



ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

TELAFİ EĞİTİMİ

İNGİLİZCE
11. SINIF



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MİLLÎ EĞİTİM BAKANLIĞI YAYINLARI • ...
YARDIMCI KAYNAK EĞİTİM MATERYALİ • ...

TELAFİ EĞİTİMİ
İNGİLİZCE 11. SINIF

ISBN ...

Basım Adedi ...

Yazar
KOMİSYON

Türkçe yayın hakları MEB, 2023

Tüm yayın hakları saklıdır. Tanıtım için yapılacak kısa alıntılar dışında, yayıncının yazılı izni olmaksızın hiçbir yolla çoğaltılamaz ve kullanılamaz.

Baskı ...

Sertifika No. ...





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

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

Mehmet Âkif ERSOY

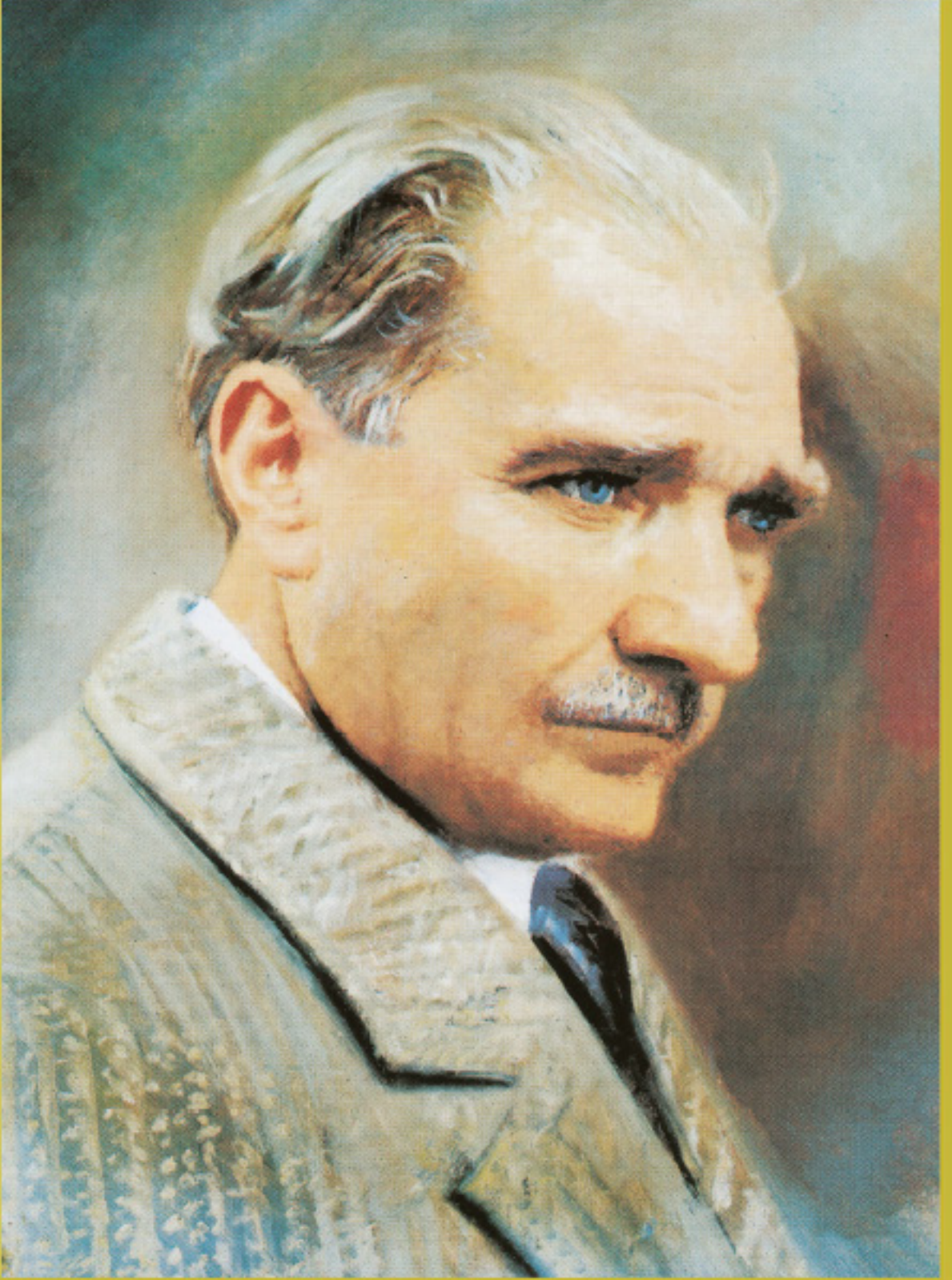
GENÇLİĞE HİTABE

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

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

This book is designed as supplementary material in which specific units are consolidated with activities and topic summaries. In the ‘Vocabulary Study’ part, it was ensured that the important words about the theme were repeated and reinforced with various activities. In the ‘Functional Study’, the structure of the unit is studied with activities which enable you to gain a deeper understanding. The ‘Reading Comprehension’ part is organised with interesting and visually enriched articles, which will make it easier for your learning to be permanent. Furthermore, you will have the opportunity to improve your speaking and writing skills in the ‘Functional Language’ part.

Within the pages of this backup book, you will find a curated collection of timeless information carefully selected to provide a foundation of understanding across various subjects. With comprehension, vocabulary, speaking, and writing activities related to a specific theme, you will learn both skill and topic-based language which helps you become fluent and accurate communicators in English.

In addition, you will have the opportunity to reach our Telafi Eđitimi books easily on our OGM Material website, eba.gov.tr, and yardimcikaynaklar.meb.gov.tr.

As the Ministry of National Education, we aim to contribute to the teaching and revising processes of the lessons for our students and teachers with the Telafi Eđitimi books, which have been meticulously prepared and edited by experts in their fields.



ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

ENGLISH

11TH GRADE

6TH UNIT

OPEN YOUR HEART

- Expressing Degrees of Certainty in the Past
- Expressing the Criticism for the Events in the Past

- The first relationships we form in our lives are those between parents, children, and siblings. Positive family interactions support a child's mental, emotional, and physical development, whereas challenging family dynamics can have harmful long-term impacts. As a teenager, what kind of interactions do you prefer with your family? How well do you understand each other with your family members? Do they sometimes criticise you, or do you criticise them?
- Life involves dealing with criticism and comments. You can feel judged if the criticism is unfavourable, and your immediate reaction can be to try to defend yourself or leave. However, doing so occasionally makes the situation worse. What is your general attitude towards criticisms against you? Is criticism important for the sake of your relationships with people?
- Deduction means 'making assumptions based on facts'. Sometimes we are certain that something is true; sometimes, we are not, and sometimes we are certain something isn't true. Do you make deductions about people or situations? Do you think there is a slight difference between deduction and gossip?



In this unit, you will learn to ...

- **express degrees of certainty in the past.**

Experiencing a car accident *must have been* terrifying for you. Tell me about it!

Please calm down! He *may have taken* the wrong train, and if so, he'd call us.

The cat *might have hit* the vase and broken it. We don't know for sure.

I *must have left* the window open. That is how the pigeon got into the house.

Sally *can't have told* Thomas the bad news. She wasn't even there when we heard about it.

- **express criticism for the events in the past.**

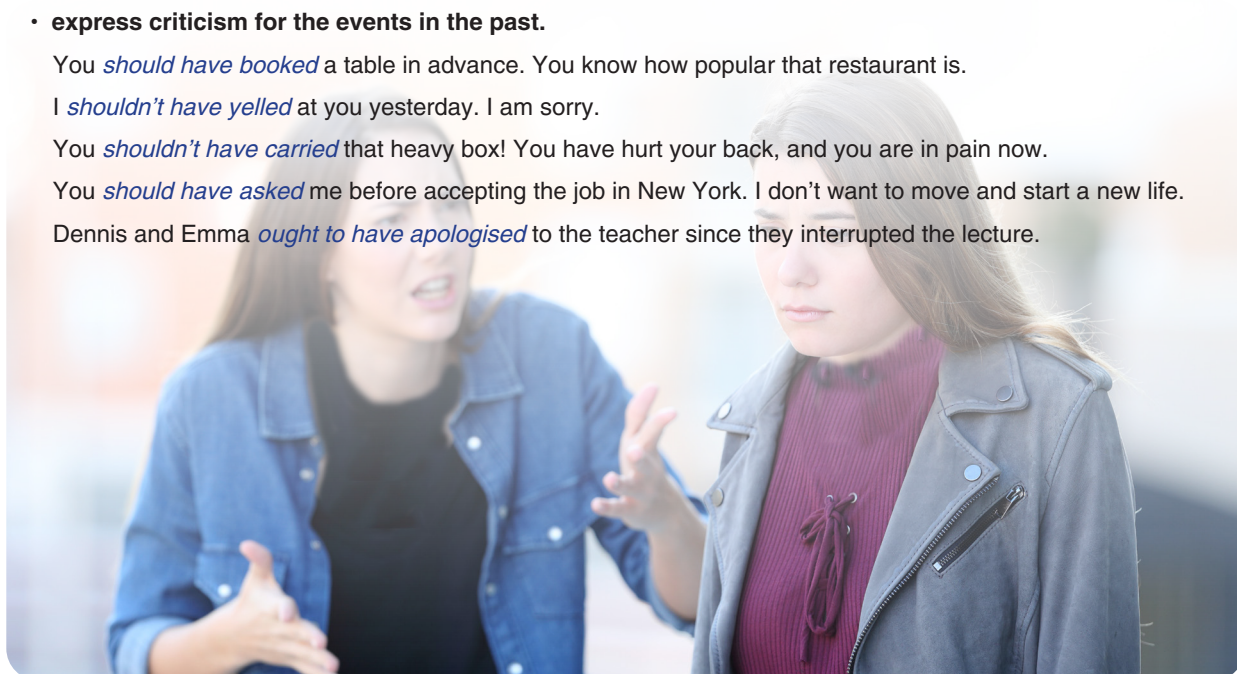
You *should have booked* a table in advance. You know how popular that restaurant is.

I *shouldn't have yelled* at you yesterday. I am sorry.

You *shouldn't have carried* that heavy box! You have hurt your back, and you are in pain now.

You *should have asked* me before accepting the job in New York. I don't want to move and start a new life.

Dennis and Emma *ought to have apologised* to the teacher since they interrupted the lecture.



a) Match the words / phrases to their definitions.

_____	1.	make it up	a.	an allergy or sensitivity to some food, medicine, etc.
_____	2.	exaggerate	b.	eat, drink, ingest (food, drink)
_____	3.	consume	c.	indicate something as being larger, better, or worse than it really is
_____	4.	overreact	d.	become or act as if mad
_____	5.	madden	e.	respond more emotionally or forcibly than is justified
_____	6.	intolerance	f.	compensate for something lost, missed, or deficient

b) Complete the dialogue with the correct form of the words / phrases given in 'Exercise a'.

Alicia : Where is my almond milk? It's not here.

Jose : I don't know. You must have finished it.

Alicia : I'm sure that I didn't finish it. I had spared some for my cereal to eat this morning. You know I have lactose (1) _____. That's why I (2) _____ almond milk. One of you must have used it.

Ella : It can't have been me. I only drink soya milk. Is there a possibility that you drank it last night and forgot? Did you have something to eat before you went to bed?

Alicia : No, I didn't. I just drank a cup of green tea.

Jose : Someone might have given it to the cat.

Alicia : Oh, come on. You know my cat doesn't like milk. I'm telling you, I'm certain that there was some milk in the fridge last night.

Jose : Well, I don't know what has happened to it. You should have written your name on it beforehand.

