A SUGGESTED READING SYLLABUS FOR STUDENTS AT PROFICIENCY LEVEL B2-VANTAGE DEFINED IN COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

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KABUL VE ONAY

Ömür Mut tarafından hazırlanan ‘‘A Suggested Reading Syllabus For Students At Proficiency Level B2- Vantage Defined In Common European Framework Of Reference For Languages’’ başlıklı bu çalışma, 06.06.2007 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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ÖZET

MUT, Ömür. *Ortak Avrupa Dil Kriterleri Çerçevesi'nde Tanımlanan B2- Bağımsız Kullanıcı Düzeyi'ndeki Öğrenciler İçin Önerilen Okuma İzlencesi.* Yüksek Lisans Tezi. Ankara, 2007.

Bireyler ve uluslararası ilişkilerin yoğunluğunun artmasıyla beraber bilgi ve teknoloji bilgilerindeki hızlı gelişmeler, Avrupayı kültürel açıdan zengin ve çeşitli bir kıta haline dönüştürmüştür. Bu gelişmeler Avrupadaki dil eğitim politikalarında değişikliğe sebep olmuştur. Avrupa Ortak Ölçüt Çerçevesi, Avrupa Konseyi dil politikasının bir parçası olarak, uluslararası iletişimi geliştirmek ve kültürel farklılıklara hoşgörüyü artırmak amacıyla geliştirilmiştir. Çerçevede tanımlanan altı dil yeterlilik seviyesi (C1, C2, B1, B2, A1 ve A2) dil öğrenenlerin her yeterlilik seviyesindeki ilerlemelerini gösteren kapsamlı bir ölçme aracıdır.

Bu çalışmanın başlıca amacı Avrupa Ortak Ölçüt Çerçevesi ile tamamen uyumlu B2 seviyesinde öğrenci merkezli okuma müfredatı geliştirmektir. Bu çalışmada, öncelikle, Avrupa Ortak Ölçüt Çerçevesi ve Avrupa Ortak Dil Seviyeleri hakkında detaylı bilgiyi sağlamak için ilgili kaynaklar taranmıştır. Sonra, okumanın teorik bilgisi çalışılmıştır. Bunu takiben, müfredat programı çeşitleri incelenmiştir.

Sonunda, ilgili kaynaklar ışığında B2 seviyesinde bir okuma dersi müfredatı beşinci ünitede önerilmiştir. Bu önerilen okuma müfredatı motive edici aktivitelerden ve çeşitli alıştırmalardan oluşan 12 üniteden meydana gelmiştir. Tüm bu üniteler öğrencilerin okuma becerileriyle beraber dinleme, konuşma, yazma gibi diğer dil becerilerini geliştirmelerine yardımcı olmaktadır. Üniteleri müteakiben, öğretmenler için hazırlanmış cevap anahtarları ve aktivitelerin işlenişiyle ilgili öğretmenlere yardımcı olacak kısa notlar bu çalışmanın sonunda sunulmuştur.

Anahtar Sözcükler: Ortak Avrupa Dil Kriterleri Çerçevesi, Avrupa Ortak Dil Seviyeleri, Avrupa Konseyi, Bağımsız Kullanıcı, öğrenen merkezli müfredat

ABSTRACT

MUT, Ömür. *A Suggested Reading Syllabus For Students At Proficiency Level B2-Vantage Defined In Common European Framework Of Reference For Languages.* Master's Thesis. Ankara, 2007.

The increasing density in interpersonal and international relations along with rapid changes in information and communication technologies have turned Europe into a culturaly rich and diverse continent. These developments resulted in the changes in the language education policy in Europe. As a part of the Council of Europe's language policy, the Common European Framework of Reference for Languages has been developed to enhance international communication and increase tolerance for cultural diversity. The six levels of proficiency (C1, C2, B1, B2, A1 and A2) described in the Framework provides a comprehensive assessment tool for language learners to see their progress at each level.

The main aim of this study is to design a learner-centred reading syllabus at B2 level in full compliance with the Common European Framework. First, to provide background knowledge about the Common European Framework and Common Reference Levels, the related literature has been reviewed in this study. After that, the theory of reading has been studied. Following this, the syllabus types have been examined.

At the end, in the light of the literature review part a reading course syllabus at B2 level has been suggested in the fifth chapter. This suggested course syllabus consists of twelve units which consists of motivational activities and exercises. All of this units help students to develop reading skills with other language skills such as listening, speaking and writing. Following the units, the answer keys prepared for teachers and short notes which will help teachers about the implementation of some activities have been presented at the end of this study.

Key Words: the Common European Framework of Reference for Languages, the Common Reference Levels, the Council of Europe, Vantage, learner-centered syllabus

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LIST OF ABBREVIATIONS

ALTE : The Association of Language Testers in Europe

CEF : Common European Framework of Reference for Languages

COE : Council of Europe

EFL : English as a Foreign Language

ELP : The European Language Portfolio

ELT : English Language Teaching

EU : European Union

CHAPTER I

INTRODUCTION

The Common European Framework (CEF) has, for the first time, provided a common basis for foreign language learning and teaching in Europe which is recognised by the vast majority of those concerned with language education and training in Europe today. It is a practical tool for teachers, curriculum, test and materials developers ('practitioners'), and offers general guidance in didactic matters/methodology for policy and decision makers. It lists categories for describing objectives for language skills and may be used as a point of reference for the production of teaching materials and evaluation instruments. The six calibrated levels of proficiency (C1, C2, B1, B2, A1 and A2) described in the framework furnish a basis for the mutual recognition of language qualifications. The levels provide a system for decribing the language skills of learners (Beacco & Byram, 2003, p. 32). The levels are expressed as 'Can do' statements and are intended to be more user-friendly than terms such as 'intermediate' or test scores expressed solely as numbers.

A		B		C	
Basic User		Independent User		Proficient User	
A1	A2	B1	B2	C1	C2
(Breakthrough)	(Threshold)	(Waystage)	(Vantage)	(Effective Operational Proficiency)	(Mastery)

(Adapted from the Council of Europe, 2001, p. 23)

Figure 1 General Proficiency Levels

The levels can be used for both formal and self-assessment. Many language testing organisations and systems use the levels, for example members of the Association of Language Testers in Europe-ALTE which was founded by the University of Cambridge. Thus, the first exams to be related to their 'Can-do' statements were the Cambridge EFL exams. However, today many more examining boards link their exams to the system.

The development of the European Language Portfolio (ELP) has also contributed to a positive standardization of descriptions of language competence in Europe. The ELP is designed to encourage learning through reflection, self-awareness and motivation. The ELP consists of 3 sections; the passport, the language biography, where learners describe their language knowledge and experience, and the dossier, where learners collect records of their achievements. The ELP connects with the CEF through self-assessment scales which are part of the Reference Levels (Glover, Mırıcı & Aksu, 2005, p. 1). The main aim of this study is to develop a reading syllabus for B2 level students which is consistent with ELP and the principles stated in the Common European Framework of References for Languages to help language learners to improve their reading skills.

1.1 BACKGROUND TO THE STUDY

The Common European Framework (CEF) has its origin in over 40 years of work on modern languages in various projects of the Council of Europe (CEO). This activity led to series of detailed syllabus specifications, at several language learning levels, namely the Treshold Level (van Ek, 1997) and the Waystage and Vantage Levels (van Ek and Trim 1991; 1997). A first draft of the Framework was published in 1995, and later in a revised version (Council of Europe, 2001), as a part of the European Year of Languages (Heyworth, 2006, p. 181). In a nutshell, the Common European Framework seeks to:

> provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively (Council of Europe, 2001, p. 1).

The Common European Framework's main function is to assist learners, teachers, course designers, examining bodies and educational administrators to co-ordinate their effort. As it includes self-assessment checklist, it enables teachers and students to see their progress. Yet, language learners and students have a lack of a collection of activities to practise what each level expects them to do. Namely, both teachers and students need syllabi which are designed in accordance with the principles of Common

European Framework of References. This study aims to design a reading syllabus for B2-level students considering the basic principles of both ELP and CEF.

1.2 STATEMENT OF THE PROBLEM

It has been widely reconised in the language teaching profession that learners need not only knowledge and skill in the grammar of a language but also the ability to use the language in socially and culturally appropriate ways. This was the major innovation of 'communicative language teaching'. At the same time, the 'communicative approach' introduced changes in methods of teaching, the materials used, the description of what is to be learnt and assessment of learning. The Council of Europe's 'Common European Framework of Reference' embodies these innovations and also emphasises the importance of 'intercultural skills' and 'intercultural awareness'. The main aim of the CEF is to help learners to interact with speakers of other language learners and develop a human relationship with people from other cultures (Byram, Gribkova & Starkey, 2002, p. 4).

The aims and goals of CEF are basically stated in the 'Can-do' statements which are the guidelines of syllabi. These descriptors help teachers and curriculum designers to plan and deliver language provision and assess language progress and create learning environment. Yet, people concerned with curricular guidelines and syllabi as well as examinations; (1) have to consider which learning criteria are relevant to the qualifications concerned and the level required (2) have to make concrete desicions on which particular tasks and activities to include for each of the levels of proficiency with different outcomes, what socio-cultural knowledge and skills to test (3) have to specify higher level of objectives in terms of tasks, themes and competences. On the other hand, teachers have to design classroom activities and monitor the progress of their learners. Besides, they are expected to find ways of recognising, analysing and overcoming students' learning problems (Council of Europe, 2001, p.140).

Foreign language studies are very limited in Turkey in contrast to the other members of the Council of Europe and the concepts of ELP and CEF are not fully understood by the vast majority of people. In other words, there are serious problems in implementation of

ELP into language learning programmes owing to the lack of syllabi in consistent with the basic levels of CEF and tenets of ELP. Designing appropriate syllabus for reading or any other skills will contribute to the development of language teaching and learning projects in Turkey in parallel with the developments in other member countries of the Council of Europe.

1.3 THE PURPOSE OF THE STUDY

There are six levels of language proficiency in the Framework as included in Figure 1 on page 1. These overall language proficiency levels provide a sound base for the syllabus designers, educational administrators, course designers, teachers, teacher trainers and examining bodies.

The level B2 (Vantage) has been chosen in this study because many students -especially at prep schools of universities- have to acquire reading skills to enter the proficiency exams and go on their education in their field of department. The purpose of this study is to prepare a reading course syllabus, a collection of suggested reading activities, for B2 level language learners.

In terms of reading comprehension skills, the B2 level learners are expected to be able to:

- read with a large degree of independence, adapting style and speed of reading to different text and purposes, and using appropriate reference sources selectively.
- read correspondence relating to his/her field of interest and readily grasp the essential meaning.
- scan quickly through long and complex texts, locating relevant details.
- quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

- obtain information, ideas and opinions from highly specialised sources within his/her field.
- understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
- understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
- understand lengthy, complex instructions in his field, including details on conditions and warnings, provided s/he can reread difficult sections.

(Council of Europe, 2001, pp. 69-71)

1.4 METHOD

The Council of Europe's common reference levels are fundamental to the ELP. They provide a basis for learner self-assessment in the language passport, and they serve as a point of reference for the learning targets that learners assess themselves in the language biography. Thus, the initial step of this study is to review the literature about CEF. The second step is to select interesting and authentic reading texts of various types for B2 level which relate to the can-do statements defined in CEF. The third step is to decide on which types of syllabus to choose and how to make connection between them. As the aim of this study is to develop reading skills with sub skills needed for communication, a skill-based syllabus will be focused. Besides, to develop communicative competence and to promote the language awareness and culture in the context of 'plurilingualism', functional-notional syllabus will be utilized in this study. On the other hand, situational syllabus will help to meet the needs of students' needs by providing real-life situations, settings and goal. In sum, eclectic approach which is based on the features of skill-based, functional-notional and situational syllabuses will be the main focus to design the suggested reading syllabus for this study.

1.5 HYPOTHESIS

As CEF is a new development in the language teaching area, there is need for the different course materials for the six language proficiency levels defined in the Framework. The main focus of this study is to develop the reading skills of the EFL students at B2 level (Vantage). Therefore it is hypothesized that a suggested reading syllabus to be designed in this study will help students to reach the reading objectives at B2 (Vantage) level defined in CEF.

1.6 SCOPE OF THE STUDY

Many of the language learners in the preparatory programmes of universities are expected to learn English to a certain degree in order to pass their English course and continue their education in their field of study. Thus, learning English is the first important stage of university education. The suggested B2 level reading course syllabus in this study will help these learners who have to learn reading comprehension skills to improve their English.

1.7 LIMITATIONS

The CEF provides a common basis for the elaboration of language syllabus, curriculum guidelines, examinations, textbooks, etc. across Europe (Council of Europe, 2001, p.1). The CEF gives the levels with their objectives, but appropriate types of activities and tasks related to the levels are not given in detail. Thus, teachers should design new, authentic and to-the-point reading texts and activities for their students. It is assumed that this study will provide extra sufficient reading materials to suit the goals stated in CEF at B2 level for language teachers.

1.8 DEFINITIONS

ALTE: The Association of Language Testers in Europe- is an association of providers of European foreign language examinations.

Council of Europe: It is a political and cultural organisation which has 46 member countries and run by the Committee of Ministers in Strasburg.

Common European Framework of References for Languages: a 260- page book which is a common basis for the development of syllabuses, curriculum guidelines, course books and testing. It also describes six language proficiency level.

Common Reference Levels: They provide a system for describing the language skills of learners and they are a key element in the CEF. There are 6 levels ranging from A1 to C2.

Level A1 (Breakthrough): It corresponds to foundation level.

Level A2 (Waystage): It corresponds to basic user.

Level B1 (Threshold): It corresponds to independent user.

Level B2 (Vantage): It corresponds to the limited operational level.

Level C1 (Effective Operational Level): It corresponds to adequate operational Proficiency.

Level C2 (Mastery): It corresponds to comprehensive operational proficiency.

The European Language Portfolio (ELP): It is a project proposed by the CEF. It is designed to encourage learning through reflection, self-awareness and motivation. The ELP consists of 3 sections:

The European Language Passport: It records the owner's formal and informal language qualifications and experiences. It also includes the owner's assessment of her language proficiency in terms of the skills and levels of the Common European Framework of Reference.

The Dossier: It contains the owner's selection of work that best represents her foreign language capacities.

The Language Biography: It is a record of the owner's language development and is used to set learning targets, review learning progress and record learning experiences inside and outside formal education.

1.9 CONCLUSION

There is need for the reading syllabus in accordance with B2 level of CEF in Turkey. Thus, this syllabus is developed to present reading passages and accompanying activities to improve student's reading skills with the other skills in an integrated way. Reading, listening, writing and speaking activities will help learners to internalize the rules and nature of target language more efficiently. The content of the syllabus will be based on (1) the standardized expectations from students for B2 (2) interesting texts and (3) learner-centred and action-oriented activities for each reading passages. In sum, this syllabus aims to help both language teachers and learners to reach the B2 level reading objectives stated in CEF via productive, variable, enjoyable and authentic reading materials.

CHAPTER II REVIEW OF LITERATURE

THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

Europe is multilingual, multicultural continent with an increasing mobility of its citizens. More and more people come from other places outside Europe to study or work. They do it either as visitors or as temporary residents. These people bring their home language as well as their culture and traditions with them. On the other hand, the fast development of technologies and communication, including the popularization of the internet over the last ten years, has introduced new tools such as CD-ROMs, satellite TV, e-mail and video- conferencing facilities which are breaking down boundaries and reducing distances. This is resulting in people having access to information from all over the world in different languages as well as people sharing information and interacting with each other even though they are not physically in the same place. In an ever-changing world, education policies should call for change, adjustment and reconstruction to meet the needs of this type of new European society, which is open, tolerant, inter-linked, interdependent, co-operative and plurilingual (Moreno, 2003, p. 12). Thus the Council of Europe published the Common European Framework of Reference for Languages in two draft versions in 1998. It is a descriptive scheme that can be used to analyse L2 learners' needs, specify L2 learning goals, guide the development of L2 learning materials and activities (Little, 2006, p. 174).

The declared purpose of the CEF is to provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examination, textbooks, etc. across Europe and doing so to serve the Council of Europe's political, cultural and educational agenda. Besides, it serves as a guide for language learners by describing what to do so as to use a language for communication and what skills and knowledge to develop so as to use language efficiently. It also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (Council of Europe, 2001, p. 1).

CEF is intended to promote and facilitate co-operation among educational institutions in different countries , provide a sound basis for the mutual recognition of language qualifications, and assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts (Council of Europe, 2001, p. 5). Similarly, Moreno (2003) adds

> The CEF addresses to teachers, teacher trainers, course designers, material writers, education authorities, examiners, even students to some extend. It provides a common framework so that courses and programmes are designed using the same approach; teachers and teacher trainers follow similar curricular and methodological guidelines; promoting learners' autonomy; and evaluation is carried out in a coherent and consistent way in order to develop fair, reliable systems of certification (On-line).

CEF aims to enhance the transparency of courses, syllabi and qualifications through explicit description of objectives, content and method which promotes international co-operation in the field of modern languages. In other words, it is offered as a basis for sustained international co-operation in the development of language education policy, the construction of language curricula, the implementation of language learning and teaching, and the assessment of language learning outcomes in an objective way which aid European mobility. To this end, the CEF seeks to be 'comprehensive'- specifying as full range of language knowledge, skills and use as possible-; 'transparent'- information must be clearly formulated and explicit, available and readily comprehensible to users-; and 'coherent'- the descriptions should be free from internal contradictions (Little, 2001, p. 15).

2.1 HISTORICAL BACKGROUND OF THE CEF

The Common European Framework of References for Languages (CEF) is a part of the Council of Europe's long term endeavour to develop the learning and teaching of modern languages in Europe. The process has been pursued actively in Europe since the 1971 symposium on languages in adult education (held in Rüschlikon, Switzerland), in collaboration between a large number of language teaching experts in Europe. This activity led to a series of detailed syllabus specifications, at several different language learning levels, namely the ***Threshold Level*** (van Ek, 1977) and the ***Waystage*** and ***Vantage Levels*** (van Ek and Trim, 1991;1997). In 1991, an important

intergovernmental symposium was held again in Rüshlikon, where different levels of proficiency and their related features put together and the aims, objectives and functions of the proposed common theoretical framework were elaborated. The collaboration has resulted in a comprehensive document outlining a theoretical basis for modern language teaching which is referred to as the Common European Framework of Reference for Language Learning, Teaching and Assessment. The first draft of the Framework was published in 1996, and the second one in 1998. It was translated into 22 other languages: Albanian, Armenian, Basque, Catalan, Croatian, Czech, Finnish, Freudian, Galician, Georgian, Hungarian, Italian, Japanese, Moldovan, Polish, Portuguese, Romanian, Russian, Serbian (Iekavian version), Spanish, Turkish and Ukrainian. The latest version of the document coincided with the European Year of Languages, 2001 (Kohonen, 2003, p. 2). The main aim of the framework has been stated in the text of the Council of Europe (2001) as follows:

> The Common European Framework provides a basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (p. 1).

In other words, CEF attempts to bring together, under a single umbrella, a comprehensive tool for enabling syllabus designers, materials writers, examination bodies, teachers, learners, and others to locate their various types of involvement in modern language teaching in relation an overall, unified and descriptive frame of reference (Heyworth, 2005, p. 18).

2.2 BASIC ASPECTS OF THE CEF

CEF provides a comprehensive theoretical approach to modern language learning and teaching to help practitioners (e.g. learners, teachers, parents, course designers, administrators, employers etc.) to orient their options and to inform each other in a *comprehensive, transparent* and *coherent* way (Council of Europe, 2001, p. 7).

To be *comprehensive,* the Framework is aimed to specify a full range of language knowledge, skills and use. It also provides a series of level descriptors (A, B and C levels, each having two sub-levels) to evaluate the progress of the learner's communicative proficiency in the different languages, with reference to criterion-referenced descriptors of language proficiency at each level. The resulting grid (by the language skills and the above level in each skill) also provides a basis for the language learner's self-assessment (North, 1995, p. 455).

The principle of *transparency* means that information must be clearly formulated and explicit, available and readily comprehensible to users. *Coherence* implies that the description is free from internal contradictions and requires a harmonious relationship among the components in educational systems:

- the identification of needs;
- the determination of objectives;
- the definition of content;
- the selection or creation of material;
- establishment of teaching/learning programmes;
- the teaching and learning methods employed;
- evaluation, testing and assessment.

On the other hand, the framework should be *open* and *flexible* as well as;

- *Multi-purpose:* usable for the full variety of purposes involved in the planning and provision of facilities for language learning;
- *Dynamic:* in continuous evaluation in response to experience in its use;
- *User-friendly:* presented in a form readily understandable and usable by those to whom it is addressed;
- *Non-dogmatic:* not irrevocably and exclusively attached to any one of a number of competing linguistic or educational theories or practices.

(Council of Europe, 2001, p. 7)

The Framework consists of nine sections along with appendices. The contents of these chapters are summarized below:

Table 1

Common European Framework of References for Languages: overview of contents

Chapter 1	states the aims, objectives and functions of the CEFR.
Chapter 2	introduces the CEFR's action-oriented approach and its descriptive scheme.
Chapter 3	introduces and summarizes the Common Reference Levels.
Chapter 4	presents categories for describing language user/learner; the themes, tasks and purposes of communication; communicative activities and strategies; and text in relation to activities and media.
Chapter 5	describes the competences on which the language user/learner depends in order to carry out communicative tasks.
Chapter 6	is concerned with language learning and teaching.
Chapter 7	examines the role of tasks in language learning and teaching.
Chapter 8	discusses the implications of linguistic diversification for curriculum design, considering plurilingualism and pluriculturalism, learning objectives, some principles of curriculum design, lifelong language learning, and partial competences.
Chapter 9	is concerned with the ways in which the CEFR can support the assessment of communicative proficiency, criteria and various types of assessment.
Appendix A	discusses the description of levels of language attainment from a technical perspective.
Appendix B	describes the Swiss research project that developed the illustrative descriptors for the CEFR.
Appendix C	presents DIALANG, an on-line assessment system that uses the scales and descriptors of the CEFR to provide language learners with diagnostic information about their L2 proficiency.
Appendix D	describes the ALTE 'can-do' statements, which were developed, related to ALTE language examinations, and anchored to the CEFR.

(Adapted from Little, 2006, p. 173)

2.3 COMMON EUROPEAN FRAMEWORK AND THE COUNCIL OF EUROPE LANGUAGE POLICY

Only a better knowledge of European modern languages can facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, co-operation and mutual understanding to overcome prejudice and discrimination. Member states can achieve greater harmony in the definition of their language policy if they make arrangements for ongoing collaboration and the harmonisation of their language policies (Boldizsar, 2003, p. 8). The linguistic heritage and cultural diversity is a valuable common resource which should be protected and developed for the continuity of a country. A major educational effort is needed to transform this multicoloured linguistic variety from a barrier to communication to a source of understanding and progress (Little, 2001, p. 17).

The overall aim of the Council of Europe Language Policy is to promote plurilingualism and pluriculturalism which is also the main goal of the CEF. The fundamental principles and language policy of Council of Europe are clearly defined in Recommendations R (82) 18 as:

> **1.** To ensure, as far as possible,….access to effective means of acquiring a knowledge of the languages of other member states (or of other communities within their own country), as well as the skills in particular;
>
> > **1.1** to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;
> >
> > **1.2** to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
> >
> > **1.3** to achieve a wider and deeper understanding of the way of life and forms of thought of other people and of their cultural heritage.
>
> **2.** To promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation in the principles of the construction of

language-learning systems (as these are progressively developed within the Council of Europe Modern Languages' programme);

2.1 by basing language teaching and learning on the needs, motivations, characteristics and resources of learners;

2.2 by defining worthwhile and realistic objectives as explicitly as possible;

2.3 by developing appropriate methods and materials;

2.4 by developing suitable forms and instruments for the evaluating of learning programmes.

3. To promote research and development programmes leading to the introduction, at all educational levels, of methods and materials best suited to enabling different classes and types of students to acquire a communicative proficiency appropriate to their specific needs.

(Council of Europe, 2001, p. 3)

The European Union's language policy is based on the same principles. Teachers in both member and candidate countries are well acquainted with the community programmes (Socrates, Leonardo da Vinci, Youth) which contribute to the implementation of the language education policy of the European Union. Socrates is one of the general educational programme under which the Council of Europe supports and accredits projects (Boldizsar, 2003, p. 10). There are five fundamental parts of the Socrates given below:

Table 2

Fundamental parts of the Socrates Programme

Programmes	**The Focus of the Programmes**
Comenious	School Education
Erasmus	Higher education
Grunting	Adult education
Lingua	Language Teaching and Learning
Minerva	Open education, distance learning and information and communication technologies

(Adapted from Boldizsar, 2003, p. 11)

2.4 PLURILINGUALISM: A NEW TURN IN LANGUAGE EDUCATION POLICY

The intriguing challenge when considering the process of European Integration is that Europe is both culturally rich and diverse, and dependent on a certain degree of unity. In this respect, Europe has to find its balance between preservation and promotion of cultural diversity and the development of a common communicative sphere. As both elements are vital aspects of social inclusion, they are key-aspects for further development of democratic citizenship. European communicative integration is thus a key-concept within the context of European Integration and the development of a civil society in Europe (Breidbach, 2003, p. 7).

Within European language education policies and guidelines, importance is given to the development of plurilingualism as a basis for the maintenance of European social and cultural diversity and mutual respect and solidarity (Breidbach, 2002, p. 275). Competence in language(s) is a characteristic of democratic citizenship in Europe both

as its prerequisite and its practice. Policies for language education should therefore promote the learning of several languages for all individuals in the course of their lives, so that Europeans actually become plurilingual and intercultural citizens, able to interact with other Europeans in all aspects of their lives (Starkey, 2002, p. 10). On the other hand, Council of Europe (2003) asserts:

> ‘‘Plurilingualism provides the necessary conditions for mobility within Europe for leisure and work purposes, but is above all crucial for social and political inclusion of all Europeans whatever their linguistic competences, and for the creation of a sense of European identity. Language education policies in Europe should therefore enable individuals to be plurilingual either by maintaining and developing their existing plurilingualism or by helping them to develop from quasi monolingualism (or bilingualism) into plurilingualism’’ (p. 9).

The general argument in this draws on three justifications for plurilingualism in particular:

1. *Language rights are part of human rights:*

Education policies should facilitate the use of all varieties of languages spoken by the citizens of Europe, and the recognition of other people’s language rights by all; the resolution of social conflicts is in part dependent on recognition of language rights.

2. *The exercise of democracy and social inclusion depends on language education policy:*

The capacity and opportunity to use one’s full linguistic repertoire is crucial to participation in democratic and social processes and therefore to policies of social inclusion.

3. *Individual plurilingualism is a significant influence on the evaluation of an European identity:*

Since Europe is a multilingual area in its entirely and in any given part, the sense of belonging to Europe and the acceptance of an European identity is dependent on the

ability to interact and communicate with other Europeans using the full range of one's linguistic repertoire (Breidbach, 2003, p. 8).

Languages are key to knowing other people. Proficiency in languages helps to build up the feeling of being European with all its cultural wealth and diversity and of understanding between the citizens of Europe (Starkey, 2002, p. 11). Plurilingualism is part of European identity/citizenship and the learning society. As Soysal (1996) asserts:

> ''In the new (post –national) model, the membership of individual is not only based on the criteria of nationality; their membership and rights are legimated by the global ideologies of human rights. Thus, universal personhood replaces nationhood; and universal human rights replace national rights. The justification for the state's obligation to foreign populations goes beyond the nation state itself. The rights and claims of individuals are legimated by ideologies grounded in a trans national community, through international codes, conventions and laws on human rights, independent of their citizenship in a nation state. Hence, the individual transcends the citizen'' (p.23).

2.5 THE EUROPEAN LANGUAGE PORTFOLIO IN LANGUAGE TEACHING

The European Language Portfolio (ELP) is an instrument drawing on the spirit of the Common European Framework of Reference for Languages: learning, teaching, assessment (CEF). Therefore it is designed to promote key features for effective learning to take place such as self-directed learning as well as self-evaluation. The ELP was developed and piloted by the Language Policy Division of the Council of Europe, in Strasbourg, between 1998 and 2000. It was then launched during the European Year of Languages as a tool to support the development of plurilingualism and pluriculturalism (Boldizsar, 2003, p. 14).

The European Language Portfolio is designed to take account of all of the learner's language and intercultural learning, whether it takes place inside or outside formal educational context which means that ELP is a tool to promote plurilingualism and pluriculturalism. The definitions and features of ELP are given below as;

The ELP:

1. is the property of the learner;

2. is a tool to promote learner autonomy;

3. values the full range of the learner's language and intercultural competence and experience regardless of whether acquired within or outside formal education;

4. has both pedagogic function to guide and support the learner in the process of language learning and reporting function to record proficiency in languages;

5. is based on the Common European Framework of Reference with explicit reference to the common reference levels of competence;

6. encourages learner self-assessment and the recording of assessment by teachers, educational authorities and examination bodies;

7. incorporates a minimum of common features which make it recognisable across Europe.

(Council of Europe, 2000, p. 2)

The primary aim of the ELP is to develop a set of material for systematic ongoing classroom assessment/portfolio assessment that:

1. incorporates self-assessment (including reflection on learning process),

2. provides concrete, positive criteria for assessing,

3. considers communicative and linguistic aspects of performance,

4. provides means of documenting ability, for pupil and teacher,

5. allows learners to see progress,

6. encourages learners to take more responsibility for learning,

7. is usable with any foreign or second language,

8. is computer-usable.

(Hasselgreen, 2003, p. 9)

The ELP reflects the Council of Europe's concern with:

1. the deepening of mutual understanding among citizens in Europe;

2. respects for diversity of cultures and ways of life;

3. the protection and promotion of linguistic diversity;

4. the development of plurilingualism as a life-long process;

5. the development of language learner;

6. the development of the capacity for independent language learning;

7. transparency and coherence in language competence and qualifications in order to facilitate mobility.

(Council of Europe, 2000, p. 3)

ELP builds on CEF, specifically the CEF scales whereby language ability in a range of sub skills is described at six levels. Fundamental to the ELP are the sets of 'I CAN DO' statements, which form the backbone of the working material, giving pupils concrete tasks to aim for and achieve as part of their progress from level to level. In order for the material to be meaningful to the user group, it is essential that these 'CAN-DO' statements match the reality of what pupils actually do with their language (Hasselgreen, 2005, p. 347). As the aim of this study is to teach reading skills at B2 (Vantage) Level, CEF and ELP descriptors are given in detail below.

Table 3

B2- Level Self-Descriptors for Overall Reading Comprehension

CEF Descriptors	**ELP Descriptors**
Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	I can rapidly grasp the content and the significance of news articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.

(Adapted from the Council of Europe, 2001, p. 69)

Table 4

B2-Level Self-Descriptors for Reading Correspondence

CEF Descriptors	**ELP Descriptors**
Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.	I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.

(Adapted from the Council of Europe, 2001, p. 69)

Table 5

B2 –Level Self-descriptors for Reading for Orientation

CEF Descriptors	**ELP Descriptors**
Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of the news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.	I can read reviews dealing with the content and the criticism of cultural topics (films, theatres, books, concerts) and summarise the main points. I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.

