

ENGLISH 11th Grade



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Yazar

Çiler GENÇ KARATAŞ

Millî Eğitim Bakanlığı Talim ve Terbiye Kurulunun **02.06.2023** tarih ve **29** sayılı kurul (ekli listenin 64. sırasında) kararı ile **2024-2025** öğretim yılından itibaren 5 (beş) yıl süre ile **Ders Kitabı** olarak kabul edilmiştir.

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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 cerâhamdan İlahî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'sım;
O zaman yükselerek arşa değer belki başım.

Dalgalar 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

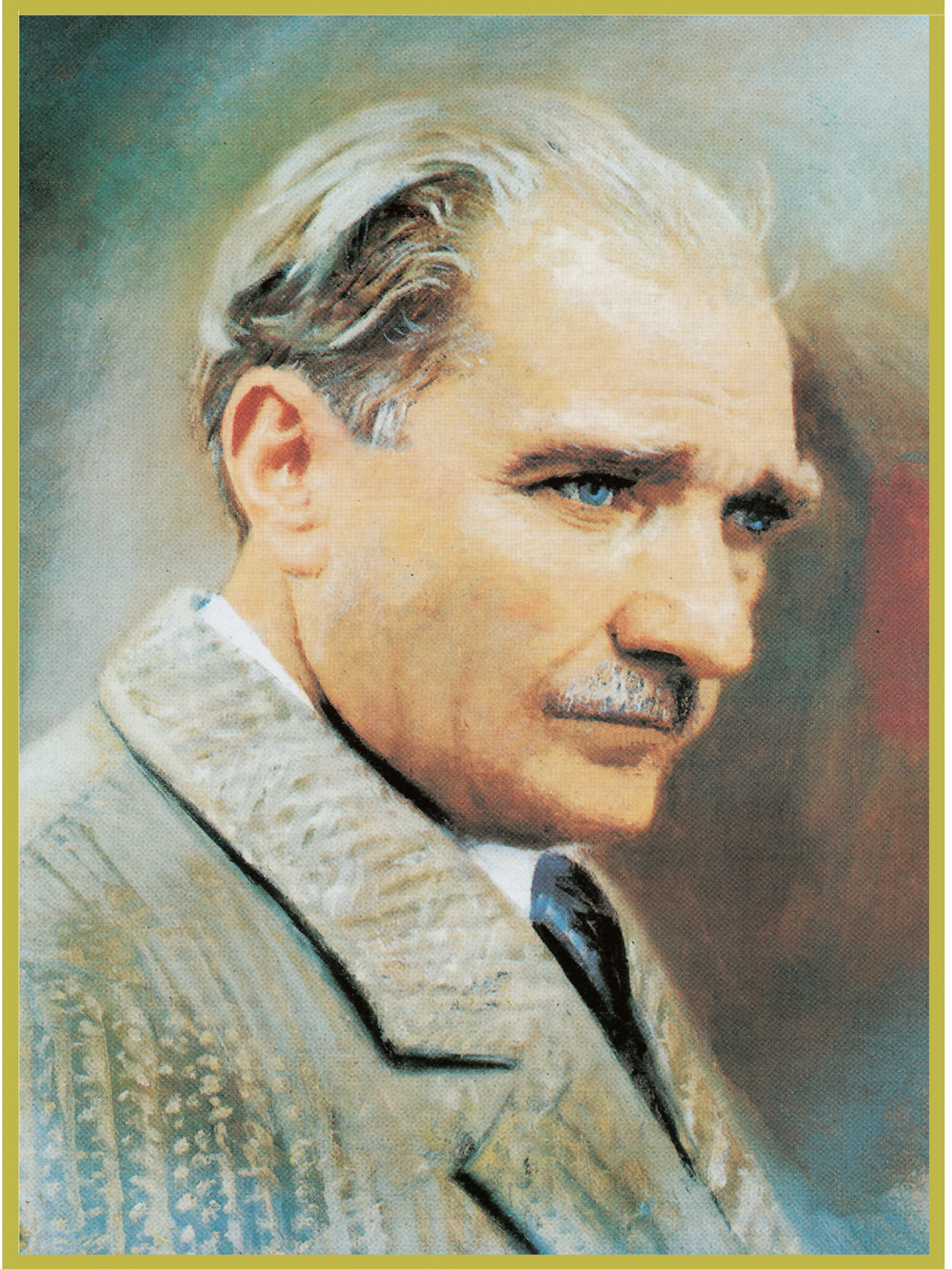
GENÇLİĞE HİTABE

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 namüsaît 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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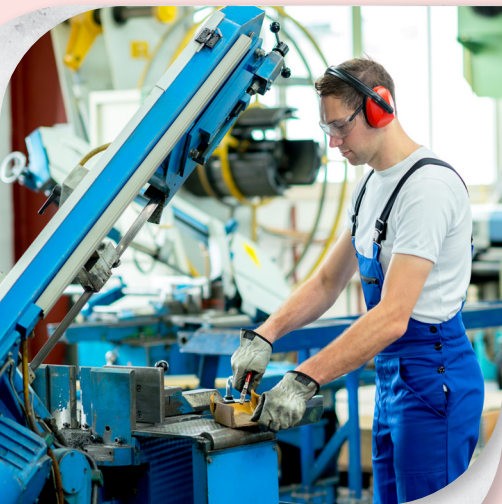
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THEME 1

FUTURE JOBS



Communicative Functions:

F1. Making plans and predictions

F2. Making an appointment

F3. Talking on the phone

Theme 1: Future Jobs

1. Discuss the questions with your partner.

1. Do you think you can cope with a job interview? Why/ Why not?
2. Do you know any tips on how to succeed in a job interview?

2. Listen to the conversation and put the sentences in the correct order. (Audio 1.6)



- ☐ a. Visit the official website and learn a lot about the company and the position.
- ☐ b. Speak clearly and politely during the interview.
- ☐ c. Dress properly, and make sure your clothes are clean and pressed.
- ☒ 1 d. Prepare well before the interview.
- ☐ e. Be careful about your body language, and you'd better smile and make eye contact.
- ☐ f. Prepare a few questions about the company because recruiters usually ask if you have any questions for them.
- ☐ g. Go there in time.
- ☐ h. Think about the answers to some possible questions.

3. Read the sentences above again. Work with your partner and take turns to talk about how to succeed in a job interview as follows.

If you prepare well before the interview, you'll probably succeed.

4. Complete the table by writing sentences as in the examples.

What are your strengths?	What are your weaknesses?
<i>I'm creative, and I have good communication skills.</i>	<i>I'm not good at working with numbers.</i>

5. Work in pairs and look at activity 4 again. Take turns to play the role of a career counselor and ask the questions in the table. Listen to your partner's answers and then make predictions as follows.

You aren't good at working with numbers, so I'm afraid you won't be able to become an accountant. On the other hand, you're creative, and you have good communication skills. I predict you'll become a successful advertising manager.

6. Use the expressions (a-g) to complete the phone conversation. There is an extra expression. Then act out the phone conversation with your partner.

- a. Can we meet in the evening?
- b. Are you free for a coffee on Friday afternoon?
- c. Yes, that's fine by me.
- d. It's Tina calling.
- e. Do you have any plans for Saturday afternoon?
- f. May I speak to Tina, please?
- g. Sorry, but I won't be available.

Carmen : Hello. Carmen here.
Tina : Hey, Carmen. (1)
Carmen : Hi, Tina. What's up?
Tina : Nothing much. You?
Carmen : Not bad. Thanks.
Tina : (2)
Carmen : I'm afraid I'll be busy. I'm going to help my brother with his biology project. What about Friday evening? I'll be free then.
Tina : (3) I'm going to join my cousin's birthday party. (4)
Carmen : Yes. I'm going to be at the tennis court. I have tennis practice on Saturday afternoons. But I'm free after 5 p.m. (5)
Tina : Yes, sure. Is 6 o'clock a good time for you?
Carmen : (6)
Tina : How about meeting at the cafe opposite the theater?
Carmen : All right. That sounds great.
Tina : Okay. Bye for now. See you.
Carmen : See you. Take care.



7. Imagine you and your partner want to meet up at the weekend. Role-play a phone conversation as the one in activity 6 by using the information in the table below or your own ideas. Then change roles and role-play again.

	Saturday		Sunday	
	afternoon	evening	afternoon	evening
STUDENT A	free	have dinner with uncle	free	free
STUDENT B	do chemistry project	free	take a guitar lesson	free

Theme 1: Future Jobs

8. Read the following ads. Write the correct jobs to complete the sentence below.

The vacancies in the ads are for a(n) and a(n)

1.

CAREER OPPORTUNITY

A leading textile company in Dublin requires a highly motivated professional for their Finance Department.

ACCOUNTANT

The applicant must have a B.A. in Accounting and 4-5 years of experience with maximum age of 30 years.

Good knowledge of relevant software is preferred. Strong analytical skills are required.

The applicant must successfully complete a criminal background check.

The job offers a competitive salary and an excellent working environment.

Contact HR department at xyz.textilehr@adjob.com with an updated CV and a letter of intent by 25 October.

2.

URGENTLY REQUIRED

Registered Nurse

Shifts available

Monday to Thursday, 3 to 11 p.m. or Tuesday to Friday, 2 to 10 p.m.

Qualifications

Skills

Excellent communication and organizational skills. Ability to supervise staff during medical procedures.

Education

Bachelor of Science in Nursing

Previous Experience

2 years minimum experience

If you fulfil the criteria, you should send your CV and letter of intent to rcarehome@workmail.com.

9. Read the job ads again and tick the correct column.

		Ad 1	Ad 2
1.	Candidates for the position will have to work in shifts.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Candidates for the position must have a Bachelor of Arts.	<input type="checkbox"/>	<input type="checkbox"/>
3.	Candidates must have excellent communication and organizational skills.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Candidates must have at least 2 years of experience.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Candidates can't be over 30 years old.	<input type="checkbox"/>	<input type="checkbox"/>
6.	Candidates must have a Bachelor of Science.	<input type="checkbox"/>	<input type="checkbox"/>
7.	Candidates must have good knowledge of relevant software.	<input type="checkbox"/>	<input type="checkbox"/>
8.	Candidates must have strong analytical skills.	<input type="checkbox"/>	<input type="checkbox"/>

10. Read the letter of intent below. Then look at the job ads in activity 8 again and underline the correct alternative in the following sentence.

The letter of intent below is for the vacancy in the **first / second** job ad.

Nancy Spencer

27 Green Lane, Connecticut C1Z45 - (555) 789 5432 - n.spencer@email.com

20 October 2022

James Miller

Director

Rose Care Home

26 Business Road

Connecticut R5Y32

Dear Mr Miller,

I am writing to you **regarding** the Registered Nurse position advertised at the Regional Newspaper on 19 October. I believe my qualifications and experience make me an ideal candidate for this position.

As you can see from the attached CV, I have a B.S. in Nursing and 5 years of experience. During my clinical experience, I **obtained** a good deal of expertise in healthcare. Moreover, I have the necessary leadership skills to **supervise** other staff members in order to **ensure** quality care for patients. I am an extremely organized professional with the ability to think critically. In addition, I **possess** excellent communication skills, which help me interact with patients, their families and other health team members effectively.

I would appreciate any opportunity to meet with you to discuss how my abilities will be beneficial to your care home. I look forward to hearing from you. Thank you for your time and consideration.

Sincerely,

Nancy Spencer

Nancy Spencer

11. Read the letter again and choose the correct option.

Which of the following questions DOES NOT have an answer in the letter?

- A) In what ways can the director contact Nancy Spencer?
- B) When did Nancy Spencer get her Bachelor of Science?
- C) How many years of experience does Nancy Spencer have?
- D) What type of skills does Nancy Spencer have?

Theme 1: Future Jobs

12. Find the **highlighted** words in the letter in activity 10 and guess the meaning from the context. Then match the following words with the definitions (1-4). There is an extra word.

regarding

obtain

supervise

ensure

possess

1. to get something:
2. to make something certain to happen:
3. in relation to; about:
4. to watch someone / something to make certain that everything is done correctly:

13. Study the letter of intent. Choose one of the job ads in activity 8 or the ones on page 20 in the Student's Book, and write a letter of intent. Hand in your letter next week. When your teacher gives it back, take a photo and upload it to your blog.

DISCUSSION TIME



1. Discuss the questions in pairs.

Do you know any entrepreneurs? If yes, what did he/ she achieve?

2. Work in groups. Look at the list of qualities below. Which ones do you think are the most important to become a successful entrepreneur? Share your group's opinions with the class.

taking risks
being ready to start small
being self-disciplined
being organized
being creative

being determined to succeed
setting goals
being ambitious
being flexible
improving yourself by reading a lot

IDIOMS / PROVERBS CORNER



Read the following sentences and pay attention to the idioms in *italics*. Work out the meaning from the context, and then match the idioms with the definitions (a-c).

1. It will take me a few months to *learn the ropes*, but I'm sure you'll be satisfied with my performance here.
2. I just *got the sack*, and so did 15 other people. I have two hours to pack up my things and leave the office. I must find a new job soon.
3. If you want to *earn your stripes* in journalism, you ought to start at the bottom.