Alicia : In fact, I wrote my name on it in capital letters.

Tina : It wasn't me either. You know, I stayed over at Mel's last night and had breakfast there before coming back here.

Alicia : What are you drinking, Larry?

Larry : Just coffee.

Alicia : Yes, I can see that's white coffee. That's where my milk went. You should have told me before you used it. That's not kind of you.

Larry : I'm sorry, but don't you think you are (3) _____ too much? You don't need to beat me up just for milk. I couldn't guess how much it would (4) _____ you!

Tina : I also think that you are (5) _____, Alicia. I'm sure Larry can (6) _____ to you.

Alicia : Well, Larry, you can go to the supermarket and get me some more.

Larry : All right, if this will help you calm down! I'll go and buy some for you right now.



a) Fill in the gaps in the dialogue using *must*, *might*, or *can't have*.

Tina: Blast it! I can't believe that we've just been robbed. It (1) must have been because I hadn't closed one of the windows properly.

Rosemary: Don't blame yourself like that. It (2) _____ occurred for an entirely different reason. Anyway, they (3) _____ come through the window. Look how high up we are.

Tina: Don't be so sure. Nothing like that would put real professional burglars off. I'm certain of one thing. They (4) _____ watched the house. Otherwise, they wouldn't have known we were out.

Rosemary: Perhaps. I think it would be a good idea to talk to the neighbours as they (5) _____ seen or heard something.

b) Choose the correct option for each sentence below.

1. Hillary _____ learned Korean when she was a child. She speaks so fluently.
a) can't have b) should have c) shouldn't have d) must have
2. Your mom _____ read your text messages while you were sleeping. It was pretty annoying.
a) may have b) could have c) shouldn't have d) can't have
3. When George arrived home, he saw his window broken and everywhere was in a mess. Someone _____ broken into his house last night.
a) must have b) might have c) could have d) should have
4. Roberto _____ told you the truth. He said he had to study for the term project, but I saw him at Ann's party last night.
a) shouldn't have b) can't have c) may have d) must have
5. **Jill:** How did Pam get here yesterday?
Teresa: I do not know, but it is possible that someone _____ given her a lift or she used public transport.
a) must have b) should have c) can't have d) might have

c) Melissa had a birthday party, and one of her best friends, Matilda, was invited to the party, too. However, she did not come, and Melissa and her friends are making assumptions about what may have happened. Rewrite the sentences using "*may/might/could have V₃*" to make speculations about the situation as in the example.

1. Perhaps she forgot about the party.
e.g. *She might have forgotten about the party.*
2. It is possible that her car broke down on the way to the party.

3. Maybe Matilda lost the address.

4. Perhaps she had some health problems.

5. Maybe an emergency occurred.



a) Read the questions and share your experiences with your classmates.

1. Why is communication important in a relationship?
2. What do you think undermines communication?



b) What do you think the characteristics of effective communication are? Tick (✓) the related phrases.

1.	raising voice	_____
2.	managing your feelings	_____
3.	maintaining eye contact	_____
4.	criticising	_____
5.	focusing on listening and understanding	_____

6.	sharing responsibilities	_____
7.	feeling manipulated	_____
8.	increasing awareness	_____
9.	setting clear boundaries	_____
10.	referring to the mistakes in the past	_____

Effective Communication 101: Road to Happiness

We are social beings and always get in contact with people around us. They are sometimes our family and sometimes our friends or beloved ones. This dynamic network naturally comes with conflicts and problems. The main reason behind this struggle is mainly a lack of communication. People who suffer from a lack of communication in their relationships undergo constant, up-in-the-air conflicts in their social circles. They feel emotionally disconnected, disappointed, lonely, and unsafe. However, we can learn how to overcome communication problems to build a lasting and intimate relationship based on trust. Healthy communication in a relationship fosters setting healthy boundaries and space to share feelings and thoughts. In this way, both sides feel confident, happy, hopeful, and emotionally connected.



Besides being a psychologist, Dr Thelma Gizza is a marriage and family therapist. Two of her clients share their experiences with communication problems and strategies to overcome these difficulties.



Hi! I am Emmett. I am 17 years old. Last year, I had pretty big problems with my parents. I thought they did not trust me and did not see me or my efforts to be an independent individual. They were constantly criticising my actions and decisions by saying, "You shouldn't have done this" or "You should have studied more". Their attitude really annoyed me. They must have thought that I bit the hand that fed me. We couldn't talk to each other in a positive mood. After counselling, thanks to Dr Gizza's guidance, both my parents and I got the picture. Dr Gizza told us that I was in puberty and all my moody manners were quite normal. She also told me that I should have put myself in my parents' shoes and behaved myself. We learned how to communicate fruitfully and set healthy boundaries. Now I can see my parents' point of

view. It must have been tough for them not to be in touch with their beloved ones, but it was difficult for me, too. If we hadn't gotten therapy from Dr Gizza, everything might have been worse, and we could have lost our intimacy.

Hello! My name is Hale Madison. I have been married for eight years and have an 18-month-old baby girl. Everything was great with my husband when we were newly married. After a couple of years, things changed, and negative manners appeared. I realised that we were brushing things under the rug, and this caused passive-aggressive behaviours. We should have talked our problems out, but we didn't. In time, hatred instead of love arose between us. It couldn't have been my husband but a stranger with whom I shared my life. We were both defensive and unsympathetic while speaking. In time, things got worse, and we decided to get therapy from Dr Gizza. After the first session, my first impression was that we should have started much earlier. Thanks to therapies, we've learned to speak without blaming and listen actively without becoming defensive. Now, we start the conversation with "I" statements and are open to each other's ideas and feelings. We do not avoid conflicts anymore because we know how to communicate effectively. We could have been divorced, but instead, we are dreaming about our daughter's future.



c) Match the words in the boxes with their definitions.

disappointed intimate confident fruitful tough defensive unsympathetic unsafe

1.	not kind and helpful to others in difficulties, unpleasant	_____
2.	behaving in a way that shows the feeling of distrust and threat	_____
3.	the state of being close and sincere	_____
4.	difficult, hard	_____
5.	the sense of vulnerable and defenceless	_____
6.	frustrated and unsatisfied	_____
7.	feeling sure, certain and self-assured	_____
8.	effective, useful, and successful	_____

d) Answer the following questions according to the text.

1. Why do you think Emmett and his parents had problems?

2. How did Hale and her husband overcome their problems?

3. What do we need for effective communication?

SPEAKING

a) In pairs, try to make a dialogue using the prompts below. First, choose one of the topics to talk about. Then, the first person should complain about a bad experience, and the second person should express his / her opinions using the past modals. Next, take turns.

Useful phrases: *may have... / might have... / could have... / must have... / should-shouldn't have...*

It was a bad day!

<p>1. At the airport</p> <ul style="list-style-type: none"> • My flight was delayed, so I missed my connecting flight. • I lost my wallet. • I argued with a passenger in the passport control queue. 	<p>2. In the taxi</p> <ul style="list-style-type: none"> • The driver took me to the wrong address. • Moreover, he asked for too much money. • I felt dizzy after his bad driving.
<p>3. At the hotel</p> <ul style="list-style-type: none"> • The receptionist made me wait too long for check-in. • My room wasn't clean enough. • The air-conditioner wasn't working, and it was boiling hot. 	<p>4. At school</p> <ul style="list-style-type: none"> • I had a bad maths exam. • I forgot my essay paper for literature at home. • The physics teacher asked me a question I didn't know how to answer.

b) Read the events below. What do you think were the reasons for these events? Write two different explanations for each.

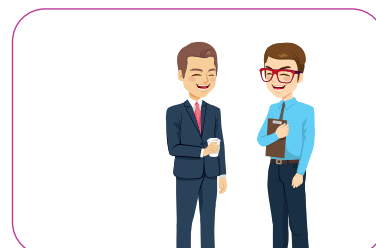
A Two teenagers were having dinner in a restaurant. One of them suddenly got up and rushed out of the restaurant.



B A woman living alone returned home and found the TV and radio turned on. She hadn't left them on when she went out.

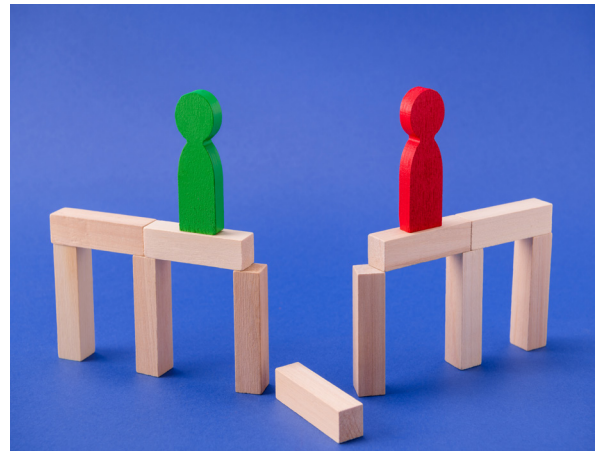
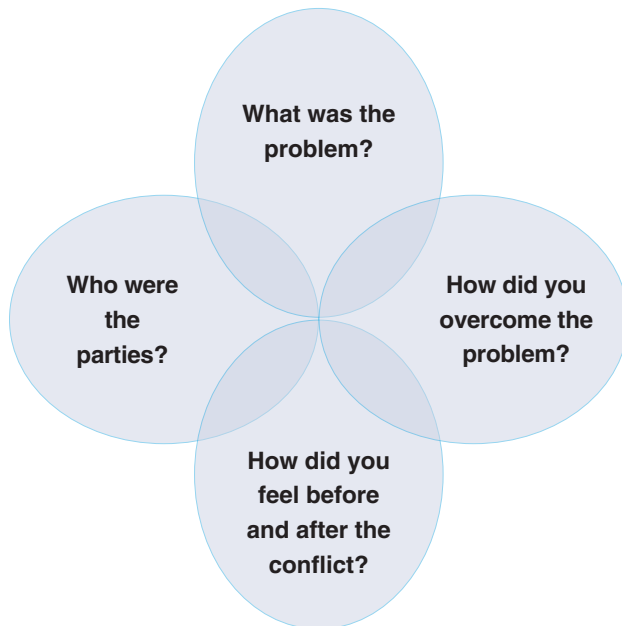


C Two friends met again after not seeing each other for many years. One looked at the other and burst into laughter.



WRITING

- a) Have you ever suffered from a lack of communication? Write a short paragraph about a communication problem describing how you came through it by using the questions below. Here are some leading questions to help you write about your experience.



- b) Carry out a survey about the biggest regrets of people.

- ◆ **ASK** several people from different age groups about their remorse.
- ◆ **MAKE** them complete the sentence below with their authentic life experiences.



If I _____, everything might have been different today.

- ◆ **SHARE** the results with your teacher and classmates via a presentation.





ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

ENGLISH

11TH GRADE

7TH UNIT

FACTS ABOUT TÜRKİYE

- Talking about Landmarks and Monuments
- Describing Cities and Historic Sites
- Asking for and Giving More Detailed Information

- Türkiye is one of the most popular tourist destinations in the world due to its breathtaking natural beauty, historical and cultural landmarks, as well as its delicious cuisine. It should be on any traveller's bucket list since it offers something to each of its visitors. Do you feel lucky to live in such a beautiful and worthwhile country?
- Since the population of Türkiye is diverse, people can see many different origins when they visit this country. Each region has its own traditions, art, folklore, and eating habits. Eventually, this adds to the richness of the country. What region of Türkiye are you from? What kind of cultural features does it have?
- All in all, Türkiye is full of hidden treasures, from secret beaches and coves that can only be reached by sea to undiscovered towns that were carved right into the rock face. Türkiye is a country of hospitality, with beautiful natural scenery and architectural attractions. From the iconic Hagia Sophia Grand Mosque, Blue Mosque, Grand Bazaar, and Topkapı Palace to the hidden gems of Mount Nemrut, Mount Ağrı, and Cappadocia, there are many notable landmarks that one simply must visit. Which of these tourist attractions in Türkiye have you visited so far?

