

**GAZİ UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**A SUGGESTED SYLLABUS FOR THE ELT PREPARATORY STUDENTS  
AT GAZİ UNIVERSITY  
IN ACCORDANCE WITH CEF B2 (VANTAGE) LEVEL**

**PhD THESIS**

**By  
GONCA EKŞİ**

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## ÖZET

### ORTAK AVRUPA BAŞVURU METNİNDE TANIMLANAN B2 (VANTAGE) DÜZEYİNE GÖRE GAZİ ÜNİVERSİTESİ İNGİLİZ DİLİ EĞİTİMİ HAZIRLIK ÖĞRENCİLERİ İÇİN ÖNERİLEN MÜFREDAT

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Avrupa Birliği sınırları olmayan bir kıta hayal etmiştir. Avrupa'nın bunu başarmak için sınırları içerisinde konuşulan dillerin bazılarında iletişim kurabilen vatandaşlara ihtiyacı vardır. Bu amaçla, dil öğretimi, öğrenimi ve değerlendirmesinde çok önemli bir eser yayınlanmıştır: *Diller İçin Ortak Avrupa Başvuru Metni (OBM): Öğrenme, Öğretme ve Değerlendirme*. Bu Ortak Başvuru Metni, Avrupa Birliği tarafından ana dilleri farklı olan kişiler arası iletişimi geliştirmek ve kültürel çeşitliliğe karşı hoşgörüyü artırmak için geliştirilmiştir. Ortak Başvuru Metni, aynı zamanda kültürel bağlamı göz önüne alarak etkili iletişim kurabilmek için öğrenenlerin hangi bilgi ve dil becerilerine sahip olmaları gerektiğini tanımlanmaktadır.

Türkiye, Avrupa konseyinin bir üyesi ve Avrupa Birliğine aday bir ülke olduğu için Milli Eğitim Bakanlığı ve Yüksek Öğrenim Kurulu mevcut ilk, orta ve yüksek öğretim programlarında AB'ye uyum çerçevesinde bazı yenilikler önermektedir. Dil eğitiminde ise Türkiye'deki dil eğitim politikası ile diğer Avrupa ülkelerindeki dil politikaları arasında uyum sağlamak için Avrupa Ortak Çerçevesi'ne başvurulmalı ve bu metne yabancı dil eğitim programlarında uyulmalıdır.

Bu tez, Gazi Üniversitesi İngiliz Dili Eğitimi Bölümü hazırlık sınıfları için Ortak Avrupa Metninde belirlenen B2 esaslarına uygun bir müfredat geliştirmeyi amaçlamaktadır. Bu amaçla, İngiliz Dili Eğitimi hazırlık sınıfı öğrencilerinin profilini çıkarmak için bir çalışma becerileri anketi, B2 düzeyi “Yapabilirim” ifadeleri ve ilgi anketi uygulanmıştır. Elde edilen veriler değerlendirilmiştir. Daha sonra, mevcut programın eksiklikleri tartışılmıştır. Son

olarak, bu bilgilerin ışığında İngiliz Dili Eğitimi hazırlık yılı için bir müfredat önerilmiştir. Önerilen müfredatla uyumlu olarak iki örnek ünite geliştirilmiştir. Cevap anahtarları ve öğretmen için notlar çalışmanın sonunda sunulmuştur.

**Anahtar Sözcükler:** Diller için Ortak Avrupa Başvuru Metni, Ortak Başvuru Düzeyleri, Vantage, Müfredat, İngiliz Dili Eğitimi (İDE), İDE Hazırlık Öğrencileri.

## ABSTRACT

### A SUGGESTED SYLLABUS FOR THE ELT PREPARATORY STUDENTS AT GAZİ UNIVERSITY IN ACCORDANCE WITH CEF B2 (VANTAGE) LEVEL

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The European Union has dreamt of a continent without dividing lines. In order to achieve this, Europe needs citizens who can communicate in some of the many languages spoken within its borders. With this objective in mind, a very significant publication in language teaching, learning and assessment has been released: *Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEF)*. The CEF has been developed by the Council of Europe to enhance communication among native speakers of different languages and to increase tolerance for cultural diversity. The CEF also describes what knowledge and language skills learners have to acquire in order to be able to communicate effectively taking the cultural context into account.

As Turkey is a member of the Council of Europe and a candidate member of the European Community, the Ministry of Education and Council of Higher Education are offering certain reforms in the current curricula of primary, secondary and higher education. As for foreign language education, so as to provide parallelism in language teaching policy in Turkey and with those of other European countries, Common European Framework (CEF) should be referred to and be implemented in foreign language teaching syllabi.

This thesis aims at developing a syllabus at B2 level in accordance with the standards defined in CEF for the preparatory classes of Gazi University English Language Teaching Department. In order to achieve this, a study skills questionnaire, B2 “Can Do” statements and an interest checklist have been administered so as to obtain a profile of ELT preparatory students. Data gathered have been analyzed. Following that, the shortcomings of the current programme for ELT classes have been discussed. Finally, in the light of those discussions, a

syllabus for ELT preparatory year has been suggested. Two sample units have been developed in line with the suggested syllabus. The answer keys and notes for the teacher have been presented at the end of the study.

**Key words:** the Common European Framework of Reference for Languages (CEF), Common Reference Levels, Vantage, syllabus, English Language Teaching, ELT preparatory students.

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## **LIST OF ABBREVIATIONS**

**CEF** Common European Framework

**EU** European Union

**ELP** European Language Portfolio

**ELT** English Language Teaching

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0 Introduction**

In this chapter, background to the study, aim of the study, statement of the problem, hypothesis, methodology, scope of the study and assumptions and limitations of the study are explained.

#### **1.1 Background to the Study**

Turkey has been a member of Council of Europe since 1949 and is currently doing reforms to become a full member of the European Union. One of these reforms to be fulfilled is to improve the foreign language learning conditions. According to the norms defined by the Council of Europe, the new generation of Europe should know at least three languages, including their native language. It is believed that this will guarantee the preservation of different languages and cultures so that mutual understanding among different cultures will be established. In order to achieve this, European Language Portfolio (ELP) project has been launched in all 48 members of the Council of Europe.

The ELP project includes the Common European Framework (CEF), which serves as a reference for teachers, curriculum, syllabus and materials designers. It intends to bring standardization among various schools, institutions and countries by providing scales and references for certain standard language levels starting from A1(Breakthrough), to C2 (Mastery).

The CEF was developed through a process of scientific research and wide consultation. It provides a clear definition on the objectives of language teaching and learning. In 2001 in European Union Council resolution, it is recommended that the CEF be used to set up systems of validation of language competencies. Students are required to reach a certain level when they graduate from high school, or a person is to reach a certain level in order to be regarded as a qualified worker in another European country.



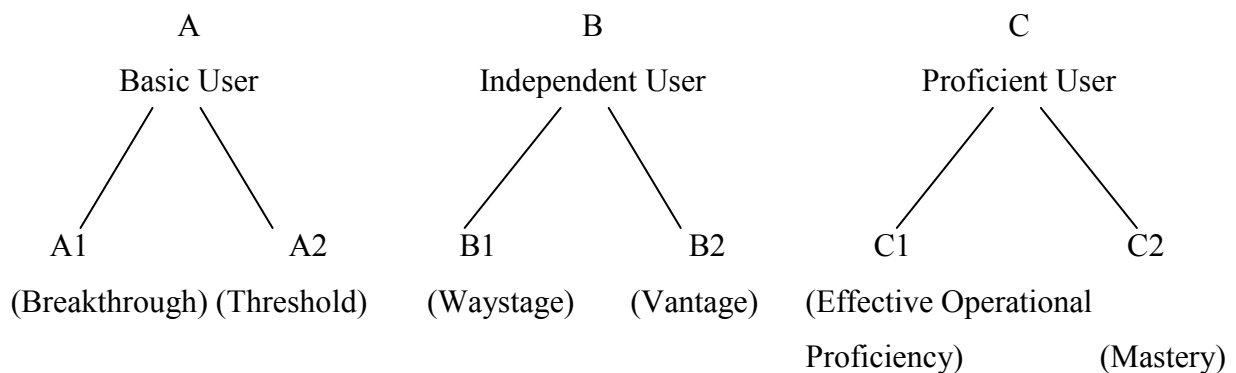
The CEF has been used to reform, revise and design language programmes in Turkey. There are a number of studies done in different universities. Most of these studies focus on one language skill, yet, they are worth referring to in this study. As to the other studies which have been done in accordance with B2 level, the master's thesis done by Tuba Okçu (2007) aims to develop a speaking syllabus for preparatory language schools where the students are expected to reach a certain level of language proficiency preceding the education they will receive in their departments. Another example is the master's thesis submitted by Ömür Mut (2007), which suggests a reading syllabus for preparatory programmes in universities. The aim is to help the students reach the reading objectives at B2 level defined in the CEF. The master's thesis by Burtay H. Eroğlu (2006) aims to implement the European language passport standards into speaking courses at the ELT department, at Gazi university. The master's thesis by Canan Terzi (2006) aims to implement the European language passport standards into the advanced reading course at the ELT department, at Gazi university.

## 1.2 The Aim of the Study

The key to promoting European mobility, mutual understanding and cooperation and to overcoming prejudice and discrimination lies in preserving the rich heritage of diverse languages and cultures in Europe. Training the foreign language teachers is the main requirement to achieve this and the radical educational effort spent to pursue this goal is worthwhile.

The six levels of language proficiency defined in the Framework are briefly depicted in the figure below:

**Table 1** *The six levels of language proficiency (Council of Europe, 2001:23)*



These overall language proficiency levels provide a sound base for syllabus designers, educational administrators, course designers, teachers, teacher trainers and testers.

It is the aim of this study to prepare a syllabus that fulfills the requirements defined in the B2 (Vantage) level. We have decided on this level because the ELT prep students need to acquire no lower skills than those defined in B2 level to be able to follow the courses in the following 4- year education in their departments. As the CEF has also been used to reform and revise some of the courses they are to take in their later years, basing the syllabus on the CEF will also provide consistency between the preparatory year and their actual study; thus undesired gaps in required skills and knowledge will be avoided.

Teacher trainees often have difficulty in conveying what they want to express either orally or in the written form. One of the main causes of this failure may be the intense focus on grammatical structures, reading and vocabulary that students rarely use. As university entrance exams mainly cover the areas mentioned above and as they are in the form of multiple-choice tests, the students and their teachers tend to neglect other skill areas and the communicative function of language. Taking into account the fact that the 4-year curriculum of ELT departments has barely any classes whose main aim is to improve the students' language proficiency level, language preparatory year should be the time when this should be remedied.

This study aims at suggesting an English syllabus and sample units and materials at B2 Vantage level for the preparatory year of ELT department at Gazi University in accordance with the standards defined CEF and the tenets of European Language Passport.

In general terms, B2 level learners are expected to be able to:

- understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.
- understand most TV news and current affairs programmes.
- understand the majority of films in standard dialect.
- read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
- understand contemporary literary prose.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.

- take an active part in discussion in familiar contexts, accounting for and sustaining (ones) views.
- present clear, detailed descriptions on a wide range of subjects related to (ones) field of interest.
- explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- write clear, detailed text on a wide range of subjects related to (ones) interests.
- write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
- write letters highlighting the personal significance of events and experiences.

(Adapted from Council of Europe, 2001:27)

### **1.3 Statement of the Problem**

As mentioned earlier, the education system in Turkey, including primary, secondary and higher education, has been under reconstruction to meet the criteria determined by the European Union. In terms of foreign language education, reference for languages in the CEF is taken into consideration so as to maintain parallelism.

Turkey has a lot to do to implement the ELP and the CEF into language learning programmes. A syllabus referring to CEF and making use of the ELP will contribute to improvement of language teaching and learning in Turkey and will maintain parallelism with other member countries of the Council of Europe.

The courses offered at the preparatory year of ELT departments at universities in Turkey lack a sound curriculum and syllabus. It is a common practice in preparatory classes to choose a series of coursebooks and try to cover them throughout the educational year. Yet, we should take into consideration the fact that nearly all students entering the university exam have studied mainly for multiple-choice exams and they often lack communicative language skills. Moreover, there are very few courses in which the students can develop their language proficiency in the following 4-year curriculum in ELT departments. Therefore it is of great importance for ELT students to improve their proficiency in English when they take

preparatory classes so as to achieve success in the following years and become qualified teachers. There are a number of coursebooks that are designed in line with B2 level on the market, yet, they often consist of 12-14 modules and therefore, cannot be sufficient to meet the needs of a 30-week syllabus. As the Ministry of Education is going to implement European Language Portfolio at a national level, language teacher trainees should be embellished with the necessary skills so that they can help their students meet the requirements defined in the CEF. That is why; a syllabus parallel to the standards of CEF is to be developed for preparatory classes of ELT departments.

#### **1.4 Hypothesis and Research Questions**

The main focus in this study is to enable ELT preparatory students to communicate effectively and to help them acquire the skills defined at B2 level. At present, the preparatory year of ELT departments lack a sound and well-defined syllabus. It is hypothesized that the syllabus suggested in this study will help the preparatory year students reach the objectives at B2 Vantage level defined in CEF.

In the study the following questions will be answered:

- What are the study skills and the language learning background of preparatory students of English language department?
- What are the strengths and weaknesses of preparatory students of English Language Teaching departments?
- What are the needs and interests of preparatory students of English Language Teaching departments?
- How can the ELP and the CEF be implemented in preparatory year of ELT Department at Gazi University?

#### **1.5 Scope of the Study**

This study is conducted at Gazi University, Research and Application Center for the Teaching of Foreign Languages. The subjects are the learners of English language Teaching (ELT) department. There are 96 students, 48 of whom are second education students. They

study 25 hours of English a week. The educational year consists of two terms, each of which lasts for 15 week. Therefore, the syllabus suggested here should cover 30 weeks.

The syllabus suggested here is designed for the preparatory year of ELT Department at Gazi University. Two sample modules will also be developed to show how modules might be designed to achieve the objectives in line with the syllabus.

## **1.6 Methodology**

First, this study reviews the literature about CEF and syllabus design as they will provide a basis for course design for ELT preparatory year. Second, an analysis of the present programme and of the profile of ELT students will shed light on what is missing and what should be emphasized. In order to suggest a syllabus for Gazi University ELT preparatory year, an interest checklist will be designed and administered. A questionnaire will also be administered to the students to shed light on their background in language learning. Then, “can do” statements defined in the ELP will be administered to the students to help them self-assess and to obtain a clear profile of ELT preparatory students, their strengths and weaknesses. The results are expressed in percentiles. The next step is to reflect the findings in the syllabus suggested and to prepare sample units and materials with reference to that syllabus. As the aim of this study is to convert multiple-choice oriented learners into learners who can communicate in the target language, a skill-based syllabus will be focused on. So as to develop communicative competence and promote language awareness and cultural awareness, a communicative syllabus and a functional-notional syllabus will be used. As students are expected to be able to perform real-life tasks and be able to communicate in diverse situations, a situational syllabus and a task-based syllabus will be utilized. Hence, the syllabus suggested in this study will be an eclectic one in accordance with the CEF.

## **1.7 Assumptions and Limitations**

The CEF provides a common basis to elaborate a language syllabus and provides guidelines for the curriculum, examinations and textbooks. Yet, aside from defining levels with their objectives, the CEF does not specify appropriate types of activities or particular tasks for a given level. Hence, it is the teachers’, teacher trainers’ and curriculum designers’ duty to make decisions and design relevant and appropriate syllabus and materials for their students.

It is assumed that Turkey is pursuing full-accession of the EU and following the language policies of the EU. It is also assumed that these policies will be successful. Furthermore, it is assumed that there is a need to design a sound syllabus for the preparatory year of ELT departments in order to comply with the CEF references and that this study will provide a sound syllabus to help ELT preparatory students become B2 level learners. The syllabus can be applied to design course books that can be used by preparatory schools of other ELT departments.

In this study, it is assumed that the data collection device, which aims to provide an accurate profile of typical ELT preparatory students, shows the sincere thoughts and opinions of the respondents. It is also assumed that the results of data collection can be generalized for all ELT preparatory students in universities in Turkey.

This study will be limited to Gazi University Department of English Language Teaching Preparatory year students. However the findings may be generalized for all ELT students who are studying at the preparatory school of the universities alike. The number of the students who are included in the study is 96 and this sample group includes both normal and second education students.

## **1.8 Definition of Terms**

**Council of Europe:** The Council of Europe is the continent's oldest organization, founded in 1949. At present it groups together 45 countries. It is based in Strasbourg and run by the Committee of Ministers, on which all member states are represented. One of the chief aims of the Council of Europe is to “promote awareness of a European identity based on shared values and cutting across different cultures”. Languages of Europe constitute an essential part of the European cultural heritage. Hence, the Council of Europe has long seen the promotion of language teaching and learning as one of its priorities, with the development of inter-cultural awareness regarded an indispensable ingredient of the development of competence in another language.

**Common European Framework (CEF):** The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, or CEFR, is a guideline used to describe achievements of learners of foreign languages across Europe. It was put together by the

Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of assessing and teaching which applies to all languages in Europe. In November 2001 a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability. The six reference levels (see below) are becoming widely accepted as the standard for grading an individual's language proficiency.

**Common Reference Levels:** The Common European Framework divides learners into three broad divisions which can be divided into six levels:

### **A Basic User**

**A1 Breakthrough** – “is considered the lowest level of generative language use – the point at which the learner can interact in a simple way, *ask and answer simple questions about themselves...* rather than relying purely on a very finite rehearsed, lexically organized repertoire of situation-specific phrases” (Council of Europe, 2001: 33)

**A2 Waystage** – is the level at which “the majority of descriptors stating social functions are to be found, like *use simple everyday polite forms of greeting and address*” and “descriptors on getting out and about...for adults living abroad, like *make simple transactions in shops, post offices and banks...*” (Council of Europe, 2001: 33, 34)

### **B Independent User**

**B1 Threshold** – reflects the specification for a visitor to a foreign country and is categorized by two features: “The first feature is the ability to maintain interaction and get across what you want to, in a range of contexts, for example: *generally follow the main points of extended discussion around him/her,...* The second feature is the ability to cope flexibly with problems in everyday life, for example *cope with less routine situations on public transport...*”(Council of Europe, 2001: 34)

**B2 Vantage** – The descriptors calibrated at this level “..represent quite a break with the content so far. For example at the lower end of the band there is a focus on effective argument: *account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments...*” at this level there are two new focuses the first being able to more than hold your own in social discourse: e.g. *converse naturally, fluently and effectively,...* The second new focus is a new degree of language awareness: *correct mistakes if they have led to misunderstandings...*”(Council of Europe, 2001: 35). At Strong Vantage (B2+) performance the focus is on argument, effective social discourse and on language awareness. The focus on argument and social discourse can be interpreted as a new

focus on discourse skills. This new degree of discourse competence shows itself in conversational management (co-operating strategies): *give feedback on and follow up statements and inferences by other speakers and so help the development of discussion...* There is also a concentration of items on negotiating: *outline a case for compensation, using persuasive language and simple arguments to demand satisfaction..*" (Council of Europe, 2001: 35)

### **C Proficient User**

**C1 Effective Operational Proficiency** – "What seems to characterize this level is good access to a broad range of language, which allows fluent, spontaneous communication as illustrated by the following examples: *Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions...*"(Council of Europe, 2001: 36)

**C2 Mastery** – "...is not intended to imply native-speaker or near native-speaker competence. What is intended is to characterize the degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners. Descriptors calibrated here include: *convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices, has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning..*" (Council of Europe, 2001: 36)

**The European Language Portfolio (ELP):** It is a project proposed by the CEF. It provides a format which encourages learning through reflection, self-awareness and motivation. It consists of three sections:

**The European Language Passport:** It is a record of one's language qualifications and experiences. It is also the place to assess one's overall language proficiency regarding the skills and levels defined by CEF.

**The Dossier:** It is a collection of one's work as a proof of language abilities.

**The Language Biography:** It is a tool to help one think about why they are learning English and the best way for them to learn. It is a record of one's language improvement and is used to set learning targets, monitor learning progress and record both formal and informal learning experiences.

**Plurilingualism:** Plurilingualism is the ability of an individual to speak more than two languages; yet, it is different that multilingualism in which each language is considered in



isolation. Plurilingualism stresses that these languages should interrelate and interact with one another as a whole in the learner's brain.

**Curriculum:** Curriculum is a general concept that "... contains a broad description of general goals by indicating overall educational-cultural philosophy which applies across subjects together with a theoretical orientation to language and language learning with respect to the subject matter at hand. A curriculum is often reflective of national and political trends as well.." (Dubin and Olshtain, 1986:34).

**Syllabus:** A syllabus is a list of content to be taught throughout a course of study. Widdowson (1990) states that a syllabus "... is concerned with both selection and ordering of what is to be taught." and "Three important aspects that should be considered designing a syllabus are the objectives, the content and sequential arrangement. A syllabus is "... the specification of a teaching programme or pedagogic agenda which defines a particular subject for a particular group of learners, such a specification not only provides a characterization of content, the formalization in pedagogic terms of an area of knowledge and behavior, but also arranges this content in a succession interim objectives." (Widdowson, 1990:127)

## **1.9 Conclusion**

The CEF was developed through a process of scientific research and consultation and after a great deal of thought and effort. The main concern is to improve the quality of communication among Europeans from different language and cultural backgrounds. It is being used to reform and revise national curricula and as an international consortia for the comparison and validity of language certificates. Hence, it is of great importance to textbook writers, curriculum designers, testers, language teachers, etc.

There is a need for developing a prep year syllabus for the ELT departments owing to Turkey's pursuit of becoming a full member of the European Union. The syllabus for the ELT preparatory year should not be developed in isolation, but should be seen as the first step of the education in the ELT department.

The syllabus to be suggested will be at the B2 level of the CEF. The syllabus will be designed according to the descriptors at B2 level as defined in the CEF and it is expected foster

language teaching in ELT preparatory year in Gazi University and hopefully in other Turkish universities. The syllabus will be learner-centered, action-oriented and communicative. Two sample modules will be developed to exemplify how the objectives stated in the syllabus will be realized through appropriate materials in actual teaching. The modules will include productive, enjoyable, action-oriented and communicative tasks and activities.

## CHAPTER 2

### REVIEW OF LITERATURE

#### 2.0 Introduction

As trends in language teaching come and go, views on what students need to master and how change. Disciplines such as linguistics, psychology and education have been influential on views about what students need and what should be taught to them. Once teachers felt that their students need to read and appreciate literature in the foreign language and be able to translate and be taught deductively. As a result, students learned a good deal about the language but were unable to use this knowledge to communicate appropriately. Then they believed that students needed to learn inductively by using only the target language in the classroom with a priority given to oral skills before the written ones. Later, drawing on insights from descriptive linguistics and behavioral psychology, teachers believed that students needed to be taught listening and speaking through habit formation. Students, then, were able to provide parrot responses in predictable situations but failed to communicate effectively in relatively unpredictable real world situations. Some applied linguists also claimed that there was parallelism between the first language acquisition of children and the teaching and learning of foreign languages.

Towards the turn of the 20<sup>th</sup> century, language teachers began to realize that students had a basic foundation of language knowledge but they did not know how to put that knowledge to active use. What students really need to communicate in the target language is not just a list of grammatical patterns and a collection of words. Language as communication involves using grammar and vocabulary actively to listen and read effectively and to speak with and write to other people. Language needs to be learned functionally. The latest trend in language teaching is a shift from structural lessons to communicative ones, and towards more learner-centered teaching practices.

The trends mentioned above are by no means exhaustive. Many movements have been overlooked. Here only the ones which received considerable amount of consensus in the field of language teaching and learning have been mentioned.

As said afore, the beliefs about what to teach and how to teach have changed over the years along with the trends and developments in language sciences and language pedagogy. With the shift from audiolingual-structural view towards a communicative one, language learning has been considered something beyond the mastery of a body of knowledge about the language, but rather as acquisition of language skills for effective communication.

The rationale behind the project of Council of Europe called “The Modern Languages Project” lies in this concern. The project is described as the first systematic attempt to provide a basis for the teaching of languages for “the communicative needs of specified groups of learners and develop a curriculum in terms of situations, social roles, and language functions.”(Stern,1992:12). This has eventually led to a change in the language teaching policy of many European countries.

This chapter is designed to introduce the terms *course design*, *curriculum* and *syllabus* as well as a brief look on *syllabus types* and *formats* and *the Common European Framework of Languages* and *the related literature* and *the characteristics of young adult learners*.

## **2.1 Course Design**

While designing a course, an authority, such as the Ministry of Education or the Higher Education Council in the case of Turkey, decides on the skills, knowledge and attitudes that the learners should acquire. The national and international policies of a country are reflected in the educational policy of the country when determining which skills, knowledge and attitudes are essential.

When designing a course, the following questions should be answered:

- Who are the learners?
- Who are the teachers?
- Why is the program necessary?
- Where will it be implemented?
- How will it be implemented? (Ersöz, 2005:5,6)

The answers to above questions will be focused on in the next chapter about the analysis of the data regarding preparatory classes of Gazi University ELT department.

A course is composed of the curriculum, syllabus and the teaching materials. The terms curriculum and syllabus should be clarified here:

### **2.1.1 Curriculum and Syllabus**

Within literature, there is some confusion over the terms “syllabus” and “curriculum”. In America, the terms can be used as synonyms whereas in Europe, there is a clear distinction between the two. In Allen’s words (1984:61) “Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning and educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units to be taught.” A syllabus can also be seen as a “summary of the content to which learners will be exposed” (Yalden, 1987:87).

Candlin (1988 cited in Nunan) suggest that curriculum is more concerned with decisions about language learning, learning purpose and experience, evaluation and the roles of learners and teachers. A syllabus, on the other hand, is more localized and is mainly concerned with what actually happens in the classroom level when a given curriculum is applied.

Dubin and Olshtain (1986: 34) assert that “A curriculum contains a broad description of general goals by indicating an overall educational-cultural philosophy which applies across subjects together with a theoretical orientation to language and language learning with respect to the subject matter at hand. A curriculum is often a reflective of national and political trends as well.” On the other hand, they define a syllabus as “.. a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level.”

In short, a curriculum provides a statement of policy while a syllabus specifies details of course content. A curriculum deals with abstract, general goals whereas a syllabus guides teachers and learners in every day concerns. In fact, the main task of course designers is to turn abstract curriculum goals into concrete objectives in the syllabus. Since a syllabus is

considered to be only a means of achieving the goals of a curriculum, different syllabuses can draw from the same curriculum.

### 2.1.2 Types of Syllabus

Every teacher enters the classroom with some preconceptions, assumptions and theoretical underpinnings for what the students need to learn. Yet, regardless of what they believe, they need a global order of presentation. In other words, they need to plan, organize and make decisions about what to teach and how to teach it.

There are two types of approaches available to course designers: syllabuses can be product-oriented and process-oriented. Product-oriented syllabuses emphasize the product of language learning. They hold a synthetic approach to course design. Generally speaking, the learner is supposed to master bits of target language, whether these bits are forms, topics, situations, and synthesize those through a step-by-step procedure so as to achieve proficiency. On the other hand, process-oriented syllabuses assume that languages can be learnt experientially. They emphasize the process rather than the product. That is, the focus is not on what the student will have accomplished on completion of the programme, but on the specification of learning tasks and activities that he or she will undertake during the course.

The following table provides a clear and brief review of major types of syllabuses:

**Table 2** *Major types of Syllabuses* (Brown, 1995:7)

<b>SYLLABUSES</b>	<b>WAYS OF ORGANIZING COURSES AND MATERIALS</b>
<b>Structural</b>	Grammatical and phonological structures are the organizing principles – sequenced from easy to difficult or frequent to less frequent.
<b>Situational</b>	Situations ( such as at the bank, at the supermarket, at a restaurant and so forth) form the organizing principle - sequenced by the likelihood students will encounter them ( structural sequence may be in background)
<b>Topical</b>	Topics or themes ( such as health, food, clothing and so forth) form the organizing principle – sequenced by the likelihood that students will encounter them ( structural sequence may be in background)

<b>Functional</b>	Functions (such as identifying, reporting, correcting describing and so forth) are the organizing principle – sequenced by some sense of chronology or usefulness of each function (structural and situational sequences may be in background)
<b>Notional</b>	Conceptual categories called notions (such as duration, quantity, location and so forth) are the basis of organisation – sequenced by some sense of chronology or usefulness of each notion (structural and situational sequences may be in background)
<b>Skills</b>	Skills ( such as listening for gist, listening for main ideas, listening for inferences, scanning a reading passage for specific information and so forth) serve as the basis for organisation - sequenced by some sense of chronology or usefulness for each skill ( structural and situational sequences may be in background)
<b>Task</b>	Task or activity-based categories (such as drawing maps, following directions, following instructions and so forth) serve as the basis for organisation – sequenced by some sense of chronology or usefulness of notions (structural and situational sequences may be in background)

The table above is by no means exhaustive. A syllabus is an expression of the opinion on the nature of language and language learning. It acts as a guide for both the teacher and the learner by providing some goals to be achieved.

Here, various types of syllabus and the language assumptions they make, and their characteristics, differences, strengths and weaknesses will be discussed in more detail:

### **2.1.2.1 Structural Syllabus**

Structural Syllabuses, or the grammatical syllabuses, are considered to be the most common type of syllabuses. As the name implies, they focus on grammatical forms. The selection and grading of the content is based on the complexity and simplicity of grammatical items. More precisely, the phonological and grammatical structures are sequenced starting from relatively easy structures and gradually progressing to more difficult ones or from most frequently occurring structures to less frequently occurring ones. Materials are organised around

grammar points such as *the simple tenses, the passive, adjectives, the subordinate clauses, gerunds and infinitives*.

Often one item is introduced at a time and learners are expected to master each structural step and add it to their grammar collection before moving on to the next one. Thus the focus is on the outcomes or the product.

The assumption of difficulty is somewhat controversial. The complexity of a grammatical item does not necessarily mean it is difficult to learn. That is to say, a complex grammar item could be relatively easy to learn whereas a simple one might be too difficult to grasp. The grammatical difficulty, simplicity or frequency of an item does not determine how it is processed psycholinguistically.

The fact that the ties connecting structural items may be rather feeble may cause a problem for the syllabus designer to sequence input with regard to grammatical order. The structural syllabuses are also rightfully criticized for focusing only one aspect of language, namely grammar, whereas there exist many more aspects to language.

### **2.1.2.2 Situational Syllabus**

In situational syllabuses the point of departure is situational rather than grammatical. The idea is that language is found in different contexts or situations. The principal organizing feature is a list of situations which reflects the way language and behavior are used everyday outside the classroom. A situation usually involves several participants who are engaged in some activity in a specific setting. The language occurring in the situation involves a number of functions. The primary purpose of a situational language teaching syllabus is to teach the language that occurs in such situations. The selection of situations is based on the likelihood of the students to encounter them. Such situations might include *at the airport, in a restaurant, at a hotel, at the dentist*, and the like.

One advantage of the situational approach is that motivation will be heightened since it is "learner- rather than subject-centered" (Wilkins, 1976:16). On the other hand, for those learners whose needs are not covered by the situations in the syllabus, a situational syllabus might be of limited help.



### 2.1.2.3 Topical Syllabus

Topical syllabuses are similar to situational syllabuses in that they are organised around topics or themes, rather than situations. The selection of topics is based on the author's initiative concerning the importance and relevance of the topics to the lives of students. The topics are sequenced on the basis of their relevance or importance or the level of difficulty of the reading passages involved. Some topics involved might be *law, traffic, crime, natural disasters* and the like.

### 2.1.2.4 Notional / Functional Syllabus

Although in the table above notional and functional syllabuses are studied in two distinct categories, they are usually implemented together. Wilkins states that the structures and situations fall too short and we should enquire "what it is they communicate through language" (1979:18). Thus the point of departure is the communicative purpose and conceptual meaning of language. The grammatical items and situations remain but in a subsidiary role.

The content of language teaching is a collection of the *functions* that are performed when language is used and of the notions that language is used to express. In notional/functional syllabuses, the language is seen as a tool to perform some functions. The functions can be described as "...the communicative purposes for which we use language" (Nunan, 1988:35). Possible functions might be *greeting, asking for information, changing a topic, introducing people, saying good bye* and so on. This type of syllabus also includes abstract conceptual categories called *notions*. Nunan (1988) described notions as "... the conceptual meanings (objects, entities, states of affairs, logical relationships and so on) expressed through language". Such notions might include *distance, duration, quantity, quality, location, size* etc.

Attaching the communicative purpose the utmost importance, this type of syllabus tries to provide real world language. The grading and sequencing of the items are much more complicated. The functions are selected on the basis of their perceived usefulness to the students and they are sequenced on the basis of frequency or usefulness. The notions are

selected on the basis of their perceived utility and then are sequenced according to chronology, frequency or the utility of the notions involved.

This type of syllabus is not without criticism either. Language functions do not occur in isolation. For instance, the function persuading cannot be practically divorced from accepting or refusing in the context of language use. The selection and grading is also very difficult because the task of deciding whether a given function, i.e. persuading, is easier or more difficult than another, i.e. approving is not easy to make. The national/functional syllabuses are also criticized in that a new list replaced the old one. This time a new list consisting of notions and functions have been replaced in the centre where once there were structural items.

#### **2.1.2.5 Skills-Based Syllabus**

In skills-based syllabuses, the content of language teaching is a collection of specific abilities that may play a part in using language. Skills are the things that people must be able to do to be competent in a language, relatively independently of the situation or the setting in which the language use can occur.

Skills-based syllabuses are organised around the language or academic skills that the students need in order to learn the language or to function using the language. The situational syllabus and the skills-based syllabus differ in that the situational syllabus groups functions together into specific setting of language use whereas the skills-based syllabus groups linguistic competencies (pronunciation, vocabulary, grammar and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on. (Krahnke, 1987)

The selection of the skills is based on their perceived usefulness and their sequencing is usually based on chronology, frequency or relative usefulness of the skills involved. For instance, *reading for the main idea, listening for the gist, guessing word meaning from context, getting specific information from a radio broadcast, asking for emergency help* might be skills involved.

### **2.1.2.6 Task-Based Syllabus**

In task-based syllabuses the question “what” becomes subordinate to the question “how”. The focus shifts from the linguistic element to the pedagogical, with an emphasis on learning or learner (Rabbini, 2002). The underlying idea is that the activities and tasks in which language is employed to fulfill meaningful tasks enhance learning.

The defining characteristic is the use of activities which learners may have to do for non-instructional purposes outside the classroom. Tasks must be relevant to the real world language needs of the student. Thus, task-based syllabuses are organised around a variety of different tasks that the students are likely to encounter or perform in the target language such as *reading job ads, making appointments, applying for a job, getting accommodation information over the phone, solving a problem, being interviewed* and so on. The tasks are defined as activities with a purpose other than language learning. Language learning occurs when the need arises during the performance of a given task. Tasks integrate language and other skills in specific setting of language use. The selection of the tasks is done on the basis of their perceived usefulness to the students.