1. learn the ropes



2. get the sack



3. earn your stripes



a. to be fired; to be removed from a job

b. to get a position you deserve through work or achievements

c. to become more familiar with a job; to be trained

THEME 2

HOBBIES AND SKILLS



Communicative Functions:

- F1.** *Expressing likes, dislikes and interests*
- F2.** *Expressing preferences*
- F3.** *Talking about present and past abilities*

Theme 2: Hobbies and Skills

1. Work in groups. Read the instructions below and play a mime game.

- ◆ Take turns to choose a hobby and mime.
- ◆ The other members of the group should try to guess which hobby is chosen.
- ◆ The game goes on until each member of the group mimes a hobby.

2. Work with your partner. Take turns to ask and answer the following questions.

Which sport do you prefer watching, handball or table tennis?

Which one would you rather try, Azerbaijani cuisine or Japanese cuisine?

Which one do you prefer listening to, classical music or Turkish folk music?

Which pets would you rather play with, dogs or cats?



3. Work in pairs. Read the instructions below and play the communicative game.

- ◆ Write 3 positive and 3 negative sentences about your parents' or your own past abilities as in the examples. Some of them should be false.

I could play football very well when I was a child.

My mother couldn't speak when she was 2 years old.

- ◆ Read the sentences aloud for your partner. He/ She should listen carefully and guess if the sentences are true or false.

4. Work in groups. Think of 3 unusual hobbies. Share them with the class.

.....

.....

.....

5. Listen to the extract from an interview and choose the correct picture.
(Audio 2.6)



What unusual hobby is the extract mainly about?



A) making jewellery



B) making stone dolls



C) making candles

6. Read the following sentences. Then listen to the interview again and tick the correct column for each sentence.

Yes No

1. Mr Dylan thinks hobbies help us reduce stress in our lives.
2. He is fond of going to classical music concerts.
3. Scuba diving and playing football are among his hobbies.
4. He started his unusual hobby 2 years ago.
5. He thinks he has become more creative with his unusual hobby.

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

7. Choose the correct answer.

According to Mr Dylan, ----.

- A) hobbies are useful for people who have a lot of work
- B) playing sports is more interesting than watching them on TV
- C) an Italian friend taught him how to make stone dolls
- D) his friends dislike the stone dolls which he gives to them

8. Discuss the questions in pairs.


Would you like to take up making stone dolls? Why/ Why not?

Theme 2: Hobbies and Skills

9. Read the text and answer the question.


What is the discussion on this forum page about?

18 comments




Join the discussion...

We all have some hobbies. They are activities and interests which we enjoy doing in our leisure time. Hobbies differ from person to person. Some people prefer common hobbies like playing board games, reading and cycling. But what about the uncommon ones? Do you have any unusual hobbies? If yes, share them with us. We wonder your answers.




Lisa (25 minutes ago)

I'm keen on collecting original comic books. I think it's a great leisure activity. I took it up 15 years ago, when I was at primary school. I read my first comic book at the age of 10 and I loved it. Now I possess hundreds of comic books. I forget about all my problems when I read them. They're so entertaining. I prefer comic books about superheroes. I'm crazy about *them*. In my view, they're **marvellous**.




Richard (50 minutes ago)

I've been interested in caving for 4 years. I'm currently a member of a local caving club. I think it's fascinating to explore caves. It gives you a sense of achievement. You get more confident. You discover a new world in caves. That's so exciting. But caving may be dangerous, so you should go with experienced cavers. Last year I had an accident. I hurt my right foot and I couldn't move *it* at all. **Fortunately**, I wasn't alone.



Nancy (3 hours ago)

My favorite leisure activity is carving eggshells. I started this **extraordinary** hobby 6 years ago, and then I couldn't stop it. Carving eggshells has finished stress in my life. It's so relaxing. And I think *it* has developed my personality. Now I'm more creative and positive. I'd rather create different designs all the time, so my eggshells are unique. In my opinion, they're excellent works of art. When I finish carving eggshells, they look wonderful. I feel proud of myself.



Frank (7 hours ago)

Rock balancing is a great hobby of mine. I took *it* up 2 years ago. It's so nice. You balance rocks on top of one another without using anything to keep them together. Of course, that's not easy. It looks **impossible**, but you can do it. At first, I couldn't balance even a few rocks, but then I achieved and I felt perfect. This hobby has also taught me to be more patient. When I try to balance rocks, I have a very good time. That's why I prefer it to all the other activities.

10. Answer the following questions according to the text.

1. When did Lisa start collecting original comic books?
2. Why does she like it?
3. How long has Richard had his hobby?
4. Why is he fond of caving?
5. When did Nancy begin carving eggshells?
6. Why does she enjoy it?
7. How long has Frank had his hobby?
8. Why is he keen on rock balancing?



11. Write what the following words refer to.

1. (Line 12) them :
2. (Line 20) it :
3. (Line 24) it :
4. (Line 29) it :



12. Find the **highlighted** words in the text and guess the meaning from the context. Then write the correct words next to the definitions (a-d).

- a. very unusual, special, unexpected, or strange:
- b. not likely to happen or be achieved:
- c. extremely good:
- d. happening because of good luck:

13. Complete the following sentences using the words in activity 12. One of the words IS NOT necessary for this activity.

1. It was really to sleep there because of the noise coming from the next-door neighbors.
2. She had a(n) memory. I couldn't believe that she was able to remember all the details of the story.
3. It took me ages to get it right, but it was a(n) feeling when I finished the project in the end.

14. Read the text in activity 9 again and discuss these questions with your partner.

1. Whose hobby do you think is more extraordinary than the others?
2. Would you like to take up any of the hobbies? If yes, which one(s)? Why?

15. Imagine you have an unusual hobby. Write a paragraph about it as the ones in activity 9. You had better do some research on the Net beforehand.

DISCUSSION TIME



1. Work in groups. Discuss various benefits of hobbies and note them down. Then share your group's opinions with the class.
2. Read the instructions and do the activity in pairs.
 - ◆ Imagine that you and your friend want to have a new hobby, so you're going to start a course.
 - ◆ Read the list below. First, talk to each other about how beneficial the different options would be. Then choose the course you would like to start.

jewellery making	basketball	karate	chess
folk dance	cooking	rafting	scuba diving

- ◆ Use the following expressions and present your own choice to the class.

- ◆ I believe that would be more beneficial because
- ◆ In my view, we should start because
- ◆ In my opinion, taking up is a good idea because

IDIOMS / PROVERBS CORNER



Read the following dialogues. Pay attention to the idioms in *italics* and work out the meaning from the context. Then use the correct form of the idioms to complete the sentences (a-d).

1. **A:** Why don't we take up a new hobby? For example, we can attend a dance course.
B: No way! I *have two left feet*. Choose another hobby.
2. **A:** All you do is work these days. You should do something fun.
B: I'm afraid I can't. I *have a lot on my plate*. I have almost no free time.
3. **A:** This music course is great. We've *had a whale of a time* today. You should join us.
B: Why not? When do you go there?
4. **A:** How about playing tennis tomorrow afternoon?
B: Tennis *is not my cup of tea*. Let's do something else.

- a. The costume party was fantastic last night. Everybody
- b. Look at Mike on the dance floor. He's so funny. He
- c. Thanks for inviting me, but jazz music
- d. I'm sorry, but I can't go to the seaside with you today. I

THEME 3

HARD TIMES



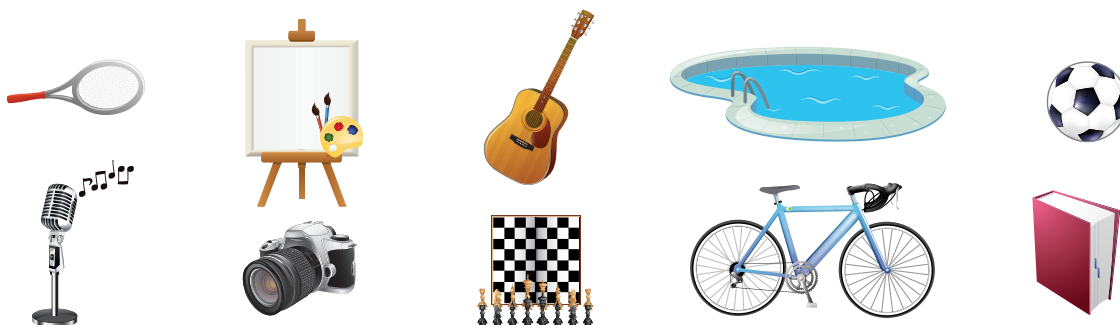
Communicative Functions:

F1. Describing events happening at the same time in the past

F2. Explaining people's habits in the past

Theme 3: Hard Times

1. Work in pairs and look at the pictures of hobbies. Take turns to say which ones you used to like doing a few years ago.



2. Read the instructions and conduct a survey to find out your classmates' past habits.

- ♦ Read the categories below and write a question about each one as in the example.

sports

music

games

movie types

food

school
subjects

Did you use to play volleyball when you were younger?

- ♦ Go around the class and ask the questions to 5 of your classmates. Remember to note down their answers.
- ♦ Use the answers to write a report about your classmates' past habits. Start as follows.

The survey reveals that Yeliz, Yavuz and Erdeniz used to play volleyball when they were younger, but Yunus and Çiğdem didn't.

.....

.....

.....

.....

.....

3. Look at the picture and discuss the questions with your partner.

1. What are the people in the picture doing?
2. How do you think they are feeling?
3. Do you think the activity in the picture is easy for them?
4. Do you think they often go through hard times?
5. Have you ever watched paralympic sports?



4. Listen to the speaker and underline the correct alternative. (Audio 3.6)

The speaker is **disabled** / talking about someone else who is disabled.



5. Listen to the speaker again and choose the correct answer.

1. The speaker is talking about an incident that happened in the year ---- .

A) 2018

B) 2019

C) 2020

2. He was feeling ---- when he got on the bus.

A) excited

B) exhausted

C) nervous

3. When he had an argument with his best friend, he was feeling ---- .

A) disappointed

B) furious

C) shocked

4. When he arrived home, he was feeling ---- .

A) confused

B) depressed

C) relieved

5. He watched a video about an Australian young man who was ---- years old.

A) 20

B) 21

C) 22

6. The man in the video started wheelchair basketball when he was ---- years old.

A) 10

B) 11

C) 12

7. When the speaker watched the video, he got ---- .

A) anxious

B) depressed

C) embarrassed

8. He used to feel ---- very easily, but watching the video ended that situation.

A) furious

B) tired

C) unhappy

Theme 3: Hard Times

6. Listen again and write down the problems which the speaker had that day.

1. First of all,
2. Next,
3. Then
4. After that,

7. Work in pairs and take turns to tell the speaker's story in your own words. You can use the information in activities 5 and 6.

8. Discuss the questions with your partner.

1. Do you think the paralympic basketball player in the video is inspirational?
2. How do you think his life changed when he started wheelchair basketball?
3. The speaker says, "I should be happy with the things I have." Do you agree? Why/ Why not?

9. Work in groups. Choose from the following ideas in turn and tell your group members about it. You can talk about a real or an imaginary incident.

- ♦ You met someone inspirational.
- ♦ You received some good news.
- ♦ You received some bad news.
- ♦ You felt really furious.

- ♦ You had an accident.
- ♦ You met a celebrity.
- ♦ You felt nervous at first, but then you got relieved.

10. Work in groups. Read the instructions below and play the game.

- ♦ The first member of the group should make a sentence about an incident in the past. You can choose from the ideas in activity 9. All the group members should listen carefully.
- ♦ The second member should repeat the first sentence and add one more sentence.
- ♦ The third one should repeat the first and the second members' sentences and then add a new one. The game goes on until the last member adds a sentence.
- ♦ If a member makes a mistake, he/ she should leave the game.

11. Read the information below. What is it about?

- ♦ *Yesterday* is a song by the famous rock band *the Beatles*.
- ♦ According to Guinness World Records, it has the most cover versions of any song ever written.
- ♦ In 1999, BBC Radio 2 conducted a poll, and *Yesterday* was voted the best song of the 20th century by music experts and listeners.

12. Listen to the song and fill in the blanks using the words below. (Audio 3.7)



suddenly

game

seemed

yesterday

wrong

stay

Yesterday (by the Beatles)

Yesterday, all my troubles (1) so far away

Now it looks as though they're here to (2)

Oh, I believe in (3)

Suddenly, I'm not half the man I used to be

There's a shadow hanging over me

Oh, yesterday came (4)

Why she had to go, I don't know, she wouldn't say

I said something (5), now I long for yesterday

Yesterday, love was such an easy (6) to play

Now I need a place to hide away

Oh, I believe in yesterday

Why she had to go, I don't know, she wouldn't say

I said something wrong, now I long for yesterday

Yesterday, love was such an easy game to play

Now I need a place to hide away

Oh, I believe in yesterday.



13. Listen again and sing along.

14. Choose the correct answer according to the song.

Which of the adjectives below CANNOT complete the following sentence?

The character in the song feels - - - - .

A) confused

B) depressed

C) disappointed

D) furious

Theme 3: Hard Times

15. Use the words below to label the pictures.

safari

tribespeople

jungle



16. Read the following story. What is it about?

It was in 2009. My husband Sam and I wanted to experience wildlife first-hand, so we contacted a travel agency for a jungle safari in Uganda, a country in East Africa. Early that morning, our plane from London landed at the airport in Kampala, the capital city of Uganda. Then we hired a two-seater plane to go to Kasese in the west of the country. While Sam was flying our plane over the jungle, we suddenly had engine trouble. We had no choice but a parachute jump. Next, we jumped off the plane, and a few minutes later, it crashed. I flew far away because the wind was blowing hard. I hoped to land safely and find Sam on the ground while I was going down towards the trees. Fortunately, I managed to land without getting caught in the branches. However, I couldn't see Sam, so I felt extremely anxious. Soon afterwards, I heard some noise and the branches in front of me started to move. Then a group of tribespeople appeared. I got terrified. As they were walking towards me, I didn't know what to do. They said something, but I couldn't understand their language. Yet it was obvious that they wanted me to follow them. I started to walk among the tall trees behind them. After a while, we reached a grassy open area, and there I saw Sam. He was sitting on the ground. And a couple of tribesmen were standing near him. ...