(Adapted from the Council of Europe, 2001, p. 70)

Table 6

B2- Level Self-Descriptors for Reading for Information and Argument

CEF Descriptors	**ELP Descriptors**
Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	I can understand in detail texts within my field of interest or the area of my academic or professional speciality. I can understand specialised articles outside my own field if I can occasionally check with a dictionary.
Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.

(Adapted from the Council of Europe, 2001, p. 70)

Table 7

B2-Level Self Descriptors for Reading Instructions

CEF Descriptors	**ELP Descriptors**
Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.	I can quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.

(Adapted from the Council of Europe, 2001, p. 71)

2.5.1 The Functions of ELP

The document has two functions: *the reporting function* and *the pedagogical one*:

Reporting: Like the artist's portfolio, the ELP displays the owner's capabilities, but in relation to foreign languages. Its purpose is not to replace the certificates and diplomas that are awarded on the basis of formal examinations, but to supplement them by presenting additional information about the owner's experience and concrete evidence of his or her foreign language achievements. This function coincides with the Council of Europe's interest in (i) facilitating individual mobility and (ii) relating regional and national qualifications to internationally agreed standards. Clearly, the importance of the ELP's reporting function will vary according to the age of the owner. It will usually be much less important for learners in the earlier stages of schooling than for those approaching the end of formal education or already in employment (Schneider & Lenz, 2001, p. 3).

Pedagogical: The ELP is also intended to be used as a means of making the language learning process more transparent to learners, helping them to develop their capacity for reflection and self-assessment, and thus enabling them gradually to assume more and more responsibility for their own learning. This function coincides with the Council of Europe's interest in fostering the development of learner autonomy and promoting lifelong learning. On the other hand, the pedagogical function is based on the promotion of self-evaluation and individualisation of learner's needs by the learner her/himself (Little & Perclova, 2001, p. 4).

Although the ELP was originally conceived as a means of recording language learning experience and achievement, the pilot projects (1998-2000) were largely concerned to develop its pedagogical function. The ELP's recording and pedagogical functions are necessarily interdependent. Without a strongly developed pedagogical function, there is unlikely to be much worth recording (Little, 2006, p. 184).

Available reports suggest that the pedagogical impact of the ELP arises from two factors, both connected to the action-oriented description of language proficiency

developed in the CEFR. The checklists of 'I can' descriptors help teachers and learners to adopt a task-based orientation to teaching and learning. Checklists also provide a means of helping learners to plan, monitor and evaluate their own learning. Teachers participating in the pilot projects reported that the ELP has a strong positive effect on learner motivation (Schneider & Lenz, 2001, p. 7).

In its reporting and pedagogical functions, the ELP is designed to support four of the Council of Europe's key political aims: the preservation of linguistic and cultural diversity, the promotion of linguistic and cultural tolerance, the promotion of plurilingualism, and education for democratic citizenship (Little, 2006, p. 184).

Factors such as the age of the learners, other social characteristics and learning purposes as well as different environments made it necessary to develop various ELP versions. Thus three fundamentally different types of ELP were suggested, according to the basic stages of individual and social development as;

a. Stage 1 : Language Portfolios for very young learners possibly up to 10- 12;

b. Stage 2 : Language Portfolios for use during the remaining years of obligatory schooling (11-15/16 years);

c. Stage 3 : Language Portfolios for young people and adults (15/16 years upward).

(Little, 2006, p. 187)

Depending on the age of learners, the reporting and the pedagogical function become more or less important. For adults, it seems that the reporting function is crucial, whereas the pedagogical function is more important for teenagers or children at school.

2.5.2 The Components of ELP

All ELP versions consists of three main parts. The learners use each of three parts according to their particular needs in their different learning needs. Each of the three parts serves the overarching aims of the ELP, and its basic functions.

- **Language passport:** It provides an overview of the individual's proficiency in different languages at a given point in time; the overview is defined in terms of skills and the common reference levels in the Common European Framework; it records formal qualifications and describes language competencies and significant language and intercultural learning experiences; it includes information on partial and specific competence and it allows for self-assessment, teacher assessment and assessment by educational institutions and examinations boards. To facilitate pan-European recognition and mobility a standard presentation of a Passport Summary is promoted by the Council of Europe for ELPs for adults. The function of the passport is to support e.g. applications for further education or for traineeships abroad or for jobs that require the use of foreign languages (Schneider & Lenz, 2001, p. 17). The passport includes the following skills:

Table 8

The skills referred in the Language Passport

THE SKILLS referred to in THE LANGUAGE PASSPORT	
UNDERSTANDING	Listening Speaking
SPEAKING	Spoken Interaction Spoken Production
WRITING	Writing Activities

(Adapted from the Council of Europe, 2000, p. 6)

These skills are presented in the language passport in relation to the levels derived from the *Common European Framework of References for Languages.* The ELP and CEF levels are presented below as:

Table 9

The ELP and CEF Levels

ELP LEVELS	CEF LEVELS
BASIC USER	A1: Breakthrough A2: Waystage
INDEPENDENT USER	B1: Threshold B2: Vantage
PROFICIENT USER	C1: Effective Operational Proficiency C2: Mastery

(Adapted from the Council of Europe, 2001, p. 23)

- **Language Biography:** It facilitates the learner's involvement in planning, reflecting upon and assessing his or her learning process and progress; it encourages the learner to state what she/he can do in each language and to include information on linguistic and cultural experiences gained in and outside formal educational contexts; it is organized to promote plurilingualism. In sum, the language biography is a record of the owner's language development and is used to set learning targets, review learning progress and record learning experiences inside and outside formal education. From a pedagogical point of view the language biography plays a pivotal role, providing a focus for the reflective processes that mediate between the language passport and the dossier (Kohonen, 2003, p. 5).

- **Dossier:** The Dossier offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport. It takes into account the diversity of learners' needs according to the age, learning purposes and context, and background, e.g. to

> develop where appropriate distinctive ELP models for different age groups whilst taking measures to ensure mutual recognition of all models and continuity between different educational institutions, sectors, regions and cultures (Council of Europe, 2000, p. 8).
>
> For younger learners the dossier may be rather like a scrap book in which target language materials are collected to complement or 'decorate' the textbook and provide a focus for ownership of the foreign language learning process and the language itself. Older school learners may fill their dossier with the outcomes of project work related more or less closely to the skills in which they will be tested in public exams. Adult learners will probably want to present evidence of their ability to perform real-life tasks in their target language(s), so their dossier is likely to contain sample letters, memoranda, brief reports and the like (Little & Perclova, 2001, p. 2).

The portfolios in the different countries and different types of education may vary as to their appearance, but they should all have the three components and they should be based on the 6 levels and 5 skills described in the Common Framework. On the other hand, any version of the ELP must be approved by the Council of Europe's Validation Committee if it is to bear the Council of Europe logo; and the Council of Europe recommends that all versions of the ELP designed for use with adults should use the standard adult version of the passport (Little, 2005, p. 329).

2.6 AN ACTION-ORIENTED APPROACH ADAPTED IN THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various context under various conditions to participate in language activities involving language processes for producing and/or receiving texts so as to carry out the tasks to be accomplished. The monitoring of these actions by the

participants leads to reinforcement or modifications of their competences (Little, 2005, p. 334).

The CEF is a document which describes in a comprehensive manner:

1. the communicative activities and strategies,

2. the competences necessary for communication,

3. the related knowledge and skills,

4. the situations and domains of communication.

(Boldizsar, 2003, p. 17)

In the initial 'mission-statement' the Common European Framework of Reference gives a basic definition of the approach adapted which is based on a very view of language use and learning as follows:

> The approach adapted …. is an action-oriented one in so far as it views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning… The action-based approach therefore also takes into account the cognitive, emotional and volitional resources and the full range of activities specific to and applied by the individual as a social agent (Council of Europe, 2001, p. 9).

Any act of language learning or teaching is concerned with some dimensions given below:

- *Competences:* the sum of knowledge, skills and characteristics that allow a person to perform actions.
- *General competences:* which those not specific to language, but which are called upon for actions of all kinds, including language activities.
- *Communicative language competences:* those which empower a person to act using specifically linguistic means.

- *Context:* the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded.
- *Language activities:* the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively one or more texts in order to carry out a task.
- *Language process:* the chain of events, neurological and physiological, involved in the production and reception of speech and writing.
- *Text:* any sequence or discourse (spoken and/or written) related to a specific domain and which in the course of carrying out a task becomes the occasion of a language activity, whether as a support or as a goal, as product or process.
- *Domain:* the broad sectors of social life in which social agents operate.
- *Strategy:* any organised, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself for with which he or she is confronted.
- *Task:* any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved.

  (Council of Europe, 2001, p. 9)

Different dimensions highlightened above are interrelated in all forms of language use and learning. Learners, teachers, course designers, authors of teaching material and test designers involve in these dimensions to convey the messages and to have mutual understanding.

2.7 COMMUNICATIVE LANGUAGE ACTIVITIES AND STRATEGIES

Language teaching is obviously concerned with the central outcomes of fluency and accuracy in communication. This means developing a wide range of communicative skills and attitudes. To carry out communicative tasks, users have to participate in communicative language activities. For efficient language learning and use, the student also needs to develop communicative strategies to convey the messages and to comprehend them accurately. In speaking, writing, listening or reading, students involve in a communication process in some of which they are active or passive. For example, in many communicative activities such as conversation and correspondence, learners alternate as producers and receivers, often with several turns. In most cases, the user as speaker or writer produces his own text to express himself. In others, she/he acts as a channel of communication between two or more persons who for one reason cannot communicate directly. This process-mediation may be interactive or not. On the other hand, most situations involve a mixture of activity types. For example, a learner in a language class may listen to the teacher, read a textbook (silently or aloud), interact with other students in a group work or write exercises and even mediate at the same time (Kohonen, 2000, p. 11).

Strategies are described as 'a means the language user exploits to mobilise and balance his/her resources, to activate skills and procedures, in order to fulfil the demands of communication in context and successfully complete the task in the most comprehensive way'. The using the communicative strategies can be seen as the application of the metacognitive principles: (1) pre-planning (2) execution, (3) monitoring, and (4) repair action to the different kinds of communicative activity: Reception, Interaction, Production and Mediation. Progress in language learning is related to the learner's proficiency in engaging the language activities and operating communicative strategies properly, which is the convenient basis for the scaling of language ability (Council of Europe, 2001, p. 57).

In visual reception (reading) activities, for example, the user as reader receives and processes as input written texts produced by one or more writers. Examples of written activities include:

- Reading for general orientation;
- Reading for information, e.g., using reference works;
- Reading for following instructions;
- Reading for pleasure.

(Council of Europe, 2001, p. 68)

The Framework describes the overall reading comprehension, reading correspondence, reading for orientation; and reading for information and argument according to six proficiency levels as follows:

Table 10

Illustrative scale for overall reading comprehension

	OVERALL READING COMPREHENSION
C2	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
	Can understand short, simple texts on familiar matters of a concrete type which

	consist of high frequency everyday or job-related language.
A2	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

(Council of Europe, 2001, p. 69)

Table 11

Illustrative scale for reading comprehension

	READING CORRESPONDENCE
C2	As C1
C1	Can understand any correspondence given the occasional use of a dictionary.
B2	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.
B1	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
A2	Can understand basic types of standard routine letters and faxes on familiar topics.
	Can understand short simple personal letters.
A1	Can understand short, simple messages on postcards.

(Council of Europe, 2001, p. 69)

Table 12

Illustrative scale for reading for orientation

	READING FOR ORIENTATION
C2	As B2
C1	As B2
B2	Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
B1	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
A2	Can find and understand relevant information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
A1	Can recognise familiar names, words and basic phrases on simple notices in the most common everyday situations.

(Council of Europe, 2001, p. 70)

Table 13

Illustrative scale for reading for information and argument

	READING FOR INFORMATION AND ARGUMENT
C2	As C1
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
B2	Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
B1	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.
	Can recognise significant points in straightforward newspaper articles on familiar subjects.
A2	Can identify specific information in simpler written material he/she encounters such as letters, brouchers and short newspaper articles describing events.
A1	Can get an idea of simpler informational material and short simple descriptions, especially if there is visual support.

(Council of Europe, 2001, p. 70)

Table 14

Illustrative scale for reading instruction

	READING INSTRUCTIONS
C2	As C1
C1	Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can understand lengthy, complex instructions in his field, including details on conditions ad warnings, provided he/she can reread difficult sections.
B1	Can understand clearly written, straightforward instructions for a piece of equipment.
A2	Can understand regulations, for example safety, when expressed in simple language.
	Can understand simple instructions on equipment encountered in everyday life-such as a public telephone.
A1	Can follow short, simple written directions (e.g. to go from X to Y).

(Council of Europe 2001, p. 71)

2.8 THE USE OF TEXTS IN LANGUAGE TEACHING

Language learning within a communicative curriculum is most appropriately seen as communicative interaction involving all the participants in the learning and including the various material resources on which the learning exercised. Therefore, language learning may be seen as a process which grows out of the interaction between the learners, teachers, texts and activities. In order to allow for differences in personal interest and ease of access, or to permit the search for alternative perspectives on the content, learners should be offered by the possibility of working with one or more of a

range of media (Bren & Candlin, 2001, p. 14). As stated in CEF, 'media' covers almost everything from printed materials to cinema films. It includes the following:

- Voice
- Telephone
- Public-address systems
- TV
- Cinema films
- Videotape, cassette, disc
- Audiotape, cassette, disc
- Print
- Manuscript

(Council of Europe, 2001, p. 94)

Texts have many different functions in social life and they are good source for teaching communicative skills as well as grammar points in an enjoyable way. Differences of medium, purpose and function lead to corresponding differences both in the context of messages and the organization (Brown, 2001, p. 301). Accordingly, texts are classified into different text types belonging to different genres. The Framework lists the genres that can be worked on by language learners as follows:

Spoken Genre

- ✓ public announcements and instructions;
- ✓ public speeches,
- ✓ lectures, presentations, sermons;
- ✓ rituals (ceremonies, formal religious services);
- ✓ entertainment (drama, shows, reading…);
- ✓ sport commentaries (football, cricket, boxing, horse-racing, etc.);

- ✓ news broadcast;
- ✓ public debates and discussion;
- ✓ interpersonal dialogues and conversations;
- ✓ telephone conversations;
- ✓ job- interviews.

Written Genre

- ✓ books, fiction and non-fiction, including literary journals;
- ✓ magazines;
- ✓ newspapers;
- ✓ instruction manuals (DIY, cookbooks, etc.);
- ✓ textbooks;
- ✓ comic strips;
- ✓ brochures, prospectuses;
- ✓ leaflets;
- ✓ advertising material;
- ✓ public signs and notices;
- ✓ supermarkets, shop, market stall signs;
- ✓ packaging and labelling on goods;
- ✓ tickets, etc;
- ✓ forms and questionnaires;
- ✓ dictionaries (monolingual and bilingual), thesauri;
- ✓ business and professional letters, faxes;
- ✓ personal letters;
- ✓ essays and exercises;

- ✓ memoranda, reports and papers;
- ✓ notes and messages, etc.;
- ✓ databases (news, literature, general information, etc.).

(Council of Europe, 2001, p. 95)

2.9 CONCLUSIONS

The Common European Framework of Reference for Languages has been put together by the Council of Europe to promote pluriculturalism and plurilingualism in Europe so that people respect for cultural diversity and communicate with each other. Being comprehensive, transparent and coherent, the Framework guides teachers, learners, course book writers and testers by providing a common basis for the explicit description of objectives, content and methods. As the Common European Framework draws on theories of communicative competence and language use, it describes what a language user has to know at different levels of proficiency in order to communicate effectively.

The European Language Portfolio draws on the spirit of the Common European Framework. It is based on the self-directed learning and self-evaluation. That is; an ELP-based syllabus puts the learner at the centre of the attention by self-monitoring and learner autonomy. It promotes learners' language and intercultural learning whether outside or in the formal education context. 'I can do' statements in ELP which shares the common features of the 'Can-do' statements in the CEF forms the basis of this study. All the activities and exercises in this thesis are in accordance with descriptive scales in both the ELP and the CEF. In sum, the information presented in this part furnishes background knowledge for this study which aims to develop a suggested reading syllabus for language learners at B2 (Vantage) Level.

CHAPTER III COMMON REFERENCE LEVELS OF PROFICIENCY

3.1 HISTORY OF THE COMMON REFERENCE LEVELS OF PROFICIENCY

The Common European Framework of Reference is a descriptive scheme that can be used to analyse L2 learners' needs, specify L2 learning goals, guide the development of L2 learning materials and activities, and provide orientation for the assessment of L2 learning outcomes. It was published in 2001, and is rapidly becoming the standard reference for teaching and testing languages in Europe (Little, 2006, p. 167). Initiated by the Council of Europe (COE) in the 1970s, the CEF has a long history. The first phase in forming the current CEF started with the publication of the Threshold Level (describing an 'independent language user') during the 1890s. It was designed to meet the needs of adult learners of English as stated below:

> …people who want to prepare themselves, in a general way, to be able to communicate socially on straightforward everyday matters with people from other countries who come their way, and to be able to get around and lead a reasonably normal social life when they visit another country. This is not simply a matter of buying bread and milk and toothpaste and getting repairs carried out to a car. People want to be able to make contact with each other as people, to exchange information and opinions, talk about experiences, likes and dislikes, to explore our similarities and differences, the unity in diversity of our complicated and crowded continent (Little, 2006, p. 169).

It was republished with Waystage which is described as the 'halfway point' to Threshold in 1990. This coincided with a new COE Project, 'Language Learning for European Citizenship', that sought to develop a comprehensive, transparent, and coherent 'Common European Framework' of language learning and assessment. Throughout the 1990s other 'fixed point' documents were produced, including the Vantage Level (upper- intermediate). However, the main thrust of work was towards developing the CEF for two main purposes. First, to support the introduction of a European Language Portfolio upon which learners' progress in acquiring European Languages could be recorded, and second, to provide a Europe-wide means of comparing existing language tests for certification of learning (Heyworth, 2006, p. 181).

The Threshold was applied to other languages such as German, French etc. and was used as the basis for specifying two lower levels, Breakthrough and Waystage (Van Ek, Alexander & Trim, 1997), and one higher level, Vantage (van Ek & Trim, 1997). These four specifications provided the labels for the first four of the CEFR's common reference levels: A1 Breakthrough, A2 Waystage, B2 Threshold, and B2 Vantage. Then C1 Effective Operational Level (Trim &Wilkins) which represents an advanced level of competence and C2 Mastery (Trim & Wilkins) corresponding to the top examination objective in the scheme adopted by ALTE were developed (North & Schneider, 1998, p. 219). Thus, the current form of the CEF was shaped as shown below:

Table 15

Common European Framework of References

Elementary	A1	Breakthrough	Foundation
	A2	Waystage	Basic User
Inter- M.	B1	Threshold	Independent User
	B2	Vantage	Limited Operational Proficiency
Advanced	C1	Effective Operational Proficiency	Adequate Operational Proficiency
	C2	Mastery	Comprehensive Operational Proficiency

(Adapted from the Council of Europe, 2001, p. 25)

3.2 REQUIREMENTS FOR GOOD DESCRIPTORS

The CEF is intended as a reference document for curriculum and syllabus development, textbook writing, teacher training, and for assessment (Council of Europe, 2001, p. 1). The CEF contains a rather comprehensive review of the elements that play a role in the teaching and learning of languages. But it also includes a number of scales which describe a series of levels of languages proficiency (North, 1994, p. 25). A scale of

reference levels in a common framework should meet the following four criteria two of which relate to description issue and two of which relate to measurement issue shown below:

Description Issues:

A common framework scale should be;

1. context-free*:** It should be produced for and applied to the same group to get satisfactory results. For example, if you produce a scale especially for the school context, you should not applied it to other ones (e.g. adults). On the other hand, Framework scale should be ***context-relevant, relatable to or translatable into each and every relevant context- and appropriate for the function they are used for in that context.

2. user-friendly: It should be accessible to practitioners and it should encourage them to think further about what competence means in their context. On the other hand, the description also needs to be ***based on theories*** of language competence.

Measurement Issues:

A common framework scale should be;

1. objectively determined: This avoids systematising error through adopting unfounded conventions and 'rules of thumbs' from the authors, particular groups of practitioners or existing scales that are consulted. On the other hand,

2. The number of levels adapted should be adequate to show progression in different sectors, but, in any particular should not exceed the number of levels between which people are capable of making reasonably consistent distinctions. This may mean adopting different sizes of scale step for different dimensions, or a two-tier approach between broader (common, conventional) and narrower (local, pedagogic) levels.

(Council of Europe, 2001, p. 21)

On the other hand, descriptors of language proficiency which are formulated according to the spirit of the CEF and which fit into an ELP should fulfil the following requirements:

- **Positiveness**: descriptors should be formulated using positive descriptions of what learners are able to do; negatively worded descriptions tend to be de-motivating. It is more difficult to formulate proficiency at low levels in terms of what the learner can do rather than in terms of what they can't do. But if levels of proficiency are to serve as objectives rather than just as an instrument for screening candidates, then positive formulation is desirable.
- **Definitiveness:** descriptors should describe concrete tasks and/or concrete degrees of skill in performing tasks:

  - descriptors should contain as little vagueness as possible;
  - descriptions between steps on a scale should not be dependent on replacing a qualifier like 'some' or 'a few' with 'many' or 'most'.

  This may result in gaps where meaningful, concrete distinctions cannot be made.
- **Clarity:** descriptors should be transparent -not 'jargon-hidden'. They should be written in simple syntax; they should be comprehensible without special introductions and usable without previous training.
- **Brevity:** descriptors should be short, i.e. they should not span more than two or three lines.
- **Independence:** the interpretation of descriptors must not be dependent on other descriptors at the same level, or on descriptions of neighbouring levels; they should allow for clear *yes/no* decisions ('Yes, I can do this').

  (Scheider&Lenz, 2001, p. 47)

Although these criteria are difficult to meet, they can be met by a combination of intuitive, qualitative and quantitative methods. In the Intuitive Method, an expert or a group of experts involve in writing a scale by consulting existing scales, curriculum documents or other relevant source material, after taking a needs analysis of the target group in question. The main weakness of this method is that the consultants may operate intuitively on the basis of their experience; thus, the placement of a particular wording at a particular level is subjective. It does not require any structured data

collection but the principled interpretation of experience. Qualitative methods involve small workshops with groups of informants and qualitative rather than statistical interpretation of the information obtained. On the other hand, quantitative methods involve a considerable amount of statistical and careful interpretation of the results. In the developing the Common Reference Levels, and their illustrative descriptors, a systematic combination of intuitive, qualitative and quantitative methods were employed. First, the existing scales were analysed in terms of content in relation to categories of description used in the Framework. Then, experts edited this material, formulated new descriptors and discussed the set in an intuitive phase. Next, a variety of qualitative methods were employed to check that teachers could relate to the descriptive categories selected and that descriptors actually described the categories they were intended to describe. As a last step, quantitative methods were used to scale the best descriptors (Council of Europe, 2001, p. 22).

3.3 THE PRESENTATION OF THE COMMON REFERENCE LEVELS

The Common Reference Levels are at the core of the Framework and are its best-known feature. They consist of six broad levels which give an adequate coverage of learning space relevant to European language learners. These are;

- *Breakthrough,* corresponding to what Wilkins in his 1978 proposal labelled 'Formulaic Proficiency' and Trim in the same publication 'Introductory'.
- *Waystage,* reflecting the Council of Europe content specification.
- *Threshold,* reflecting the Council of Europe content specification.
- *Vantage,* reflecting the third Council of Europe content specification, a level described as 'Limited Operational Proficiency' by Wilkins, and 'adequate response to situations normally encountered' by Trim.
- *Effective Operational Proficiency*, which was called 'Effective Proficiency' by Trim, 'Adequate Operational Proficiency' by Wilkins, and represents an advanced level of competence suitable for more complex work and study tasks.

- *Mastery* (Trim: 'Comprehensive mastery'; Wilkins: 'Comprehensive operational proficiency'), corresponds to the top examination objective in the scheme adopted by ALTE (Association of Language Testers in Europe). It could be extended to include the more developed intercultural competence above that level which is achieved by many language professionals.

(Little & Perclova, 2001, p. 24)

The common reference points are presented in different ways for different purposes. Simple 'global' presentation will make it easier to communicate the system to non-specialist users and will also provide teachers and curriculum designers with orientation points. The global descriptive scheme has vertical and a horizontal dimension (Little, 2006, p. 168). The vertical dimension uses 'can do' descriptors to define six levels of communicative proficiency in three bands (A1, A2- Basic User; B1, B2 – Independent User; C1, C2- Proficient User) as shown below:

Table 16

Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and

		ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

(Council of Europe, 2001, p. 24)

There are six levels because there appears to be a wide, though by no means universal, consensus on the number and the nature of levels appropriate to the organisation of achievement (Council of Europe, 2001, p. 22). The results of the Swiss research Project that developed the levels, on the other hand, suggested a scale of 9 more or less equally sized, coherent levels which the CEF labels as: A1, A2, A2+, B1, B1+, B2, B2+, C1, C2 (Little, 2006, p. 168). Reasons for narrower levels are explained as;

- they may be relevant to certain groups, institutions or contexts of learning;
- they make it easier to provide appropriate objectives for the end of the different school sectors;

- they can serve as course planning aids for particular school year (or months for intensive courses) as they will be closer to normal progress over that time scale. 'Milestones' within those narrower levels can serve as objectives for semesters or terms (or weeks on intensive courses);
- with narrower levels, learners can use an ELP more often and see progress. Visible progress gives a feeling of success and provides motivation for further learning.

(North, 1999, p. 37)

The 'plus' levels appear in the illustrative scales, in the upper half of the cells labelled A2, B1 and B2 as seen below.

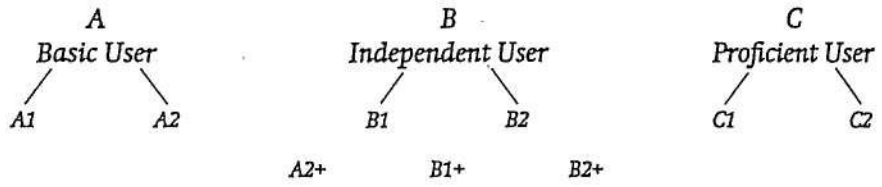


Figure 2 The Plus Levels

The horizontal dimension of the CEFR is concerned with the learner's communicative language competences and the strategies that serve a hinge between these competences (the learner's linguistic resources) and communicative activities (what he or she can do with them) (Little, 2006, p. 168). The table 17 was designed to assess spoken performances, which focuses on different qualitative aspects of language use.

Table 17

Qualitative aspects of spoken language use in Common Reference Levels

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.
B1+					
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2+					
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

(Council of Europe, 2001, pp. 28-29)

Communicative language activities involve reception, production, interaction and mediation. Accordingly there are scales for listening and reading, spoken production (e.g. making a speech, giving a lecture), written production, spoken interaction and written interaction (e.g. letter writing) as shown table 18. The scales that constitute the vertical dimension of the CEF are user-or learner-oriented: because they describe communicative behaviour (what the learner can do in his or her target language) and they are accessible to learners as to curriculum designers, textbook authors, teachers and examiners (Little, 2006, p. 168).

Table 18.a.

Self assessment grid for Common Reference Levels

		A1	A2	B1
UNDERSTANDING	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
SPEAKING	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Table 18.b.

Self assessment grid for Common Reference Levels

B2	C1	C2
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

(Council of Europe, 2001, pp. 26-27)

In sum, there are many different ways to present the Common Reference Levels. How different format they have, they should be 'transparent', 'coherent', and 'tool' for the future planning and development (North, 1994, p. 27). The main aims of these descriptors are to provide learners a sound evaluation instrument to see their progress

and to enable teachers to have guideline while programming the language learning process efficiently.

3.4 Conclusion

The Common European Framework of Reference for Languages is intended as a reference document for curriculum and syllabus development, textbook writing, teacher training and for assessment. CEF contains a rather comprehensive review of the elements that play a role in testing as well as the teaching and learning of languages (Weir, 2005, p. 281). In relation to testing, the following strong claims are made for the CEF:

> …the Framework can be used:
> 1) for the specification of the content of tests and examinations;
> 2) for stating the criteria to determine the attainment of a learning objective;
> 3) for describing the levels of proficiency in existing tests and examinations thus enabling comparisons to be made across different systems of qualifications.
> (Council of Europe, 2001, p. 178)

The Common Reference Levels are at the core of the Framework and are its best known feature. They consist of a comprehensive description of levels of language learning, structured as follows :

- A global scale of six levels- A1, A2, B1, B2 , C1, C2 -with general descriptions of language competence for each level. Each descriptor is expressed in positive 'can-do' terms
- A self-assessment grid, with descriptors of different skills (understanding, speaking, writing) at six levels
- A rating scale for spoken proficiency, describing qualitative aspects of language at each of the levels, and providing assessment criteria for range, accuracy, fluency, interaction and coherence
- Collections of 'can-do' statements provided by the Association of Language Testers in Europe (ALTE) and the DIALANG Project, all using the six levels (Heyworth, 2005, p. 18)

The Common Reference Levels are becoming increasingly important in the organization of language teaching and assessment. The members of ALTE (Cambridge ESOL, the Goethe Institute, the Alliance Françoise and other national bodies) have calibrated their examinations according to the six levels, and they are influencing the way in which course book levels are indicated. The European Language Portfolios are also based on the levels. Over 60 of these have been produced for different age groups and in different countries and validated by the Council of Europe. The levels have also been adopted as a language assessment scale in a number of European countries (North & Schneider, 1998, p. 260).

Table 19

Exams related to the CEF

ALTE LEVEL	**CEFR LEVEL**	**Goethe-Institute and/or TELC exams***	**Alliance française exam**	**Cambridge exam**	**UNIcert (different languages)**
LEVEL 5	C2	Zentrale Oberstufenprüfung, kleines Dt. Sprachdiplom	Diplome de Hautes Etudes Françaises	CPE	UNIcert IV
LEVEL 4	C1	Zentrale Mittelstufenprüfung, Prüfung Wirtschaftsdeutch	Diplome Superieur D' Etudes Françaises Modernes	CAE	UNIcert III
LEVEL 3	B2	Zertifikat Deutsch Plus*), Zertifikat Deutch für den Beruf*)	Diplome de Langue Française	FCE	UNIcert II
LEVEL 2	B1	Zertifikat Deutsch *)	Certificat d'Etudes de Français Pratique II	PET	UNIcert I
LEVEL 1	A2	Start Deutsch 2*)	Certificat d'Etudes de Français Pratique I	KET	-
Breakthrough Level	A1	Start Deutch 1*)	-	-	-

http://www.answers.com/topic/common-european-framework-of-reference-for-languages

CHAPTER IV READING SKILLS AT B2 LEVEL

There are many definitions of 'reading' as it is a too complex term to be defined by a single one. For example, the Council of Europe (2001) defines reading as ''a task (which has an intention/goal/purpose) for an individual or a group, requiring an understanding of a text related to a theme in a domain which requires certain strategies, under certain conditions and limitations'' (p. 9). Williams (1989) defines the term as ''a process whereby one looks at and understands what has been written'' (p. 2). On the other hand, Goodman (1971) states that ''reading is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader construct'' (p. 147). All of these definitions above points at the same truth that there is an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought. It is beyond doubt that reading involves two necessary and complementary elements: a reader and a text. The reader, the text and the interaction between them form the reading process (Nuttall, 1996, p. 23).

