.g.</b> The shopping mall is <b>next to</b> our apartment so it is very easy to go shopping.
under	<b>e.g.</b> Is it really bad luck to walk <b>under</b> a ladder?
in front of	<b>e.g.</b> I couldn't watch the play at the theatre because of the man <b>in front of</b> me.
behind	<b>e.g.</b> What are they talking about <b>behind</b> the closed doors?

## Theme 3 COMMUNICATION

### 3. A Media

#### The Simple Past form of 'to be'

We use **was / were**:

- to talk about past statements. **e.g.** We **were** happy to go there last Monday. / I **was not (wasn't)** at home yesterday. / Where **were** you yesterday?

#### The Simple Past Tense

We use **The Simple Past Tense**:

- for finished actions. **e.g.** He **worked** hard yesterday. / I **didn't go** to work yesterday. / **Did you go** to work yesterday?

#### Spelling rules of irregular verbs

go	→	went	→	didn't go
have	→	had	→	didn't have
get	→	got	→	didn't get
buy	→	bought	→	didn't buy
leave	→	left	→	didn't leave
drive	→	drove	→	didn't drive
meet	→	met	→	didn't meet
see	→	saw	→	didn't see
wear	→	wore	→	didn't wear
do	→	did	→	didn't do

### Spelling rules of regular verbs

infinitive		past
work	→	worked
like	→	liked (just add <b>d</b> if verb finishes e)
study	→	studied (y→i after a consonant)
stop	→	stopped (the verb finishes in consonant-vowel- consonant, double the final consonant).

### Coordinating Conjunctions

We use:

- **and** to link ideas, actions that are related. **e.g.** I like tea **and** coffee.
- **or** to link ideas, actions, alternatives. usually in negatives. **e.g.** I don't like tea **or** coffee.
- **but/yet** to show contrast. **e.g.** She tried to stop **but / yet** she hit the car.
- **because / for** to express reason. **e.g.** He ate his dinner quickly **because / for** he was in a hurry.
- **so** to express result. **e.g.** He was in a hurry **so** he ate his dinner quickly.
- “**for and yet**” in **formal** sentences.

### **3. B Computers and Net**

#### **Used to**

We use ‘**used to+ infinitive**’

- for things that happened repeatedly or over a long period of time in the past. These things are not true now.  
**e.g.** I **used to go out** a lot when I was a teenager. (Now, I usually stay home.)

#### **Prepositions of time**

We use:

- **in:** to express parts of the day, months, seasons and years. **e.g.** **in** the morning - the afternoon - the evening / in December / in the summer - winter /in 1998.
- **on:** to express days and dates. **e.g.** on Monday( morning)/ on the 10th of June./ on my birthday.
- **at:** to express times of the day, night, weekend, festivals. **e.g.** at three o'clock / at night - midday- midnight-lunch time / at weekends / at Christmas-Easter-New Year

### **3. C Communication Skills**

#### **Adverbs**

We use **Adverbs:**

- to say how people do things. **e.g.** They speak **loudly**.
- Adverbs usually go after the verb. **e.g.** She **dresses** very **well**. / He is **listening** to her **carefully**.

#### How to form Adverbs

Adjective		Adverb	
slow	→	slowly	
complete	→	completely	+ly
bad	→	badly	
careless	→	carelessly	
healthy	→	healthily	Consonant
easy	→	easily	y> -ily
good	→	well	
fast	→	fast	irregular
hard	→	hard	

## Theme 4 PERSONALITY AND CHARACTER

### 4. A Types of People

#### Comparative and Superlative Forms of Adjectives

We use **comparative adjectives + than**:

- to compare two people or two things.

We (usually):

- add **-er** to one-syllable adjectives. **e.g.** A plane is **safer than** a car.
- use **more / less + adjective** with adjectives having two or more syllables. **e.g.** These chairs are **more comfortable than** the others. / The red t-shirt is **less expensive than** the black one.
- **double the consonant** and **add -er** to one-syllable adjectives (with a Consonant-Vowel-Consonant pattern).

