AN EVALUATION OF THE "UPSWING ENGLISH" TEXTBOOK FROM THE SOCIOLINGUISTIC PERSPECTIVE

"UPSWING ENGLISH" Ders Kitabının Toplumdilbilim Bakış Açısıyla Değerlendirilmesi

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ARTICLE INFO	ABSTRACT

Since the English language acquires status as the lingua franca, non-native speakers pursue various aims of learning it around the world (Atar & Erdem, 2020). However, countries that are included in The Expanding Circle according to The Concentric Circle Model (Kachru, 1985) like Turkey encounter assorted problems in the process of learning. Even though the unrealistic expectations for learners are outdated thanks to World Englishes (WE), the scarcity of realistic and authentic textbooks that are used in EFL classrooms appears concerning. The rise of World Englishes and acknowledging varieties within the English language across the globe have helped sociolinguistics to gain a vital position in evaluating textbooks that are widely used in language classrooms. Therefore, the present paper aimed to evaluate a textbook that is commonly used in state schools in Turkey from the sociolinguistic perspective. By adopting a qualitative design through The Sociolinguistic Textbook Evaluation Rubric (Atar & Erdem, 2020), the results revealed the insufficiency of the textbook in terms of sociolinguistic aspects for target learners. Additionally, the results are compared to studies that used the same rubric and it is found that the textbooks in Turkey should be developed in areas that should not be overlooked.

MAKALE BİLGİSİ	ÖZET

İngilizce dili "ortak dil" statüsünü kazandığından, anadili İngilizce olmayan konuşmacılar dünya çapında öğrenmenin çeşitli amaçlarını takip ederler (Atar & Erdem, 2020). Fakat, Türkiye gibi Eşmerkezli Daire Modeli'ne göre (Kachru, 1985) Genişleyen Daire'nin bir parçası olan ülkeler öğrenme sürecinde çeşitli zorluklarla karşı karşıya kalırlar. Dahası, Dünya İngilizceleri (WE) sayesinde öğrencilere karşı gerçekçi olmayan beklentilerin modası geçmiş olduğundan, Yabancı Dil olarak İngilizce (EFL) sınıflarında kullanılan gerçekçi ve otantik ders kitaplarının azlığı endişe verici görünmektedir. Dünya İngilizceleri'nin yükselişi ve dünya çapında İngilizce dilindeki çeşitlerin tanınması, toplumdilbilimin dil sınıflarında yaygın olarak kullanılan ders kitaplarını değerlendirmede hayati bir konum kazanmasına yardımcı olmuştur. Bu nedenle, bu çalışma, Türkiye'deki devlet okullarında yaygın olarak kullanılan bir ders kitabını toplumdilbilim bakış açısıyla değerlendirmeyi amaçlamıştır. Toplumdilbilim Ders Kitabı Değerlendirme Tablosu (Atar & Erdem, 2020) aracılığıyla nitel bir tasarım benimseyen sonuçlar, ders kitabının hedef öğrenciler için bazı toplumdilbilim yönleri açısından yetersizliğini ortaya koymuştur. Ayrıca, sonuçlar aynı değerlendirme formunu kullanan çalışmalarla karşılaştırılmış ve Türkiye'deki ders kitaplarının göz ardı edilmemesi gereken alanlarda geliştirilmesi gerektiği bulunmuştur.

1. INTRODUCTION

Nobel Prized West-Indian poet Derek Walcott once said "The English language is nobody's special property. It is the property of the imagination; it is the property of the language itself." (Breslin, 2009, p. 46) Then, one can relatively ask, "If so, why the existence of set standards play a major role in ELF?" Since the English language itself accommodates a deep history, the answer to the mentioned question has a political and historical depth to it. As Ricento (2012) argues, military links such as NATO, UN, peace-keeping operations; and culture such as Hollywood products, BBC, MTV, CNN help the English language to remain its global status; hence, remain its status as a lingua franca. Since English as a lingua franca (ELF) is distinctive in terms of being the medium of communication between people who do not share a common native language according to Seidlhofer (2005), the fact that non-native English speakers dominate and contour the English language and its culture as much as native English speakers should not appear as a surprise.