17. Answer these questions according to the story.

1. When and where did the story take place?
2. Who are the main characters in the story?
3. Why did they contact a travel agency?
4. What happened while Sam was flying the plane?
5. What happened after that?
6. What did the writer do while she was going down towards the trees?
7. Why did the writer get terrified?
8. What was Sam doing when the writer saw him?

18. Read the story again and choose the correct answer.

According to the story, the writer - - - - .

- A) had an accident in the capital city of Uganda
- B) managed to find Sam as soon as she landed
- C) felt relieved when she talked to the tribespeople
- D) followed the tribespeople in the jungle and found Sam

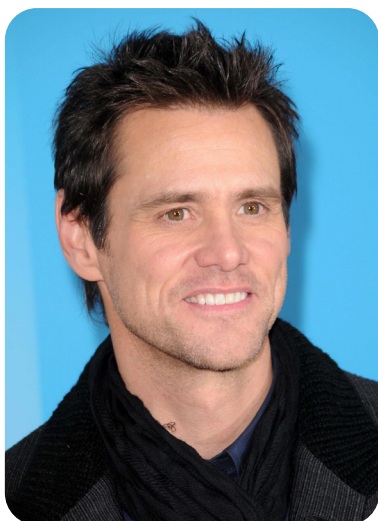
19. Discuss the questions below with your partner.

Would you like to go on a jungle safari? Why/ Why not?

20. Write the ending of the story. Remember to check it for grammar and spelling mistakes before you hand it in next week.

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

(Student A)



Jim Carrey, famous Canadian comedian, was born in (1) He was 12 years old when his father lost his job, so the family fell on hard times. They even began to live in (2) He had 3 siblings, and they all worked to help their parents earn a living. Meanwhile, he was very interested in performing stand-up comedy acts, and he used to entertain his classmates at school. He used to (3) in the evenings when he was 15. Carrey has starred in many movies. In 1998, he won the Golden Globe Award for the movie *The Truman Show*, and he got his second Golden Globe for the movie (4) in 1999. He is regarded as one of the best comedic talents alive today.

DISCUSSION TIME



Work in groups and discuss the following quote by the well-known basketball player. Support your answers with reasons and/ or examples.

"If you're trying to achieve, there will be roadblocks. I've had them; everybody has had them. But obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it."

Michael JORDAN

Theme 3: Hard Times

(Student B)

Jim Carrey, famous Canadian comedian, was born in 1962. He was (1) years old when his father lost his job, so the family fell on hard times. They even began to live in a caravan. He had (2) siblings, and they all worked to help their parents earn a living. Meanwhile, he was very interested in performing stand-up comedy acts, and he used to (3) at school. He used to work at comedy clubs in the evenings when he was 15. Carrey has starred in many movies. In (4), he won the Golden Globe Award for the movie *The Truman Show*, and he got his second Golden Globe for the movie *Man on the Moon* in 1999. He is regarded as one of the best comedic talents alive today.



Idioms / Proverbs Corner



1. Read the following dialogues. Pay attention to the proverbs in italics and work out the meaning from the context. Then write the correct proverbs next to the explanations (a-c).

1. **A:** I thought Bill would never get well again after that terrible incident. I'm happy to see that he's all right.

B: As they say, *time heals all wounds*.

2. **A:** I need some more time to complete the preparations.

B: You should hurry up. We've wasted enough time already. *Time is money*.

3. **A:** Do you think I should make the party arrangements next week? Or shall I start today?

B: *There's no time like the present*.

- a. It's right to take action immediately instead of waiting.
- b. Emotional pain lessens over time.
- c. Time is valuable and shouldn't be wasted.

2. Brainstorm the Turkish proverbs with similar meanings and write them down.

1.
2.
3.

THEME 4

WHAT A LIFE



Communicative Functions:

- F1.** Describing places, people and events in the past
- F2.** Ordering events
- F3.** Talking about personal experiences in the past

Theme 4: What a Life

1. What do you know about the Turkish heroines in the following pictures? Share the information with the class.



Tayyar Rahmiye



Kara Fatma



Gördesli Makbule

2. Write the words below next to the definitions (1-4). Use a dictionary if you need to. There is an extra word.

front line

martyr

permission

lieutenant

Red Crescent

1. (the title of) an officer of middle rank in the army:
2. an organization that takes care of people who are suffering because of war, natural disasters or other problems:
3. a person who is killed at war:
4. a place where the soldiers of opposing armies fight:

3. Listen to the speaker and tick the correct picture in activity 1. (Audio 4.6)



4. Listen again and put the events (a-h) into the correct order.

- ☐ a. She had gathered a group before she began fighting in the areas near Kocaeli.
- ☐ b. While she was fighting with some women in Caucasia, her husband became a martyr, so she returned to Erzurum.
- ☐ c. She started to lead over 300 soldiers after she had gone to the western front line.
- ☐ d. She was with her husband while he was fighting in the Balkan Wars.
- ☐ e. After she had retired from the army as a lieutenant, she donated her salary to the Red Crescent.
- ☐ f. Before she went to İstanbul, she had got the nickname *Kara Fatma*.
- ☐ g. She received a medal after she had fought heroically in the Great Attack.
- ☐ h. After she had decided to fight for her country, she talked to Mustafa Kemal in Sivas.

5. Work in pairs and take turns to describe the main events in Kara Fatma's life story in your own words.
6. Work in pairs. Student A should look at the information below. Student B should look at the information on the next page. Ask each other questions for the missing information and fill in the blanks.

Student A

Cahit Arf

Cahit Arf was born in Selanik in (1) When the Balkan Wars started in 1912, his family moved to İstanbul. After a while, they settled in (2) and he got his primary education there. Then he continued his education in (3) After he had received his bachelor's degree there, he returned to Türkiye in (4) First, he taught mathematics at (5) High School. Then he joined the mathematics department at İstanbul University in 1933. He got a master's degree in (6) in 1938, and after that, he worked at İstanbul University until 1962. He became a professor in (7) and an ordinarius professor in 1955. In 1963, he was one of the founders of TUBITAK (the Scientific and Technological Research Council of Türkiye) and he became the first director. After a while, he continued his studies abroad and worked with many well-known mathematicians. Before he got retired in 1980, he had joined the mathematics department at (8) University and worked there. He got numerous national and international awards. He was the president of the Turkish Mathematics Society from 1985 to 1989. He passed away when he was (9) years old. His portrait is on the 10-lira banknote.



Canan Dağdeviren

Canan Dağdeviren was born in İstanbul in 1985. She graduated from Hacettepe University in 2007. After she had got a bachelor's degree in physics engineering, she went to Sabancı University. Then she got a master's degree in materials science and engineering in 2009. She started the University of Illinois in the same year. Before she got a doctor's degree in 2014, she had worked on different projects there. She developed medical devices which turn mechanical energy from internal organ movements into electric energy. For example, she invented a unique device for patients with heart diseases when she was 28 years old. She has over 25 national and international awards. She is the first Turkish scientist to become a Junior Fellow of Harvard University. In 2015, she was on the Forbes Magazine's list called *Top 30 under 30 in Science*. In 2017, she began working as an assistant professor at MIT (Massachusetts Institute of Technology). She still directs a research group there. She wants to design new body-powered devices for different health problems.



Student B

Cahit Arf

Cahit Arf was born in Selanik in 1910. When the Balkan Wars started in 1912, his family moved to İstanbul. After a while, they settled in İzmir and he got his primary education there. Then he continued his education in Paris. After he had received his bachelor's degree there, he returned to Türkiye in 1932. First, he taught mathematics at Galatasaray High School. Then he joined the mathematics department at İstanbul University in 1933. He got a master's degree in Germany in 1938, and after that, he worked at İstanbul University until 1962. He became a professor in 1943 and an ordinarius professor in 1955. In 1963, he was one of the founders of TUBITAK (the Scientific and Technological Research Council of Türkiye) and he became the first director. After a while, he continued his studies abroad and worked with many well-known mathematicians. Before he got retired in 1980, he had joined the mathematics department at Middle East Technical University and worked there. He got numerous national and international awards. He was the president of the Turkish Mathematics Society from 1985 to 1989. He passed away when he was 87 years old. His portrait is on the 10-lira banknote.



Canan Dağdeviren

Canan Dağdeviren was born in (1) in 1985. She graduated from (2) University in 2007. After she had got a bachelor's degree in physics engineering, she went to (3) University. Then she got a master's degree in materials science and engineering in (4) She started the University of Illinois in the same year. Before she got a doctor's degree in (5), she had worked on different projects there. She developed medical devices which turn mechanical energy from internal organ movements into electric energy. For example, she invented a unique device for patients with heart diseases when she was (6) years old. She has (7) national and international awards. She is the first Turkish scientist to become a Junior Fellow of Harvard University. In (8), she was on the Forbes Magazine's list called *Top 30 under 30 in Science*. In (9), she began working as an assistant professor at MIT (Massachusetts Institute of Technology). She still directs a research group there. She wants to design new body-powered devices for different health problems.



7. Work in pairs and ask each other different questions about Cahit Arf in turn.
8. Work in pairs and ask each other different questions about Canan Dağdeviren in turn.

9. Read the texts in activity 6 again and choose the correct answer.

1. According to the first text, Cahit Arf ---- .

- A) got interested in mathematics when he was at primary school
- B) founded the mathematics department at İstanbul University
- C) taught lots of famous mathematicians at universities abroad
- D) directed the Turkish Mathematics Society for 4 years

2. According to the second text, Canan Dağdeviren ---- .

- A) began to study at the University of Illinois in the year 2010
- B) worked at Massachusetts Institute of Technology from 2017 to 2019
- C) created medical devices that use the energy of one's internal organs
- D) would like to invent devices for patients only with heart diseases

10. Work with a different partner and take turns to describe the main events in Cahit Arf's life story in your own words. Add linking words such as *First*, *Then*, *Next*, *After that*, etc.

11. Work in pairs. Take turns to describe the main events in Canan Dağdeviren's life story in your own words. Use some linking words as well.

12. Imagine you're interviewing Canan Dağdeviren. What 2 questions would you ask her? Write down your questions.

1. ?
2. ?

13. Work in groups and take turns to share a personal experience in the past. Use some linking words like *First*, *Then*, *Meanwhile*, *Soon afterwards* and *Eventually*. Remember to add sentences using *While*, *Before* and *After*. First of all, make notes below.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Theme 4: What a Life

14. Look at the visuals and choose the correct answer.

What is the name of the European country in the visuals?

- A) Bosnia-Herzegovina
- B) Croatia
- C) Kosovo
- D) Serbia



15. Read the title and the first and last paragraphs of the text. Who is it about?

Bosnians' Wise King



Alija Izetbegovic was a Bosnian politician, lawyer, author, activist and philosopher. He was the leader of Bosnians during their independence **struggle**.

Alija was born in Bosanski Samac in 1925 and grew up there. He attended high school in Sarajevo, which later became the capital of Bosnia-Herzegovina. While *he* was a soldier in the army, he had an argument with the authorities. Next, he was put into prison in 1946 and stayed *there* for 3 years. After he had got out of prison, he returned to university and got a degree in law. He got married at the age of 24 and had 3 children.

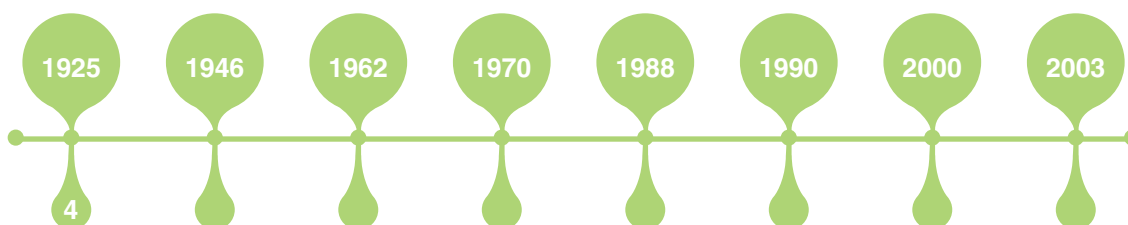
In 1962, Alija started to work as a law consultant in Sarajevo. He wrote for some newspapers as well. In 1970, he published one of his most important books called *The Islamic Declaration*. In 1983, there were **conflicts** in the country. After the authorities had examined the book again, *they* sent him to prison for the second time, and he got out in 1988.

Alija founded the Democratic Action Party with his friends in 1990. There was a referendum for the independence of Bosnia-Herzegovina in 1992. As a result, more than 99% of the people accepted. Soon afterwards, Bosnians **declared** independence on 1 March 1992. Then a terrible period began. Lots of Serbian groups started to attack the Muslims in different cities. On 6 April 1992, Serbians **besieged** Sarajevo, and that lasted for 3 and a half years. *They* were extremely **cruel** and killed too many Bosnian Muslims. Some Croatian groups also helped Serbians. Meanwhile, Bosnians were trying to **resist** and Alija Izetbegovic was leading them, but *they* didn't have enough weapons. There was no safe place in Sarajevo. The life was horrible *there*. The tragedy ended with the Dayton Peace Treaty in 1995. However, the result was incredibly bad. Thousands of people had been killed during the war. Unfortunately, most of them were Bosnians.