In this unit, you will learn to ...

- **talk about landmarks and monuments.**

Butterfly Valley, in Fethiye, Muğla, is a hidden landmark in Türkiye and it should not be missed to visit. It is home to many species of butterflies, which give the valley its name.

The Ulu Mosque, in Tarsus, Mersin was built in 1579 by Ramazanoğlu Piri Pasha's son Ibrahim Bey. It was built in the early Ottoman style on the remains of the Pier Church.

- **describe cities and historic sites.**

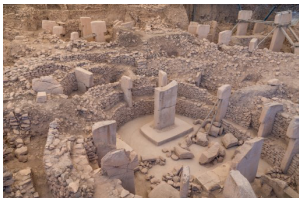


Istanbul is the largest city in terms of population in Türkiye. It sits in both Europe and Asia and is divided by the Bosphorus.

Sumela Monastery, in Maçka, Trabzon is surrounded by waterfalls, rivers, and stunning greenery, which makes it a special destination for many tourists worldwide.



- **ask for and give more detailed information.**



Göbeklitepe is a Neolithic archaeological site in the Southeastern Anatolia Region of Türkiye. It dates back to 8000 BCE and comprises a number of large circular structures supported by massive stone pillars, the world's oldest known megaliths.

Safranbolu is a town with a collection of old Ottoman houses, and pieces of art which represent traditional Turkish life and culture. Its rich history and success in preserving it earned the town inclusion on the UNESCO World Heritage List.



a) Match the words or phrases in the box with the correct photos. One is extra.

ancient theatre

statue

tomb

mosque

fountain



b) Choose the correct option.

1. Mount Nemrut is one of the most unusual landmarks of Türkiye and is best known for its collection of large **tiles / statues**.
2. Manavgat **waterfalls / rivers** are visited by thousands of tourists from all over the world.
3. Tophane **fountain / tomb** was built by Ottoman Sultan Mahmud I in the 18th century to provide drinking water for travellers and running water for praying people's ritual washing needs.
4. The Hagia Sophia Grand Mosque is one of the greatest **statues / structures** in the world.
5. The **amphitheatre / temple** in Side served as the centre of culture and art in ancient times when the Romans dominated the region.

c) Match the idioms or expressions with their definitions. One is extra.

_____	1. to live out of a suitcase	a) better than you could have imagined or hoped for
_____	2. beyond your wildest dreams	b) to start a journey or to leave
_____	3. to hit the road	c) a location where a civilisation began
_____	4. many moons ago	d) to stay temporarily in several places, with only the belongings in your suitcase
_____	5. cradle of civilisation	

d) Complete the sentences with the words below. One is extra.

founded

situated

developed

built

toured

known

1 Cappadocia is best **known** for its fairytale landscape of unusual formations resembling chimneys, cones, and pinnacles.

2 Anıtkabir is _____ in Ankara.

3 Mardin's Old City is _____ easily by walking.

4 Ephesus was _____ in the 10th century BC.

5 Several castles in Anatolia were _____ by the Romans.

ACTIVE	PASSIVE (POSITIVE)	PASSIVE (NEGATIVE)	PASSIVE (QUESTION)
People grow tea in the Black Sea Region.	Tea is grown in the Black Sea Region.	Tea is not grown in the Black Sea Region.	Is tea grown in the Black Sea Region?
Spielberg filmed <i>Jurassic Park</i> in 1993.	<i>Jurassic Park</i> was filmed by Spielberg in 1993.	<i>Jurassic Park</i> was not filmed by Spielberg in 1994.	Was <i>Jurassic Park</i> filmed by Spielberg in 1993?

a) Rewrite the active sentences in the passive form.

1. Mr Shannon is mowing the grass in his garden.	1.
2. Charles Babbage invented the first computer.	2.
3. They've carried out extensive research in the area.	3.
4. My company pays me weekly.	4.
5. You can call emergency services by dialling 112.	5.

b) Match column 'A' with column 'B' and make passive sentences with the verbs given in parentheses.

	A	B	Passive Sentences
1.	The Starry Night (paint)	a. Graham Bell
2.	Hamlet (write)	b. George Lucas
3.	Telephone (invent)	c. Isaac Newton
4.	Gravity (discover)	d. Shakespeare
5.	Star Wars (direct)	e. Van Gogh

c) Fill in the gaps with the correct passive forms of the verbs given.

1. Cappadocia _____ best _____ (know) for its beautiful fairy chimneys and hot air balloon rides at sunrise.
2. Brian _____ (invite) to the party but he couldn't attend as he had a migraine attack yesterday.
3. Twenty new types of insects _____ (discover) recently in the Amazon basin.
4. Waste materials can _____ (dispose) of in many different ways.
5. My cat _____ (examine) by the veterinarian right now.

Read the description and complete the information about Anıtkabir.



All countries have a hero in their independence history. Even if you don't know Turkish history, you should have read the Turkish Independence War and heard of Mustafa Kemal Atatürk, the founder of today's Turkish Republic and one of the significant figures of the 20th century.

Anıtkabir or Atatürk's Mausoleum, which stands in the middle of Ankara and gleams at night, is the first meeting point for visitors arriving in Ankara.

Anıtkabir is the symbol of Mustafa Kemal Atatürk and the Turkish Republic. In almost all brochures introducing Turkey, Ankara is symbolised by Anıtkabir. It is located on top of a hill called Anıttepe in the city centre.

When Atatürk died on November 10th, 1938, he was temporarily buried at the Ethnographic Museum in Ankara.

Then an international competition was announced for a mausoleum, specifying that the designs should symbolise the achievements and personality of Atatürk and, through him, the Turkish nation. After evaluating forty-nine designs, the joint project of Turkish architects Prof. Dr Emin Onat and Asst. Prof. Dr Orhan Arda was selected. The construction of Anıtkabir was started on November 9th, 1944, with a magnificent ceremony.

Construction was completed in 9 years. The superb mausoleum, Anıtkabir, was completed in 1953. There are three groups of statues in the mausoleum. Behind the figures, you see the Lion Road. Twenty-four statues of Hittite lions symbolised serenity, power, and protectiveness. This road leads into an open square which is called Victory Square. Atatürk's mausoleum is on the left of the court. Atatürk's civil and official clothes, personal belongings, various gifts presented to him, many documents, photos, and books are exhibited at Anıtkabir. It is open every day between 09:00 and 17:00.

Anıtkabir

Symbolises: _____

The reason for the construction: _____

Location: _____

Completed year: _____

Designed by: _____

Lions represent: _____

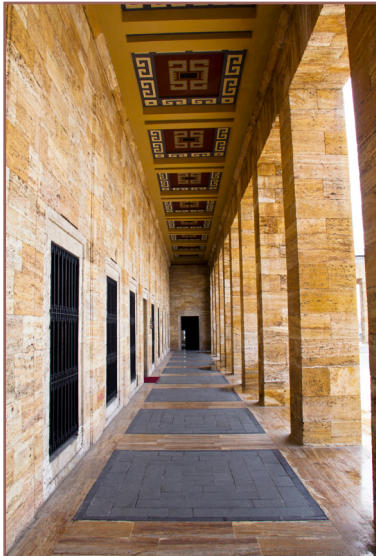
Name of the square: _____

Exhibits: _____

Opening time: _____

Closing date: _____

Open days: _____



SPEAKING

Think of a famous landmark or building. You can also choose one from the photos below. Next, prepare a short description card of it, considering the questions below. Study the information you write. Then take turns talking about the information on your description card. Let your friends ask you questions and guess the structure you describe.

1. Where is it located?
2. When was it constructed?
3. What is it famous for?
4. What features does it have?
5. Have you ever seen it?

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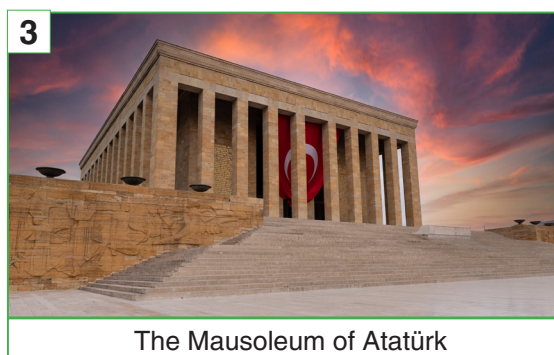
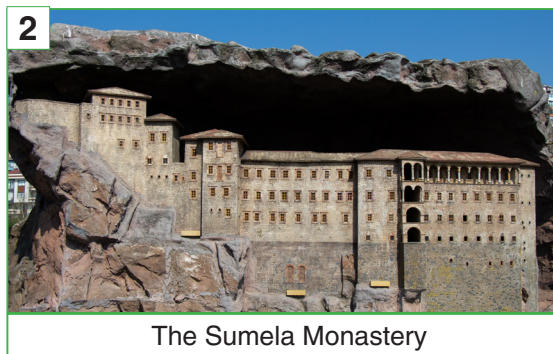
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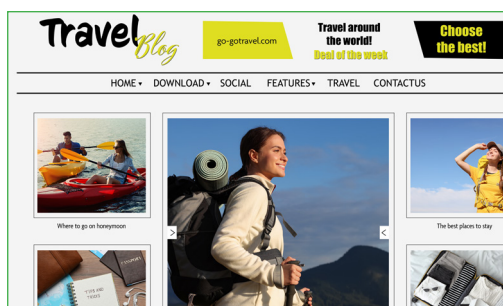
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WRITING

Prepare a travel blog or a website about the best tourist attractions all around the world. Your blog or website should include these:

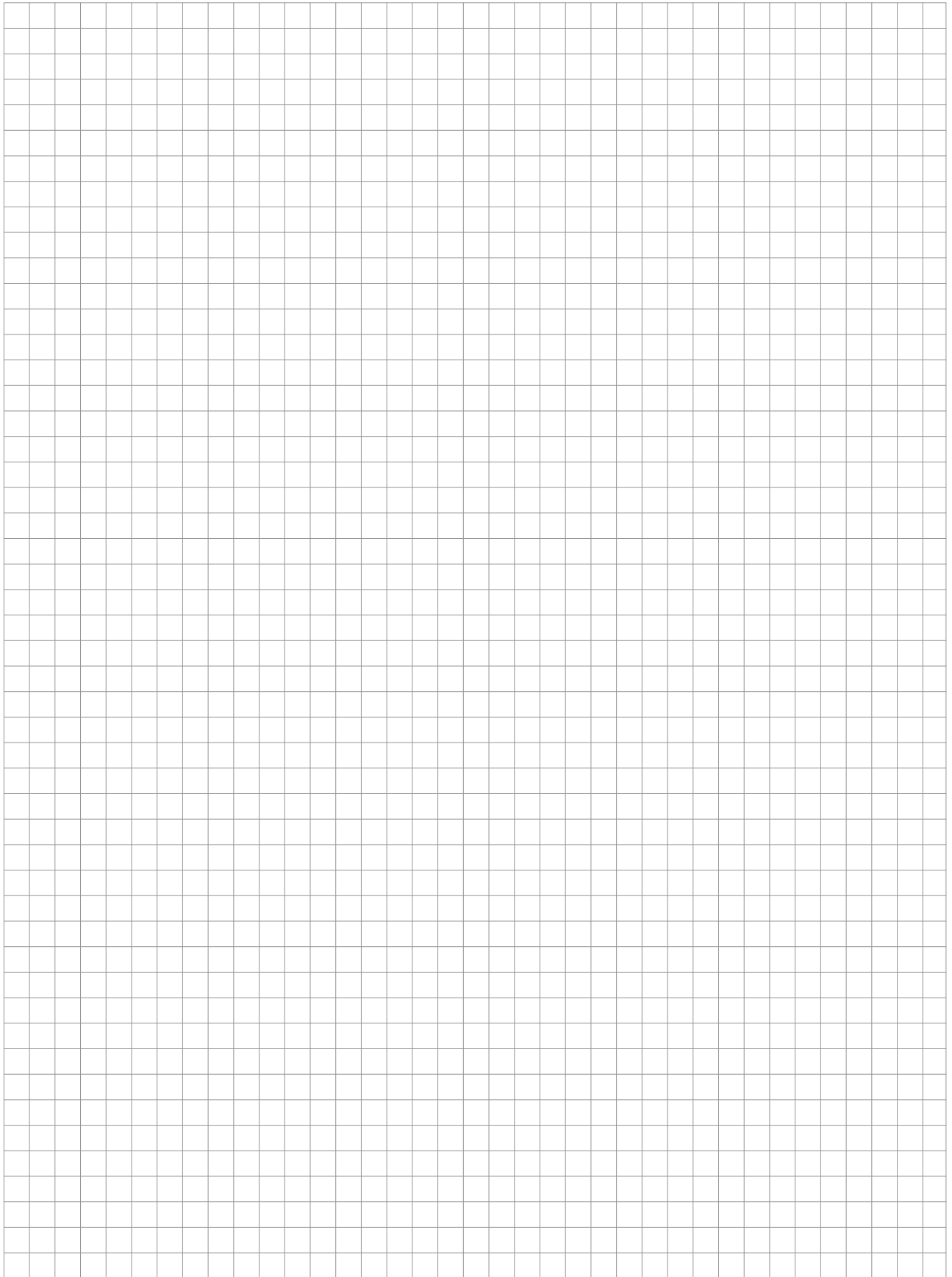
- ◆ *information about yourself*
- ◆ *detailed explanations of the tourist destinations mentioned in the blog/website*
- ◆ *how people can go there (detailed explanation about the transportation), and where they can stay*
- ◆ *tips about buying a cheap ticket, booking cheap and nice accommodations, travel insurance and best travel applications*



You can work as a group of 3 or 4 for this project.



Prepare an outline and take notes below.





ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

ENGLISH

11TH GRADE

8TH UNIT

SPORTS

- Reporting News
- Doing an Interview
- Talking about Sports

- Sport is one of the most popular topics when you interact with people in English. Most people play sports, do some sort of physical activity, or support a sports team. If we want to talk about sports, we have to know a few things: a list of sports, tenses in English, and common vocabulary. Do you think you have enough knowledge of these things?
- A news article explains a real-life event. The news writing style is as important for sports reporting as it is for general news, business stories, or any other journalistic work. Do you find reporting an event in English easy or hard?
- Sports writing is a form of journalism that covers sports, athletes, or other sports-related issues. A journalist who reports on sports is called a sportswriter. How much do you know about sports writing? Is it an enthusiastic job for you?

In this unit, you will learn to ...

• report the news.

- Basketball critics say that James Pinred is the rising star of this season.
- The team coach, Tom Myers, said James' absence was a key factor in their loss.

• do an interview.

Interviewer: Mr Mahmood, you say that orienteering is more than a leisure activity for you. Please tell us more about this passion of yours.

Trainer: That's right. I have been doing orienteering since I was 11 years old. I've been working as a trainer for the last 8 years and have many young students for the World Orienteering Championship this year.

Interviewer: How nice! Mr Mahmood, could you please tell us the basic principles of orienteering?

Trainer: Sure. Orienteering is the sport of navigation, often held in unfamiliar terrain, using a map and compass. It is easy to learn and a fun way to exercise your body and mind simultaneously while enjoying the outdoors.

Interviewer: Do people need any special equipment to do this sport?

Trainer: Well, you need a compass, an electronic punch, and an emergency whistle if required at the events. You should get a map at the start. Also, running or hiking shoes, comfortable clothes, and especially long pants are necessary. These are the typical equipment everybody knows. Besides, I want to add a few optional pieces of equipment, such as a watch for timing, a cell phone only for emergencies, or a control description holder.

Interviewer: Well, that was very informative. Thank you, Mr Mahmood. We wish you luck in the World Orienteering Championship.

Trainer: Thank you.

• talk about sports.

- I go skydiving twice a year in different parts of the world. Skydiving is more than just a sport to me. It also means travelling to incredible places and meeting new people.



a) Complete the text with words or phrases in the box below. One is extra.

set up arbitration take over by heart annual oar federation

The History of Rowing

For centuries, the boat served as mankind's most important form of transportation, and the (1) _____ is regarded as the most significant invention before the wheel. The first known rowing boat was found in Finland and dates to 5800 BC. The first regatta was held in Venice, Italy, on September 16, 1274. There, challenges between gondoliers and boatmen in different types of rowing boats led to the development of regattas. Wherever there is water and humans, rowing has developed. The origin of the sport of rowing as we know it today, comes from England, where the world-famous Oxford versus Cambridge University Boat Race was first held in 1829 on the River Thames.

In the second half of the 19th century, the number of clubs increased and associations were founded. The demand for a standardised set of rules increased as rowing's popularity grew. Louis Choisy, who was to (2) _____ the management of World Rowing (originally created as FISA) for many years, explained how the international (3) _____ occurred in the following terms: He said that race rules had differed from club to club, and there had been no restrictions on the construction and equipping of the boat. He also added that the (4) _____ judge had not existed, so it had become imperative to emerge from that chaos. Consequently, the idea to (5) _____ a federation that would bring all those various clubs together was well received. On 21st July 1891, The Belgian federation proposed to found an international union of rowing clubs, and congress members met in Turin on 25th June 1892. The work achieved led to the setting up of an international rowing federation. As a result, the first World Rowing Championship was staged in Lucerne, Switzerland, in 1962. Initially held every four years, the championships soon became a(n) (6) _____ event.

b) Guess the meanings of the idioms and match them with their definitions. One definition is extra.

_____	1.	put up a good fight	a)	to accept unpleasant events bravely and without complaining
_____	2.	head start	b)	to do something earlier than others to gain an advantage over them.
_____	3.	drop the ball	c)	to fail to keep working to reach a goal
_____	4.	game of two halves	d)	to work very hard to fight or compete in a difficult situation
			e)	to comment that one team plays better in each half of the game

c) Match the photos with the sports below. One photo is extra.

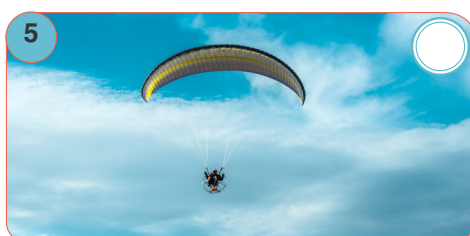
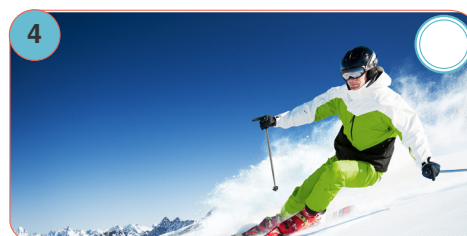
A pickleball

B paragliding

C kayaking

D zorbing

E orienteering



REPORTED (INDIRECT) SPEECH

DIRECT SPEECH	REPORTED (INDIRECT) SPEECH
Present Simple Jeremy said, "I go to school every day."	Past Simple Jeremy said he went to school every day.
Present Continuous My mother said, "I am cleaning the house now."	Past Continuous My mother said she was cleaning the house then.
Present Perfect He said, "I have lost my keys."	Past Perfect He said he had lost his keys.
Past Simple Mark said, "Jason bought a new car yesterday."	Past Simple or Past Perfect Mark said Jason bought / had bought a new car the day before.
Past Continuous The little child said, "I was playing with my toys."	Past Continuous or Past Perfect Continuous The little child said she was playing / had been playing with her toys.
Will George said, "I will work abroad next year."	Would George said he would work abroad the following year.
Can Fiona said, "I can play the piano."	Could Fiona said she could play the piano.
May My father said, "It may rain today."	Might My father said it might rain that day.
Must The librarian said, "You must be quiet in the library."	Had to The librarian said they had to be quiet in the library.

Say or Tell?

We use 'say' without 'to' when it is not followed by the person who is being spoken to. Following 'say', you can use or omit 'that.' It is optional.

Hanna said (that) she had enough money to buy the present.

We use 'say' with 'to' if it is followed by the person being spoken to.

The manager said to the applicant (that) they were not interested in her offer.

We use 'tell' without 'to' if it is followed by the person being spoken to.

I told my instructor (that) I needed more time to submit the project.

While forming reported speech sentences, we also change the pronouns, possessive adjectives, demonstratives, and time expressions. Here is a table showing the changes.

Object Pronouns		Possessive Adjectives		Time Expressions		Demonstratives	
Direct Speech	Reported Speech	Direct Speech	Reported Speech	Direct Speech	Reported Speech	Direct Speech	Reported Speech
me	him / her	my	his / her	today	that day	here	there
you	me / him / her / us	your	my / his / her / our	now	then	this	that
us	them	our	their	yesterday	the day before	these	those
				last week	the week before / previous week		
				next year / month / week	the following year / month / week		
				tomorrow	the next day / the following day		

Rewrite the direct speech sentences in the reported speech form.

1. "I can get home on my own."

Frank said (that)

2. "There was an accident outside the supermarket yesterday."

My husband told me (that)

3. "I am flying to London tomorrow."

Ms Clark said (that)

4. "I don't want to go dancing today."

Clare said to her friend (that)

5. "I have ordered pizza for dinner."

My mother told us (that)

a) Match the sports with the paragraphs. One is extra.

A PARAGLIDING

B RIVERBOARDING

C HANG GLIDING

D BASE JUMPING

E FREE RUNNING & PARKOUR

F BUNGEE JUMPING

02

This is an aviation sport in which a pilot flies a small, unpowered, foot-launchable aircraft, most of which are made of an aluminium alloy or composite-framed fabric wing. The pilot is **ensconced** in a harness suspended from the airframe and exercises control by shifting body weight in opposition to a control frame. Still, other devices, including modern aircraft flight control systems, may be used. Parachutes are standard equipment, but you do not release the glider; the parachute takes the pilot and the glider together. Modern technology gives pilots the ability to soar for hours, gain thousands of metres of **altitude** in thermal updrafts, perform aerobatics, and float cross-country for hundreds of kilometres.

05

This is a relatively new sport using very **buoyant** boards with handles. They are manoeuvred down the whitewater with the help of fins to keep **out of harm's way**. Quick thinking is essential! The rider wears a wetsuit, a life jacket, gloves, helmet, and kneepads to protect against the rocks and the cold.

01

This extreme sport involves **leaping** off tall structures while connected to a thick **rubber band**. The thrill of the free-fall is not only the thrill, but also the jumper flies upwards as core rebounds. Maybe this is not an extreme sport as the skill is down to the knowledge of the commercial operator setting up the equipment correctly, and for most who participate, it is just a one-off thrill.

03

This sport is a leisure and competitive adventure activity of flying lightweight, free-flying, foot-launched **sailplanes** with no solid primary structure. The pilot sits in a **harness** suspended below a fabric wing. The harness usually holds a reserve parachute for emergencies. Wing shape is maintained by the suspension lines, the pressure of air entering vents in the front of the wing, and the aerodynamic forces of the air flowing over the outside. Despite the lack of an engine, the person who does this sport can fly. This sport is closely related to hang gliding, but it is slower and easier to launch and fly in light wind conditions. The minimum fly speed is 20 km per hour, and the maximum is 65 km per hour. The pilot can acquire height by skillfully exploiting sources of lift, typically reaching altitudes of a few thousand metres.