4.1 THE PURPOSES OF READING

When people read, they read for a purpose. They may read the instructions on a jar of instant coffee to know how much coffee to put in the cup of hot water or they may glance at the newspaper headlines before they leave home to see the major news items (Aebersold & Field, 1997, p. 15). Purpose determines how people read a text. Do they read the text slowly or quickly? Do they read to understand (reading for full comprehension), or simply to get the general idea (skimming), to find the part that contains the information they need (scanning)?

People vary in reading behaviour according to their purpose for reading. As stated in CEF, the language user may read

- for gist;

- for specific information;
- for detailed understanding;
- for implications, etc.

(Council of Europe, 2001, p. 68)

On the other hand, the purpose of reading varies in regard to the text types; in other words, genres such as fiction, non-fiction, letters, greeting cards, diaries, memos, announcements, academic writing, directions, labels, recipes, maps, manuals, menus, schedules, advertisements, invitations, directions, comic strips and cartoons (Nuttall, 1996, p. 12). More specific purposes for reading in relation to the genres are given in the Common European Framework of Reference for Languages as:

1. Reading for general orientation;
2. Reading for information;
3. Reading for following instructions;
4. Reading for pleasure, etc.

(Council of Europe, 2001, p. 68)

The purpose of reading vary according to the level of students. For instance, students may read to understand the basic sentence structures in the lower levels, and they may read to compare and contrast different abstract issues in the higher levels. As well as the purpose, the reading materials may differ as the levels change. Hasselgreen (2005) addresses this fact in the following quotation;

> At lower levels, the reading is dominated by school course book and e-reading mainly the internet but also computer games and e-mails. Around the B1 level, songs grows in importance, with poems and magazines. Story books only emerge to any significant extent at the upper B2/C1 stage, where it becomes a major component of pupils' reading. However, better readers read more widely, with magazines, instructions and songs as well as with e-reading. The amount of free-time reading also increases with level. At A1/A2 levels students tend to read less than the students at B2/C1 levels. On the other hand, the reasons for reading also change as the levels change. At lower levels as C1/C2, students learn language as their teacher want them to do so, whereas the students at B2 say that they like reading and find learning a new language enjoyable and useful (p. 26).

Thus a reading teacher should firstly identify the needs and levels of students then form a reading programme in accordance with their reading goals. For instance, for the students at B2 level, teachers should design activities in which students can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources.

4.2 TEACHING READING SKILLS

A reading skill can be described roughly as a cognitive ability which a person is able to use when interacting with written text (Urquhart & Weir, 1998, p. 88). The reading process involves a variety of skills and these skills are parts of reading process. Thus, the purpose of reading lessons is to develop reading skills through authentic and motivating texts, appropriate exercises and tasks. Similarly, Nuttal (1996) highlights this as follows:

> ''we want our students to learn how language is used for conveying content. We want them to develop the skills needed to extract the content from the language that expresses it. These are the skills they need in order to become effective independent readers'' (p. 31).

The main reading skills can be given as follows:

- **Guessing the meaning from the context:** 'Unknown vocabulary' is the biggest problem for the readers. When the unknown vocabulary interrupts the flow of reading, a reader stops reading activity and usually looks it up in the dictionary which makes the reader more 'dependent'. The ability to infer the meaning of unknown words should be seen as an important skill in the reading process and activities should be provided for readers. Aebersold & Field (1997) suggest the following procedures for guessing the meaning from the context:

  1. Look at the unknown word and decide its part of speech.

  2. Look at the clause or sentence containing the unknown word.

  3. Look at the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs.

4. Use the knowledge you have gained from steps 1-3 to guess the meaning of the word.

5. Check that your guess is correct (p.143).

Guessing meaning from context is an important skill which makes readers more 'independent'. For this reason, this subskill should be emphasized and practised right from the beginning of reading courses.

- **Predicting**: Grellet (1981) defines predicting as a 'skill which is basic to all the reading techniques and to process of reading generally' (p. 17). Prediction includes grammar, logic, and culture. And this prediction begins at the very beginning of the reading process. The topic of a text, the end of a story or discussion, the answer of a question, and many other things can be predicted during or before the reading process. Thus, the reader is active during the reading process (Nuttall, 1996, p. 120).
- **Inferring:** Writers generally do not state what they mean explicitly and they use indirect statements. At this point the reader is expected to make assumptions by the use of inference about what the writer tries to say. Sometimes, writers present facts or points in argument from which he expects the reader to draw certain unstated conclusion. In this case, student is expected to take the final step himself (Nuttal, 1996, p. 117). Hence, the reader becomes alert and active during the reading process to comprehend the text efficiently.
- **Finding the main idea:** A text consists of the main idea and a number of supporting sentences in a logical order. The main idea is sometimes given explicitly and sometimes the writer wants the reader to grasp the main idea from the whole text. The duty of the reader is to distinguish the main idea from the supporting details. If the reader is able to understand what the writer wanted to say in the text successfully, it means that she has the ability to discriminate the main idea between the supporting sentences. This ability is also important in writing activities. If the reader discriminates the main idea and the supporting ones, she has no difficulty in organization of the sentences in writing activity (Aebersold & Field, 1997, p. 146).

- **Skimming:** Skimming means glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our work, or in order to keep ourselves superficially informed about matters that are not of great importance to us (Nuttall, 1996, p. 34). The purposes for using this skill are to establish a general sense of the text, quickly establish a macro positional structure as an outline summary and decide the relevance of texts to established needs (Urguhart & Weir, 1998, p. 213). In this activity, open-ended and multiple choice questions are used to improve the learners' comprehension ability in reading for general information (Sarıçoban, 2001, p. 73).
- **Scanning:** Scanning is reading for detailed comprehension. As Nuttal (1996) states:

> ''by scanning we mean glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose'' (p. 34).

The aim of this activity is to focus on detailed information in the text. Skimming and scanning activities are the comprehension stages in the foreign language learning process. Both skimming and scanning techniques are necessary for effective and fast reading (Sarıçoban, 2001, p. 73).

On the other hand, Munby's taxonomy of micro-skills has been influential in syllabus and materials design as well as the design of language tests in second language education. Munby (1978) distinguishes the reading 'micro-skills' as follows:

- Recognising the script of a language
- Deducing the meaning and use of unfamiliar lexical items
- Understanding explicitly stated information
- Understanding information when not explicitly stated
- Understanding conceptual meaning
- Understanding the communicative value of sentences
- Understanding relations within the sentence

- Understanding relations between parts of the text through grammatical cohesion devices
- Interpreting text by going outside it
- Recognising indicators in discourse
- Identifying the main point or important information in discourse
- Distinguishing the main idea from supporting details
- Extracting salient details to summarise (the text, an idea)
- Extracting relevant points from a text selectively
- Using basic reference skills
- Skimming
- Scanning to locate specifically required information
- Transcoding information to diagrammatic display

Some of these skills are very important for the higher levels of proficiency such as B2 (Vantage). For instance, in the 'reading for orientation' part in the Common European Framework, the needed skills are seen clearly in the 'can-do statements' below. While preparing activities for the reading courses at B2 level, teachers should take these micro-reading skills into account to facilitate reading.

Table 20

Illustrative scale for Reading for Orientation at B2 Level

B2	Can **scan** quickly through long and complex texts, locating **relevant details.** Can quickly **identify the content** and **relevance** of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.

(Council of Europe, 2001, p. 70)

4.3 STRATEGIES OF READING

While the readers are reading the text, they make use of their writing system to match the printed codes to letters, background knowledge to comprehend the text and the knowledge of the world to comment on the issues discussed in the text (Aebersold & Field, 1997, p. 23). At this point, readers use two different reading models: bottom-up and top-down strategies.

In bottom-up strategy, the reader tries to decode each letter to comprehend the text. As Alderson (2000) points out ‘‘in bottom-up approach strategy the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises words and decodes meanings’’ (p.17). Similiarly, Nuttal (1996) adds that ‘‘the reader builds up a meaning from the black marks on the page: recognising letters and words, working out sentence structure’’ (p. 17).

On the other hand, much research has emphasised the importance in reading of the knowledge that a reader brings to text. Models of reading that stress the centrality of this knowledge is known as a schema theory model (Alderson, 2000, p. 16). This theory puts heavy emphasis on the importance of the learners’ background knowledge within a psycholinguistic model of reading. In a sense reading can be regarded as a psycholinguistic guessing game in which the reader reconstructs, as well as he can, a message which has been encoded by a writer as a graphic display (Goodman, 1971, p.56). In this model, reading is considered a kind of process in which the reader picks and chooses from the available information. The previously acquired knowledge is called the reader’s background knowledge. According to schema theory comprehending a text is an interactive process between the reader’s background knowledge and the text itself (Sarıçoban, 2001, p. 69).

Top- down strategy emphasizes what the reader brings to the text in terms of background knowledge. In this strategy, readers draw on their intelligence and experience to understand the text (Nuttall, 1996, p. 16). Similarly, Alderson (2000) adds that ‘‘in top-down strategy, readers activate what they consider to be relevant existing schemata and map incoming information onto them’’ (p. 17).

4.4 THE THREE PHASE APPROACH

People who read, read for intellectual profit or pleasure. That is, they believe that the content of whatever they have chosen to read will be useful to them, or will help them to understand the world better, or will give them the special kind of pleasure that comes from the experience of reading literature. For students, of course, there are constraints, called 'assignments'. Very few students read just to practice their reading, or to build up their general knowledge of a language. Students' academic goal is passing the course. Thus the role of the teacher is to facilitate reading, raise consciousness, build confidence, ensure continuity and systematicity, show involvement, and demand performance (Urquhart & Weir, 1998, p. 24). To make the lesson more enjoyable and attractive, teachers should make use of variable and enjoyable activities which should be put into phases such as pre-reading, while reading and post reading.

The introduction of the text is a prominent tool to raise the motivation. For this reason, the warm-up and before -reading activities are very important. A teacher who starts the lesson with warm-up and before reading activities such as *talking about the title* and *picture, brainstorming, questioning, discussions, previewing and predicting*, *using photos and introducing key words* are likely to motivate students. After motivating students and getting them ready to read, the course entails while reading activities such as *guessing meaning from the context, direct reference questions, inference questions, skimming, scanning, predicting, vocabulary and grammar practice, taking notes, filling in graphics/charts, finding the main ideas* and *finding the topic sentences,* etc. all of which aims to develop reading skills. At the post-reading activities, students are given chance to state their opinions and reflect their ideas about the issues discussed in the text through the activities such as *true/false, multiple choice items, completing or writing a summary/descriptions/letters/biographies, discussion, open-ended questions, inferring and identifying the writer's purpose, discussions, role plays, vocabulary and listening activities* and *debates* (Nuttall, 1996, p. 35). The aims of these activities are presented below:

Table 21

The Aims of the Activities in Three Phase Approach

Pre-Reading	While-Reading	Post-Reading
1. to introduce and arouse interest in the topic, 2. to motivate learners by giving a reason for reading, 3. to provide some language preparation for the text, 4. to assist the teacher to access students' knowledge and familiarity with the topic, 5. to prepare the students for the context of the text, 6. to identify and expand the students' background knowledge of the topic, 7. to help develop students' reading strategies, 8. to talk about the title, 9. to comment on the visuals (pictures), 10. to draw students' attention on the new vocabulary,	1. to help understand the writer's purpose and intonation, 2. to help understand the text structure and the logical organization in a reading passage, 3. to clarify and comprehend the text content, 4. to help students use inferencing and judging, 5. to help students examine the unknown vocabulary for contextual clues for meaning, 6. to help students discover cross-cultural differences in reading, 7. to help students develop their linguistic and sociolinguistic knowledge, 8. to extract the main idea of a paragraph or a reading, 9. to survey for general	1. to consolidate or reflect upon what has been read, 2. to relate the text to the learners' own knowledge of the world, and interests, 3. to be able to use what has already been learnt, 4. to help students apply their acquired knowledge to similar real life situations, 5. to help students integrate in the foreign culture, 6. to use the focus words and structures in a controlled writing situation (summarizing), 7. to answer some of the comprehension questions and the critical questions, 8. to classify information; may be by diagramming, 9. to outline, 10. to discuss various points in the reading, 11. to use classroom games

11. to set the scene.	information (skimming), 10. to look for specific information (scanning), 11. to agree or disagree with the author, 12. to complete the diagrams or maps, 13. to make lists, 14. to take notes for the message given in the reading text.	(scrambled sentences, jigsaw reading, etc.).

(Adapted from Sarıçoban, 2001, p. 77)

The three-phase approach can be changed according to the flow of the course. Sometimes, the teacher may cut out the warm-up section and pass to the while reading activity. The advantage of the three-phase approach is two fold. First, it respects and makes use of the students' own knowledge of language and of the world and uses this as a basis for involvement, motivation, and progress. Secondly, the three phase approach leads to the integration of the skills in a coherent manner so that the reading session is not simply isolated (Sarıçoban, 2001, p. 79).

4.5 THE TREATMENT OF VOCABULARY IN TEACHING READING

Vocabulary is an important aspect in all language teaching because language is a system of arbitrary vocal symbols, which permit all people in a given culture or other people who have learned the system of that culture to communicate or to interact (Finocchioro, 1964, p. 8). As one of the aims of the CEF is to 'overcome the barriers to communication among the people working in the field of modern languages arising from the different educational systems in Europe and to support the 'plurilingualism', improving the knowledge of vocabulary is a prominent feature of the course syllabuses

in the CEF. As Wilkins (1972) states, ‘‘without grammar very little can be conveyed, but without vocabulary nothing can be conveyed’’ (p. 13). Thus vocabulary should be taught in an integrated way with the different skills as in the reading at B2 level.

In reading native language texts, readers are not usually aware of vocabulary unless they encounter unfamiliar words. If the number of unfamiliar words in a text is small and their content is not crucial to the basic meaning of the main message, they do not hinder reading comprehension. However, if there are many unfamiliar words that are key words, comprehension of the text begins to break down. For example, most readers have difficulty reading an article from a medical journal, written by a doctor for doctors, explaining how the hypothalamus functions. Although they would understand the function words *(articles, subject pronouns, object pronouns, possessive pronouns, auxiliaries, connectors, relative pronouns, adverbs of time, adverbs of purpose, adverbs of cause, question words, intensifiers and sequencing adverbs)*, they would be unable to grasp the message of the text because of unfamiliarity with the content words *(nouns, verbs, adjectives, and adverbs)* (Aebersold & Field, 1997, p. 14).

While teaching vocabulary, teachers should take the words of ‘conceptual meaning’ into account such as polysemy, homonymy and synonymy. Polysemy means a single word form with several different but closely related meanings. For example, ‘head’ may be used for head of a person, a pin or an organization. Homonymy is a single word form having several different meanings which are not closely related. For example, ‘file’ may be used for keeping papers in, or may be a tool for cutting hard substances. Synonymy is a group of words that share a general sense and so may be interchangeable in a limited number of contexts. For example, ‘extend’ which means to enlarge or make bigger can be replaced by ‘increase’ or ‘expand’ according to the context (Sarıçoban, 2001, p. 25).

A reading teacher at the upper-intermediate level (B2 Vantage) has two goals for students: improving their reading comprehension and increasing their word knowledge. As Gairns and Redman (1986) state word knowledge can be assessed with the number of vocabulary that the student knows. Gairns and Redman (1986) claim that

> ….a vocabulary of about 850 words is required for A2, and about 1.500 for B1 (The Threshold Level [van Ek 1976], which corresponds to B1, contains approximately 1.500 words). But it has been calculated that in order to pass the Cambridge First Certificate Examination in English, which corresponds to B2, learners need a vocabulary of 4.500 words, with over 8.000 semantic values (p. 58).

To improve learners' reading habits and expand their vocabulary knowledge, the reading teacher must first select appropriate materials for a particular situation. Word lists, memory gimmicks, spelling names, and tricks are generally available for teaching word meaning. A separate set of materials, usually a collection of stories with comprehension questions, is available for improving reading comprehension.

4.6 SELECTION OF READING TEXTS

As stated in CEF (2001) text is used to cover any piece of language, whether a spoken utterance or a piece of writing, which users/learners receive, produce or exchange (p. 9). There can thus be no act of communication through language without a text; language activities and processes are all analysed and classified in terms of the relation of the user/learner any interlocutor(s) to the text.

While teaching reading, teachers should prepare suitable context for communicative values through the proper texts. There are some criteria that have to be considered while selecting a text for reading as listed below:

1. General

a. The most important thing is that the pupils should enjoy what they read.

b. Topic must attract student' attention in order to motivate them to read.

2. Linguistic

a. The vocabulary level must be appropriate.

b. The complexity of the grammatical structure must not be too great.

c. The passages should not be too long to distract students from reading.

d. There should not be high density of idiom.

e. One must consider special register.

f. One must consider style remembering that the pupils may use what they read as a model. In general an archaic or even old-fashioned style, a heavy load of local dialect or marked eccentricity would count against a text.

3. Background

a. If the background is familiar to the pupil because it is local or refers to school, for example, there is no problem.

b. If the text supplies an adequate background there may be little difficulty. This sometimes happens when an author is writing for readers who cannot be assumed to know the background of his story. Historical novels frequently make their own background for this reason. It is unfortunate that most modern writing assumes a background common to writer and reader and thus the kind of text that is most linguistically suitable and educationally desirable involves the greatest difficulties with the background.

4. Matter

a. The text must interest the pupil.

b. The pupil must be able to see some relevance to his own situation, so that he gets drawn into the book.

c. There must be enough meat in it to make detailed study of certain parts rewarding. It must be worth re-reading and the subject matter must be suitable for classroom teaching.

d. The matter must be appropriate to the age of the students. It is easy to see when the text is too childish but more difficult to know when it is too adult.

As the language classes consist of students coming from different culture and nations, teachers should include 'political and cultural appropriateness' to their criteria list. Some nations may be very sensitive about some critical politic issues, so teacher must avoid choosing such a text which may cause disorder in the classroom. Similarly, they should pay attention to select a text which are culturally suitable for the students. Besides, the appearance of the text in terms of page layout, size, font and legibility of

the print is very important for learners. If they like the presentation of the text, they are motivated to read. The last but the most prominent point is the authenticity of the material. It is necessary to use authentic- written for native speakers- materials to make learning more meaningful, enjoyable and attractive. As long as the materials are authentic, the students are provided with real life situations and they are motivated (Bright & McGregor, 1990, pp. 59-64)

One of the drawbacks of the CEF is that there is no prepared syllabus for B2 level students, especially the students in Turkey. Thus, preparing a reading syllabus which is consistent with the aims of the CEF is the teacher's duty. While choosing a text for the reading course, teachers should put these criteria into account as well as learners' needs, aims and proficiency levels.

4.7 THE READING THEMES AT B2 LEVEL

For learners to use their language, a context of a particular situation should be provided and each context should be within one of the domains in which social life is organised. Within the various domains, there are different themes or topics which are the subject of reflection, conversation, or discourse. The domains in CEF are given as *personal, public, occupational* and *educational* (Council of Europe, 2001, p. 48). The themes related to these domains are listed by Van Ek and Trim (1998) as *personal identification, house and environment, daily life, free time/entertainment, travel, relations with other people, health and care, shopping, food and drink, services, places, language* and *weather* as shown below:

Table 22

Themes Related to Domains

DOMAINS	**THEMES IN CEF**	**SKILLS used in THEMES**
1. PERSONAL	1. Personal identification: giving information about address, age, sex, nationality, marital status, job, family, etc.	L,S,W,R
	2. House and environment: describing a house/flat/room referring to furniture, services, amenities, etc.	L,S,W,R
	3. Daily life: describing daily routines at home, work etc…	L,S,W,R
	4. Free time/entertainment: hobbies, interests, public entertainment, sports and reading, etc..	L,S,W,R
2. PUBLIC	5. Travel: public transports, private transports, holiday trips, accommodation facilities for travellers, travel documents and forms, etc…	L,S,W,R
	6. Relations with other people: personal relations, social life, etc…	L,S,W,R
	7. Health and care: health, illness, hygiene, medical	L,S,W,R

	services and insurance, etc…	
3. OCCUPATIONAL	8. shopping: shopping facilities, clothes and household articles, paying for things bought, etc…	L,S,W,R
	9. Food and drink: ordering food and beverages in cafes and restaurants as well as supermarkets and stores, etc…	L,S,W,R
	10. Services: using postal services, telephone, bank, police, medical services, car maintenance services and petrol stations.	L,S,W,R
4. EDUCATIONAL	11. Places: giving and understanding directions, etc…	L,S,W,R
	12. Language: using foreign language and dealing with problems of understanding and expression, etc…	L,S,W,R
	13. Weather: obtaining relevant information from a weather forecast and exchange information and views on weather conditions, etc…	L,S,W,R

(Council of Europe, 2001, p. 48)

While preparing reading syllabus at B2 level, the topics will be chosen in the light of the domains defined in CEF.

The suggested topics which correspond to ELP descriptors at B2 level are as follows:

ELP DESCRIPTORS for B2 LEVEL	**SUGGESTED TOPICS**
I can rapidly grasp the content and significance of news articles and reports on topics connected with my interest (or my job), and decide if a closer reading is worthwhile.	1. Going Online 2.Text Messages 3. Fame and Fortune
I can read and understand articles and reports on current problems in which the writer express specific attitudes and points of views.	4. Death by Tourism
I can understand in detail texts within my field of interest or the area of my academic or professional speciality.	5. Language and Sex 6. The European Union and Turkey
I can understand specialised articles outside my own field if I can occasionally check with a dictionary.	7. Being Healthy 8. Food Labelling
I can read reviews dealing with the content and criticism of cultural topics (films, the theatre, books, concerts) and summarize the main points.	9. Film Reviews
I can read letters on topics within my areas of academic, or Professional specialty or interest and grasp the most important points.	10. Applying for a Job

I can quickly look through a manual (for example for a computer programme)and find and understand the relevant explanations and advice for a specific problem.	11. Spyware is Everywhere
I can understand, in a narrative or play, the motives for the characters' actions and their consequences for the development of the plot.	12. Love Story

4.8 THE SYLLABUS DESIGN IN READING

There are many definitions of the term 'syllabus'. For instance, Stern (1983) defines syllabus as ''a statement of the subject matter, topics or areas to be covered by the course leading to the particular examination'' (p.6). Jordan (1997) defines syllabus as a '' specification of what is to be included in a language course'' (p. 7). As language is a complex issue, everything cannot be taught at the same time. Teachers need a guide to tell them what to teach, when to teach and how to teach. Syllabus provides teachers a framework with learning and teaching goals and activities. By the help of the syllabus, they can make the learning process more organized, efficient and productive, in that; students become more 'independent' and indulge in the learning process willingly. A syllabus should allow learners to negotiate their own progress through communicative activities in class with the minimum intervention from the teacher. The teacher as a syllabus designer should keep the learners' needs and interests, the duration of the course, the objectives, the materials and activities in mind while preparing the course in the light of syllabus. It will be proper to say that syllabus is a prerequisite for successful teaching (White, 1988, p. 32).

There are many syllabus types in the history of foreign language teaching, namely structural, situational, topic-based, task based, skill-based, functional-notional and communicative. All of these syllabuses have unique features but, rarely, each one is

used independently. Two or more syllabuses are generally combined. One dominates other and; thus they are used in an integrated way. The combination of two or more syllabuses is called as an 'eclectic' syllabus in ELT.

Table 23

Illustrative Diagram of Syllabus Types

SYLLABUS TYPES	**FOCUS**	**STRENGTHS**	**WEAKNESS**
STRUCTURAL	Grammar points	Step-by-step process is used and grammar points are sequenced from simple to complex.	Language forms are not used communicatively.
SITUATIONAL	Situational needs of the students	Real-life situations, the setting, the participants and communicative goals are stated beforehand. The units as 'At a Hotel', 'In a Restaurant' are efficient.	They are limited as they are organized according to specific situations and the structures which these situations require.
TOPIC –BASED	Language topics, themes and other units of content.	Meaning is emphasised rather than form. Topics maintain and increase motivation.	The limitation of the topic is a problem. It is difficult to create a common atmosphere in the class.

SKILL-BASED	The constitutes of the skills -sub skills and micro skills	Compensate the students weak points through books such as Reading, Speaking, etc.	It emphasizes only one component of a language, so it is insufficient.
TASK-BASED	Negotiation of meaning through tasks.	It is communicative. It promotes awareness of culture and language. Activates are for real-world and skills use or fluency/accuracy.	
COMMUNICATIVE	Meaning and communicative aspect of the language.	Emphasizes communicative competence.	
FUNCTIONAL-NOTIONAL	The structure and meaning aspects of language.	Functional syllabus identifies the communicative functions and Notional syllabus develops communicative competence.	

(Adapted from White, 1988, pp. 67-74)

In designing a syllabus, it is difficult to decide which types to choose and how to make connections between them. As the main aim of this study is to develop reading skills with subskills needed for the comprehension, a skill-based approach will be used while preparing reading syllabus to reach the defined goals in CEF and ELP scales. Because there are five illustrative scales such as overall reading comprehension, reading correspondence, reading for orientation, reading for information and reading for instruction for each level and they should be treated with great care while preparing a course. On the other hand, one of the purposes of CEF is to promote language awareness in the context of 'plurilingualism' and communication with the people from different cultures , functional-notional syllabus will be useful to increase the communicative functions and communicative competence. Besides, CEF supports the idea that the language should be presented in a real-life situation and presents the domains such as personal, public, educational and occupational with the themes related with them. Thus, it will be beneficial to use Situational Syllabus in this study to meet the students' situational needs by providing real-life situations, settings and communicative goals. In sum, the eclectic approach which is based on the features of skill-based, functional-notional and situational syllabus types will be used in the suggested reading syllabus for Vantage (B2) Level.

4.9 CONCLUSION

Reading is understanding the written forms on a text. Although this definition seems so simple, in fact, it requires having knowledge of grammar, vocabulary, writing, spelling, etc. Besides, to comprehend a text, people must use their cognitive abilities such as predicting, checking and answering questions. Namely, there is an essential interaction between language and thought in reading. On the other hand, as Sarıçoban (2001) asserts ''reading has a communicative value and functions as an active skill because the reader both reads and tries to work on the information in the reading itself '' (p. 68). The reading style is shaped by the purpose of reading. People may read for gist, specific information, detailed understanding or implications as stated in CEF. As readers may come across different genres, they should improve their reading skills such as guessing the meaning from the context, finding the main idea, skimming, scanning, etc.

Therefore, language teachers should improve their students' reading skills through the use of systematic practice and questioning techniques as well as meaningful exercises which will lead to assist communication between the writer and the reader. The reading activities should be flexible and varied, and covered by questions, multiple-choice questions, true-false questions, etc. To promote the plurilingualism and pluriculturalim in Europe, people should communicate and respect with each other. As Wilkins (1972) states ''… without vocabulary nothing can be conveyed'' (p. 13) and the barriers to communication remain there. Thus, vocabulary should be taught in an integrated way with the reading skills. Teachers should choose reading texts which are interesting, motivating and suitable for the level of students as well as appropriate in terms of vocabulary level. The design and presentation as well as content of the reading syllabus is also very important. So, the suggested reading syllabus as a whole should serve the aims of the CEF. It should be user-friendly, transparent and comprehensive. All language skills should be taught in an integrated way. The learners should be given opportunity to think critically, to assess herself and to monitor their learning. Namely, all activities should be designed to develop learner autonomy.

CHAPTER V THE SUGGESTED READING SYLLABUS

The aim of the Common European Framework of Reference for Languages is to promote plurilingualism and pluriculturalism to provide mutual understanding among people from different nations and cultures. Taking the same principles into account, the suggested reading syllabus has been developed to improve students' reading skills integrated with the other skills so as to help learners to use the target language to communicate and share ideas with the people from other nations. Each unit emphasizes on listening, speaking and writing skills through motivational activities and variable exercises. As vocabulary knowledge is necessary to communicate, each unit has a vocabulary part in which at least seven new words are taught related to the reading texts.

The topics of each reading texts has been chosen in parallel with the domains presented in CEF at B2 level. The information provided in the text selection part has also helped to choose reading texts suitable for the students at B2 level. As reading is more than just matching the symbols with the words, meaningful exercises which will help to assist communication between the writer and the reader has been presented. As the design and presentation of the reading syllabus is very important, the colourful pictures, comics, tables and puzzles have been utilized. On the other hand, eclectic syllabus which is based on the features of skill-based, notional-functional and situational syllabus has also been adopted in this study.

Finally, the answers of all exercises have been presented in the ''Teachers' Notes for the Suggested Units'' part. Along with answers, tips for teachers have also been given so as to help them in conducting the activities in the classroom setting.