In the first election after the war, Alija Izetbegovic became the first president of the independent Bosnia-Herzegovina. He ruled the country until the year 2000, when he ended his political life because of some health problems. Alija Izetbegovic was a great leader. He was just and tolerant. He was also very knowledgeable, so people used to call him *Wise King*. He passed away in Sarajevo in 2003.

16. Read the text and fill in the timeline below with the events (1–8).

1. He got out of prison after he had been there for the second time.
2. He started to work as a law consultant in Sarajevo.
3. He passed away in Sarajevo.
4. Alija Izetbegovic was born in Bosanski Samac.
5. He founded the Democratic Action Party with his friends.
6. He was put into prison for 3 years.
7. He ended his political life after he had had some health problems.
8. He published one of his most important books called *The Islamic Declaration*.



17. Read the text and choose the correct answer.

1. Which of the following information IS NOT mentioned in the text?
 - A) Alija Izetbegovic had done different types of jobs before he became the president.
 - B) He had taken part in some charitable activities before he graduated from university.
 - C) He was put into prison after he had written his book *The Islamic Declaration*.
 - D) After Bosnians had declared independence, many Serbians began attacking them.
2. Which of the following information is false according to the text?
 - A) Alija Izetbegovic was a very knowledgeable leader, but he wasn't tolerant at all.
 - B) Almost all the Bosnians accepted the independence of their country at the referendum.
 - C) The Dayton Peace Treaty finished the Serbians' attacks on the Bosnians in Sarajevo.
 - D) Alija Izetbegovic became the first president in the election after the war had ended.

18. What do the following words refer to according to the text?

1. (Line 7) he :
2. (Line 9) there :
3. (Line 15) they :
4. (Line 22) They :
5. (Line 24) they :
6. (Line 25) there :

Theme 4: What a Life

19. Find the **highlighted** words in the text and work out the meaning from the context. Then use the correct form of the words below to complete the sentences. There is an extra word.

struggle

conflict

declare

besiege

cruel

resist

1. The soldiers could the enemy attacks for weeks, so they protected their homeland.
2. They the city for months, so the people couldn't get out.
3. When children become teenagers, there are often between their parents and them.
4. Our country independence on 23 April 1920.
5. In the end, we became independent after years of

20. Work in pairs. Take turns to describe the main events in Alija Izetbegovic's life story.

DISCUSSION TIME



1. Discuss the sentence in groups. Then share your group's opinions with the class.

Alija Izetbegovic tried to solve problems through democratic dialogues as he supported peace.

2. Read the following quote. Do you agree? Support your answer with reasons and/ or examples.

Cahit Arf once said, "Mathematics is an issue of patience. It's necessary to understand it by discovering instead of memorizing."

IDIOMS / PROVERBS CORNER



Read the dialogues (1-3). Pay attention to the idioms in *italics* and work out the meaning from the context. Then write the correct form of the idioms in the sentences (a-c).

1. **A:** What should we do?
B: We can't make a decision now. Let's *play it by ear*.
 2. **A:** Why can't Liz come to the park with us today, Dad?
B: She has told a lie to me, so she has to *face the music*.
 3. **A:** I'm going to the supermarket. Will you please *keep an eye on* your brother while I'm out?
B: Certainly, Mum.
- a. Sam my coat while I was buying the tickets.
- b. We haven't decided what to do about it, so it's better to
- c. You should when you make a mistake.

THEME 5

BACK TO THE PAST



Communicative Functions:

F1. Expressing wishes and regrets for past events

F2. Talking about unreal past events

Theme 5: Back to the Past

1. Discuss the questions in pairs.

1. Do you celebrate your parents' wedding anniversary with your family members every year?
If yes, how did you celebrate it last year?
2. Do you believe it is a good idea to celebrate your parents' wedding anniversary? Why/ Why not?
3. Do you think you usually eat too much junk food?
4. Do you know it is very harmful?
5. Do you find environmental campaigns beneficial?
6. What kind of environmental campaigns can you and your classmates organize?

2. Listen to the teacher and her students. Match the students with the correct pictures. There are 3 extra pictures. (Audio 5.4)



Student 1 (Michael)



Student 2 (Doris)



Student 3 (Alan)



3. Listen to the conversation again and fill in the blanks.

1. Michael and his sister wanted to celebrate their
.....
2. Doris used to
when she was 15 years old.
3. Alan
after his teacher had thanked him and his friends.

4. Listen to the conversation again and complete the wishes.

1. Michael wishes he had
2. Doris wishes she hadn't
3. Alan wishes he had

5. Use the following phrases to complete the sentences (1–3). There is an extra phrase.

- (not) to feel embarrassed
- (not) to put on weight
- to have a better time
- to feel disappointed

1. If Michael and his family had gone to the Mexican restaurant,
2. If Doris hadn't eaten so much junk food,
3. If Alan had helped his friends clean the park,

6. Write the answers using your own ideas.

1. What would have happened if Michael and his family had gone to the Mexican restaurant?
.....
2. What would have happened if Doris hadn't eaten so much junk food?
.....
3. What would have happened if Alan had helped his friends clean the park?
.....

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

8. Imagine you are a student in the teacher's class in activity 2 and she wants you to tell her a past event that you regret. Present your answer to the class.

9. Work in pairs and discuss the following questions.

1. Have you ever eaten Chinese food? If yes, did you like it?
2. Have you ever had to go on a diet? If yes, was it easy for you to lose weight?
3. Have you ever joined an environmental campaign? If yes, what did you do?

Theme 5: Back to the Past

10. Read the speech bubbles and make sentences as in the example.

If I hadn't eaten too much chocolate last night, I wouldn't have had a stomach ache.

1.

After I had eaten too much chocolate last night, I had a stomach ache.



2.

I couldn't do the exercise correctly as I hadn't read the instructions carefully.



3.

We didn't book a hotel room in advance. Unfortunately, we couldn't find any vacancies.



4.

We got lost in the jungle because we hadn't gone hiking with the tour guide.



5.

I didn't write down her e-mail address. Unfortunately, I forgot it.



6.

I couldn't pay by credit card because I had left my wallet at home.



7.

I didn't help my sister study for her exams, and then she failed them.



8.

After I had shouted at my grandson, he started to cry.



9.

I used to work too hard when I was young, so I didn't have any hobbies.



11. Work with a different partner. Read the following instructions and role-play dialogues as in the example.

Student A : Play the roles of the people in the pictures in activity 10 one by one, and express your regret for each situation using “I wish” or “If only”.

Student B : Imagine each person in the pictures in activity 10 is talking to you one by one. Listen to your partner’s regret for each situation and ask why.

Student A : Say how the things would have been different. You can use your own ideas for the answers.



12. Change roles and role-play again.

13. Work in groups. Complete the sentences in your own words. Then present them to your group members. You should also listen to their sentences. Finally, check each other’s sentences for spelling and grammar mistakes.

1. I wish my parents last year.

2. If only my best friend yesterday.

3. I wish my family and I last summer.

4. If only my classmates and I last weekend.

14. Work in groups. Take turns to complete the following sentence in your own words.

If I had had some free time last week,

Theme 5: Back to the Past

15. Discuss the questions with your partner.

1. Have you ever made a friend upset with what you said?
2. Has one of your friends ever made you upset with what he/ she said?

16. Read the e-mails and answer the questions below.

Who got upset? Why?

New Message

To: tracy_clarke@example.com

From: gloria.parker@example.com


Subject: Regret

Dear Tracy,

I feel so sorry for what I said to you this afternoon. I know that made you upset. I deeply regret it now. Actually, I was feeling very bad at that moment. Until I met you in the garden, I had had a terrible day. Firstly, the school bus broke down on the way to school, so I had to walk for 5 kilometers. When I came to school, I was exhausted. Then I realized that I had forgotten my history project at home. That *drove me crazy* because although I had done the project, I couldn't hand it in on time, so I got a low mark. In addition, I fell down the stairs at break time and injured my back. After that, I went outside with great difficulty. My back was painful when you came and asked if I liked your new hairstyle. Unfortunately, I spoke to you very rudely and *broke your heart*. I'm very sorry. Please forgive me. I wish I hadn't lost my patience.

Love,
Gloria

Send



New Message

To: gloria.parker@example.com

From: tracy_clarke@example.com


Subject: Response to regret

Dear Gloria,

Thanks for your e-mail. When I read it, I felt really better. I didn't know you had had a terrible day before I saw you. If only you had told that to me. If I had known the truth, I wouldn't have *felt blue*. You had never been rude to me before, so I got shocked. That's all. Why don't we do something fun together this weekend? Bye for now.

Love,
Tracy

Send



17. Read the e-mails and complete the sentences.

1. If the school bus hadn't broken down on the way to school, Gloria
2. If Gloria hadn't forgotten her history project at home,
3. Gloria wouldn't have injured her back if
4. If Gloria's back hadn't been painful,
5. If Gloria hadn't lost her patience,
6. If Gloria hadn't sent the e-mail, Tracy

18. Complete the wishes according to the e-mails.

1. Gloria wishes
2. Tracy wishes

19. Work with your partner. Ask and answer the following questions in turn.

1. What wouldn't Gloria have had to do if the school bus hadn't broken down?
2. What could she have done if she hadn't forgotten her project at home?
3. What wouldn't have happened if she hadn't fallen down the stairs?
4. What wouldn't she have done if her back hadn't been painful?

20. Choose the question which DOES NOT have an answer in the e-mails.

- A) What had Tracy just done before she talked to Gloria?
- B) How was Gloria feeling when she saw Tracy?
- C) Had Gloria ever been rude to Tracy before that incident?
- D) Did Tracy forgive Gloria after she had read her e-mail?

21. Answer the other questions in activity 20 according to the e-mails.

22. Discuss the following questions in pairs.

1. Have you ever had an argument with your best friend? If yes, why did that happen? What did you do after that?
2. Do you think we should say we are sorry if we make someone upset? Why/ Why not?

Theme 5: Back to the Past

IDIOMS / PROVERBS CORNER



1. Find the following idioms in the e-mails on page 42 and work out the meaning from the context. Then write the idioms below next to the definitions (1-3).

drive someone crazy

break someone's heart

feel blue

1. to get very unhappy:
 2. to make someone very unhappy:
 3. to make someone very angry:
2. Write the correct form of the idioms in the sentences below.
 1. When I found out he had passed away, that
 2. As I was, I couldn't say anything, but I started to cry.
 3. Stop that awful noise. You're
 3. Write your answers to the following questions.
 1. What drives you crazy?
 2. What breaks your heart?
 3. When do you feel blue?

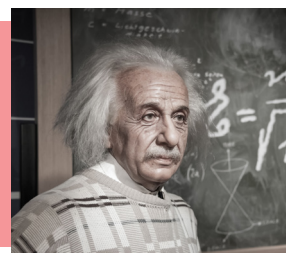
DISCUSSION TIME



1. Discuss the following quote in groups. Then share your group's opinions with the class.

"If I had known they were going to do this, I would have become a shoemaker."

Albert Einstein



2. Work in groups. Read the sentences below. Do you agree with them? Why/ Why not? Then present your group's opinions to the class.

IN THE END, WE REGRET THE
CHANCES WE DIDN'T TAKE.

THE PAST CANNOT BE CHANGED,
FORGOTTEN OR ERASED; IT CAN
ONLY BE ACCEPTED.

THEME 6

OPEN YOUR HEART



Communicative Functions:

- F1.** *Expressing degrees of certainty in the past*
- F2.** *Expressing criticism for the events in the past*

Theme 6: Open Your Heart

1. Read the paragraph and work out the meaning of the words in bold from the context. Then complete the table with the words (a-d).

Our next-door neighbors had some trouble last night. While they were sleeping, someone **broke into** their house. The **burglar** searched everywhere for **valuable** things and stole some jewellery and mobile phones. When our neighbors woke up this morning, the house was in a **mess**. They called the police immediately.

a. break into

b. burglar

c. valuable

d. mess

Word	Part of speech	Definition
1.	noun	a dirty and untidy state
2.	noun	a person who illegally enters buildings and steals things
3.	verb	to enter a building by force
4.	adjective	worth a lot of money

2. Listen to the conversation and answer the questions. (Audio 6.5)



1. Why were Liz and Nick not at home at the weekend?
2. Why did they get shocked when they came back home?
3. What should Tim have done according to Nick?
4. Why was the house in a mess?

3. Listen to the conversation again and complete the following inferences.

1. **Nick:** A burglar must have while we were away.
2. **Liz:** He might have
3. **Nick:** He might have
4. **Nick:** He couldn't have He must have

4. Work in groups and discuss the following question.

Have you ever misunderstood a situation like the couple in the audio? If yes, tell the incident to your group members.

Theme 6: Open Your Heart

5. Susan and Daisy have bought tickets for the theater, and now Susan is waiting for Daisy at the entrance, but she is very late. Work with your partner and discuss what might have happened. Use the phrases below.