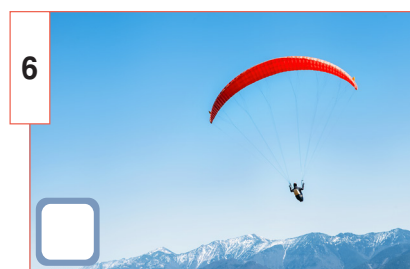
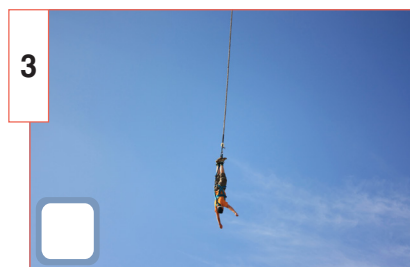
04

This sport is, without doubt, an extreme sport in which a person jumps from a fixed place and uses a parachute to slow down before the ground is reached. Its name is an **acronym** that stands for each of the four jump location categories: buildings, antennas, spans (bridges), and the earth. The idea for this sport came from skydiving, but it is much more dangerous than skydiving from an aircraft. The parachutes are designed to open more quickly and at lower air speeds than regular parachutes for this sport. There is no reserve parachute as there would be no time to use it. A freefall from 150 metres takes just 5.6 seconds. At the other end of the scale, there have been jumps from **peaks** and cliffs, over 6,000 metres high.

b) Answer the following questions according to the texts.

1. Which sport is done in the air? _____
2. What sport requires a parachute? _____
3. Which sport is done in water? _____
4. In which sport does someone else control you? _____

c) Match the texts with the photos. One is extra.



d) Match the **highlighted** words in the texts with their meanings.

1. _____ : parts that form points above a surface or at the top of something
2. _____ : settled yourself in a place where you feel comfortable and safe
3. _____ : a high-performance glider
4. _____ : able to float or keep things floating
5. _____ : a word made up from the first letters of the name of something such as an organisation
6. _____ : a narrow band of elastic rubber used to hold items
7. _____ : the height of an object or place above the sea
8. _____ : in a position that is safe from damage or from which harm cannot be done
9. _____ : jumping high into the air or jumping to land in a different place
10. _____ : a set of bands used to hold someone in an area or to stop them from falling

e) Fill in the blanks according to the texts.

1. In paragliding, you can reach the speed _____ per hour.
2. In _____, you use rope to jump.
3. In _____, you use some equipment to protect yourself from cold and rocks.
4. _____ and _____ are related to each other.
5. In _____ and _____ you fall from somewhere.

a) Read and learn eight common questions in sports interviews and how to answer them. Then do research and add two more.

1. Where do you see yourself in 5 years?
.....
2. What is your biggest weakness, and what are you doing to improve it?
.....
3. Do you have any hobbies or interests other than sports?
.....
4. Is there a coach or athlete that you look up to as a role model, and why?
.....
5. Could you rank the top five priorities in your life?
.....
6. What do you think is the greatest challenge most athletes are facing today?
.....
7. Have you ever served as a team captain?
.....
8. How did your previous teams help you become a better player?
.....
9.?
10.?

b) Work in pairs and ask the interview questions to your friends. Then, note down their answers.

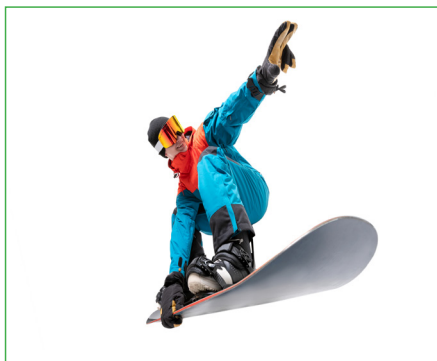
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WRITING

Choose an extreme sport for adrenaline junkies other than the ones in the reading text. Do extensive research about that sport, write a short paragraph (150 / 200 words), and prepare a poster. In your research, you can look for the answers to these questions:

- ◆ What kind of a sport is it?
- ◆ Where can you do that sport? Which countries or cities are the best destinations for it?
- ◆ Is there any special equipment needed for that sport?
- ◆ Do we need any special training or experience to do it?
- ◆ Can anybody do it or are there any special requirements?

You can put up your posters on your classroom walls with your friends and pretend to design a mini travel agency.





ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

ENGLISH

11TH GRADE

9TH UNIT

MY FRIENDS

- Describing Events, Places and People
- Asking for and Giving Clarification

- What qualities make a good friend? Most of us may believe we have genuine, deep connections, but we may need to give this idea more attention. A friend could be someone you've known for a very long time or someone you've just met. They might be a new companion you made at school or work, someone you relate to because of a shared interest in a sport or TV show, or both. A friend can come from any part of our lives.



- There may be casual friends. Even though you occasionally talk and have a good time together, your relationship might not be solid. You might experience a stronger sense of connection and a sense of being able to lean on your close friends while you are with them. You can share freely and easily laugh. You might believe this friendship is trustworthy, and it might be simple to continue where you left off, thanks to this person. The test of time is generally kind to solid friendships. These connections are frequently based on respect and concern for one another's well-being.

In this unit, you will learn to ...

• describe events, places, and people.

- ◆ The TV that I bought last month has started making strange noises.
- ◆ That's the stadium where world-famous football teams play.
- ◆ She is the hairdresser who cut my hair.



• ask for and give clarification.

- ◆ Could you say it in another way?
- ◆ Can you clarify that for me?
- ◆ Could you be more specific?
- ◆ Can you give me an example?
- ◆ If I understand you correctly, you're saying that he is not coming today.
- ◆ So, what you're saying is (that) some hotels offer discounts this time of the year.

a) Study the words / phrases. Find their meanings and match them with their definitions. One word/phrase is extra.

_____	1.	obstacle	a.	to take action to achieve something or solve a problem
_____	2.	consistently	b.	to die, to stop living
_____	3.	to back up	c.	a generally accepted opinion or decision among a group of people
_____	4.	to deal with	d.	in a way that does not change or vary
_____	5.	isolation	e.	something that blocks your way so that progress is more difficult or prevented
_____	6.	consensus	f.	to support or help someone
_____	7.	to encourage	g.	to talk or behave in a way that gives someone the confidence to do something
_____	8.	to pass away		

b) Fill in the gaps with the correct form of the words / phrases given in 'Exercise a'.

Five Health Benefits of Spending Time with Friends

Humans are social beings who depend on other people to keep them in good physical, mental, and emotional health. Inviting your friends to spend quality time together is not only just for fun but it can also change your life in more ways than you know! Here are five of them:

1. Stress Reduction

Real friends are there through and thick. It's no secret that talking to your friends about your worries might help you relax. Stress can cause various health issues, such as high blood pressure, headaches, and heart arrhythmia. Health experts advise people to increase their social interaction to (1) stress. Spending quality time with your friends will help you avoid unhealthy stress-coping behaviours like binge eating or nail-biting.



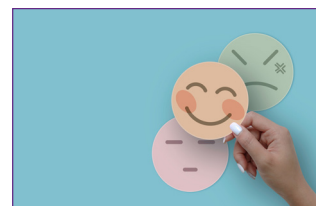
2. Longer Lifespan



We all know that factors such as cholesterol, blood pressure, a heart-healthy diet, and physical activity are vital to a long, healthy life. But it turns out that how we spend our time—and who we spend it with—might also be important. Researchers have looked at the relationship between social isolation and overall mortality. The (2) is that loneliness increases the probability of (3) for any reason. The science is clear. A healthy lifestyle must include social interaction, which may be one of the fundamental factors of how long and how well you live.

3. Improved Mental Health

Social interaction and mental health have long been connected as they have a cause-and-effect relationship. Face-to-face contact can reduce the risk of mental illnesses, such as depression and anxiety. Social interaction with friends, which can offer emotional support to individuals managing life's (4), cannot be replaced by texting or social media. If you're going through hard times, being surrounded by a supportive group of people can help you improve your mental health.



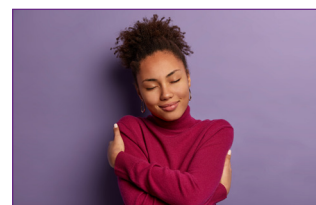
4. Positive Choices



Loved ones in our lives can (5) positive behaviours like doing exercise and eating healthy, and they can also discourage negative behaviours like smoking. That is to say, when friends spend quality time together, they influence each other's lifestyle behaviours. For example, if your close friend loves going running, there is a chance that you might try it with her. Spending quality time in positive relationships can help you make great choices.

5. Higher Self-esteem

Everyone has doubts and insecurities from time to time. One factor that (6) seems to be helpful is feeling valued and appreciated by the people you care about. You feel precious when you and your friends spend quality time together, which helps you create a positive image of yourself. They are always there to congratulate you on your successes and to (7) you during your failures. Being surrounded by supportive people can help you build confidence and maintain healthy self-esteem.



To conclude, there are several health benefits of spending time with friends. Whether you play a board game or share a meal, it is important to find ways to feel connected to those around you.

a) Fill in the relative pronoun or adverb. Put commas where necessary. Check D for defining, ND for non-defining clauses.

		D	ND
1.	Peter Summins job interview was at 10 a.m. didn't show up.		
2.	David works in the library writes short stories in his free time.		
3.	The salon I had my hair dyed has lots of famous customers.		
4.	That is the kid won a prize in the art competition.		
5.	This is the reason we didn't let you know then.		
6.	A staff is not well-trained is doomed to failure.		

b) Complete the sentences in *relative clauses* including the word in parentheses. Put commas where necessary.

1. This is Sally. Her sister is a famous influencer. (whose) This is Sally, famous influencer.
2. Mrs Kingston owns the company. She is a successful entrepreneur. (who) Mrs Kingston, is a successful entrepreneur.
3. I have hydrophobia. That's why I do not want to swim. (why) The reason is I have hydrophobia.
4. Lisbon is the city Mia lived in when she was a child. (where) Lisbon is the city when she was a child.
5. Maddison works as an architect. She lives next to my apartment. (who) Maddison, lives next to my apartment.
6. He donated a great deal of money. That was very generous of him. (which) He donated a great deal of money, of him.
7. I chose a film to watch for the class. It has several awards. (which) The film has several awards.
8. The best time of the day for shopping is the morning. The shops are not very busy then. (when) The best time of the day for shopping is the morning very busy.

c) Choose the correct answer.

1.	Matt is a student is well aware of his responsibilities.	a) when	b) who	c) which
2.	This is the motorbike my brother used to ride when he was at university.	a) who	b) whose	c) which
3.	The reason Mark is disappointed is that he has failed the test.	a) why	b) which	c) who
4.	Where is the shampoo I bought yesterday?	a) who	b) when	c) that
5.	That's the girl mother is the school principal.	a) whose	b) which	c) who

d) Read the sentences and match them with the correct adjectives in the box.

- 1 ▶ Ken is a person who only cares about himself. ☐
- 2 ▶ Tim is a person who stays calm and doesn't get annoyed quickly. ☐
- 3 ▶ Kate is a person who wants to be first. ☐
- 4 ▶ Andrea is a person who is always in a good mood and happy. ☐
- 5 ▶ Peter is a person who has a lot of friends. ☐
- 6 ▶ Mario is a person who is afraid to talk to people. ☐

Adjectives

- A shy
- B popular
- C ambitious
- D cheerful
- E patient
- F selfish

e) Match the questions with the responses.