UNIT 1- GOING ONLINE	
Objective (s)	Understanding the content and significance of news articles and reports and deciding if a closer reading is worthwhile.
Integrated Skills	Listening, Speaking, Reading, Writing
Audio Text(s) or Song(s)	Computer Terms
Estimated Duration	6 hours
Pages	79-85

UNIT 2- A NEW WAY OF COMMUNICATION	
The aim of the reading	Understanding the content and significance of news articles and reports and deciding if a closer reading is worthwhile.
Integrated Skills	Listening, Speaking, Reading, Writing
Audio Text(s) or Song(s)	Newspaper article (Bus driver apologises for 'brain explosion'.)
Estimated Duration	6 hours
Pages	86-93

UNIT 3- FAME and FORTUNE	
The aim of the reading	Understanding the content and significance of news articles and reports and deciding if a closer reading is worthwhile.
Integrated Skills	Listening, Speaking, Reading, Writing
Audio Text(s) or Song(s)	Song: Do you know the way to San Jose?
Estimated Duration	6 hours
Pages	94-101

UNIT 4- DEATH BY TOURISM	
The aim of the reading	Understanding articles about current problems.
Integrated Skills	Listening, Speaking, Reading, Writing
Audio Text(s) or Song(s)	Fernando's Letter
Estimated Duration	6 hours
Pages	102-108

UNIT 5- LANGUAGE AND SEX	
The aim of the reading	Understanding texts within the interest of students or the academic speciality.
Integrated Skills	Listening, Speaking, Reading, Writing
Audio Text(s) or Song(s)	Problem Solving Tasks Favouring Men and Women
Estimated Duration	6 hours
Pages	109-114

UNIT 6- THE EUROPEAN UNION AND TURKEY	
The aim of the reading	Understanding texts in detail within the interest of students or the academic speciality.
Integrated Skills	Listening, Speaking, Reading, Writing
Audio Text(s) or Song(s)	The Summary of the Text
Estimated Duration	6 hours
Pages	115-122

UNIT 7- BEING HEALTHY	
The aim of the reading	Understanding specialised articles outside students' own field.
Integrated Skills	Listening, Speaking, Reading, Writing
Audio Text(s) or Song(s)	Proverbs about Health
Estimated Duration	6 hours
Pages	123-129

UNIT 8- FOOD LABELLING	
The aim of the reading	Understanding specialised articles outside students' own field.
Integrated Skills	Listening, Speaking, Reading, Writing
Audio Text(s) or Song(s)	The Purpose of Food Labelling
Estimated Duration	6 hours
Pages	130-136

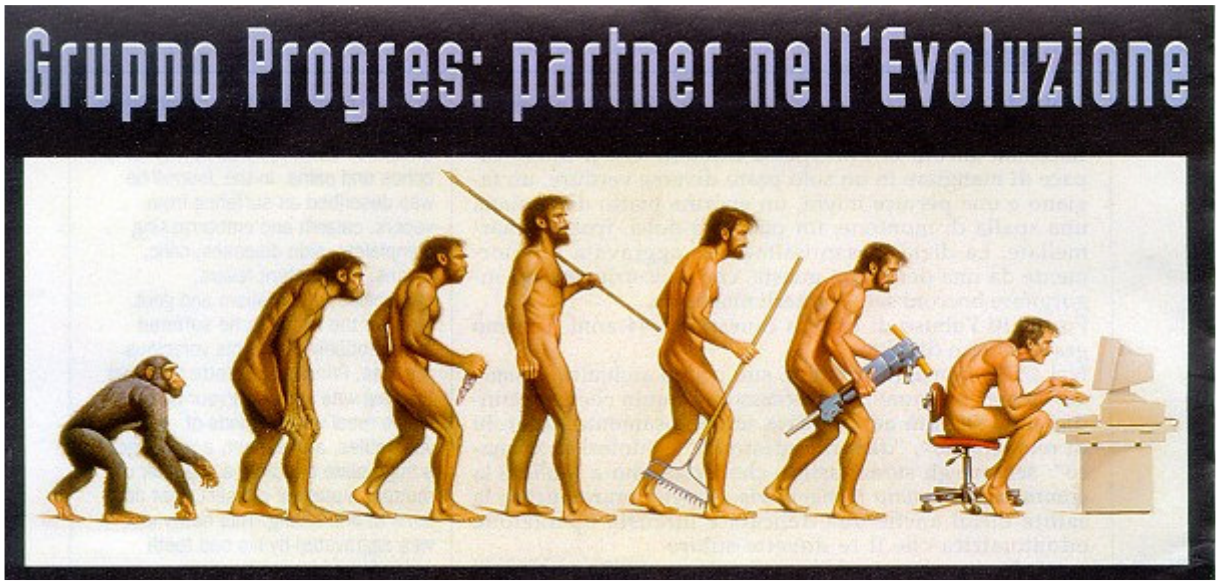
UNIT 9- FILM REVIEWS	
The aim of the reading	Reading reviews dealing with the contents and criticism of cultural topics (films, theatres, books...).
Integrated Skills	Listening, Speaking, Reading, Writing
Audio Text(s) or Song(s)	The Review of '' Blood Diamond''
Estimated Duration	6 hours
Pages	137-144

UNIT 10- APPLYING FOR A JOB	
The aim of the reading	Reading letters on topics within students' areas of academic or professional speciality and grasping the most important points.
Integrated Skills	Listening, Speaking, Reading, Writing
Audio Text(s) or Song(s)	Job Application Letter
Estimated Duration	6 hours
Pages	145-151

UNIT 11- SPYWARE IS EVERYWHERE	
The aim of the reading	Looking through manual and finding and understanding relevant explanations and advice for a specific problem.
Integrated Skills	Listening, Speaking, Reading, Writing
Audio Text(s) or Song(s)	Norton AntiVirus Manual Scan
Estimated Duration	6 hours
Pages	152-160

UNIT 12- LOVE STORY	
The aim of the reading	Understanding, in a narrative or play, the motives for the characters' actions and their consequences for the development of the plot.
Integrated Skills	Listening, Speaking, Reading, Writing
Audio Text(s) or Song(s)	Song: I will Remember You
Estimated Duration	6 hours
Pages	161-170

UNIT 1- GOING ONLINE



http://www.wise-obs.tau.ac.il/computer_fun/index.html

A.PRE-READING ACTIVITIES

1. Questions to consider

a. Do you use the Internet?

- No, I don't.
- Yes, I use it for

----------E-mail
----------Shopping
----------Getting Information
----------Meeting people
----------Music
----------Other----------

b. How often do you use it?

- Usually
- Sometimes
- Often
- Rarely
- Not often

"You should check your e-mails more often. I fired you over three weeks ago."

http://www.wise-obs.tau.ac.il/computer_fun/index.html

2. Look at the quotations below. Do you agree with these statements? Discuss with your friends.

‘‘The **Internet** is a giant international network of intelligent, informed computer enthusiasts, by which I mean, "people without lives.’’ Dave Barry

‘‘One of the Internet's strengths is its ability to help consumers find the right needle in a digital haystack of data.” Jared Sandberg

“It's [the internet] like the flu - it just spreads like crazy.” Jack Welch

“Getting information off the Internet is like taking a drink from a fire hydrant.” Mitchell Kapor

http://www.thinkexist.com/search/searchquations.asp.search=INTERNET

3. Do you know any computer terms? Have you heard of terms such as Spam, Blog, Google before? What are they?

LISTENING (Track 1)

Listen to the information about computer terms and complete the sentences.

1. A computer ……. is not a small animal that lives in buildings and open fields.

2. The Mouse moves the pointer, or……., on the computer screen.

3. People who are experts about computers are called……

4. When you…….. a subject, you can get a large amount of information about it.

5.…….is the shortened name for a Web log.

6.……..is unwanted sales messages sent to your electronic mailbox.

B. WHILE-READING ACTIVITIES

Read the text and answer the questions.

GOING ONLINE

All over the world, people are gaining access to the Internet. More and more people are using computers to go online. This change has happened quickly. For example, in 1997, there were fewer than eight million Internet users in Japan. Just five years later, there were almost 65 million. During that same period, Internet use around the world grew by 600%. Clearly, the Internet is affecting many, many lives, and it is changing how we communicate. But are these changes good or bad?

The Internet can be a great tool for communication. Everyone agrees on that people can use e-mail to keep in touch with family and friends whether they are far away or just across town. Sending an e-mail message is quick, easy, and cheap. People can also

use the internet to find new friends. Do you want to talk about politics or sports or how to find true love? Go online! You will make friends in distant places and learn about other cultures. In many ways, the internet can bring people together.

However, some people say that the internet has the opposite effect. They claim that it is leading to less communication, not more. These people believe that time online means time alone. ‘‘The internet is taking people away from their families and friends,’’ they say. ‘‘It draws people away from their communities and that is not good’’. So, what is actually happening? Researchers are trying to find out. They are studying the effects of the Internet on our lives. They are looking at the behaviour of people who use it and people who do not. At this point, there are two basic ideas about what is happening:

- Some researchers who have done studies in the United States have bad news for people who often go online. They report that people who use the Internet on a regular basis are more often lonely and unhappy. They say that these people are spending time at their computers instead of with other people, so they have less active social lives.
- Others researchers disagree. They describe other studies from the United States and some from England. These show that people who often go online make more connections with other people because they use the Internet to communicate. And here is a surprise: According to these studies, frequent Internet users get in touch more not just online but by phone and in person, too. They have busier social lives, and they are usually happier. They also watch less TV.

Does going online affect everyone in the same way? Perhaps not. Perhaps the effects of internet use depend on a person’s character. Psychologist Robert Kraut thinks this is so. According to Kraut, the internet allows social people to become even more social. It lets them get in touch with friends more easily, and they go out more often. And people who are not social? They may use the Internet to avoid others. They may like going online so that they don’t have to talk to anyone. However, this does not mean

that the Internet is unhealthy for shy people. In fact, the Internet can help shy people make friends. Researchers find that shy people frequently communicate more easily online than face-to-face.

The internet is changing how we communicate. Maybe you can see its effects on your own life. It is less easy to see larger changes in our communities or around the entire world, but changes are happening. It is something to think about.

(Butler, 2004, p. 104)

1. Answer the questions.

a. What is the topic of the text?

b. According to the passage, why do people go online?

c. What is the result of the research in the United States?

d. Is there a relationship between the character of a person and going online?

e. What is the attitude of the writer towards going online?

f. If you were a mother/father, would you ban the internet to your children? Why/not?

2. Read these sentences. Circle NI (No Information)T (true) or F (False) by stating your explanations.

a. There is growth in the use of the Internet around the world.	NI	T	F
b. Everyone in the U.S.A goes online on regular basis.	NI	T	F
c. Scientists believe that the Internet is a great asset to children if used logically.	NI	T	F
d. The Internet makes shy people more talkative.	NI	T	F
e. The Internet affects the way people communicate.	NI	T	F
f. The writer thinks that the Internet is bad for children.	NI	T	F
g. The internet causes some problems within families.	NI	T	F

EXPANDING VOCABULARY

Complete the sentences with the correct words and phrases in the box. There are extra words.

avoid	access	cultivate	distant	draw
gain	in touch	on a regular basis		point

1. My cousin likes going online …… ,so he spends most of his time surfing on the net.

2. Being too thin is bad for health, so you should ……weight.

3. I always keep ……with my friend via the messenger or text messages.

4. She wants enough money to travel to……..places like the Antarctic.

5. 'May I ……your attention' is the polite way of disturbing people.

6. The doctor warned me to ……. high-fat foods.

7. People should know what to do at the right …….

C. POST-READING ACTIVITIES

Speaking: Whole Class Discussion

1. What are the advantages and disadvantages of computers? Fill in the table and share your ideas with your friends.

Advantages	Disadvantages

2. '' We are the slaves of computers.'' Do you agree with this statement? Why/Why not?

http://www.wise-obs.tau.ac.il/computer_fun/index.html

Writing : Writing a paragraph

Work in groups of four. Write a passage (about 150-170 words) about the topic you discussed in the previous activity. Support your opinions by examples.

Are we the slaves of computers?

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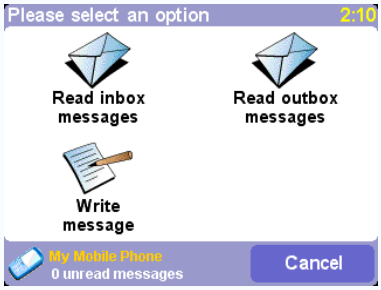
UNIT 2- A NEW WAY OF COMMUNICATION



www.upload.wikipedia.org/wikipedia/commons/6/69/SMS_Message.jpg

A. PRE-READING ACTIVITIES

1. Look at the pictures above. What do you think that the text will be about?

2. Answer the questions below.

a. How often do you send text messages?

b. Who do you send text messages to?

c. Why do you prefer sending text messages?

LISTENING (Track – 2)

Listen to the tape-script and answer the questions below.

1. Where did the incident happen?

2. When did it happen?

3. Was anybody injured?

4. Where was the text taken from?

a. Tv news **b.** newspaper **c.** magazine

Text messaging

SMS, or Short Message Service, is the technology behind what we often refer to as 'text messages' or 'SMSes'. In recent years SMS has ballooned to over a 50 billion dollar industry and is quickly taking the communication world by storm. This new form of online communication is transmitted over cell phones or mobile device. "Texters" use the keypad to type written messages to each other.

For teenagers, texting is like knowing another language. Since it is an online language, it is global in nature and is quickly becoming a universal from of English. Shortcuts such as r, u, and b4 make these text messages look like a code, but in fact it is conversational writing. For example, 'gr8' and 'BTW' mean 'great' and 'by the way'. In addition, other words have just been shortened, such as 'lata' to mean 'later'. It is not only a subculture of youths who are texting: 60% of the online population over age 17 uses text messages (according to Nielson/Net Ratings). They use it primarily to socialize and communicate, in other words, for recreation. On the other hand, when kids use text messaging, they are communicating and isn't that something every parent wants to cultivate? Don't you want your child to express him or herself? To communicate more?

It is certainly true that at school, kids need to know the difference between formal writing and conversational writing. They need to know where to draw the line between formal English and informal English. Before we solve the problem with text shorthand found in schoolwork, I want parents and educators to realize and appreciate there is a culture associated with this style of writing, and that culture is important and meaningful to our youths. After all, the same is true for educators, because of the Internet, kids are writing more than ever. Isn't that what every teacher wants, to get their kids writing?

The opportunity exists to encourage students to use text shorthand to spark their thinking process. For example, when you're writing a first draft, it's all about freeing up your creativity. A 6th grade teacher said "When my children are writing first drafts, I

don't care how they spell anything, as long as they are writing. Remember creative writing class? "I see it as another opportunity to teach and learn," said a junior high teacher. Because texting is infiltrating students' schoolwork to such a large degree, this kind of teaching is needed. On the other hand, kids are saying that they are so accustomed to IM abbreviations (instant messaging), that they read right pass them when editing their schoolwork. This indicates their ability to separate formal and informal English is declining.

Teenagers have long pushed the boundaries of spoken language, now they are pushing the boundaries of written language. Let's also not forget that youths like the feeling of knowing something that not everyone knows and sharing that with their friends. Remember the Internet and online communication is very real for them. They don't see it as a technological revolution. They're actively using it every day. I challenge parents and educators to learn and know as much as they do about computers and high-tech gadgets.

Another way to look at texting is to think of it as an accent; a written accent. Teenagers have gotten comfortable with this kind of typing and now in school they're not paying attention. It's just like with a spoken accent: You live somewhere long enough, you pick up the accent, and you don't even pay attention to it. So don't get mad, get creative and work together! It's that kind of response we'd rather teach our children anyway now, isn't it?

http://www.iht.com/articles/2007/04/16/business/adco.php

B. WHILE-READING ACTIVITIES

1. Comprehension check

Scan the text again to answer these questions below.

1. What do these numbers in the text refer to?

a. 50.000.000.000 :

b. 17 :

c. %60 :

d. 6th :

2. What is the writer's attitude towards texting?

3. What do teachers think about text messaging?

4. Does texting help young people to learn better? Why/ Why not?

5. Assume that you are a mother/father. Would you let your children use text messaging so much? Why/Why not?

6. Does the abbreviations in text messages spoil the rules of language? Why/Why not?

2. Complete the sentences according to the text above.

a. Young people use text messaging for…….and.....

b. Kids need to know the difference between……

c. Writer thinks that families should be grateful to texting because……

d. Students who usually sends text messages are good at …… in writing lessons.

e. Writer thinks that spoken and written …….. are learnt through text messaging easily.

3. Complete the diagram according to the text.

Bad sides of text messaging	**Good sides of text messaging**

a. Do you think that the language used in text messaging is menace for the development of our language?

EXPANDING VOCABULARY

Can you guess what the words in bold mean? Discuss with a partner, then check in your mini dictionary.

a. SMS has **ballooned** to over a 50 billion dollar industry and (para.1)

b. They use it primarily to socialize and communicate, in other words, for **recreation** (para.2)

c. I want parents and educators to realize and **appreciate** there is a culture associated with this style of writing (para.3)

d. The opportunity exists to encourage students to use text shorthand to **spark** their thinking process (para.4)

e. Texting is **infiltrating** students' schoolwork to such a large degree (para.4)

f. I **challenge** parents and educators to learn (para.5)

g. ..and know as much as they do about computers and high-tech **gadgets** (para.5)

C. POST-READING ACTIVITIES

WRITING AND SPEAKING

There has been big growth in mobile phone use for the last 8 years and text messaging is one of the most common ways of communication. In these messages people are using abbreviations to write more in less time and space.

A. Match the text messages on the left with their meanings on the right.

Example: 2DAY	today
1. ATB	**a.** anyone
2. B48	**b.** Are you ok?
3. BCNU	**c.** by the way
4. BTW	**d.** great
5. CUL8R	**e.** lots of love
6. GR8	**f.** no one
7. LOL	**g.** lone and kiss
8. RUOK	**h.** before eight
9. LUV	**i.** anyone
10. NE1	**j.** all the best

11. XOXOXOXO

12. NO1

k. be seeing you

l. love

"I'm amazed it got past the vicar."

http://www.cartoonstock.com/directory/s/sms.asp

B. Look at the text messages below and put the messages in order.

a. Do u wan2 cum out with me?

Andy.

b. Clown's Caf?

Andy

c. Fantastic! CU 2moro

Andy

d. Gr8!!!!

Andy

e. O Pis. Just 1ns.

Andy

f. 2moro? CU about 8?

Andy

g. OK. CU then.

Jill

h. No thx.

Jill

i. Whr?

Jill

j. Whn?

Jill.

k. OK. Just 1ns.

Jill

1…… 2…… 3….. 4….. 5…. 6….. 7…… 8……. 9…… 10…..11……

C. Put the dialogue between Marina and her friend, Jane in the best order.

Jane knew that her flatmate was having boyfriend problems, so it was no surprise when she came to find Marina looking red-eyed and tearful…

a. No, I'm fine. I've just been watching a sad film, that's all. □
b. Who? Oh, him. No. I haven't thought about him all day, actually. □
c. Marina. Your phone… it's ringing. Aren't you going to answer it? □
d. No, it's not true. I've been trying to get through to him all day. □
e. Oh, I see. Tell me, have you heard anything from Andrew today? □
f. No. I've left about ten messages on his voice mail. Oh, why doesn't he phone?□
g. Oh, really? So you've forgotten about him already, have you? □
h. Hi, Martina… what's the matter? You have been crying again, haven't you? □
i. Haven't you managed to speak to him, then? □

D. Work in pairs. Write the dialogue between Andrew and Marina using some of the phrases below.

You (try) to phone me?
(Not listen) your messages?
Where (be) all day?
I never want to…….
I (think) about you…..
Please listen to me….
What (do) all day?...
I (feel) ….. all day.
I (be) really busy, honestly.

E. Act out your dialogue to the class. Which did you like best? Were there many differences in what was said?

UNIT 3- FAME and FORTUNE

A. PRE- READING ACTIVITIES

1. Look at the pictures above. Which of these people do you know?

2. Think of famous people in your country at the moment. What are they famous for?

3. In which ways do people become famous? Make a list of ideas.

B. WHILE- READING ACTIVITIES

Read the subtitles in the text below. Are any of your ideas mentioned? Which other ways does the author mention?

How to be a celebrity

There are many routes to fame- some are more challenging than others.

1. Do something unusual

Celebrity is all about standing out of the ordinary and you'll grab your piece of fame. A daring stunt is a guaranteed crowd puller- the more dangerous the more better. The legendary Charles Blondin started it all off 150 years ago when he stung a tightrope across the Niagara Falls, and in front of a crowd of 10,000 breathless spectators made his way across the waters from the Canadian to the American side. After his success, Blondin crossed the Falls many more times in a variety of ways: blindfolded, in chains, on a bicycle, and once, pushing a man in a wheelbarrow.

2. Be the worst

If a thing is worth doing, it's worth doing badly. People love a loser. Think of the ultimate lovable loser, Homer Simpson. The Olympics is the perfect place for failure and every games catapults one brave loser to stardom. The winning loser of the Sydney Games was 'swimmer' Eric Moussambani (also known as Eric the Eel). Moussambani, representing Equatorial Guinea, finished his heat of the 100 metres Freestyle in the slowest time ever recorded, and almost drowned in the attempt. But Moussambani captured the imagination of a global television audience and he became an overnight sensation, making guests appearances on TV shows around the world.

3. Buy your way to fame

Money can't buy you love, but it can buy you fame. In 2002, an Internet auction site gave ordinary people the chance to bid for a part in a movie. The winning bids ranged

from $12,000 to $72,000 and included bids from a fire fighter, a florist, a psychic and an international model. They were given acting classes from top Hollywood teachers, and a script was written but no release date for the movies was ever set!

4. Discover something

The bad news is: there are no countries left to discover. The good news is: in the tropical rainforests of Brazil, there are an estimated three million unnamed species of beetle. One of them could be yours. Discover a deadly disease and give it your name. Though no one will enjoy hearing your name, you will be famous – at least until someone comes along and discovers a cure.

5. Appear on reality TV

There have never been more opportunities for 'regular' people to become celebrities. The growth of 'reality TV' shows like Big Brother and Pop Idol which star ordinary members of public, mean that potentially anyone can become a star. The good news about reality shows is that they bring you fame at the speed of light. The bad news is that they bring you obscurity just as fast. While the show is being aired, you're the biggest star in the galaxy, but once the publicity goes, real life is waiting round the corner.

6. Be famous for being famous

Becoming famous for being famous is relatively easy to achieve, but extremely difficult to sustain. First something is needed to bring you into the public eye. You could be the child of someone famous (John Kennedy Junior, Jade Jagger), marry somebody famous (Princess Diane, Ivana Trump) or just wear the most outrageous dress you can find (Liz Hurly). Once you have attention, you can get more. Your fame takes on a momentum of its own. The original reason of your celebrity is forgotten.

7. Create your own formula for success

If you want to make it really big, don't take any established, familiar path to celebrity and don't follow in anyone else's footprints. Create your own unique route. Someone said that genius is the ability to invent one's own occupation. People like Oprah

Winfrey, the Queen of Talk Shows, or Bill Gates, the Chairman of Microsoft have reshaped and redefined an occupation and even an industry in their own image. Their fame is assured.





http://findarticles.com/p/search?qt=celebrities&qf=all&qta=1&tb=art&x=0&y=0

Comprehension Questions

1. How did these people become famous? Have you heard of any of them?

a. Charles Blondin

b. Eric Moussambani

c. John Kennedy Junior

d. Ivana Trump

e. Bill Gates

2. According to the text, which of the ways of becoming famous…

a. cost the people involved a lot of money?

b. makes ordinary people into stars?

c. risked the person's life?

d. led to TV appearances in lots of different countries?

e. has not produced the result promised?

f. may only make you famous for a short time?

g. might make you unpopular?

h. requires imagination and originality?

i. requires very little talent or ability?

j. was repeated several times?

EXPANDING VOCABULARY

Read the definition and look at the paragraph number in parentheses ( ). Look back at the reading to find the target word or phrase for each definition. Write it in the chart.

Definition	Target word or Phrase
a. being different from anyone else (section 1)	
b. sure to attract a large audience (section 1)	
c. an unsuccessful person that everyone is fond of (section 2)	
d. attracted (section 2)	
e. an instant success (section 2)	
f. extremely quickly (section 5)	
g. increases by itself (section 6)	
h. become really famous (section 7)	
i. do something that others have already done (section 7)	

C. AFTER READING ACTIVITIES

Whole Class Discussion

1. Which of the methods of becoming famous most/least appeal to you? Why? Discuss with your friends.

2. Assume that you want to be famous and you are invited by some of TV shows that search new faces for TV. Which of them would you prefer to attend? Why?

- ✓ Big Brother
- ✓ Pop Idol
- ✓ Dance with Me
- ✓ Who wants to be a Millionaire
- ✓ Super Model

3. Look at the quotations below. Do you agree with these statements or not? Discuss with your friends.

''A celebrity is a person who works hard all his life to become well known, then wears dark glasses to avoid being recognized."

Fred Allen quotes AmericanComedian1894

''Time makes heroes but dissolves celebrities.''

Daniel J. Boorstin quotes (American social historian and educator, 1914)

''Power is not of a man. Wealth does not centre in the person of the wealthy. Celebrity is not inherent in any personality. To be celebrated, to be wealthy, to have power requires access to major institutions."

C. Wright Mills quotes

http://en.thinkexist.com/search/searchquotation.asp?search=celebrities&page=3

2. LISTENING and WRITING

Song: Do you know the way to San Jose?

1. What is Hollywood famous for? Why do you think hopeful young actors, models, etc. go there?

2. Listen to the song and complete the gaps.

3. Work in pairs. Answer the questions below.

a. Where does the girl come from?

b. Where has she been living?

c. Why did she go there?

d. Did her plans work out?

e. What kind of city do you think San Jose is?

LISTENING (Track 3)

Do you know the way to San Jose?

Do you know the way to San Jose?
I've been away so (a)…….I may go wrong and
Lose my (b)……..
Do you know the way to San Jose?
I'm going back to (c) …….. some peace of
(d)……in San Jose.

LA is a great big freeway.
Put a hundred down and buy a (e)……..
In a week, may be two, they'll make you a (f)…….. .
Weeks turn into years. How quickly they (g)…… .
And all the stars that never (h)……
Are (i)…….cars and pumping gas.

Do you know the way to San Jose?
They have got a lot of (j)…… . There'll be a place
Where I can (k)…….. .
I was (l)……. and raised in San Jose.
I'm going back to (m) …… some peace of mind in
San Jose.

(n)…… and fortune is magnet.
It can pull you far away from (o)……
With a dream in your heart you're never (p)……
Dreams turn into dust and (q)……..away
And there you are without a (r)…….. .
You pack your car and (s)…….away.

I've got lots of friends in San Jose.
Do you know the way to San Jose?
Can't (t)……..to get back to San Jose.

(Cunningham & Moor, 2006, p. 87)

WRITING

Write an imaginary account of the woman's time in Hollywood, from her point of view. Include some of the following.

- Why she went there
- What happened to her while she was there
- Why she decided to go home
- How things worked out for her when she went back to San Jose.

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UNIT 4 - DEATH BY TOURISM

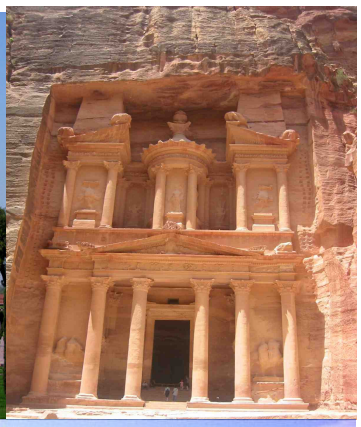
A. PRE-READING ACTIVITIES

Work in groups and discuss the following questions.

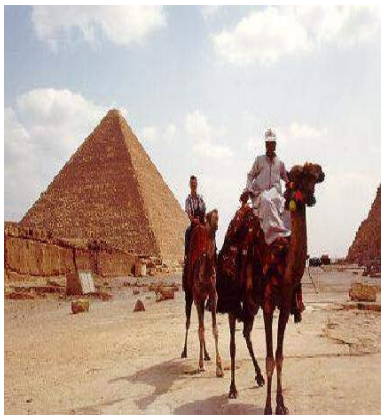
1. Look at the pictures of some famous tourist spots. How many do you recognize? Which countries are they in? Have you ever been to any of them?

A

B



C

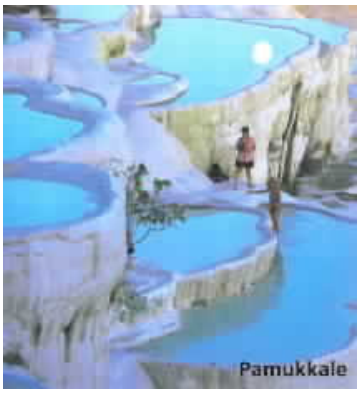


D

E

F

G



H

http://images.google.com.tr/images?svnum=10&um=1&hl=tr&q=holiday

2. As a tourist, have you ever:

-been on a package holiday?

-bought souvenirs? (What? Where?)

-taken lots of photographs? (What of? Who of? Where?)

-filmed your holiday with a camcorder? (What? Who? Where?)

-written your name in a visitors' book or on a wall of building? (Where? What?)

3. 'Travel broadens the mind.' Do you agree? Why/ Why not?

B. WHILE-READING ACTIVIES

1.What do the following numbers refer to?

a. 40 BC:

b. 1810:

c. 600 million:

d. 1845:

e. 200.000:

f. 230 million:

g. 150.000:

h. 108:

i. 1987:

DIRTY TOURISM

At the entrance to one of the ruined temples of Petra in Jordan, there is an inscription chiselled into the soft red rock. It looks as if it has been there for centuries. It could have been carved by one of King Herod's soldiers, when they were imprisoned in the town in 40 BC. But closer inspection reveals that it is not so ancient after all. It reads: Shane and Wendey from Sydney were here. April 16th 1996.

The ruins of Petra were discovered in 1810 by a Swiss explorer, and a recent report has just concluded that 'they are in grave danger of being destroyed, by the unstoppable

march of tourism.' More than 4.000 tourists a day tramp through Petra's rocky tombs. They wear away the soft red sandstone to powder and (occasionally!) scratch their names into the rock.

It is not just Petra that is under threat of destruction. More than 600 million tourists a year now travel the globe, and vast numbers of them want to visit the world's most treasured sites: the Parthenon, the Taj Mahal, Stonehenge, the national parks of Kenya. The tourist industry will soon be the largest industry in the world, and it has barely reached its 50th birthday. Many places that once were remote are now part of package tours. Will nothing put a stop to the growth of tourism?

A BRIEF HISTORY OF TOURISM

The Romans probably started it with their holiday villas in the bay of Naples. In the 19 the century, the education of the rich and privileged few was not complete without a Grand Tour of Europe's cultural sites. Things started to change for ordinary people in 1845 when Thomas Cook, of Leicester, England, organized the first package tour. By 1939, an estimated one million people were travelling abroad for holidays each year. It is in the last three decades of the 20th century that tourism has really taken off. Tourism has been industrialized: landscapes, cultures, cuisines, and religions are consumer goods displayed in travel brochures.

TOURISM TODAY

The effects of tourism since the 1960s have been incredible. To take just a few examples:

- The Mediterranean shores have a resident population of 130 million, but this swells to 230 million each summer because of the tourists. This is nothing. The United Nations projects that visitors to the region could number 760 million by the year 2025. In Spain, France, Italy, and most of Greece, there is no undeveloped coastline left, and the Mediterranean is the dirtiest sea in the whole world.
- In the Alps, the cable cars have climbed ever higher. More and more peaks have been conquered. It is now an old Swiss joke that the government will have to

build new mountains because they have wired up all the old ones. There are 15.000 cable car systems and 40.000 kilometres of ski-runs.

- American national parks have been operating permit systems for years. But even this is not enough for the most popular sites. By 1981, there was an eight-year waiting list to go rafting down the Grand Canyon's Colorado River, so now there is a lottery once a year to select the lucky travellers.
- In Notre Dame in Paris, 108 visitors enter each minute during opening hours. Thirty-five buses, having put down their passengers, wait outside, their fumes eating away at the stonework of the cathedral.
- Poor Venice with its unique, exquisite beauty. On one hot, historic day in 1987, the crowds were so great that the city had to be closed to all visitors.
- In Barbados and Hawaii, each tourist uses ten times as much water and electricity as a local inhabitant. Whilst feeling that this is unfair, the locals acknowledge the importance of tourism to their economy overall.
- The prehistoric cave paintings at Lascaux in France were being slowly ruined by the breath and bacteria from 200,000 visitors a year. The caves have now been closed to the public and a replica has been built. This is much praised for its likeness to the original.

THE FUTURE OF TOURISM

Will there be more replicas like in Lascaux? There already are. Heritage theme parks (mini-Disneylands!) are springing up everywhere. Many of the great cities of Europe, such as Prague, Rome, and Warsaw, are finding that their historic centres are fast becoming theme parks- tourist ghettos, filled with clicking cameras and whirring camcorders, abandoned by all local residents except for the souvenir sellers. Until recently, we all believed that travel broadened the mind, but now many believe the exact opposite: "Modern travel narrows the mind."

http://www.spritsailph.com/hp/articles/dirty_tourism.html

2. Work in pairs. Answer the questions below.

a. What do you understand by the title of the article?

b. Which of the countries in the pictures above were mentioned in the text?

c. What is said about them?

d. Which other places are mentioned?

e. Is the writer optimistic or pessimistic about the future of tourism?

f. According to you what should people do to protect the environment?

3. Read these sentences. Circle NI (No Information)T (True) or T (False) by stating your reasons. Check your answers with a classmate. If your answers are different, look back at the reading.

a. An ancient inscription has been discovered at the entrance of the first ruined temple in Petra.	NI	T	F
b. Nearly 1.5 million tourists a year visit Petra.	NI	T	F
c. The stone in Petra is so soft that the tourists' feet are destroying it.	NI	T	F
d. It is now possible to go anywhere in the world on a package holiday.	NI	T	F
e. In the 19the century, Thomas Cook organized tours of Europe's cultural sites for rich people.	NI	T	F
f. The Swiss are considering ways of creating new mountains for skiers.	NI	T	F
g. The caves of Lascaux are going to be closed to the public and a replica will be built in Disneyland.	NI	T	F
h. Local people are moving away from many historic city centres.	NI	T	F

EXPANDING VOCABULARY

Find a word in the text that has the same or similar meaning to the following:

a. shows (v)

b. reached a decision (v)

c. hardly (adv)

d. distant and far away (adj)

e. having special rights and advantages (adj)

f. unbelievable (adj)

g. defeated and controlled (v)

h. choose (v)

i. extremely beautiful or delicate (adj)

C. POST-READING ACTIVITIES

Discussion

1. Work in groups of three. Discuss the following questions.

a. What are the favourite tourist spots in your country?

b. Do you live near to any of them?

c. Do they have any problems? If so, what?