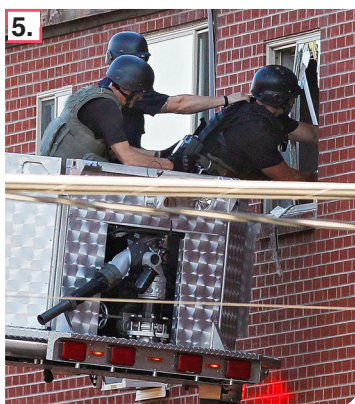
- forget about the theater
- lose the ticket
- have an accident

- have too much homework
- decide not to come

- miss the bus
- get ill
- have some trouble

6. Work in groups. Make inferences for the situations in the pictures using “might/ must/ couldn’t have” as in the example.

The woman in picture 1 must have bought something a very short time ago.



Theme 6: Open Your Heart

7. Complete the dialogues (1–8) by choosing the past modals from the list below and using the correct form of the verbs in brackets.

might have

must have

couldn't have

1. A: Those girls say Benjamin was unkind to them at break time last Monday, but he wasn't at school.

B: That person (be) Benjamin.

2. A: I haven't ordered this tomato soup. You (make) a mistake.

B: OK, sir. Let me check, please.

3. A: Who has bought this present for you?

B: I'm not sure, but Valeria (buy) it.

4. A: Someone called you when you were outside, but she hung up without saying her name. It (be) your younger sister. I'm sure it was her voice.

B: OK. I'll ring her now.

5. A: I sent Jason a text message half an hour ago, but he didn't reply.

B: The battery of his mobile phone (go) dead.

6. A: Sue says she sent me a postcard from Paris a few weeks ago, but I haven't received it yet.

B: She (send) it to a wrong address.

7. A: I can't find my mobile phone.

B: You (leave) it somewhere. What places have you been to so far today?

8. A: I saw Tony in the street an hour ago. He was cycling.

B: You (see) Tony. He's been in Rome since last weekend.

8. Work in pairs. Act out the dialogues in activity 7. Then change roles and act them out again.

9. Work with a different partner and read the speech bubbles. Take turns to make sentences starting with "I should/ shouldn't have ...".

If I had been nicer to the new student, he wouldn't have felt blue.

If I hadn't pulled my sister's hair yesterday, I wouldn't have been punished.

If I hadn't criticized my daughter's new hairstyle, she wouldn't have got upset.

If I had been more patient in the traffic jam this morning, I wouldn't have argued with that man.

10. Read the following text messages and choose the correct answer.

Emma and Mia are making inferences for why Olivia ---- .

- A) failed her maths exam
- B) argued with her parents
- C) didn't join the party
- D) didn't phone Mia

Hi, Mia. Your birthday party was great yesterday evening. Most of our classmates were there. I had a very good time.

Nice to hear that, Emma. But I felt upset since Olivia didn't turn up. I don't know why. Maybe she got angry because of something that I said to her last week.

She couldn't have got angry with you because you weren't rude to her. Perhaps there's another reason. She might've argued with her parents as she failed her maths exam on Friday. So they might've got furious. And then they might've told her not to go to the party.

Maybe. But she should've phoned me to explain why she couldn't join the party.

Yes, Mia. But she might've forgotten about the party. She was very busy on Saturday afternoon as she was doing the physics project with her group members.

Yes, you're right. We'd better talk to her at school tomorrow. See you. Take care.



11. Choose the question which DOES NOT have an answer in the text messages.

- A) Could Olivia have got angry with Mia according to Emma?
- B) Who might Olivia have argued with according to Mia?
- C) What should Olivia have done according to Mia?
- D) Why might Olivia have forgotten about the party according to Emma?

12. Answer the other questions in activity 11.

13. Work with your partner and discuss the following question.

Why do you think Olivia didn't join the party? Make as many inferences as possible.

Theme 6: Open Your Heart

14. Imagine you joined your cousin's birthday party yesterday. Write some sentences as in the example to criticize different things at the party.

You should / could have chosen different types of music.

DISCUSSION TIME



Work in groups. Read the speech bubble and discuss what might have happened when the man was young. Make as many inferences as possible.



If only I had been more honest and more patient when I was young. Things might have been so different.

IDIOMS / PROVERBS CORNER



Read the extracts (1–3) and work out the meaning of each idiom in *italics* from the context. Then complete the explanations (a–c) using the correct form of the idioms.

1. "Stop *beating around the bush*, Terry. Please, tell me what you want." "All right."
 2. "So who *spilled the beans* about that incident yesterday?" "Not me! I didn't tell anyone."
 3. "If you don't buy it today, you may find that you've *missed the boat*." "You're right."
- a. When we think someone can't take advantage of something because he/ she is too late, we can say, "He/ She has"
- b. When someone has told others something that should be kept secret, we can say, "He/ She has"
- c. When someone avoids talking about what is important, we can say, "He/ She is"

THEME 7

FACTS ABOUT TÜRKİYE



Communicative Functions:

- F1.** Talking about landmarks and monuments
- F2.** Describing cities and historic sites
- F3.** Asking for and giving more detailed information

Theme 7: Facts about Türkiye

1. Discuss the following questions with your partner.

1. Have you ever joined a sightseeing tour? If yes, where?
2. Do you think guided tours are beneficial? Why/ Why not?

2. Listen to the tour guide and choose the correct picture. (Audio 7.6)



A) The Ancient City of Hattuša



B) The Göbeklitepe Site



C) The Ancient City of Gordion

3. Listen to the tour guide again and fill in the blanks (1-8).

The historic site is located near the Örencik village in (1) The archaeological work started in (2) The archaeologists have discovered around (3) temples in the area, but they have **excavated** only (4) of them up to now. The history of the site dates back to (5) BC, so it is believed that Göbeklitepe is the oldest religious site in the world.

When Göbeklitepe was constructed, people used to live in small groups, and they used to **hunt** animals and collect plants. Therefore, such a large group of people might have come together for the first time to build Göbeklitepe.

Hundreds of T-shaped pillars, which **weighed** up to (6) tonnes, were used in order to make the temples. That must have been extremely challenging because the pillars were carried uphill for 2 kilometers by people without using any animals or machines. How could they manage that about (7) years before the Pyramids were constructed? That is really incredible.

The discovery of this unique region has changed all the known understanding of the history of **humanity**, so Göbeklitepe was listed by UNESCO as a World Heritage Site in (8) It was also included in the National Geographic's list of 25 must-see **destinations** and travel experiences for 2020.



4. Work in pairs. Ask and answer questions about Göbeklitepe in turn.
5. Work in pairs and discuss the questions. Support your answers with reasons.
- Which information in activity 3 do you find interesting?
 - Have you seen Göbeklitepe? If yes, did you find it impressive? If not, would you like to see it?
6. Read the text in activity 3 and guess the meaning of the words in bold from the context. Then complete the table below with the words (a-e).

a. excavate

b. hunt

c. weigh

d. humanity

e. destination

Word	Part of speech	Definition
1.	noun	a place where somebody is going
2.	noun	people in general
3.	verb	to try to catch or kill an animal for food, sport or money
4.	verb	to find old buildings or objects by digging in the ground
5.	verb	to have a particular weight

7. Match the tourist attractions (1-7) with the cities (a-h). There is an extra city. Surf the Net if necessary.

- The Ancient City of Hattuşa
- The Ancient City of Gordion
- The Ancient City of Pergamon
- The Malabadi Bridge
- The İshak Pasha Palace
- The Sumela Monastery
- The Hoşap Castle

- İzmir
- Trabzon
- Çorum
- Ağrı
- Van
- Ankara
- Antalya
- Diyarbakır

8. Work with a different partner. Look at activity 7 again and take turns to ask and answer as follows.

A: Where is the Ancient City of Hattuşa located?

B: It's located in Çorum.

Theme 7: Facts about Türkiye

9. Work in groups. Read the following instructions and do the activity.

- ◆ Look at the tourist attractions in the pictures below and choose one of them. Each group should choose a different attraction. If possible, you can draw lots to determine the attraction which each group will work on.
- ◆ Surf the Net and make some notes below.
- ◆ Then use your notes and give a short presentation about the attraction to the class.



The Ancient City of Hattuşa



The Ancient City of Pergamon



The Malabadi Bridge



The İshak Pasha Palace



The Sumela Monastery



The Hoşap Castle

10. Work in pairs. Imagine you and your partner want to organize a class trip for the weekend. Choose one of the tourist attractions in activity 9 or a different one, and explain why it would be the best choice. Present your opinions to the class.
11. Work with a different partner. Student A should look at the texts below. Student B should look at the texts on the next page. Ask each other questions for the missing information and fill in the blanks.

Student A

ASPENDOS

Aspendos is one of the best-preserved amphitheaters from ancient times. Actually, it was the famous theater of the Ancient City of Aspendos. The city was founded near the Belkıs village in (1) in the 10th century BC. The Aspendos Theater was built in (2) AD by (3) It could seat about (4) spectators.



In Seljuk times, the stage area was repaired many times and it was used as a caravanserai for a long time, so the theater didn't lose its original qualities. It is still in good condition to this day.

The Aspendos Theater is visited by thousands of tourists every year. In addition, some international events like concerts are organized there in the summer.

PAMUKKALE

Pamukkale, which is located in Denizli, is the correct destination for the people who want to see both ancient ruins and natural wonders of the world. Its hot springs and travertines continually attract lots of tourists to the area. The Ancient City of Hierapolis is a very popular historic site, too. It was built in 190 BC by the Romans. It was destroyed in an earthquake in 60 AD, and then it was reconstructed. The city was conquered by the Turks in the 12th century AD.



Hierapolis was called Holy City as well because there were many temples and religious buildings in the site. It was also established as a thermal spa so that people could enjoy the health benefits of the hot mineral water there. To this day, it still has its original qualities after thousands of years.

Theme 7: Facts about Türkiye

Student B

ASPENDOS

Aspendos is one of the best-preserved amphitheaters from ancient times. Actually, it was the famous theater of the Ancient City of Aspendos. The city was founded near the Belkis village in Antalya in the 10th century BC. The Aspendos Theater was built in the 2nd century AD by the Romans. *It* could seat about 20,000 **spectators**.



In Seljuk times, the stage area was repaired many times and *it* was used as a **caravansera** for a long time, so the theater didn't lose its original qualities. It is still in good condition to this day.

The Aspendos Theater is visited by thousands of tourists every year. In addition, some international events like concerts are organized there in the summer.

PAMUKKALE

Pamukkale, which is located in (1), is the correct destination for the people who want to see both ancient ruins and natural wonders of the world. *Its* hot **springs** and travertines **continually** attract lots of tourists to the area. The Ancient City of Hierapolis is a very popular historic site, too. *It* was built in (2) BC by the Romans. It was **destroyed** in an earthquake in (3) AD, and then it was reconstructed.



The city was conquered by (4) in the 12th century AD.

Hierapolis was called **Holy** City as well because there were many temples and religious buildings in the site. It was also established as a thermal spa so that people could enjoy the health benefits of the hot mineral water there. To this day, it still has its original qualities after thousands of years.

12. Read the texts in activity 11 again and choose the correct answer.

Which of the following information IS NOT mentioned in the texts?

- A) The Aspendos Theater was constructed by the Romans in the 2nd century AD.
- B) Aspendos became an Ottoman town in the 14th century AD.
- C) The Ancient City of Hierapolis was badly damaged in an earthquake in the 1st century AD.
- D) Hierapolis was conquered by the Turks before the 13th century AD.

13. Work in pairs and ask each other different questions about the texts in activity 11.



14. Find the words in *italics* in the texts on page 56 and write what they refer to.

1. (Text 1- Line 6) It :
2. (Text 1- Line 8) it :
3. (Text 2- Line 3) Its :
4. (Text 2- Line 6) It :

15. Find the **highlighted** words in the texts on page 56 and work out the meaning from the context. Then write the correct words next to the definitions (1–6).

spectator

caravanseraï

spring

continually

destroy

holy

1. a roadside inn that is situated in Anatolia:
2. in a way that is repeated many times:
3. connected with God or a particular religion:
4. a person who is watching an event:
5. a place where water naturally comes out from under the ground:
6. to damage something so badly that it cannot be used:

16. Use the correct form of the words above to complete the following sentences. One of the words IS NOT necessary for this activity.

1. Most of the city was by bombs during the war last year.
2. Ramadan is regarded as a month by Muslims all over the world.
3. The water which comes to the surface in the area is heated by volcanic lava.
4. The Sultanhanı, which is located between Konya and Aksaray, is a very popular tourist attraction.
5. The new stadium will be able to seat 50,000

Theme 7: Facts about Türkiye

17. Work in groups. Take turns to describe your favorite tourist attraction.

- ◆ First, make notes below.
- ◆ Include some information about:
 - ◆ the location (Where is the attraction located?)
 - ◆ the important features (What can you do there? Why do you like the attraction?)
 - ◆ your last visit (When did you last go there? What did you do there?)
- ◆ Then use your notes and present your description to the group members.

DISCUSSION TIME



Discuss the following sentences in groups. Then share your group's opinions with the class by adding some reasons and/ or examples.

1. Türkiye is a country that is amazingly rich in sites from ancient times.
2. Anatolia has been a very valuable link between Asia and Europe since the beginning of civilization. Therefore, the region is one of the oldest in the world to be continually inhabited.
3. National values are of great importance to the Turkish people.

IDIOMS / PROVERBS CORNER



Read the sentences below and work out the meaning of each idiom in *italics* from the context. Then match the idioms with the correct definitions. After that, make example sentences using them.