**e.g.** This room is **bigger than** mine.

- **change -y to -i** and **add -er** to two syllable adjectives ending in **-y**. **e.g.** English is **easier than** Math.
- Some **comparative adjectives** are **irregular**. **e.g.** My exam marks are **good** but her exam marks are **better than** mine.

We use **superlative adjectives**:

- to express which of more than two items has the highest degree of the quality.

We (usually):

- add **-est** to one-syllable adjectives. **e.g.** He is **the tallest** in the class.
- use **the most + adjective** with adjectives having two or more syllables. **e.g.** Rolls Royce is **the most expensive** of all cars.
- **double the consonant** and **add -est** to one-syllable adjectives with a Consonant-Vowel-Consonant pattern. **e.g.** Diyarbakır is one of **the hottest** cities of Turkey.
- **change -y to -i** and **add -est** to two syllable adjectives ending in **-y**. **e.g.** July is **the sunniest** month of summer.
- Some **superlative adjectives** are **irregular**. **e.g.** This is **the worst** hamburger in town!

We can use:

- **as + adjective + as** to express that two people, two things or two situations have equal qualities. **e.g.** He isn't **as hardworking as** his sister. / Porche is **as fast as** Ferrari.
- **so + adjective + as** instead of **as + adjective + as** in negative statements. **e.g.** Allie is **not so popular as** Carla.

We can use:

- **as + adjective + as** to say that something or someone is like something or someone else, or that one situation is like another. **e.g.** He isn't **as hardworking as** his sister. / Porche is **as fast as** Ferrari.
- **so + adjective + as** instead of **as + adjective + as** in negative statements. **e.g.** Allie is **not so popular as** Carla.

### 4. B Hobbies and Phobias

#### Gerund and Infinitive

We use **gerunds (verb + ing)**:

- as the subject of a sentence. **e.g.** **Smoking** is bad for you.
- after some verbs: like/love/enjoy/hate/dislike, etc. **e.g.** I like **drinking** coke.
- after prepositions. **e.g.** He is good at **playing** football.

We use **infinitives (to + verb)**:

- after some verbs: want/need/would like, etc. **e.g.** I need **to buy** a pair of shoes.
- after adjectives. **e.g.** Nice **to meet** you. / It is important **not to be** late.
- to express purpose **e.g.** I went to the party **to have** fun. / I came here **to see** you.

We use **bare infinitives (inf. without “to”)**:

- after some verbs: make/let/help, etc. **e.g.** Your friend can **make** you **feel** good. / **My** parents don't **let** me **go out** at nights.

**Some verbs followed by a gerund:** admit, advice, appreciate, avoid, can't help, complete, consider, delay, deny, detest, dislike, enjoy, escape, excuse, quit, recall, finish, report, forbid, resent, get through, resist, hate, resume, imagine, risk, mind, spend (time), miss, suggest, permit, tolerate, postpone, waste (time), practise, worry about.

**Some verbs followed by an infinitive:** aim, appear, arrange, ask, attempt, be able, beg, begin, care, choose, continue, dare, decide, deserve, dislike, expect, fail, forget, get, happen, have, hesitate, hope, hurry, intend, leave, learn, mean, neglect, offer, plan, prefer, prepare, proceed, promise, propose, refuse, remember, say, shoot, start, stop, try, use, wait, want, wish, would like.

#### 4. C Habits and Intentions

##### Tenses Expressing the Future

We use “**be going to**” for:

- future plans and intentions. **e.g.** I **am going to** study for the exam tomorrow.
- predictions depending on a clue. **e.g.** Look! She **is going to** fall off the bike.

We use “**The Present Continuous**” for:

- fixed future arrangements. **e.g.** We **are meeting** our friends at the Carnegie Hall tonight.

We use “**The Future Simple**” for:

- decisions made at the moment of speaking. **e.g.** I **won't** have the chicken. I **will** have the fish.
- promises. **e.g.** I **will** always love you.
- predictions not depending on a clue. **e.g.** I think she **will** be late.
- offers or requests. **e.g.** I **will** help you with your homework. / **Will** you open the window?

## Theme 5 ART

#### 5. A Short Stories

##### The Past Continuous Tense

We use “**The Past Continuous**”:

- to describe an action in progress at a specific time in the past. **e.g.** I **was watching** TV at 10 p.m. last night.