2. Assume that you are going on holiday. Which ones would you like to choose? Why?

- package tours or backpacking travelling?
- using public transport or travelling by special tourist coach?
- trekking in the Himalayas or wildlife safaris?
- staying in five-star hotels or youth hostels?

http://images.google.com.tr/images?svnum=10&um=1&hl=tr&q=holiday

LISTENING (Track 4)

Listen to the Fernando's letter and answer the questions below.

a. Where was the letter written?

b. Who is the guest? Who is the host?

c. Which city is described? What is it like?

d. What season is it?

WRITING A LETTER

1. Write a similar letter. Imagine you are either expecting an English- speaking guest to stay with you in your country, or going to stay with a friend in an English-speaking country. Describe your home town briefly as part of your letter.

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UNIT 5- LANGUAGE AND SEX

http://images.google.com.tr

A. PRE- READING ACTIVITIES

Questions to consider

1. When you are at home, do you speak in a formal or informal way? Why?

2. Do you think that people pay attention to their grammar, choice of vocabulary and intonation when they are at work? Why?

3. Is language an indicator of social status? Why/not? How

B. WHILE-READING ACTIVITIES

Read the text and answer the questions below.

LANGUAGE AND SEX

Why does women's speech differ from men's speech? What might be some factors that induce women to use Standard language more often than men do, thus appearing more linguistically polite? In order to answer our question, we should first take a look at the way we view language. Language should be considered as a social, value-loaded practice. Of course, behaviour cannot be kept separate from society and its values. The slightest difference in the language of the two sexes reveals that women are not on the same footing as men are.

Some linguists believe that women use more standard speech forms in their attempt to claim equality. In a sense, they are fighting against the male society. It would appear, then, that women have not universally accepted their position in the lower ranks. Women are more closely involved with child-rearing and the transmission of culture. Women in paid employment should have a tendency to use fewer standard forms than unemployed women, because working women have achieved some kind of social status. Nevertheless, this is hardly the case. In fact, it is the other way around. An American study revealed that women in paid employment used more standard forms than those working in the home. This is probably because **the first group** spent most of their time talking to people they were unfamiliar with, while the second group interacted with members of their own families. Obviously, this evidence throws some doubt on the belief that women are more formal with the aim of achieving high social status or appearing smart or polite.

A second plausible explanation for the fact that women use more standard forms than men relates to the ways in which society treats women. For example, people are tolerant of boys' behaviour, while little girls' misconduct is very often frowned upon and

punished on the spot. Women are given the role of modelling acceptable behaviour in the community. In view of **this,** women are expected to speak more correctly. However, this is not always true. We are well aware that interactions between a mother and her child or a husband and wife are usually informal.

A third explanation is that, by using standard or polite forms, a woman is addressing not only her own needs, but also **those** of the people she is interacting with. Healthy communication will enable her to respond efficiently to the wishes of others and fulfil them, thus avoiding disagreement and helping mutual understanding.

Women experience linguistic discrimination in two ways: in the way they are taught to use language, and in the general way language use treats them. In conclusion, we could say that examining language use may lead to significant ‘‘discoveries’’ as to the structure of society or of a specific community and the values and the accompanying expectations that determine the ways in which individuals are viewed and treated. Interestingly, language always implies more than what is literally meant.

http://www.spritsailph.com/hp/articles/language_and_sex.html

1. What do the following refer to in the text?

a. the first group (par.2) :……

b. this (par.3): the fact that……..

c. those (par. 4) :…….

2. Answer the following questions.

a. How does the author think language should be regarded?

b. What does women’s fight against the male society show?

c. What two things are thought to be achieved by women who speak more formally?

1)

2)

d. What may language use reveal about a society?

EXPANDING VOCABULARY

A. Match the words in Column A with the definitions in Column B.

Column A	Column B
1. force (v)	a. significant
2. position (n)	b. treat
3. explain(v)	c. misconduct
4. clever (adj)	d. plausible
5. acceptable (n)	e. smart
6. unacceptable behaviour	f. reveal
7. behave (v).	g. footing
8. very important (adj)	h. induce

B. Fill in the blanks with the words in Column B. Make changes if necessary.

1. Nothing would……me to vote that party again.

2. Pleas inform us if there are ……..changes in the plan.

3. He ……. that he had been in prison twice before.

4. Our boss was fired for serious……..

5. Penny doesn't think her co-workers ……. her as an equal.

6. The new law puts women on an equal legal ……..with men.

7. Her decision to become a director was a …….. move.

8. His story sounds certainly ……

C. POST-READING ACTIVITIES

Discussion (Whole Class Discussion)

1. In what ways are women different from men except from the use of language?

2. Look at the cartoon below. What is the difference between men and women's way of thinking?

http://www.stus.com/3majors.htm

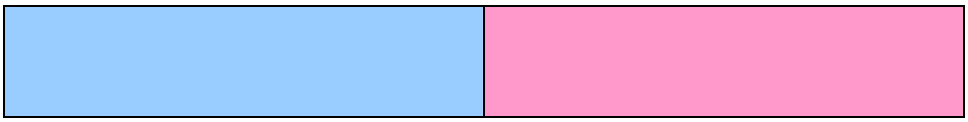
LISTENING and WRITING

LISTENING (Track 5)

Note- taking

1. Listen to the track about the difference in men and women's solving problem abilities. Take notes about skills that each is good at.

Problem-Solving Tasks Favouring MEN	Problem-Solving Tasks Favouring WOMEN



WRITING

Make use of your notes and write a paragraph about (150-180 words) telling the differences between men and women in terms of problem-solving tasks.

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UNIT 6- THE EUROPEAN UNION AND TURKEY

http://images.google.com.tr/images?svnum=10&um=1&hl=tr&q=european+union

A. PRE-READING ACTIVITIES

1.Do you follow the developments in our foreign policy? Why/why not?

2.What do you know about the European Union?

3.Look at the quotations below. Which of them do you agree and disagree?

We are firmly convinced that **Turkey**'s accession would strain the **EU** politically, economically and socially, and endanger the European integration process,"

Angela Merkel quotes

"I sincerely believe that **EU** membership is **Turkey**'s future,"

Tony Blair quotes

E.U. membership is the means of realizing **Turkey**'s claim of being a democratic, liberal, just and prosperous society,"

Recep Tayyip Erdogan quotes

We think it is important that the **EU** sends a clear signal to **Turkey**."

Jens Ploetner quotes

http://thinkexist.com/search/searchquotation.asp?search=the+EU+AND+TURKEY

B. WHILE-READING ACTIVITIES

Read the text and answer the questions below.

WHY EUROPE MUST SAY YES TO TURKEY

Should the European Union open membership talks with Turkey? Turkey has already in all the other big European organizations, from the Council of Europe to NATO. So long as it fulfils the Union's usual membership criteria, there might seem little reason not to take it. After all, this club has just let in a diverse group of mostly ex-communist countries from Central and Eastern Europe.

Yet, Turkey is different from **these**, in four key respects. It is very large; it is poor; not all of it is in Europe; and it is Muslim. In the past, it suffered from plenty of failings, ranging from political as well as economic ***instability*** to the interfering role of its army to a record of human-rights ***abuses***. These made it easy for the Europeans to avoid Turkish bids to join. In two weeks' time, the European Commission will publish its assessment of whether Turkey has done enough. It is expected to recommend that entry talks start soon, meaning early next year. Plainly, a decision to ***negotiate*** Turkey's entry will entail risks for the EU. Start with its size. Turkey already has 71 million people. If it joins the EU, within 15 years it will overtake Germany as the biggest member, with the heaviest voting weight in Brussels and the largest national block in the European Parliament. Yet even it will have only 15% of the total EU population, and it will be just one of 28 or 30 countries -hardly a position from which to ***dominate*** decision-making. There is no logic in ***barring*** the country because it is big: indeed, it could be argued that the EU suffers from the smallness of many present members.

Poverty is harder. Turkey's GDP per head is only %29 of the EU average, way below all existing members. Over a third of its people work in agriculture. The ***prospect*** of having to pay huge amounts to Turkey has already gives Europe's finance ministers the chills. The risk that waves of poor Turks might migrate westwards **does the same** to interior ministers. Yet even if entry talks start next year, Turkey is unlikely to join for at least ten years.

Next is the question of whether Turkey is even in Europe. The EU's treaties are vague on the Union's physical boundaries. But nobody ***disputes*** that a part of Turkey, including its biggest city, Istanbul, lies on the European continent. Most of Cyprus, which has just joined the EU, is east of Ankara. In any case, Brussels conceded as far back as 1963 that Turkey was sufficiently European to be a candidate one day. Now **it** cannot go back on its word because of geography.

Which leaves the fourth and biggest worry of all: Islam. The European Union is not a Christian club. Already as many as 12 million EU citizens are Muslim, and the

Union's founding articles include respect for religious freedom. The religious argument against admitting Turkey rests on two other propositions. One is that Islam is, by **its** very nature, ***incompatible*** with a secular, liberal democracy. The other is that Islamic fundamentalism is on the rise in the Muslim world, including Turkey. These two propositions make many Europeans ***hostile*** to Turkey's plan to join their Union. Yet ever since Atatürk, ***successive*** Turkish governments have been strongly secular. The only other European country that is as strict about ***enforcing*** a separation of religion and state is France; not coincidentally; these are the only two countries that ban the Islamic headscarf in public schools. On the other hand, the media is free and lively; parliament has noisy and open ***debates.***

Turkey is the proven example that Islam is ***compatible*** with liberal democracy and thus is the perfect test-case with which to prove **the point** to Muslims throughout the Middle East. Indeed, it is precisely in order to encourage them to buy into liberal democracy that Turkey must be given the benefit of the doubts and offered EU membership talks. If the Turks move backwards, whether on human rights or on religious fundamentalism, they can always be shown the door again.

The long–term effects ***extend*** far beyond Turkey. America and its allies are seeking to foster liberal democracy in the Middle East. In the post-September 11th world, a 'no' to Turkey could have catastrophic ***consequences***. If the EU were to turn its back on Turkey now, not only might Turkey's own reforms be under threat, but the Muslim world would widely ***interpret*** it as a blow against all Islam. Conversely, if Turkey becomes part of the European club, **it** would serve as a guiding light to other Muslim countries that are walking, ever so cautiously, down the path to freedom and democracy.

(Dinçer & Türkan, 2006, p. 228)

1. What do the following refer to?

a. these (par. 2): …….

b. does the same (par. 3):…….

c. it (par. 4):……..

d. its (par.5):…….

e. the point (par. 6):…….

f. it (par. 6): ……

2. Answer the following questions.

1. Name two faults of Turkey that caused Europeans to refuse its membership?

a)

b)

2. What example does the writer give to justify Turkey's membership geographically?

3. What are the two reasons why Europeans see Islam as a factor against Turkey's membership?

a)

b)

4. What do France and Turkey have in common?

5. What are the risks that could arise if the EU rejects Turkey's application for membership?

6. What is the writer's attitude to Turkey's membership in the EU?

2. Read these sentences. Circle NI (No Information)T (True) or T (False) by stating your reasons. Check your answers with a classmate. If your answers are different, look back at the reading.

a. With its population of 71 million, Turkey could control the decision making process in the Europe.	NI	T	F
b. Democratically, Turkey is better than a few of the countries that have recently been accepted into the EU.	NI	T	F
c. The decision to accept Turkey into the EU will affect other countries' future too.	NI	T	F
d. Today, its easier for the Europeans to 'say' for Turkey.	NI	T	F
e. Turkey is likely to become a member within the next following years.	NI	T	F
f. Media and parliament show that a country is a democratic one.	NI	T	F

g. According to the author, Turkey should do more than referring to the membership criteria. NI T F

http://www.cartoonstock.com/newscartoons/directory/t/turk.asp

LISTENING (Track 6)

EXPANDING VOCABULARY

The following words are italicized in the text. Fill in the gaps with the words from the box. Use each word only ONCE. Do not change their forms. There are more words than you need. Then listen to the text to check.

negotiating	enforcing	debate	abuses	interpreting
instability	dispute	dominating	hostile	extending
consequences	incompatible	successive	prospects	compatible

These days, the primary issue that is (1)…….. the meeting of the European Union (E.U.) foreign ministers is the entry of Turkey. There has been a lot of

(2)……. As to whether to accept Turkey as a member or not. Before Turkey is offered a full membership, all 25-member states have to reach an agreement on (3)……. A framework to open talks with Turkey. However, the arguments are (4)…….. beyond its membership as Turkey's entry case might have an impact in the balance of relations among the other countries in the world. The British Foreign Minister argued that Turkey in the EU would disprove the ''clash of civilizations'' theory and that would help reduce the tension between the Christians and Muslims and would eventually put an end to the existing (5)…… relationships. But keeping Turkey out of the EU, he continued, would widen the ''theological-political arguments'' between Christian and Muslim nations. This is true. Very few will (6)……..that Turkey is like a bridge between the East and the West. In the current polarized world when the Muslims are being subjected to prejudices and (7)……., the blocking of Turkey's entry in the E.U. will be nail in the coffin. On the other hand, it has been mentioned that, Turkey needs to make huge efforts to meet the stringent requirements can not happen overnight. The reasons include: Turkey's large population; its economic (9)…… and relative poverty. There are also claims that culturally, Turkey is not (10)…….. with Europe.

(Dinçer & Türkan, 2006, 231)

http://images.google.com.tr/images?q=comics+about+european+union&ndsp=20&svnum=10&um=1&hl=tr&start=60&sa=N

POST-READING ACTIVITIES

Discussion

(For and Against)

Read the questions below and discuss the answers with your friends.

1. Should Turkey enter the EU? Why/not?
2. What are the advantages of entering the EU ?
3. What are the disadvantages of entering the EU?

WRITING

Write a paragraph supporting your opinions about the relations of the EU and Turkey.

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UNIT 7- BEING HEALTHY

A. PRE-READING ACTIVITIES

QUESTIONS TO CONSIDER

Look at the pictures below and answer the questions.

1. What are these people doing?
2. Do you do anything like this?
3. Do you do any special to keep your health?


http://images.google.com.tr/images?svnum=10&um=1&hl=tr&q=being++healthy

1. Being healthy means different things to different people. What do you mean by health?

The quiz below will you help you to find your answer.

Work with your partner. Tick the five important answers for you and then compare your answers by stating your reasons.

For me, being healthy is:	You	Other(s)
1. living to be very old.		
2. being able to run for a bus without getting out of breath.		
3. hardly ever taking any pills or medicines.		
4. being the ideal weight for my height.		
5. taking part in lots of games or sports.		
6. never suffering from anything more than a mild cold or stomache upset.		
7. feeling glad to be alive when I wake up in morning.		
8. being able to touch my toes or run a mile in 10 minutes (a kilometre in about 6 minutes).		
9. having all the bits of my body in perfect working condition.		
10. eating the right foods.		
11. enjoying some form of relaxation or recreation.		
12. never smoking.		
13. hardly ever going to the doctor.		
14. having a clear skin, bright eyes and shiny hair.		

2. WHILE-READING ACTIVITIES

1. Each sentence below (A-G) is a summary of one section of the article. Choose a summary sentence for each section and write the correct letter in the spaces (1-6). There is one extra sentence which you do not need to use.

A If we eat food with more calories than we need, we get fat.

B Fibre is an important part of a good diet.

C It is better to eat regular meals than to wait for one big feast at the need of the day.

D We all need the right mixture of different types of food in our diet.

E People differ in the food they enjoy and also in the way food affects them.

F We are likely to get all the proteins, vitamins and minerals we need in a good balanced diet.

G A bad diet can damage to our health.

BEING HEALTHY		
1. …….. The average person swallows about half -a-ton of food a year – not counting drink – and though the body is remarkably efficient at extracting just what it needs from this huge mixture, it can only cope up to a point. If you go on eating too much of some things and not enough of others, you will eventually get out of condition and your health will suffer. So think before you start eating. It may look good. It may taste good. Fine! But how much good is it really doing you? 2…… What you eat and the way it affects your body depend very much on the kind of person you are. For one thing, the genes you inherit from your parents can determine how your body chemistry (metabolism) copes with particular foods. The tendency to put on weight rather easily, for example, often runs in families- which means that they have to take particular care.	You get older, especially if you're a woman. So everybody's different and the important thing is to know yourself. Read on and see if you think you are striking the right balance. 3…… Your need should balance your body's need for- NUTRIENTS (proteins, fats, carbohydrates, vitamins, minerals and water)- the raw materials needed to build and repair the body –machine. ENERGY (calories)- to power the body-machine, all the thousands of different mechanisms that keep you alive and active. DIETARY FIBRE (a complex mixture of natural plant substances)- the value of which we are just beginning to understand. 4…… If you are eating a fairly varied diet, it is just about impossible to go short of proteins, vitamins, too, that you have more than enough fats and carbohydrates. Take proteins for instance. On average, we ate about twice as much protein as we need. Vitamin pills aren't likely to help either. A varied diet with plenty of fresh fruit,	5…… Just about everything you eat contains energy- measured as calories; the higher the number of calories, the more energy. But don't make the mistake of thinking that eating extra energy- rich foods will make you more energetic. The amount of energy in your daily diet should exactly balance the energy your body –machine burns up. If you eat more than you use, the extra energy is stored as body fat. And this is the big problem. 6…… Over hundreds of thousands of years, man's food came mainly from plants. He ate cereals (like wheat), pulses (like beans and peas), vegetables, fruit and nuts. So our ancestors were used to eating the sort of food that contains a lot of fibre. In comparison with our ancestors, the sort of food we eat today contains very little fibre. Our main foods are meat, eggs and dairy products, which contain no fibre at all.

And your parents may shape your future in another way. Your upbringing shapes some basic attitudes to food – like whether you have a sweet tooth, nibble between meals, take big mouthfuls or eat chips with everything. Eating habits, good or bad, tend to pass on. And then there is your lifestyle. How much you spend on food (time as well as money), how much exercise you get- these can alter the balance between food and fitness. And finally, both your age and your sex may affect their balance. For example, you are more likely to put on weight as	vegetables and cereals along with some fish, eggs, meat and diary products will contain more than enough vitamins. Unless you have some special medical reason, it is a waste of time and money to take vitamin pills. As for minerals, there is no shortage in the average diet and it is useless to have more than you need.	Lack of fibre seems to be connected with various disorders of the digestive system. Some experts also believe that lack of fibre may even lead to heart disease. If you're worried about your weight, eating more fibre may actually help you to slim! Food with plenty of fibre like potatoes or bread can be satisfying without giving you too many calories.

http://www.spritsailph.com/hp/articles/being-healthy.html

2. Complete the sentences below according to the passage.

a. If the members of your family have tendency to put on weight, you should……..because…….

b. As well as life style, sex and age …….

c. ……. is a waste of time and money if you don't need medical help.

d. The common misconception about calories is that……

e. Unlike our ancestors, we tend to……

f. Potatoes are recommended by dieticians as they…….

g. Vitamin pills are useless because…….

3. Answer the questions according to the passage.

1. What is the purpose of this passage?

2. Where is this passage taken from?

3. ''One-food diet'' is dangerous. In which paragraph is this idea stated?

4. Is there any danger when you overload vitamin and minerals? In which paragraph is it stated?

5. What is the difference between our ancestors and us in terms of eating habits?

6. Is the writer pessimistic or optimistic about our eating habits? In which paragraph does he state his opinions?

EXPANDING VOCABULARY

There are number of quite difficult words in the text but you should be able to work out what they mean from the context. Choose the most likely meaning (A, B or C) for the following words or expressions.

1. suffer (part 1) : "Safety might suffer if costs are cut" means

A. become worse

B. have problem

C. be dangerous

2. inherit (part 2) : "…the genes you inherit…" means

A. receive

B. change

C. possess

3. upbringing (part 2) : " Your upbringing shapes some basic attitudes…." means:

A. training children

B. having good childhood

C. bringing childhood memories

4. cope with (part 2): "….how your body chemistry (metabolism) copes with particular foods." means:

A. swallow

B. digest

C. deal with

5. raw (part 3): " …the raw materials needed to build…" means :

A. refined

B. not cooked

C. useful

6. dairy products (part 4) : "…and dairy products will contain more…" means:

A. things like newspapers, magazines and books

B. things like milk, butter and cheese

C. things like meat, eggs and fish

7. disorders (part 6) : " …connected with various disorders of the digestive system." means:

A. mental problems

B. physical illnesses

C. physical risks

3. POST-READING ACTIVITIES

1. LISTENING

Read the proverbs below. Listen to the sentences and complete the gaps.

1. ‘‘The greatest ……. is health.’’ ~Virgin.

2. ‘‘Happiness lies, first of all, in ……’’ ~George William Curtis

3. ‘‘God ……., and the doctor takes the fee.’’~Benjamin Franklin

4. ‘‘ He, who has health, has hope; and he who has ……has everything.’’
~Arabian Proverb

5. “An apple a day …… the doctor away.”

6. ‘‘A man too busy to take care of his health is like a…….. too busy to take care of his ……..’’~Spanish Proverb

7. "If you start to think about your ……or moral condition, you usually find that you are sick." ~ Johann Wolfgang von Goethe

8. "Nothing is more fatal to health than an …….of it." ~ Benjamin Franklin

9. "Health is like money, we never have a true idea of its ……..until we lose it." ~ Josh Billings

http://quotations.about.com/cs/inspirationquotes/a/Health4.htm

2. DISCUSSION

1. Which proverbs do you agree with? Why?

2. Which proverbs do you disagree with? Why not?

3. WRITING

After you discussed the questions with your friends, write a short paragraph about the proverbs that you like and put your ideas into the sentences. Explain the issue by giving examples.

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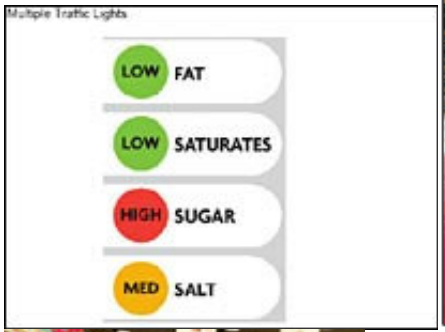
UNIT 8 - FOOD LABELLING



http://images.google.com.tr/images?svnum=10&um=1&hl=tr&q=food+labeling

A. PRE-READING ACTIVITIES

1. Look at the pictures above. Where are the people? What are they doing?

2. Read the title of the article and then take one minute to skim the text. What do you think the article will be about? Share your ideas with a partner.

3. Are you generally concerned about health and nutrition? Why/ Why not?

4. When you go shopping, do you pay attention to the food labels? Why/Why not?

B. WHILE-READING ACTIVITIES

Read the text and answer the questions.

Food Labelling and Your Health

Whether you're concerned about cancer, cardiovascular disease, diabetes, or simply losing weight, you want to eat a healthy diet and focus on foods that are high in vitamins, minerals, and phytonutrients, and balanced in fats, carbs, proteins.

There is only one way to incorporate healthy foods into our diet and that is to make the decision to do it! Practical information about the nutrition and safety of the foods we consume is absolutely vital in making this decision.

One way to learn more about what we eat, is to **snoop** around the supermarket. Check-out package labels to see what manufactures are adding (or removing) from the foods we eat. Read the information on the package and start making comparisons to determine which foods are the best for YOU. Know about nutritional labelling and the sometimes **sneaky** ways that manufacturers have of hiding what is in the food. Know and understand ingredient declarations, how they are used, and what a few of the "technical" terms mean. Are the unfamiliar ingredients good or bad for your health?

Since 1994 food manufacturers have been required by the Food and Drug Administration (FDA) to include food labels (or Nutrition Facts labels) on product packaging so that consumers have accurate nutritional information about the food they **purchase**. But food labels are more than just a federal requirement, once you understand the information they provide, you can use food labels as a guide to planning healthier meals and snacks.

Food labels are required on almost all foods, except those that don't provide many **nutrients** such as coffee, alcohol and spices. Although some restaurants provide information about the food they serve, they aren't required to have labels. The FDA recommends that sellers provide nutritional information on produce, meat, **poultry** and seafood, but it's strictly voluntary.

What Is a Serving?

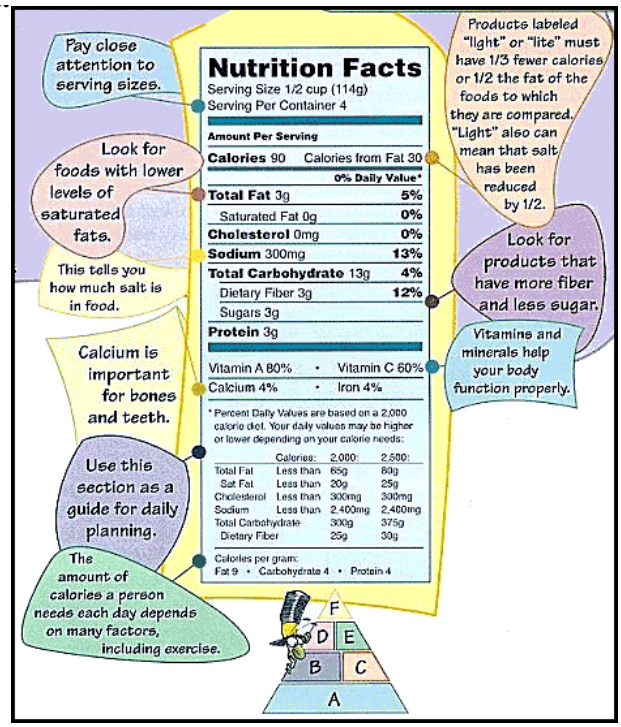
At the top of a food label under Nutrition Facts, you'll see the serving size and the number of servings in the package. The rest of the nutrition information in the label is based on one serving.

Nonfat Milk
Serving Size 8 fl oz (240mL)
Servings Per Container 2

Amount Per Serving	
Calories 80	Calories from Fat 0
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Cholesterol less than 5mg	1%
Sodium 130mg	5%
Total Carbohydrate 12g	4%
Dietary Fiber 0g	0%
Sugars 11g	
Protein 8g	
Vitamin A 8% •	Vitamin C 4%
Calcium 30% • Iron 0% •	Vitamin D 25%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g



Calories, Calories From Fat and Percent Daily Values

This part of a food label provides the calories per serving and the calories that come from fat. If you need to know the total number of calories you eat every day or the number of calories that come from fat, this section provides that information. Remember that this part of the label doesn't tell you whether you are eating unsaturated or **saturated** fat.

On the right side of a food label, you'll see a column that lists percentages. These percentages refer to the percent daily values (%DV). Percent daily values tell you how much of something, whether it's fat, sugar or vitamin A, one serving will give you compared to how much you need for the entire day. It will help you **gauge** the percentage of a nutrient requirement met by one serving of the product. One way to use this section of the label is when you comparison shop. For example, if you're concerned with sodium, you can look at two foods and choose the food with the lower % DV. Are you trying to eat a low-fat diet? Look for foods that have a lower percent daily value of fat.

The %DV is based on how much or how little of the key nutrients you should eat whether you eat 2,000 or 2,500 calories a day. So if you eat a 2,000-calorie diet, you should eat less than 65 grams of fat in all the foods you eat for the day. If you're eating 12 grams of fat in your one serving of macaroni and cheese (remember that's

one cup), you can calculate how much fat you have left for the day. You can use the bottom part of the food label in white to compare what you are eating to the % DV you're allowed for that nutrient, whether it's fat, sodium or fiber. If you need more or less than 2,000 or 2,500 calories, you'll need to adjust this accordingly.

Common Mistakes to Avoid When Reading a Food Label

Until you become accustomed to reading food labels, it's easy to become confused. Avoid these common mistakes when reading labels:

- A label may say that the food is reduced fat or reduced sodium. That means that the amount of fat or sodium has been reduced by 25% from the original product. It doesn't mean, however, that the food is low in fat or sodium. For example, if a can of soup originally had 1,000 milligrams of sodium, the reduced sodium product would still be a high-sodium food.
- Don't confuse the % DV for fat with the percentage of calories from fat. If the % DV is 15% that doesn't mean that 15% of the calories comes from fat. Rather, it means that you're using up 15% of all the fat you need for a day with one serving (based on a meal plan of 2,000 calories per day).
- Don't make the mistake of assuming that the amount of sugar on a label means that the sugar has been added. For example, milk naturally has sugar, which is called lactose. But that doesn't mean you should stop drinking milk because milk is full of other important nutrients including calcium.

Reading Label Lingo

In addition to requiring that packaged foods contain a Nutrition Facts label, the FDA also regulates the use of phrases and terms used on the product packaging. Here's a list of common phrases you may see on your food packaging and what they actually mean.

- No fat or fat free - Contains less than 1/2 gram of fat per serving Lower or reduced fat: Contains at least 25 percent less per serving than the reference food. (An example might be reduced fat cream cheese, which would have at least 25 percent less fat than original cream cheese.)
- Low fat - Contains less than 3 grams of fat per serving. .
- No calories or calorie free - Contains less than 5 calories per serving.
- Low calories - Contains 1/3 the calories of the original version or a similar product.
- Sugar free - Contains less than 1/2 gram of sugar per serving.
- Reduced sugar - at least 25% less sugar per serving than the reference food..
- No salt or salt free - Contains less than 5 mgs of sodium per serving.

With a little practice, you will be able to put your new found knowledge about food labeling to work. Reassess your diet and decide what needs to be changed. Start by eliminating the foods that don't measure-up to your nutritional wants and needs, and replacing them with more nutritional substitutes.

Article Source: Health Guidance ~ Nicky Pilkington

http://www.newstarget.com/food_labeling.html

1. Read these sentences. Circle NI (No Information) T (True) or T (False) by stating your reasons. Check your answers with a classmate. If your answers are different, look back at the reading. kameak mekmake

a. Before 1994 there was no term such as ‘‘food labeling’’.	NI	T	F
b. Nutrients are stated on all of the beverage bottles.	NI	T	F
c.There are basically more than two columns on the food labels.	NI	T	F
d.You should not eat more than 2.500 calories a day not to get weight.	NI	T	F
e.If you are on a diet, you should not consume milk and cheese.	NI	T	F
f. All of fat-free food contain more or less fat.	NI	T	F
g. You can keep fit by physical exercises and food labeling.	NI	T	F

EXPANDING VOCABULARY

Find the word or phrase which means the same as in the puzzle below. kaemkame

a. try to find out something by looking around (par.3)

b. doing things in a secret and often dishonest or unfair way (par.3)

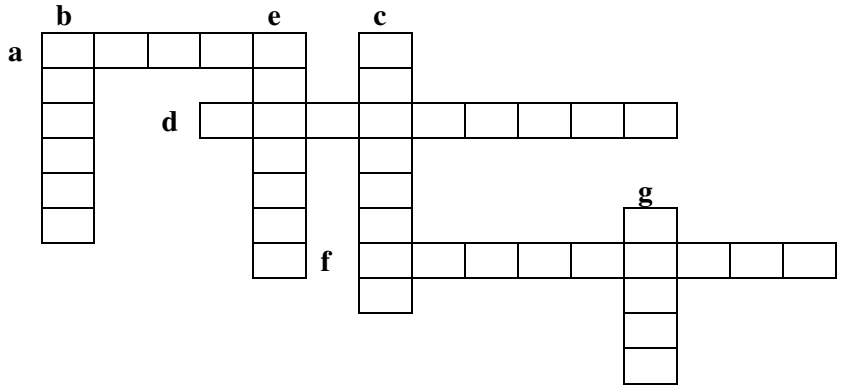
c. to buy something (informal) (par.4)

d. food for organisms to live and grow (par.5)

e. birds such as chickens and hens that are kept on farms in order to produce eggs (par.5)

f. kind of fat from meat or milk that is thought to be less healthy than other kinds of fat from fish or vegetables(par.7)

g. measure or calculate something by using instrument (par.8)



C. POST- READING ACTIVITIES

1. LISTENING (Track 6)

Listen to the track about the ‘‘purpose of food labeling’’ and comlete the gaps in the text.