Task-based syllabuses differ from situational syllabuses in that while situational teaching has the goal of teaching the specific language content that occurs in the situation ( a predefined product), task-based teaching has the goal of teaching students to draw on resources to complete some piece of work (a process) (Rabbini, 2002). The students draw on a variety of language forms, functions and skills, often in an individual and unpredictable way, in completing the tasks.

### **2.1.2.7 Content-Based Syllabus**

In this type of syllabuses, the primary purpose of instruction is to teach some content or information using the target language. The students are simultaneously language students and students of whatever content being taught. The subject matter is primary, and language learning occurs incidentally to the content learning. The content teaching is not organized around the language teaching, but vice-versa. Content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes. An example of content-based language teaching is a science class in

which the medium of instruction is the language the students are learning, possibly with linguistic adjustment to make the content more comprehensible.

Although the types of syllabuses touched on here seem to be treated as though each occurred “purely”, in practice, these types rarely occur independently of each other. Often we encounter syllabuses which do not abide by the standards defined in any of the syllabuses above. These are *mixed syllabuses* or *layered syllabuses*. The former is organised as a mixture of two or more syllabuses. In the later, the difference lies in the priority given to each of the aspects. Layered syllabuses are organized as a primary syllabus with a secondary or tertiary syllabus operating underneath. In such syllabuses two or more syllabuses function as organising principles. Almost all actual language teaching syllabuses are mixed or layered syllabuses. Such an eclectic approach in syllabus design is advantageous in that a number of different syllabuses combined might bring about the best and most effective results.

### **2.1.3 Syllabus Formats**

Syllabuses may be shaped differently on the basis of the organisation of the structures, functions, themes and so on. The selected content is finite, yet it should represent the target language as well as it could and it should be best suited to the particular objectives involved. Here five syllabus formats will be briefly discussed:

#### **2.1.3.1 The Linear Format**

The linear format is particularly suitable for structural syllabuses. Grading and sequencing are of primary importance. The items are sequenced on the basis of linguistic and pedagogical principles. The grading and sequencing of the items are strict, they cannot be skipped or their order cannot be changed without causing some disruption. As to syllabuses in which there are no specific criteria to determine the linear order, such as notional and functional syllabuses, this type of syllabus is difficult to adopt.

### **2.1.3.2 The Modular Format**

The modular format composed of modules that are independent of each other and thus it achieves maximum flexibility to the teacher and in the materials to be used. It is well suited to courses that combine thematic or situational language content with a skills orientation (Dubin and Olshtain, 1986:53).

### **2.1.3.3 The Cyclical Format**

This type of format is based on the belief that repetition is necessary and it enables the teachers and the learners to study the same topic more than once, each time at the more difficult level. In the cyclical format the underlying assumption is that new subject matter should not be introduced once in the syllabus and then dropped, but rather, it should be reintroduced and recycled at different times and at different levels (Dubin and Olshtain, 1986)

### **2.1.3.4 The Matrix Format**

The matrix format offers maximum flexibility to select topics from a table of contents in a random order (Dubin and Olshtain, 1986). It relies on the design of free sets of topics, situations and tasks or activities later to be matched by the teacher. It is well suited to situational syllabuses as well as task-based and communicative courses. The maximum flexibility of what to study and when to study makes learning the language for general purposes very difficult to design.

### **2.1.3.5 The Story-Line Format**

This shape of syllabus is basically a narration throughout the syllabus. Wilkins (1976) was the first to point to the importance of coherence in a notional and functional syllabus. He suggested that the story-line format might not only ensure thematic continuity but help resolve questions of the ordering of categories in relation to one another as well ((Dubin and Olshtain, 1986).

## **2.2 The Common European Framework of Reference for Languages**

Europe has become a multilingual and multicultural continent with the unity of European countries with the aim of maintaining and developing a sense belonging together and political unity. In addition, the fast development of communication technologies are breaking down boundaries and reducing distances. Educational policies should call for change, adjustment and reconstruction in order to meet the needs the citizens of the ever-changing Europe. The new European society should be open, tolerant, inter-linked, interdependent, cooperative and plurilingual (Moreno, 2003:12). Hence, the Council of Europe published the Common European Framework of Reference for Languages in 1998. It is a descriptive scheme that can be used to analyze L2 learners' needs, specify L2 learning goals, guide the development of L2 learning materials and activities (Little, 2006:174).

### **2.2.1 Historical Background of the CEF**

The Common European Framework of Reference for Languages (CEFR) is published in two draft versions in 1998 by the Council of Europe. It is a part of the Council of Europe's long term ambition to improve the learning and teaching of modern languages in Europe. This ambition has been pursued since the 1971 symposium on languages in adult education held in Rüschtikon, Switzerland. This work has led to a series of detailed syllabus specifications, at several different language learning levels, namely the Threshold Level, and the Waystage and Vantage Levels.

The formal origins of the CEF date back to 1991, when it was agreed that:

“ the mutual recognition of qualifications, and communication concerning objectives and achievement standards would be greatly facilitated if they were calibrated according to agreed common reference standards, purely descriptive in nature” (Trim, 2001:5 cited in Morrow, 2004:6).

The aim was to provide a means of language teaching in Europe so as to compare the objectives and achievement standards of learners in different national or local contexts. Therefore, the contents of the framework are designed principally to act as a frame of reference in terms of which different qualifications can be described, different language learning objectives can be identified, and the basis of different achievement standards can be set out.

In 1991, a symposium was held in Rüslikon - “Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation, Certification”. It was concluded that it is necessary to develop a common reference for language learning so as to realize and ease cooperation among different countries’ educational institutions and to function as a common means for practitioners to coordinate their studies and reflect on their practice and make comparisons between different systems of qualifications easier. To achieve this, different levels of proficiency and their related features were designed and the aims, objectives and functions of the proposed common framework were elaborated with the collaboration of many governments and scholars. The results of the work is what is referred to as the Common European Framework of Reference for Language Learning, Teaching and Assessment; which is a comprehensive document outlining a theoretical basis for modern language teaching.

After this symposium, between the years 1993-1996, a Swiss National Science Research Council developed the definitions of the scales. The CEF was officially approved by all the member countries in 1997. The first draft of the framework was published in 1996, and the second draft in 1998. It was translated into 22 different languages, one of which is Turkish. The latest version of the framework was released in 2001.

### **2.2.2 The Aims of CEF and the Language Policy of the Council of Europe**

The CEF serves the overall aim of the Council of Europe as defined in Recommendations R (82) 18 and R (98) 6 of the Committee of Ministers: “to achieve unity among its members” and the pursue this aim “by the adoption of common action in the cultural field” (Council of Europe, 2001:2). Only a better knowledge of European modern languages can facilitate communication and interaction among Europeans from different linguistic and cultural backgrounds. This is essential in order to ensure European mobility, cooperation, mutual understanding and so as to overcome prejudice and discrimination. The linguistic heritage and cultural diversity is a valuable common source 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, 2001:17)

The aims of the CEF have been defined as follows:

The Common European Framework provides a basis for the elaboration of language syllabuses, curriculum guidelines, examination, textbook, 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 (Council of Europe, 2001:1)

In other words, the CEF is designed to provide a common basis for the elaboration of language courses, examinations, textbooks, etc. across Europe and thus serve the Council of Europe's political, cultural and educational goals. Besides, it is intended to facilitate and promote cooperation among educational institutions in different countries in Europe and provide a sound and mutual basis for the recognition of language qualifications. It also serves as a guide which describes what to do in order to use language for communication and what skills and knowledge to master in order to use language efficiently. By defining levels of proficiency it allows learners' progress to be measured at each stage of learning and on a life-long basis.

The CEF is intended to promote "greater mobility and more effective international communication among Europeans combined with respect for identity and cultural diversity, better access to information, more intensive personal interaction, improved working relations and a deeper mutual understanding"(Council of Europe, 2001:6). It serves as a sound basis for the recognition of language qualifications among countries and assist learners, teachers, course designers, examining bodies and educational administrators to situate and coordinate their efforts. In order to achieve these aims, the CEF must be *comprehensive*, *transparent* and *coherent*.

The CEF is *comprehensive*, in that it attempts to specify a full range of language knowledge, skills and use. It also provides a series of criterion-referenced level descriptors (A, B and C levels, with two sub-levels for each) to evaluate the progress of the learner's communicative proficiency. This provides a basis for the language learner's self-assessment. The CEF is *transparent*, in that information is clearly formulated and explicit, available and readily comprehensible to users. It is *coherent*, in that the description is free from internal contradictions.



In addition, the CEF is *open* and *flexible* as well so that it can be applied to particular situations. In other words, it should be capable of further extension and refinement and adaptable for use in different circumstances.

As stated afore, the one of the major aims on Council of Europe is to achieve greater unity among its members by adopting common action in cultural field. The work of the Council for Cultural Cooperation of the CE with regard to modern languages adopts three basic principles:

- Europe has a rich diversity of cultures and languages, and this should not be a barrier to communication among these cultures and languages, on the contrary, it should be a source for mutual enrichment and understanding.
- If Europeans have a better knowledge of other languages, it will become possible to improve communication and interaction among different languages. In this way, mutual understanding, cooperation and European mobility can be achieved and prejudices and discrimination can be avoided.
- When the member states adopt this framework a greater convergence at the European level may be achieved. (Council of Europe, 2001)

To put in a nutshell, the new generation of Europeans should be “plurilingual and intercultural citizens who are able to interact with other Europeans in all aspects of their lives” (Neuner, 2002:8)

The European foreign language policy can be best stated as having the following objectives:

1. A pragmatic objective: The private and professional mobility of the citizens and the exchange of ideas will become easier when foreign languages are learnt.
2. An intercultural objective: Learning a new language brings a new perspective and understanding to that language which can alter the prejudices against them and bring tolerance and interest.
3. A sociopolitical objective: Learning a foreign language can help to maintain and preserve the wealthy heritage of linguistic and cultural diversity (Neuner, 2002:8-9).

If the stand is regarding all languages and cultures in Europe as equal, then the aim of foreign language teaching should be developing interest in and hospitality towards other languages and cultures, thus develop tolerance and respect for differences. With this aim in mind

plurilingualism becomes an indispensable part of formal education. It is a must for every European citizen to learn more than one foreign language, regardless of the concern for that language being a commonly used one or having a small number of native speakers.

### **2.2.3 Plurilingualism**

The overall goal of the Council of Europe Language Policy is to promote plurilingualism and pluriculturalism. Europe's being culturally rich and diverse is considered to be an advantage to be promoted. Yet, it is also a great challenge in the process of European integration. Hence, a balance between preservation and promotion of cultural diversity and developing interaction and communication are essential. European communicative integration is a key concept in European integration.

Plurilingualism is different from multilingualism in that the latter aims at fostering more than one language, each of which is considered in isolation. The former, on the other hand, stresses the fact that the language experience for the individual person in its cultural context is enlarged from his/her native language to that of that society at large and to the other people's languages. The individual does not keep the knowledge and experience of these different languages in different mental compartments of his/her brain, "but rather builds up communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact"(Council of Europe, 2001: 4).

Within European language education policies, great importance is attached to the promotion of plurilingualism as a basis for the maintenance of European social and cultural diversity and mutual respect and solidarity (Breidbach, 2002:275). Competence in preferably more than one language is a characteristic of the new generation of Europeans. 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 2002:10).

Council of Europe (2003) states that:

"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 competencies, 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)

Plurilingulism is a corner stone in the field of language education. From now on the aim of language education is no longer regarded as the mastery of language(s), each taken in isolation, with the “ideal native speaker” as the ultimate model. Instead, the aim is to become plurilingual and develop interculturally. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how.

There is no doubt that this requires a great call for change in the courses offered in educational institutions. Courses should be designed so as to provide students with plurilingual competence. Furthermore, seeing language learning as a life-long task attaches great importance to the language experience outside the classroom. The responsibilities of the language teachers, educational administrators, examining bodies cannot be simply confined to teaching and assessing language proficiency at a particular level and at a particular moment in time. The implications of such a shift in language teaching require tools for the promotion of plurilingualism. In particular the European Language Portfolio (ELP) provides a format in which language learning and intercultural experiences of the most diverse kinds can be recorded and formally recognized. The European Language Portfolio, its functions and components will be studied later in this chapter.

#### **2.2.4 The Common Reference Levels of Proficiency**

The Common European Framework of Reference is a descriptive scheme which can be used to analyze language learners’ needs, specify language learning goals, serve as a common basis for the development of L2 learning materials and activities and provide orientation for the assessment of language learning outcomes. Since it was published in 2001, it has been increasingly referred to in teaching and testing of languages in Europe.

The CEF is intended as a reference document for curriculum and syllabus development, textbook writing, teacher training and assessment. Furthermore, by describing the levels of proficiency according to the existing standards, tests and exams, it makes it possible to make comparisons between systems of qualification. To achieve this aim, CEF involves a number

of scales which describe a series of levels of proficiency. A scale of reference levels in a common framework should meet four criteria, two of which related to description issues and two of which relate to measurement issues:

**Description issues:**

A common framework scale should be (1) *context-free* in that it should be produced for and applied to the same group to get satisfactory results. For instance, a scale specially developed for a school context should not be later applied to adults. On the other hand, the framework should be *context-relevant* in that it should be relatable to or translatable into any relevant context and be appropriate for the function they are used for that context. The framework should be (2) *user-friendly*; that is to say, it should be accessible to practitioners and it should encourage them to think further about what competence means in their context. The description should also be based on language competence theories in order to have a sound basis.

**Measurement issues:**

A common framework scale should be (1) *objectively determined* so that specific activities and competences based on a theory of measurement prevents systematizing error. In addition, the framework should contain adequate (2) *number of levels* to show progress in different sectors, yet they should be enough for people to make consistent and clear distinctions between them.

The Common Reference Levels consist of three main levels, with two sub-levels for each: Basic User (A1 Breakthrough & A2 Waystage), Independent User (B1 Threshold & B2 Vantage) and Proficient User (C1 Effective Operational Proficiency & C2 Mastery). They are intended to help course designers and examining bodies relate their work to a common reference system. The levels are defined in relation to can-do statements that describe what learners are able to successfully perform at each level. The levels are believed to be more user friendly than referring to learners' proficiency levels as "intermediate" or "elementary".

The scales include six ascending proficiency levels in terms of outcomes. It is suggested that all communicative curricula can be restated in terms of the common reference levels. As they imply learning activities, the common reference levels support teaching as well as goal-setting and assessment. They also help learners as well as teachers to develop a more communicative

orientation in their language learning and teaching. Furthermore, they can be used to determine the strengths and weaknesses of the textbook and the other learning materials in relation to the communicative demands of the curriculum (Little, 2001:14). The common reference levels are also used by some organizations such as ALTE as examination criteria. In addition, the level descriptors along with ELP provide the criteria for self-assessment.

The common standard provided by the CEF is described by the global scale and the self-assessment grid. The tables below illustrate the global scale and the self-assessment grid:

**Table 3** *Common Reference Levels: Global Scale.* (Council of Europe 2001:24)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize 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 recognize 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 organizational 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 on his/her field of specialization. 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 traveling 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	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.

User	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.
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**Table 4** *Self-Assessment Grid* (Council of Europe 2001:26-27)

		<b>A1</b>	<b>A2</b>	<b>B1</b>
<b>U N D E R S T A N D I N G</b>	<b>Listening</b>	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.
	<b>Reading</b>	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.
<b>S P E A K I N G</b>	<b>Spoken Interaction</b>	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).
	<b>Spoken Production</b>	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.
<b>W R I T I N G</b>	<b>Writing</b>	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 needs. 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.

<b>B2</b>	<b>C1</b>	<b>C2</b>
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 skillfully 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.

### 2.2.5 The European Language Portfolio (ELP)

The European Language Portfolio (ELP) is a new version of the traditional portfolio system in language learning. Unlike traditional portfolio systems, the ELP has three components which encourage learners in lifelong learning and intercultural awareness. Moreover, it is a document where the learners can reflect on and record their language learning process and intercultural experiences. Since the learners themselves contribute to the assessment of their learning, the pilot studies show that the ELP also promotes learner autonomy and encourages lifelong learning (Scharer, 2002).

The European Language Portfolio (ELP) was developed and piloted by the Language Policy Division of the Council of Europe, Strasbourg, from 1998 until 2000. It was launched on a pan-European level during the European Year of Languages as a tool to support the development of plurilingualism and pluriculturalism.

The ELP is a document in which those who are learning or have learned a language - whether at school or outside school - can record their language learning and cultural experiences because ELP assumes that to be a competent L2 user, not only the language but also its culture is fundamental. Learners should go beyond the language they are learning.

The ELP reflects and promotes the aims of the Council of Europe in the field of modern languages, in particular:

- the deepening of mutual understanding among citizens in Europe;
- respect for diversity of cultures and ways of life;
- the protection and promotion of linguistic and cultural diversity;
- the development of plurilingualism as a life-long process;
- the development of the language learner;
- the development of the capacity for independent language learning;
- transparency and coherence in language learning programmes. (Schneider & Lenz, 2001: 3).

In short, the European Language Portfolio seeks to promote the aims of the Council of Europe. The main aim of ELP is to stimulate and support the learning of languages. It is designed to help learners reflect on and improve their language learning, whether they are taking part in a course or learning languages independently. It also helps learners to show others their knowledge of other languages and cultures.

The Ministers of Education of all the member States of the Council of Europe have recommended that governments, in keeping with their education policy, support the introduction of a European Language Portfolio.



### **2.2.5.1 The Components of ELP**

The ELP consists of three main parts: *Language passport*, *language biography* and dossier. Each part shows the learner's language learning process with different documents and records. Since the ELP includes level descriptors from the Common European Framework, the students can also assess themselves according to these descriptors.

The Principles and Guidelines approved by the Council of Europe (DGIV/EDU/LANG (2000)3) define the three components of the ELP as follows:

#### **2.2.5.1.1 Language Passport**

The Passport section provides an overview of the individual's proficiency in different languages at a given point in time. The learners complete their passports in terms of skills and common reference levels defined by the Common European Framework. It records formal qualifications and describes language competencies and significant language and intercultural learning experiences. The passport includes information on partial and specific competence. It allows for self-assessment, teacher assessment and assessment by educational institutions and examinations boards; it requires that information entered in the Passport states on what basis, when and by whom the assessment was carried out. 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 skills in the ELP which the language passport addresses are defined as understanding (Listening and Reading), speaking (spoken interaction and spoken production), and writing. The levels are determined by the Common European Framework. The language passport is the major instrument for presentation of learners' language level. It is often briefer than the other parts of the ELP because its aim is to give an overview of language learning at a glance. That is to say, the language passport summarizes the language biography.

#### **2.2.5.1.2 Language Biography**

The Language Biography 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

he/she 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.

The language biography includes some checklists based on the self-assessment grid. The checklists include “I can do..” statements related to each skill. Learners tick the boxes about the ability related to a skill which they can successfully do. If there is an item they cannot do, they can mark it as a priority for learning, and thus they can set their objectives for learning. Hence, the “can do” statements help the learners to assess themselves and monitor their language learning process.

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.

#### **2.2.5.1.3 Dossier**

The Dossier offers the learner the opportunity to keep the selected materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport. In this sense, it is like an artist’s portfolio. Learners can include letters, project works, memoranda, brief reports, and audio or video cassettes which show their proficiency in the language in the ELP. All competence is valued, regardless whether gained inside or outside of formal education. The Dossier enables the learners to select relevant documents and illustrate their current language skill or experiences.

The dossier is the part of the ELP that most closely corresponds to an artist’s portfolio and its contents will vary according to the age of the owner. For younger learners, it may be rather like a scrap book consisting of target language materials to complement or decorate the textbook or to provide some involvement in the foreign language learning process. For older school learners the dossier will include outcomes of project work, mostly related to skills in which they will be tested in public exams. For adult learners, the dossier will include evidence of their ability to perform real-life tasks in the foreign language(s) such as sample letters, memoranda, brief reports and the like.

### **2.2.5.2 The Functions of ELP**

According to the Principles and Guidelines adopted by the Education Committee of the Council of Europe, the ELP project has two chief aims:

- a. to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels;
- b. to provide a record of the linguistic and cultural skills they have acquired ( to be consulted, for example, when they are moving to a higher learning level or seeking employment at home abroad). ( cited in Schneider & Lenz 2001: 3)

These refer to the two basic functions of the ELP: the reporting function and the pedagogic function.

#### **2.2.5.2.1 The Documentation and Reporting Function**

The ELP aims to document its holder's plurilingual language proficiency and experiences in other languages in a comprehensive, informative, transparent and reliable way and thus enable learners to inform others in a detailed and internationally comparable way.

This documentation and reporting can be done with:

- results of relevant and reliable summative evaluation;
  - diplomas and certificates;
  - other “evidence”, for example
    - up-to-date information based on self-assessment,
    - attestations/descriptions of bilingual education, schooling in a language other than L1, participation in student exchange programmes, practical training in other language regions,
    - attestations/descriptions of regular private contacts with speakers of other languages, professional correspondence in other languages,
    - information on objectives, curricula, etc.,
    - selected written texts, audio and video recordings of oral productions etc.
- (Schneider & Lenz 2001: 4).

The ELP gives the students the chance to display their language learning process. Little and Perclova (2001) liken the ELP to the portfolio of an artist. Though the ELP is not a certificate

or diploma that the learners get on the basis of examinations nor does it aim to replace those, it is a collection of the learner's awards of those kinds by presenting additional information about his/her own experience and concrete evidence for his/her foreign language achievements including inside and outside the classroom (Little and Perclova, 2001). This function is in line with the Council of Europe's interest in facilitating individual mobility and relating regional and national qualifications to internationally agreed standards.

The reporting function can vary in significance according to the age of the learners. For example, the reporting function can be less important for young learners than adult learners who are employed, or who may be at the end of their formal education. For adult learners it is much more important that the passport is internationally accepted. Therefore, The Council of Europe introduced a standard passport for adults only.

#### **2.2.5.2.2 The Pedagogical Function**

The Pedagogic function:

- Enhance the motivation of the learners
  - to improve their ability to communicate in different languages,
  - to learn additional languages,
  - to seek new intercultural experiences.
- Incite and help learners to
  - reflect on their objectives, ways of learning and success in language learning,
  - plan their learning,
  - learn autonomously.
- Encourage learners to enhance their plurilingual and intercultural experience, for example through
  - contacts and visits,
  - reading,
  - use of media,
  - projects. (Schneider & Lenz, 2001: 3-4)

The pedagogical function of the ELP is to help students become aware of their language learning process. The learners are expected to develop their capacity concerning reflection and self-assessment of their language learning objectives; to plan their learning and learn by

the help of the ELP. An ongoing process of self-assessment is vital for effective ELP use. Thus, learners see what they already know and what they need to know. They take responsibility for their own learning. Moreover, the pedagogical function enhances the motivation of the learners to develop their ability to communicate in different languages, to learn additional languages and to seek intercultural experiences. Hence, the ELP can become a means to motivate learners to get insights into new cultures, learn new languages and reflect on their own language learning process.

By means of 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 & Perclova, 2001:3)

### **2.2.5.3 The Descriptors in the ELP**

The Council of Europe's common reference levels are fundamental to the ELP in that they provide the basis for learner self-assessment in the language passport, and they serve as a point of reference for the learning targets that learners record and the further self-assessment they undertake in the language biography. They summarize what learners can do in the target language as a series of I can do statements arranged under five headings: *listening, reading, spoken interaction, spoken production, writing*. All the statements in the scales are positive, and are intended to demonstrate that even "low" levels of language learning have value and worth. In practice, it may be found difficult to determine how to relate the descriptors to specific situation of learners. This problem can be solved by recognizing that each of the general descriptors in the language passport must be expanded in a way appropriate to the age, needs and interests of the learners in question.

The descriptors may be found too general for the learners to be able to identify their progress over an extended period of time. The learners may feel that they remain at the same level for months even though there may be plenty of evidence that they are making progress. This is because the scales defined are not linear in terms of measurement; rather, it is like an ice-cream cornet, a three-dimensional cone which broadens towards the top. Council of Europe (section 2.2)

“...even if Waystage (A2) is situated half way to Threshold Level (B1) on a scale of levels, and Threshold half way to Vantage level (B2), experience with existing scales suggest that many learners will take more than twice as long to reach Threshold from Waystage than they needed to reach Waystage. They will then probably need more than twice as long to reach Vantage from Threshold than they needed to reach Threshold from Waystage.... This is because of the necessary broadening of the angle of activities, skills and language involved.”(p. 17-18)

The teachers may find it difficult to confirm if their learners mastered a particular level. The fact that we are used to work with norm-referenced tests that rank-order our learners make it difficult to accept that even weak learners may meet the criteria embodied in the descriptors. The ELP require that we should not think of our learners negatively, that is, we should not evaluate them to the extent that they fail to achieve native-like perfection. Instead, we should regard them positively in terms of what they can do in the target language.

#### **2.2.5.4 Self-Assessment and the ELP**

Self-assessment is central to the ELP. At the same time it is often perceived as the most problematic aspect of the ELP because it is not a common educational tradition. It provokes such questions as “How can learners possibly assess themselves?”, “Do they know enough?”, “Can they be objective?”, “Can self-assessment be reliable?”. However, it is believed that successful integration of the ELP with curricula is necessary. The right kind of relation should be established with self-assessment and various forms of assessment.

It is not assumed that self-assessment required by the ELP should replace assessment by the teachers, schools, universities or examination bodies. The language passport contains the owner’s assessment of his or her foreign language proficiency, but it also provides space to record examinations passed and certificates awarded. Ideally, self-assessment and assessment by others should complement each other. Self-assessment helps the learner to reflect on his/her own knowledge, skills and achievement and thus increase motivation and involvement whereas assessment by others is an external, more objective measure of the same knowledge, skills and achievement.

The chief difference between norm-referenced and criterion-referenced approaches to assessment has to do with their attitude to failure. The traditional norm-referenced approach assumes that success is distributed in societies with the bell-shaped curve: there is a small

number of very good learners, a rather larger number of good learners, a lot of average learners, some weak learners, and a few very weak learners. Those who fall below the mid-point in the distribution of marks, in other words, those who are below the average, always fail. But, learning a language is not an “all or nothing” undertaking. The descriptor scales throughout the CEF provide descriptions of partial competence. If language learning objectives are defined in terms of what learners should be able to do with their language skills, assessment is a matter of determining the extent to which learners have mastered the behaviour in question. Thus, even the weakest students succeed to a limited extent. By contrast, the criterion-referenced approach holds a relatively positive attitude to learners: provided they meet the criterion, they are regarded proficient, even though in some cases proficiency may be less than perfect.

### **2.2.6 Life-Long Learning and Learner Autonomy**

Developing learner autonomy is a necessity because “once teaching stops, further learning has to be autonomous” (Council of Europe, 2001:141). If lifelong learning is a reality, then “learning to learn” needs to be an integral part of language instruction and learning. That is why one of the most significant objectives of the ELP is to promote learner autonomy. Learners should be provided with help to develop learning skills through suitable guidance and instruments.

Lifelong education implies not just learning, but learning how to learn as well. The ability to learn has more relevance to all kinds of learning. The CEF specifies four areas which are of more direct interest for language learning:

1. Language and communication awareness, or becoming aware of what languages are, how they work, how they are used, how they can be learnt and taught;
2. General phonetic awareness and skills, or being able to discriminate and articulate sounds (as a general skill, not with reference to a specific language);
3. Study skills, or being able to use the learning opportunities offered by teaching contexts. This encompasses a very wide range of abilities, from cognitive, e.g. maintaining attention, grasping the intention of a task, developing a language repertoire by observing and participating in communicative events, to social, e.g. becoming aware of one’s strengths and weaknesses, identifying one’s own goals,

organising one's strategies, also making use of independent or self-directed learning opportunities;

4. Heuristic skills, or being able to use new experience by applying higher-order cognitive operations ( like analysing, inferencing, memorising, etc.); and being able to find and use new information (including the use of information and communication technologies). (Morrow, 2004:33)

In short, the CEF suggests that the ability to learn is a general competence, mainly based on the ability to face the challenge of the new- new languages, new people or new cultures.

But what can “learning to learn” imply for language learning and teaching? The skills to be developed defined in the CEF include some cognitive operations and mental processes. Below are some practical examples:

- using inference to guess the meaning of unknown words; or more broadly speaking, inferring meaning from a written text or a piece of oral interaction by filling in the gaps in one's knowledge through the use of contextual clues and background information;
- using directed and selected attention to focus on specific aspects of the language input, or “noticing” what is new in the input, and adding it to one's on repertoire, thus learning from observation and experience,
- using an inductive approach to formulate “rules” by comparing examples of language use, and making appropriate generalisations,
- memorising linguistic and cultural item by using a range of techniques, e.g. by classifying items into meaningful sets or categories (Morrow,2004:34).

The CEF suggests that cognitive and metacognitive strategies, social and affective strategies, compensation and communication strategies are part of learning to learn approach.

The word “strategies” has been used in different ways. Here what is meant is the adoption of a particular line of action in order to maximize effectiveness...Strategies are a means the language user exploits to mobilise and balance his or her resource, to activate skills and procedures, in order to fulfill the demands of communication in context and successfully complete the task in question in the comprehensive or most economical way feasible depending on his or her precise purpose” (Council of Europe, 2001:57).



In other words, strategies bridge the gap between the learner's competence and the demands of the communicative situation. For example, while speaking the learners may find themselves in situations where they may need to compensate the gaps in their linguistic and communicative competence by using gestures and facial expressions, by using more general words (flower instead of geranium), by providing a definition instead of the exact word (it is a machine that you use to keep the air cool). While reading or listening, the learners can compensate the gaps in their competence by using the overall meaning of a text to guess the meaning of unknown words. The learners should know that there are various to approach a text depending on the purpose. For certain purposes, they do not need to understand every single word. Learners should be aware of the fact that what they bring to the text in terms of their previous knowledge and experience is just as important as what the text brings to them. They should take risks and tolerate ambiguity. While speaking, the learners may need to ask for clarification. They can do this by simply saying that they cannot follow, or by asking for repetition or to speak more slowly. They may ask how to say something or if they have been understood correctly. Learners may also need to "keep the conversation going" by showing interest, encouraging others to talk, using fillers or pre-formulaic expressions to gain time and carry on the interaction.

The use and development of strategies are quite productive and it is certainly worth the effort to make them part of the syllabus, both for short-term effects (solving a specific problem in a specific task) and for long term effects (enabling learners to become more responsible and independent language learners).

### **2.2.7 The Action-Oriented Approach**

The approach to language learning and teaching is also influenced by a general view of language use and learning. The approach adopted in developing the Common European Framework for Languages is an "action-oriented" one. Language users and learners are viewed as "social agents" who perform some actions in a given set of circumstances and environments. Council of Europe (2001) states that:

"The approach adopted here, generally speaking, 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. We speak of "tasks" in so far

as the actions are performed by one or more individuals strategically using their own specific competences to achieve a given result. The action-based approach therefore also takes into account the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent” (p.9)

Language use, and language learning consists of actions performed by the social agents, that is to say, by people who have developed a range of competences, both general and communicative language competences, in particular. When language users engage in language activities involving various conditions and/or constraints, they draw on these competences to produce or receive language. In doing so, they also activate the most appropriate strategies to carry out the tasks. The monitoring of these actions by the participants leads to the reinforcement or the modification of their competences.

### **2.2.8 Language Competences**

Language competences can be described as the total knowledge, skills and characteristics allowing a person to perform actions (Council of Europe 2001,9). Competences fall into two main categories: general competences and communicative language competence. General competences refer to all kinds of actions along with language activities. Communicative Language Competence, on the other hand, comprises several competences: linguistic, sociolinguistic and pragmatic. For efficient language learning and use, the learner needs to develop communicative competences. The linguistic competences include lexical, phonological and syntactical knowledge and skills and other dimensions of language as a system. The linguistic competence does not include sociolinguistic value of language nor does it include the pragmatic functions of language use. Sociolinguistic competences are related with socio-cultural conditions of language use. As it is related to register, rules of politeness, norms, social groups, etc. and it has a great influence on communication. Pragmatic competences are about functions of linguistic resources, their production and production of speech acts. They are also concerned with discourse, cohesion and coherence, text types and forms, etc.

### **2.2.9 Language Activities**

In order to develop learners’ communicative language competence, various activities are used. These activities involve reception, production, interaction and mediation. Receptive activities

involve silent reading and following the media. Production activities, on the other hand, involve oral presentations, written studies and reports. Interaction is the core of communication. These activities include both reception and perception alternately. Mediation is important when there is miscommunication or when there is a communication breakdown. It is essential when one of the interlocutors does not have access to the information or message given. It could take place in receptive and productive modes and in oral or written exchange.

### **2.2.10 Domains**

Language activities are contextualized in domains, which are classified into four in Council of Europe's work (2001:15):

- The public domain refers to everything related to ordinary social interaction.
- The personal domain refers to family relations and individual social practices.
- The occupational domain refers to everything connected with a person's activities and relations in his or her occupational environment.
- The educational domain refers to everything related to the learning or training context, where the aim is to get specific skills.

The purposes of communicative tasks also change according to domains. The language user often undertakes acts of communication with one or more interlocutors in order to meet his or her needs in a given situation. In the personal domain, for example, the intention may be to entertain a visitor by exchanging information on families, friends, etc. whereas in the public domain it will usually be to transact business such as buying clothes of good quality at a reasonable price. In the occupational domain, it may be to understand new regulations and their implications for a client. In the educational domain, it may be to contribute to a roleplay or seminar, or write a paper on a specialized topic for a conference, etc. (Council of Europe, 2001:53).

### **2.2.11 Tasks, Strategies and Texts**

Communication and learning involve the performance of *tasks*. These tasks may involve language activities and make demands upon the individual's communicative competence. To fulfill these tasks the individual has to make use of *strategies* in communicating and learning.

The language activities necessitate the processing of oral or written *texts*, through reception, production, interaction and mediation. The overall approach outlined here is distinctly action-oriented and the relationship between the strategies, the tasks and the texts is determined by the nature of the task (Council of Europe, 2001:15).

Tasks are a feature of everyday life in the personal, public, educational and occupational domains (Council of Europe, 2001:157). In order to accomplish a task, an individual activates specific competences and strategies. Communication is an integral part of tasks where participants engage in interaction, production, reception or mediation or a combination of these; for example, interacting with a public service official and completing a form, or reading a report and discussing it with colleagues to arrive at a decision on a course of action. Similar kinds of tasks are central units in many syllabuses, coursebooks and activities designed for classroom learning experiences and tests. Although they are often in a modified form for learning and testing purposes, these “real-life” tasks are chosen on the basis of learners’ needs outside the classroom.