We use “**The Past Simple**”:

- to express a completed action in the past. **e.g.** I **watched** TV last night.

We use “**when**”:

- to talk about an event that takes place at the same time as some longer action or event. **e.g.** **When** my father **came** home, I **was writing** an e-mail.

We use “**while**”:

- to talk about something happening when something else took place. **e.g.** I **went out** silently **while** they **were watching** TV.

## 5. B Poems

### Conditionals

#### If Clauses (First and Zero Conditionals)

We use:

- **if + simple present, will+ infinitive** to talk about a possible future situation and its consequence. **e.g.** If I **go** to the office, I **will** see Jim.
- **if + simple present, can/may/might+ infinitive** to talk about a possible future situation and its consequence. **e.g.** If you **tidy** your room, you **can** meet your friends.
- **if + simple present, imperative** to talk about suggestions. **e.g.** If you **miss** the bus, **take** a taxi.
- **if + simple present, simple present** to talk about things which are always true -such as scientific facts and general truths. **e.g.** Wood **doesn't burn** if there **is** no air.
- If clauses can either come first or second. **e.g.** I **will** come **if** you **like**. / What **will** you do **if** it **rains**?
- **Unless** means **if... not, except if, or only if**. **e.g.** We **will** be fine **unless** it's **rains**. (if it doesn't rain.) / **Unless** we **hurry**, we **will** miss the flight. (if we don't hurry.)

## 5. C Music

### Possessive Pronouns and Possessive Adjectives

We use:

- **possessive adjectives** before nouns to talk about possession. **e.g.** **My** sister is younger than **his** brother.
- **possessive pronouns** in place of a **possessive adj+ noun**. **e.g.** It is **her** jacket. It is **hers**.

## Theme 6 TOURISM

## 6. A Types of Tourism

### Order of Adjectives

If we use more than one adjective, we must put them in the right order, according to their types.

Quantity	Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose	Noun
a		small			red		cotton	sleeping	bag
two	beautiful		young	bald		American			eagles

## 6. B Unusual Travellers

### The Present Continuous for Future Arrangements

We also use **The Present Continuous Tense**:

- for future arrangements which we planned for a fixed time or place.
- especially with the expressions; tonight, tomorrow, this weekend, etc.
- especially with these verbs; go, come, meet, see, leave, arrive, etc. **e.g.** I'm **having** dinner at their house tonight. / They **aren't leaving** until Friday. / What **are** you **doing** this evening?

## 6. C Travelling Issues

### Basic Question Forms (-wh questions)

- Questions are made by putting an auxiliary verb before the subject when the wh- word is the object.

- e.g. **What** music **do** you like? / **Who did** she go with? / **Where** are they going?
- When the wh- word is the subject, it comes directly before the verb, and auxiliary is not used. e.g. **Who closed** the window? / **What comes** after this word? / **Which one will win** the game?

### Too and Enough

We use:

- too** before adjectives which means more than reasonable, possible, or necessary. e.g. The t-shirt is **too** big for me. / It is **too** hot in the house. / She was **too** young to get married.
- enough** before nouns and after adjectives which means sufficient. e.g. We have **enough** eggs to make a cake. / I don't drink **enough** water. / He is not old **enough** to get retired. / It is warm **enough** for a picnic today.

## Theme 7 NATURE AND ENVIRONMENT

### 7. A Natural Disasters

#### Passive Voice

##### Present Passives

We use "passive voice" when the agent is:

- not known
- 'people in general'
- unimportant
- obvious

We use:

- am/is/are + the past participle** to make the present passive. e.g. Cake **is made** with flour. / These tables **are cleaned** every morning. / **Are** the cars **washed** every Saturday?
- was /were + the past participle** to make the past passive. e.g. Our car **was stolen** last week.
- use **by** to say who does/did the action. e.g. The pyramids **were built by** the Egyptians. / Hamlet **was written by** Shakespeare.

##### Reflexive Pronouns

We use reflexive pronouns when the subject and the object of the sentence refer to the same person, not somebody else.

e.g. I saw **myself** in the mirror. / **He** hurt **himself** at the football match.