In that matter, as mentioned above, Bolton and Kachru (2006) states, "The English-using speech communities involve multiple – and often complex – historical, ideational, functional, and attitudinal contexts." (p.523). Furthermore, it leads to varieties of English within geographies which is defined as "World Englishes". Kachru (1981) expresses the perspective of WE as "a socially realistic approach to language study" in terms of its realistic cross-cultural acknowledgments. Moreover, in the light of Alptekin (2002), the unrealistic expectations for learners of the English language appear traditional and not effective given that the learners feel the pressure of having to use the "correct" linguistic items within a "correct" context. However, the fact that most of the learners communicate through English with non-native speakers overshadows the standards of speaking a "good" English which fundamentally revolves around British and/or American English. Relatively, ELF teachers are in need of authentic textbooks and materials that acknowledge the cultural differences and offer a realistic learning experience without limiting both the students and the teachers to fit into old-fashioned standards.

Moreover, the scarcity of realistic and authentic English textbooks appears concerning especially since the current concept of WE and ELF learners' many-sided aims to learn English. Parallel with the aims of the learners, the differences between their profiles and the global dominance of non-native speakers particularly lead the sociolinguistic perspective to attain a crucial position in the ELT field. Additionally, due to the common use of textbooks in EFL classrooms, the need to evaluate textbooks from a contextually specified perspective occurs. Therefore, the present paper analyzed the "UPSWING ENGLISH" textbook which is designed for 8th-grade Turkish students. The mentioned textbook is not investigated from any perspective in the literature despite its common use in state schools in Turkey; hence, to analyze and evaluate the textbook from a sociolinguistic perspective, the research question of the present study appears as follows:

1. Does the "UPSWING ENGLISH" textbook which is designed for 8th-grade Turkish EFL learners meet the sociolinguistic criteria in the Sociolinguistic Textbook Evaluation Rubric (Atar & Erdem, 2020)?

2. LITERATURE REVIEW

As Alptekin (2002) claims, the target language should be presented in an authentic context which can vary between geographies and societies; furthermore, the clashes between presenting the language through native speaker-based tools and ELF learners' needs occur unavoidable. In this vein, the traditional communicative approach also fails to meet the needs of the ELF learners. Communicative competence (CC) is an umbrella term that includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Though the competencies may look

achievable at first glance, the standards of accomplishing the mentioned competencies revolve around the bar that is set according to native speaker competencies. Relatively, Alptekin (2002) states the utopic standards of CC as, "communicative competence with its standardized native speaker norms, is as utopian as the notion of idealized native speaker-listener" (p.59).

Consequently, since the perspective of communicative competence on the expectation from the EFL learners appeared old-fashioned and utopic, the emergence of Intercultural Communicative Competence became inevitable. Byram (1997) defines Intercultural Communicative Competence (ICC) as follows:

> *"This is a description of the components which contribute to the ability to understand and relate to people from other countries and is intended to be comprehensive and rich description of what is required in the most complex and also the most favorable circumstances of intercultural communication." (p.5)*

ICC aims to provide the learners with authentic, practical, and realistic linguistic tools through culture due to the inequality of access in English learning (McKay, 2011). Aside from the inequalities between the countries, inequalities within countries and provinces also play major roles in this matter. According to McKay (2011), families who are not affluent than the most face difficulties regarding providing their child a proper English education in South Korea. Because speaking English fluently has a commercial aspect and appears as a symbol of affluence and education in the country, the parents try to enroll their child in elite schools even if it means going through a financial crisis (McKay, 2011). Consequently, the fact that there are inequalities of access in English learning even within a country, the differences in the spread of English are not unpredictable.

Accordingly, Kachru (1985) developed The Concentric Circle Model which aims to characterize the World Englishes. The classification of the countries is related to their patterns of acquisition, social depth of the language in terms of its users, and the history of the types of spread for the country (Bolton & Kachru, 2006). The Concentric Circle Model includes three circles that are called, "The Inner Circle, The Outer Circle, The Expanding Circle". The Inner Circle includes countries that speak English as their native language like the USA; The Outer Circle includes countries that speak English as their second language like India, Philippines; The Expanding Circle includes countries that either do not speak English or speak English as their foreign language (EFL).