The tasks that are “pedagogic” in nature are designed to foster communicative competence based on what is believed or known about learning processes in general and language acquisition in particular. These communicative pedagogic tasks aim to actively involve learners in meaningful communication rather than focusing on decontextualised practice of forms. Classroom tasks are communicative to the extent that they require learners to comprehend, negotiate and express meaning in order to achieve a communicative goal.

In order to accomplish a particular task, the learner needs to activate a range of competences and strategies. Communicative tasks involve communicative activities that are *interactive* (e.g. conversation or correspondence) in which the participants take several turns as producers or receivers. In other cases where the producers are separated from receivers, such as when speech is recorded or broadcast or written texts are sent out or published, the communicative event is the *speaking, writing, listening* to or *reading* a text. In the Council of Europe (2001) it is stated that the learner adopts “...a particular line of action in order to maximize effectiveness”(p.57), that is, the language learner makes use of effective *strategies* to fulfill the demands of the communicative situation. “The use of communication strategies can be seen as the application of the metacognitive principles: *Pre-Planning, Execution, Monitoring*

and *Repair Action* to the different kinds of communicative activity: Reception, Interaction, production and Mediation” (Council of Europe, 2001:57).

There can be no act of communication through language without a text because a text is “...any piece of language, whether a spoken utterance or a piece of writing, which users/learners receive, produce or exchange” (Council of Europe, 2001:93). Texts have various functions in social life and therefore they are various in form and substance, that is they belong to different genres. Every text is carried by a particular medium, normally by sound waves or written artifacts. Thus text types include spoken texts (e.g. public announcements, lectures, drama, sports commentaries, news broadcasts interpersonal dialogues or job interviews) and written texts (e.g. books, magazines, newspapers, comic strips, leaflets, brochures, public signs and notices, tickets, forms, questionnaires, personals letters, notes, messages and essays). The text is central to any act of linguistic communication.

## **2.3 Young Adult Learners**

The age of learners is a factor never to be overlooked in making decisions about the syllabus. People of different ages have different needs, interests, competences and cognitive skills. There is some truth in making some generalisations. Yet, considering learners at different ages as if all the members of the each age group are the same can also be misleading. It should always be born in mind that each student is an individual with different experiences, needs, interests and competences.

Comments made here about young adults are only generalisations and it is hoped that they will shed light on concerns related to motivation, learning preferences and needs and interests.

### **2.3.1 Motivation and Young Adults**

It goes without saying that motivation is essential to success. Without enough involvement, learners fail to make the necessary effort. Young adults, if they are engaged, have a capacity to learn, a great potential for creativity and a commitment to things which interest them. It is a blessing to study with a class of highly motivated young people pursuing a learning goal.

Motivation is “some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer, 2001:51). The strength of motivation depends on how much value the individual places on the outcome he/she wishes to achieve. Generally a distinction is made between extrinsic and intrinsic motivation: the former is caused by outside factors, such as the need to pass an exam or the hope of financial reward whereas the latter comes from within the individual such as enjoying the learning process. Intrinsic motivation is widely accepted to be more important and the possibility of success will be greatly increased if the students come to love the learning process.

Here are some questions whose answers are worthwhile: Are all students motivated in the same way? What is the teacher’s role in a student’s motivation? How can motivation be sustained?

The teacher is undoubtedly is a major factor in sustaining the learners’ motivation. The teacher’s positive attitude and enthusiasm to the language and the task of learning are prerequisites for creating a positive classroom atmosphere.

Herbert Puchta and Michael Schratz (1993:4) state that lack of motivation and involvement may partly result from “...the teacher’s failure to build bridges between what they want and have to teach and their students’ worlds of thought and experience” (cited in Harmer, 2001:39). Hence, language teaching should be linked more closely to the students’ everyday interests. They should have a clear understanding of why they are learning and what they want to master. Motivation is a critical factor in successful learning and knowing what to achieve is an important part of this.

Motivation is the drive that forces a person to achieve a goal. The teachers should help learners to set short-term and long term goals. Long-term goals may be mastering English and having a better job in the future while short-term goals may be learning a small amount of language or successfully writing an essay. Long-term goals are vital, yet they may seem too far away and the learner’s may lose enthusiasm in time. Therefore, teachers should help them sustain a level of motivation by holding several sessions about their throughout the term. On the other hand, short-term goals are closer and easier to focus on. Achievement of short-term goals will definitely motivate students.

Even when there is little that teachers can do to change the physical conditions of the classrooms, a lot can be done to create a positive emotional atmosphere. Young adults are midway between being a teenager and an adult. They need self-esteem and peer approval not to mention problems they bring into class from outside. Teachers should be careful about how they respond to students. A supportive and cooperative environment and the teacher's rapport are vital to sustain motivation.

If the students are interested in the activities and topics they are studying, they will be much more motivated. Teachers need to provide a wide range of subjects and activities to keep them involved.

All these are factors in the hands of the teachers, who are sources of external motivation. But how can the students be motivated intrinsically? The key is "awareness rising". Setting long and short term goals and making them aware of how they can learn effectively and what skills and strategies they need in order to communicate with the language is of great importance.

### **2.3.2 Characteristics of Young Adults**

Young adults:

- are autonomous and self-directed
- are goal-oriented
- are relevancy oriented. They need to learn why they are learning something.
- are practical and problem-centered (eager to solve problems)
- have sufficient life experience and world knowledge.
- study English for academic and /or professional advancement.
- have other responsibilities (unlike primary and secondary school students, finance, social commitments, families etc) and problems (housing, transportation, food etc) which may cause insufficient interest and low motivation. (Ersöz, 2006 Inservice training notes)

Young adult learners can engage with abstract thought and controversial issues. Indeed part of teachers' job is to contribute to their intellectual growth by helping them to be aware of contrasting ideas and concepts. Teachers should increase their cultural awareness by equipping them with cross-cultural insight.

Young adult learners can be involved in more indirect learning through reading, listening and communicative speaking and writing. They may be allowed to use their intellects to learn consciously where appropriate.

However, young adults are not problem-free learners. A number of features may cause occasional problems: Their previous learning experiences may have predisposed them to one particular methodological style, which makes them uncomfortable with unfamiliar teaching patterns. We should recognise the need to minimise the bad effects of past learning experiences. Moreover, young adults have a lot of responsibilities and problems. If basic needs are not met they may develop a negative attitude towards learning.

How do young adults learn? Young adults:

- want to be actively involved in whatever they are learning.
- watch others or develop observations about own experience (pair or group work- they also learn from others)
- create theories to explain observation ( they come up with their own rules/theories. They are analyzing all the time and want to have their own theories)
- use theories they have created to solve problems and make decisions. (Ersöz, 2006)

So which is the best method for young adults? A more communicative approach, that will take them away from their previous structural orientation, will be beneficial. All channels of communication, written or oral, verbal and nonverbal, are equally important. Context is important as it determine the nature of styles and changes the meaning. Learners should be engaged in the pragmatic, functional use of language for meaningful purposes. Fluency and accuracy should be viewed as complementary principles.

## **2.4 Conclusion**

This chapter has briefly discussed the terms course design, syllabus and curriculum. Different syllabus types and formats have been studied. The second part of the chapter is related to the review of literature concerning the Common European Framework of Languages. After a brief account of how it has been developed, the aims of CEF are focused on. The language policy of the Council of Europe and its implications for language learning and teaching are



studied. The term plurilingualism has been defined. Common reference levels of proficiency are listed. The European Language portfolio and its functions and components are discussed. The action-oriented approach to language learning and teaching taken by the Council of Europe is studied. Finally, the characteristics of young adults and points to consider when motivating them are briefly studied.

## CHAPTER 3

### METHOD AND DATA COLLECTION

#### 3.0 Introduction

This chapter consists of the method of and tools of data collection concerning the ELT preparatory students' interests, language learning background and study skills. A study-skills questionnaire, B2 “can do” statements and an interest checklist are distributed to the students to assess themselves. The data should help us get to know the students, their strengths and weaknesses.

#### 3.1 Setting

This study aims at developing a syllabus for the ELT preparatory year at Gazi University Research and Application Center for the Teaching of Foreign Languages. As the learners are all English Language Teaching Department students, there is no need to conduct a needs analysis. The students are all expected to become language teachers, and they are required to follow the certain courses in English for four years following the preparatory year. In order to achieve these goals, they should be proficient at B2 level.

Yet, who the learners are is a critical factor in designing a syllabus. Therefore, a study skills questionnaire is prepared to find out about the learners in the ELT department. How they prepared for the university entrance exam, and which skills and areas they focused on are of importance for us to learn about their styles and strategies.

It is also considered necessary to conduct an interest analysis as the topics which the learners are interested in will constitute a necessary ingredient of the suggested syllabus. Moreover, the “can do” statements defined in the CEF are distributed to the learners to raise language awareness and to help them assess themselves. The statements also help us see where the learners need special attention.

### **3.2 Subjects**

This study is conducted at Gazi University Research and Application Center for the Teaching of Foreign Languages on the learners of English Language Teaching (ELT) department. There are four classes consisting of ELT students, who are all our subjects. They are 96 in number and 48 of them are second education students. They study 25 hours of English a week. Each class studies with 2 non-native instructors for 22 hours a week. The remaining 3 hours are given by a native-speaker of English who mainly studies speaking and free writing with the students.

All of the 96 ELT preparatory students could not fill in the questionnaires and the checklists, there are missings due to absenteeism. The students, 88.5% whom are girls, come from various cities of Turkey.

### **3.3 Instruments**

The instruments used for this study are a questionnaire to discover the previous study skills of the learners, “can do” statements for B2 Vantage level and an interest checklist (see Appendix 1, 2 and 3).

The study skills questionnaire is designed to discover the language learning background of ELT preparatory students. The questionnaire consists of questions designed to find out what language areas and skills were emphasized when the ELT preparatory students were in high school, and what materials they used and how they studied for the university entrance exam.

The B2 level “can do” statements were distributed to the students to provide them with an insight of what they can do or should do with the target language. It is also hoped that the statements will help students to assess themselves, which is a very favoured approach according to the CEF.

The interest checklist has two parts. In the first part, there is a list of main topics which have been collected and compiled from various coursebooks and skills books. Current and popular topics have also been included in the list. The item “other” is also included in the list in case

there is a topic of interest to the students that they would like to study other than the ones listed. The topics in Part A were given to the students to be marked as *1- not interesting, 2- interesting and 3- very interesting*. The ranking numbers for each topic have been used to calculate the most popular topics. Finally, the top ranking 30 topics are included in the syllabus as the preparatory year lasts for 30 weeks.

In the second part, the main topics were given with sub-topics. The students were asked to tick the subtopics that they found interesting. The number of students ticking each subtopic has been added to find the most favoured ones. The aim of the checklist is to find out about the topics the learners are interested in. As the degree to which the learners are involved in and committed to the learning process is directly influenced by how much they are interested in the topics studied, the suggested syllabus is to be organized around topics which received the highest interest from the students.

### **3.4 Data Collection**

The “can do” statements, study skills questionnaire and the interest checklist were distributed to the ELT students at the beginning of the term who were taking the preparatory year at Gazi University Research and Application Center for the Teaching of Foreign Languages. A total number of 96 students were included in the process, though there have been some missings due to absenteeism. That is to say, for each data collection instrument the number of students participated in the process were different because of the student who did not attend the classes that day. Although the absentees were not many in number, the results are defined in terms of percentages so as to maintain a clear picture independent of the changing number of students.

### **3.5 Conclusion**

The content of a teaching programme should be carefully selected, taking into account who the learners are, what they need and what they are interested in. To get to know who the learners in question are, a study skills questionnaire, an interest checklist and Can Do statements for the B2 level have been administered to the students.

## CHAPTER 4

### ANALYSIS OF THE DATA

#### 4.0 Introduction

This chapter focuses on the findings obtained through the data collection instruments. It is hoped that in the light of the results of the data collection procedures, we will get a better knowledge about who the learners are and how they have studied before coming to university. It is also hoped that the “Can do” statements will help learners raise language awareness. Below are the results of the data collection instruments defined in terms of percentages regardless of the , though small, varying number of participants.

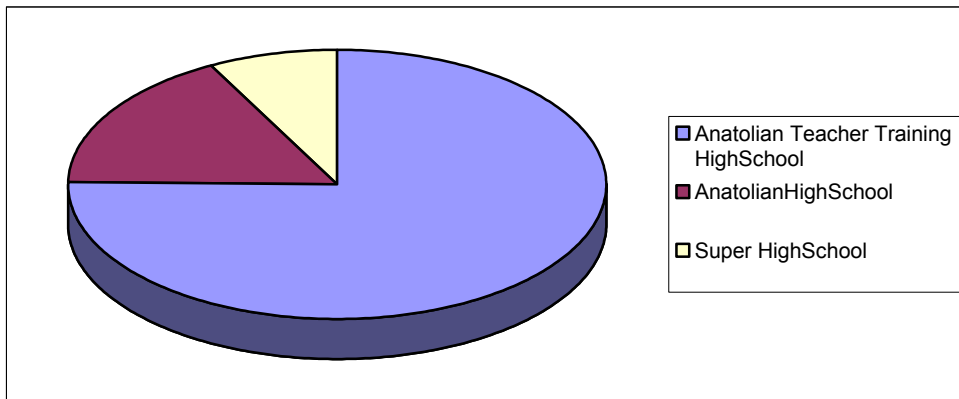
#### 4.1 Results

##### 4.1.1 Study Skills Questionnaire

First, a questionnaire is used to obtain a clear profile of the preparatory year students (see Appendix 1). The main aim was to get to know the students better by getting an insight into the students’ study skills and language learning background. The findings are as follows:

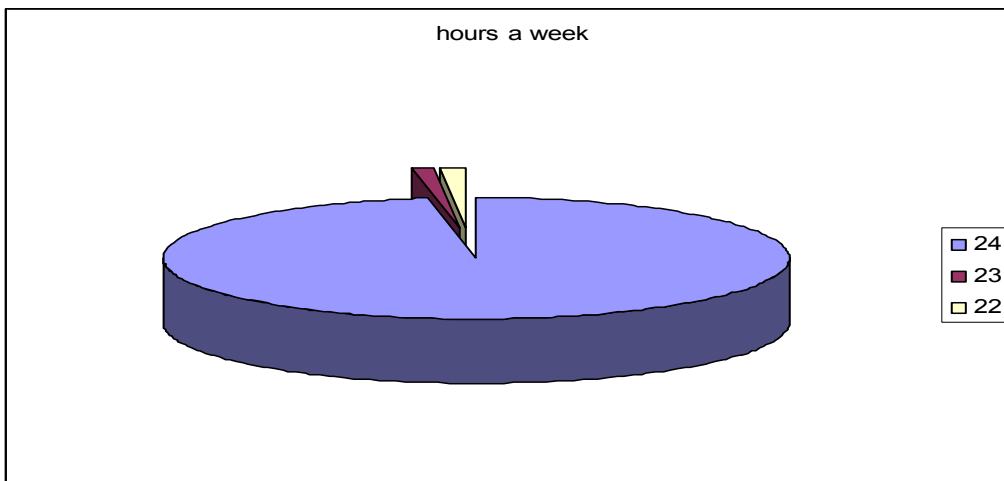
- The first question aims to find out which high schools they graduated from. As is clearly seen below, the students from Anatolian Teacher Training high schools constitute the majority of the learners in the ELT preparatory classes. More precisely, 75,32% of the students come from Anatolian Teacher Training high schools whereas 16,88% come from Anatolian high schools and 7,79% of them come from Super high schools.

**Table 5-** *The High Schools the Subjects Graduated from.*



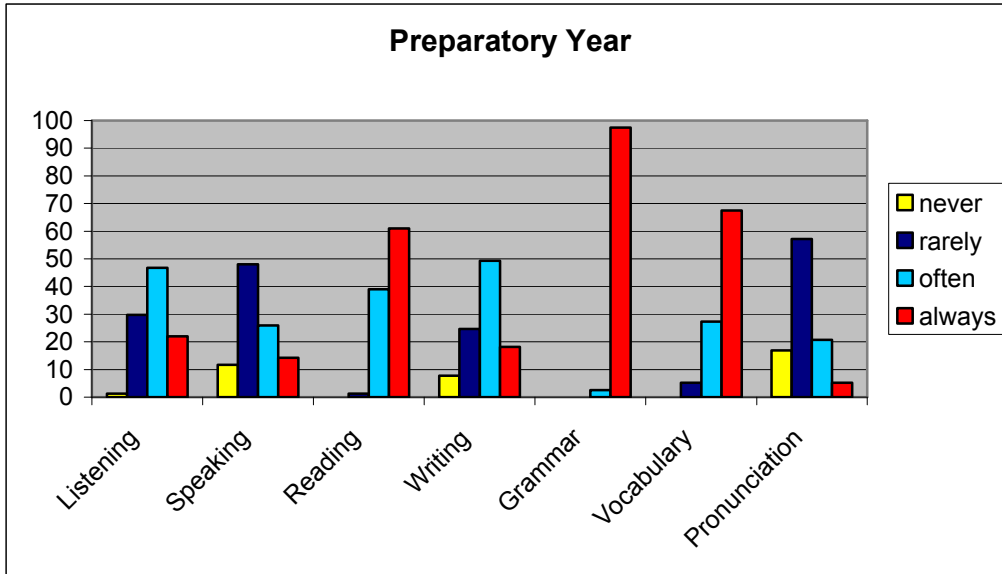
- All of the respondents have given an affirmative answer to the second question, which means 100% of the students have taken preparatory years when in high school.
- The students (97,4%) studied about 24 hours of English a week in the preparatory year at high school. the preparatory year at university requires the students to study 25 hours of English a week, so it can be concluded that the preparatory year at high school was as intense as that in university.

**Table 6** *How many Hours a Week the Subjects Studied English in the Preparatory Year at High School*



- As to the skills and language areas that were studied *in the preparatory year at high school*, the comparative table below shows the most favoured and least favoured areas of study.

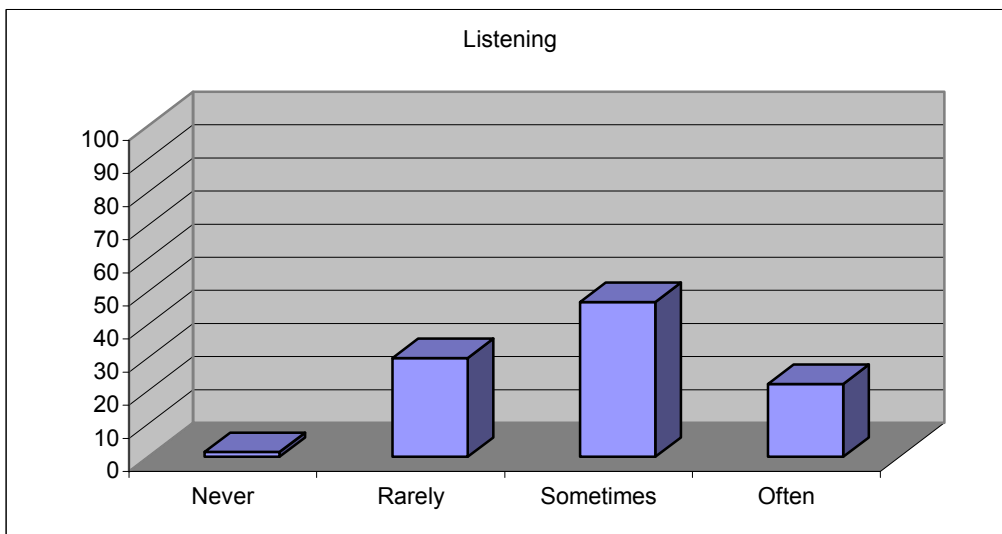
**Table 7** *The Skills and Language Areas Studied in the Preparatory Year at High School*



A closer look at these skills and areas reveals the following results:

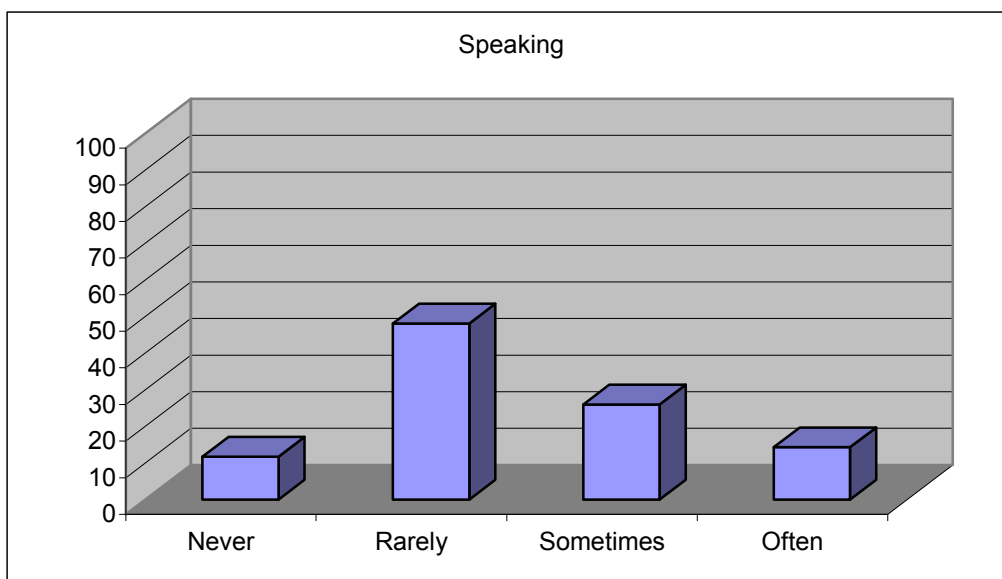
- Although 29,8% of the students stated that they had *rarely* studied listening, this skill is not overlooked altogether in the high school preparatory year. 46,75 % of the students stated that they had *sometimes* studied listening and 22% of them had *often* studied the skill.

**Table 8** *The Listening Skill in the Preparatory Year in High School*



- The speaking skill seemed to receive poor attention in the high school preparatory year. There is a considerable number of students (59,7%) who *never* or *rarely* received any instruction in the speaking skill. 25,97% of the students stated that they had *sometimes* studied the speaking skill and 14,28% of them had *often* studied the skill. Even at the high school preparatory year when the aim was to learn a language rather than study specifically for an exam, the speaking skill was highly neglected. This might be due to the fact that the teachers in high school are the products of this system and therefore, they may feel insecure while speaking in the target language.

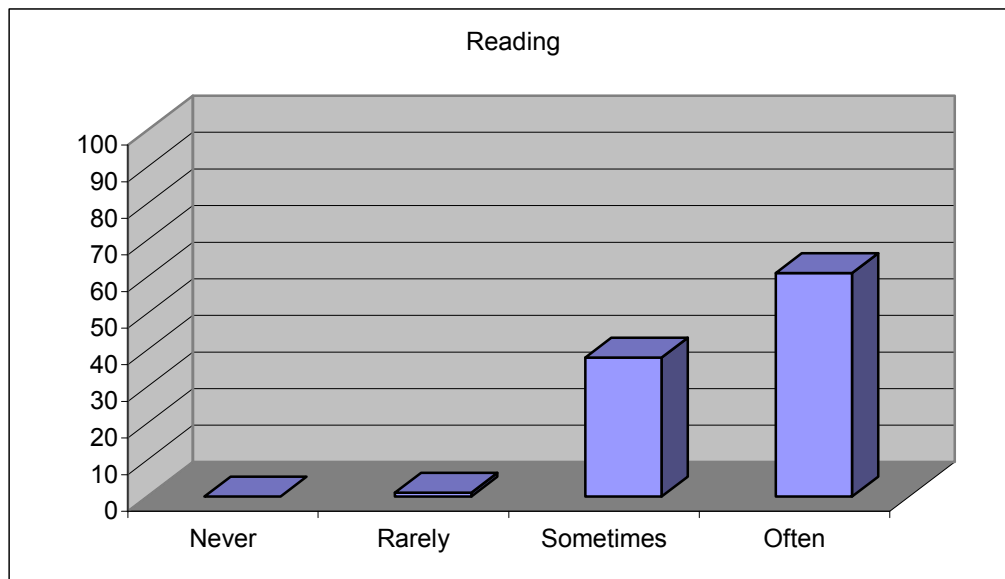
**Table 9** *The Speaking Skill in the Preparatory Year in High School*



- The reading skill, on the other hand, is definitely the most favoured skill of all. 38,96% of the students stated that they had *sometimes* studied the reading skill and 61% of them had *often* studied the skill in the high school preparatory year. As reading is a skill that helps reinforce the structures and vocabulary studied, it is favoured at high school. As the skill can be practiced outside the class through extensive reading activities, it is a common practice to assign reading tasks to students. In informal oral interviews the students stated that they often read outside of the classroom in high school preparatory year.

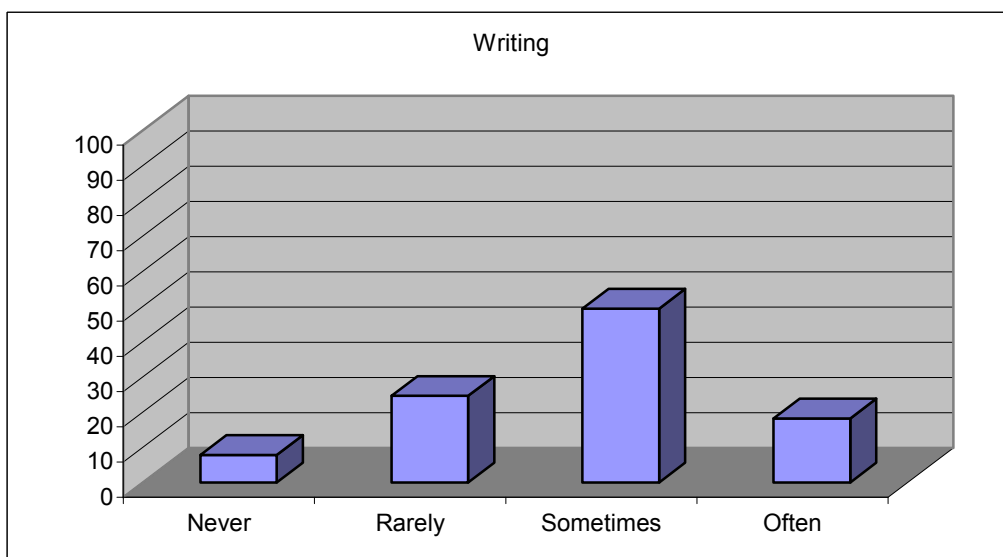


**Table 10** *The Reading Skill in the Preparatory Year in High School*



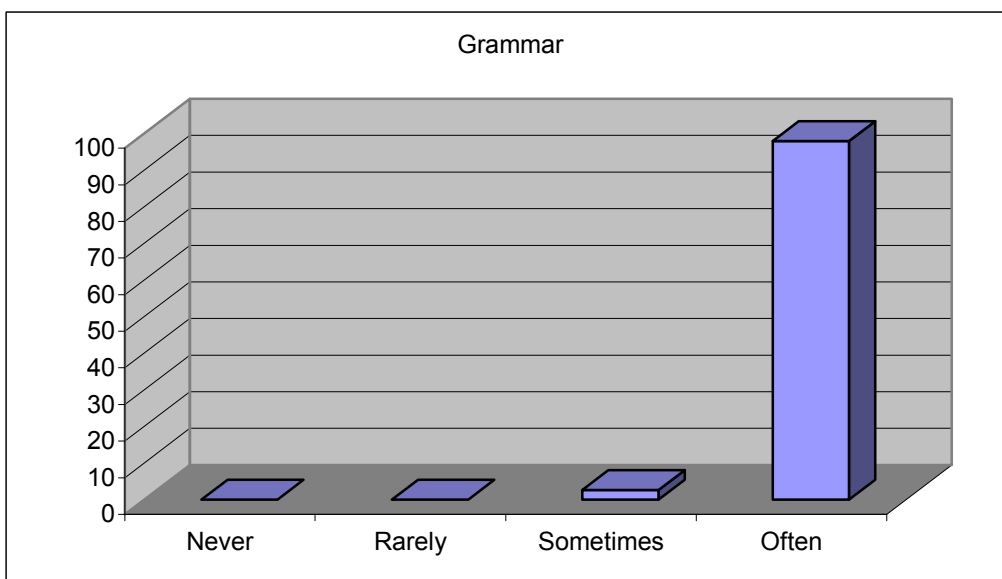
- The writing skill, though not as favoured as the reading skill, received much more attention compared to the speaking skill in the preparatory year in high schools. Whereas a comparatively small number of students stated that they had studied the writing skill *never* and *rarely* ( 7,79% and 24,6% respectively), 49,35% of them has stated that they had *sometimes* studied the writing skill and 18,18% had *often* studied the skill. In informal oral interviews the students stated that they practiced writing but it was not systematic process writing.

**Table 11** *The Writing Skill in the Preparatory Year in High School*



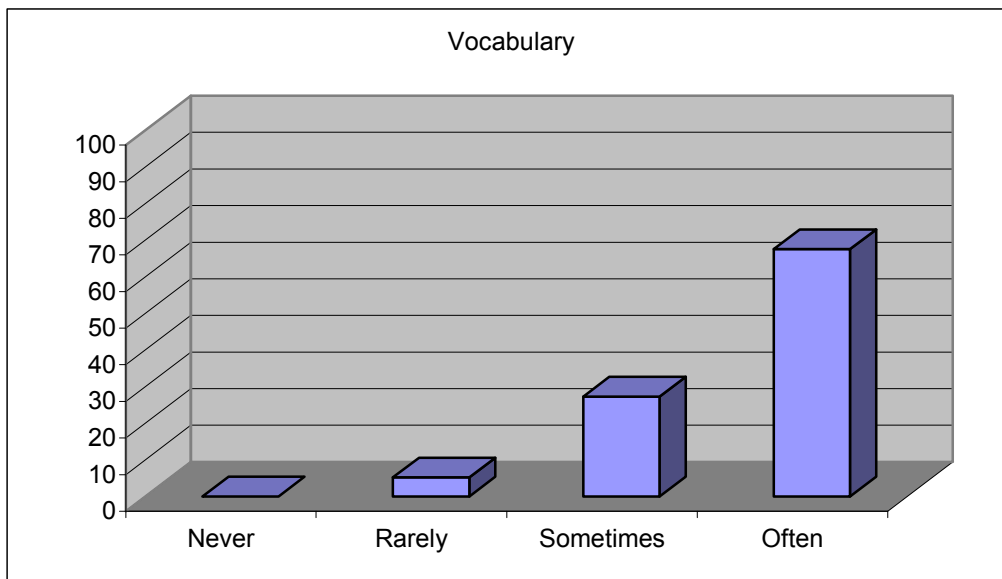
- The chart below clearly shows the attention attributed to the structures. The grammar of the target language constituted the majority of the instruction. 97,4% of the students stated that they had often studied grammar in the preparatory year of high schools. The teachers, not only the older generation of teachers who were taught with the Grammar Translation Method, but the younger generation of teachers who are aware of the innovations and the new trends and approaches in the teaching profession, tend to teach the structures in the actual classroom practice.

**Table 12** *Grammar in the Preparatory Year in High School*



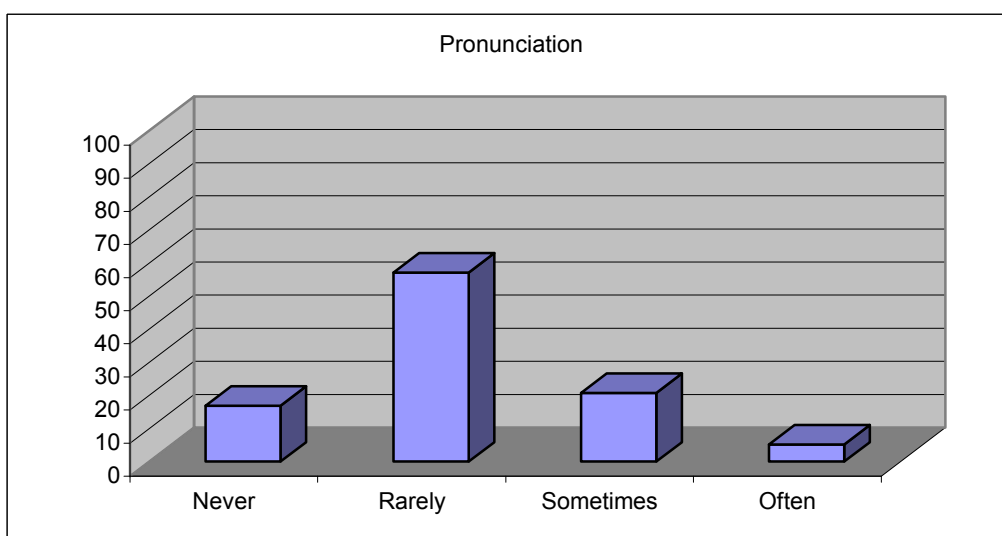
- Studying vocabulary also received considerable amount of attention in the high school preparatory year. 27,27% of the students stated that they had *sometimes* studied vocabulary and 67,53% of them had *often* studied vocabulary. In oral interviews the students stated that most of the vocabulary came from the course books they studied and that they often prepared bilingual lists to study vocabulary items to be learned.

**Table 13** *Vocabulary in the Preparatory Year in High School*



- Pronunciation was an area that received little attention in the preparatory year in high schools. 74% of the students stated that they had *never* or *rarely* studied pronunciation whereas only 25,97% of them stated that they had *sometimes* or *often* studied it (20,77% and 5,19% respectively). Unfortunately, most students in ELT preparatory classes have fossilized pronunciation mistakes that occasionally make their speech unintelligible. As they did not do enough listening activities, the teacher was the main source of aural input in the high school, who seems not to have taken enough care into the issue.

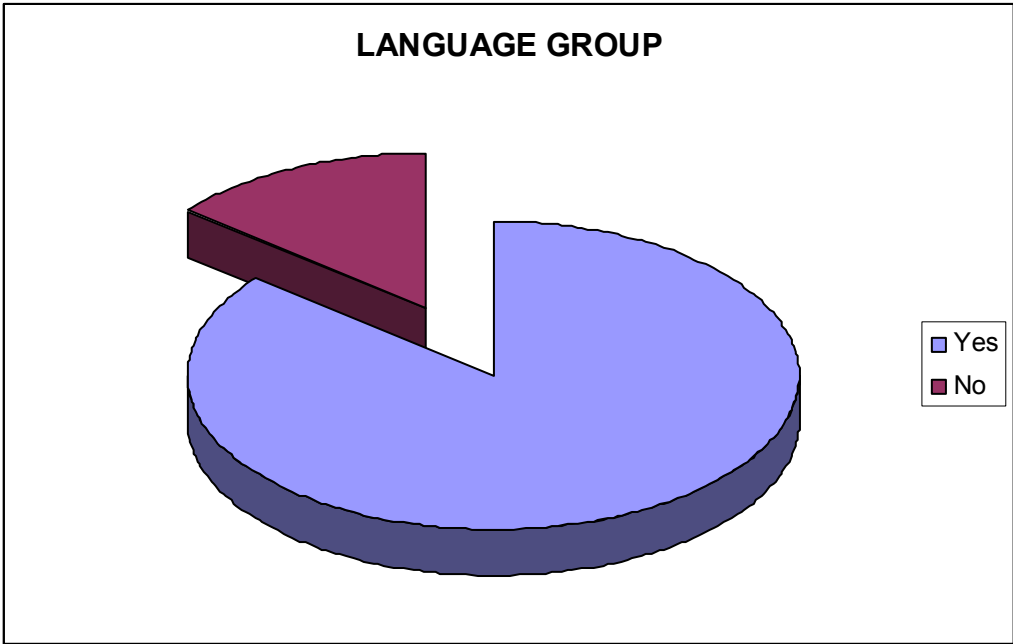
**Table 14** *Pronunciation in the Preparatory Year in High School*



To sum up, in the preparatory year of high schools where the ELT preparatory students come from, the areas and skills that received utmost importance are the grammar and vocabulary of the target language and the reading skill. The listening and the writing skills are somewhat focused on. On the other hand, the speaking skill and pronunciation are clearly neglected.