- | | |
|---|---|
| 1 ▶ How do you get on with Bruno? <input type="radio"/> | A He seems pretty outspoken, but he's timid. |
| 2 ▶ What do you think of Peter? <input type="radio"/> | B He's got a long straight nose and a thin mouth. |
| 3 ▶ What's Emma like? <input type="radio"/> | C Worse than yesterday, bad-tempered and aggressive. |
| 4 ▶ What's the matter with Jo and Andy? <input type="radio"/> | D Well. He's outgoing, amusing and good fun to be with. |
| 5 ▶ What sort of mood is Nick in today? <input type="radio"/> | E She's a bit moody sometimes, but she's never dull. |
| 6 ▶ What does Barry look like? <input type="radio"/> | F They're quiet today, and I don't know why. |

f) Match the sentence halves. Then write complete sentences with *who*, *which*, *in which* or *where*.

- | | |
|--|-------------------------------------|
| 1 ▶ I'm looking for a shop. <input checked="" type="radio"/> D | A They can have a picnic there. |
| 2 ▶ They're looking for a grassy area. <input type="radio"/> | B It fits into his hand's palm. |
| 3 ▶ I met a girl last week. <input type="radio"/> | C George Clooney starred in it. |
| 4 ▶ He's got a tiny mobile. <input type="radio"/> | D It sells film posters. |
| 5 ▶ She's writing to the boy. <input type="radio"/> | E She says she knows you. |
| 6 ▶ That was the film. <input type="radio"/> | F He was at a summer camp with her. |

1. *I'm looking for a shop which sells film posters.*

2. _____
3. _____
4. _____
5. _____
6. _____

a) Discuss the following questions with your classmates.

1. Do you think friendship can occur between animals? Why/not?
2. Have you ever heard a story about animals being friends? If your answer is 'yes', where did you hear it, and what was it?
3. How do you think animals communicate with each other?

b) Read the text and answer the following questions.

Friendship: Do animals become friends, too?

When you think of friendship, what comes to your mind? Is it a long-lasting phone call? Watching a film while eating popcorn and sharing some laughs? A crucial aspect of the human experience is friendship. Although in the hustle and bustle of life, sometimes we can lose touch with them, we know that they are always there when we need them. But what about animals? Can they also become friends and support each other? Of course! Humans aren't the only ones who form friendships.

It may not shock you that chimpanzees make friends. But all animal species, from horses and dolphins to fish and birds, have friends. How much they resemble our own social interactions may surprise you. When you consider your own friends, you may notice that you are similar in some way. Maybe you grew up in the same neighbourhood, went to the same school, or have the same hobbies. Scientists refer to this tendency for similarity as "homophily," and it exists in other species as well. For example, animals like monkeys, zebras, marmots, elephants, and whales all show a tendency for social interaction with group members whose age is close to theirs. Dolphins like other dolphins who find their food in a similar way, while chimpanzees enjoy socialising with partners who share their personalities (yes, animals have personalities too). Squirrels who live next to each other develop friendships that help them live longer. The longer squirrels live close to the same neighbour, the more they relax and spend less time defending their territory. We can say that one of the most well-known homophilic tendencies is sympathy for others with the same genes—the relatives. Even in the animal kingdom, family members can be some of your best friends.



Some animals maintain friendships through physical contact, while some others maintain a long-distance friendship. For example, primates groom friends with their hands and rooks with their heads. Touch is important for these species because it helps them feel safe and reminds them of their place in the group. Many examples of how friendships can endure when friends are separated can also be found in animals. Dolphins communicate with each other over great distances by calling to one another. Up to 740 metres can be covered by a dolphin whistle, maintaining a long-distance connection. Many primates, including chimps, bonobos, lemurs, and Japanese macaques, use vocalisations to sustain social relationships.

The friendship developed because it benefits us. Humans make friends because they benefit from them, like a shoulder to cry on, a babysitter to watch the kids, or just a peaceful chit-chat. Both humans and animals who have friends live longer and healthier, and they help each other overcome difficulties. For example, animal friends can provide protection against threats like predators and food shortages. Modern human life seems to be far from such risks. It is a fact that, without animals, we are less likely to survive and thrive. We still have much to learn about animal friendship.

1. What does homophily mean?

.....

2. Which animals like forming friendships with others whose age is close to them?

.....

3. Why is physical contact important for the friendship of primates?

.....

4. How do dolphin friends communicate with each other over long distances?

.....

5. Which of the information about animal friendship surprised you most? Why?

.....

SPEAKING

a) Look at the notes about four film stars. Work in pairs. Use *who*, *whose*, *in which* or *where* in your speech as in the example.

1 **Melanie Griffith**

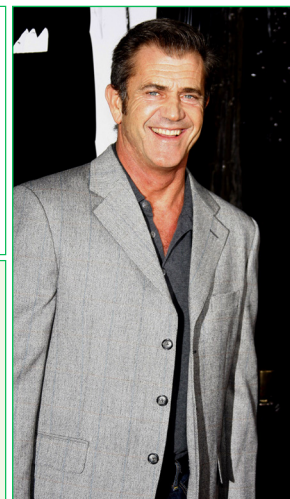
- mother is the actress Tippi Hedren, the star of Hitchcock's *The Birds*
- became famous because of the film *Working Girl*, a romantic comedy
- starred in this film with Harrison Ford and Sigourney Weaver



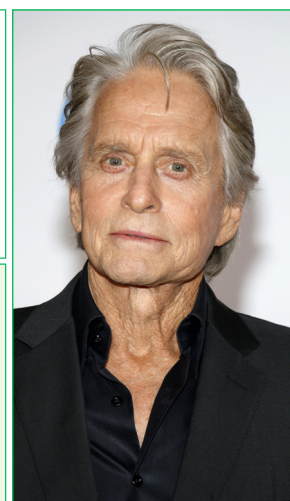
Melanie Griffith, whose mother is the actress Tippi Hedren, the star of Hitchcock's *The Birds*, became famous because of the film *Working Girl*. It was a romantic comedy in which she starred with Harrison Ford and Sigourney Weaver.

2 **Mel Gibson**

- grew up in the USA
- returned to his native Australia
- made his famous *Mad Max* films in Australia

3 **Michael Douglas**

- father is the actor Kirk Douglas
- made his name in the film *Romancing the Stone*, a romantic action comedy
- played opposite Kathleen Turner



WRITING

a) Imagine that you have recently adopted a cat and become friends very quickly. You want to share this news with a close friend living abroad. Write an e-mail to your friend about your new pal and describe its qualities and your friendship. While writing, try to use relative pronouns (who / which / whose / that) and relative adverbs (where / when / why). Your e-mail should be between 100-150 words.

New message

To

Subject

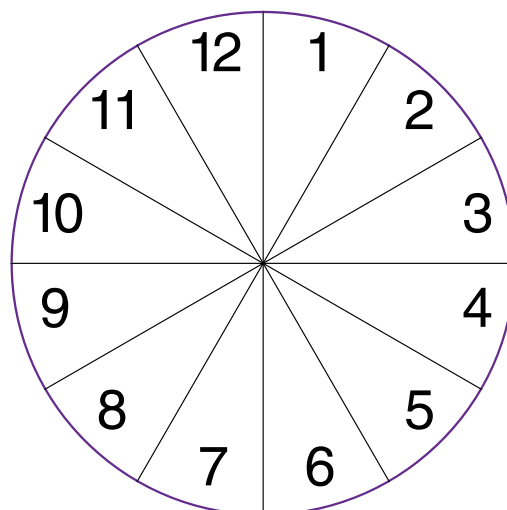
Send

A

b) Work in groups of three. First, get a copy of the Spin the Wheel Questionnaire. Next, place a pen in the middle of the wheel and spin it. Then, ask your partners the questions the pen points to and get their answers. The game finishes when all the questions have been answered.

Spin the Wheel Questionnaire

1. When and where did you meet your best friend?
2. Why do you think you get on well with your best friend?
3. What are your best friend's traits?
4. What do you have in common?
5. Do you sometimes argue with your best friend?
6. How often do you spend time together?
7. Do you trust your best friend more than anyone?
8. Is there anything you do not like about your best friend?
9. Do you have different interests from your best friend?
10. Do you have the same sense of humour?
11. Is there any behaviour you would want your best friend to change?
12. Do you always tell your best friend the truth?





ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

ENGLISH

11TH GRADE

10TH UNIT

VALUES AND NORMS

- Expressing Opinions
- Exchanging Ideas
- Making Comments

- What are the components of a society? What is culture? What do norms and values mean? These are crucial questions to understand the community we are connected with fully. Society is an organised group of people sharing common beliefs, territory, culture, and norms. On the other hand, culture is an essential component of society, and it is the characteristics of a group of people living together. Language, ideas, beliefs, customs, codes, rituals, values, and norms give rise to culture. Values and norms are the foremost components of culture, but there is a slight difference between them. Values are principles that help you decide what is right and wrong. However, norms are accepted standards of behaviour in a society. They are the specific guidelines. Values are the umbrella which gathers all the people under it. Norms, on the other hand, distinguish cultures. Saying sorry, kissing 2 or 3 times at a meeting, or covering your mouth and nose while sneezing are norms, but honesty, kindness, fairness, and generosity are values. All these agents shape us and draw a way for us to walk on the path of the society we are living in. They are the elements which make us one but unique at the same time.



In this unit, you will learn to ...

• express opinions.

- ◆ I think Turkish culture is a unique cultural mosaic formed over thousands of years.
- ◆ In my opinion, respect is an essential value in Turkish culture.
- ◆ I believe love and trust are prerequisites for a healthy relationship.
- ◆ I personally feel that technology and the changing era have opened the road for moral corruption. That probably means new generations won't regard moral values and norms if we don't take steps to prevent this degeneration.



• exchange ideas.

- ◆ **Alice** : What is your opinion about living abroad?
- Betty** : Well, I am not sure. In my opinion, Türkiye is the most beautiful country I have ever seen, but I want to live in another country temporarily. I have been to the USA, France, and Germany, but I think I would live in Italy if I could choose!
- Alice** : Really? Why do you think so?
- Betty** : When I was in Italy, I realised we have many common cultural points. They are hospitable and warm, just like us.

• make comments.

- ◆ **Aybüke** : What do you think of Turkish cuisine? It is incredible, right?
- Brian** : Well, yes. Each and every meal is quite delicious but a bit fatty.
- Aybüke** : Maybe you are right, but this makes the dishes delicious. What Turkish cuisine do you prefer?
- Brian** : There are many, but I think the best is Adana Kebab.



a) Read the following definitions and match them with the idioms in the boxes. One idiom is extra.

a blessing in disguise young at heart cut someone some slack once in a blue moon break the ice spill the beans

1.	to give away a secret	IDIOMS
2.	a good thing which seemed bad at first sight	
3.	not very often, rarely	
4.	to be patient and tolerant with somebody	
5.	thinking, acting and feeling young, although it is not the case	

b) Complete the sentences with the idioms in 'Exercise a'.

- Cathy has already decided on the route for her travel to Zanzibar. She is nearly 80, but she is She says it is thanks to her wanderlust.
- I think you should look over your friendship with Fiona. After she had quarrelled with Lizzy, she and she told us a great deal about her. Don't trust Fiona!
- Robert! You should Gary! He is a teenager, and it is pretty normal for him to object to your rules. He is trying to find his own way. Just be patient and try to understand him.
- Can you help me, Rosy? I want to arrange a romantic dinner for Diana, and it should be special because we can go out because of the kids. The last time we went out was three years ago.
- Her dismissal made Janice terribly sad, but it became She found a better job with a salary three times higher than the previous one.

c) Fill in the blanks with the given words below to make meaningful sentences. One word is extra.

modesty generosity grace hatred hospitality integrity compassion

- After the natural disaster occurred in India, people all around the world have shown great for the people living there.
- I have no doubt about his He never hesitates to share his goods with his friends and helps needy people.
- Hillary has a natural and elegance. She is always polite, regardful and gentle.
- She devotes much time to helping charities, but she never mentions it because of her She does all these charity works in secret.
- Turkish people are famous for their Even if they don't know you, they welcome you and share their homes, meals, and good hearts.
- In yesterday night's live broadcast, the guest psychologist said that is one of the most dangerous feelings which destroys one's mental and spiritual well-being. We should learn to forgive others even if they misbehave to avoid this.

d) Read the sentences and choose the correct option for the expressions in bold.