In light of Bolton and Kachru (2006) McKay (2011) stated implications for EILF pedagogy within sociolinguistic contexts to offer a sensible and authentic English learning experience within their contexts. The implications of McKay (2011) are:

1. Foreign and second language curricula should be relevant to the local linguistic ecology.
2. EILF professionals should strive to alter language policies that serve to promote English learning only among the elite of the country.
3. EILF curricula should include examples of the diversity of English varieties used today.
4. EILF curricula need to exemplify L2-L2 interactions.
5. Full recognition needs to be given to the other languages spoken by English speakers.
6. EILF should be taught in a way that respects the local culture of learning. (p. 136-137)

Subsequently, Atar and Erdem (2020) developed a checklist that is based on McKay's implications. The checklist offers an organized and realistic evaluation process from the perspective of sociolinguistics; hence, it is adopted by various studies to evaluate textbooks from a sociolinguistic perspective. The checklist was developed and used by Atar and Erdem (2020) to help academicians and practitioners to evaluate textbooks on their acknowledgment regarding sociolinguistic issues. After using the checklist in

government schools with 8 books, the results revealed the lack of awareness in linguistic ecology and realistic non-native speaker instances. Likewise, Genç and Meral (2020) found that a textbook which is designed for Turkish high school students does not provide adequate varieties of English and underestimates the importance of ICC for the students (p. 179). Moreover, Atar and Amir (2020) aimed to evaluate English textbooks in Sweden and found that despite their focus on the Global North (the UK and the USA), they provide successful instances of bilinguals (p. 12). In light of the mentioned studies, the present study aims to evaluate a textbook from a sociolinguistic perspective by adopting the Sociolinguistic Textbook Evaluation Rubric to reveal their appropriacy and adequacy for the specific context.

3. METHODOLOGY

In order to answer the research question, the present paper adopted a qualitative design, and the data collection & analysis processes were executed through The Sociolinguistic Textbook Evaluation Rubric (Atar & Erdem, 2020). The rubric is designed as a checklist to end up with sophisticated data that is easy to unravel. The checklist consists of six items that are:

Does the coursebook…

1. provide non-native (e.g. Indian English) and non-standard (e.g The Birmingham accent or Geordie) accents/varieties of English.

2. provide non-native (e.g. Indian English) and non-standard (e.g. The Birmingham accent or Geordie) accents/varieties of English.

3. include examples of successful bilinguals?

4. promote intercultural communicative competence?

5. consider the linguistic ecology of learners and their L1 (or other languages as well)?

6. alter the case of English learning among only the elites of the country? (Atar & Erdem, 2020)

The checklist is adopted to evaluate the "UPSWING ENGLISH" textbook which is designed according to CEFR levels of English (A2.2) and consists of ten units that are established according to contexts aiming to develop the learners' language skills through reading, writing, listening, and speaking. The textbook is used in state middle schools and Imam Hatip state middle schools in Turkey. Target students are 8th-graders and are Turkish students who take English lessons as mandatory for four classes a week and are learners of English as a foreign language. To evaluate the textbook according to the checklist, all the four language skills are considered to analyze every aspect of the textbook from the sociolinguistic perspective. Aside from filling up the checklist, remedies for established problems are also suggested below.

4. FINDINGS & DISCUSSION

The findings of the present paper are classified according to the adopted checklist in Table 1 (Atar & Erdem, 2020). The findings show that even though the content of the textbook can be considered authentic and appears to be promoting ICC at first glance, issues regarding non-native and bilingual speakers cannot be overlooked.

THE CRITERIA	Assessment		
Does the coursebook …	Yes	Partly	No
1. provide non-native (e.g. Indian English) and non-standard (e.g. The Birmingham accent or Geordie) accents/varieties of English.			X

2. provide native-non-native and non-native-non-native instances of interaction?			X
3. include examples of successful bilinguals?		X	
4. promote intercultural communicative competence?	X		
5. consider the linguistic ecology of learners and their L1 (or other languages as well)?	X		
6. alter the case of English learning among only the elites of the country?	X		

Table 1 The summary of the textbook evaluation

1) Does the textbook provide non-native (e.g. Indian English) and non-standard (e.g. The Birmingham accent or Geordie) accents/varieties of English?