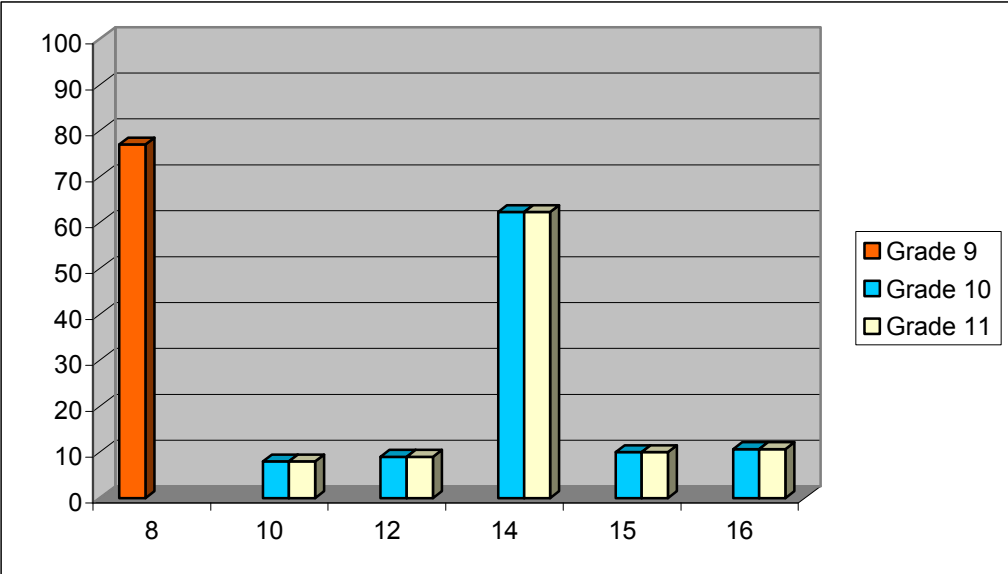
- When asked if they were in the “language group” in high school, most of the students gave affirmative answers, which means that they knew even then what area they would choose to study in the university. For 85,71% of the students being a language teacher was a pre-determined decision. Only 14,28% of the students stated that they were not in the language group when in high school.

**Table 15** *How many Students were in the Language group in High School*



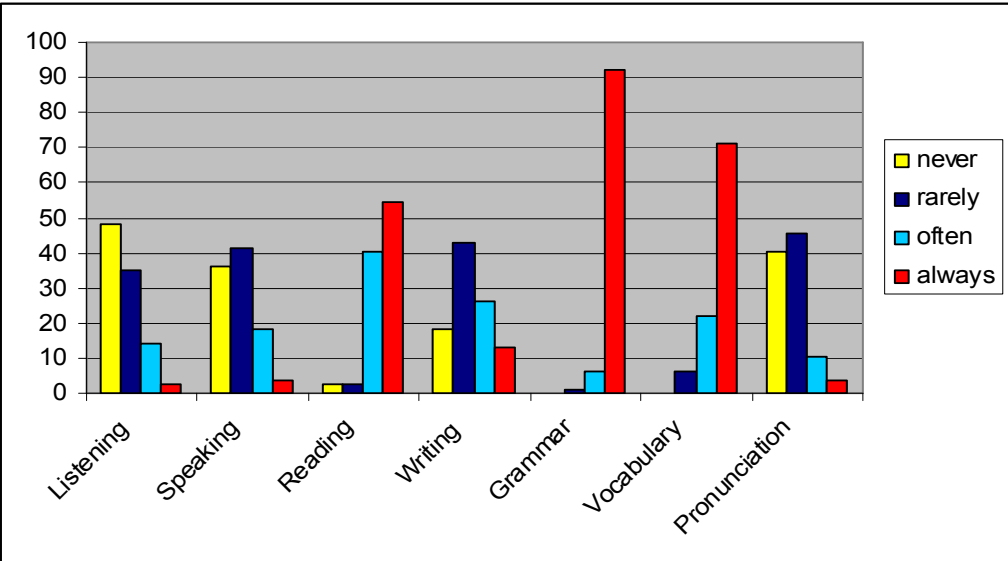
- The diagram below shows how many hours of English they studied after the preparatory year is over. In the first year of the high school, all students stated that they had 8 hours of English a week. Nearly all students (62,33%) took 14 hours of English a week in the following two years, that is, in grades 10 and 11. In other words, the most students took additional language classes in the last two years in high school.

**Table 16** *How many Hours the Subjects Studied English in the Following Years*



- The table below shows the skills and language areas studied especially in the last two years when they were studying for the university exam with the aim of entering a language teaching department. The effects of studying for a multiple choice exam can be clearly seen as the areas and skills the university entrance exam assesses were studied intensely but the other areas and skills that are not covered in the exam are neglected. To be precise, grammar, vocabulary and the reading skill received utmost importance whereas listening, speaking, writing skills and pronunciation were rarely studied.

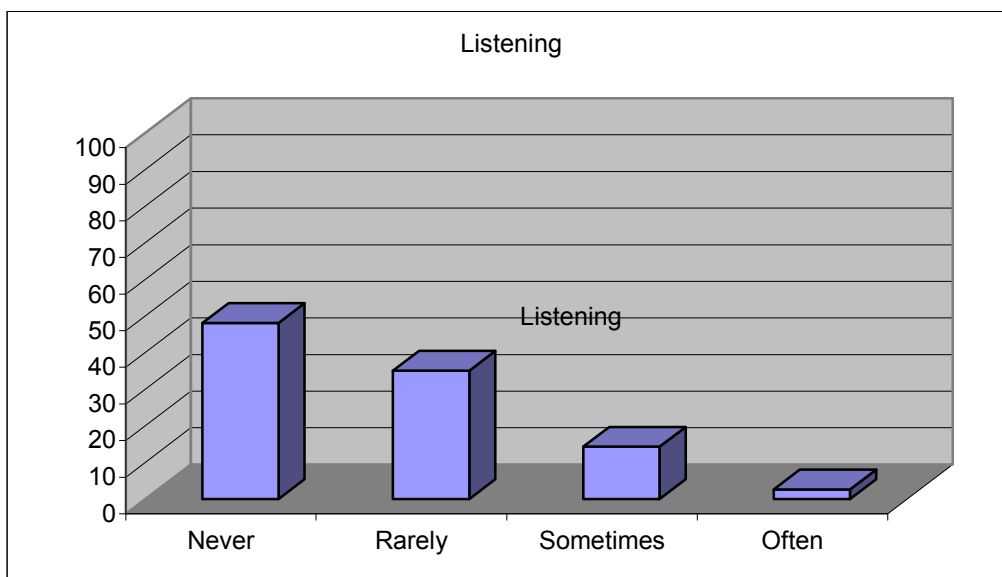
**Table 17** *The Skills and Language Areas the Subjects Studied While studying for the University Entrance Exam*



A closer look at these skills and areas reveals the following results:

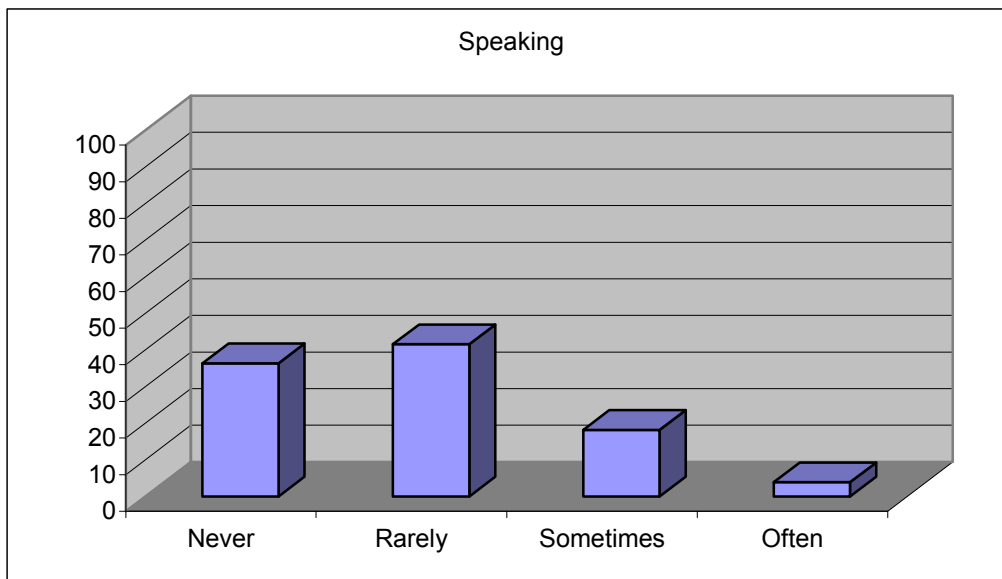
- The listening skill, which had been somewhat focused on in the preparatory year, was definitely neglected. 83,11% of the students stated that they had *never* or *rarely* studied the listening skill whereas 14,28% of them had *sometimes* studied listening and only 2,59% of the students had *often* studied the skill. As the university exam has no section for this skill, it received no attention in the last two years of high school. the students seem to have received no aural input than their teacher’s classroom speech, which unfortunately was in Turkish most of the time.

**Table 18** *The Listening Skill While the Subjects were Studying for the University Exam*



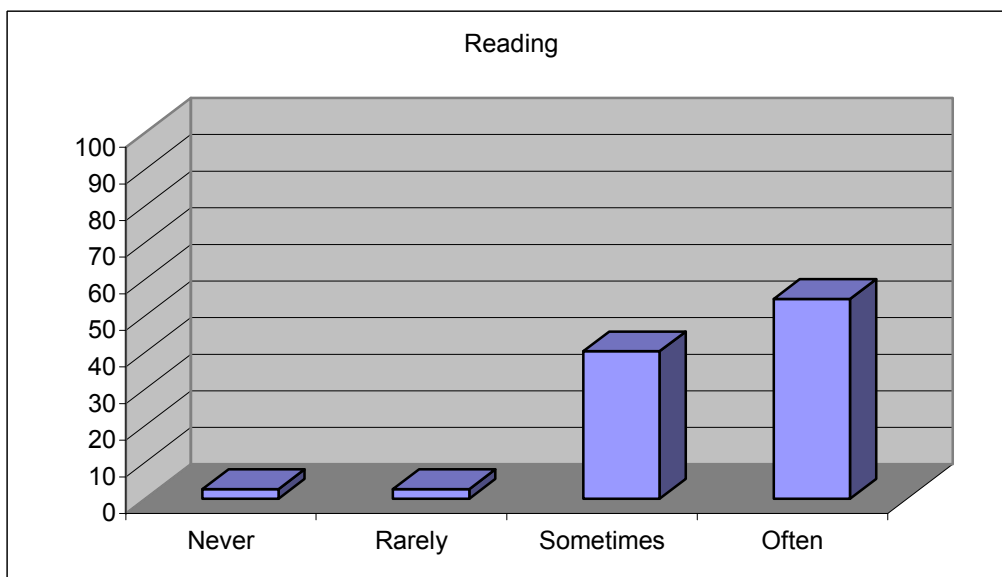
- The speaking skill received even less attention. 77,92% of the students stated that they had *never* or *rarely* studied the speaking skill whereas 18,18% of them had *sometimes* studied listening and only 5,19% of the students had *often* studied the skill. As stated above, in oral interviews, the students stated that the classroom language was Turkish in high school language classes. They studied on the target language, mostly on its grammar, in Turkish. The students were not required to speak in English in the classess nor did they do any speaking activities.

**Table 19** *The Speaking Skill While the Subjects were Studying for the University Exam*



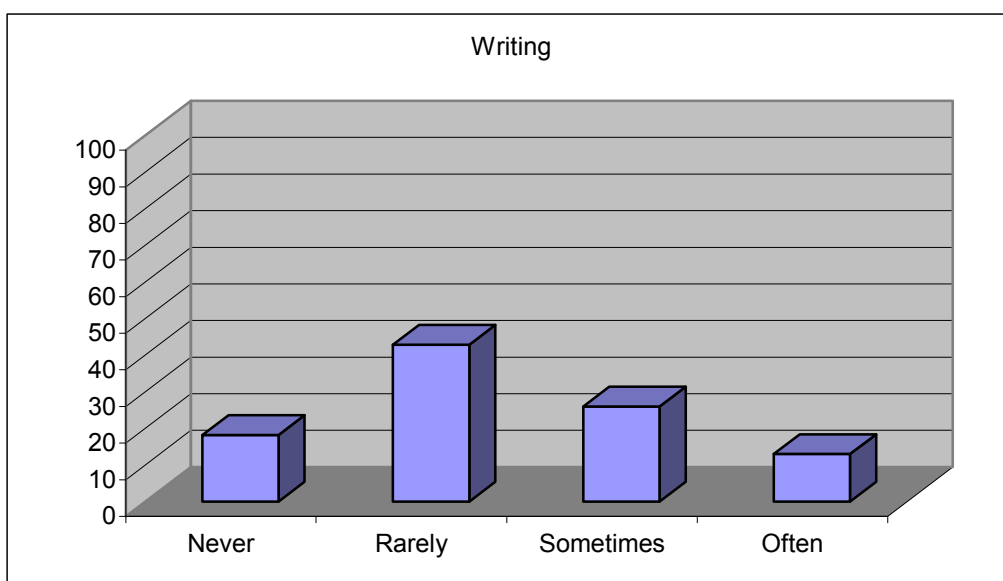
- The reading skill continued to receive most of the instruction time. 40,25% of the students stated that they had *sometimes* studied reading skill and 54,54% of them had *often* studied the skill. Only 5,19% of the students stated that they had *never* or *rarely* studied the skill. They did intensive and extensive reading activities. However, most reading activities they did in the class were texts followed by multiple-choice comprehension questions.

**Table 20** *The Reading Skill While the Subjects were Studying for the University Exam*



- The writing skill received much less attention, probably due to the fact that there is no writing section in the university entrance exam. Although some students stated that their teachers helped them to practice the skill, nearly half of the students said that they hardly wrote anything in the last two years. To be more precise, 18,18% of the students stated that they had *never* studied the writing skill and 42,85% of them had *rarely* studied the skill. Only 25,97% and 12,98% of the students stated that they had *sometimes* and *often* studied the skill respectively.

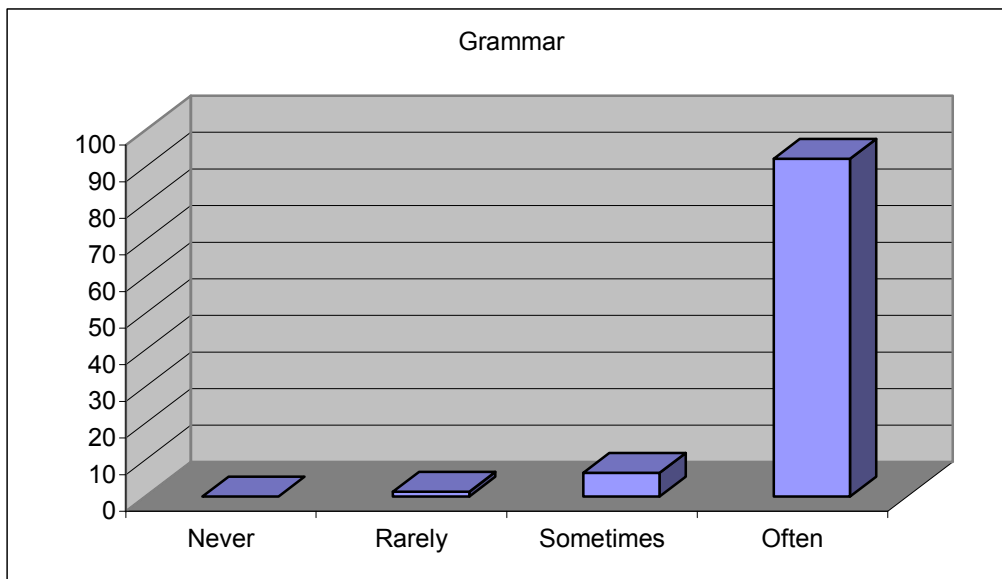
**Table 21** *The Writing Skill While the Subjects were Studying for the University Exam*



- The heavy emphasis on the teaching of structures seems to last. It seems that throughout their language learning experience, grammar has always been the area that received utmost attention. 92,20% of the students stated that they had *often* studied grammar. However, the oral interviews showed that the way they studied the grammar was different from that in the preparatory year. In the last two years, the students stated that they studied the English grammar in Turkish, even with publications written in Turkish like those of private language courses. They stated that most of the classroom time is spent doing multiple choice tests without a word uttered.

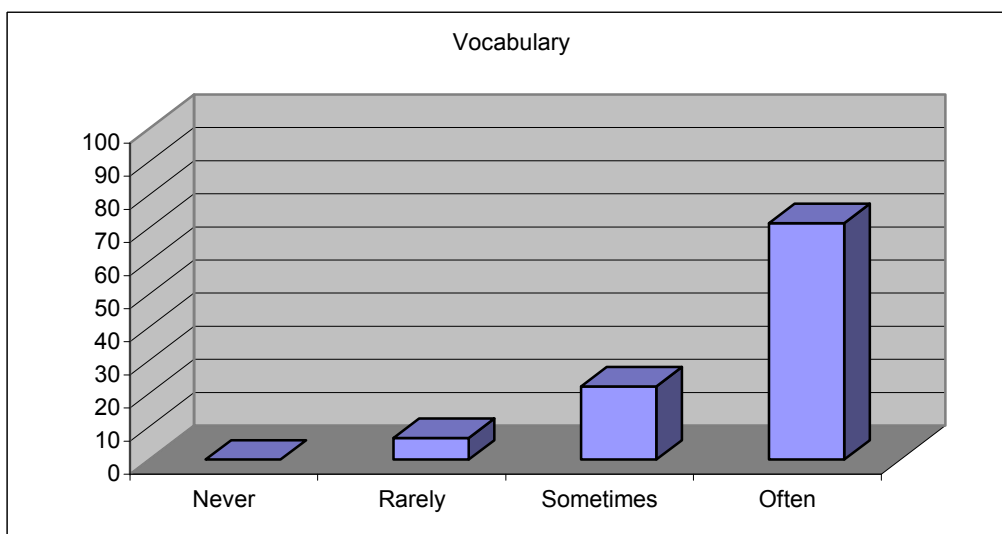


**Table 22** *Grammar While the Subjects were Studying for the University Exam*



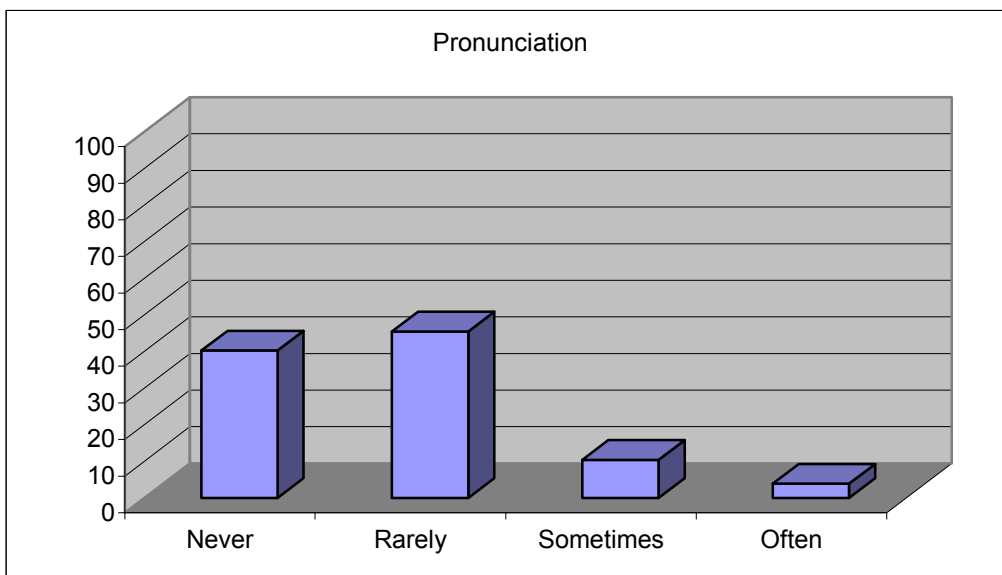
- The trend seems to be the same for the vocabulary. The instruction of vocabulary has been emphasized considerably. 22% of the students stated that they had *sometimes* studied vocabulary and 71,42% of them had *often* studied it whereas only 6,49% of the students stated that they had *rarely* studied vocabulary. The students stated that they memorized lists of vocabulary items. Yet, they mainly used simple vocabulary strategies that are for short-term memory such as memorisation or repetition. The students stated that they were unaware of most of the things about the word such as its use, collocations, connotations etc.

**Table 23** *Vocabulary While the Subjects were Studying for the University Exam*



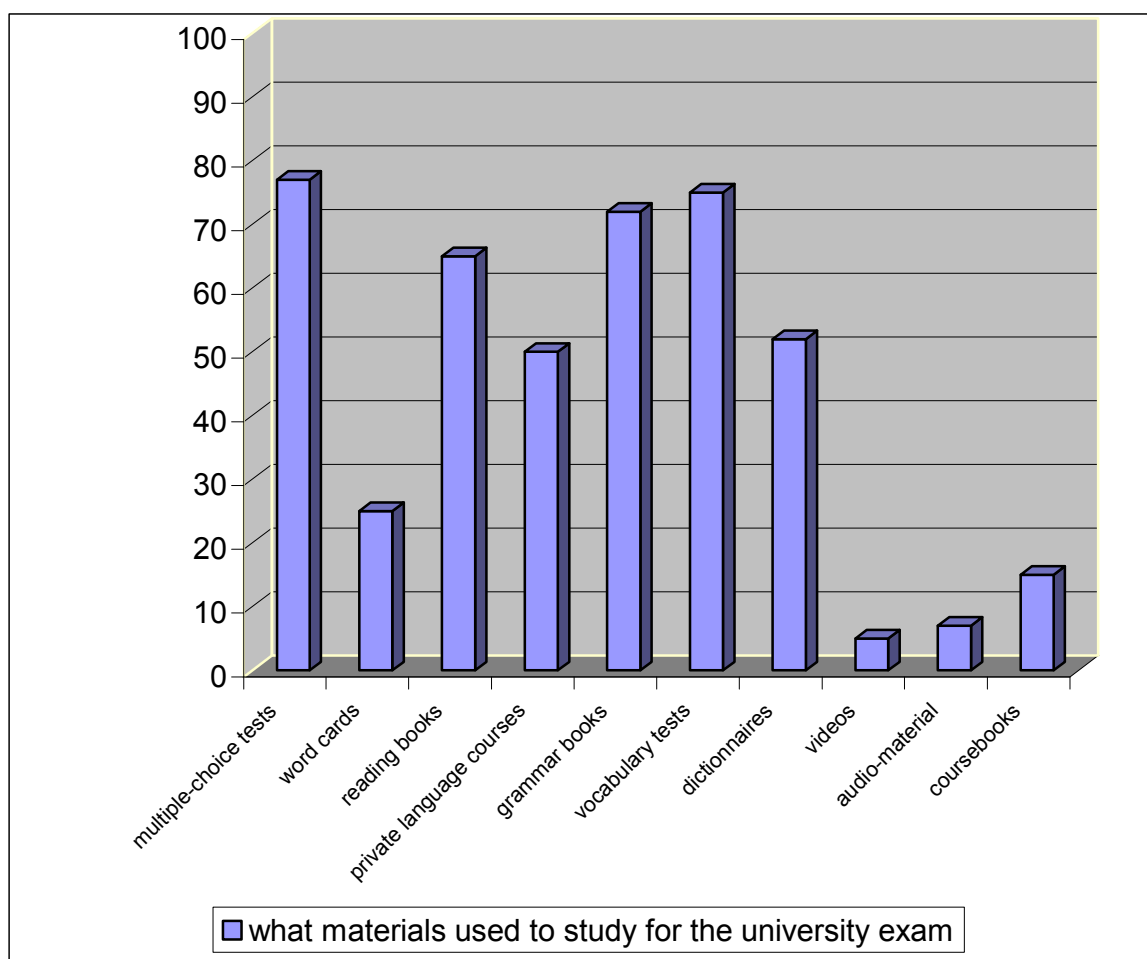
- Pronunciation still received very little attention. 85,71% of the students stated that they had *never* or *rarely* studied pronunciation whereas only 14,2% of them had *sometimes* or *often* studied it. As a result, most of the students have unintelligible speech due to fossilized pronunciation errors. Although it is questionable to expect a native-like pronunciation from the learners, for that particular type of learners, who are to become language teachers in the future, pronunciation is important. As they will be models for hundreds of students throughout their professional life, it is essential for these students to have clear and correct pronunciation.

**Table 24** *Pronunciation While the Subjects were Studying for the University Exam*



- When asked what they did to study for the university exam, what materials they used and which skills they studied, all students stated that they specifically studied for a multiple-choice exam. 95% of the students studied multiple-choice tests in the publications of private language courses or periodicals such as ELS, DİLFEM, DİLKO, NET YDS, ZİRVE YDS, KARACAN YDS, SÜRAT publications. 93,5% of the students stated that they studied vocabulary tests. 63,63% of the students went to private language courses. They mainly focused on grammar and vocabulary. 90,1% of them studied grammar books. 79,2% of the students stated that they had read books.

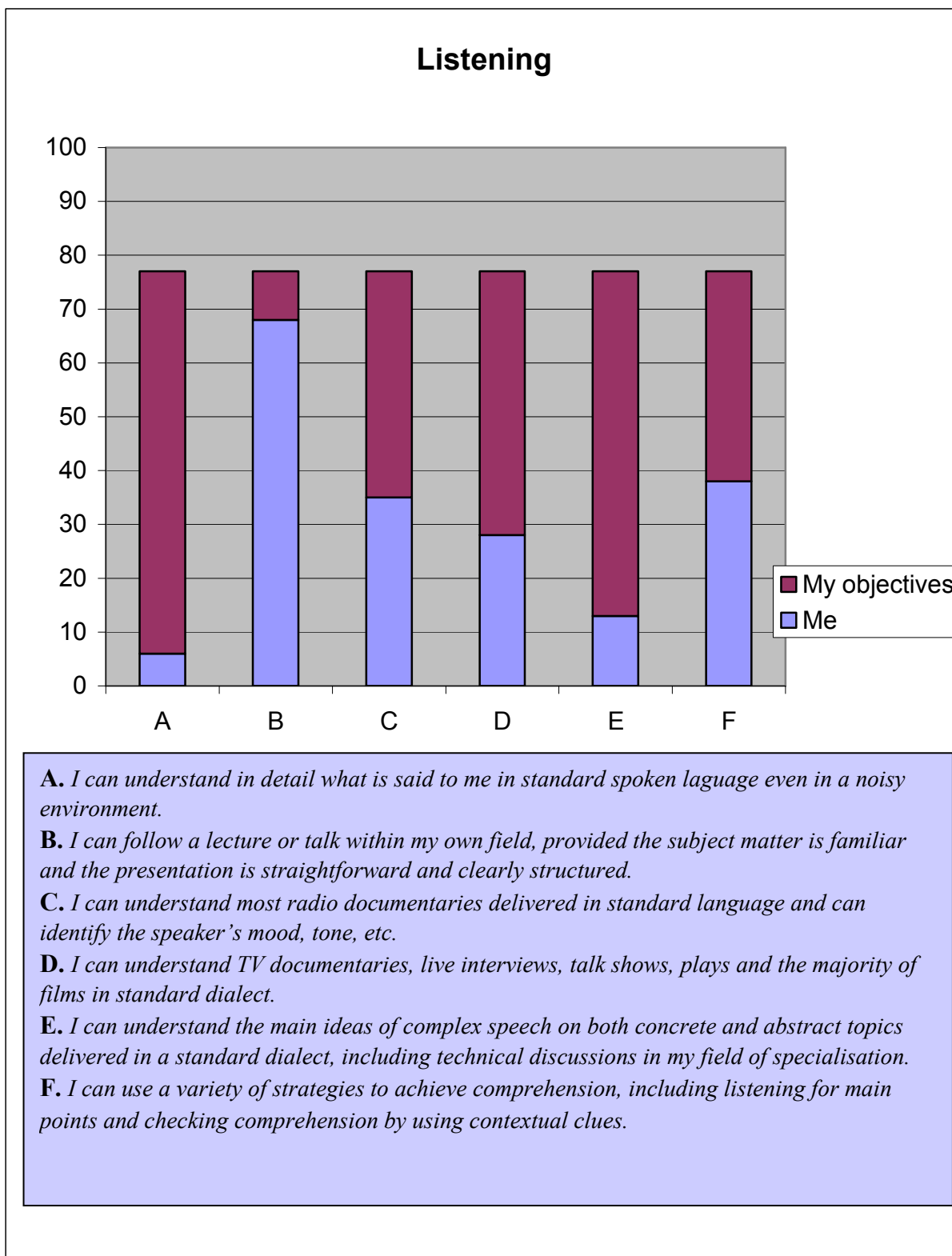
**Table 25** *What and How the Subjects Studied for the University Exam*



#### 4.1.2 Self-assessment with B2 “Can Do” Statements

The ELT preparatory students were given the B2 “can do” statements to help them assess themselves (see Appendix 2). The students were asked to tick the statements that they can easily do or can do under normal circumstances. If they cannot do them, they were asked to mark the statements as priorities or objectives to master, in other words, as areas they should study. The results are as follows:

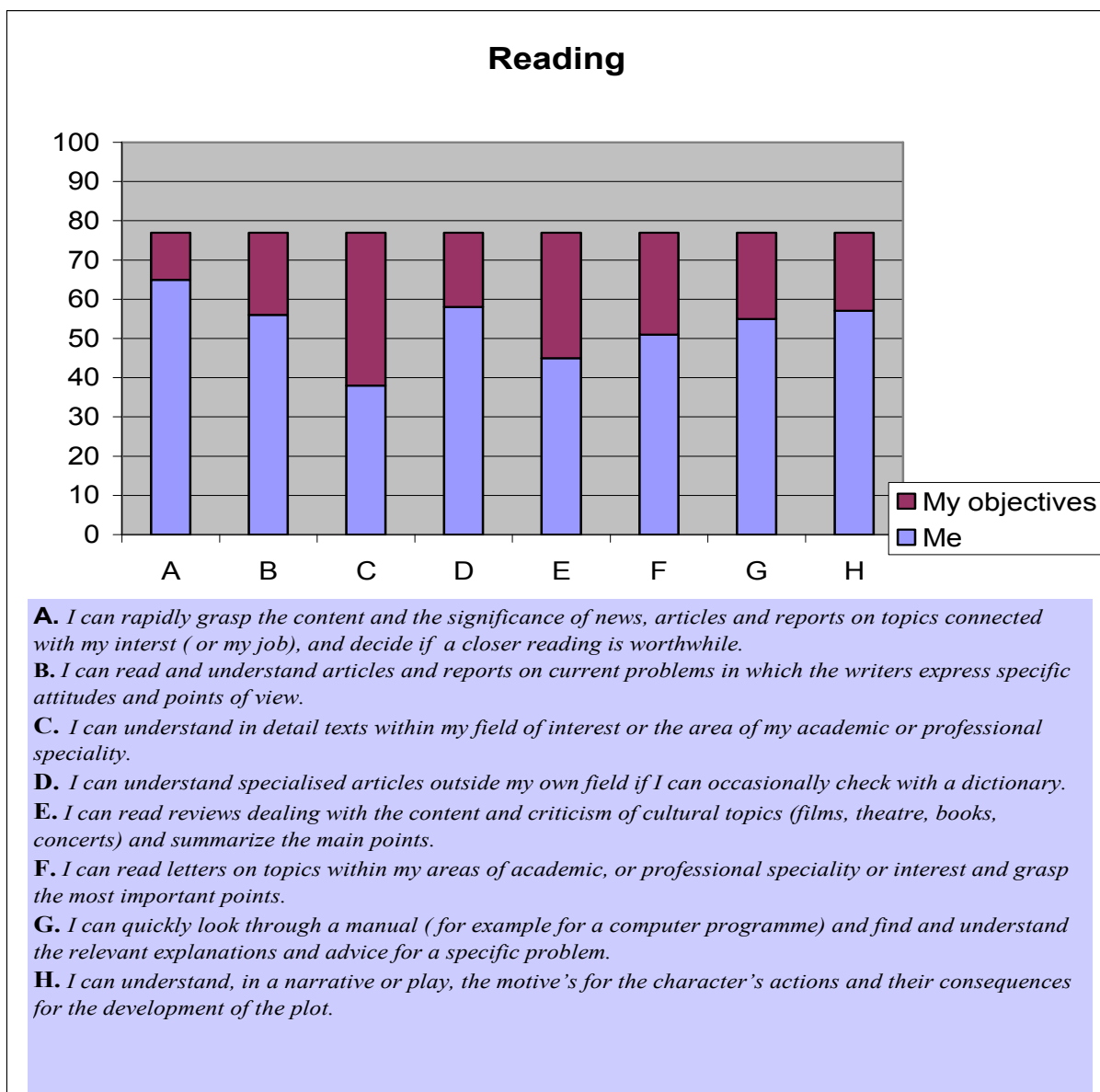
**Table 26** *Self-assessment with B2 “Can Do” Statements for Listening*



Listening is the skill that the ELT preparatory students find most difficult. Except for the second statement, most students expressed that they cannot do these under normal circumstances and marked them as learning objectives. The results are in line with the

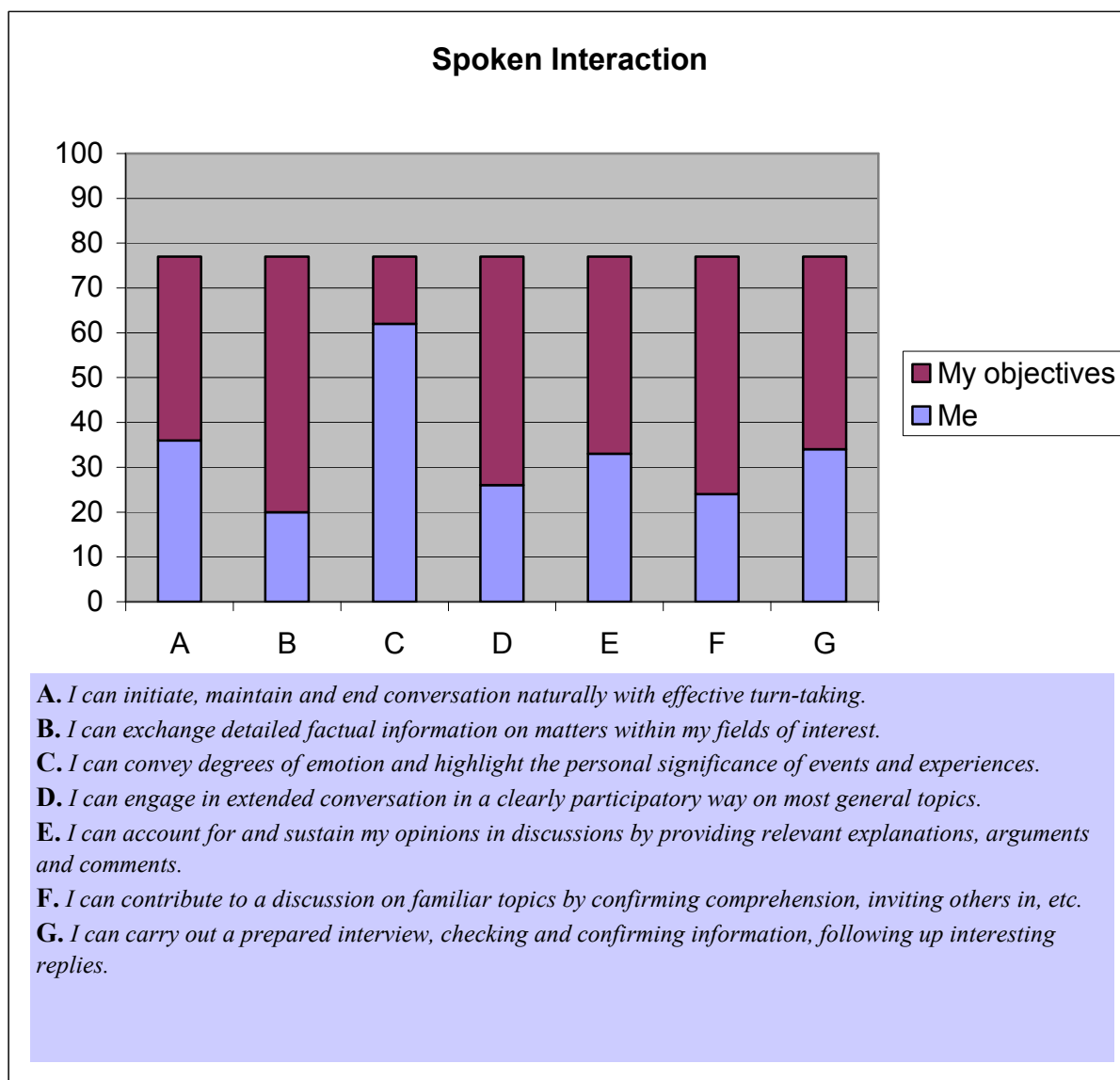
findings of the study skills questionnaire. The students, who have rarely studied the skill before, had a lot of difficulty in the skill. They stated that they cannot follow natural standard spoken language. They often had difficulty in comprehending audio texts. They often catch a word or phrase now and then, yet cannot get the gist of the text. As the last statement clearly shows, most of the students lack the strategies for effective listening, such as using contextual clues to guess meaning. The percentages are as follows: Statement A: Can do- 92,2%, Objective- 7,79%; Statement B: Can do- 87%, Objective- 12,98%; Statement C: Can do- 45,45%, Objective- 54,54%; Statement D: Can do- 36,36%, Objective- 63,63%; Statement E: Can do- 16,88%, Objective- 83,11%; Statement F: Can do- 49,35%, Objective- 50,64%.