1.	My family always backs me up in any circumstance without hesitation. They trust me and are always by my side.	a) support	b) criticise
2.	Our culture's traditions, norms, and values must be passed down to the next generations. As families, we are responsible for this conveyance to preserve our essence.	a) protect	b) transfer
3.	Rona is obsessed with her upcoming PhD qualifying exam nowadays. She is reading dissertations, articles, and current studies about her thesis subject. She even doesn't sleep or eat.	a) look forward to	b) unable to stop thinking
4.	I have been attending a psychodrama club for a while, and I take away many things from the attendants and the psychodrama leader who guides us during the session.	a) learn	b) move away
5.	It is laborious to bring up a child these days. Parents should be cautious about the rapidly developing mass media and the cyber world and communicate with their children. Children should know that they are accepted and loved unconditionally.	a) raise	b) understand

a) Rewrite the sentences using the given correlative conjunctions.

- After the divorce, she feels lonely. She feels disappointed, too.
(not only.....but also)
- You cheated me, and it's a shame on you! You should apologise. Otherwise, you should leave here!
(either..... or)
- Do you know where Amanda is? She didn't submit the term paper. She also didn't take the makeup exam.
(neither nor)
- Alan :** What is more important to you in a friendship? Loyalty or honesty?
Betty : I can't choose one over the other. (both and)

b) Fill in the gaps with “not only but also”, “either or”, “neither nor” and “both and”. More than one answer is possible.

- Daniel failed in Geography History. He has to take both of the courses again next term.
- You can come with us stay at home and order something to eat. It is your choice.
- I your father will help you to finish your term paper. It is your responsibility, and you should do it on your own. Sorry.
- Maggie is a perfect teacher. She guides her students cares about their problems and emotional experiences, too.
- I don't want to buy this car. It isn't worth it. It has airbags ABS brake system.
- Serenay Sankaya is my favourite actress. She is beautiful versatile. She acts and sings very well. She is also very sensitive to nature and animals.
- you will admit that you cheated in the exam I will go and inform the school administration about it! As you wish.
- I mostly cook fish for dinner for the kids because it is healthy easy to prepare, too.
- your dad your mother are here to support you. You should behave and talk to them more respectfully.
- I am quite uneasy. Eric has telephoned sent a message since last night. It is not usual. We should go and find him.

c) Combine each pair of sentences into one new sentence with a parallel structure. Use both . . . and ; not only . . . but also ; either . . . or ; neither . . . nor.

E.g. He does not have a pen. He does not have paper.

He has neither a pen nor paper.

E.g. You can have tea, or you can have coffee.

You can have tea or coffee.

- Tanya enjoys horseback riding. Beth enjoys horseback riding.

- Arthur is not in class today. Ricardo is not in class today.

- The leopard faces extinction. The tiger faces extinction.

- We could fly, or we could take the train.

a) Answer the questions according to yourself.

1. Have you ever been bullied? If yes, how was your reaction?
2. Look at the picture below and try to guess the feelings of both parties. Write your guesses under the related title.

**Bullying Students
(Perpetrator)**

.....

.....

.....

.....



**Bullied Girl
(Victim)**

.....

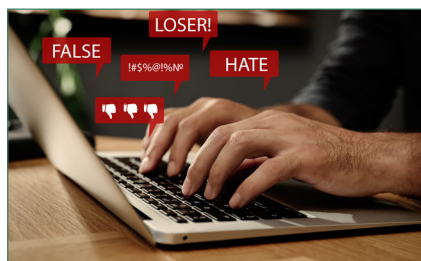
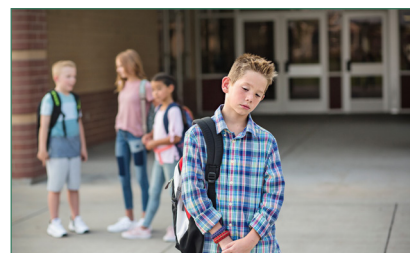
.....

.....

.....

The Big Threat at Schools: Peer Bullying

Have you ever witnessed a child or a teenager who does not want to go to school without a specific physical reason? Have you ever had a friend or an acquaintance whose behaviour changed over time and become more timid, dissocial, and diffident at school? Peer bullying has become a growing problem, especially for the last ten years, not only in high schools but also in secondary and even primary schools. Then, what is peer bullying? Bullying can be defined as the ongoing systematic insulting and brutal use of force and compulsion against a person. It can be physical (hitting, punching, kicking, spitting), verbal (swearing, threatening, nicknaming, teasing), or social (ignoring, excluding the victim from family groups, spreading rumours). Apart from these, bullying can happen outside of school. Widespread use of information and communication technologies such as e-mails, text messages, instant messaging, and social media accounts brings along cyberbullying. Cyberbullying is different from other forms of bullying in several ways. Adults frequently are not aware of this bullying because they mostly don't know or control the means of cyberbullying. Another difference is that cyberbullying often occurs outside of school on personal computers or mobile devices, so it frequently falls outside the legal extent of schools and school boards.

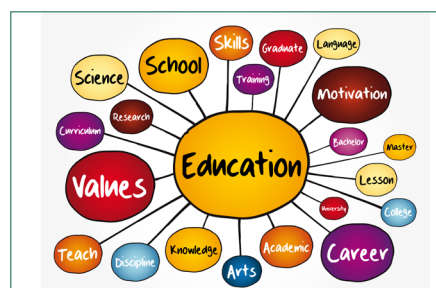


What are the warning signs of being bullied? Victims mostly have unexplainable injuries, and lost, or destroyed goods. They suffer from frequent headaches, stomach aches, sleeping disorders, and nightmares. Moreover, their school success declines, and they don't want to attend school. Depending on the degree of bullying, victimised children or teenagers might run away from school or home and even get depressed.

How can we cope with this growing problem? Before seeking solutions, it will be beneficial to underline the reasons for bullying. According to the observations

and research, the fundamental causes of this undesired behaviour are that children who exhibit bullying have difficulty empathising, lack awareness of other people's ideas and feelings, and do not take accountability for their actions. They don't feel bad about it.

There are some strategies to stop bullying. One of them is the intervention of teachers and school administration to give an opportunity to both sides to express themselves. Professional support from psychologists and therapists can also help develop positive attitudes. The underlined reasons indicate our lack of empathy, care, compassion, responsibility, understanding, and respect. All these deficiencies are crucial values and the components of values education. Values education is included in the curriculum of many countries and is widely applied at school. This is a critical and distinctive application because values are fundamental principles of morality. These values guide behaviours, so teaching values at school may be a helpful strategy for assisting teachers in dealing with behavioural issues such as bullying. Studies suggest that explicit teaching and reinforcing values in the school environment and curriculum help perpetrators (bullying students) achieve positive behaviour changes.





An exemplary person is made, not born. If we want to live in harmony, we must internalise fundamental moral values because these ethical principles make us human. Values education is not the responsibility of schools only. Starting from the birth of a child, values education should be on the scene in every part of our lives. Only in this way can we tolerate differences, love, respect, and understand each other. For a better world, we should learn to live together under the roof of values.

b) Read the text about peer bullying and answer the following questions.

1. How can you define bullying according to the text?

.....

2. What are the forms of bullying?

.....

3. How does cyberbullying differ from other types?

.....

4. What are the reasons for peer bullying?

.....

5. How can we stop this negative action? What are the strategies?

.....

6. What is the role of values for a better world?

.....

c) Read the sentences below and write true (T) or false (F) according to the text.

1.	Peer bullying is witnessed only in high schools.	_____
2.	Lack of empathy is one of the most important reasons for bullying.	_____
3.	The perpetrator doesn't feel sad about his / her violent action.	_____
4.	Only schools are responsible for values education.	_____
5.	Values are crucial for moral development.	_____

d) Match the highlighted words in the text to the closest words in meaning. One word is extra.

1.	acquaintance	_____
2.	brutal	_____
3.	accountability	_____
4.	intervention	_____
5.	fundamental	_____
6.	compassion	_____

a.	interference
b.	responsibility
c.	essential
d.	cruel
e.	friend

SPEAKING

a) Put the expressions into the correct categories.

- | | | |
|------------------------------|----------------------------------|-----------------------------|
| a) What do you think of ...? | f) Maybe you're right (but)... | k) I'm afraid I disagree... |
| b) That probably means... | g) Do you have an idea...? | l) In my opinion... |
| c) I feel the same way. | h) How / What about...? | m) I think... |
| d) I personally feel that... | i) I'm sorry, but I think... | n) I'm not so sure about... |
| e) I think so, too. | j) What's your opinion about...? | o) I believe... |

Asking for Opinions	Expressing Opinions	Agreeing / Disagreeing
○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○

b) Do you agree or disagree with the sentences below? Why/not?

1. Being passionate about the things you like is extremely important.

_____.

2. A hobby you really like can positively affect your health.

_____.

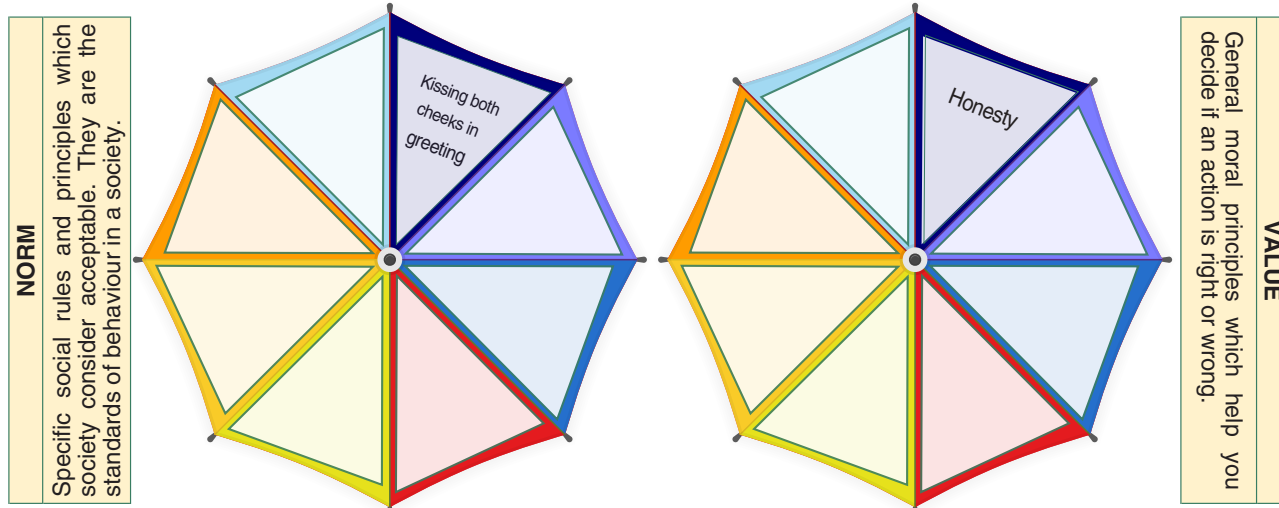
3. It's important to be friends with everybody.