### 7. B Strange Places

#### Countable and Uncountable Nouns with Quantifiers

Countable nouns are individual objects, people, places, etc. which can be counted. Uncountable nouns are materials, concepts, information, etc. which are not individual objects and can not be counted.

We can use:

- some** and **a lot of** before plural countable or uncountable nouns. e.g. We need **some apples** / **sugar**. / He has **a lot of friends** / **money**.
- any** before plural countable or uncountable nouns in questions or negatives. e.g. She **doesn't** have **any tomatoes** / **rice**. / **Have** you got **any questions** / **coffee**?
- a few, few** and **many** before plural countable nouns. e.g. He bought **a few books**. (not many but enough) / She has **few friends**. (almost none) / There isn't **many eggs** left in the fridge.
- a little, little** and **much** before uncountable nouns. e.g. I will drink just **a little coke**. (not much but enough) / We have **little time**; I think we'll be late. (not enough time) / I don't have **much money** in my wallet.

## 7. C Alternative Energy Articles

We use:

- **the definite article** to say that its noun is a particular one (or ones) identifiable to the listener. **e.g.** Give me **the book**. / What do you think of **the film**? / **The boy** in the garden is my cousin.
- an **indefinite article** to say that its noun is **not** a particular one (or ones) identifiable to the listener. **e.g.** Can I have **a sandwich**? / **An apple** a day is good for our health. / **A woman** called you yesterday.
- **zero article** before languages and subjects. **e.g.** I like **English** and **Maths**.
- before the names of most countries, towns, streets. **e.g.** Park Street, Scotland.
- in some phrases. **e.g.** They are at **school**. / I stayed in **bed**. / He works at **weekends**.

## Theme 8 HISTORY

### 8. A Museums

#### The Present Perfect Tense

We use “**The Present Perfect Tense**”:

- to talk about something that happened in the past that has a result in the present. **e.g.** I **have left** the bag at home. ( I haven't got a bag now.) / He **has broken** his leg so he can't go walking with you.
- with **just** and **already**. We use just/ already after have/has and before past participle.  
**already**: something has happened earlier than expected. **e.g.** She **has already left** the party.  
**just**: very recently, immediately before now. **e.g.** They **have just left** the house.
- with **yet**. We use **yet** at the end of the sentence. We use it with negatives and questions.  
**yet**: until now or until a particular time **e.g.** **Have you seen** his last film **yet**? / I **haven't read** the book **yet**.

### 8.B Historical Attractions

#### The Present Perfect Tense

We also use **The Present Perfect Tense**:

- to talk about life experiences, when we don't say when that happened. **e.g.** Have you **ever** climbed on a mountain? No, **never**. / I have **never** climbed on a tree. / Have you **ever** visited South America? Yes, **twice**. / **once** / **three times** / **many times**, etc.

#### “been to” or “gone to”

**e.g.** She **has been** to Spain.= She visited Spain and came back. / She **has gone to** Spain. = She is in Spain now.

### 8. C Archaeological Finds

#### Imperatives

We use **imperatives**:

- for direct orders or suggestions and also for a variety of other purposes. **e.g.** **Give** me the details./ **Come** in and **sit** down. / **Push**.
- the negative form is usually expressed by “**Don't**”. **e.g.** **Don't** run.
- full form “**Do not**” is used mainly in public notices. **e.g.** / **Do not use** the elevator. / **Never do** things by halves. /

## IRREGULAR VERBS

PRESENT	PAST	PAST PARTICIPLE	PRESENT	PAST	PAST PARTICIPLE
be	was / were	been	let	let	let
become	became	become	lie	lay	lay
begin	began	begun	light	lit	lit
bite	bit	bit	lose	lost	lost
bleed	bled	bled	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt/burned	burnt/burned	read	read	read
buy	bought	bought	ride	rode	riden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	rise	rose	risen
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
dig	dug	dug	sell	sold	sold
do	did	done	set	set	set
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown/showed
feed	fed	fed	shut	shut	shut
feel	felt	felt	sing	sang	sung
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelt	smelt
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	strike	struck	struck
grow	grew	grown	swim	swam	swum
hang	hung	hung	take	took	taken
have	had	had	teach	taught	taught
hide	hid	hid	tear	tore	torn
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	understand	understood	understood
know	knew	known	wake	woke	woken
learn	learnt/learned	learn/learned	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written