**Table 27** Self-assessment with B2 “Can Do” Statements for Reading



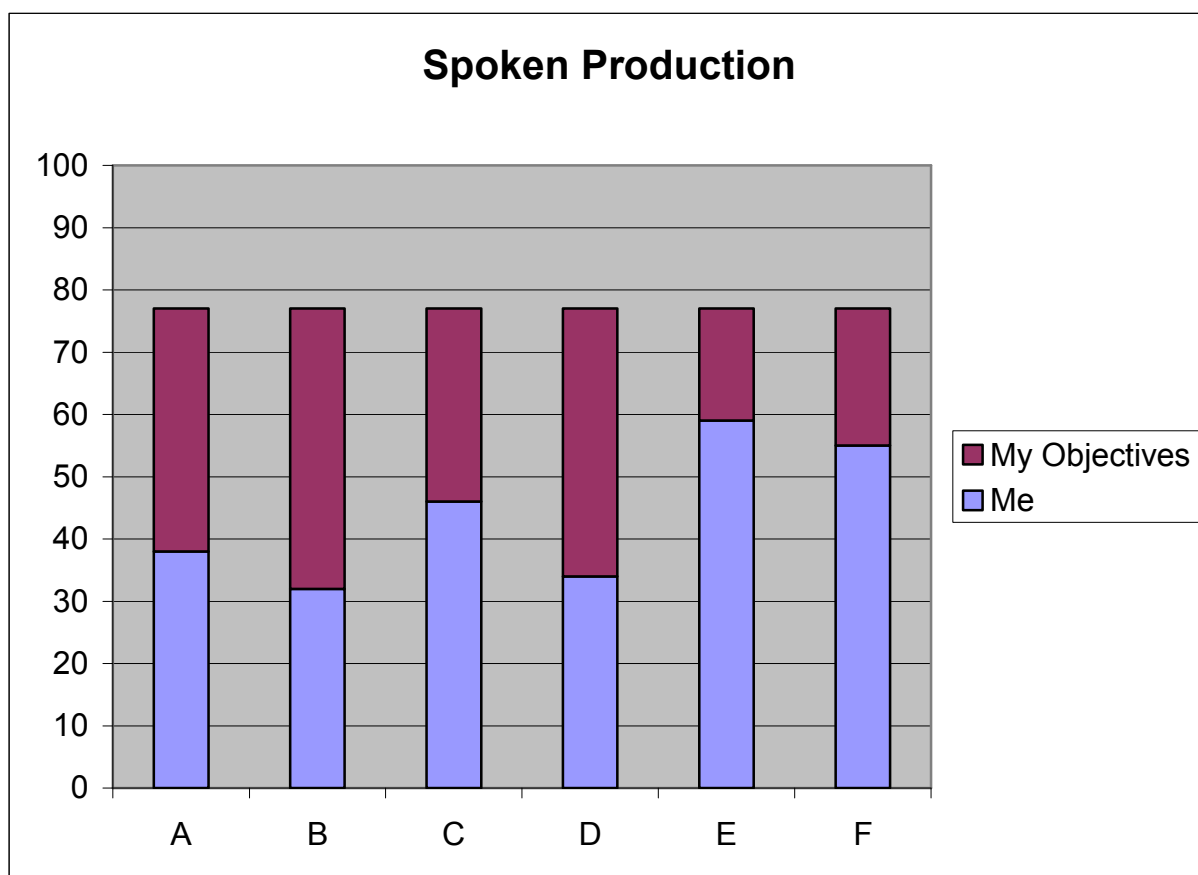
Reading, on the other hand, is a skill the learners feel most proficient. As the findings of the study skills questionnaire indicate, the learners studied reading throughout high school. To be more precise, it was the only skill that was not neglected. As the university entrance exam involves a large number of questions related to the reading skill, the learners have specifically focused on the skill and feel much more competent compared to other skills. The percentages are as follows: Statement A: Can do- 84,41%, Objective- 15,58%; Statement B: Can do- 72,72%, Objective- 27,27%; Statement C: Can do- 49,35%, Objective- 50,64%; Statement D: Can do- 75,32%, Objective- 24,67%; Statement E: Can do- 58,44%, Objective- 41,55%; Statement F: Can do- 66,23%, Objective- 33,76%; Statement G: Can do- 71,42%, Objective- 28,57%; Statement H: Can do- 74%, Objective- 26%.

**Table 28** *Self-assessment with B2 “Can Do” Statements for Spoken Interaction*



As to spoken interaction, most students feel that they are unable to carry out a spontaneous and natural conversation. Most students stated that they cannot carry out a conversation with effective turn-taking. Although most students feel that they can express their feelings and thoughts about personal events and experiences, they feel that they cannot converse fluently and effectively enough. The results are not surprising as the findings of the study skills questionnaire show that they hardly spoke or interact in the target language when they were in high school. The percentages are as follows: Statement A: Can do- 46,75%, Objective- 53,24%; Statement B: Can do- 25,97%, Objective- 74%; Statement C: Can do- 80,5%, Objective- 19,5%; Statement D: Can do- 33,76%, Objective- 66,23%; Statement E: Can do- 42,85%, Objective- 51,14%; Statement F: Can do- 31,16%, Objective- 68,83%; Statement G: Can do- 44,15%, Objective- 55,84%.

**Table 29** *Self-assessment with B2 “Can Do” Statements for Spoken production*

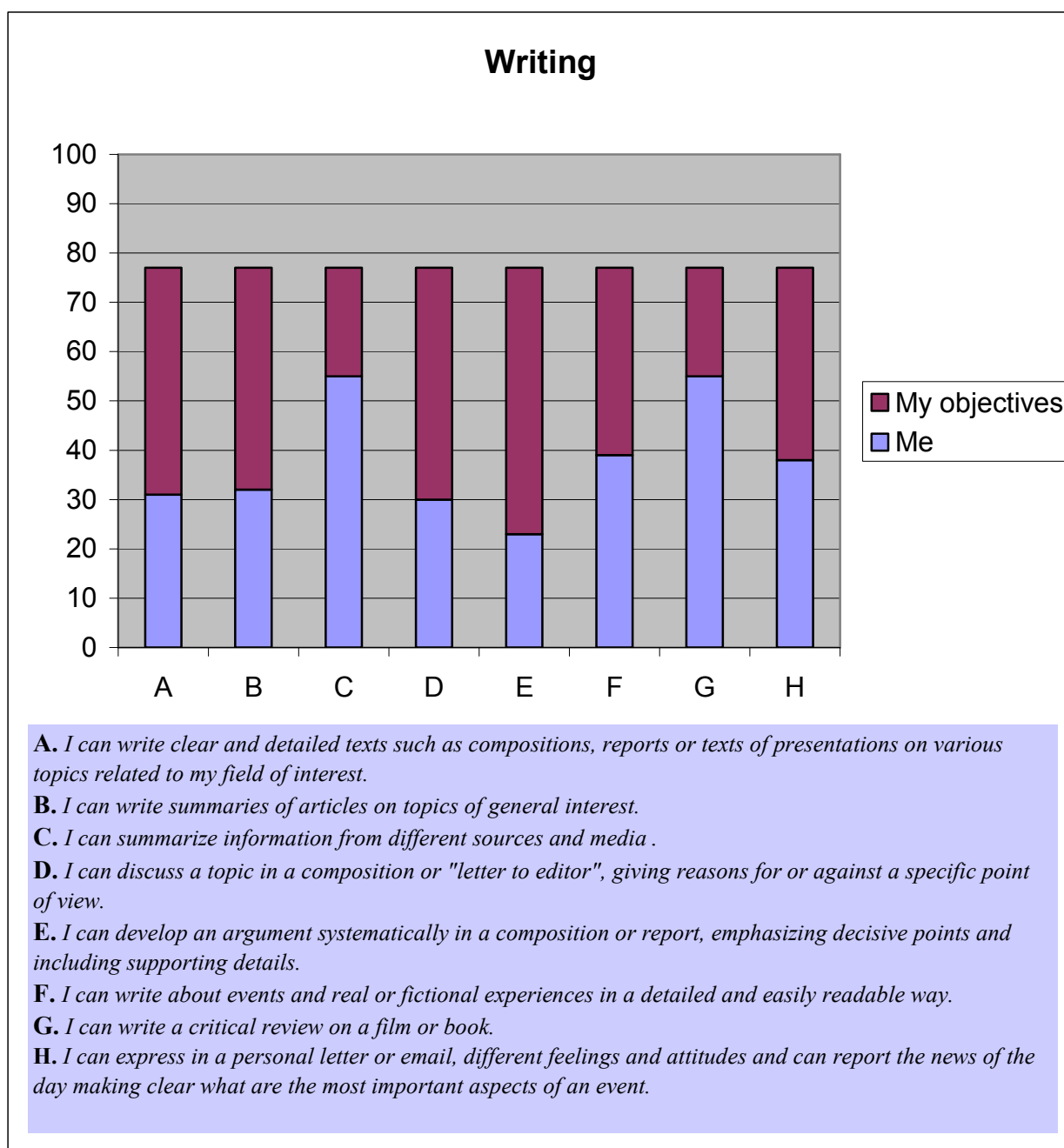


- A. *I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.*
- B. *I can understand and summarize orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.*
- C. *I can understand and summarize orally the plot and sequence of events in an extract from a film or play.*
- D. *I can construct a chain of reasoned argument, linking my ideas logically.*
- E. *I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various opinions.*
- F. *I can speculate about causes, consequences and hypothetical situations.*

The spoken production skills of the ELT preparatory students do not seem bright, either. Apart from talking about pros and cons of a topic, or causes and consequences of a situation, which are relatively better yet not at a desired level, most students feel that they cannot do these and set them as learning objectives. The students feel that they cannot develop a chain of argument and express and link their ideas logically. They often have a difficulty in conveying what they think particularly in unrehearsed situations. The percentages are as follows: Statement A: Can do- 49,35%, Objective- 50,64%; Statement B: Can do- 58,44%, Objective- 41,55%; Statement C: Can do-59,74%, Objective- 40,25%; Statement D: Can do- 44,15%, Objective- 55,84%; Statement E: Can do- 79,22%, Objective- 20,77%; Statement F: Can do- 71,42%, Objective- 15,58%.



**Table 30** *Self-assessment with B2 “Can Do” Statements for Writing*



Most students feel that they cannot produce coherent pieces of written work. Especially, statement E indicates that a great majority of students are unable to write well-constructed essays or reports as they cannot develop and express ideas systematically. They also have difficulty in expressing why they are in favour or against something and constructing an argumentative chain in writing. The percentages are as follows: Statement A: Can do- 40,25%, Objective- 59,74%; Statement B: Can do- 58,44%, Objective- 41,55%; Statement C: Can do- 71,42%, Objective- 15,58%; Statement D: Can do- 38,96%, Objective- 61,03%;

Statement E: Can do- 29,87%, Objective- 70,12%; Statement F: Can do- 50,64%, Objective- 49,35%; Statement G: can do- 71,42%, Objective- 28,57%; Statement H: Can do- 62,33%, Objective- 37,66%.

To sum up, as a result of years of passive learning and the grammatical syllabus, most preparatory students remain at much lower levels in communicative terms. These learners lack confidence in their productive skills and require communicative activities to activate the language they have learned so far and thus build their self-assurance.

It is very important to adopt a communicative and a skills based approach in ELT preparatory classes because the true and ultimate driving force of EFL education in Turkish high schools is the university entrance examination, that is, the skills such as listening, speaking and writing are neglected totally as they are not included in the university entrance examination. Moreover, the grammar and vocabulary the students have studied are often at recognition level. In other words, the students can pick up the correct option in multiple choice exams, yet they often fail to produce accurate ones themselves.

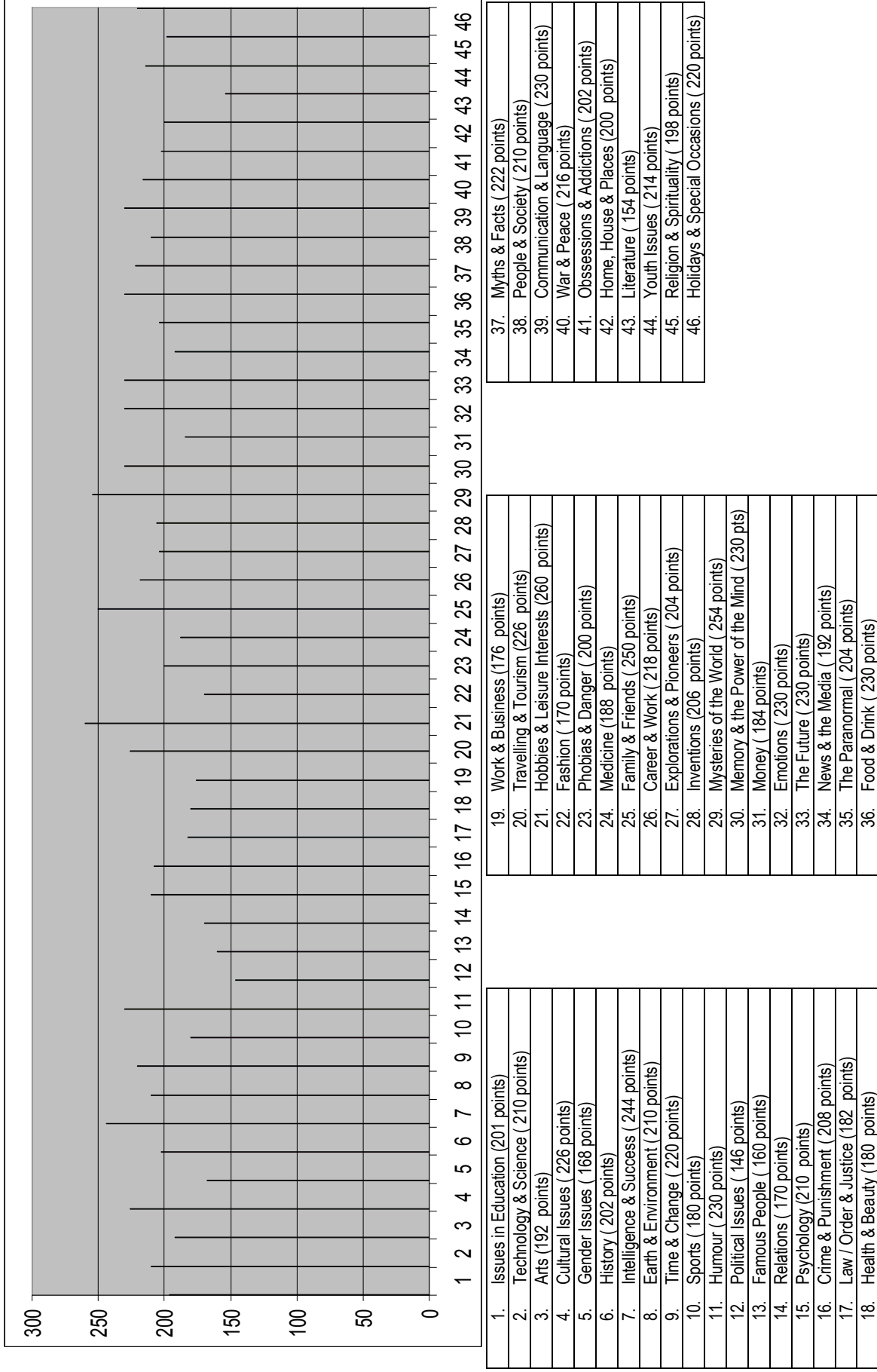
#### **4.1.3 Interest Checklist**

In order to achieve greater student involvement, the thematic content of the syllabus must arouse interest in the students. The interest checklist has been prepared and administrated to the ELT preparatory students with this aim in mind. The main topics and the sub-topics have been collected from various course books, skills books and the internet. For the checklist see Appendix 3.

In part A, the students were asked to mark the main topics from 1 to 3, with regard to the extent that they found them interesting. The points were later multiplied and then added to find a total point for interest. In part B, the students were asked to tick the subtopics that they found interesting from a list for each main topic. There were no limits to the number of subtopics that they could tick. Later, the points were collected and added to find out the most favorite subtopics for each main topic. Among the 46 main topics, the most favorite ones (above 200 pts) are suggested for the syllabus. No students have filled in the option “other” and written any other topic that has not been included in the list.

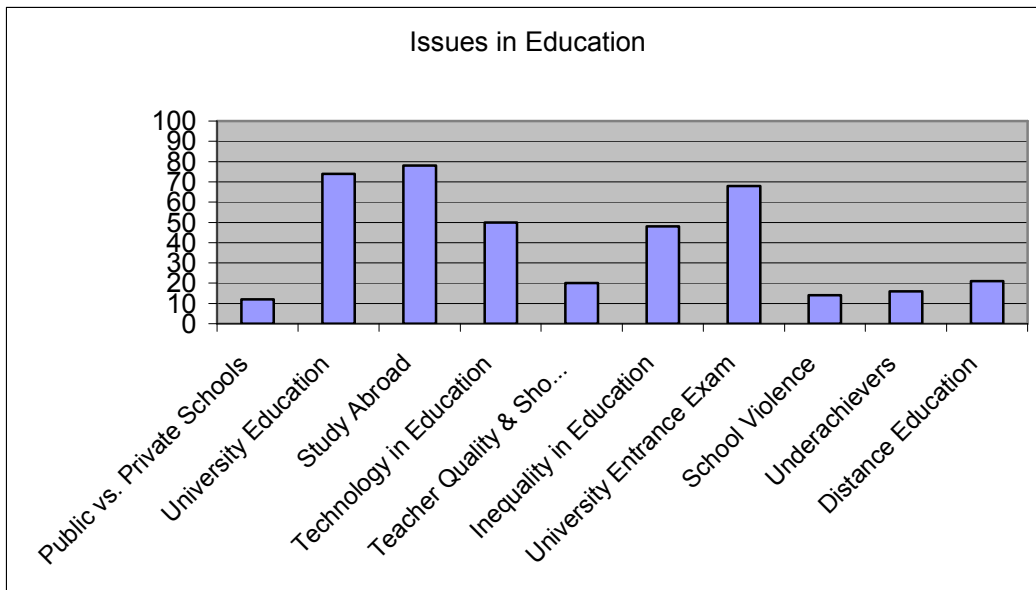
Below are the results of the interest checklist presented in graphics:

**Table 31** Interest Checklist- Main Topics



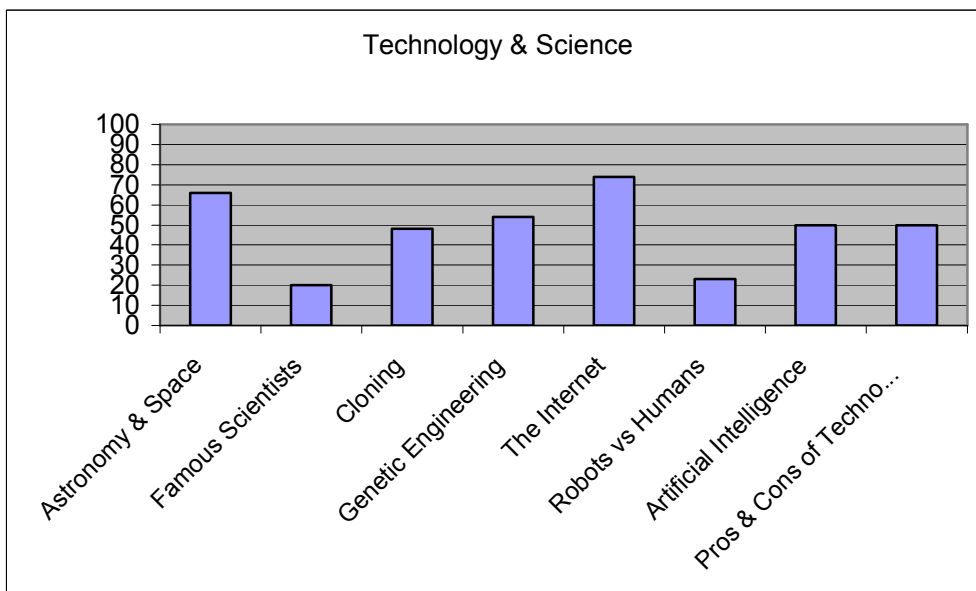
The results for the subtopics are as follows:

**Table 32** *Interest Checklist Subtopics for Issues in Education*



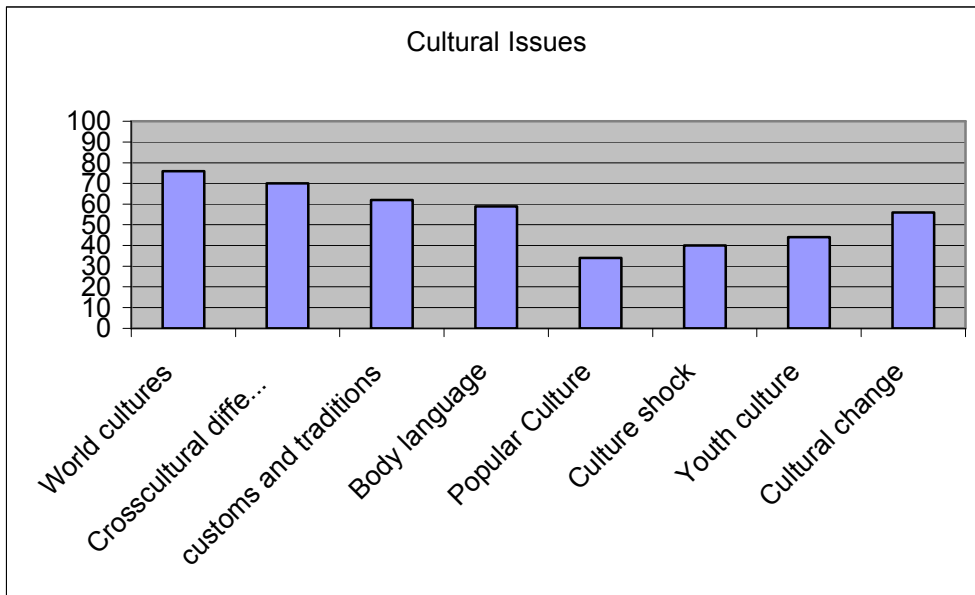
Among the ten topics listed under the main title “Issues in Education”, the most favorite ones are *Study abroad*, *University education* and *University entrance exam*.

**Table 33** *Interest Checklist Subtopics for Technology and Science*



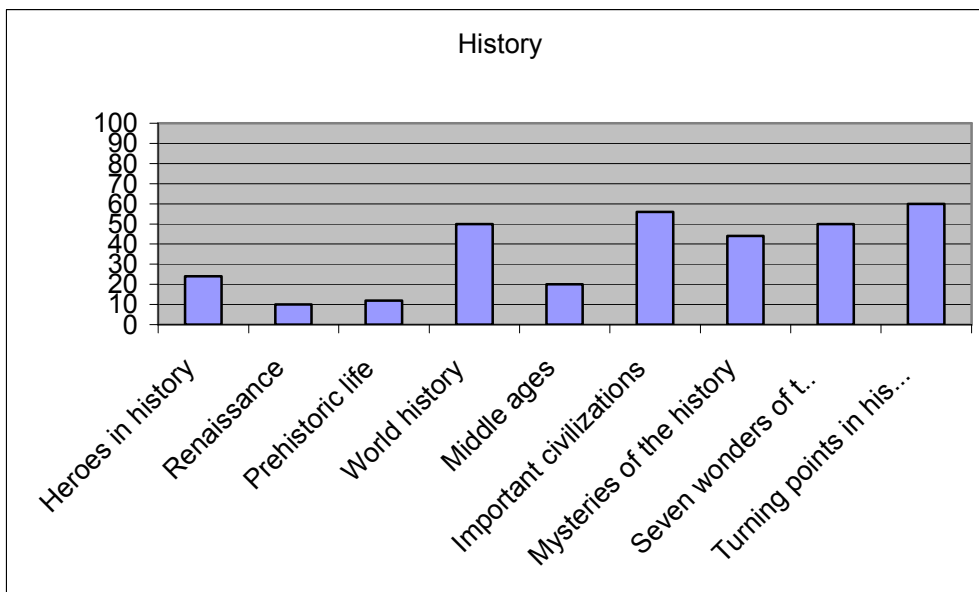
Among the eight topics listed under the main title “Technology & Science”, the most favorite ones are *The Internet* and *Astronomy and space*.

**Table 34** *Interest Checklist Subtopics for Cultural Issues*



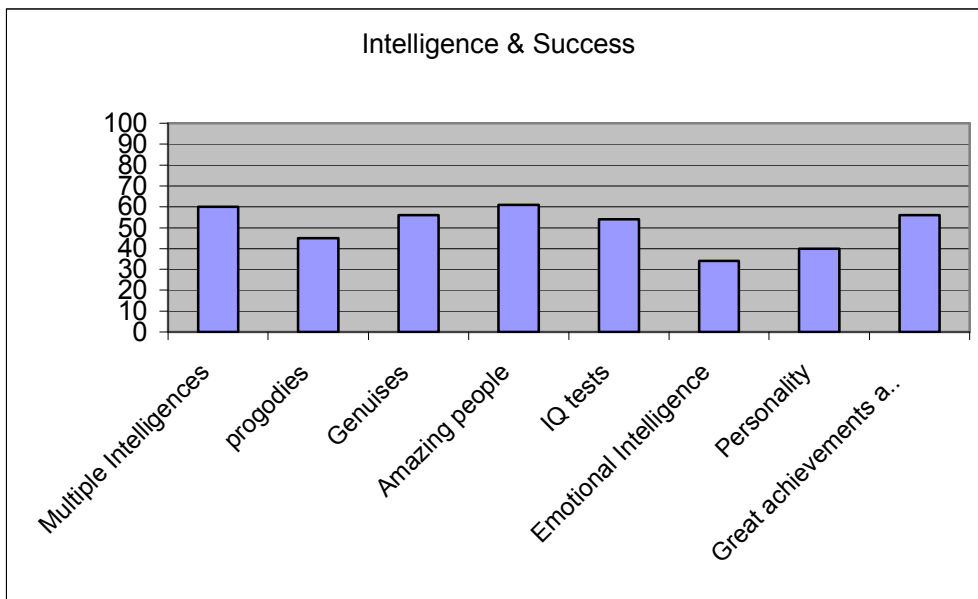
Among the eight topics listed under the main title “Cultural Issues”, the most favorite ones are *World cultures*, *Cross cultural differences*, *Customs and traditions* and *Body language*.

**Table 35** *Interest Checklist Subtopics for History*



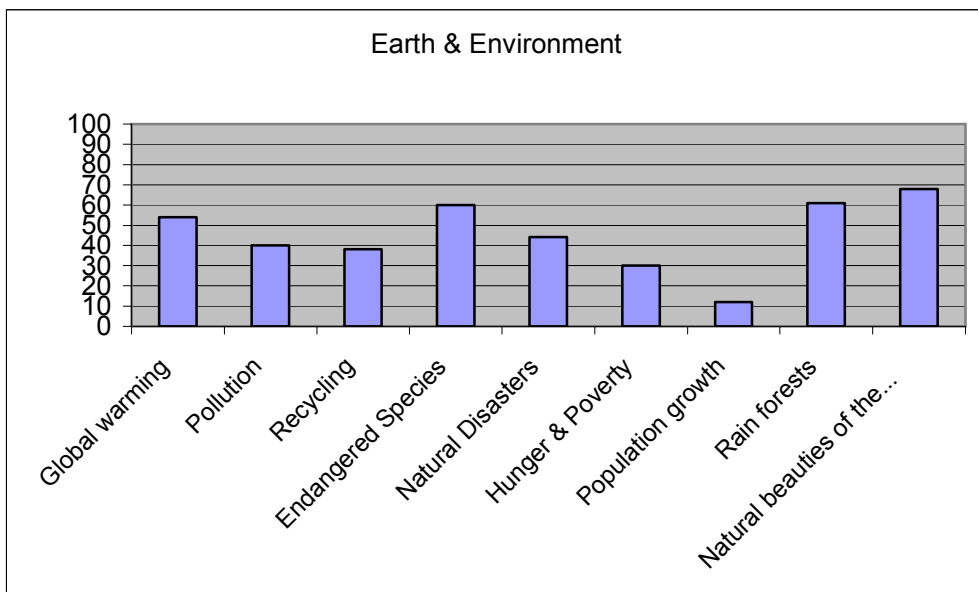
Among the nine topics listed under the main title “History”, the most favorite ones are *Turning points in history* and *Important civilisations*.

**Table 36** *Interest Checklist Subtopics for Intelligence and Success*



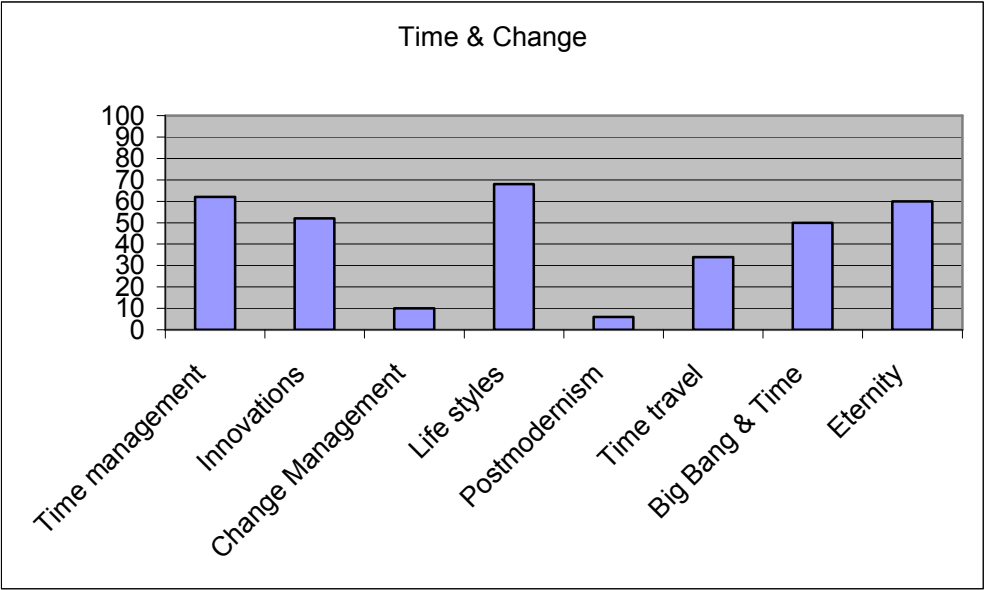
Among the eight topics listed under the main title “Intelligence & Success”, the most favorite ones are *Multiple intelligences* and *Amazing people*.