The textbook does not provide non-native and/or non-standard varieties of English. The reason behind the lack of non-native and non-standard English might be the students' language proficiency level and their developing listening skills. For example, in Unit 2- Teen life, one of the reading texts is about a day in the life of an Indian boy (See Appendix B). However, because it is a reading text, the accent of the boy is not provided. Even if it was a listening text, the possibility of a provided Indian accent would be low because the presented bilinguals in the textbook do not speak with an accent; rather, they speak like native speakers. On the other hand, in of the recordings in Unit 1 (See Appendix A), one of the speakers speaks with a slight accent but the accent is not clearly detectable. As mentioned, I believe the lack of variety stems from the fact that the learners may not be competent enough to understand non-standard accents. In this matter, if the learners would have the opportunity to get exposed to various non-standard accents from the beginning of their English language learning journey, it would drastically be easier to expose them to various accents, cultures, and traditions. However, target learners' proficiency level should not appear as a major concern in providing varieties since Atar and Amir (2020) evaluated a textbook designed for Swedish students who are 9th-graders and found that the book provided non-native accents of English successfully. On the other hand, Atar and Erdem (2020) evaluated a textbook designed for 9th-grade Turkish students and emphasized the lack of non-native/non-standard accents/varieties. Relatively, it occurs that the lack of providing varieties of English may be a central issue that is overlooked in the context of Turkey. Consequently, integrating varieties of English in textbooks should be considered in the future processes of designing textbooks in Turkey.

2) Does the textbook provide native-non-native and non-native-non-native instances of interaction?

The textbook does not provide direct native-non-native and non-native-non-native interaction. In one of the reading texts in Unit 2 – Teen Life (See Appendix B) an Australian girl and an Indian boy talk about their daily lives. However, since there is no direct interaction between them, it does not qualify as a native-non-native interaction. Moreover, in one of the recordings (See Appendix C) of Unit 4 - On the Phone, the interaction between Asian (their pictures are provided in the textbook, see Appendix C) people is presented. However, their names are English (Grace and Carter), and they sound like American native speakers; hence it cannot be qualified as a non-native-non-native interaction. On the other hand, the only time when non-native-non-native interaction was observable was between Turkish people in a reading text (See Appendix E). Nonetheless, the context of two Turkish people speaking in English occurs as utterly aimless. The issue could have been solved by changing the identity of the speaker/s, but it appears that the textbook was not designed with such concern. Authentic materials that have an aim can strengthen the learners' motivation and increase their on-task behavior (Peacock, 1997); therefore, it should have been taken to account. Another key point regarding the second criterion is that the studies which evaluated textbooks that are designed in Turkey (Atar & Erdem, 2020; Genç & Meral, 2020) has a common issue that cannot be ignored. Although the evaluated textbooks in the mentioned studies seem to provide various instances of interaction at first glance, most of the speakers who were intended to

appear as non-native speakers sound perfect/native-like. Notably, it can be inferred that the non-native qualities of speakers of English should be reconsidered for future designing processes in Turkey.

3) Does the textbook include examples of successful bilinguals?

The textbook partly provides examples of successful bilinguals because of the ambiguity of the speakers' profiles. To illustrate, in one of the recordings of Unit 2 – Teen Life (See Appendix D), the speakers talk about what they think of teenagers, and one of the speaker's name is Zeynep (See Appendix F). In the recording, Zeynep sounds exactly like a native speaker and speaks without an accent. Relatively, the only sign which indicates that Zeynep is bilingual is her name, so the criterion of the textbook providing successful bilinguals remains ambiguous. Likewise, Atar and Erdem (2020) revealed that the textbook they evaluated included bilinguals who "do not seem to be genuine bilinguals and… sound quite native" (p.12). Moreover, Genç and Meral (2020) also highlighted that the speakers did not sound non-native. The lack of successful bilinguals in various textbooks in Turkey may stem from the concern for the intelligibility of the listening tracks for target learners. However, in order to generate their motivation in an authentic context, examples of successful bilinguals should be provided so that the learners can have successful role models in front of them through the learning process.