_____.

4. It's not always necessary to tidy your room.

_____.

c) Below are brief definitions of norm and value. Think about your own society, and culture and write examples of your society's norms and values. One example for each is given to you.



WRITING

a) You decided to write an e-mail / a text message, or a letter. Make sure the following points are mentioned in your message...

Imagine that you have been aware there is something strange about your friend for some time, but you didn't know what it was. Yesterday you witnessed a group of students bullying your best friend after school, and you felt terrible. She hasn't talked to you about this problem, but you want to help her. You just tried to talk to her, but she refused and denied the bullying she was subjected to.

- ◆ your friend's changing mood and behaviours recently
- ◆ your thoughts & feelings about her current mood
- ◆ the incident you witnessed yesterday
- ◆ how you feel about the incident (don't judge, just explain your feelings)
- ◆ what you can do about this problem together
 - your advice
 - actions you can take
 - consulting channels of communication

Don't forget to tell your friend you are always there for her, and make sure you sincerely write about your unconditional love.



b) If you had the chance to set up your classroom norms with your peers and teachers, what would you like to add? Write your own norms.



6TH UNIT

VOCABULARY STUDY

a)

- | | |
|------|------|
| 1. f | 4. e |
| 2. c | 5. d |
| 3. b | 6. a |

b)

- | | |
|-----------------|-----------------|
| 1. intolerance | 4. madden |
| 2. consume | 5. overreacting |
| 3. exaggerating | 6. make it up |

FUNCTIONAL STUDY

a)

2. might have
3. can't have
4. must have
5. might have

b)

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

c)

2. Her car may have broken down on the way to the party.
3. She might have lost the address.
4. She could have had some health problems.
5. An emergency could have occurred.

READING COMPREHENSION

a)

1. Students' own answers
2. Students' own answers

b)

managing your feelings
maintaining eye contact
focusing on listening and understanding
sharing responsibilities
increasing awareness
setting clear boundaries

c)

1. unsympathetic
2. defensive
3. intimate
4. tough
5. unsafe
6. disappointed
7. confident
8. fruitful

d)

1. There is a lack of effective communication and understanding between them.
2. They got therapies and thanks to them, they have learned to speak without blaming and listen actively without becoming defensive.
3. Students' own answers

FUNCTIONAL LANGUAGE

SPEAKING

a) Students' own answers

b) **Suggested Answers:**

- A) They could have fought, and one of them was too upset to stay and finish his / her dinner. / One of them might have noticed someone trying to break into his/her car.
- B) The woman might have forgotten that her brother had asked to stay overnight, and he must have been asleep when she came home. / The woman's cat could have played with the remote control for the radio and TV, accidentally turning them both on.
- C) Both men must have gone bald since the last time they saw each other. / The one who laughed might have been surprised at how fit the other was, so he laughed at the great change in his old couch potato friend.

WRITING

a) Students' own answers

b) Students' own answers

7TH UNIT

VOCABULARY STUDY

- | | | | |
|----------------------|-----------------|----------|-----------------|
| a) | b) | c) | d) |
| 1. statue | 1. statues | 1. d | 1. known |
| 2. tomb | 2. waterfalls | 2. a | 2. situated |
| 3. fountain | 3. fountain | 3. b | 3. toured |
| 4. antique theatre | 4. structures | 4. Extra | 4. built |
| Extra: mosque | 5. amphitheatre | 5. c | 5. founded |

FUNCTIONAL STUDY

- | | |
|---|--|
| a) | b) |
| 1. The grass is being mowed by Mr. Shannon. | 1. The Starry Night was painted by Van Gogh. |
| 2. The first computer was invented by Charles Babbage. | 2. Hamlet was written by Shakespeare. |
| 3. Extensive research has been carried out in the area. | 3. Telephone was invented by Graham Bell. |
| 4. I am paid weekly. | 4. Gravity was discovered by Isaac Newton. |
| 5. Emergency services can be called by dialling 112. | 5. Star Wars was directed by George Lucas. |
| c) | |
| 1. is / known | |
| 2. was invited | |
| 3. have been discovered | |
| 4. be disposed | |
| 5. is being examined | |

READING COMPREHENSION

- | | | | |
|---|---|-----------------------------|---|
| Symbolises : | Mustafa Kemal Atatürk and the Turkish Republic | Lions represent : | serenity, power and protectiveness |
| The reason for the construction: | specifying the achievements and personality of Atatürk through the Turkish nation | Name of the square : | Victory Square |
| Location : | on top of a hill called Anıttepe in Ankara | Exhibits : | Atatürk's civil and official clothes, personal belongings, various gifts presented to him, many documents, photos and books |
| Completed year : | 1953 | Opening time : | 09:00 |
| Designed by : | Turkish architects Prof. Dr Emin Onat and Asst. Prof. Dr Orhan Arda | Closing date : | 17:00 |
| | | Open days : | every day |

FUNCTIONAL LANGUAGE

SPEAKING

Students' own answers

WRITING

Students' own answers

8TH UNIT

VOCABULARY STUDY

a)

1. oar
2. take over
3. federation
4. arbitration
5. set up
6. annual

Extra: by heart

b)

1. d
2. b
3. c
4. e

Extra: a (idiom: take it on the chin)

c)

1. E
2. C
3. A
4. **Extra:** Parkour
5. B
6. D

FUNCTIONAL STUDY

1. Frank said (that) he could get home on his own.
2. My husband told me (that) there had been an accident outside the supermarket the day before.
3. Ms. Clark said (that) she was flying to London the next day.
4. Clare said to her friend (that) she didn't want to go dancing that day.
5. My mother told us (that) she had ordered pizza for dinner.

READING COMPREHENSION

a)

1. F
2. C
3. A
4. D
5. B

b)

1. Hang Gliding, Paragliding, Base Jumping, Bungee Jumping
2. Paragliding, Base Jumping, Hang Gliding
3. Riverboarding
4. Bungee Jumping

c)

1. Riverboarding
2. Base Jumping
3. Bungee Jumping
4. Extra
5. Hang Gliding
6. Paragliding

d)

1. peaks
2. ensconced
3. sailplanes
4. buoyant
5. acronym

6. rubber band
7. altitude
8. out of harm's way
9. leaping
10. harness

e)

1. 65 km
2. bungee jumping
3. riverboarding
4. hang gliding, paragliding
5. base jumping, bungee jumping

FUNCTIONAL LANGUAGE

SPEAKING

- a) Students' own answers
- b) Students' own answers

WRITING

Students' own answers

9TH UNIT

VOCABULARY STUDY

a)

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

b)

1. deal with
2. consensus
3. passing away
4. obstacles
5. encourage
6. consistently
7. back up

FUNCTIONAL STUDY

a)

	D	ND
1.		✓
2.		✓
3.		✓
4.	✓	
5.	✓	
6.	✓	

b)

1. This is Sally, **whose sister is** a famous influencer.
2. Mrs Kingston, **who owns the company**, is a successful entrepreneur.
3. The reason **why I do not want to swim** is I have hydrophobia.
4. Lisbon is the city **where Mia lived** when she was a child.
5. Maddison, **who works as an architect**, lives next to my apartment.
6. He donated a great deal of money, **which was very generous** of him.
7. The film **which I chose to watch for the class** has several awards.
8. The best time of the day for shopping is the morning **when the shops are not** very busy.

c)

1. b - who
2. c - which
3. a - why
4. c - that
5. a - whose

d)

1. F
2. E
3. C
4. D
5. B
6. A

e)

1. D
2. A
3. E
4. F
5. C
6. B

f)

1. D I'm looking for a shop which sells film posters.
2. A They're looking for a grassy area where they can have a picnic.
3. E I met a girl last week who says she knows you.
4. B He's got a tiny mobile which fits into his hand's palm.
5. F She's writing to the boy who was at a summer camp with her.
6. C That was the film in which George Clooney starred.

READING COMPREHENSION

a) Students' own answers

b)

1. It means the tendency for similarity.
2. Monkeys, zebras, marmots, elephants, and whales.
3. Because it helps them feel safe and reminds them of their place in the group.
4. They use vocalisation, by calling to one another.
5. Students' own answers

FUNCTIONAL LANGUAGE

SPEAKING

1. Melanie Griffith, whose mother is the actress Tippi Hedren, the star of Hitchcock's *The Birds*, became famous because of the film *Working Girl*. It was a romantic comedy in which she starred with Harrison Ford and Sigourney Weaver.
2. Mel Gibson, who grew up in the USA, returned to his native Australia where he made his famous *Mad Max* films.
3. Drew Barrymore, whose career began when she was very young, made her name in the film *E.T.* in which she played one of the children.
4. Michael Douglas, whose father is the actor Kirk Douglas, made his name in the film *Romancing the Stone*. It was a romantic action comedy in which he played opposite Kathleen Turner.

WRITING

- a) Students' own answers
- b) Students' own answers
- c) Students' own answers

10TH UNIT

VOCABULARY STUDY

- | | | | |
|---|---|---|--|
| <p>a)</p> <ol style="list-style-type: none"> 1. spill the beans 2. a blessing in disguise 3. once in a blue moon 4. cut someone some slack 5. young at heart <p>Extra: break the ice</p> | <p>b)</p> <ol style="list-style-type: none"> 1. young at heart 2. spilt the beans 3. cut - some slack 4. once in a blue moon 5. a blessing in disguise | <p>c)</p> <ol style="list-style-type: none"> 1. compassion 2. generosity 3. grace 4. modesty 5. hospitality 6. hatred | <p>d)</p> <ol style="list-style-type: none"> 1. a 2. b 3. b 4. a 5. a |
|---|---|---|--|

FUNCTIONAL STUDY

- a)
1. After the divorce, she feels not only lonely but also disappointed.
 2. You cheated me and it's a shame on you! You should either apologise or leave here!
 3. Do you know where Amanda is? She neither submitted the term paper nor took the makeup exam.
 4. I can't choose one over the other. Both loyalty and honesty are equally important.
- b)
- | | |
|----------------------------------|----------------------------------|
| 1. both and | 6. both and |
| 2. either or | 7. Either or |
| 3. Neither nor | 8. not only but also |
| 4. not only but also | 9. Both and |
| 5. neither nor | 10. neither nor |
- c)
1. Both Tanya and Beth enjoy horseback riding.
 2. Neither Arthur nor Ricardo is in class today.
 3. Not only the leopard but also the tiger faces extinction.
 4. We could either fly or take the train.

READING COMPREHENSION

- a) 1. Students' own answers 2. **Perpetrator** : powerful, pleased, satisfied etc.
Victim : sad, scared, desperate etc.
- b)
1. Bullying is the ongoing systematic insulting and brutal use of force and compulsion against a person.
 2. Bullying can be physical, verbal, and social. Cyberbullying is also a type of bullying.
 3. Cyberbullying is different from others in some ways. First, adults mostly are not aware of it. Secondly, it occurs outside of school.
 4. The causes of bullying are that children have difficulty empathising, lack awareness of other people's ideas and feelings, and do not take accountability for their actions.
 5. Intervention of teachers and school administration, taking professional support and effective values education both in the family and at schools can be effective strategies for bullying.
 6. Values are fundamental to live in harmony in a better world because they make us more humane, tolerant, respectful, caring and understanding.
- c)
1. F 2. T 3. T 4. F 5. T
- d)
1. e 2. d 3. b 4. a 5. c 6. Extra

FUNCTIONAL LANGUAGE

SPEAKING

a)	Asking for Opinions	Expressing Opinions	Agreeing / Disagreeing
	(a) (g) (j) (h)	(m) (o) (d) (b) (l)	(c) (f) (k) (e) (i) (n)

b) Students' own answers

c) Students' own answers

WRITING

a) Students' own answers

b) Students' own answers