**Table 37** *Interest Checklist Subtopics for Earth and Environment*



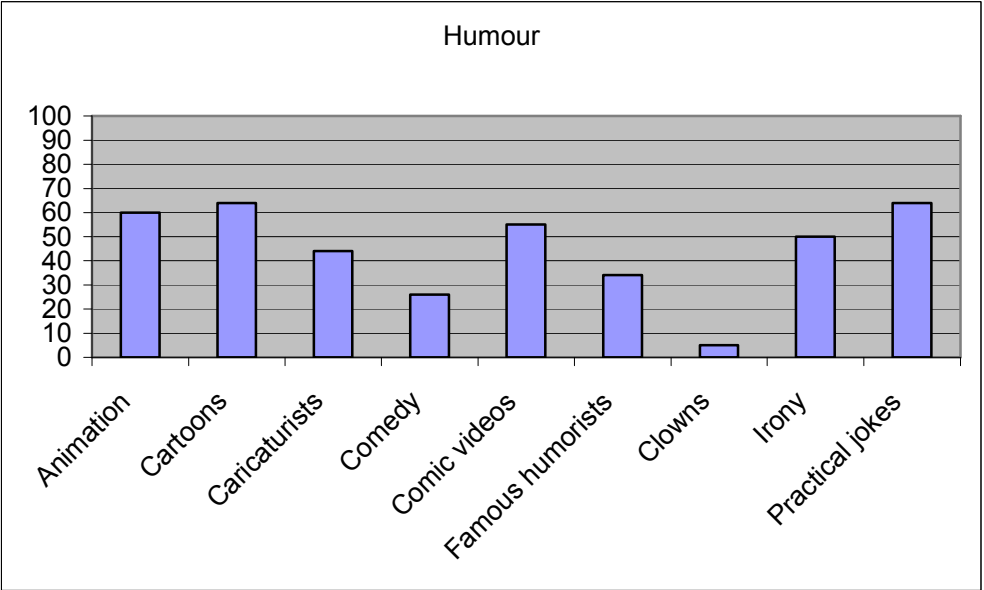
Among the nine topics listed under the main title “Earth & Environment”, the most favorite ones are *Natural beauties of the world*, *rain forests* and *Endangered species*.

**Table 38** Interest Checklist Subtopics for Time and Change



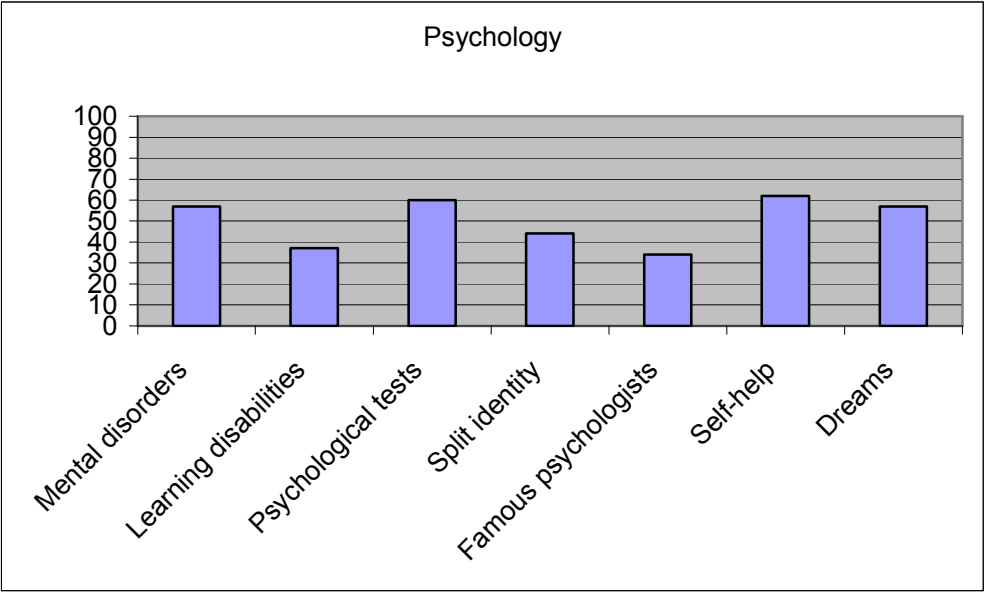
Among the eight topics listed under the main title “Time and Change”, the most favorite ones are *Life styles*, *Time management* and *Eternity*.

**Table 39** Interest Checklist Subtopics for Humour



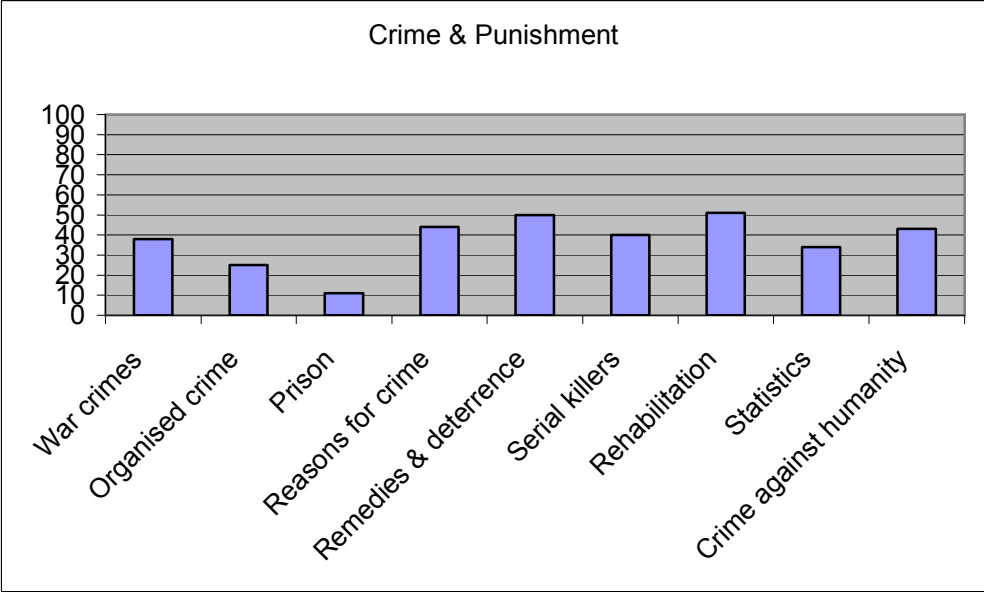
Among the nine topics listed under the main title “Humour”, the most favorite ones are *Cartoons*, *practical Jokes* and *Comic videos*.

**Table 40** Interest Checklist Subtopics for Psychology



Among the seven topics listed under the main title “Psychology”, the most favorite ones are *Self-help techniques (yoga, NLP etc.)* and *Psychological tests*.

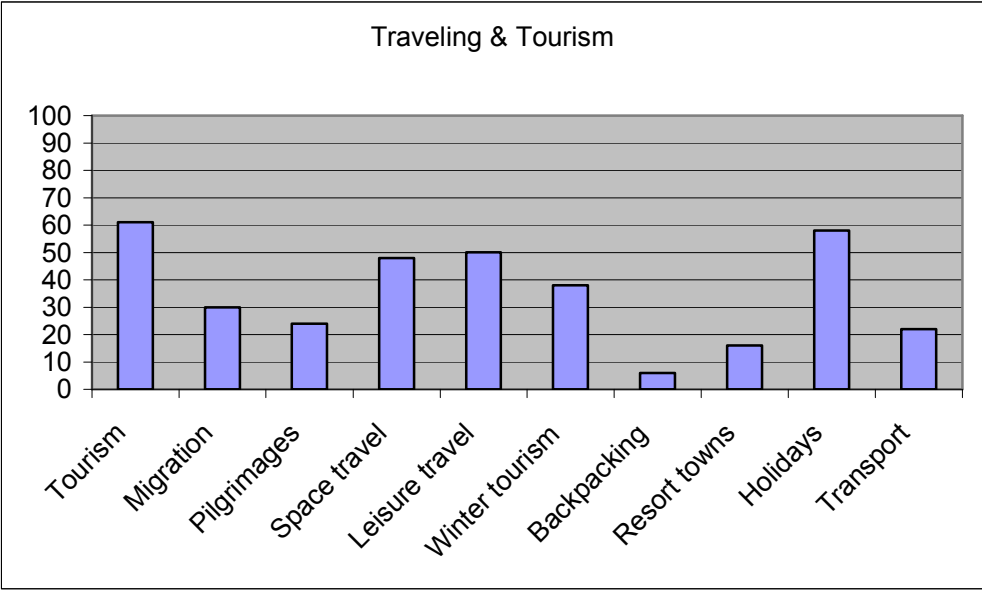
**Table 41** Interest Checklist Subtopics for Crime and Punishment



Among the nine topics listed under the main title “Crime & Punishment”, the most favorite ones are *Rehabilitation* and *Remedies & Deterrence*.

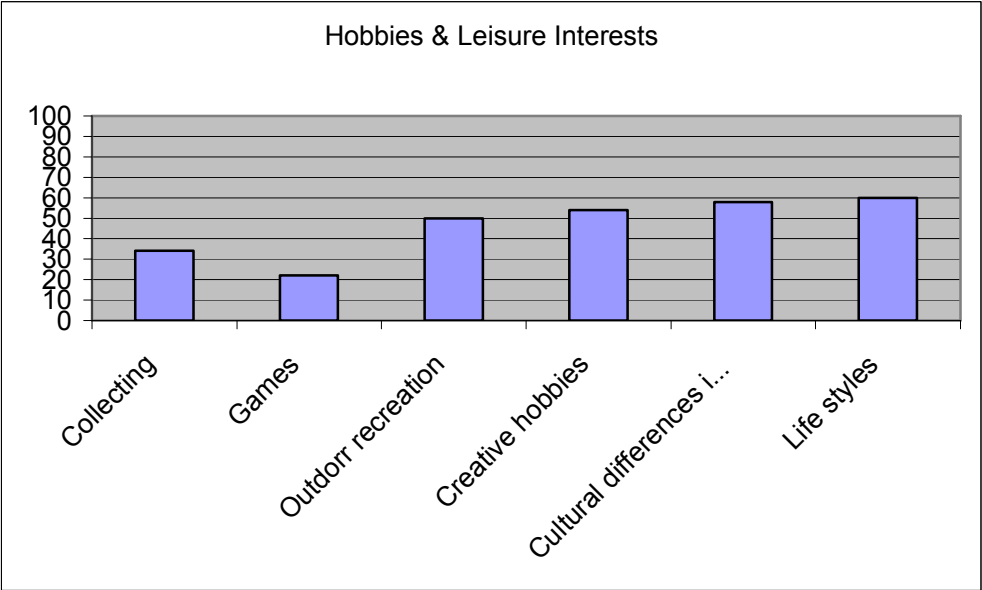


**Table 42** Interest Checklist Subtopics for Travelling and Tourism



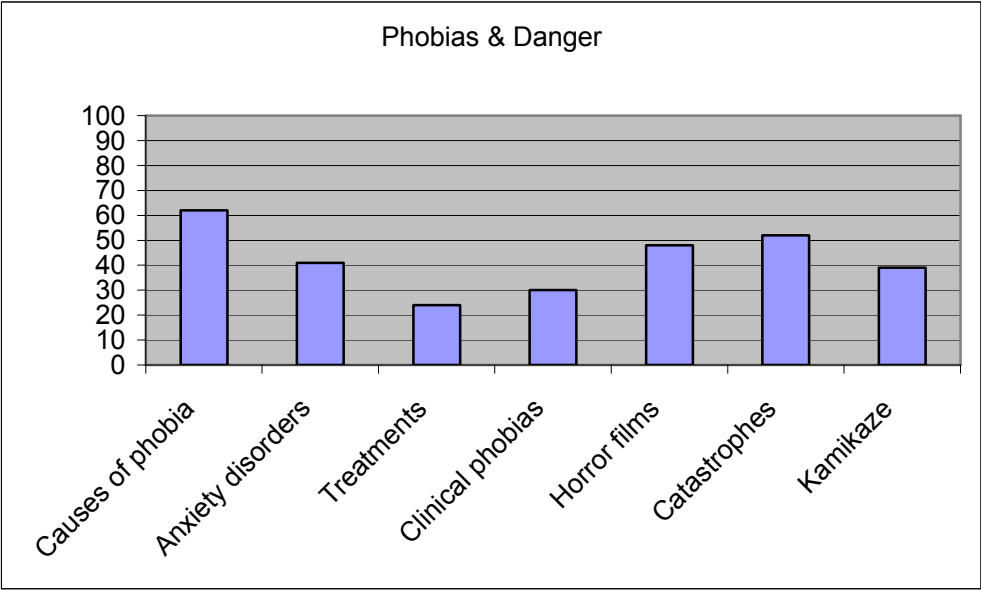
Among the ten topics listed under the main title “Travelling & Tourism”, the most favorite ones are *Tourism* and *Holidays*.

**Table 43** Interest Checklist Subtopics for Hobbies and leisure Interests



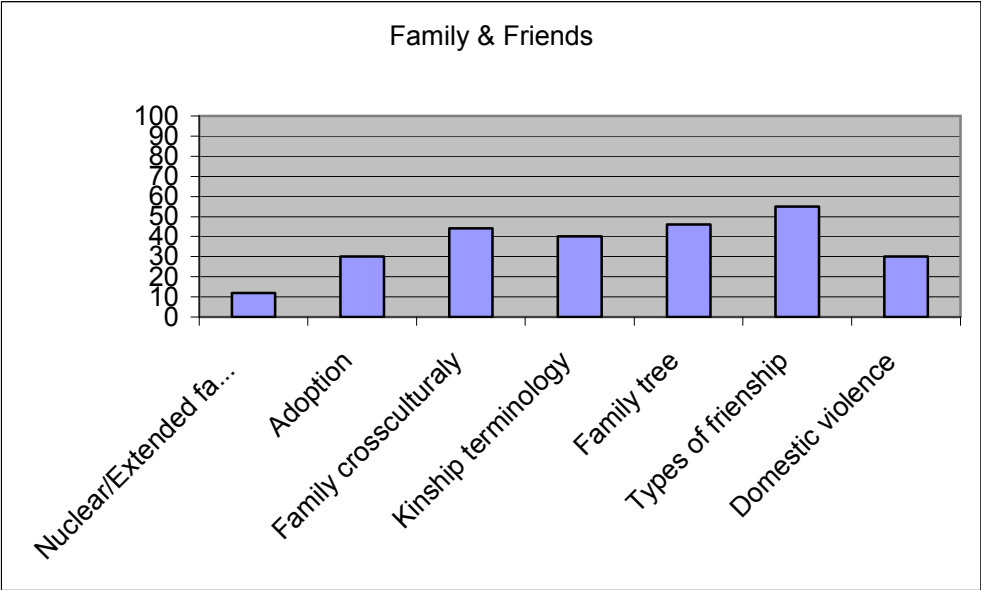
Among the six topics listed under the main title “Hobbies & Leisure Interests”, the most favorite ones are *Life styles* and *Cultural differences*.

**Table 44** Interest Checklist Subtopics for Phobias and Danger



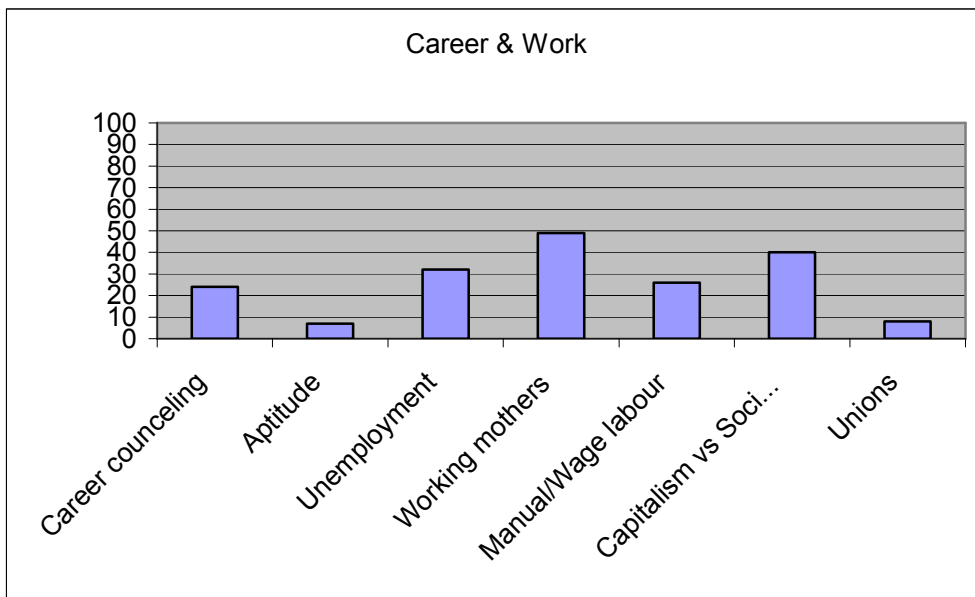
Among the seven topics listed under the main title “Phobias & Danger”, the most favorite ones are *Causes of phobia*, *Catastrophes* and *Horror films*.

**Table 45** Interest Checklist Subtopics for Family and Friends



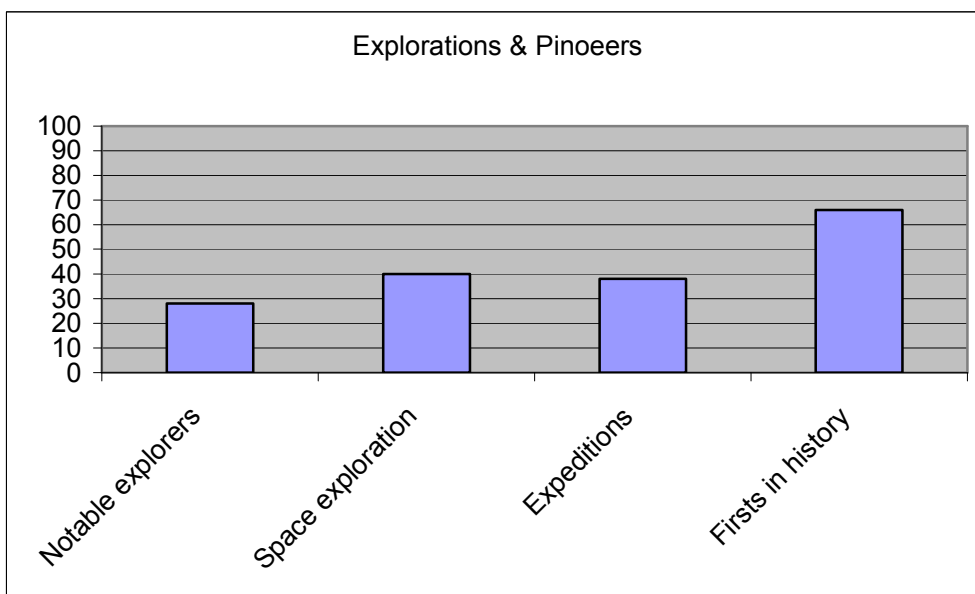
Among the seven topics listed under the main title “Family & Friends”, the most favorite ones are *Types of friendship*, *Family crossculturaly* and *Family tree*.

**Table 46** *Interest Checklist Subtopics for Career and Work*



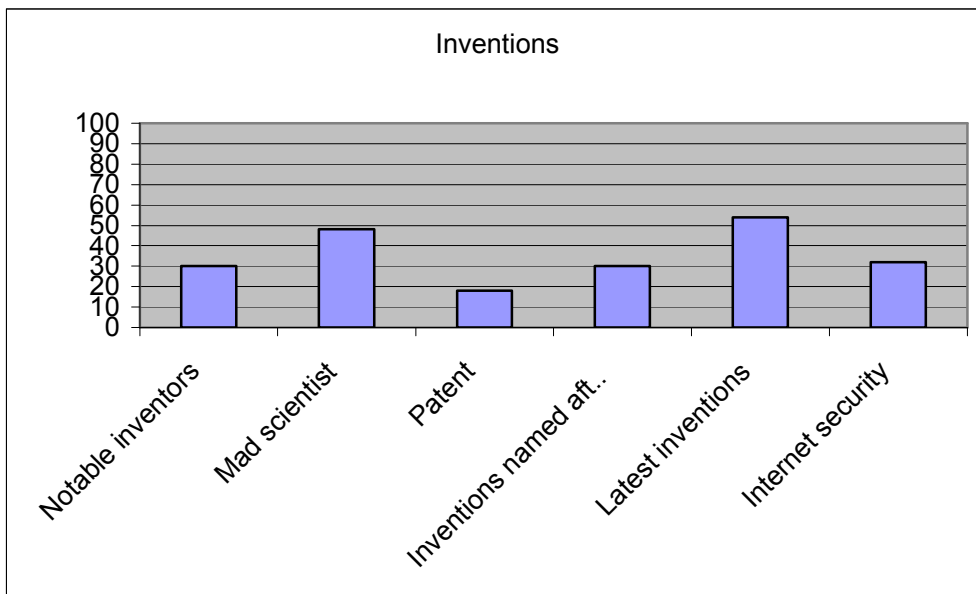
Among the seven topics listed under the main title “Career & Work”, the most favorite ones are *Working mothers* and *Capitalism vs. Socialism*.

**Table 47** *Interest Checklist Subtopics for Explorations and Pioneers*



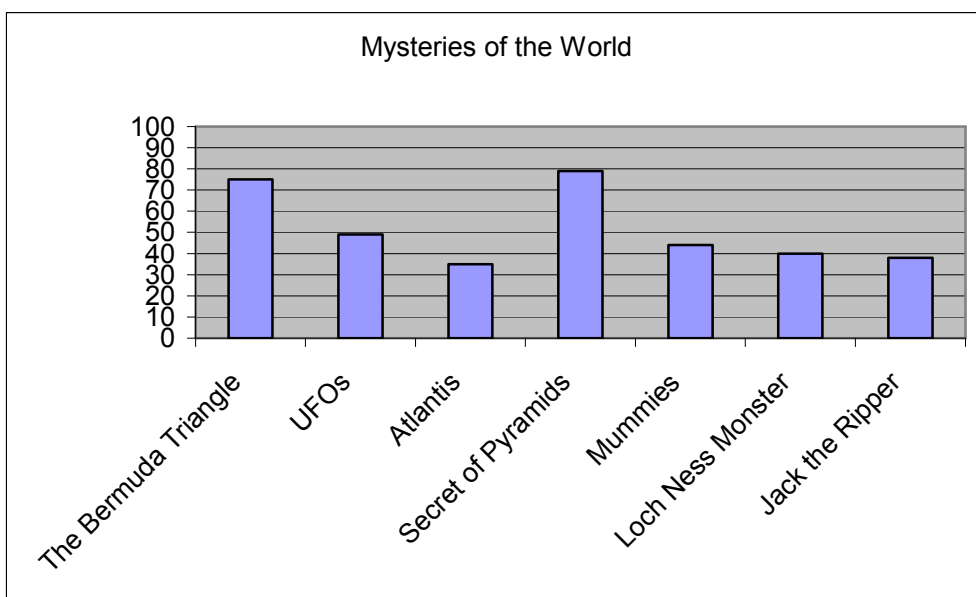
Among the four topics listed under the main title “Explorations & Pioneers”, the most favorite ones are *Firsts in history* and *Space exploration*.

**Table 48** *Interest Checklist Subtopics for Inventions*



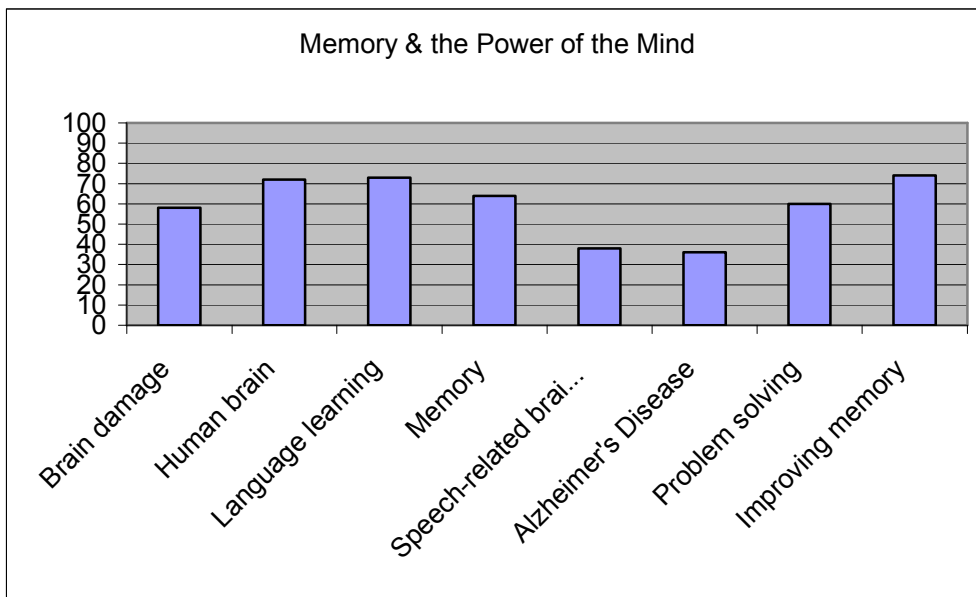
Among the six topics listed under the main title “Inventions”, the most favorite ones are *Latest inventions* and *Mad scientist*.

**Table 49** *Interest Checklist Subtopics for Mysteries of the World*



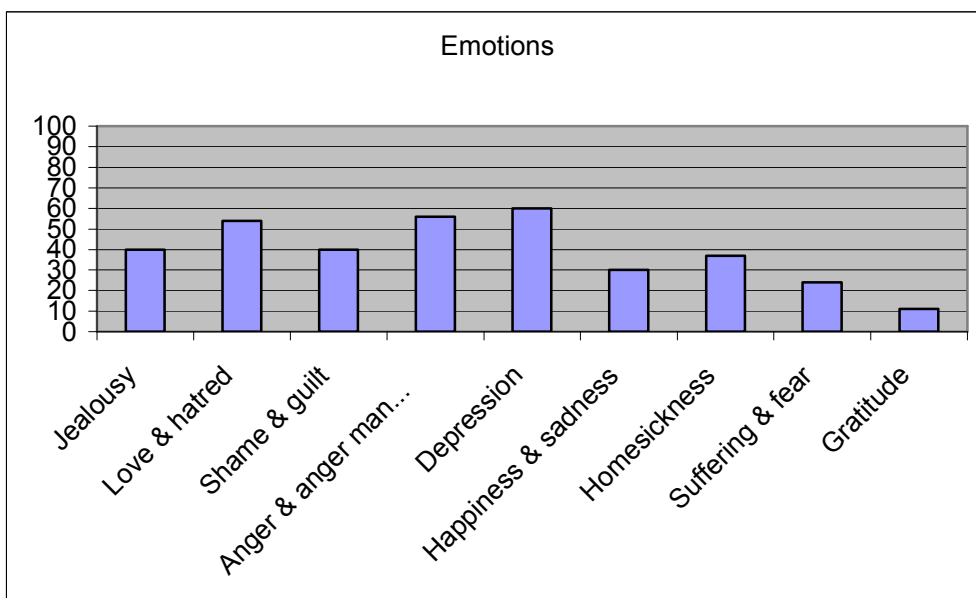
Among the seven topics listed under the main title “Mysteries of the World”, the most favorite ones are *Secrets of Pyramids* and *the Bermuda Triangle*.

**Table 50** Interest Checklist Subtopics for Memory and the Power of the Mind



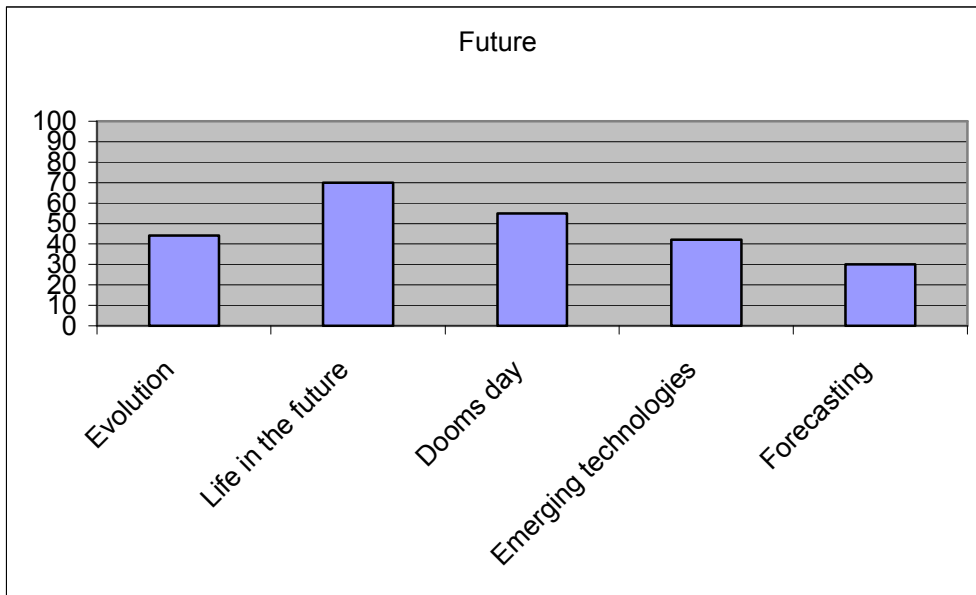
Among the eight topics listed under the main title “Memory & the Power of the Mind”, the most favorite ones are *Improving memory*, *Language Learning* and *Human brain*.

**Table 51** Interest Checklist Subtopics for Issues in Emotions



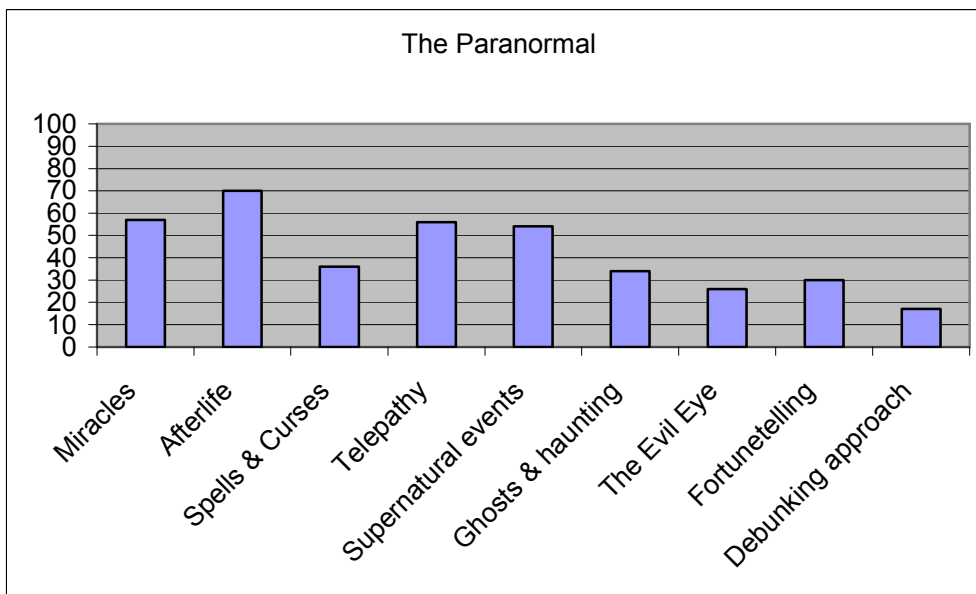
Among the nine topics listed under the main title “Emotions”, the most favorite ones are *Depression*, *Love & Hatred* and *Anger & Anger management*.

**Table 52** Interest Checklist Subtopics for Future



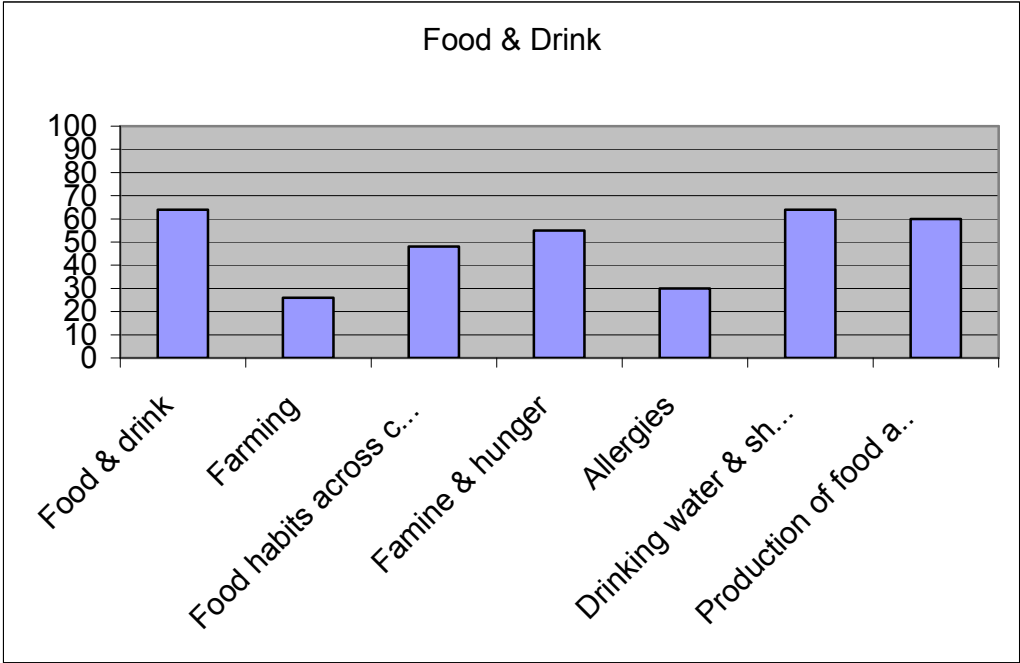
Among the five topics under the main title “Future”, the most favorite ones are *Life in the future* and *the Doom’s day*.

**Table 53** Interest Checklist Subtopics for The Paranormal



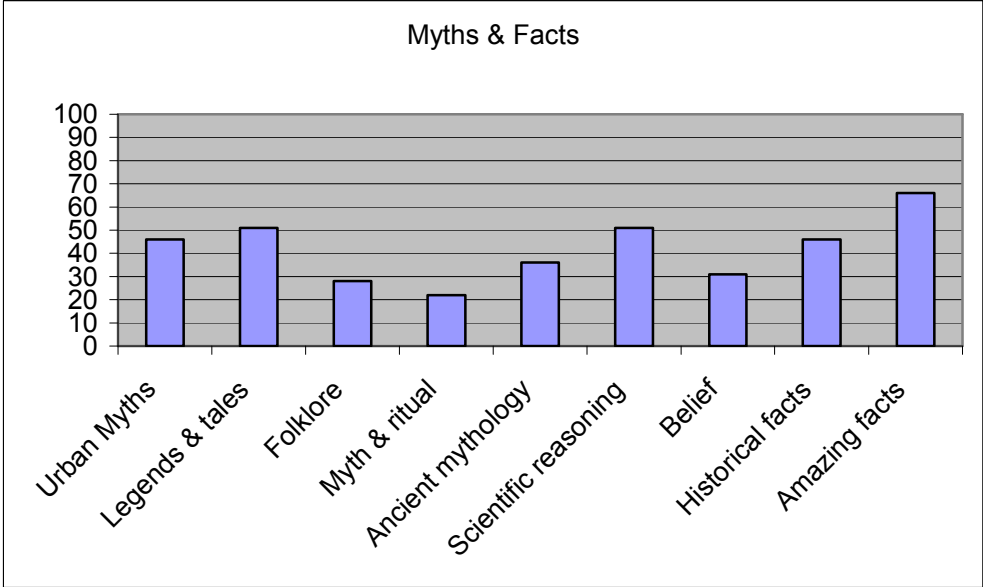
Among the nine topics under the main title “The Paranormal”, the most favorite ones are *Afterlife*, *Miracles* and *Telepathy*.