4) Does the textbook promote intercultural communicative competence (ICC)?

The textbook promotes intercultural communicative competence (ICC) by presenting various cultures aside from acknowledging the learners' own cultures and traditions that are related to the context of the unit. To illustrate, in Unit 3 -In the Kitchen, symbolic foods of various countries are provided aside from Turkish cuisine (Appendix G). Moreover, in Unit 5 – The Internet, the students learn the acronyms of some of the words and phrases that are common in texting (OMG, btw, gtg, etc. See Appendix H). They learn and practice how to text in English in an authentic context. However, the instances of integrating ICC should be more common, but given the students' profiles and language proficiency, the limited variety of integrating ICC may stem from the intelligibility of the contexts for the target learners. On the other hand, Atar and Amir (2020) revealed that the textbook they evaluated is disturbing in terms of its "unequal interaction" (p. 9-10). Parallel to Atar and Amir, Genç and Meral (2020) criticized that characters in the textbook are often stereotypical; therefore, it should be noted that aiming to provide ICC, moral rationales should not be sacrificed. Instead, they should be the fundamental concern in providing ICC.

5) Does the textbook consider the linguistic ecology of learners and their L1 (or other languages as well)?

It is found that the textbook successfully considers the linguistic ecology of learners and L1 by presenting target structures and vocabulary in an authentic context. To illustrate, in Unit 9 – Science, the text (See Appendix I) about scientists includes Ibn-i Sina aside from other scientists like Albert Einstein and Marie Curie. In addition, in Unit 9 – Natural Forces, a text about earthquakes (See Appendix J) is presented through the Van earthquake which happened on October 23 in 2011 in Turkey. Moreover, in Unit 3 – In the Kitchen, the target vocabulary is presented through famous dishes of various countries (See Appendix G and K). As can be grasped above, the learners get exposed to the target structure through culture at their own proficiency level. However, one can question the textbooks' effectiveness if the linguistic ecology of learners appears too considered and the target culture rather appears fabricated or planted. Then, the learners face the challenge of getting exposed to another culture in a context that is too familiar. Similarly, Atar and Erdem (2020) argue that the learners should be given an opportunity to speak English outside the classroom since there are not many opportunities for most of the contexts in

Turkey. Consequently, along with considering the linguistic ecology of learners, textbooks should also carry specific implications to help the learners explore the target language as authentic as possible.

6) Does the textbook alter the case of English learning among only the elites of the country?

The textbook successfully alters the case of English learning among only the elites of the country. Since English is a lesson that is mandatory at the target learners' age (8th-graders/13-14 years of age), the textbook considers the circumstances and presents activities that are appropriate for learners of all financial status. The activities do not require excessive materials; besides, the contexts of the book generally revolve around assumptions that appear pedagogically appropriate. For instance, in Unit 5 – The Internet, an activity is about online shopping using credit cards (See Appendix L); furthermore, instead of asking the learners about their online shopping experience and using credit cards, the activity is designed to listen to a recording and fill out the missing information on the card. Then, they decide on what would they buy with that credit card; consequently, no financial status would be mentioned. As Atar and Erdem (2020) state, English textbooks that are used in state schools in Turkey are completely free, thus English education is fairly accessible for the most part. Nonetheless, practicing the English language within an authentic context outside the classroom remains a major obstacle.

5. CONCLUSION

In conclusion, the present paper analyzed and evaluated the "UPSWING ENGLISH" textbook that is designed for 8th-grade Turkish learners through a checklist that Atar and Erdem (2020) developed in the light of McKay's (2011) implications for EILF pedagogy. According to McKay (2011), while teaching English as an International Lingua Franca (EILF), the local culture of learning should be respected by representing diverse social and sociolinguistic contexts. Accordingly, the checklist provided a practical and socially sensitive criteria for the evaluation process. Based on the evaluation, the present paper found the mentioned textbook successful in terms of integrating ICC, considering linguistic ecology of the leaners, and addressing various financial statuses. On the other hand, it was also found that the textbook can be enhanced on providing native-non-native and non-native-non-native interaction in authentic contexts that serve an aim. Since Turkey is a country that is classified under The Expanding Circle according to The Concentric Circle Model (Kachru, 1985), providing instances of successful bilingual interactions should appear as one of our concerns. This paper contributed to the literature by evaluating a textbook that had not been evaluated from a sociolinguistic perspective. Also, comparing the results with other textbook evaluations in Turkey revealed that the textbooks foster some common issues. Based on the results, textbooks in Turkey should mostly be developed in terms of providing non-native/non-standard accents of English. Moreover, non-native speakers' identity should be enhanced especially regarding their accents since most of them sound native. Considering the linguistic ecology of the learners, opportunities to practice English outside the classroom should also be provided. It only then occurs possible to offer ELF learners a language learning experience that is appropriate and promising with respect to sociolinguistics.