1. The *mind-blowing* beauty of Türkiye fascinates people from all over the world.
 2. Turkish people are generally friendly and *down-to-earth*.
- a. practical and direct in a sensible honest way:
- b. very exciting or impressive:

THEME 8

Sports



Communicative Functions:

- F1.** Reporting news
- F2.** Interviewing someone
- F3.** Talking about sports

Theme 8: Sports

1. How much do you know about extreme sports? Do the following quiz.

QUIZ: Extreme Sports

- Wakeboarding is similar to ---- .
 A) canoeing B) surfing C) waterskiing
- Whitewater kayaking is a ---- sport.
 A) lake B) river C) sea
- Windsurfing is also called ---- .
 A) kiteboarding B) sailboarding C) skateboarding
- IS NOT another name for zorbing.
 A) Cave diving B) Globe-riding C) Sphering
- Parkour is another name for ---- .
 A) free running B) motor racing C) mountain biking

2. Do you know the extreme sports in the pictures (1-6)? Use the words below to label them. There is an extra sport in the list. Use a dictionary if you need to.

ice climbing

base jumping

skateboarding

kitesurfing

building

creeking

cage diving



SAFETY WARNING: DO NOT TRY THESE SPORTS UNLESS PROPERLY TRAINED!

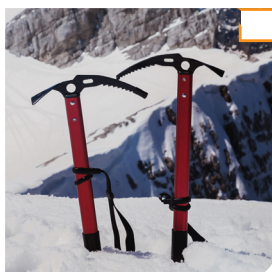
3. Listen to the radio program and answer the question. (Audio 8.6)

Which extreme sports in activity 2 does the guest on the radio program mention?



4. Look at the pieces of equipment in the following pictures and read the captions.

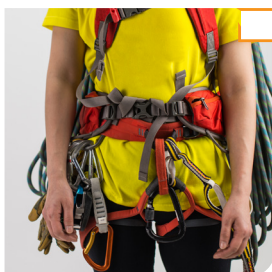
Extreme Sport 1:



ice axes



climbing boots



a safety harness



a climbing helmet

Extreme Sport 2:



a parachute



a helmet



knee pads



elbow pads

5. Listen to the radio program again and tick the correct equipment for each extreme sport in activity 4.

6. Listen again and circle the correct places for each extreme sport in the chart.

The Places that Tony Recommends for the Extreme Sports

Extreme Sport 1: Norway – Scotland – Canada

Extreme Sport 2: South Africa – France – Venezuela

7. Discuss the following questions with your partner.

- Do you want to try one/ both of the sports that Tony mentions? Why/ Why not?
- Which extreme sport in activity 2 do you think is the most exciting of all?
- Which extreme sport in activity 2 do you think is the most challenging of all?

Theme 8: Sports

8. Look at the pictures and read the captions. Pay attention to the words in bold and work out the meaning from the context.



She is walking on a **tightrope**.



She is carrying a **balancing pole**.



He has fallen into a **safety net**.



He is riding a **personal watercraft**.

9. Read the jumbled paragraphs of the article below and choose the correct answer.

The article is mainly about some of the most ---- extreme sports.

- A) common B) dangerous C) popular D) unusual

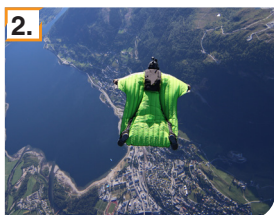
(.....) (A) Another example is *highlining*. The sport involves fixing a 1-inch thick rope between two mountains and walking over the gap in between. Highliners walk on a tightrope high above the ground, but they don't carry a balancing pole. Moreover, there isn't a safety net underneath to rescue them in case they lose balance. Therefore, the danger level is increased **significantly**. Highliners have to move very carefully.

(.....) (B) In addition, *free soloing* is the third example of the most dangerous extreme sports. It is a form of rock climbing, which is already too challenging. Can you imagine climbing rocks without using any safety ropes or the other equipment to **aid** you in case of an accident? Free soloists need to support their **entire** weight by using only their fingers and toes. Thus, free soloing demands a lot of concentration.

(.....) (C) All in all, when you do one of these extreme sports, you take a very big risk. For this reason, you should never try them without expert help. And you had better get proper training beforehand. It takes time to develop your skills, so you ought to be patient. You shouldn't try to perform them before you get ready. Otherwise, one **tiny** mistake may end everything.

(.....) (D) There are numerous extreme sports for adventure lovers. The following are a few examples of the incredibly risky ones. To begin with, *tow-in surfing* is the motorized form of surfing. Surfers use a specially designed surfboard, and they are towed just like waterskiers. In other words, they are pulled along the surface of the water by a personal watercraft. In this way, they are given a running start to catch **giant** waves which are sometimes as tall as an 8-storey building. Tow-in surfing is one of the unique sports that bring you so close to the power of nature.

- 10.** Read the paragraphs in activity 9 again and put them into the correct order.
- 11.** Say which of the following pictures is unrelated to the article in activity 9. Then label the other extreme sports in the pictures.



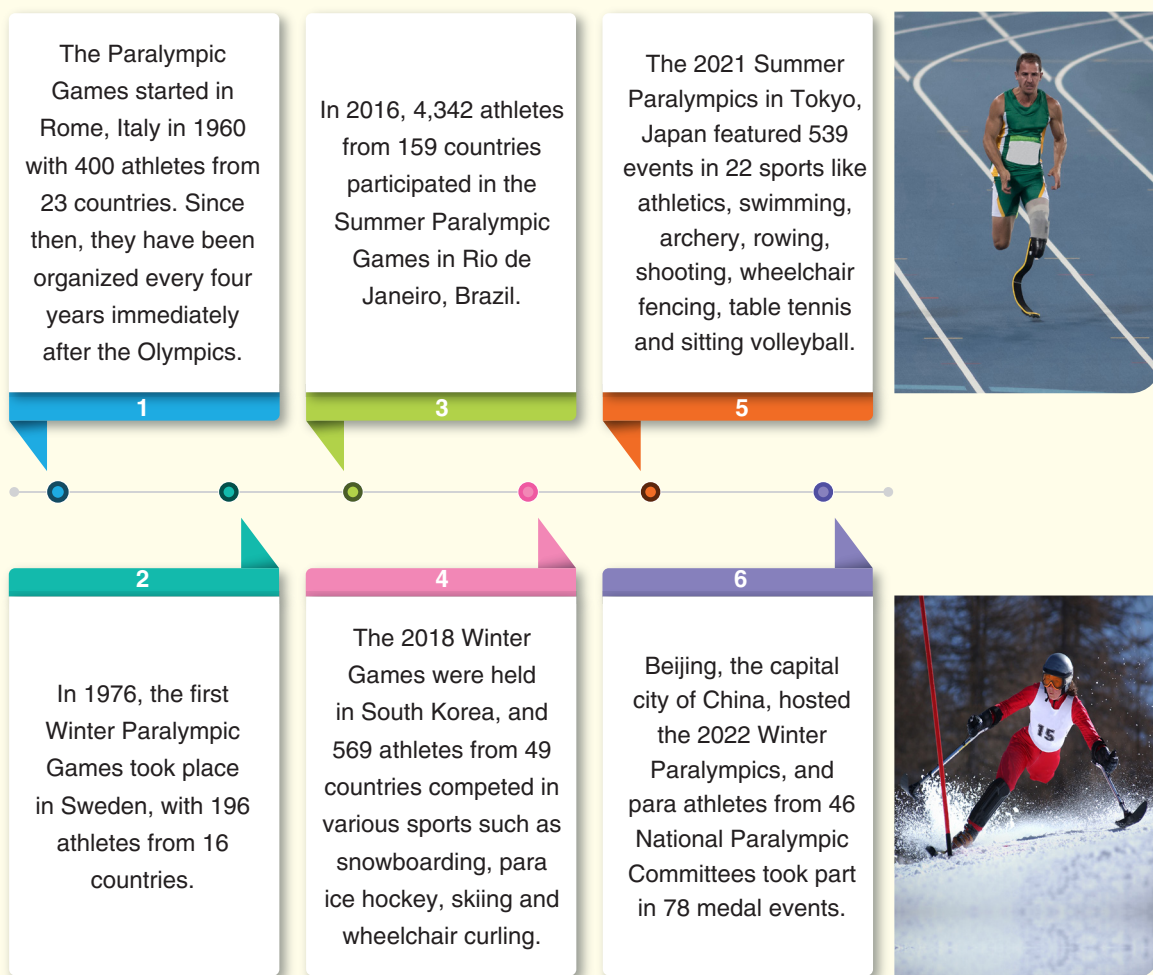
SAFETY WARNING: DO NOT TRY THESE SPORTS UNLESS PROPERLY TRAINED!

12. Read the article again and choose the correct meaning for the **highlighted** words.
1. significantly
A) by a large amount B) immediately
 2. aid
A) to help B) to show
 3. entire
A) approximate B) whole or complete, with nothing missing
 4. tiny
A) very important B) very small in size or amount
 5. giant
A) very exciting B) very large
13. Choose the information that we can infer from the article.
- A) Many adventure lovers generally avoid taking risks.
 - B) Tow-in surfers leave personal watercrafts on the beach.
 - C) Free soloing is much less dangerous than rock climbing.
 - D) Extreme sports should be done after appropriate training.
14. Work in pairs. Take turns to ask and answer questions about the article.
15. Work in groups and discuss the following questions. Support your answers with reasons and/ or examples.
1. Would you like to try tow-in surfing in the future?
 2. Would you like to try highlining in the future?
 3. Would you like to try free soloing in the future?
 4. Which one do you think is the most challenging of all? Tow-in surfing, highlining or free soloing?

Theme 8: Sports

16. Read the infographic below and write a suitable title for it.

The Paralympics is a major international multi-sport event of athletes with a range of physical disabilities. The International Paralympic Committee holds two types of sports competitions which are called the Summer Games and the Winter Games.



17. Read the answers (1–6) and ask the appropriate questions according to the infographic.

(1) In 1960.	(2) 23.	(3) In Sweden.
(4) 4,342.	(5) In South Korea.	(6) Beijing.

18. Work in pairs. Ask and answer questions about the infographic in turn.

19. What do you think about the Paralympic Games?

20. Word hunt: Find the 15 extreme sports in the word square.

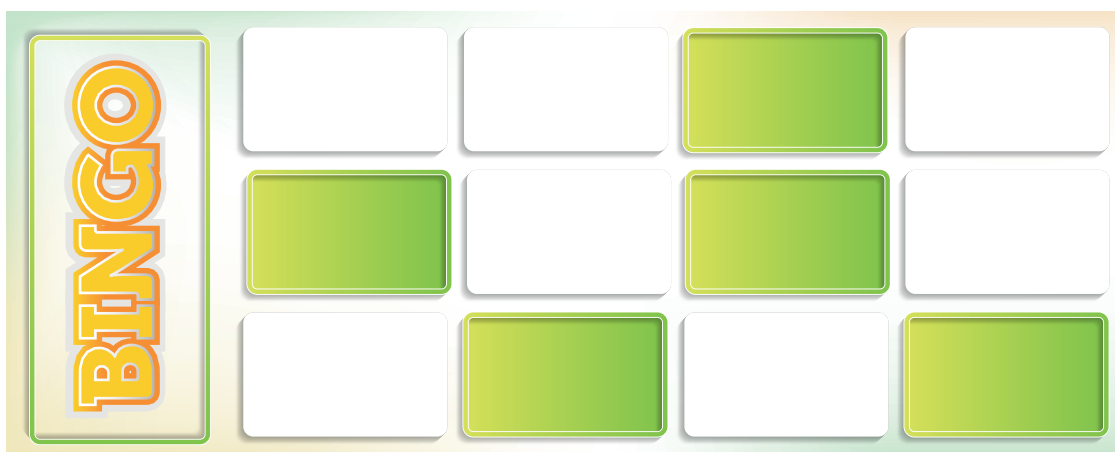


21. Look at the extreme sports above and discuss the following questions in groups.

1. Which of the extreme sports would you rather try? Why?
2. Which one would you never consider trying? Why?
3. Which one do you think is the most dangerous of all? Why?
4. Which one do you think is the most boring of all? Why?

22. Read the following instructions and play BINGO.

- ♦ Write 7 extreme sports in the white squares to complete the bingo card below.
- ♦ Then listen to your teacher carefully. If he/ she reads out the extreme sports that you've written on the card, you should cross them out.
- ♦ If you cross out all the extreme sports on your card, you should shout, "Bingo!". In this way, you'll become the winner of that round. You can play the game again and again.



Theme 8: Sports

23. Answer the questions (1–3) according to the grid below. Write the numbers of the correct boxes. You can use them more than once.

(1) scuba diving	(2) bungee jumping	(3) motor racing	(4) caving	(5) weightlifting
(6) wingsuit flying	(7) bobsledding	(8) hang-gliding	(9) parkour	(10) parasailing
(11) creeking	(12) free soloing	(13) zorbing	(14) base jumping	(15) wrestling
(16) ice climbing	(17) cliff diving	(18) freediving	(19) kitesurfing	(20) skydiving

- Which extreme sports involve height?
- Which extreme sports involve speed?
- Which extreme sports involve physical effort?

DISCUSSION TIME



- Discuss the opinions below with your partner. Which one do you agree with? Why?
 - Some people say that taking up extreme sports is ridiculous.
 - Some people say that it takes a lot of courage to try extreme sports.
- Work in groups and brainstorm the benefits of doing sports. Then share your group's opinions with the class.

IDIOMS / PROVERBS CORNER



Read the following extracts by paying attention to the idioms in *italics* and work out the meaning from the context. Then complete the sentences (a–c) using the correct form of the idioms.

1. **Sam** : I'm going to try tow-in surfing on Saturday morning for the first time.