**Table 54** Interest Checklist Subtopics for Food and Drink



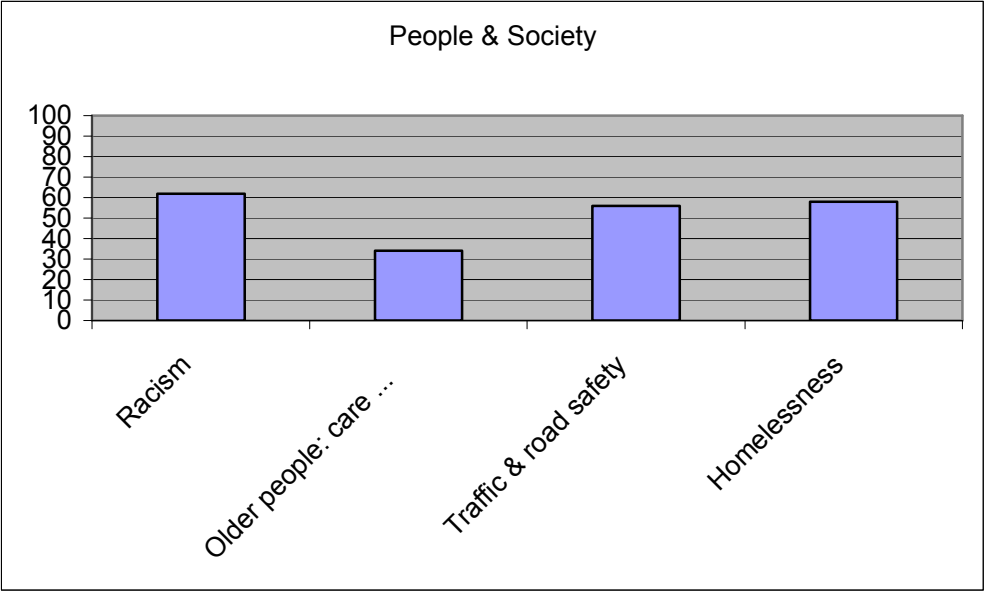
Among the seven topics under the main title “Food & Drink”, the most favorite ones are *Food & drink* and *Drinking water & shortage of water*.

**Table 55** Interest Checklist Subtopics for Myths and Facts



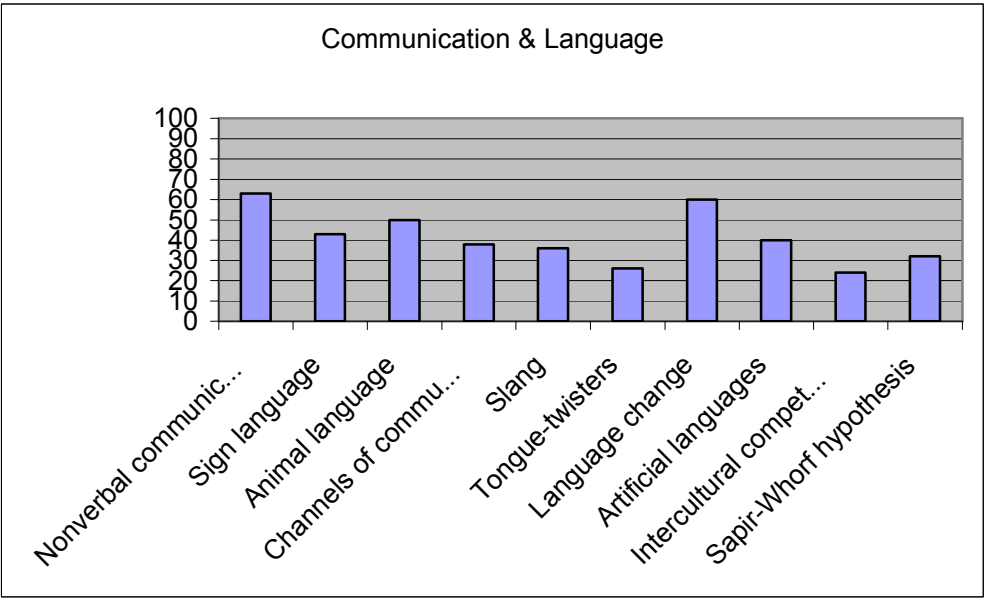
Among the nine topics under the main title “Myths & Facts”, the most favorite ones are *Amazing facts*, *Scientific reasoning* and *Legends & Tales*.

**Table 56** Interest Checklist Subtopics for People and Society



Among the four topics under the main title “Future”, the most favorite ones are *Racism* and *Homelessness*.

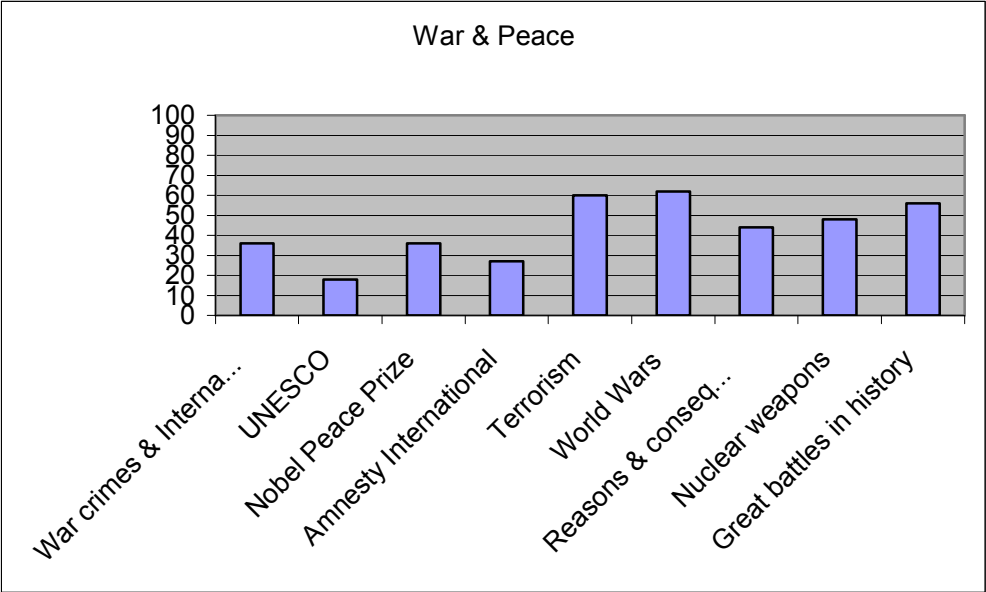
**Table 57** Interest Checklist Subtopics for Communication and Language



Among the ten topics under the main title “Communication & Change”, the most favorite ones are *Nonverbal communication* and *Language change*.

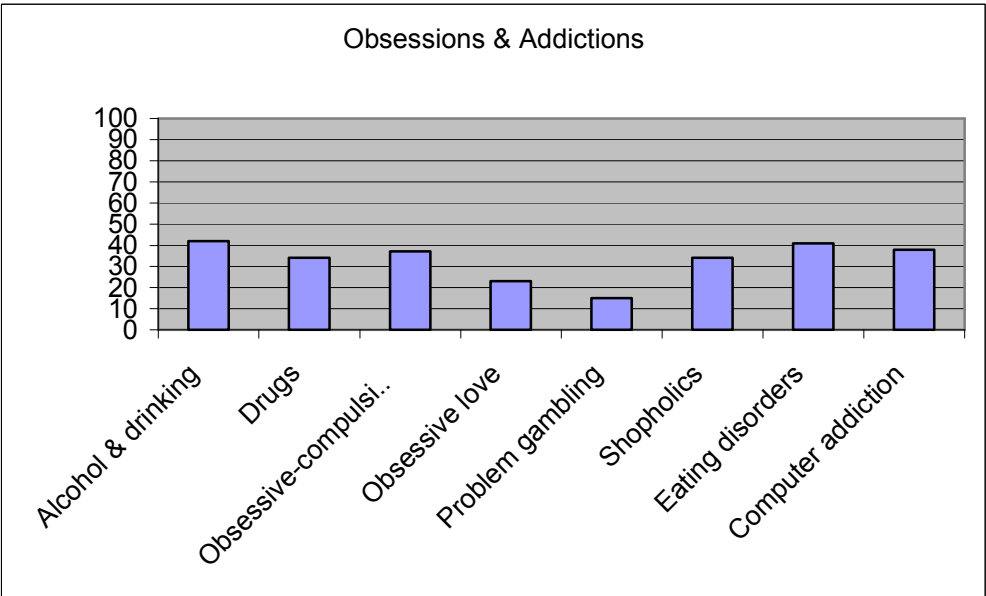


**Table 58** Interest Checklist Subtopics for War and Peace



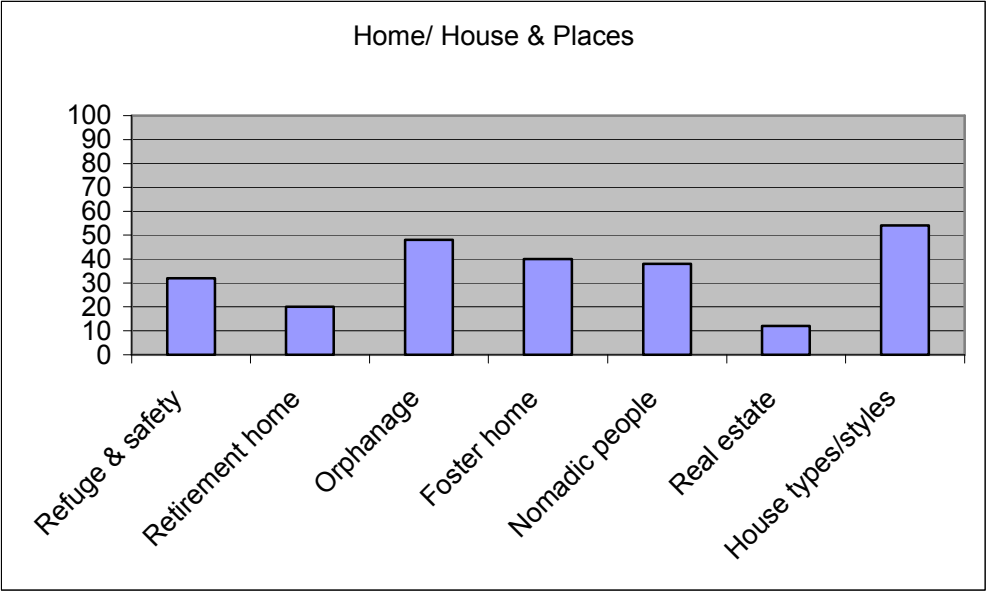
Among the nine topics under the main title “War & Peace”, the most favorite ones are *World wars* and *Terrorism*.

**Table 59** Interest Checklist Subtopics for Obsessions and Addictions



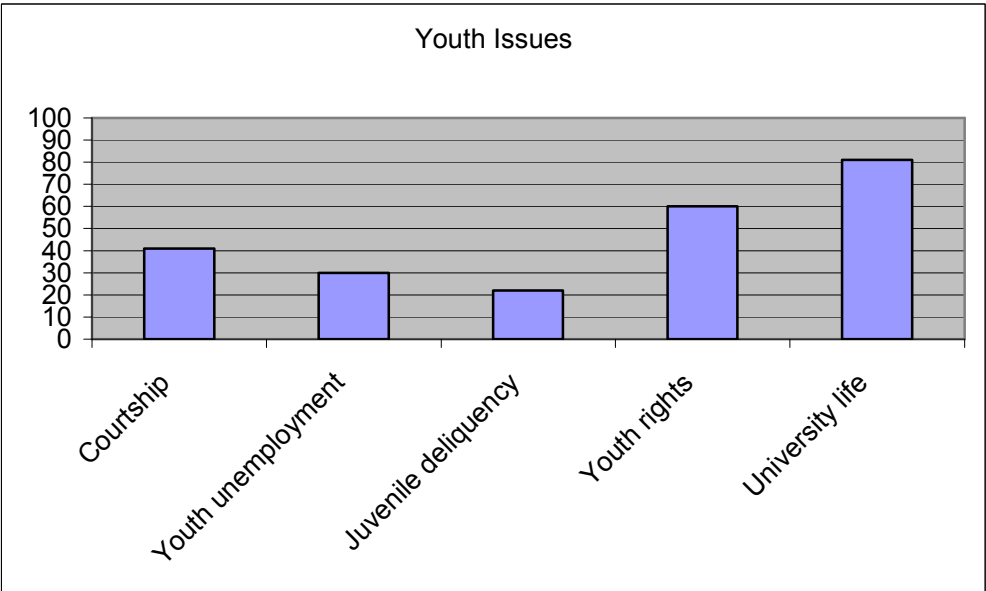
Among the eight topics under the main title “Obsessions & Addictions”, the most favorite ones are *Eating disorders (anorexia, bulimia)* and *Alcohol & drinking*.

**Table 60** Interest Checklist Subtopics for Home/House and Places



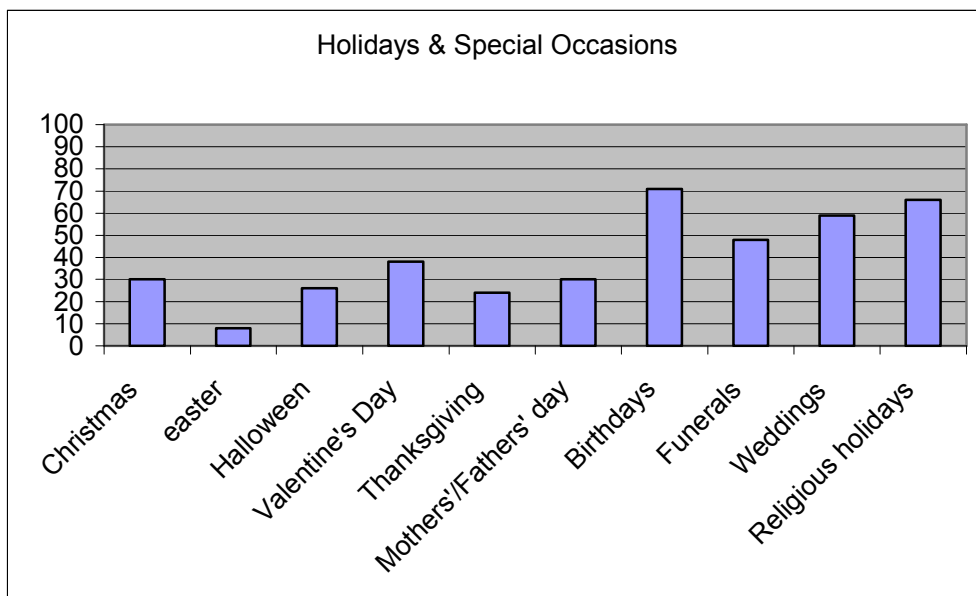
Among the seven topics under the main title “Home/ House & Places”, the most favorite ones are *House types/styles* and *Orphanage*.

**Table 61** Interest Checklist Subtopics for Youth Issues



Among the five topics under the main title “Youth Issues”, the most favorite ones are *University life* and *Youth rights*.

**Table 62** *Interest Checklist Subtopics for Holidays and Special Occasions*



Among the ten topics under the main title “Holidays & Special Occasions”, the most favorite ones are *Birthdays*, *Religious holidays* and *Weddings*.

#### **4.2 Conclusion**

In spite of the efforts to make communicative approach an indispensable ingredient in the language programmes, most students are still receiving a traditional instruction in language learning in secondary schools. Students are expected to understand and memorize lists of vocabulary, phrasal verbs, grammar rules, etc. as a part of university entrance tests. Eventually, on graduating from high school, many students remain unable to communicate even at a basic level.

It seems reasonable that after years of English classes focused on grammar; these students need oral-aural skills. The students typically need more conversational practice and desire to have more confidence and better speaking and listening skills.

Despite all practitioners’ acknowledgement of the necessity of regarding all four skills equally, in practice the main aim is to help students for the university entrance exam in the language classes of high schools. Even if the course books and materials to be used do contain

communicative activities, grammatical and vocabulary items are focused on and the rest is neglected.

## **CHAPTER 5**

### **A SUGGESTED SYLLABUS FOR PREPARATORY YEAR OF THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

#### **5.0 Introduction**

This syllabus is designed to serve as a guide for the teaching of English at the preparatory year of ELT department at Gazi University. It aims to bring ELT preparatory students to B2 “Vantage” level defined in the Common European Framework at the end of the preparatory year instruction. The syllabus adopts a more “learner-centered” approach to the language teaching and learning. The learner is an active participant in the learning process. The learner is encouraged to take more responsibility for his/her own learning. The suggested syllabus intends to empower the learners with autonomy, and thus help them become lifelong learners.

#### **5.1 General Aims**

The syllabus is in line with the philosophy of the CEF in that it aims at developing the learner as a “whole” person. The syllabus also aims to help learners move away from their previous structural orientation and become efficient language learners who can use the language to communicate. It also aims to create learning opportunities for learners to realize their full potential. The syllabus is designed not only to increase their proficiency but also help them think critically, work cooperatively and learn how to learn as well as help learners gain tolerance across cultures, and thus promote intercultural understanding.

#### **5.2 Principles of the Suggested Syllabus**

The syllabus bears the following principles:

##### **5.2.1 Realistic**

The syllabus is realistic and is relevant to the needs and interests of the ELT preparatory students. It aims at creating a strong link between language education and life. Its ultimate aim is to prepare the learners, who have studied the target language purely in linguistic terms,

for the needs and requirements of the education they will receive in the following four years in their departments.

### **5.2.2 Flexible**

The syllabus deliberately avoids being extremely “prescriptive” in nature. It is designed as lists of topics, lexis, notions and functions, skills, structures and objectives for each skill. The syllabus is not designed in concrete lines for each week because flexibility is one of the main characteristics of this syllabus. The lists of topics, functions, structures and can do objectives for each skill in the syllabus can be combined in alternative ways. It is believed that with an insight into who the target learners are, this syllabus will guide and facilitate the creation of coursebooks and other materials that would make a difference.

### **5.2.3 Adaptable**

In order to ensure maximum effectiveness, the syllabus is open to adaptation. It is dynamic. It intends to meet the needs, expectations and demands of the main stakeholders: the ELT learners, the faculty in the ELT department, the parents, and the expectations of the state from future teachers. Moreover, it can be reviewed and developed when further needs arise.

### **5.2.4 Joy of Learning**

As previous chapters show, language learning has not been anything but memorizing lists of vocabulary, learning the rules of language and being snowed under with the multiple choice tests for ELT learners. The syllabus aims to open a new perspective for the learners by providing them with long-neglected areas and aspects of language learning. It hopes to motivate the learners intrinsically, not for the sake of an exam, but for the true pleasure of exploring a whole new world. The sample units will be developed in line with this and will offer opportunities for fun with the use of songs, games, crosswords and puzzles as much as possible.

### **5.2.5 Initiative and Risk-taking**

The syllabus is developed in such a way as to help learners to take calculated risks. The learners are encouraged to tolerate ambiguity. To be able to use English creatively, the learners should involve in learning activities that require them to take initiative. Students with low self-esteem who fear ambiguity and avoid risks feel uncomfortable in the learning process. On the other hand, those who have a preference for an open and flexible approach to learning and tolerance for ambiguity are advantageous. Language learning requires a certain degree of risk taking, yet the rewards are great and worth it. The students who take the initiative to bring about the interactive practice develop their communicative competence. Students need to take charge of their in order to enhance their autonomy as students and language users.

### **5.2.6 Autonomy and Learning to Learn**

Good language teachers should be good language learners in the first place. As future language teachers, the ELT preparatory learners should equip themselves with the necessary learning skills and strategies to improve themselves in and outside the classroom throughout their lives. In other words, language learning should not be confined to the classroom.

The syllabus also aims to develop some cognitive skills that help autonomy and that help the learner bridge the gap between his/her competence and the demands of the communicative situation. Such mental processes might be using inference to guess the meaning of unknown words, asking for clarification, classifying items into meaningful groups for longer retention etc.

The suggested syllabus also aims to develop metacognitive operations, that is, reflecting on and thus becoming more aware of one's own learning. This can be achieved in some ways, such as:

- establishing one's own needs and goals in language learning,
- choosing long-, medium-, and short-term objectives,
- choosing the most appropriate resources (materials, activities, opportunities) to reach these objectives,

- identifying problems in the process of using or learning the language
- self-assessing.

## **5.3 Aims**

### **5.3.1 Lateral Aims**

As afore stated, the syllabus does not only aim to improve the learners' linguistic, socio-cultural and pragmatic awareness, but also to contribute to the learner as a whole person. The syllabus will help learners develop in many ways other than those related to language such as:

- encouraging learners to be open-minded and be more tolerant of others and differences,
- raising the learners' self-esteem,
- encouraging the learners to use technology and the internet mainly with the aim of language learning,
- motivating learners both intrinsically and extrinsically,
- learning to work cooperatively and collaboratively,
- encouraging the learners to take risks and tolerate ambiguity, helping them to think critically,
- promoting higher order thinking skills such as analysing, inferring etc.,
- promoting strategies development,
- helping the learners make use of metacognitive learning strategies such as reflecting on one's own learning,
- increasing the learners world knowledge and helping them grow intellectually,
- setting real-life tasks for the learners so that the learning objectives are realistic,
- raising awareness in learners of their learning styles and strategies,
- seeking or arrange the conditions that help him/her to learn (self-management);
- relating new information to prior knowledge;
- making meaningful personal association with the new information;
- reducing anxiety by using a variety of techniques (e.g self-talk);
- helping learners discover the joy of learning.



### **5.3.2 Language Learning Aims**

The suggested syllabus has general aims in line with the aims defined in B2 level. It is also designed

- to encourage the learners to develop a positive attitude towards language learning in general, and learning English in particular,
- to attribute equal importance to both productive and receptive skills and to accuracy and fluency in communication,
- to enable the learners to understand auditory input from various sources (live TV or radio broadcasts, native speakers etc.),
- to enable the learners to use the language communicatively,
- to enable the learners to comprehend authentic and semi-authentic written or oral material at the target level of proficiency,
- to sensitize the learners to language appropriacy, especially in relation to context, audience and purpose,
- to help the learners learn inductively,
- to help the learners gain an insight of what language is and how languages are learnt,
- to make the learners aware of their individual learning styles and strategies in specific relation to language learning.

## **5.4 Objectives**

### **5.4.1 Listening Objectives**

The learners will be able to

1. understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand;
2. understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation;
3. follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the speech is sign-posted by explicit markers;

4. keep up with an animated conversation between native speakers;
5. understand in detail what is said to him/her in the standard spoken language even in a noisy environment;
6. catch, with some effort, much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way;
7. follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex;
8. understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed;
9. understand recordings in standard dialect likely to be encountered in social, professional and academic life and identify speaker viewpoints and attitudes as well as the information content;
10. understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and identify the speaker's mood, tone etc.
11. understand most TV news and current affairs programmes;
12. understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect;
13. use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

(Adapted from Council of Europe, 2001: 66-72)

14. transcode the incoming message into a different medium (graphs, charts, drawings, etc.)
15. recognize and utilize discourse markers;
16. infer opinion and attitude of the speaker;
17. use context to guess what cultural references might mean
18. make a mental or written summary of information gathered through listening.

#### **5.4.2 Reading Objectives**

The learners will be able to

1. read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively;

2. have a broad active reading vocabulary, but may experience some difficulty with low frequency idioms;
3. read correspondence relating to his/her field of interest and readily grasp the essential meaning;
4. scan quickly through long and complex texts, locating relevant details;
5. 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;
6. obtain information; ideas and opinions from highly specialised sources within his/her field;
7. understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology;
8. understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections;

(Adapted from Council of Europe, 2001: 69-71)

9. make predictions about content based on the title or headline of a text and/or visuals;
10. transform the written information into another form (e.g. drawing, graph, map);
11. ignore unknown words that do not affect reading comprehension;
12. find evidence in the text that support a specific answer;
13. recognize logical sequencing (order of events) utilizing discourse markers;
14. preview the main ideas and concepts of the text for the organizing principle;
15. distinguish between facts and opinions;
16. make inferences;
17. read critically, reacting personally to the text;
18. use information in the text to guess meaning of unknown items;
19. use information in the text to complete missing parts;
20. make a verbal or written summary of information gained through reading;

### **5.4.3 Speaking Objectives**

The learners will be able to

1. use the language fluently; accurately and effectively on a wide range of general; academic, vocational or leisure topics, making clearly the relationship between ideas;

2. communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances;
3. interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party;
4. highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments;
5. engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment;
6. sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker;
7. convey degrees of emotion and highlight the personal significance of events and experiences;
8. take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses;
9. account for and sustain his/her opinions in discussion by providing relevant explanations; arguments and comments;
10. keep up with an animated discussion identifying accurately arguments supporting and opposing points of view;
11. express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly;
12. participate actively in routine and non-routine formal discussion;
13. follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker;
14. contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses;
15. understand detailed instructions reliably;
16. help along the process of the work ( goal-oriented cooperation such as repairing a car, discussing a document, organizing an event) by inviting others to join in, say what they think etc.;
17. outline an issue or problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches;

18. cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for a damage in a flat, for blame regarding an accident;
19. outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make;
20. explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession;
21. understand and exchange complex information and advice on the full range of matters related to his/her occupational role;
22. pass on detailed information reliably;
23. give a clear detailed description of how to carry out a procedure;
24. synthesize and report information and arguments from a number of sources;
25. carry out an effective fluent interview, as either interviewer or interviewee, expanding and developing point being discussed fluently without any support, and handling interjections well;
26. take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer

(Adapted from Council of Europe, 2001: 74-82)

27. give clear systematically developed descriptions, with appropriate highlighting of significant points, and relevant supporting detail;
28. give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples;
29. develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail;
30. develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples;
31. construct a chain of reasoned argument;
32. explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;
33. deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener;
34. give a clear, prepared presentation, with highlighting of significant points, and relevant supporting detail;

35. depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression;
36. give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options;
37. take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.

(Adapted from Council of Europe, 2001: 58-60)

38. intervene appropriately in discussion, exploiting appropriate language to do so;
39. initiate, maintain and end discourse appropriately with effective turn-taking;
40. 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;
41. use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say;
42. ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.

(Adapted from Council of Europe, 2001: 86,87)

43. 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.

(Adapted from Council of Europe, 2001:129)

#### **5.4.4 Writing Objectives**

The learners will be able to

1. express news and views effectively in writing, and relate to those of others;
2. write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views;
3. take messages communicating enquires, explaining problems;
4. write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important

(Adapted from Council of Europe, 2001: 83,84)

5. write clear and detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources;
6. write clear detailed descriptions on a variety of subjects related to his/her field of interest;
7. write a review of a film, book or play;
8. write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail;
9. evaluate different ideas or solutions to a problem;
10. write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options;
11. synthesise information and arguments from a number or sources;

(Adapted from Council of Europe 2001: 61,62)

12. summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes;
13. summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion;
14. summarise the plot and sequence of events in a film or play.

(Adapted from Council of Europe, 2001: 96)

15. handle cohesive devices to produce a paragraph or an essay;
16. write short narratives;
17. apply process writing skills;
18. take down notes during a speech/listening activity;
19. interpret tables, charts and graphs in writing;

#### **5.4.5 Integrated Skills Objectives**

The learners will be able to

1. plan what is to be said and the means to say it, considering the effect on the recipient/s;
2. use circumlocution and paraphrase to cover gaps in vocabulary and structure;
3. correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings;
4. make a note of “favorite mistakes” and consciously monitor speech for it/them;

5. give feedback on and follow up statements and inferences and so help the development of the discussion;
6. use a variety of strategies to achieve comprehension, including listening for main points, checking comprehension by using contextual clues, etc.;
7. help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.;
8. understand a clearly structured lecture on a familiar subject, and take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information

(Adapted from Council of Europe, 2001: 64, 65, 72, 86, 96)

9. access relevant information from various sources;
10. evaluate him/herself on how well he/she has accomplished a learning task;
11. apply rules to understand and produce language,
12. use visual images and clue to understand and remember new information;
13. use what is already known about language to assist comprehension or production;
14. elicit from the teacher or fellow students additional explanation, rephrasing, examples or verification.

#### **5.4.6 Communicative Language Competences Objectives**

For the realization of communicative intention, the learner should achieve communicative competence, which, in its narrower sense, involves linguistic competences (lexical, grammatical, semantic, phonological competences), sociolinguistic competences and pragmatic competences.

In terms of general linguistic range, the learners will be able to

1. express him/herself clearly and without much sign of having to restrict what he/she wants to say,
2. have a sufficient range of language to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.

(Adapted from Council of Europe, 2001:110)



In terms of vocabulary, the learner will be able to

1. have a good range of vocabulary for matter connected to his/her field and most general topics,
2. vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution,
3. show lexical accuracy that is generally high, though some confusion and incorrect word choice does occur without hindering communication.

(Adapted from Council of Europe, 2001:112)

In terms of grammatical competence, the learners will be able to

1. show good grammatical control; occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect,
2. show a relatively high degree of grammatical control
3. not make mistakes which lead to misunderstanding.

(Adapted from Council of Europe, 2001:114)

In terms of phonology, the learners will be able to

1. acquire a clear, natural pronunciation and intonation

(Adapted from Council of Europe, 2001:117)

In terms of socio-linguistic competence, the learners will be able to

1. express him/herself confidently, clearly and politely in a formal and informal register, appropriate to the situation and person(s) concerned,
2. , with some effort, keep up with and contribute to group discussions even when speech is fast and colloquial,
3. sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker,
4. express him/herself appropriately in situations and avoid crass errors of formulation.

(Adapted from Council of Europe, 2001:122)

In terms of discourse competence, the learners will be able to

1. adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances,
2. adjust to the changes of direction, style and emphasis normally found in conversation,
3. vary formulation of what he/she wants to say,
4. intervene appropriately in discussion, exploiting appropriate language to do so,
5. initiate, maintain and end discourse appropriately for effective turn-taking,
6. 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,
7. use stock phrases (e.g. “That’s a difficult question to answer”) to gain time and keep the turn whilst formulating what to say,
8. develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples,
9. use a variety of linking words efficiently to mark clearly the relationships between ideas,
10. 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

(Adapted from Council of Europe, 2001:122-125)

## **5.5 Thematic Content**

In order to enable learners to communicate effectively, instruction should be carried out through a rich thematic content without losing sight of the needs and interests of the learners. Thus, language learning can be appealing. So as to choose the suitable topics for the given learners, the syllabus is designed to include the highest ranking topics in the interest checklist administered to the learners. The topics should also help learners develop intellectually, therefore should not be seen as mere tools to present the language. Authentic and semi-authentic materials should be used as much as possible.

Special care is paid to include topics that promote world understanding and cultural appreciation. The topics are chosen from a wide range of disciplines to promote intellectual growth and not just serve as tools to present structures. It is suggested that the material developed based on the suggested thematic content should also offer opportunities for fun such as songs, games, puzzles and crosswords so as to make language learning experience

more enjoyable. It is also suggested that local and national issues be incorporated into instruction with the underlying idea that learners might find learning about their own culture and heritage interesting and stimulating.

### 5.5.1 Suggested Topics and Lexis

The list of topics and lexis below is by no means prescriptive. They are meant to be suggestions based on the findings of the interest checklist and therefore are supposed to be suitable for the age and interests of the students in question. They should be used with the ultimate aim of realizing curricular objectives. They are arranged according to the points they have received in the interest checklist.