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APPENDICES

Appendix A

https://drive.google.com/file/d/1khaA1QIzt-DLRIeGxtm0oDoNjXhjfCrw/view?usp=sharing

Appendix B

Lesson 5

1 Do you have any friends from other countries? If so, how do you contact them?

2 Look at the title and the photos below and guess where they are from and what the text is about. Then scan the text and check your guesses.

BEYOND THE BORDERS
Being a Teenager

Hello! My name's Devans Sharma. We live in Noida, India. My mother wakes my sisters and me up at 6:15 every morning. I brush my teeth, take a bath and get dressed for school in the mornings. After I have breakfast, I take my **huge** bag and run for my school bus. On the bus, I listen to **bhangra** music on my cell phone. Bhangra music and dance is very popular in India. When I get to school, I **greet** my friends and we have a chat. I love my teachers, but they always give us a lot of homework.

I have school club activities on Tuesdays and Thursdays. I am in the movie club. My favorite movie is *3 Idiots*. It's an excellent **comedy** movie.

I come back home at about 6:00 in the evenings. First, I play with my sisters. Then I have dinner with my family. My favorite meal is **biryani**. I love eating this traditional meal at dinner. Then I usually surf the Internet. I go to bed at about 11:00.

Appendix C

https://drive.google.com/file/d/1fO4JW8zXDdgpwtBE3CLImSisbug42mo5/view?usp=sharing

2 4.2 Listen, follow and complete the phone conversation with the words below.

also   speaking   details   something   how long

Grace : Grace .... (1).
Carter : Hi, Grace. This is Carter. Where are you?
Grace : I'm in the cafe outside of the school. I'll drink .... (2). What about you?
Carter : Well, I don't know. I guess I will go to the library to study.
Grace : Why don't you join me and drink a coffee with me first?
Carter : It sounds great, but .... (3) will you stay there?
Grace : Well, I think I'll be here about an hour.
Carter : Good! I'll arrive there in ten minutes. I'll .... (4) tell you something.
Grace : What's it about?
Carter : I'll give the .... (5) when I arrive.
Grace : OK, see you.

Appendix D

https://drive.google.com/file/d/1Nb_UwDp4dEgNE6nXsCurcxvOL0FvT7-1/view?usp=sharing

4 **Group Work:** Work in groups of four. Talk about your obligations/responsibilities that you don't like doing. How do you feel when you have those responsibilities? Make suggestions about your friends' dislikes if possible.

Appendix E

Example:

Halit : What are your responsibilities at home, Azra?
Azra : I am responsible for taking care of my baby sister on Saturday mornings. I sometimes get too annoyed while I take care of her.
Beyza: You should read books and listen to music while you take care of her. I am sure you won't get annoyed then. What about you, Halit?
Halit : I must do my homework on weekends. You know our teachers give us homework too much. I sometimes get bored when I have too much homework.
Selim : You are right. Our teachers shouldn't give us too much homework.
Azra : I think you should do your homework daily. Then you won't get any problems.
Beyza: Exactly. And I prepare breakfast on Sundays.
Halit : Me, too. I must make my bed every morning, but I don't like doing it every day.
Beyza: Yes, but we should always be tidy.