1. The food label is one of the most important and direct means of …….. information.

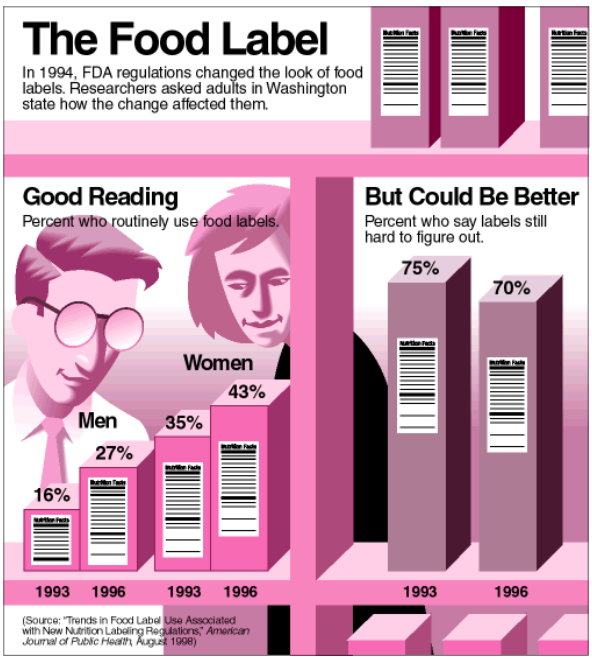
2. Through food labeling, consumers differentiate between individual …… and …… to make informed purchasing choices.

3. Food labeling provides…… …….. information such as common names, lists of ingredients, net quantity etc.

4. It also provides healh, …….. and ……. information such as instructions for safe storage and handling etc.

5. It also acts as a vehicle for…….. ……,promotion and ……..

2. DISCUSSION



http://www.fda.gov/fdac/departs/1998/698_upd.html

Look at the diagram below and discuss the questions with your friends.

1.Why do you think that women are more better than men in reading food labels?

2. Do you think that food labels are hard to figure out? Why/Why not?

3. Is there any relationship between the years and using food labels?

3. WRITING

Make use of the questions discussed above and write a short paragraph about (about 200-250 words) food labeling.

TIPS FOR WRITING

- **Differences in men and women in using food labels**
- **Difficulty of reading labels**
- **Our habits of reading labels according to years**

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UNIT 9- FILM REVIEWS

http://images.google.com.tr/images?svnum=10&um=1&hl=tr&q=actor+and+actresses

A. PRE-READING ACTIVITIES

1. How often do you watch a film?

2. Where do you usually watch films : at home, on DVD/TV or in the cinema?

3. What kind of films do you prefer watching?

4. While choosing a film, what do you pay attention?

5. Look at the table below. Are you affected by the ratings of the film or the critics' opinion while choosing a film? Do you believe that the critics are believable? Why/Why not?

The results of filmcritic.com:

★★★★	**Grindhouse**
★	**The Reaping**
★½	**Firehouse Dog**
★★★½	**The Hoax**
★★½	**The TV Set**
★★½	**Black Book**
★★★½	**Blades of Glory**
★★★★½	**Meet the Robinsons**
★★★½	**The Lookout**
★	**Dead Silence**
★★½	**After the Wedding**
★★★	**Peaceful Warrior**
★★½	**Shooter**
★★★½	**The Last Mimzy**
★★★★	**Offside**
★★★	**Sacco and Vanzetti**
★	**I Think I Love My Wife**
★★★★	**300**
★★★★½	**The Host**
★★★½	**The Namesake**
★★★★	**This Divided State**
★★★	**The Exterminating Angels**
★★	**Miss Potter**
★★★	**The Ultimate Gift**
★★★★★	**Zodiac**
★★★★	**Black Snake Moan**
★★★★	**I Have Never Forgotten You: The Life & Legacy of Simon Wiesenthal**
★★★★	**Into Great Silence**

http://www.filmcritic.com/misc/emporium.nsf/RecentReviews/?OpenView&Count=200

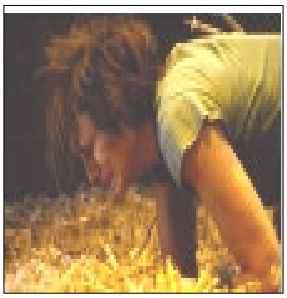
B. WHILE-READING ACTIVITIES

Read the text and answer the questions.

Reviews **Films are rated out of four stars★★★★**

SAW II

★★



Directed By: Darren Lyon Baumann
Starring: Dannie Wahlberg, Tobin Bell, Shawner Smith & Luna Meyer
Rated – 18.93 minutes
The first time we saw "Saw", it was difficult, perhaps impossible, to predict the outcome. This time around, we know what's coming and the result is less effective. The performance are sub-par in this sequel, unable to covey as much terror as true horror fans would like. However, fans of the series will be happy to know that, although many questions are answered in "Saw II", enough new ones are posed to set up third and fourth installments.

THE LEGEND OF ZORRO

★

Directed by: Martin Campbell
Starring: Antonio Banderas, Catherine Zeta Jons & Rufus Sewell
Rated – PG 129 minutes
This is yet another sequel to a movie that didn't merit one in the first place. "The Legend of Zorro" re-teams Banderas and Zeta Jones, this time in a watered down version aimed at a far younger audience than the 1998 original. It drags on for over two clock-watching hours and never truly generates a single thrill. I would only recommend this to a die-hard fan of the original who is craving for more. There should be at least five of you out there who quality.

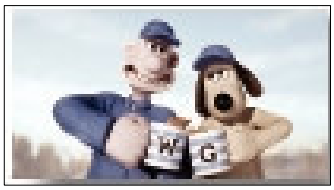
SERENITY

★★

Directed By: Jess Whooden
starring: Summer Glau, Mary Brown, Adam Baldwin
Rated – 15 119 Minutes
Based on the cult TV hit, "Friendly", this sci-fi adventure lacks enough background information for those who did not see the show. However, it moves the action along briskly and it contains some good chuckles. Summer Glau delivers a star-making performance in what amounts to a virtually silent role as an invincible human weapon. "Serenity" reminded me of a cross between "The Fifth Element" and "Pitch Black"

WALLACE & GROMIT IN THE CURSE OF THE WERE-RABBIT

★★



Directed by: Steve Box & Nick Park
Starring: Voices of Ralph Fiennes, Helena Bonham Carter and Peter Salls
Rated-U 85 minutes
If you are a fan of this famous pairing, then by all means seek this film out as soon as possible. Kids will revel in the novelty of clay-animation. But for the rest of us, who haven't been properly introduced to these two, there isn't much to offer other than a handful of mild chuckles. It is a perfectly innocent effort, not a bad little movie by any means. But don't get in line expecting to see anything other than a quaint kiddie story that won't live longer in the memory than the aftertaste of your popcorn.

SKY HIGH

★★★

Directed by: Mike Mitchwell
Starring: Kurt Russell, Kelly Preston
Rated-PG 100 minutes

At first glance this film looks utterly silly in every way. A superhero couple sends their son to "Sky High", the world's first and only high school for kids with super powers. Sounds dumb right. Not so. The film is inventive and regularly hilarious, never leaving the audience time to breathe as it bounces from one clever scene to another. Kids will obviously love the movie, but their parents will get just as much out of it. Highly recommended family viewing!

http://www.independentcritics.com/comingsoonmagazine/Film%20Reviews%203.jpg

1. Fill in the blanks according to the text.

a. It is not difficult to estimate the end of …….

b. The present version of …… is more suitable for children.

c. Despite its look …….adults will certainly enjoy more.

d. If you haven't watched the TV serial of …….before, it will be difficult to understand it.

e. Although it seems very dull at first, ……is very moving and funny.

f. If you have less time for a film, you should choose……..

g. If you want to the famous actor and actress, you should see……

h. …….. gives to the critics the sense of having seen that film before.

2. Which films would you like to see? Why?

3. Which critics has most affected you? Why?

EXPANDING VOCABULARY

Read the definitions of the words below and find them in the puzzle.

1. … a book or film, play that continues the story of an earlier one, usually written or made by the same story.

2. an adventure or good feature of something.

3. sudden strong feeling of excitement and pleasure.

4. extremely strong desire for something.

5. a film or music group etc. that has become very popular but only among a particular group of people.

6. in a quick way.

7. too strong to be destroyed or defeated.

8. unusual and attractive, especially in an old-fashioned way.

9. extremely funny.

10. to be able to think of new ideas.

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

2. Fill in the blanks with appropriate words from the puzzle.

a. Gülse Birsel is one of the - - - - - - - - - and talented writer in Turkey.

b. Lyrics and Music was a - - - - - - - - - film.

c. They walked so - - - - - - that I couldn't catch them.

d. The actor James Dean acquired the status of a - - - - hero.

e. Young athletes think of themselves as - - - - - - - - - - .

f. The film has the - - - - - of being short.

g. She is writing a - - - - - - to her first novel.

h. She is an insecure child who - - - - - - attention.

i. Walking in the forest in dark must have been quite a - - - - - - .

j. One of the ……. comedians in Turkey is Cem Yılmaz because he usually makes jokes at the time of speaking.

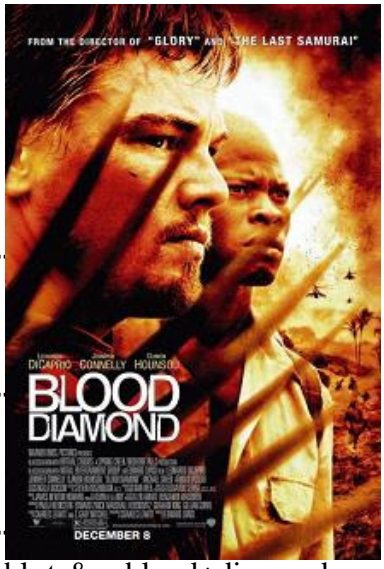
C. POST-READING ACTIVITIES

1. LISTENING and WRITING

Listening (Track 11)

1. Listen to the review of ‘‘Blood Diamond’’ and complete the gaps according to the track.

Blood Diamond



Critic 1-

Critic 2-

Critic 3-

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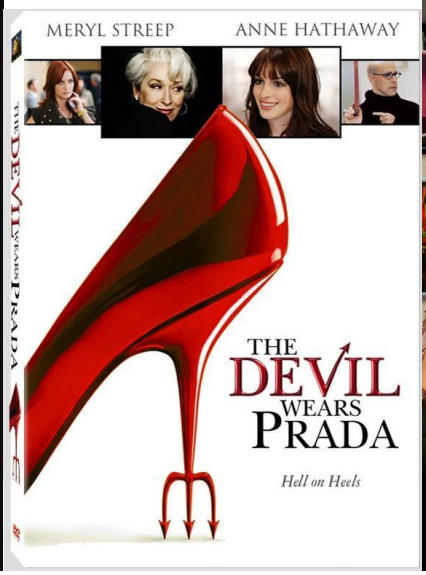
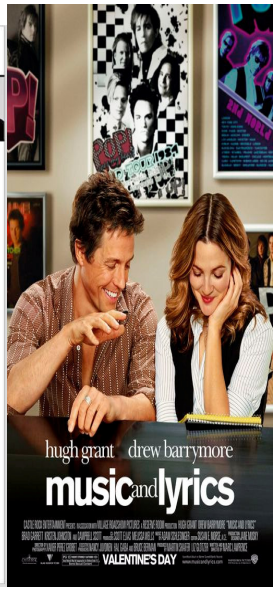
http://images.google.com.tr/images?svnum=10&um=1&hl=tr&q=blood+diamond

2. Summarize the film according to the track.

3. Look at the pictures a below. Which of these films have you seen so far? Did you like it or not?

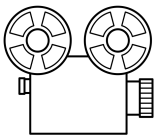




http://images.google.com.tr/images?svnum=10&um=1&hl=tr&q=film+afi%C5%9Fleri

WRITING

Now write a review about a film which you have seen. You may criticise its weak points or if you like the film you may reccommend your readers to see it.



A FILM REVIEW BY----- --------

"PERSONALLY, I THOUGHT IT STINK!"

http://images.google.com.tr/images?svnum=10&um=1&hl=tr&q=www.cartoonStock.com

UNIT 10- APPLYING FOR A JOB

http://images.google.com.tr/images?svnum=10&um=1&hl=tr&q=applying+for+a+job

A. PRE-READING ACTIVITIES

1. Look at the pictures above. What kind of methods do people use to look for a job?

2. Which method is mostly used in your country? Why?

3. What kind of questions are asked in a job interview? Why?

4. How do people normally feel? Why?

"Say, that's a mighty impressive resume. Mind if I borrow it for a few minutes?"

http://www.cartoonstock.com/lowres/jkn0297l.jpg

B. WHILE-READING ACTIVITIES

1. Read the parts of the letters and put them in order.

1. 2. 3. 4. 5.

November 2, 1998

Dr. Naomi Sellers
Chair, English Search Committee
Box 58
Baxter College
Arcadia, WV 24803

Dear Dr. Sellers:

a

My work in the composition classroom has provided me with the inspiration as well as a kind of laboratory for my dissertation research. My project, The I Has It: Applications of Recent Models of Subjectivity in Composition Theory, examines the shift since the 1960s from expressive models of writing toward now-dominant postmodern conceptions of decentered subjectivity and self-construction through writing. I argue that these more recent theoretical models, while promising, cannot have the liberating effects that are claimed for them without a concomitant reconception of writing pedagogy and the dynamics of the writing classroom. I relate critical readings of

theoretical texts to my own pedagogical experiments as a writing teacher, using narratives of classroom successes and failures as the bases for critical reflection on postmodern composition theory. After developing my dissertation into a book manuscript, I plan to continue my work in current composition theory through a critical examination of the rhetoric of technological advancement in the computer-mediated writing classroom.

b

As my curriculum vitae shows, I have had excellent opportunities to teach a variety of writing courses during my graduate studies, including developmental writing, first-year writing for both native speakers and second language students, advanced writing, and business writing. I have also worked as a teaching mentor for new graduate students, a position that involved instruction in methods of composition teaching, development of course materials, and evaluation of new graduate instructors. Among the most satisfying experiences for me as a teacher has been instructing students on an individual basis as a tutor in our university Writing Lab. Even as a classroom instructor, I find that I always look forward to the individual conferences that I hold with my students several times during the semester because I believe this kind of one-on-one interaction to be essential to their development as writers.

c

I have included my curriculum vitae and would be happy to send you additional materials such as a dossier of letters of reference, writing samples, teaching evaluations, and past and proposed course syllabi. I will be available to meet with you for an interview at either the MLA or the CCCC convention, or elsewhere at your convenience. I can be reached at my home phone number before December 19; between then and the start of the MLA convention, you can reach me at (123) 456-7890. I thank you for your consideration and look forward to hearing from you.

d

My interest in the computer classroom has grown out of recent experience teaching composition in that environment. In these courses my students have used computers for writing and turning in notes and essays, communicating with one another and with me, conducting library catalogue research and web research, and creating websites. I have encouraged my students to think and write critically about their experiences with technology, both in my class and elsewhere, even as we have used technology to facilitate our work in the course. Syllabi and other materials for my writing courses can be viewed at my website: <http://machine.prestigious.edu/~name>. In all of my writing courses I encourage students to become critical readers, thinkers, and writers; my goal is always not only to promote their intellectual engagement with cultural texts of all kinds but also to help them become more discerning readers of and forceful writers about the world around them.

e

I am writing to apply for the position as assistant professor of English with an emphasis in rhetoric and composition that you advertised in the October MLA Job Information List. I am a graduate student at Prestigious University working on a dissertation under the direction of Professor Prominent Figure. Currently revising the third of five chapters, I expect to complete all work for the Ph.D. by May of 2008. I believe that my teaching and tutoring experience combined with my course work and research background in rhetoric and composition theory make me a strong candidate for the position outlined in your notice.

http://owl.english.purdue.edu/handouts/pw/p_covseek.html#sub5

2. Answer the questions below.

a. What is Ann's current position?

b. Why does she apply for the job?

c. What kind of occupational experiences does she have?

d. How is her relations with her students?

e. What does she do to improve herself?

f. What kind of personality has she got?

g. If you were Mr.Sellers, would you accept her for this position? Why/why not?

3. Read these sentences. Circle NI (No Information)T (True) or T (False) by stating your reasons. Check your answers with a classmate. If your answers are different, look back at the reading.

a. She follows the developments in science and technology.	NI	T	F
b. She'll have finished her all work for Ph.D. until may 2008.	NI	T	F
c. She sees herself as a strong candidate as she's created her website.	NI	T	F
d. Individual conferences are essential for the development of students as writers.	NI	T	F
e. Her dissertation research has contributed to improve herself.	NI	T	F
f. She loves teaching reading as well as writing.	NI	T	F
g. She usually attends MLA conventions with her colloques.	NI	T	F

EXPANDING VOCABULARY

Complete the charts with the different parts of speech. Use your dictionary to help you find these words.

Noun	Verb	Adjective	Adverb
	contaminate		-
	discern		-
convention	-		
rhetoric	-		-
	conduct		
	facilitate	-	-
convenience			
	satisfy		-

2. Fill in the blanks with the approriate words.

a. Playing together teaches children social……. such as sharing.

b. There has been a several outbreak of infections because of…… water.

c. My secretary will call you to arrange a ……time to meet.

d. She got great …… from helping people to learn.

e. He uses……..phrases to have an impressive effect on them.

f. Officials are very keen to…….how much public support there were.

g. The hotel has its own pool and leisure ……

POST READING ACTIVITIES

LISTENING and WRITING
(Track 5)

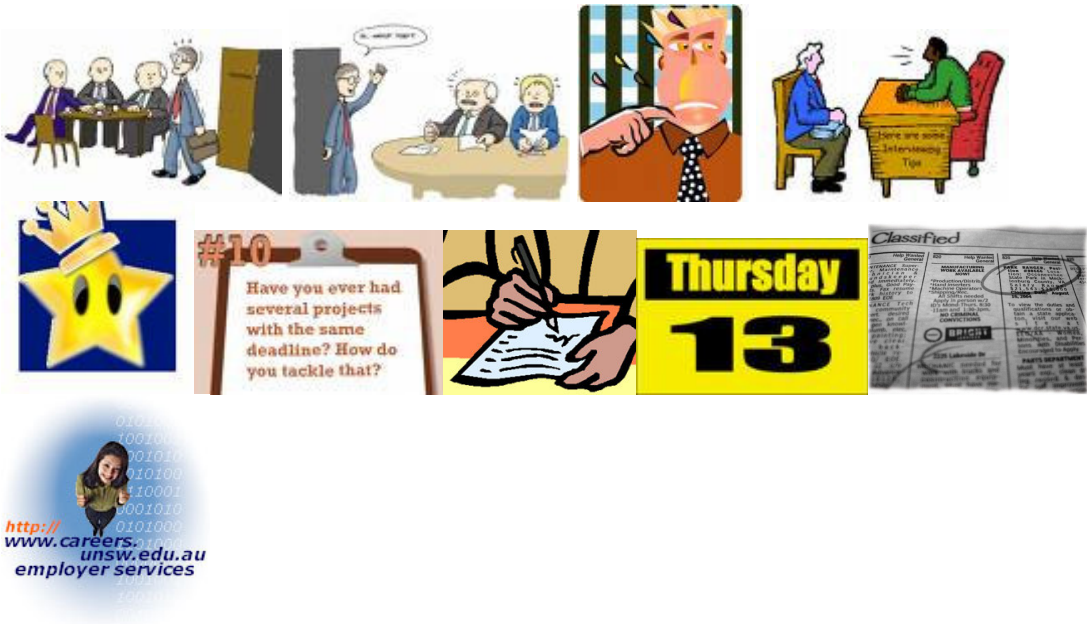
Note- taking

Listen to the letter which is written for job application and fill in the table according to the text.

1. Written to	
2. Applied for	
3. The field of study	
4. When to finish dissertation	
5. Special interests	
6. Written by	

TELLING A STORY

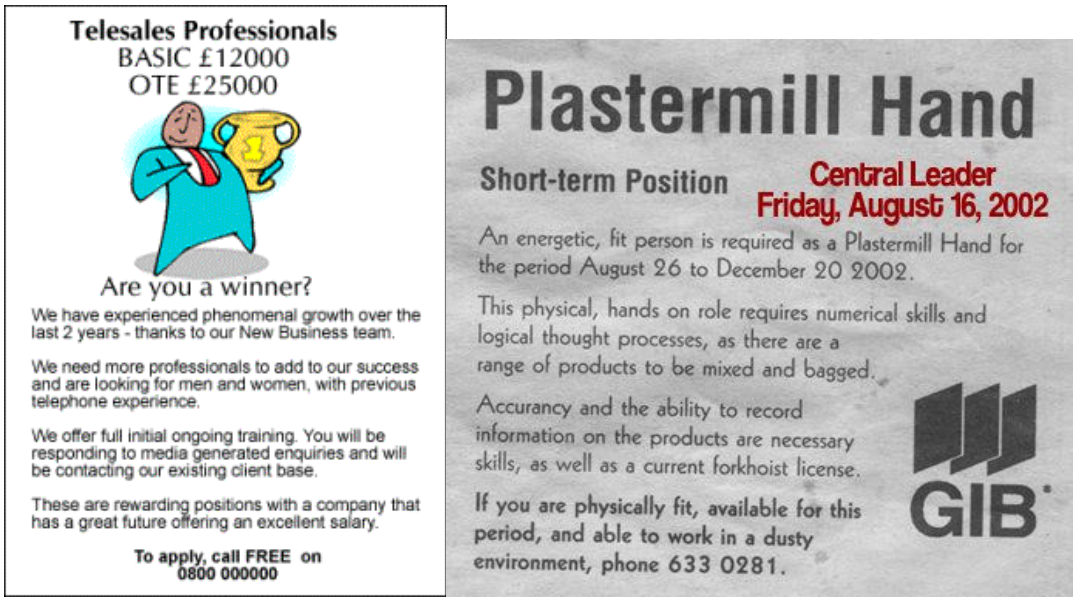
Work in pairs. Look at the pictures below and make up a story using the clues.Then tell your story to class.



http://images.google.com.tr/images?svnum=10&um=1&hl=tr&q=applying+for+a+job

WRITING A LETTER

Look at the advertisements below. Which of them would you like to apply? Why?



http://www.eoc.org.uk/images/illustrated_advertisements_image004.gif

Write a letter to apply for a job presented at the advertisements above. (Choose one of them)

17 Einfield Court,
Einfield Road,
Twickenham,
Middlesex MY P2

5th June 2007

……
……

Dear Sir,

I am writing to you about……...
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Yours faithfully,

UNIT 11- SPYWARE IS EVERYWHERE!!!

A. PRE-READING ACTIVITIES

LISTENING (Track 11)

Look at the cartoons below. Now you will hear the people talking. Match the people's speech with the pictures below.

1

2

3

4

http://www.cartoonstock.com/newscartoons/directory/a/aid.asp
http://www.cartoonstock.com/newscartoons/nc_search.asp?x=a&keyword=virus&Boolean=Or&artist=Not+Selected&category=Not+Selected

Questions to consider

a. What do you know about spywares?

b. Have you been infected by spywares before? If yes, what did you do to remove the spyware from your computer?

c. Do you know any different methods to eliminate spywares? If so, what?

B. WHILE-READING ACTIVITIES

1. In this text, the title of each paragraph is missing. As you read through the text choose from the titles (A-D) below and put the correct title in the correct place.

A. FEATURES OF GOOD SPYWARE REMOVAL SOFTWARE
B. PROTECTING YOUR COMPUTER FROM A COMPUTER VIRUS
C. ELIMINATION OF SPYWARES
D. WHAT ARE THE SIGNS OF SPYWARE?

SPYWARES

A.

Are you seeing tons of pop-up ads as you surf the internet lately? Have you noticed your computer getting slower? The most likely cause of both of these problems is a group of malicious programs know as malware. Malware is divided into adware and spyware. Both are a menace to modern surfers world-wide.

Adware is software that contains advertisements to make money for the people who wrote the program. Many adware programs are legitimate. Opera, for example, used to display an unobtrusive banner add in the free version to pay for future devolpment of the program.

Unfortunately, not all adware provides a legitimate function other than advertising, and some of the adware programs with legitimate functions take their advertising methods too far.

Some adware programs open *multiple* pages that you don't want to view for every page that you do. Advertising pop-ups selling dream vacations, flashing banners asking you to punch a crazy monkey, and fake warnings about critical updates for you computer are all everyday tactics of these rogue programs. It can get so bad that the internet connection or your entire computer can become *unusable*.

Spyware goes a step further by collecting information about you and sending it to advertisers. This information can include things like the web sites you visit or the files you open. Some of it goes as far as attempting to discover bank accounts or credit card numbers and sending it to undisclosed recipients. In short, this is stuff you don't want on your computer.

In this guide, I will show you how to protect your computer from adware in the future. Finally, I'll show you how you can enjoy surfing even more by using browsers with extra features and higher security than Internet Explorer.

B.

* Spyware and other malicious software may add additional toolbars to your browser, which you don't want. Even, if you delete them, they will appear again, each time you restart your computer.
* Pop-up advertisements may appear whenever the computer is turned on, even when you are not online. Some of them may be for adult or other objectionable sites.
* The computer's settings may change mysteriously. Even if the user changes the settings back to the earlier settings, they may revert repeatedly to the new settings. Malicious software may change your homepage or search page settings.
* Spyware and other malicious software are not designed to be efficient. The process of watching a user's activities and displaying advertisements may noticeably slow down, the functioning of a computer or even makes it crash.
If spy ware or ad ware infects your computer, don't despair. You can use any of the free or paid spy ware or ad ware elimination software products, available to detect and eliminate them.

C.

1. Put anti-virus software on all your computers whether they are Internet connected or not.

2. Don’t open or download file attachments (attached files) in your e-mails. Especially the ones with the extensions .pif, .exe, .com, .vbs, .bat, .bin, .dot, .reg, .js, .scr, .xlm and .dll.

3. Don’t click on links in the body of your e-mails.

4. Don’t download software from web sites that you do not know.

5. Never install software on your computer unless you know where it came from.

6. Run a manual anti-virus scan for every 24 hours you use your computer.

7. Be sure that your anti-virus software is up-to-date. All anti-virus software products usually provide updates every 2 or 4 weeks and this service is free of charge to registered users for up to a year.

8. Received an e-mail from someone you know but didn’t

expect them to send you a file attachment? Call the person first, before downloading or opening the file attachment to confirm that it really came from them.
Some virus programs are very good at making it look like they are just files sent to you from someone in yours or your friends e-mail address book.

9. Put firewall software on all your computers that are temporarily or permanently connected to the Internet

D.

* It should offer complete protection from spyware, key loggers, remote acess Trojans (RATS), browser hijackers and ad ware.

* A good spyware program will offer automatic updates, to provide protection from the latest spy ware threats.

* The spyware product should offer technical support, so you can call or e-mail someone, if you have a technical problem.
* A good customer service back up also shows that the manufacturer can be trusted to look after the needs of the customer in the long run.

http://www.radified.com/remove-spyware_01.htm

2. Complete the chart according to the text above.

	Adware	**Spyware**
Tactics they use		
Damages they give		

3. Scan the reading and answer these questions.

1. Which is menace to your privacy? Adware or spyware? Why?

2. What kind of files shouldn't be opened? Why?

3. What should you do if you have technical problems?

4. Which protection method is the most useful for you?

5. Does the writer give sufficient information about spywares? Why/ why not?

6. If you were the writer what would you add to the text?

4. Read the sentences and circle NI (No Information) T (True) or F (False) by stating your explanations.

a. If your computer is infected by spyware, you can't go online.	NI	T	F
b. It is easier to eliminate spyware than adware.	NI	T	F
c. Spyware has more dangerous effects than adware.	NI	T	F
d. Spyware Removal System should be updated every month.	NI	T	F
e. Computer companies allow free customer service.	NI	T	F
f. You shouldn't share your files so as not be infected by spams.	NI	T	F
g. Some computers are more vulnerable to spywares.	NI	T	F

EXPANDING VOCABULARY

A. Match the given words in column A with the definitions in Column B.

1. malicious (adj)	**a.** not easily noticed
2. menace (n)	**b.** very cruel and unkind
3. legimate (adj)	**c.** someone who receives something
4. unobtrusive (adj)	**d.** substances, materials
5. recipient (n)	**f.** something or someone that is very dangerous
6. stuff (n)	**g.** always, for a long time
7. despair(n)	**h.** feeling hopeless
8. back up (v)	**i.** acceptable or allowed by law.
9. temprorarily (adv)	**j.** for only limited period of time
12. permanently (adv)	**k.** support

B. Complete the sentences with the words in exercise 1.

1. The accident left him…… disabled.

2. Because of the crash, the E-5 wasn't used …….. yesterday.

3. The President didn't …… the rumor about war on media.

4. His claims are not …….. by any scientific evidence.

5. I have got some sticky…….on my shoe.

6. Who is the ……of Nobel Peace Prize this year?

7. I have …….problem with my computer but I can't find it.

8. Who is responsible for this……..rumours?

9. Criminals are……..to society.

10. Most scientists believe that it is…….to use animals in medical research.

11. People shouldn't be in……..when they have problems.

C. POST-READING ACTIVITIES

LISTENING (Track 12)

Listen to the track about the Norton Antivirus Scan Manual and complete the gaps in the text.

Norton AntiVirus Manual Scan

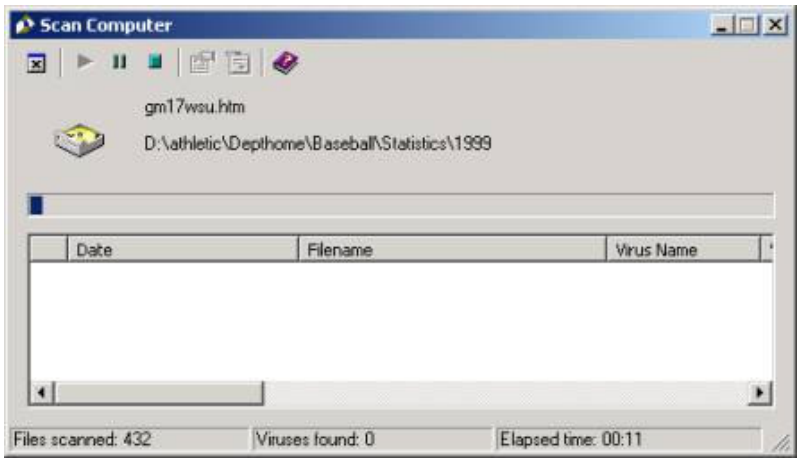
In the lower right hand corner of your computer screen, you should see a yellow shield on your task bar. Double click the yellow shield to open Norton AntiVirus. If you do not have a yellow shield, please follow the instructions Erika Tallman sent out to update your software.