## VOCABULARY LIST

<p><b>UNIT 1</b> <b>NOUNS</b> adult arts barbecue blog brochure brunch changing room coiffeur collection couple customer department store designs direct flight early person elevator / lift exhibition fashion designer fashion show free time fun generation guitar hobby intern doctor jogging kid limousine lost and found make-up manager midnight music night person off day painting practice recording studio rehearsal routine seat session shower sign snack sofa spy studio sunshine teddy bear temperature trip vacation weather forecast wedding dress work life working hours</p> <p><b>VERBS</b> be on duty book</p>	<p>change choose come true cook cost design get dressed lie relax rest sign spend visit window shop wish</p> <p><b>ADJECTIVES</b> amusing close enormous entertaining giant individual limited nostalgic steel typical whole</p> <p><b>ADVERBS</b> always generally never often rarely sometimes usually</p> <p><b>UNIT 2</b> <b>NOUNS</b> application form budget bush candidate central heating charger chef chlorine tablets deadline departure dissemination dozen exchange programme firewood flask fortnight globe ground host house keeper interview leader log mobility</p>	<p>mood pan participant partner proficiency qualification reservation restriction rucksack scout sleeping bag sleeping mat step tent threat time line torch trainers trekking updater WAT programme water closet</p> <p><b>VERBS</b> attend avoid communicate connect cover earn expose fall asleep improve peel prepare promote register take a nap tidy wonder</p> <p><b>ADJECTIVES</b> awful boutique colloquial cosy cute environmental fantastic far away fulltime global homesick intercultural leading local narrow minded non-profit old-fashioned open minded peaceful stain glass sweet</p>	<p>tiny unfortunate voluntary</p> <p><b>PHRASAL VERBS</b> fill in get up pick up put up roll up</p> <p><b>UNIT 3</b> <b>NOUNS</b> aggression amusement application attractiveness blog boredom commode cue cursor debate defensiveness employment expression file gesture ginger nut habit heart transplant high lighter idea impatience issue jail mood plug posture profanity public questionnaire rate rejection relaxed result smiley soundtrack state tool</p> <p><b>VERBS</b> act analyse appear backup communicate compress concentrate divorce drum go black improve indicate</p>	<p>kick present produce refer stroke summarise tap unzip worry</p> <p><b>ADJECTIVES</b> commercial deprived fascinating gorgeous non-verbal overworked specific touching well-paid</p> <p><b>ADVERBS</b> anxiously calmly desperately entirely furiously incredibly moderately nervously rapidly separately slightly subconsciously tardily tensely totally wearily</p> <p><b>PHRASAL VERBS</b> come up depend on drop out (of) find out hand out leave out log on pick up run away turn down</p> <p><b>UNIT 4</b> <b>NOUNS</b> axe babysitting beak cash celebrity charity coldness demand discount</p>
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<p>flea market freak habit intention obsession occupation parcel perfectionist phobia presentation receipt resolution rival sense of environment silk scarf skyscraper squash wing</p> <p><b>VERBS</b> admit be afraid of be fond of confess flap handle keep neat/dry manage scare spoil terrify waste wrap</p> <p><b>ADJECTIVES</b> ambitious attractive brain-training chaotic charming determined dynamic easy going emotional extreme fastidious fragile hated innocent irrational jealous leading lively logical loyal loyal luxurious materialistic motherly obsessive over protective perfect radical recent</p>	<p>reliable religious self-employed simple minded skilful social sticky strict strong-willed supportive sympathetic talented three-storey weird</p> <p><b>ADVERBS</b> actually probably</p> <p><b>PHRASAL VERBS</b> deal with fed up with try on</p> <p><b>UNIT 5</b> <b>NOUNS</b> ambition battle bend billion Cherokee conservatory corn ego empathy evil extreme fellow folk tale generosity genre greed guilt high-tide howl jealousy journalist low-tide lung cancer mall match moderation partnership poem record regret sorrow starfish statement style trendsetter tribe</p>	<p>weapon</p> <p><b>VERBS</b> aim bear browse compose cross encourage feed force form howl hurt influence knight murder range reflect