Appendix F

Appendix G

Appendix H

THE INTERNET — **5 UNIT**

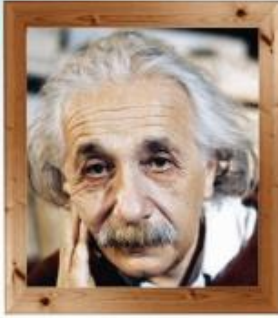## ⟩ Lesson 4

1 Match the acronyms with the phrases below.

ASAP BTW B4N OMG 2NITE CU WUWU ILY F2F

THX GR8 NP TC LOL GWS WWU L8R U2

|					
2NITE	Tonight.	_____	Great!	_____	As soon as possible.
_____	What's up with you?	_____	Get well soon!	_____	Oh my God!
_____	By the way!	_____	I love you.	_____	Thanks.
_____	Bye for now.	_____	Later.	_____	Take care.
_____	See you.	_____	Lots of love.	_____	You, too.
_____	Face to face.	_____	No problem!	_____	Where were you?

Appendix I

A COMMON HUMAN ENDEAVOR: SCIENCE

Avicenna (Ibn-i Sina) was born in Bukhara. He studied Greco-Roman and Indian texts. Then he wrote almost 450 works on a wide range of subjects like philosophy, astronomy, medicine, alchemy, etc. His famous book *"The Canon of Medicine"* was a standard medical textbook at many medieval universities in the world.

Albert Einstein was born in Germany. He made many contributions to the field of theoretical physics. He produced perhaps one of the most famous equations ever: *"$E = mc^2$"*. He is also famous for his *"Quantum Theory"* and *"Theory of Relativity"*.

Marie Curie was born in Poland. She was a famous chemist and physicist. She got two Nobel prizes. She had studies on radiation. She got the Noble prize in 1911 for her discovery of radium and polonium.

Appendix J
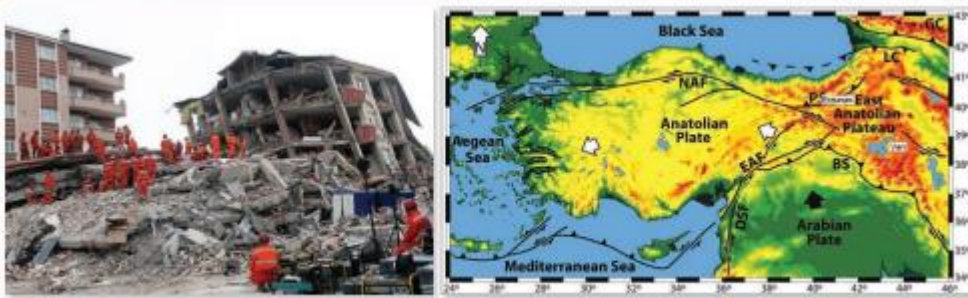
An earthquake struck the city of Van in eastern Turkey at 13:41 on Sunday, October 23, 2011. The magnitude of the Van earthquake was 7.2 on the Richter scale. It occurred at a depth of 20 kilometers. According to *The Disaster and Emergency Management Presidency of Turkey (AFAD)*, the earthquake killed 644 and injured 4,152 people. It also damaged 11,232 buildings, and about 60,000 people lost their homes. There were more than 11,000 aftershocks after the main quake.

What are the causes of the earthquakes? The outer surface of the Earth is not one homogeneous mass. It consists of large plates of various sizes. These plates move very slowly, approximately 8 to 12 centimeters a year. They can also move in different directions. Sometimes, they meet and stick together. Pressure builds up and they can jolt apart. This causes an earthquake and also explains why they reoccur in the same geographical areas where the surface is above these fault lines. Their severity varies, and the most common measure of this severity is the Richter scale. The highest magnitude is around 9.0.

Appendix K

3 **Search the Internet for some other international dishes/food. Find some photos and the ingredients for them. Then share them in the class.**

Example:

This is a photo of fajita. It's very popular in Mexico. Some ingredients for cooking fajita are;

- *¼ kg steak*
- *½ tablespoon vegetable oil*
- *1 large onion, sliced*
- *Salt*
- *3 peppers of various colors, sliced into strips*

40

Appendix L

2 **Look at the credit card below. Can you complete the blanks?**

| Credit Card Number: | Expiry Date: |
| Cardholder's Name: | CVV Number: |

CreditCard

1234 5678 9012 3456

Jack DOE   06/25

CreditCard

3456 789

1234 5678 9012 3456