Carol : *Break a leg!*

Sam : Thanks a lot.

2. **Ann** : Tim and I are planning to go paragliding this weekend. Would you like to join us?

Bill : *No way!*

Ann : You are not going to *chicken out*, are you?

- When we want to tell someone there is no possibility that we will do something, we say, ".....!".
- When we want to say that someone won't do something because he/ she is scared, we say, "He/ She has!".
- When we want to wish someone good luck, we say, ".....!".

THEME 9

M_Y F_RIENDS



Communicative Functions:

F1. Describing events, places and people

F2. Asking for and giving clarification

Theme 9: My Friends

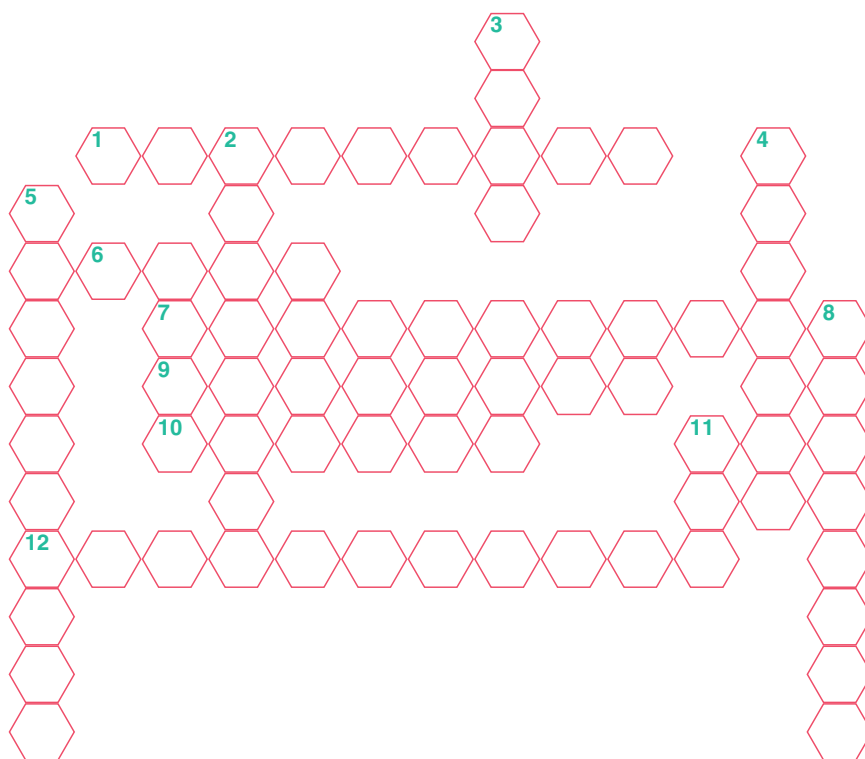
1. Do the crossword puzzle. Write the correct adjectives that describe personality.

Across

1. A person who is able to plan things carefully and keep things tidy is
6. A person who is helpful and thinks about other people's feelings is
7. A person who thinks that bad things are more likely to happen is
9. A person who behaves in a pleasant, kind way towards someone is
10. A person who never behaves arrogantly is
12. A person who is able to be trusted is

Down

2. A person who likes giving people things is
3. A person who doesn't want to work is
4. A person who has lots of patience is
5. A person who shows or feels respect for someone or something is
8. A person who is happy and positive is
11. A person who is nervous and uncomfortable with other people is



2. Use the correct prefix "dis-, im-, in-, ir-, un-" to complete the adjectives (1-9).

- | | | |
|--------------------|-----------------|----------------|
| 1.patient | 4.friendly | 7.honest |
| 2.responsible | 5.polite | 8.loyal |
| 3.kind | 6.tolerant | 9.helpful |



3. Listen to Logan and tick the phrases he mentions. (Audio 9.9)

Logan says, "My best friend Nathan"

- ☐ 1. is always there for me when difficulties arise
- ☐ 2. tells me the truth even when it is really hard
- ☐ 3. encourages me through difficult times
- ☐ 4. is so trustworthy that he keeps all my secrets
- ☐ 5. listens to me when I need someone to talk to
- ☐ 6. is so reliable that I feel sure I can count on him whatever happens
- ☐ 7. accepts me as I am and doesn't try to change me
- ☐ 8. is really loyal and I know he will be on my side forever

4. Work in pairs. Look at activity 3 and take turns to describe Logan's best friend. Start as follows.

Logan's best friend is someone who

5. Work in groups. Take turns to describe the person who you think is a true friend. You can use the phrases in activity 3 or your own ideas. Make sentences as in the example.

As far as I'm concerned, the person who keeps all my secrets is a true friend of mine.

6. Read the following short poems. Explain them in your own words.

Poem 1

Good friends are like stars.
Even when you don't see them,
You know they're always there.
Even when times are tough,
You feel they always care.

Poem 2

No matter what happens,
Good friends stick together
Till the end.
They are like a straight line
That will never bend.

7. Work in groups. Write a short poem about friendship.

8. Listen to the song and fill in the blanks using the following words.
(Audio 9.10)



see try apart words remember chance

THAT'S WHAT FRIENDS ARE FOR (by Dionne Warwick & Friends)

And I never thought I'd feel this way
And as far as I'm concerned
I'm glad I got the (1) to say
That I do believe I love you
And if I should ever go away
Well, then close your eyes and (2)
To feel the way we do today
And then if you can (3)

Keep smiling, keep shining
Knowing you can always count on me, for sure
That's what friends are for
For good times, and bad times
I'll be on your side forever- more
That's what friends are for

Well, you came and opened me
And now there's so much more I (4)
And so by the way I thank you... oh
And then for the times when we're
(5)

Well, then close your eyes and know
The (6) are coming
from my heart
And then if you can remember... oh

Keep smiling, keep shining
Knowing you can always count on
me, for sure
That's what friends are for
In good times, and bad times
I'll be on your side forever- more... oh
That's what friends are for

Keep smiling, keep shining
Knowing you can always count on
me, for sure
That's what friends are for
For good times, and bad times
I'll be on your side forever- more
That's what friends are for
That's what friends are for, yeah!

9. Listen to the song again and sing along.
10. How is a true friend described in the song? Discuss the question in pairs.
11. Read the text on the opposite page and complete the sentence below.
The extract from an online article is mainly about
12. Answer the questions according to the text.
1. What are the 2 examples of movies that the celebrity starred in?
 2. What are the names of the dogs that the celebrity rescued from streets?
 3. Which one is the dog that the celebrity adopted for his parents?

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INTERESTING FACTS ABOUT CELEBRITIES

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Did You Know?

Some celebrities feel that their pet dogs are real friends, so they are very special to them. They believe the love of a dog is unconditional and they count on their furry friends as they are always loyal.

George Clooney is one of these celebrities. He is a successful American actor who has won 3 Golden Globe Awards and 2 Academy Awards. He is well known worldwide for his roles in some great movies, including *Ocean's Eleven* and *Syriana*. However, many people haven't heard that he **has a soft spot** for pets.

Clooney adopted his dog *Einstein* after watching a video about it while he was surfing the Net one day. In an interview, he once talked about that day, "Einstein was actually really sweet. I said to myself I loved this dog, so I called and told them I liked it." Next, someone from the shelter came to Clooney's house with Einstein as they wanted to see how the two would get along.

Fortunately, they loved each other at the moment they first met. Einstein has been a constant companion to the actor since then. Clooney says, "He loves me. He follows me everywhere."

According to many people who love animals, Clooney did a great thing when he adopted Einstein instead of buying a dog at a pet shop because he **set an example** for others who could be **in the market for** a new pet.

Einstein hasn't been the only one that Clooney included in his family. He has adopted 2 other rescue dogs named *Millie* and *Louis*. In addition, he has rescued another dog called *Nate* providing a safe, loving home for it with his parents.

As there are so many pets that are struggling to find homes, we salute George Clooney and his family for opening their homes as well as their hearts to animals in need.

 Next Page

Theme 9: My Friends

13. Read the text again and choose the correct answer.

Which of the following information CANNOT be inferred from the text?

- A) George Clooney is a celebrity who is fond of spending time with animals.
- B) George Clooney is a celebrity who has got one of his dogs from a pet shop.
- C) George Clooney is a celebrity who has given a home to some rescue dogs.
- D) George Clooney is a celebrity who has made many remarkable achievements.

14. Read the text again and choose the correct meaning for the **highlighted** phrases.

- 1. have a soft spot
 - A) feel sorry for someone or something
 - B) like someone or something a lot
- 2. set an example
 - A) behave in a way that other people should copy
 - B) behave in a way that other people should understand
- 3. in the market for
 - A) interested in buying something
 - B) interested in seeing something

15. What do you think about George Clooney's actions that are mentioned in the text? Do you agree with him? Why/ Why not?

DISCUSSION TIME



Discuss the following sentences in groups. Then share your group's opinions with the class. Support your opinions with reasons and/ or examples.

One of the solid building blocks of long-lasting friendships is mutual trust.

A real friend is the one who walks in when the rest of the world walks out.

IDIOMS / PROVERBS CORNER



Explain the following proverbs and then say the Turkish equivalent of each one. Finally, write down example dialogues using them.

- 1. Actions speak louder than words.
- 2. A friend in need is a friend indeed.

THEME 10

V ALUES AND N ORMS

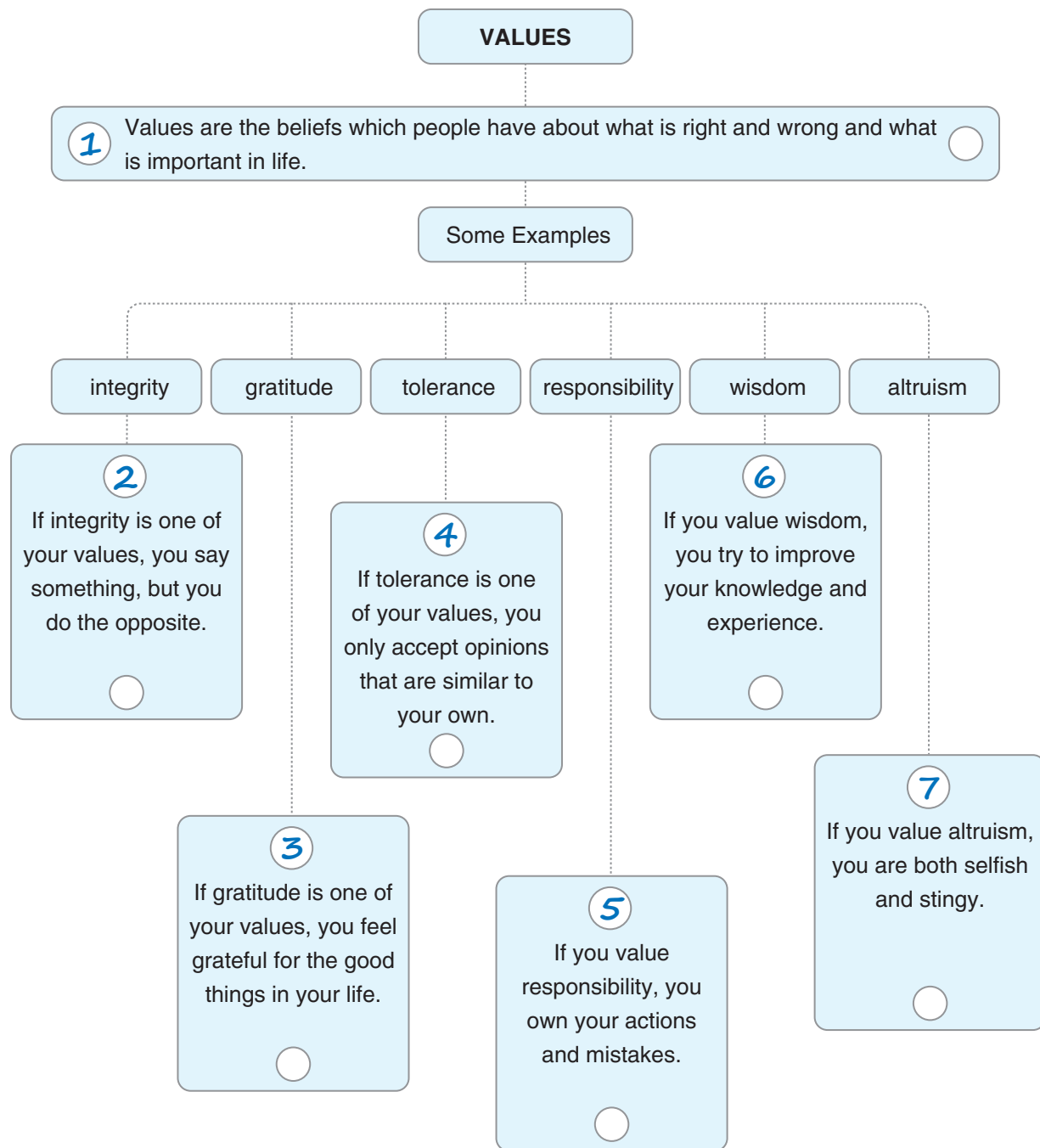


Communicative Functions:

- F1.** *Expressing opinions*
- F2.** *Exchanging ideas*
- F3.** *Making comments*

Theme 10: Values and Norms

1. Look at the diagram below and decide if the statements (1-7) are true (T) or false (F).



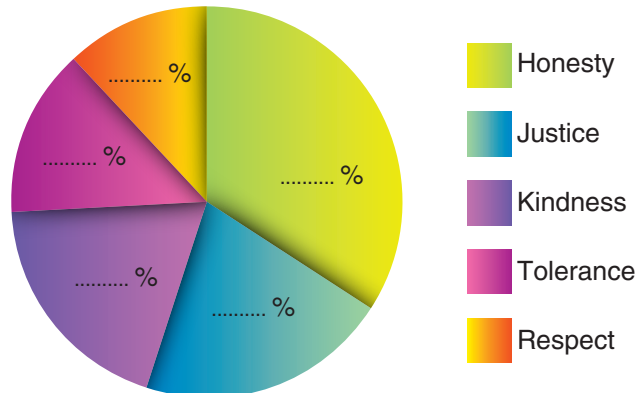
2. Look at the statements (1-7) in activity 1 again. Rewrite the false ones with the correct information in the box below.