Once Norton is open, you will see this screen.

- On the left, highlight (1)……
- On the right, check the boxes for your local drives (probably C and D). Do NOT check network drives (normally F, G, H, or I).
- Click on the 2)……button.

On the Macro Virus tab:

1. Action: Clean virus from file
2. If action fails: 3)…….infected file



Click the 4)……..button
Click the 5)…….button – it will take you to the previous screen:
Click the 6)……..button
The scan will begin.

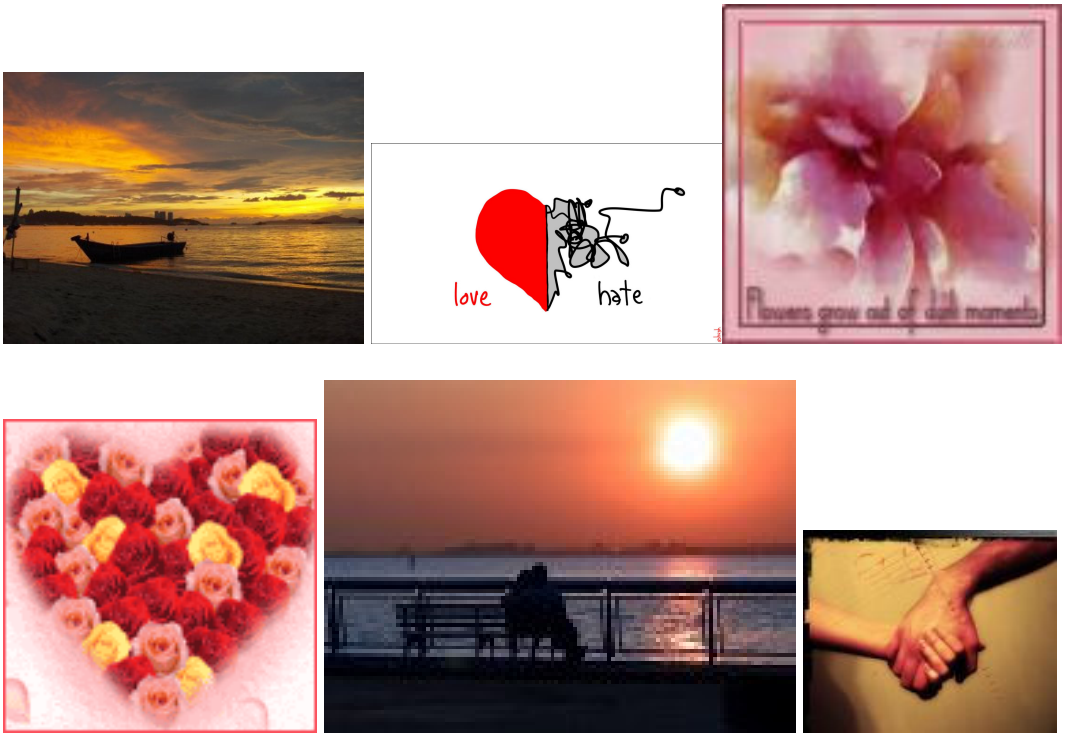
Notice the status bar on the bottom of this screen: you should see the number of files scanned increasing. If the number doesn't change, Norton is not working correctly and you will need to contact the Help Desk at 7)……..
http://www.northern.edu/computer_services/manscan.htm

WRITING and ROLE PLAY ACTIVITY

Think that your computer has been infected by an adware or spyware. You want to remote it from your PC and you call the information desk of the computer company and try to explain your problem. Here is the manual. Read the manual and prepare a dioalogue in pair . One of you is the assistant at the information desk and one of you is the person whose PC has been infected by an adware or spyware.
Here is your role play cards. First write your dialogue and then act out.

You	Information desk
Greeting	Greeting
Introduce yourself and state your problem	
	Ask questions about how often you have problems, and what difficulty you have.
Difficulties: not going online Opening different pages at the same time Pop-up advertisements	
	Ask if he use anti-virus programs.
Say no	
	Recommend Nortan Anti-Virus Programme.
Ask how to set up.	
Ask questions to clarify the steps.	Tell the steps.
Say good bye	
	Say good bye

UNIT 12- LOVE STORY



http://images.google.com.tr/images?hl=tr&q=love&gbv=2

A. PRE-READING ACTIVITIES

1. Read the poem below. What is it about? What should the title of the poem be? What do you think that the poem was written by? By a friend/ex-girlfriend?

Many broken pieces
Shattered, now apart
What can I do to mend it?
To mend by broken heart?

I walk along the beach
Leaving footprints cold and bare
How can I enjoy the sunset,
When there's no one here to share?

There used to be a pair,
Of footprints next to mine.

But they washed away with waves
And the shifting sands of time.

All I can do now,
Is remember how things were.
The good times, not the bad times,
Which caused my heart to stir.

To live to die,
What does it matter?
While I am in this state.
I didn't know how much I loved,
Until it was too late.

http://www.friendship.com.au/poetry/broken/broken2.html#good

2. Read the 'Love Quotes' below. Do you agree with these statements? Why/Why not?

- ***"It is never too late to fall in love.'' ~Sandy Wilson***
- ***"Love is like an hour glass, with the heart filling up as the brain empties." ~Jules Renord***
- ***''Love is not finding someone to live with, it's finding someone you can't live without.'' ~Rafael Ortiz***
- ***"You call it Madness, but I call it Love."~Don Byas***
- ***"Where there is love, there is life."~Mahatma Gandhi***
- ***''Love conquers all.''~Virgil***
- ***"The heart has its reasons, which reason does not know."~Pascal***
- ***"At the touch of love everyone becomes a poet."~Plato***
- ***''Love is like a fire. Whether it is going to warm your hearth or burn your house down, you'll never know.'' ~Karen Sunde***
- ***''Women are made to be loved, not understood.'' ~Oscar Wilde***

http://www.mydearvalentine.com/valentine/love-quotations

B.WHILE-READING ACTIVITIES

Read the complete story and answer the questions below.

THINGS WE NEVER SAID

By Fiona Goble

He saw her from behind and recognized her immmediately. He walked faster until he was just ahead of her, then returned round, wondering whether to smile. It didn't seem like fifteen years. She didn't see him at first. She was looking in a shop window. He touched the sleeve of her jacket.

'Hello, Amanda', he said gently. He knew he hadn't made a mistake. Not this time. For years he kept thinking he'd seen her- at the bus stops, in pubs, at parties.

'Peter!' As she said his name, her heart quickened. She remembered their first summer together. They'd lain together by the river at Cliveden. They were both 18 and he'd rested his head on her stomach, twisting grass in his fingers, and told her that he couldn't live without her.

'I'm surprised you recognize me,' he said, burying his hands in the pockets of his coat.

'Really?' She smiled. In fact she'd been thinking about him a lot recently. 'You haven't moved back here, have you?' Sure not, she thought. She knew he loathed the place. Even at 18, he couldn't wait to leave and travel the world.

'Good heavens no', he said. 'I'm stil in London.'

She looked at him. He looked the same. He hadn't begun to go bald like so many of the men she knew, but his shoulders were broader and his face slightly rounder.

'I came back for funeral,'he continued. 'My father's. A hearth attack. It happened very suddenly.'

I'm sorry,' she said, though she wasn't really. She remembered him telling her about how his father used to beat him regularly until he was 16 and grew too tall.

'Thank you,' he said to her, though he felt nothing for his dead father, just relief for his mother. She'd be happier without him. She'd been trying to pluck up courage to leave him for years.

‘And I take it that you’re not living back here either?’.

‘I’m in London, too,’she said. She pushed her hair behind her ears in a gesture that he hadn’t forgatten.

‘Just back for my sister’s wedding tomorrow.’

‘That’s nice,’ he said, though his only memory of Amanda’s sister was a rather plump, boring 12-year-old.

‘Yes,’ she agreed, feeling that her baaby sister’s wedding only served to spotlight her own series of failed relationships.

‘And your parents?’ he asked. ‘They’re well?’

‘Fine.’ She remembered how he’d always envied her middle-class parents, who ate foreign food and took exotic holidays.

‘Are you rushing off somewhere?’ he asked.

‘No, I’m just killing time, really.’

‘Then I suggest we kill it together. Let’s grab a coffee.’

They walked towards Gaby’s, a small cafe just off the high street. They had spent hours there when they had first met, laughing and holidng hands under the table, and discussing their plans for the future over cups of coffee. They sat opposite each other. He ordered the coffee.

‘And so, Peter, did you become a foreign correspondent?’ she asked, remembering the places they dreamed of visiting together- India, Morrocco, and Australia.

‘Not exactly,’ he said. ‘I’m a lawyer, believe or not.’ She looked at his clothes, and she could believe it. They were a far cry from the second –hand shirts and jeans he’d worn as a student.

‘You enjoy it?’ she asked.

‘Yes,’ he lied. ‘And you?’ Are you a world famous artist?’ He’d always loved her pictures. He remembered the portrait which she’ d painted for him for his twentieth birthday.He stil had it.

‘Well,...no.’ She tried to laugh. She wondered if he stil had her self-portrait. She’d stopped painting years ago. He looked at her hair, cascading in dark unruly waves over her shoulders. He could see a few white hairs now, but she was stil beautiful.

‘So,’ he said. ‘What are you up to?’

‘Nothing much,’ she said. ‘I’ve tried a few things.’ She didn’t want to tell him about

the succession of temporary jobs that she'd hoped might lead to something more permanent but never had.

'So you're not painting at all?'

'Only doors nad walls,' she joked, and he laughed politely. She remembered the evenings they'd spent in the small bedsit they rented together in their last term at college. He'd sit for hours just watching her paint.She filled sketch book after sketch book.

'So where are you in London?' she asked.

'North,' he said. It was a three-bedroom flat in Hampstead. Nice in an empty kind of way. He thought about all the evenings he wished he had someone to come home to.

'And you?' he asked, after a pause.

'South. It's okay, I rent a room.' She thought of the small room with the damp walls which she rented in an unfashionable part of Clapham. 'But I'm thinking of buying somewhere. It's one of the reasons I came home. I wnat to sort out a bit,' she sighed, thinking about the letters from him that she'd found in her old bedroom. She'd been reading them only yesterday.

'Oh, Peter, I don't know why I left that day,' she said at last. He looked up at her.

'It's all right,' he said, remembering the evening she hadn't come back to the bedsit.

'We were young. Young people do things like that all the time,' he added, knowing that this wasn't true, knowing that he hadn't deserved such treatment. He thought of all the letters he'd sent to her parents' home. He' written every day at first, beginning her to return or at least to ring him. He'd known even that he would never meet anyone like her again.

'I suppose you're right.'She swallowed hard, trying to hide her disappointment and hurt that he seemed to have no regrets.

'Well, I ought to be going', she said.

'Already? I thought you had time to kill.'

'I did,' she said, blinking to hold back the tears. 'But I ought to get back now to help my mother with the wedding.'

'I understand,' he said, though he didn't. Surely her parents would understand?

'Shall I give you my phone number. Perhaps we could meet up?'

'Perhaps,' she said.

He wrote his telephone number on the back of the bill and she tucked it into the zipped compartment of her handbag.

'Thanks. Goodbye, Peter.'

' Goodbye, Amanda.'

Years later, every so often, she stilL checked that compartment to make sure his number was there.

http://www.indianchild.com/things_we_never_said.html

1. Comprehension Questions

1. What was the relationship between Amanda and Peter?

2. Did they have happy childhood?

3. Why have they lost touch with each other?

4. Have they had the career as they planned before?

5. Whose life is more tragic for you? Why?

6. Do you feel sorry for Peter and Amanda? Why?

7. Do they still love each other? How does the writer show this?

8. Does the writer use formal or informal language? Why?

9. Is the story moving or dull? Why?

10. If you were the writer, how would you end the story?

Summarize the story.

EXPANDING VOCABULARY

Idioms

Use your dictionary to check new words and expressions.

A. Read the sentences below and answer the questions.

1. I had time to kill

2. I was at a loose end so I went to a cafe and had a coffee.

3. I was early and needed to pass the time

4. I was bored and nothing else to do

a. Which of the sentences contain idioms?Underline them.

b. Which sentences do not contain idiomatic expressions?

c. Which pairs of sentences have the same meaning?

B. Each of the following sentences contain an idiom in italics. Read the sentence and try to understand the idiom. Then, find the meaning of the idiom in the list that follows, and write the letter of the answer on the line.

------ **1.** He's always too fast and out of control on his motorcycle. He is ***playing with fire.***

------ **2.** She's not telling me exactly what happened. He's ***beating around the bush.***

------ **3.** When you guessed that I would get the promotion, you ***hit the nail on the head.***

------ **4.** I really prepared for that exam. It should be ***a piece of cake.***

------ **5.** She keeps asking if I was the one who was spreading rumors about her, but I wasn't. She's ***barking the wrong tree.***

------ **6.** She has to g oto the bank, and while she' out she'll stop and visit her friend. She's ***killing two birds with one stone.***

------ **7.** I can't think of the answer, but it will come to me in just a minute. It's ***on the tip of my tongue.***

------ **8.** Marry's buying a lot of furniture before she even has a job. She's ***putting the cart before the horse.***

------ **9.** Eric and his brother have the same hair, the same eyes, the same smile, and the same expressions. They are ***like two peans in a pot.***

------**10.** Arthur and his classmates all have to read five chapters, write a paper, and prepare for an exam this week. They are ***all in the same boat.***

------**11.** He took the best portions for himself and didn't leave enough for the others. He's just ***looking out for number one.***

------**12.** When I sae him with an older man, I just knew that the man had to be his father. He's ***a chip off the old block.***

a. just look like	**g.** be extremely easy
b. doing something dangerous	**h.** were exactly right
c. an idea that is not in words	**i.** saying indirectly
d. in the same situation	**j.** doing things in the wrong order
e. exactly alike	**k.** thinking only about himself
f. making a mistake	**l.** accomplishing two things at the same time

C. POST-READING ACTIVITIES

1. LISTENING (Track 13)

1. Listen to the song and complete the gaps.

I Will Remember You
© Sarah McLachlan
(Chorus)
I will remember you
Will you remember me?
Don't let your life 1)----- you by
Weep not for the 2)----------
I'm so tired
But I can't 3)------
Standing on the edge
of something much too 4)--------
Funny how I feel so much
But cannot say a word
We are 5)---------- inside
Oh...but we can't be heard
Chorus
So afraid to love you
More afraid to 6)-------
Clinging to a past
that doesn't let me 7)----------
But once there was a darkness
A deep and endless 8)---------
Gave me everything you had
Oh...you gave me 9)------
Chorus
http://www.friendship.com.au/media/songs/siwillrememberyou.html

2. What is the story of the song? Is there any similiarities between the song and the story? What are they? Who was this song written by? To whom was it written?

WRITING

1. Read the story below and discuss the following question with your friends and then put your ideas into sentences.

Love and Time

Once upon a time, there was an island where all the feelings lived: Happiness, Sadness, Knowledge, and all of the others, including Love. One day it was announced to the feelings that the island would sink, so all constructed boats and left. Except for Love.

Love was the only one who stayed. Love wanted to hold out until the last possible moment.

When the island had almost sunk, Love decided to ask for help.

Richness was passing by Love in a grand boat. Love said,

"Richness, can you take me with you?"

Richness answered, "No, I can't. There is a lot of gold and silver in my boat. There is no place here for you."

Love decided to ask Vanity who was also passing by in a beautiful vessel. "Vanity, please help me!"

"I can't help you, Love. You are all wet and might damage my boat," Vanity answered.

Sadness was close by so Love asked, "Sadness, let me go with you."

"Oh . . . Love, I am so sad that I need to be by myself!"

Happiness passed by Love, too, but she was so happy that she did not even hear when Love called her.

Suddenly, there was a voice, "Come, Love, I will take you." It was an elder. So blessed and overjoyed, Love even forgot to ask the elder where they were going. When they arrived at dry land, the elder went her own way. Realizing how much was owed the elder,

Love asked Knowledge, another elder, "Who Helped me?"
"It was Time," Knowledge answered.
"Time?" asked Love. "But why did Time help me?"
Knowledge smiled with deep wisdom and answered, "Because only Time is capable of understanding how valuable Love is."

http://www.indianchild.com/love_and_time.html

2. Do you think that time is capable of understanding the value of Love? Why? /Why not?

DOES TIME UNDERSTAND THE VALUE OF LOVE?

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CHAPTER VI CONCLUSION

The Common European Framework of Reference for Languages has been put together by the Council of Europe to promote pluriculturalism and plurilingualism in Europe so that people respect for cultural diversity and communicate with each other. Being comprehensive, transparent and coherent, the Framework guides teachers, learners, course book writers and testers by providing a common basis for the explicit description of objectives, content and methods. As the Common European Framework draws on theories of communicative competence and language use, it describes what a language user has to know at different levels of proficiency in order to communicate effectively.

The European Language Portfolio draws on the spirit of the Common European Framework. It is based on the self-directed learning and self-evaluation. That is; an ELP-based syllabus puts the learner at the centre of attention by self-monitoring and learner autonomy. It promotes learners' language and intercultural learning whether outside or in the formal education context. 'I can do' statements in ELP which shares the common features of the 'can-do' statements in the CEF form the basis of this study. All the activities and exercises in this thesis are in accordance with descriptive scales in both the ELP and the CEF.

Reading is one of the important skills to be developed to understand different ideas and opinions. The reading skills should be developed in integration with other skills. Especially, in Turkey, where most examinations assess people's reading skills such as KPDS or UDS, language learners have to be good at reading. On the other hand, students of preparatory programmes of universities have to understand grammatically complex reading text to pass the proficiency exams at the end of the year. This study aims at suggesting an upper-intermediate reading course syllabus as current reading course books are insufficient to fulfil the requirements of the Common European Framework.

In this study, all of the reading activities has been designed around the tasks of frequent everyday use. Namely, the action-oriented approach has been adopted in this thesis. On the other hand, skill-based approach has also been used to develop reading sub skills defined in CEF and ELP scales such as skimming and scanning. Besides, to promote language awareness in the context of plurilingualism and to increase the communicative competence, the functional-notional syllabus types have been used. CEF supports the idea that the language should be presented in a real-life situation and presents the domains such as personal, public, educational and occupational with the themes related with them. Thus, Situational Syllabus has been utilized to meet the students' situational needs by providing real-life situations, settings and communicative goals. In sum, the eclectic approach which is based on the features of skill-based, functional-notional and situational syllabus has been adopted in this study.

Although the reading is emphasized in this thesis, the other skills have also been stressed in the activities since it is beyond doubt that the integration of the skills is vital in foreign language teaching. Each unit deals with one topic and related activities in reading, writing, listening and speaking. As vocabulary knowledge is prominent for reading, new words and idioms have been presented under the 'expanding vocabulary' part in each unit. On the other hand, various types of activities such as puzzles, songs, comics, and pictures have also been used to motivate students to participate in the lesson.

To sum up, the activities in accordance with the CEF and ELP descriptors will be beneficial for the ones who are at the preparatory programmes of universities. Besides, this study will be guide for the teachers who want to develop his/her own course syllabus in parallel with the basic tenets of the ELP and CEF at B2 level.

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APPENDICES

APPENDIX 1

TEACHER'S NOTES FOR THE SUGGESTED UNITS

UNIT 1- GOING ONLINE

A. PRE-READING ACTIVITIES

1. Questions to consider

a. Do you use the Internet?

Student's own answer.

b. How often do you use it?

Student's own answer.

2. Look at the quotations below. Do you agree with these statements? Discuss with your friends.

Student's own answer.

3. Do you know any computer terms? Have you heard of terms such as Spam, Blog, Google before?

Student's own answer.

LISTENING (Track 1)

Listen to the information about computer terms and complete the sentences.

1. A computer mouse is not a small animal that lives in buildings open fields.
2. The Mouse moves the pointer, or cursor on the computer screen.
3. People who are experts about computers are called hackers.
4. When you google a subject, you can get a large amount of information about it.
5. Blog is the shortened name for a Web log.
6. Spam is unwanted sales messages sent to your electronic mailbox.

B. WHILE-READING ACTIVITIES

1. Answer the questions.

a. Going online.

b. People go online to communicate, send e-mails, find new friend, learn more about other cultures and talk about any subjects they want.

c. Lonely and unhappy go online.

d. No.

e. He is quite objective. He presents the bad and good sides of going online.

f. Students' own answer.

2. Read these sentences. Circle NI (No Information)T (true) or F (False) by stating your explanations.

a) T b) T c) NI d) F (The research both in America and Europe shows that people having social lives go online.) e) NI f) NI g) NI

EXPANDING VOCABULARY

Complete the sentences with the correct words and phrases in the box.

1. on a regular basis
2. gain
3. in touch
4. distant
5. draw
6. avoid
7. point

C. POST READING ACTIVITIES

Speaking: Whole Class Discussion

1. What are the advantages and disadvantages of computers? Fill in the table and share your ideas with your friends.

Student's own answer.

2. '' We are the slaves of computers.'' Do you agree with this statement? Why/Why not?

Student's own answer.

Writing : Writing a paragraph

Work in groups of four. Write a passage (about 150-170 words) about the topic they discussed in the previous activity.

TIPS FOR TEACHERS

It is a good idea to let the students work in small groups of four .This makes a good exchange of information and discussion possible and a lot of peers work together. In

group work, members can be assigned as;

Grammar Leader: responsible for using the right grammar points;

Vocabulary Leader: responsible for the choice of right vocabulary items;

Group Leader: responsible for the general control among the group members;

Group Writer: responsible for presenting the paragraph to the others in the class.

UNIT 2- A NEW WAY OF COMMUNICATION

A. PRE-READING ACTIVITIES

1. Look at the pictures above. What do you think that the text will be about?

Student's own answer.

2. Answer the questions below.

a. How often do you send text messages?

Student's own answer.

b. Who do you send text messages?

Student's own answer.

c. Why do you prefer text messages?

Student's own answer.

LISTENING (Track – 2)

TIPS FOR TEACHERS

Ask students to read the questions first, then play the recording to answer the questions.

If students have difficulty in finding the answers, let students listen to the track second time.

Listen to the tape-script and answer the questions below.

1. On a school bus.
2. The driver was caught sending a text message.
3. No.
4. From a newspaper.

B. WHILE-READING ACTIVITIES

1. Comprehension check

1. What do these numbers in the text refer to?

a. the amount of the SMS industry that has ballooned

b. the age of text message users

c. the percent of online population

d. the grade of students at school

2. He thinks that text messaging is good for people.

3. Some teachers believe that text messaging helps students to improve writing, and some think that it spoils the rules of languages.

4. Student's own answer.

5. Student's own answer.

6. Student's own answer.

2. Complete the sentences according to the text above.

a. socializing and communication.

b. formal and informal language.

c. they want their children to socialize.

d. drafting.

e. language.

3. Complete the diagram according to the text.

Bad sides of texting: spoil the rules of English

Good sides of texting: good for communication and socialization

a. Student's own answer.

EXPANDING VOCABULARY

a. To suddenly become larger in amount.

b. An activity that you do for pleasure or amusement.

c. To understand how serious or important a situation or problem.

d. To be the cause of something.

e. To be the part of something.

f. Something that tests strength, skill or ability.

g. A small, useful, and cleverly designed machine or tool.

TIPS FOR TEACHERS

Put students into pairs and explain that guessing the meaning from context is an important skill, because using dictionaries interrupts your reading and makes you read slowly. Emphasise that it is not always necessary to be 100 percent correct when guessing, but it is important to understand the general idea. Ask students to describe the meanings in their own words and to make notes to help them remember.

C. POST-READING ACTIVITIES

WRITING and SPEAKING

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

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

C. 1) 1.h 2.a 3.e 4.b 5.g 6.d 7.i 8. f 9. c

2) Student's own answer.

3) Student's own answer.

UNIT 3- FAME AND FORTUNE

A. BEFORE READING ACTIVITIES

TIPS FOR TEACHERS

Introduce the topic by showing students pictures of famous people and asking what they are famous for. Ask students to predict the meaning of the word 'celebrity', then want them to read the text to check their answers.

1. Student's own answer.
2. Student's own answer.
3. Student's own answer.

B. WHILE- READING ACTIVITIES

Comprehension Questions

1. a. He strung a tightrope across the Niagara Falls

b. He was the loser of Sydney Games

c. He was the child of a famous person.

d. He married to a famous person.

e. He created her own formula.

2. a. 3 b.5 c.1 d.5 e.3 f.5 g.6 h.7 i.5 j.6

EXPANDING VOCABULARY

Definition	Target word or Phrase
a. being different from anyone else (section 1)	standing from the crowd
b. sure to attract a large audience (section 1)	crowd puller
c. an unsuccessful person that everyone is fond of (section 2)	lovable loser
d. attracted (section 2)	captured interest
e. an instant success (section 2)	an overnight sensation
f. extremely quickly (section 5)	the speed of light
g. increases by itself (section 6)	takes on a momentum of its own
h. become really famous (section 7)	make it really big
i. do something that others have already done (section 7)	follow in anyone else's footprints

C. AFTER READING ACTIVITIES

Whole Class Discussion

1. Student's own answer
2. Student's own answer
3. Student's own answer

2. LISTENING and WRITING

TIPS FOR TEACHERS

Explain that they are going to listen to a song about a woman who goes to Hollywood. Give students a few minutes to read the text of the song and fill in the gaps. If they

cannot immediately guess an answer, tell them to move to the next one. Play the recording and then get students to compare their answers. Play the recording again, if necessary, and check answers as a whole class.

LISTENING (Track 3)

1. Student's own answer.
2. a. alone
   b. way
   c. find
   d. mind
   e. car
   f. star
   g. pass
   h. were
   i. parking
   j. space
   k. stay
   l. born
   m. find
   n. fame
   o. home
   p. alone
   q. blow
   r. friend
   s. drive
   t. wait
3. a. San Jose
   b. In Hollywood
   c. To be famous
   d. No.
   e. Small and quiet.

WRITING

The given tips will help students to write the story from the point of girl. You may ask students to put themselves into the girl's shoes.

UNIT 4- DEATH BY TOURISM

A. PRE-READING ACTIVITIES

1. Student' own answer.
2. Student's own answer.
3. Student's own answer.

B. WHILE-READING ACTIVITIES

1. What do the following numbers refer to?

a. The King Heredot's soldiers were imprisoned in the Ruins of Petra in that time.

b. The Ruins of Petra was discovered.

c. The number of tourists visit Petra ever year.

d. The first package tour was organised.

e. 200.000 people visited the prehistoric cave paintings at Lascaux in France.

f. The population of the Mediterranean shores swells to 230 million each summer because of the tourists.

g. There are 15.000 cable car systems

h. In Notre Dame in Paris, 108 visitors enter each minute during opening hours.

i. In 1987, Venice had to be closed because of huge crowd.

2. Work in pairs. Answer the questions below.

a. Student's own answer.

b. B, D and F.

c. The bad effect of tourism on these places are mentioned.

d. The Alps, Grand Canyon, Notre Dame, Venice, Lascaux, Rome, Prague and Warsaw.

e. Pessimistic.(Student's own answer.)

f. Student's own answer.

3. Read these sentences. Circle NI (No Information)T (True) or T (False) by stating your reasons. Check your answers with a classmate. If your answers are different, look back at the reading.

a. F (one of the ruined temples)

b. F (400.000)

c. T

d. NI

e. F (It's just a joke)

f. NI

g. T

EXPANDING VOCABULARY

a. reveals

b. concluded

c. barely

d. remote

e. privileged

f. incredible

g. conquered

h. select

i. exquisite

C. POST-READING ACTIVITIES

Discussion

1. Student's own answer.

2. Student's own answer.

LISTENING and WRITING

LISTENING (Track 4)

1. Sao Paulo

2. Fernando is the guest and Ken is the host.

3. Sao Paulo is described. It is the biggest and noisiest in city in Brazil. It is a commercial city. It has much traffic.

4. Winter.

WRITING: Writing a letter

Write a similar letter. Imagine you are either expecting an English- speaking guest to stay with you in your country, or going to stay with a friend in an English-speaking country. Describe your home town briefly as part of your letter.

TIPS FOR TEACHERS

If your students need to improve their writing skills, ask students to take notes about what to tell. Then ask them to order their ideas and write a first draft. Walk around the class helping with the language and correcting mistakes. Ask students to give their draft to another student to check and then to use the other students' suggestions to write the final draft. Students write the final letter in class, or for homework if time is short.

UNIT 5 LANGUAGE AND SEX

A. PRE- READING ACTIVITIES

1.Student's own answer.

2. Student's own answer.

3. Student's own answer.

B. WHILE-READING ACTIVITIES

1. a. women (who are) in paid employment.

   b. women who are given the role of modelling acceptable behaviour in the community.

   c. (the) needs

2. a. The author thinks that language should be considered as a social, value-loaded practice.

   b. That women have not universally accepted their position in the lower ranks.

   c. 1) high social status 2) smart and polite appearance

   d. the structure of society and values and the accompanying expectations that determine the ways in which individuals are viewed and treated.

EXPANDING VOCABULARY

A. Match the words in Column A with the definitions in Column B

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

B. Fill in the blanks with the words in Column B. Make changes if necessary.

1. induce
2. significant
3. revealed
4. misconduct
5.treat
6.footing
7.smart
8.plausible

C. POST-READING ACTIVITIES

Discussion (Whole Class Discussion)

1. Student's own answer.
2. Student's own answer.

TIPS FOR TEACHERS

If students are very nervous about speaking alone, put them into pairs to prepare and give their talks, taking it turns to speak.

LISTENING and WRITING

LISTENING (Track 5)

Listen to the track about the difference in men and women's solving problem abilities. Take notes about skills that each is good at.

Note- taking

Problem-Solving Tasks Favouring MEN	Problem-Solving Tasks Favouring WOMEN
Spatial tasks Target directed motor skills Matching lines Mathematical reasoning	Remembering the places of objects Recalling the events in the past Manual tasks Mathematical calculations

WRITING

Make use of your notes and write a paragraph about (150-180 words) telling the differences between men and women in terms of problem-solving tasks.

NOTE: This activity is very important as students put their ideas into sentences. Thus, you should walk around the classroom and check students' paragraph in terms of grammar, vocabulary and punctuation.

UNIT 6- THE EUROPEAN UNION AND TURKEY

PRE-READING ACTIVITIES

1.Student' own answer.

2. Student' own answer.

3. Student' own answer.

WHILE-READING ACTIVITIES

1. What do the following refer to?

a. the diverse group of ex-communist countries from Central and Eastern Europe that the EU has just let in.

b. gives the chills

c. the EU

d. Islam's

e. Turkey

f. that Islam is compatible with liberal democracy

2. Answer the following questions.

1. a-b) (any two) political instability/ economic instability/ the interfering role of its army/human – rights abuses.

2. Most of Cyprus, which has joint the EU, is east of Ankara. Or, A part of Turkey, including its biggest city, Istanbul, lies on the European continent.

3. a) Islam is compatible with a secular, liberal democracy.

b) Islamic fundamentalism is on the rise in the Muslim world, including Turkey.