relate sip skim symbolise</p> <p><b>ADJECTIVES</b> broke cruel hopeless major psychedelic rough scared stylistic unique wrinkled</p> <p><b>ADVERBS</b> curiously internationally primarily silently suddenly</p> <p><b>PHRASAL VERBS</b> be keen on break up consist of fall off knock down take back take part</p> <p><b>UNIT 6</b> <b>NOUNS</b> addiction border bungee jumping cardiology check-in compensation cosmetic surgery cruiser cuisine destination exploration area facility</p>	<p>fountain ghetto tourism hang gliding healthcare ivf (in vitro fertilisation) luggage mountain biking mountaineering neurology orbit peninsula rafting rehabilitation replacement rock climbing salutation scuba diving seal ski snowboarding start-up supervisor treatment trekking vibration virtual tourism voyage whale zip-lining</p> <p><b>VERBS</b> achieve apologise await be off be out of use board demand float involve observe order overlook provide recommend</p> <p><b>ADJECTIVES</b> additional affordable ancient available awful brief cardiac dental easy going exotic giant hospitable inconvenient incredible joint</p>	<p>leisure narrow pricey recent recreational rectangular remote separate slight talkative therapeutic welcoming whole</p> <p><b>ADVERBS</b> for a while instead</p> <p><b>PHRASAL VERBS</b> lift off sign off</p> <p><b>UNIT 7</b> <b>NOUNS</b> addict annihilation ash avalanche biodiesel briefing chieftain chimney coal condition cruiser date disaster domination drought earthquake eruption ethanol fairy tale famine flood fossil fuels global warming globetrotter greenhouse effect lava mud oil policy potential resident resource ruin scenery shortage soccer substitute suburb hurricane ups (uninterruptable power supply)</p>
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<p>well witness <b>VERBS</b> affect attach bury damage defend enhance estimate exist expand extend feed isolate occur protect provide rediscover represent shake spill starve suffer trigger <b>ADJECTIVES</b> accidental bizarre conventional curious devastating enchanted extended renewable solar vast <b>ADVERBS</b> domestically environmentally partially popularly <b>PHRASAL VERBS</b> take place <b>UNIT 8</b> <b>NOUNS</b> amphora appearance archaeology artefact attraction chisel chore citizen civilization clay coffee grinds dough effectiveness element excavation exhibition</p>	<p>ferry find fine art fossil honorary doctorates insect instruction layer memo pad monument overcrowd passenger prize process research reward scenery sense showcase skeleton soil state scholarship substance tweezers twig variation <b>VERBS</b> apply be engaged be on display bury combine dedicate dig dine harden immerse imprint mark mention pertain pour press pull pursue realise receive rub sip stir submerge unearth warn <b>ADJECTIVES</b> 3-D ancient appropriate archaeological authentic brewed</p>	<p>dehydrated fake foggy gentle hard-shelled juicy lint-free mixing multiple multi-sensory permanent recovered runny tough unique nearby <b>ADVERBS</b> cordially firmly kindly <b>PHRASAL VERBS</b> break away chip away at set on turn out</p>		
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## PEER ASSESSMENT FORM

Student being assessed: \_\_\_\_\_

Student making the assessment: \_\_\_\_\_

For each aspect, rate the student on a scale from A to D using the following guide:

**A:** did this very well                      **B:** did this adequately

**C:** did this less than adequately   **D:** did this poorly

General Aspect	Specific Aspect	Rating
Group Process	Attended a large majority of group meetings	
	Maintained contact with other group members	
	Communicated constructively to discussion	
	Generally was cooperative in group activities	
	Asked useful questions	
	Encouraged and assisted other group members	
The task	Made a genuine attempt to complete all jobs agreed by the group	
	Made an intellectual contribution to the completion of the task	
	Did (at least) their fair share of the work	
	Read and commented in a timely manner on drafts of the report	
	Contributed a significant amount (measured in ideas as well as words) to the report	
Overall	Based on your ratings and comments above, this student's contribution overall on this group task	

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