3. Listen to the beginning of a talk on a recent survey and complete the question below. (Audio 10.6)



The question *What are* ?
was asked to 100 teenagers in the survey which has been carried out recently.

4. Listen to the rest of the talk and complete the pie chart by writing the missing percentages. (Audio 10.7)



5. Look at the pie chart and choose the correct answer.

- Which of the following information CANNOT be inferred from the pie chart?
 - Almost 15 percent of the teenagers are advised to be tolerant of differences.
 - Almost 20 percent of the teenagers are told to avoid being disrespectful to others.
 - Over 30 percent of the teenagers are recommended to tell the truth at all times.
 - Over 20 percent of the teenagers are advised to act in a just way at all times.
- Which of the following quotes CANNOT be said to the teenagers in the survey by their parents according to the pie chart?
 - "Come rain or shine, never tell a lie to us."
 - "You ought to avoid injustice at all costs."
 - "We must be grateful for our possessions."
 - "Treat others well and help people in need."

6. Discuss the questions in pairs. Express agreement or disagreement while listening to your partner.

- The speaker says that values are very important to individuals because they are just like self-control systems for them. Do you agree? Why/ Why not?
- Many people believe it is necessary for parents to teach their children some moral values by being role models for them. What do you think?
- The speaker says that values help children not only to develop strong personalities but also become responsible citizens. Do you agree? Why/ Why not?

Theme 10: Values and Norms

7. Read the infographic on the opposite page and choose the correct answer.

What is the infographic mainly about?

- A) When Nasreddin Hodja began to produce his great jokes.
- B) What social norms affected Nasreddin Hodja most in his lifetime.
- C) Why Nasreddin Hodja has an important place in Turkish culture.
- D) What moral values Nasreddin Hodja's parents taught him.

8. Choose the question which **CANNOT** be answered according to the infographic. Then answer the other ones.

- A) What languages have Nasreddin Hodja's jokes been translated into?
- B) What year did UNESCO declare the International Nasreddin Hodja Year?
- C) What did Nasreddin Hodja want the people around him to do?
- D) Which jokes of Nasreddin Hodja's are often used to teach children moral values?

9. Find the **highlighted** words in the infographic and work out the meaning from the context. Then match the words with the correct definitions. There is an extra word.

- | | |
|--|-------------------|
| <input type="radio"/> 1. the most famous; in a position at the front | a. wit |
| <input type="radio"/> 2. too important to be without; absolutely essential | b. indispensable |
| <input type="radio"/> 3. extremely good; excellent | c. generation |
| <input type="radio"/> 4. happening or being done at exactly the same time | d. foremost |
| <input type="radio"/> 5. the ability to use words in a clever and humorous way | e. outstanding |
| | f. simultaneously |

10. Discuss the following questions in pairs. Express agreement or disagreement while listening to your partner.

- 1. Do you think Nasreddin Hodja is the symbol of Turkish folk humor? Why/ Why not?
- 2. Do you think it is important for people to realize their mistakes and learn from them? Why/ Why not?
- 3. Many experts think Nasreddin Hodja's jokes are highly effective in teaching children moral values. Do you agree? Why/ Why not?

11. Work in groups. Take turns to tell the group members one of Nasreddin Hodja's jokes. You can summarize it in your own words.

12. Do you know Nasreddin Hodja's jokes which you believe focus on moral values? If yes, share one of them with your classmates.

The legendary figure known for his amazingly sharp wit: Nasreddin Hodja

- It is generally accepted that Nasreddin Hodja is one of the indispensable parts of Turkish culture. Indeed, he is widely regarded as the symbol of Turkish folk humor.
- Very little is known about his life. According to many sources, he lived in Anatolia in the 13th century. It is considered that he was born in Sivrihisar, Eskişehir and passed away in Akşehir, Konya after spending most of his life there.
- Nasreddin Hodja's jokes have been told from generation to generation for about 7 centuries. Moreover, they have been translated into many languages, including Arabic, Chinese, English, French, German and Russian. That's why he is believed to be one of the foremost humorists of all time. As a result, 1996 was declared the International Nasreddin Hodja Year by UNESCO (United Nations Educational, Scientific and Cultural Organization).
- Nasreddin Hodja is not only an outstanding humorist but also a great philosopher and a man of wisdom. It is truly remarkable that he succeeded in making people laugh and think simultaneously by means of hundreds of jokes.
- Nasreddin Hodja wanted the people around him to realize their mistakes and learn from them. Obviously, his main aim was to attract people's attention to the importance of moral values such as honesty, reliability, justice, tolerance, patience, modesty, respect, altruism and optimism. Thus, many experts think his jokes are highly effective in teaching children moral values.



Nasreddin Hodja

Theme 10: Values and Norms

13. Read the examples of values in the following list. Tick the ones which Nasreddin Hodja focused on in some of his jokes according to the infographic.

- | | | | |
|------------------------------------|--------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> integrity | <input type="checkbox"/> reliability | <input type="checkbox"/> patience | <input type="checkbox"/> altruism |
| <input type="checkbox"/> honesty | <input type="checkbox"/> justice | <input type="checkbox"/> patriotism | <input type="checkbox"/> responsibility |
| <input type="checkbox"/> gratitude | <input type="checkbox"/> kindness | <input type="checkbox"/> modesty | <input type="checkbox"/> optimism |
| <input type="checkbox"/> peace | <input type="checkbox"/> tolerance | <input type="checkbox"/> respect | <input type="checkbox"/> forgiveness |

14. Use the following phrases to complete the lyrics of the song below.

shine your
light

a helping
hand

a heavy
load

along their
way

the wrong
way

overlook the
blindness

TRY A LITTLE KINDNESS (by Glen Campbell)

If you see your brother standing by the road
With (1) from the seeds he sowed
And if you see your sister falling by the way
Just stop and say, "You're going (2)" ."

[Chorus:] You've got to try a little kindness

Yes, show a little kindness

Yes, (3) for everyone to see

And if you try a little kindness

Then you'll (4)

Of narrow minded people

On the narrow minded streets

Don't walk around the down-and-out

Lend (5) instead of doubt

And the kindness that you show every day

Will help someone (6)

[Chorus (x2)]



15. Listen to the song and check your answers. (Audio 10.8)

16. Listen again and sing along.

17. Discuss the following question with your partner.

Do you believe we should show kindness to the people around us?



18. Work with a different partner and discuss the slogans below. Then write a few slogans about moral values on a piece of paper together.

True happiness is being useful for humanity.

Good friends support both good morals and humanity.

Let your moral values be your guide in life.

Peace begins within each one of us.

DISCUSSION TIME



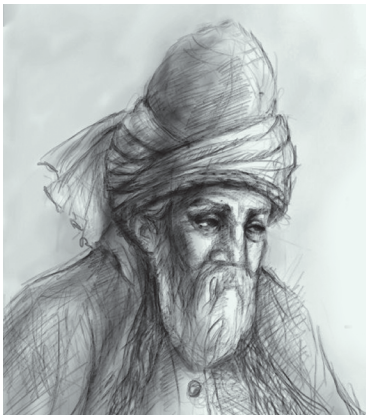
1. Work in groups and discuss the message that Yunus Emre wanted to convey in his poem below. Then share your group's opinions with the class.

*Come, let us be friends for once.
Let us make life easy on us.
Let us be lovers and loved ones.
The earth shall be left to no one.*

Yunus Emre



2. Read the 7 principles of Mevlana Celaleddin-i Rumi and discuss them in groups. Then present your group's opinions to the class.



The 7 Principles of Mevlana Celaleddin-i Rumi

1. In generosity and helping others, be like a river.
2. In compassion and grace, be like the sun.
3. In concealing others' faults, be like the night.
4. In anger and hatred, be like the dead.
5. In modesty and humility, be like the soil.
6. In tolerance, be like the ocean.
7. Either seem as you are or be as you seem.

IDIOMS / PROVERBS CORNER



Explain the following proverbs and then say the Turkish equivalent of each one. Finally, write down example dialogues using them.

1. Good things come to those who wait.
2. Don't judge a book by its cover.
3. A bird in the hand is worth two in the bush.

ANSWER KEY

Scan the QR code to see the answer key.



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References have been prepared according to APA 7.0.

VISUALS

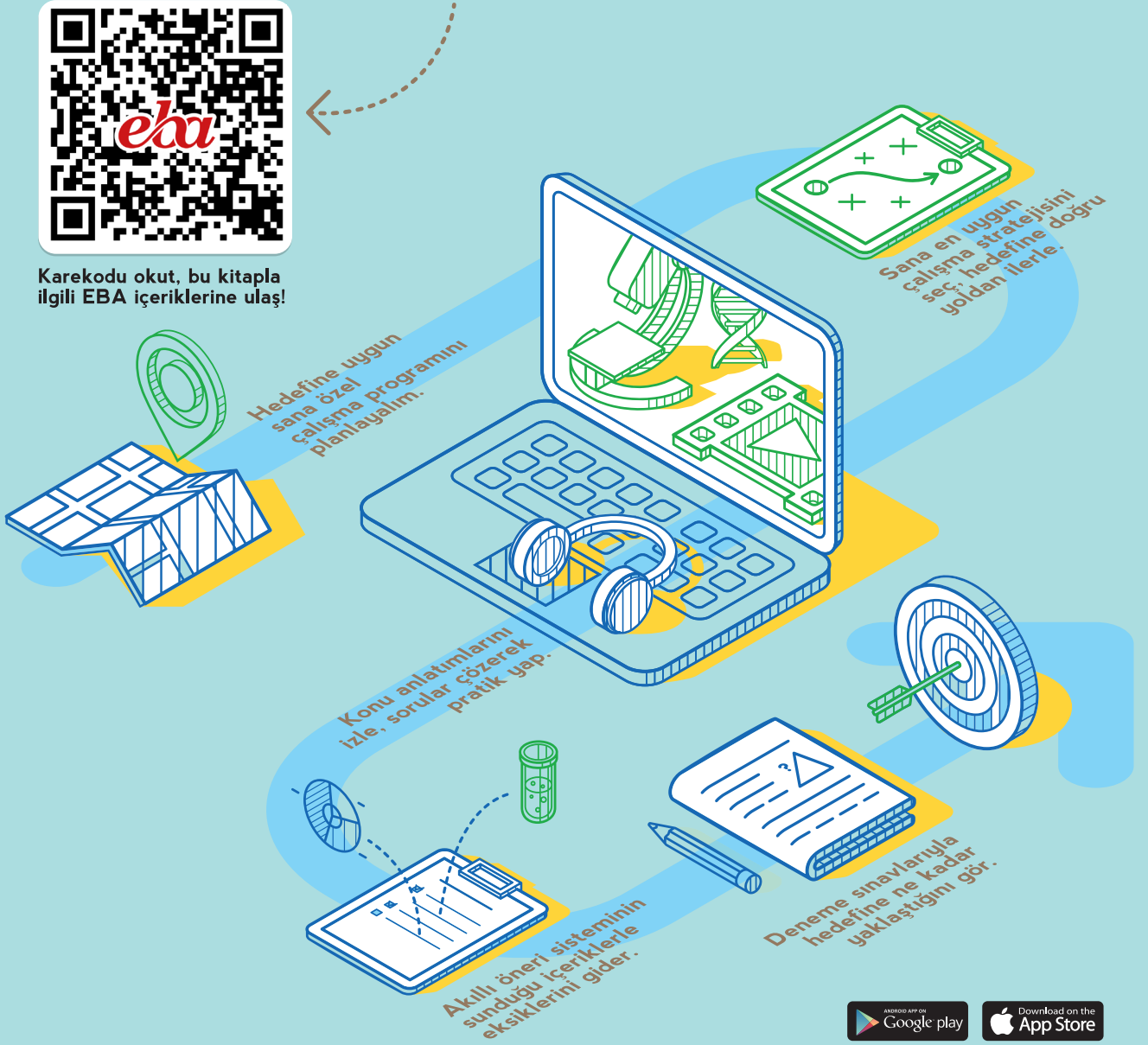
Scan the QR code to see the references of the images.



Bu kitaba sığmayan daha neler var!



Karekodu okut, bu kitapla
ilgili EBA içeriklerine ulaş!



**BU DERS KİTABI MİLLÎ EĞİTİM BAKANLIĞINCA
ÜCRETSİZ OLARAK VERİLMİŞTİR.
PARA İLE SATILAMAZ.**

*Bandrol Uygulamasına İlişkin Usul ve Esaslar Hakkında Yönetmeliğin Beşinci Maddesinin
İkinci Fıkrası Çerçevesinde Bandrol Taşınması Zorunlu Değildir.*