4. Both ban the Islamic headscarf in public schools.

5. Turkey's own reforms might be under threat.

6. He is objective, by presenting the issue twofold.

2. Read these sentences. Circle NI (No Information)T (True) or T (False) by stating your reasons. Check your answers with a classmate. If your answers are different, look back at the reading.

a. T

b. NI

c. T

d. F (Members are confused about the condition of Turkey.)

e. NI

f. T

g. T

EXPANDING VOCABULARY

1. dominating
2. debate
3. negotiating
4. extending
5. hostile
6. dispute
7. abuses
8. enforcing
9. instability
10. compatible

POST-READING ACTIVITIES

TIPS FOR TEACHERS

Put the students into two groups as for and against. Give students enough time for brainstorming and taking notes. Start the discussion. Remind students to support their ideas by giving examples and facts. After discussion session, ask students to put their ideas into sentences. They may write their paragraph in pairs or individually.

DISCUSSION (For and Against)

Read the questions below and discuss the answers with your friends.

1. Should Turkey enter the EU? Why/not?
   Student's own answer.
2. What are the advantages of entering the EU ?
   Student's own answer.
3. What are the disadvantages of entering the EU?
   Student's own answer.

WRITING

Write a paragraph supporting your opinions about the relations of the EU and Turkey.

NOTE: Help students with the format, grammar, vocabulary and punctuation. If the time is limited, give this activity as a homework for the next lesson.

UNIT 7- BEING HEALTHY

A. PRE-READING ACTIVITIES

QUESTIONS TO CONSIDER

Look at the pictures below and answer the questions.

1. What are these people doing?

Student's own answer.

2. Do you do anything like this?

Student's own answer.

3. Do you do any special to keep your health?

Student's own answer.

TIPS FOR TEACHERS

Start by discussing what the people are doing in the pictures. Explain that this quiz is to find

What do they mean about being healthy. Put the students into pairs to discuss their answers, and tell them to tick their partner's answers, and take notes.

2. WHILE-READING ACTIVITIES

1. Each sentence below (A-G) is a summary of one section of the article. Choose a summary sentence for each section and write the correct letter in the spaces (1-6). There is one extra sentence which you do not need to use.

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

2. Complete the sentences below according to the passage.

a. be careful because the genes you inherit from your family affects your metabolism.

b. can affect people weight.

c. Taking vitamin pills

d. The higher the number of calories, the more energy.

e. eat less food containing fibres.

f. if you don't have varied diet.

3. Answer the questions according to the passage.

1. To inform the people about healthy diet.
2. From a health magazine.
3. The fourth paragraph.
4. Of course. The fifth paragraph.
5. They had more balanced diet.
6. Pessimistic. The first paragraph.

EXPANDING VOCABULARY

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

3. POST-READING ACTIVITIES

1. LISTENING

1. wealth
2. health
3. heals
4. keeps
5. mechanics- tool
6. physical
7. over care
8. value

2. DISCUSSION

1. Which proverbs do you agree ? Why?
   Student's own answer.
2. Which proverbs do you disagree with? Why not?
   Student's own answer.

UNIT 8- FOOD LABELLING

A. PRE-READING ACTIVITIES

1. Look at the pictures above. Where are the people? What are they doing?
Student's own answer.
2. Read the title of the article and then take one minute to skim the text. What do you think the article will be about? Share your ideas with a partner.
Student's own answer.
3. Are you generally concerned about health and nutrition? Why/ Why not?
Student's own answer.
4. When you go shopping, do you pay attention to the food labels? Why/Why not?
Student's own answer.

B. WHILE-READING ACTIVITIES

1. Read these sentences. Circle NI (No Information) T (True) or T (False) by stating your reasons. Check your answers with a classmate. If your answers are different, look back at the reading.

a. T

b. F (Nutrients on some of beverage bottles such as coffee, alcohol and spices aren't stated)

c. T

d. T

e. F (You should consume them but not much)

f. T

g. NI

EXPANDING VOCABULARY

Find the word or phrase which means the same as in the puzzle below.

a. snoop

b. sneaky

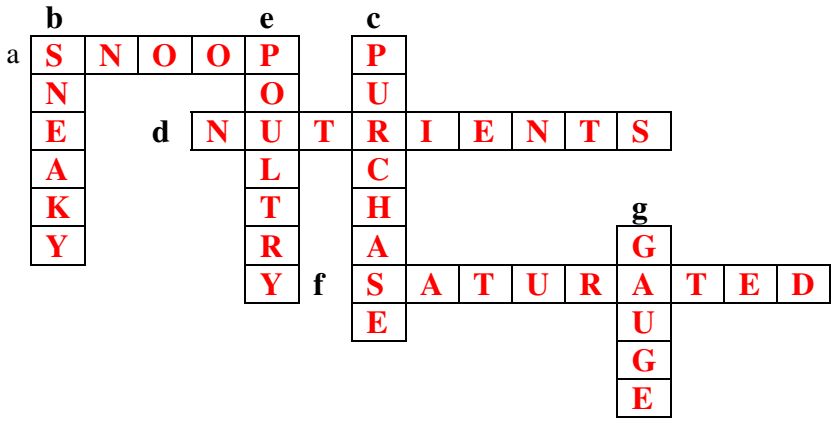
c. purchase

d. nutrients

e. poultry

f. saturated

g. gauge



C. POST READING ACTIVITIES

1. LISTENING (Track 6)

Listen to the track about the ‘‘purpose of food labelling’’ and complete the gaps in the text.

1. communicating product
2. foods and brands
3. basic product
4. safety and nutrition
5. food marketing

2. DISCUSSION

Look at the diagram below and discuss the questions with your friends.

1. Why do you think that women are more better than men in reading food labels?

Student’s own answer.

2. Do you think that food labels are hard to figure out? Why/Why not?

Student’s own answer.

3. Is there any relationship between the years and using food labels?

Student’s own answer.

TIPS FOR TEACHERS

Help students how to read the diagram. Put students into groups and give time to read it. Then ask students to share their ideas. Check the answers. Encourage students to speak by asking extra questions.

UNIT 9- FILM REVIEWS

A. PRE-READING ACTIVITIES

1. How often do you watch a film?

Student’s own answer.

2. Where do you usually watch films : at home, on DVD/TV or in the cinema?

Student's own answer.

3.What kind of films do you prefer watching?

Student's own answer.

4. While choosing a film, what do you pay attention?

Student's own answer.

5. Look at the table below. Are you affected by the ratings of the film or the critics' opinion while choosing a film? Do you believe that the critics are believable? Why/Why not?

Student's own answer.

B. WHILE-READING ACTIVITIES

1. a. Saw II
   b. Sky High
   c. The Legend of Zorro
   d. Serenity
   e. Sky High
   f. Wallace & Gromit in the Curse of the Were- Rabbit
   g. The Legend of Zorro
   h. Serenity

2.Which films would you like to see? Why?

Student's own answer.

3. Which critic has most affected you? Why?

Student's own answer.

EXPANDING VOCABULARY

Read the definitions of the words below and find them in the puzzle.

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

1. 1. sequel
   2. merit
   3. thrill
   4. crave
   5. cult
   6. briskly
   7. invincible
   8. quaint
   9. hilarious
   10. inventive

2. a inventive
   b. hilarious
   c. briskly
   d. cult
   e. invincible
   f. merit
   g. sequel
   h. craves
   i. thrill

j. inventive

C. POST-READING ACTIVITIES

TIPS FOR TEACHERS

Introduce the topic by asking students if taking notes is important and if they are good at. Practise different techniques for note-taking. Put students into pairs or small groups to listen to the track and find the answers.

1. LISTENING (Track 9)

1.Listen to the review of ‘‘Blood Diamond’’ and complete the gaps according to the track.

Critic 1: worth seeing

Critic 2:highly emotional, not so good but it’s OK.

Critic 3:Little overdone.

2. Student’s own answer.

UNIT 10- APPLYING FOR A JOB

A. PRE-READING ACTIVITIES

1. Look at the pictures above. What kind of methods do people use to look for a job?

Student’s own answer.

2. Which method is mostly used in your country? Why?

Student’s own answer.

3. What kind of questions are asked in a job interview? Why?

Student’s own answer.

4. How do people normally feel? Why?

Student’s own answer.

B. WHILE-READING ACTIVITIES

1. Read the parts of the letters and put them in order.

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

TIPS FOR TEACHERS

Give information about the structure of formal letter by giving a sheet presenting the guidelines for writing business letters as:

1. The addressee's (person who receives the letter) address goes in the upper right corner.
2. The date goes below the address.
3. The sender's address goes above the greeting.
4. The greeting is followed by a comma.
5. It is important to state the purpose of your letter immediately. Go directly to the point.
6. Type business letters.
7. Do not use contractions.

Walk around the class to help students with spellings, grammar or formal letter format. Ask students to change their letters with each other for proof reading.

2. Answer the questions below.

a. She's a tutor.
b. She applies for writing teacher.
c. She has been teaching writing and she has been working on a dissertation under the direction of Professor Prominent Figure.
d. She claims that she's very good at communicating with students.
e. She follows the development in her field of studies by attending conventions about education.
f. She's self-confident, hardworking, social, extravert.
g. Student's own answer.

3. Read these sentences. Circle NI (No Information)T (True) or T (False) by stating your reasons. Check your answers with a classmate. If your answers are different, look back at the reading.

a. T

b. T

c. F (Not only for creating the website, but also her professional experience)

d. NI

e. T

f. T

g. F (Colloquies are not stated.)

EXPANDING VOCABULARY

1. Complete the charts with the different parts of speech. Use your dictionary to help you find these words.

Noun	Verb	Adjective	Adverb
contaminant	contaminate	contaminant	-
	discern		-
convention	-	convenient	conveniently
rhetoric	-	rhetorical	-
conduct/conduction	conduct	conductive	-
facility	facilitate	-	-
satisfaction	satisfy	satisfying/satisfactory satisfied	-

2. Fill in the blanks with the appropriate words.

a. conventional

b. contaminated

c. convenient

d. satisfaction

e. rhetorical

f. discern

g. facilities

POST-READING ACTIVITIES

LISTENING and WRITING

Listening (Track 5)

Note- taking

1. Professor Michael Smith
2. Assistant Professor
3. Latin, Mythology
4. May 2008
5. Comic genres, poetry, classical antiquity, literary criticism
6. Adam Brown

TELLING A STORY

Work in pairs. Look at the pictures below and make up a story using the clues. Then tell your story to class.

Student's own answer.

WRITING : Writing a letter

Look at the advertisements below. Which of them would you like to apply? Why?

Student' own answer.

UNIT 11- SPYWARES

A. PRE-READING ACTIVITIES

LISTENING (Track 11)

Look at the cartoons below. Now you will hear the people talking. Match the people's speech with the pictures below.

1. Don't open that e-mail. Oh…too late!
2. Mark my word Walters. This is no ordinary virus.
3. A virus ate my homework.
4. Virus moves to mobile phones.

Questions to consider

a. What do you know about spyware?

Student's own answer.

b. Have you been infected by spyware before? If yes, what did you do to remove the spyware from your computer?

Student's own answer.

c. Do you know any different methods to eliminate spyware? If so, what?

Student' own answer.

B. WHILE-READING ACTIVITIES

1. 1) D 2) B 3) C 4) A

2. Complete the chart according to the text above.

	Adware	Spyware
Tactics they use	Opening multiple pages at the same time Pop-ups	advertisements
Damages they give	Bad internet connection Unusable internet	Collect info about you and send it to advertisers. Discover bank accounts or credit card numbers and send it to others

3. Scan the reading and answer these questions.

1) Spywares. Because they collect information about you and send it to others.

2) File attachments (attached files) with the extensions .pif, .exe, .com, .vbs, .bat, .bin, .dot, .reg, .js, .scr, .xlm and .dll. Because they include spywares or adwares.

3)You should call technical support or call or e-mail someone.

4) Running a manual anti-virus scan for every 24 hours.

5) Yes. He gives information about their features, their tactics and damages as well as the solution to these spywares.

6) Student's own answer.

4. Read the sentences and circle NI (No Information) T (True) or F (False) by stating your explanations.

a. F(If it's infected by adware, you can't go online)

b. NI

c. T

d. F (everyday)

e. T

f. NI

g. NI

EXPANDING VOCABULARY

Match the given words in column A with the definitions in Column B.

A.1. b

2. f

3.i

4.a

5.c

6.d

7.h

8.k

9.j

10.g

B. 1. permanently

2. temporarily

3. back up

4. stuff

5. recipient

6. unobtrusive

7. malicious

8. menace

9. legimate

10. despair

C. POST-READING ACTIVITIES

LISTENING (Track 12)

1. "Scan Computer"
2. Options
3. Delete
4. Save Settings
5. OK
6. Scan
7. 2283.

TIPS FOR TEACHERS

Give the text to students and let them read the text before you play the recording. Put students into pairs to compare, and then check answers as a class.

WRITING and ROLE PLAY ACTIVITY

TIPS FOR TEACHERS

Give students plenty of time to prepare their dialogues. Give them about five minutes to practise the dialogues, and give more correction if necessary. Finally, ask a few pairs to perform a dialogue for the rest of the class. If time is limited, reduce the number of dialogues you ask students to prepare.

UNIT 12- A TRUE STORY

A. PRE-READING ACTIVITIES.

1. Read the poem below. What is it about? What should the title of the poem be? What do you think that the poem was written by?

Student's own answer.

2. Read the 'Love Quotes' below. Do you agree with these statements? Why/Why not?

Student's own answer.

B. WHILE-READING ACTIVITIES

1. Comprehension Questions

1. They were old friends who love each other.
2. The girl had a happy childhood, but the man didn't.
3. They don't know the answer, either.
4. The man had, but the girl didn't have.
5. Student's own answer.
6. Yes. Because every sentence contains regrets about their past.
7. Informal. To be more realistic.
8. Student's own answer.
9. Student's own answer.

EXPANDING VOCABULARY

A. a) 1-2
   b) 4-3
   c) 2-4

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

C. POST-READING ACTIVITIES

TIPS FOR TEACHERS

Post reading activity in this part may be longer than normal. You may leave the post reading activity part to the next lesson.

LISTENING (Track 12)

1. 1) pass 2) memories 3) sleep 4) deep 5) screaming 6) loose 7) choose 8) night.
2. Student' own answer.

WRITING

Do you think that time is capable of understanding the value of Love? Why? /Why not? Read the story below and discuss the following question with your friends and then put your ideas into sentences.

NOTE: There may be no time for this activity. Leave this activity to the next lesson or give homework.

APPENDIX 2

TAPESCRIPTS

UNIT 1

Tapescript 1

Computer Terms: Good Hackers, Bad Hackers and Busy Bloggers

Computer technology has become a major part of people's lives. This technology has its own special words. One example is the word **mouse**. A computer mouse is not a small animal that lives in buildings and open fields. It is a small device that you move around on a flat surface in front of a computer. The mouse moves the pointer, or **cursor**, on the computer screen.

Computer expert Douglas Engelbart developed the idea for the mouse in the early nineteen sixties. The first computer mouse was a carved block of wood with two metal wheels. It was called a mouse because it had a tail at one end. The tail was the wire that connected it to the computer.

Using a computer takes some training. People who are experts are sometimes called **hackers**. A hacker is usually a person who writes software programs in a special computer language. But the word hacker is also used to describe a person who tries to steal information from computer systems.

Another well known computer word is **Google**, spelled g-o-o-g-l-e. It is the name of a popular search engine for the Internet. People use the search engine to find information about almost any subject on the Internet. The people who started the company named it Google because in mathematics, googol, spelled g-o-o-g-o-l, is an extremely large number. It is the number one followed by one hundred zeros.

When you Google a subject, you can get a large amount of information about it. Some people like to Google their friends or themselves to see how many times their name appears on the Internet.

If you google someone, you might find that person's name on a **blog**. A blog is the shortened name for a Web log. A blog is a personal Web page. It may contain stories, comments, pictures and links to other Web sites. Some people add information to their blogs every day. People who have blogs are called **bloggers**.

Blogs are not the same as **spam**. Spam is unwanted sales messages sent to your electronic mailbox. The name is based on a funny joke many years ago on a British television show, "Monty Python's Flying Circus."

Some friends are at an eating place that only serves a processed meat product from the United States called Spam. Every time the friends try to speak, another group of people starts singing the word Spam very loudly.

This interferes with the friends' discussion – just as unwanted sales messages interfere with communication over the Internet.

http://www.voanews.com/specialenglish/archive/2006-09/2006-08-27-voa6.cfm

UNIT 2

Tapescript 2

Bus driver apologises for 'brain explosion'

By ADAM BELL
and TONY VERMEER

A SCHOOL bus driver caught sending a text message on his mobile phone while driving has expressed remorse for what he calls his "brain explosion".

State Transit stood down the driver, who was photographed in the act by two students aboard his bus.

The incident was revealed in a story in *The Sunday Telegraph* last week.

Officials for the Rail, Tram and Bus Union said yesterday the driver told State Transit he was wrong and was sorry.

He said he had no excuse for his behaviour.

The officials said "he just wants to wait and see what punishment he will cop".

The girls on the bus used their own mobile-phone camera to photograph the driver sending messages while he was in traffic.

The incident occurred on a school bus en route from PLC Croydon to Drummoyne last Friday.

The driver faces the sack pending the outcome of a State Transit investigation that assessed closed-circuit TV footage of the incident.

In NSW, drivers face an on-the-spot fine of $225 and can lose three demerit points for using a mobile phone while driving.

The same penalties apply for professional drivers.

It is also illegal to use a mobile when stopped, but not parked, such as while waiting at traffic lights.

Drivers were recently warned in a management newsletter about the consequences of being caught on mobile phones.

Harold Scruby, of the Pedestrian Council of Australia, said existing penalties were inadequate because there was an epidemic of Sydney drivers using mobile phones.

Flashback: How *The Sunday Telegraph* broke the story

Remorse: The bus driver sending texts

http://images.google.com.tr/images?svnum=1r&q=bus+driver+apologies+for+the+brain+explosion&spell=1

UNIT 3

Tapescript 3

Do you know the way to San Jose?

Do you know the way to San Jose?
I've been away so (a)……LONG…….I may go wrong and
Lose my (b)…WAY
Do you know the way to San Jose?
I'm going back to (c) FIND…….. some peace of
(d)……MIND……in San Jose.

LA is a great big freeway.
Put a hundred down and buy a (e) CAR……..
In a week, may be two, they'll make you a (f) STAR… .
Weeks turn into years. How quickly they (g)PASS… .
And all the stars that never (h)..WERE…
Are (i)…PARKING…….cars and pumping gas.

Do you know the way to San Jose?
They have got a lot of (j)…SPACE…… . There'll be a place
Where I can (k)……STAY
I was (l) BORN… and raised in San Jose.
I'm going back to (m) FIND …… some peace of mind in
San Jose.

(n)FAME…… and fortune is magnet.
It can pull you far away from (o)…HOME……
With a dream in your heart you're never (p) ALONE…
Dreams turn into dust and (q)…BLOW...away
And there you are without a (r)FRIEND.. .
You pack your car and (s)……RIDE….away.

I've got lots of friends in San Jose.

Do you know the way to San Jose?

Can't (t) WAIT…..to get back to San Jose.

(Cunningham & Moor, 2006, p.87)

UNIT 4

Tapescript 4

Avenida Campinas 361 ap. 45
01238 Sao Paulo
Brazil
29 December

Dear Ken

After two weeks later, I will be with you. I can't believe it! I'm looking forward to staying with you and your family. As I'll see London for the first time, I'm very excited.

My city, Sao Paulo, is biggest and noisiest city in Brazil. It is not very well for tourists and it's more commercial city. Also it has very much traffic and pollution. Maybe London is the same. What I like much about Sao Paulo is the entertainment. You can find good bars and restaurants, which don't close until the latest customer leave.

My friend Anna came in London the last year and she went to the theatre to see 'The Buddy Holly Story'. She said to me that it was wonderful. I like to see it, too.

My plane will arrive Heathrow Terminal 3 at 6.30 a.m. It's very kind of you to meet me so early

morning! Thank you.

I hope I 'll improve my English when I come to London.

See you soon and Happy New Year!

Fernando

http://images.google.com.tr/images?svnum=10&um=1&hl=tr&q=holiday+letter

UNIT 5

Tapescript 5

Problem-Solving Tasks Favoring Men

Men tend to perform better than women on certain spatial tasks. They do well on tests that involve mentally rotating an object or manipulating it in some fashion, such as imagining turning this three-dimensional object

or determining where the holes punched in a folded piece of paper will fall when the paper is unfolded:

Men also are more accurate than women at target-directed motor skills, such as guiding or intercepting projectiles:

They do better at matching lines with identical slopes:

And men tend to do better than women on tests of mathematical reasoning:

1,100	If only 60 percent of seedlings will survive, how many must be planted to obtain 660 trees?

Problem-Solving Tasks Favoring Women

Women tend to perform better than men on tests of perceptual speed in which subjects must rapidly identify matching items—for example, pairing the house on the far left with its twin:

In addition, women remember whether an object, or a series of objects, has been displaced:

When read a story, paragraph or a list of unrelated words, women demonstrate better recall:

Women do better on precision manual tasks—that is, those involving fine-motor coordination—such as placing the pegs in holes on a board:

And women do better than men on mathematical calculation tests:

77 43	$14 \times 3 - 17 + 52$ $2(15 + 3) + 12 - \frac{15}{3}$

http://www.sciam.com/article.cfm?articleID=00018E9D-879D-1D06-8E49809EC588EEDF&pageNumber=1&catID=9

UNIT 6

Tapescript 6

These days, the primary issue that is ***(1) dominating*** the meeting of the European Union (E.U.) foreign ministers is the entry of Turkey. There has been a lot of ***(2) debate*** as to whether to accept Turkey as a member or not. Before Turkey is offered a full membership, all 25-member states have to reach an agreement on ***(3) negotiating*** a framework to open talks with Turkey. However, the arguments are ***(4) extending*** beyond its membership as Turkey's entry case might have an impact in the balance of relations among the other countries in the world. The British Foreign Minister argued that Turkey in the EU would disprove the ''clash of civilizations'' theory and that would help reduce the tension between the Christians and Muslims and would eventually put an end to the existing ***(5) hostile*** relationships. But keeping Turkey out of the EU, he continued, would widen the ''theological-political arguments'' between Christian and Muslim nations. This is true. Very few will ***(6) dispute*** that Turkey is like a bridge between the East and the West. In the current polarized world when the Muslims are being subjected to prejudices and ***(7) abuses***, the blocking of Turkey's entry in the E.U. will be nail in the coffin. On the other hand, it has been mentioned that, Turkey needs to make huge efforts to meet the stringent requirements can not happen overnight. The reasons include: Turkey's large population; its economic ***(8)instability*** and relative poverty. There are also claims that culturally, Turkey is not ***(9) compatible*** with Europe. (Dinçer & Türkan, 2006, 231)

UNIT 7

Tapescript 7

1. ‘‘The greatest …WEALTH……. is health.’’ ~Virgin.

2. ‘‘Happiness lies, first of all, in HEALTH’’ ~George William Curtis

3. ‘‘God HEALS, and the doctor takes the fee.’’~Benjamin Franklin4

4. “An apple a day KEEPS the doctor away.”

5. ‘‘A man too busy to take care of his health is like a MECHANICS too busy to take care of his TOOLS’’~Spanish Proverb

6. "If you start to think about your PHYSICAL or moral condition, you usually find that you are sick." ~ Johann Wolfgang von Goethe

7."Nothing is more fatal to health than an OVER CARE of it." ~ Benjamin Franklin

8. "Health is like money, we never have a true idea of its VALUE until we lose it." ~ Josh Billings

http://thinkexist.com/quotes/with/keyword/health/html.

UNIT 8

Tapescript 8

Purpose of Food Labelling

The food label is one of the most important and direct means of communicating product information between buyers and sellers. It is one of the primary means by which consumers differentiate between individual foods and brands to make informed purchasing choices.

A label serves three primary functions.

- It provides basic product information (including common name, list of ingredients, net quantity, durable life date, grade/quality, country of origin and name and address of manufacturer, dealer or importer).
- It provides health, safety, and nutrition information. This includes instructions for safe storage and handling, nutrition information such as the quantity of fats, proteins, carbohydrates, vitamins and minerals present per serving of stated size of the food (in the Nutrition Facts table), and specific information on products for special dietary use.

- It acts as a vehicle for food marketing, promotion and advertising (via label vignettes, promotional information and label claims such as "low fat", "cholesterol-free", "high source of fibre", "product of Canada", "natural", "organic", "no preservatives added", and so on).

http://www.sdcounty.ca.gov/deh/fhd/pdf/labeling.pdf

UNIT 9

Tapescript 9

Blood Diamond

It is a dramatic and savage tale set in Sierra Leone when the country was in the throes of civil war. Rebel forces wipe out villages, killing many but taking some of the adult males to work as slaves, forcing them to pan the river for the diamonds that will finance the war. The young boys and girls are taken to be trained as soldiers, fighting for the rebel army. Solomon (Djimon Honsou) is one of the slaves and his son is forced to be a boy soldier.

Leonardo di Caprio is Daniel Archer, an ex-soldier from Zimbabwe who makes a living smuggling the illegal diamonds across borders to be sold in London and Amsterdam. Jennifer Connolly plays a journalist trying to expose the real cost of mining and selling the precious stones.

When Solomon finds a huge pink diamond which he hides near the slave camp, Archer hears of it and promises to help Solomon find his family. In return Solomon will take him to where the diamond is hidden.

Critic 1: The film is blood-soaked and brutal but gives an insight into what was going on Sierra Leone n 1999. Well worth seeing.

Critic 2: A little Over Done...Especially towards the End of the Movie!!! Some very dead spots of the Film I thought! But...Goes to show how the majority of you Americans are Suckers for tragic, sob stories that evoke no real moral sway! Diamonds Away...

Critic 3:
Despite Di Caprio's dodgy attempt at a Zimbabwean accent, I enjoyed this film. Highly emotional and bound to stir some feelings deep inside even the most unyielding of us, Blood Diamond set about its task of portraying the lives of Africans caught up in rebel warfare very well. Although it wasn't the greatest film I've ever seen, I felt that it had done enough to secure a place among the best of them.

http://www.bbc.co.uk/films/2007/01/22/blood_diamond_2007_review.shtml

UNIT 10

Tapescript 10

502 W. Main Street # 221
Urbana, IL 62145

August 13, 2007

Professor Michael Smith
Chair, Classic Search Committee
University of Iowa 54237

Dear Professor Smith,

I am writing to apply for the Assistant Professor of Classics position as advertised in the APA Position list. I am a doctoral candidate at the University of Illinois at Urbana, and I will complete degree requirements by May 2008.

Teaching has been an important part of my training at the University of Illinois, and I believe my background would be useful in your department. I have had considerable undergraduate teaching experience in several types of courses including fist- and second- year Latin classes and discussion section of the Classical Mythology class.

I have been equally devoted to the research side of my graduate training. My dissertation, directed by Dr. Robert Palmer, is entitled ‘‘Model Behaviour: Generic Construction in Roman Satire.’’ This study investigates the metaphorical language used to describe satire, and its implications for the poets’ self-presentation.

Although my dissertation focuses on a single genre, it reflects interests that I expect to resurface in teaching context in the future. Comedy, satire and related genres make excellent material for courses on ancient culture, and I eagerly welcome to the opportunity to develop such a course at some point. Another special interest of mine is ancient literary criticism, which I studied intensively for a PhD exam on the ancient reception of Homer. Moreover, while both of these areas interest me, I believe that I can also parlay them into general civilization courses such as Iowa’s Freshman Humanities courses.

I would enjoy discussing this position with you in the weeks to come. In the meantime, I am enclosing my Curriculum Vitae, letters of recommendation will arrive under separate cover. If you require any additional materials or information, I would be happy to supply it. Thank you for your consideration.

Sincerely

Adam Brown

http://jobsearch.about.com/od/morejobletters/a/jobappletter.htm

UNIT 11

Tapescript 11

1. Don't open that e-mail. Oh…too late!

2. Mark my word Walters. This is no ordinary virus.

3. A virus ate my homework.

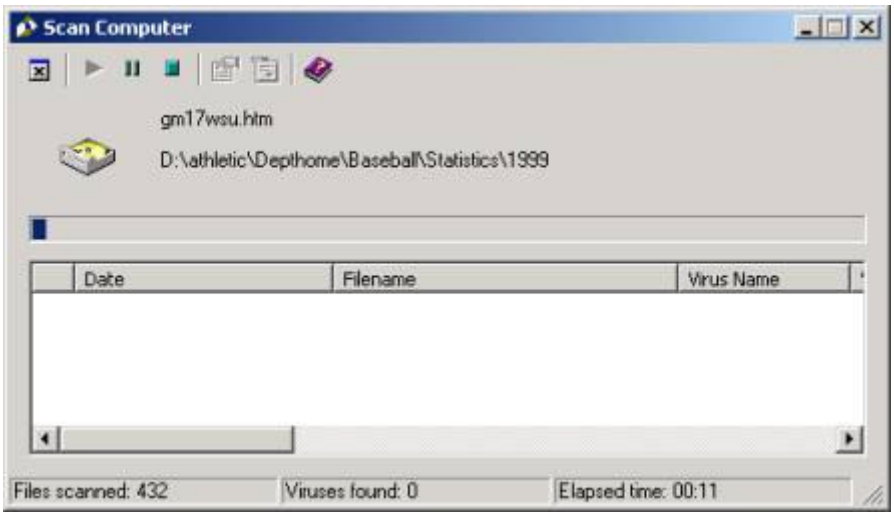
4. Virus moves to mobile phones.

Tapescript 12

Norton AntiVirus Manual Scan

In the lower right hand corner of your computer screen, you should see a yellow shield on your task bar. Double click the yellow shield to open Norton AntiVirus. If you do not have a yellow shield, please follow
the instructions Erika Tallman sent out to update your software.
Once Norton is open, you will see this screen.

- On the left, highlight ***(1)***……***scan computer***……
- On the right, check the boxes for your local drives (probably C and D). Do NOT check network drives (normally F, G, H, or I).



- Click on the ***2)…options***……
……button.

On the Macro Virus tab:

3. Action: Clean virus from file
4. If action fails: ***3)…delete***….infected file

On the Non-Macro Virus tab:

1. Action: Clean virus from file
2. If action fails: Delete infected file

Click the ***4)…save savings***……..button
Click the ***5)…OK***……..button – it will take you to the previous screen:
Click the ***6)*** … ***scan***…..button

The scan will begin. Notice the status bar on the bottom of this screen: you should see the number of files scanned increasing. If the number doesn't change, Norton is not working correctly and you will need to contact the Help Desk at ***7)…2283***……..
http://www.northern.edu/computer_services/manscan.htm

UNIT 12

Tapescript 13

Listen to the song and complete the gaps.

I Will Remember You
© Sarah McLachlan

(Chorus)
I will remember you
Will you remember me?
Don't let your life **pass** you by
Weep not for the **memories**

I'm so tired
But I can't **sleep**
Standing on the edge
of something much too **deep,**
Funny how I feel so much
But cannot say a word
We are **screaming,** inside
Oh...but we can't be heard

Chorus

So afraid to love you
More afraid to **loose,**
Clinging to a past
that doesn't let me **choose**
But once there was a darkness
A deep and endless **night**
Gave me everything you had
Oh...you gave me everything.

Chorus

http://www.friendship.com.au/media/songs/iwillrememberyou.html