TOPICS
<ul style="list-style-type: none"><li>• Hobbies and Leisure Interests</li><li>• Mysteries of the World</li><li>• Family and Friends</li><li>• Intelligence and Success</li><li>• Humour</li><li>• Memory and the Power of the Mind</li><li>• Emotions</li><li>• The Future</li><li>• Food and Drink</li><li>• Communication and Language</li><li>• Cultural Issues</li><li>• Traveling and Tourism</li><li>• Myths and Facts</li><li>• Time and Change</li><li>• Holidays and Special Occasions</li><li>• Career and Work</li><li>• War and Peace</li><li>• Youth Issues</li><li>• Technology and Science</li></ul>

- Earth and Environment
- Psychology
- People and Society
- Crime and Punishment
- Inventions
- Explorations and Pioneers
- The Paranormal
- History
- Obsessions and Addictions
- Issues in Education
- Phobias and Danger
- Home, House and Places

### **5.6 Language Content**

Topics are the tools by means of which teachers help learners internalize the functions, notions and the skills of language. Below are the vocabulary and structural, functional and skill based objectives of the suggested syllabus:

#### **5.6.1 Vocabulary**

<b>VOCABULARY</b>
<ul style="list-style-type: none"> <li>• Vocabulary items related to the topics listed above</li> <li>• Collocations with some common words (e.g. have, get, make etc.)</li> <li>• Multi-word verbs</li> <li>• Idioms</li> <li>• Word formation (prefixes and suffixes)</li> </ul>

## 5.6.2 Functional Notional Content and Structural Content

FUNCTIONAL/NOTIONAL OBJECTIVES	STRUCTURAL OBJECTIVES
<ol style="list-style-type: none"> <li>1. greeting and responding to greetings (in person and on the phone)</li> <li>2. asking for and giving personal details (when conversing, or completing a form etc.)</li> <li>3. asking for help</li> <li>4. talking about memories</li> <li>5. talking about future plans</li> <li>6. making predictions</li> <li>7. talking about future or imaginary situations</li> <li>8. talking about future plans and intentions</li> <li>9. writing a diary entry</li> <li>10. expressing sympathy</li> <li>11. comparing and contrasting</li> <li>12. asking for and giving clarification</li> <li>13. buying “thinking time” (using conversation-fillers)</li> <li>14. telling a story / an anecdote</li> <li>15. speculating</li> <li>16. expressing (in)ability</li> <li>17. talking about (im)probability and (im)possibility</li> <li>18. expressing degrees of certainty and doubt</li> <li>19. drawing conclusions</li> <li>20. making and responding to offers and suggestions</li> </ol>	<p><b>Verbs</b></p> <p>Phrasal verbs (multi-word verbs)</p> <p>Separable and inseparable phrasal verbs</p> <p>Verbs with prepositions</p> <p>False synonyms (<i>e.g. make/do, speak/talk, have/take etc.</i>)</p> <p><b>Tenses</b></p> <p>Present simple vs. Present continuous</p> <p>Verbs which do not usually take the continuous form</p> <p>Narrative tenses (the past simple, past continuous, the past perfect)</p> <p>The Present Perfect Simple vs. Continuous</p> <p>The Past Perfect Simple vs. Continuous</p> <p>Future tenses (<i>will- be going to</i>) (<i>prediction, decisions and intentions, arrangements, timetables etc.</i>)</p> <p>The Future Continuous, Future Perfect</p> <p>Expressions with future meaning (<i>e.g. be to , be bound to, be due to, be likely to, etc.</i>)</p> <p>Verbs with future meaning (<i>main verbs, modal verbs</i>)</p> <p>Future in the past</p> <p>(Will/would, be/get used to) for present and past habits, characteristics and routines</p> <p><b>Modals</b></p> <p>Modals of Ability (<i>can, be able to, could,</i></p>

21. expressing and responding to thanks	<i>was/were able to</i>
22. giving and responding to invitations	Modals of Possibility, deduction and speculation ( <i>may, might, could, could have, might have</i> )
23. requesting and responding appropriately to requests	Modals of Arrangements, suggestions, offers ( <i>can, could, be able to</i> )
24. warnings and threats	Modals of Permission ( <i>can, can't, allowed to</i> )
25. giving advice	Modals of Obligation and necessity ( <i>have (got) to, must, need (to), should</i> )
26. asking and giving/refusing permission to do something	Modals of Prohibition and criticism ( <i>must not, cannot, may not, should not, could not, should (not) have</i> )
27. making joint decisions	Modals of Absence of obligation or necessity ( <i>not have to, not need to</i> )
28. making a complaint	Modals of Recommendation and advice ( <i>must, should, had better</i> )
29. describing graphs and tables	Modals of Logical deduction and probability ( <i>must, have to, cannot, must have, cannot have, should, should have</i> )
30. conversational gambits	Modals of Prediction and certainty ( <i>will, will have</i> )
31. checking and confirming	Modals of Willingness and refusal ( <i>will, would, won't, wouldn't</i> )
32. agreeing and disagreeing	<b>The passive</b>
33. making deductions	Passive –ing forms and infinitives
34. expressing likes and dislikes	Causatives (have and get)
35. accepting and refusing	Passive reporting structures
36. expressing opinions	<b>The Conditionals</b>
37. explaining reasons	Conditionals
38. evaluating	Zero conditional
39. giving examples	First conditional
40. changing the subject	Second conditional
41. generalizing	
42. taking something to be fixed	
43. persuading	
44. discussing advantages and disadvantages	
45. conflict resolution	
46. reporting a news story	
47. talking about personal experiences	
48. deciding on a course of action	
49. making a presentation	
50. talking about regrets and resolutions	

51. expressing wishes	Third conditional
52. speculating about past events	Mixed conditionals
53. restating what has been said	Alternatives to “if” ( <i>unless, provided that, suppose, in case etc.</i> )
54. checking on meaning and intention	<b>The subjunctive and “unreal” uses of past forms</b>
55. helping others to express their ideas	The subjunctive
56. making and responding to apologies and excuses	The unreal past ( <i>imaginary past, what if etc.</i> )
57. paying compliments	Wish clauses ( <i>I wish/ If only</i> )
58. criticizing	<b>Verb Forms</b>
59. describing appearance	The infinitive
60. expressing physical and emotional feelings	The gerund
61. expressing opinions and making choices	Verbs followed by both –ing forms and infinitives ( <i>patterns and differences in meaning</i> )
62. expressing needs and wants	<i>It’s time/I’d rather/I’d better</i>
63. expressing arguments for and against a point of view	<b>The Relative Clauses</b>
64. expressing purpose, cause and result and giving reasons	Defining relative clauses
65. consensus-reaching	Non-defining relative clauses
66. describing the steps of a procedure	Prepositions with relative clauses
67. asking about and giving one’s own beliefs and opinions	Reduced relative clauses
68. doing a survey and reporting the results	Relative pronouns and adverbs
69. explaining how to do something	<b>Adverbial Clauses</b>
70. reporting conversations and events	Reason
71. interviewing and being interviewed	Condition
72. interrupting a conversation	Result
73. starting a new topic	Time
74. changing the topic	Contrast
75. resuming or continuing the topic	<b>Reported Speech</b>
76. understanding and writing diaries and	Indirect speech ( <i>indirect statements and reported questions</i> )
	Indirect commands and requests
	Other reporting verbs and their patterns

<p>letters giving information about everyday activities</p> <p>77. searching the web and other sources to gather information</p> <p>78. responding (orally and written) appropriately esp. in relation to context, audience and purpose</p> <p>79. understanding the main points and gist of oral and written language</p> <p>80. understanding the speaker's mood</p> <p>81. speculating about cause and consequences</p> <p>82. taking notes</p> <p>83. summarizing</p> <p>84. justifying opinions</p> <p>85. problem solving</p>	<p><b>Participle Clauses</b></p> <p>Participle phrases (<i>active, passive, participle subjects</i>)</p> <p>Types of participle phrase (<i>defining phrases, phrases of reason, result etc.</i>)</p> <p><b>Adjectives and adverbs</b></p> <p>Adverb position</p> <p>Adjective order</p> <p>Gradable/ ungradable adjectives</p> <p>Two-word adjectives</p> <p>Modifying adverbs</p> <p>Intensifiers</p> <p><b>Emphatic structures and Inversion</b></p> <p>Cleft sentences (<i>it's .. that.. / What..</i>)</p> <p>Fronting</p> <p>Inversion</p> <p><b>Determiners</b></p> <p>The definite/indefinite article (the a, an)</p> <p>No article</p> <p>Quantifiers (<i>no, none, half, both some, all etc.</i>)</p> <p><b>Features of Discourse</b></p> <p>Ordering information (<i>the information principle, the end-weight principle etc.</i>)</p> <p>Discourse devices (<i>types of linking, reference, parallelism</i>)</p>
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### 5.6.3 Pronunciation

<b>PRONUNCIATION</b>
1. Emphatic stress
2. Sounding angry
3. Consonant clusters



4. Word stress
5. Long vowels
6. Strong and weak forms
7. Contractions
8. Intonation clues
9. Sentence stress
10. Distinguishing minimal pairs

## **5.7 Methodology**

### **5.7.1 General Considerations**

Language learning is a multidimensional process with a variety of factors to take into consideration. Hence, a flexible approach is necessary. The suggested syllabus here adopts an eclectic approach to suit the needs and diverse learning styles of learners. It also emphasizes the communicative aspect of language learning. It advocates the use of various techniques and activities to create an environment conducive to learning.

The syllabus takes into account the affective factors as well. Promoting a positive self-image and eliminating inhibition is likely to contribute to successful language learning where the language learner has the necessary self-esteem and self-confidence to explore the language. Motivation is also crucial as greater learner involvement play a great role in language learning. Last but not least, developing meta-cognitive skills of learners is of high priority in the syllabus because it is advocated that they will help students become lifelong learners.

The syllabus makes use of tasks as a central element in each module. Research and tasks promote the integration of all skills and are therefore encouraged for all learners. Tasks can be really varied and may involve language activities to a greater or lesser degree. Communication is an integral part of tasks where participants engage in interaction, production, reception or mediation or a combination of two or more of these. These tasks can be used for learning or testing purposes and are chosen on the basis of learners' needs outside the classroom.

## **5.7.2 Recommended Techniques and Materials for the Improvement of the Four Skills**

### **5.7.2.1 Receptive Skills**

Listening and reading skills are receptive in the sense that the listener or the reader do not produce language but try to interpret language that is already produced by other people. Yet, the listener or the reader is by no means passive because he/she has to focus his/her attention and use various techniques to decode meaning from what is heard or read.

The learners should be presented with listening and reading materials that are interesting. The materials should be authentic or semi-authentic with the aim of practicing language, widening their knowledge of the world and raising their cultural awareness. Therefore, the materials should be selected from various disciplines. The activities should help learners use both top-down and bottom-up processing. Suggested activities might be:

- a. listening to public announcements (information, instructions, warnings, etc.)
- b. listening to media ( radio, TV, recordings, movies, sports commentaries, etc.)
- c. listening to a live performance ( theater, lectures, public meetings, conversations with native speakers, etc.),
- d. understanding a native speaker interlocutor,
- e. listening to (and responding) telephone conversations,
- f. reading topics of general interest
- g. reading for information (e.g. reference books, researching on the net, instruction manuals, brochures, leaflets, etc.)
- h. reading correspondence,
- i. reading and following instructions or performing a task,
- j. reading (and recognizing) signs, menus, notices etc.,
- k. reading for pleasure ( fiction, non-fiction, magazines, news-papers, comic strips)

### **5.7.2.2 Productive Skills**

Speaking and writing skills are productive in that the learner produces immediate output. In fact, the learner speaks during interaction, which means the language user acts alternately as a speaker and a listener (except for lectures or presentations). In most speaking activities, therefore, the language learner should negotiate meaning with one or more interlocutors following cooperation principle and conversational discourse. In writing, however, the learner

does not receive immediate feedback as there is no face-to-face interlocutor (except from text messaging). Often the learners are expected to produce more accurate language and organize ideas more coherently when they write.

Suggested activities for the speaking and writing skills are:

- addressing to audience ( presentations, speeches at public meetings, instruction giving, information giving, etc.)
- speaking from notes or from written text or visual aids such as diagrams, pictures etc.
- role-plays,
- simulations,
- debates,
- speaking spontaneously,
- interviewing and being interviewed,
- completing forms and questionnaires,
- writing articles for magazines or newspapers,
- writing formal and informal letters and e-mails,
- writing reports, notes and messages,
- summarizing gist,
- making notes,
- paraphrasing,
- writing research notes from different sources,
- journal writing,
- producing posters for display,
- creative and imaginative writing

### **5.7.3 Error Correction**

The ELT preparatory students are future-language teachers, so correction is essential for increasing accuracy. Yet, it should be done at the right time and in the right way. The ELT preparatory students have studied language mostly on structural terms. Their productive skills are weak and that is why, if the error is seen as a sign in the learning process showing experimenting with the language, it should be allowed at the beginning so that their self-

confidence rises. Later, after reaching a considerable level of fluency, accuracy should be looked for. Allowing the learner to self-correct and encouraging peer correction should be favoured as well. The time of correction is also important. When the focus is on completing the task or solving a problem, correction should be delayed and the emphasis should be on meaning and communication.

## **5.8 Portfolio Assessment**

Assessing the learners is essential to see whether the objectives have been achieved or not. The assessment should reflect the philosophy, general aims and objectives and the approach of the syllabus. Assessment is significant, in that, it

- provides feedback on learners' progress to both the learners themselves and the teachers
- provides positive wash-back effect, that is, reinforces learning and learner motivation
- identifies problem areas for remedial work.

As afore stated, the assessment should reflect and be in line with the philosophy and the objectives of the syllabus. Hence, the assessment techniques suggested in this syllabus are not traditional. It is essential that assessment of the preparatory year learners should involve traditional paper-and-pen tests as well as alternative assessment techniques. That is, the learners should be assessed in a continuous and systematic process throughout the educational year and be evaluated as a whole.

The assessment should account for the individual differences of learners, that is, the fact that different intelligences coexist in the classroom and learners have different needs, potentials and performances should be taken into account. Hence, the use of portfolio assessment is suggested.

The portfolio should involve both norm-referenced and criterion-referenced assessment tools. The norm-referenced assessment compares the individual learner's performance to the fellow learners so as to see where the learner stands in the group. The latter, on the other hand, aims at ascertaining the learner's performance with respect to a pre-defined set of criteria, thus enabling the learner to see how much he/she has achieved.

A portfolio is a purposeful collection of the learner's work with the aim of showing the learner's effort, progress and achievement to the learner and others. The suggested portfolio assessment for the syllabus involves the following parts:

### **5.8.1 Tests**

The learners should be evaluated according to diagnostic tests, achievement tests and pop-quizzes. Diagnostic tests are primarily designed to assess students' knowledge and skills in particular areas before a course of study begins. Achievement tests are usually more formal, designed to show mastery of a particular syllabus (e.g. end-of-year tests, school-leaving exams, public tests). They are designed primarily to measure individual progress rather than as a means of motivating or reinforcing language. Pop-quizzes are different from the previous two in that they are short surprise tests. The students do not know the time of administration. They are applied with the aim of receiving immediate feedback regarding the degree to which the learners have mastered the materials or skills that have been covered recently. Their surprise value also ensures that the students participate to the class, avoid absenteeism and regularly review what has been studied recently.

### **5.8.2 Teacher Observation**

The portfolio also involves observation of the learner during the classroom, in terms of participation, performance in a task and working on an activity. The observation might be both impressionistic evaluation of the learners' performance by the teacher over the term and systematic observation to ensure more objectivity and reliability by using pre-set criteria such as checklists or rating scales.

### **5.8.3 Homework**

The learners are also evaluated in terms of performance and involvement outside of the class. Homework is particularly fruitful in that it reduces anxiety and promotes research skills and self-learning skills. Homework helps learners to retain information taught in the classroom. It develops study habits and independent learning. It also encourages learners to acquire

resources such as dictionnaires, etc. homework offers opportunities for extensive activities for which there may not be time in the classroom.

#### **5.8.4 Take-Home Exams**

The learners receive take-home exams throughout the term. They are required to hand them in before the deadline, and meanwhile they are free to discuss it with their classmates, make research related to the topic or work on it with a partner. The take-home exams promote self-directed learning, cooperation and learner autonomy. Unlike traditional exams, they lower anxiety to a great deal.

#### **5.8.5 Tasks**

The learners are also required to perform real-like tasks in which integrated skills need to be used. Tasks are pedagogic activities in which language is used to achieve non-linguistic outcomes but with the purpose of improving learners' language proficiency, therefore, they are particularly useful. When the learners are involved in the tasks designed as classroom work, they are involved in comprehending, manipulating, producing, or interacting in the target language while their attention is focused principally on meaning rather than form. In other words, while the focus of the students is on achieving the task, they learn peripherally.

#### **5.8.6 Journal and Samples of Written Work**

The students are expected to write regularly on a journal about everyday events. The journal aims at increasing students' self-expression. It also promotes the learners' ability to express the prominent events in their daily lives. The students are also required to produce samples of written work, which will be collected and evaluated by the teacher, such as film or book reviews, descriptions ( of a place or person), summaries or research about a topic gathered from different sources.

#### **5.8.7 Simulations, Role-plays, Debates and Presentations**

The students engage in a number of activities which mainly focus on their spoken production and interaction. These activities are sometimes performed spontaneously in the class or done

with preparation in advance. They bridge the gap between the classroom and the real world. They also introduce a variety of ways to make the whole language learning process more interesting, challenging and lively.

### **5.8.8 Video-Viewing and Broadcasts**

The students often view videos, including movies or documentaries about which they are required to talk or write about later. They also view or listen to TV or radio broadcasts with the aim of promoting listening authentic language. Video provides visual stimuli such as the environment and this can lead to and generate prediction, speculation and a chance to activate background schemata. Videos allow contextual clues to be offered such as gesture, eye contact and facial expression to convey a message. In addition, video can stimulate and motivate student interest.

## **5.9 Conclusion**

Currently, there are no defined objectives for the ELT preparatory year at Gazi University. There is not a sound syllabus defined for these students either. Instead, an upper-intermediate coursebook is chosen for the first term. Nowadays these books are defined as B2 level. However, taking into consideration the fact that even the coursebooks written years ago are claimed to be in line with the CEF, this is questionable. In the second term, either an advanced coursebook or a CAE coursebook is studied. The regular practice is dividing up the units of the coursebook with the weeks of the term and trying to cover the books throughout the educational year.

The ELT preparatory students, who have mainly studied structures, vocabulary and reading skill, dramatically lack skills and strategy training, especially in productive skills. The C1 level defined the CEF is also used in the courses on offer in their departments. Therefore, basing the syllabus on the CEF levels will provide consistency between the preparatory year and the courses offered in the ELT department and thus undesired gaps in required skills and knowledge-how will be avoided.

As the findings of the previous chapter indicate, ELT preparatory students have difficulty in using the language effectively, both orally and written. They lack a great deal in the listening

skill. While studying for the university entrance exam, the students have covered the lexical and structural aspects of language along with the reading skill. They, and also their teachers in high school, have tended to neglect the other skills and the communicative aspect of language. The preparatory year is the only time that this should be remedied.

In light of this information, and the given monolingual nature of Turkey and the lack of exposure to the target language outside the classroom, the approach held by the CEF and an emphasis on communicative learning will be the most suitable type of syllabus on offer for ELT preparatory students in Turkish universities.



## **CHAPTER 6**

### **SAMPLE MODULES**

#### **6.0 Introduction**

This chapter presents two sample modules designed in line with the suggested syllabus here. The modules are expected to be covered in one week, which is 25 class hours. The syllabus provided before the sample module clearly shows the objectives for each of the four skills in terms of “can do” statements.

Each module is designed around a theme and aims to present and practice some functions and related forms. The modules have a task in which the learners are expected to cope with an information or opinion gap activity. Thus, when the students are dealing with a communicative task, they are supposed to activate necessary skills and strategies to successfully complete the task.

The activities in the modules are also designed in order to help the learners to learn how to make use of strategies for effective learning. The activities in the modules provide tips for effective language learning skills and the attention of the students are drawn to the strategies because it is believed that they will benefit more from explicit training. The modules also provide strategies for lifelong learning. The modules are followed by a movie that is related to the topic of the module.

**Table 63** Sample Module 1

THEME	INTELLIGENCE & SUCCESS
SKILLS	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Listening to a radio broadcast about child prodigies               <ul style="list-style-type: none"> <li>✓ <i>can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life;</i></li> <li>✓ <i>can understand recordings in standard dialect likely to be encountered in social, professional and academic life and identify speaker viewpoints and attitudes as well as the information content</i></li> </ul> </li> <li>• Listening to a lecture on multiple intelligences and taking notes               <ul style="list-style-type: none"> <li>✓ <i>can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex;</i></li> <li>✓ <i>can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues</i></li> </ul> </li> <li>• Watching a mini video lecture on optical illusions               <ul style="list-style-type: none"> <li>✓ <i>can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect</i></li> </ul> </li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Reading an article               <ul style="list-style-type: none"> <li>✓ <i>can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology</i></li> <li>✓ <i>can scan quickly through long and complex texts, locating relevant details</i></li> <li>✓ <i>can recognize logical sequencing (order of events) utilizing discourse markers</i></li> <li>✓ <i>can use information in the text to guess meaning of unknown items</i></li> <li>✓ <i>can use information in the text to complete missing parts</i></li> <li>✓ <i>can read critically, reacting personally to the text</i></li> <li>✓ <i>can make a verbal or written summary of information gained through reading</i></li> </ul> </li> </ul>

- Reading news stories
  - ✓ *can skim the text for gist*
  - ✓ *can make predictions about content based on the title or headline of a text and/or visuals*
  - ✓ *can ignore unknown words that do not affect reading comprehension*
- Reading a mystery story
  - ✓ *can scan the text for specific information*
  - ✓ *can read critically, reacting personally to the text*
- Reading a film review
  - ✓ *can understand the mood of and the view the writer holds*
  - ✓ *can read critically, reacting personally to the text*

### **SPEAKING**

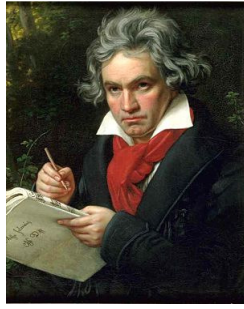
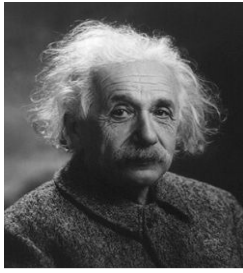
- Talking about possible causes of an event
  - ✓ *can engage in extended conversation on most general topics in a clearly participatory fashion*
  - ✓ *can outline an issue or problem clearly, speculating about causes or consequences*
- News stories and headlines – pairwork
- Brainteasers- group work
- How to keep a conversation going
  - ✓ *can initiate, maintain and end discourse appropriately with effective turn-taking*
  - ✓ *can use stock phrases (e.g. “That’s a difficult question to answer”) to gain time and keep the turn whilst formulating what to say*
  - ✓ *can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points*
- Mystery murder- problem solving and group discussion
  - ✓ *can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses*
  - ✓ *can outline an issue or problem clearly, speculating about causes or consequences*

### **WRITING**

- Complete the missing parts in a summary ( of written and audio text)
  - ✓ *can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion*

	<ul style="list-style-type: none"> <li>• Writing a news story</li> <li>• How to write a film review <ul style="list-style-type: none"> <li>✓ <i>can write a review of a film, book or play</i></li> <li>✓ <i>can summarise the plot and sequence of events in a film or play</i></li> </ul> </li> </ul>
<b>FUNCTIONS</b>	<ul style="list-style-type: none"> <li>• making predictions and deductions</li> <li>• buying thinking time</li> <li>• speculating about present and past events</li> <li>• talking about probability and possibility</li> <li>• making joint decisions</li> <li>• taking notes</li> <li>• summarising</li> <li>• problem solving</li> </ul>
<b>STRUCTURES</b>	<p>Modals of Possibility, logical deduction and speculation in the present and past (<i>may, might, could, must, could have, might have, must have, cannot have, could not have</i>)</p> <ul style="list-style-type: none"> <li>✓ can apply rules to understand and produce language</li> </ul>
<b>VOCABULARY</b>	<p>“Brain” words</p> <ul style="list-style-type: none"> <li>• Verbs (<i>brainwash brainstorm, have sth on the brain</i>)</li> <li>• Nouns (<i>brinteaser, the brain behind sth, brain drain, brain child</i>)</li> <li>• Adjectives (<i>rainy, brainless, birdbrained</i>)</li> <li>• idioms (<i>all brawn and no brains, a brain like a sieve, have a brainwave</i>)</li> </ul> <p>Word formation: Suffixes</p> <ul style="list-style-type: none"> <li>• suffixes that make nouns (<i>-ment, -ion, -ing, -ence/-ance, -or, -ness, -ship</i>)</li> <li>• suffixes that make adjectives (<i>-ful, -less, -al, -ic, -y, -ive, -able/-ible, -ing, -ed, ent/-nat</i>)</li> </ul>
<b>COMMUNICATIVE TASK</b>	<ul style="list-style-type: none"> <li>• Solving the mystery of Mary Celeste- Group work &amp; Whole class information gap activity <ul style="list-style-type: none"> <li>✓ can account for and sustain his/her opinions in discussion by providing relevant explanations; arguments and comments</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>✓ can keep up with an animated discussion identifying accurately arguments supporting and opposing points of view</li> <li>✓ can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses</li> <li>✓ can pass on detailed information reliably</li> </ul>
<b>PRONUNCIATION</b>	<p>Weak pronunciation in contracted forms      e.g. <i>It couldn't have been a lie.</i></p>
<b>STRATEGY TRAINING</b>	<p>Strategies for effective listening</p> <ul style="list-style-type: none"> <li>• trying to predict the topic of the audio text by using any visual clues</li> <li>• using background noise and key words to work out where the conversation is taking place, what the speakers are doing and what the relationship between the speakers is</li> <li>• making calculated guesses about what to expect</li> <li>• using context to guess what cultural references might mean</li> </ul> <p>Strategies for effective speaking</p> <ul style="list-style-type: none"> <li>• buying thinking time (using conversation fillers and fixed expressions)</li> <li>• keeping the conversation going when you do not know a word</li> <li>• checking if you have understood or have been understood correctly</li> <li>• asking for clarification and repetition</li> <li>• interrupting appropriately</li> </ul>
<b>LIFELONG LEARNING</b>	<p>Using newspapers and magazines for pleasure reading and language learning</p>
<b>DVD</b>	<p>Watching the movie "A Beautiful Mind" <i>can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect</i></p>



# INTELLIGENCE AND SUCCESS



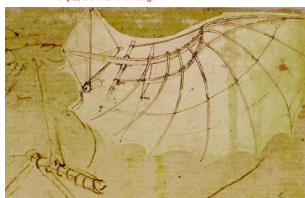
Em Am C H Em Am C H  
 A - prendimos a que - rer - te desde la histó - rica al - tu - ra

Em Am H Em Am C H  
 donde el sol de tu bra - vu - ra. Le pu - so cer - co a la muer - te. A

Em Am H Em Am H  
 qui se que - da la cla - ra ta en - tra - ñable transpa - ren - cia de

Em D C Am H  
 tu queri - da pre - sen - cia Co - man - dan - te Che Gueva - ra

<http://www.turk-cho.org>



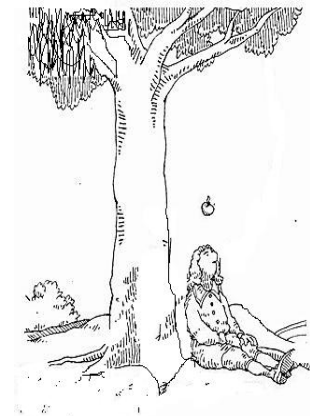
## Lead-in

### A. Discuss

1. Who are the people in the photos? What do you know about them?
2. How are the other pictures related to the people in the photos?
3. What do these people have in common?



### B. Listen and check your answers.



**a. Odd one out!**

**Which of the following does not belong to the group? Explain differences in meaning. If you need, you may use a dictionary.**

1. clever      smart      bright      genius
2. gifted      cunning      witty      intelligent
3. brains      intellect      prodigy      wits

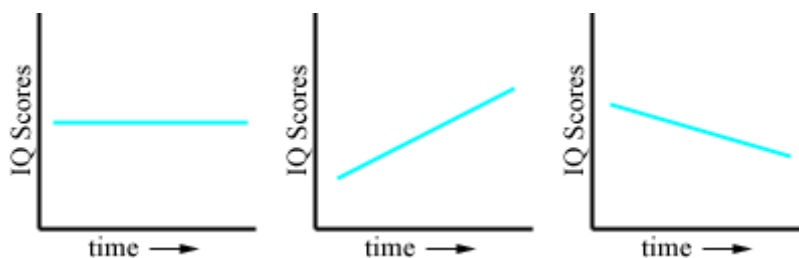
**b. How would you describe a genius? Write your definition and compare ideas in small groups?**

## LESSON 1

### Reading and Speaking

#### A. Discuss

- Do you know what the abbreviation “IQ” stands for?
- Do you think we are smarter than people who lived 100 years before us? Will the people of the next century be more intelligent than us? Give reasons for your stand.
- Tick the image which you think most accurately portrays how IQ scores have changed with time?



#### B. Read the article ignoring the blanks and answer the following questions:

1. What is the Flynn Effect?
2. What conclusions can we draw regarding age and intelligence?

## ARE WE GETTING SMARTER?

**James Flynn**, an American philosophy professor working in New Zealand, observed in the 1980's that the scores of different groups of people on standard intelligence tests had consistently augmented over the past decades. Earlier researchers had failed to pay attention to that trend, because IQ scores are always calculated with respect to the average score for the present group. (1)\_\_\_\_\_. Someone who scores 20% more than the average would therefore get an IQ of 120. But if that

person's score would be compared with the average for the corresponding group, tested one generation earlier, the final score would be about 130. Flynn was the first to systematically make such cross-generational comparisons.

Since then, the so-called "Flynn effect" has been confirmed by numerous studies. The same pattern, (2)\_\_\_\_\_, was found for virtually every type of intelligence test, delivered to virtually every type of group. The pattern applied to some 20 countries for which data were available, including the USA, Canada and different European nations.

Although the data are limited, it seems that the increase is accelerating. (3)\_\_\_\_\_. For one type of test, Flynn found data that spanned a complete century. He concluded that someone who scored among the best 10% a hundred

years ago, would nowadays be categorized among the 5% weakest. That means that someone who would be considered bright a century ago, should now be considered a moron!

Such a result has unexpected implications for the relation between intelligence and age. Older people tend to have lower scores on IQ tests than younger people. (4)\_\_\_\_\_. However, this observation can be explained as well by noting that older people were raised in a period when the general level of intelligence was lower. Flynn showed that if people's IQ is evaluated with tests calibrated for the period during which they grew up, an old person scores as well as a young one. The reason that older people do less well on IQ tests is not that they have become more stupid with age, but that the younger generation simply got a head start.

Flynn himself admits that he is baffled by the results. He proposes the argument that, (5)\_\_\_\_\_, the number of people who score high enough to be classified as "genius" has increased more than 20 times. This means that we should now be witnessing, in Flynn's own words, "a cultural renaissance too great to be overlooked". Because he finds this conclusion implausible, he suggests that what has risen is not intelligence itself but some kind of "abstract problem solving ability". But if we look at the ever accelerating production of scientific discoveries, technological innovations and cultural developments in general, the "cultural renaissance" does not seem such an absurd idea anymore. And whether you call the factor that rises "intelligence" or "abstract problem solving ability", the conclusion that people have become intellectually more capable remains the same.

*Adapted from <http://pespmc1.vub.ac.be/FLYNNEFF.html>*

**Twenty-three years ago,** a philosophy professor named James Flynn discovered a remarkable trend: Average IQ scores in every industrialized country on the planet had been increasing steadily for decades. Despite concerns about the dumbing-down of society - the failing schools, the garbage on TV, the decline of reading - the overall population was getting smarter. The results of intelligence tests in different countries show that over the past century average IQ has been increasing at a rate of about 3 points per decade.

**C. Read the article again and decide where the sentences belong.**

- a. Until now, it was always assumed that this means that intelligence diminishes with age.
- b. compared to the previous generation



- c. an average increase of over three IQ points per decade
- d. In Holland, for example, scores went up most (over 8 points) for the last measured period, 1972 to 1982.
- e. By definition, the average is set to 100.

**D. Find the words or expressions in the article which mean:**

- a. to increase the value, amount, effectiveness, etc of something (paragraph 1)
- b. having similar qualities or a similar size, position, etc to something else (paragraph 1)
- c. to show that something is definitely true, especially by providing more proof (paragraph 2)
- d. almost (paragraph 2)
- e. to happen faster than usual (paragraph 3)
- f. to include all of a period of time (paragraph 3)
- g. possible future effect or result of an action, event, decision, etc (paragraph 4)
- h. an advantage that helps you to be successful (paragraph 4)
- i. to perplex, to be unable to understand or explain (paragraph 5)
- j. difficult to believe and therefore unlikely to be true (paragraph 5)
- k. a new idea, method or invention (paragraph 5)

**E. Use the words in *exercise 4* to complete the sentences below.**

1. Being too late for the meeting, he said that he had been trapped in the elevator due to a powercut. Yet, the boss found his excuse somewhat \_\_\_\_\_.
2. He got retired after a successful career that \_\_\_\_\_ nearly 40 years.
3. The city was \_\_\_\_\_ paralyzed by the transit strike.
4. Many people feel bewildered by the speed of technological \_\_\_\_\_.
5. Continuing rains \_\_\_\_\_ the floodwaters.
6. He was \_\_\_\_\_ by the technical language of the instructions, so sought for help.
7. The smell of cigarette smoke \_\_\_\_\_ what he had suspected: there had been a party in his absence.
8. The company is cutting back its spending and I wonder what the \_\_\_\_\_ will be **for** our department.
9. Some farmers use special chemicals to \_\_\_\_\_ the growth of crops.
10. You've got a \_\_\_\_\_ over others trying to get the job because you've got relevant work experience.
11. Company losses were 50 per cent worse than in the \_\_\_\_\_ period last year.

**F. Complete the summary of the article with your own words.**

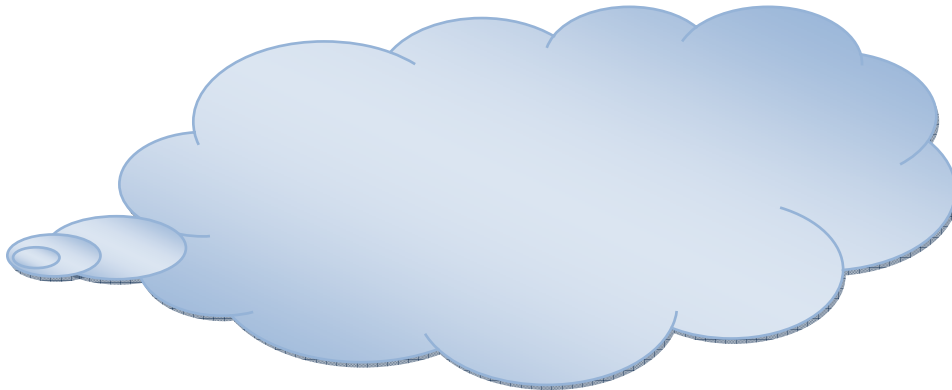
A philosophy professor, James Flynn, discovered that \_\_\_\_\_ constantly over the years. Other researchers \_\_\_\_\_ see that rising trend because they tended to calculate the IQ scores \_\_\_\_\_ the average score of the present group. But Flynn compared the scores with those of the \_\_\_\_\_ and found that the average IQ increased \_\_\_\_\_ about 3 points per decade. This rising pattern is called the “Flynn Effect” and has been confirmed by intelligence tests delivered to \_\_\_\_\_.

Surprisingly, \_\_\_\_\_ might be considered a moron in the next generation. The findings are important because that suggest that \_\_\_\_\_ tend to score lower in intelligence tests because they grew up in a period when the general intelligence level was lower, not because their intelligence diminished with \_\_\_\_\_.

The findings also suggest that \_\_\_\_\_ in the society increased more than 20 times. As he found this difficult to believe, Flynn suggests that what has risen might be \_\_\_\_\_ rather than intelligence. No matter what; one thing is for sure, we have become intellectually more capable.

**G. Discuss**

**What might be the possible explanation for the Flynn Effect? Discuss in pairs. Make notes in the space provided below.**



**H. Read the second part of the article to see if you have guessed correctly. Make a list of the factors that might have contributed to the rising trend in IQ scores.**

A large, light blue rounded rectangular box with a thin blue border and rounded corners. It is intended for students to list factors that might have contributed to the rising trend in IQ scores.

## Part B

It seems that this intellectual progress could be caused by a combination of factors. Some factors may have a negative influence on intellectual development, but most developments are positive and reinforce each other. The most obvious one is longer schooling, but this can't explain everything, as Flynn found that the IQs of American children have been rising even during periods when the time spent in school remained the same. Stimulation by the media, and in particular by television, might be another one, but this couldn't explain progress before the advent of television in the 1950s. Generally improved health and nutrition *is likely to* contribute too. It has been shown that poor nutrition in early age impairs intellectual development, but unless the child is severely underfed, this might not cause such big difference. A factor that could have been overlooked is that parents nowadays tend to pay much more attention to their children, thus stimulating their cognitive development. When parents tend to have less children to care for, to have more free time, to be more wealthy, to be better educated, they *are bound to* have a better insight in the needs of their children. A more general factor is that society as a whole functions at a higher intellectual level, proposing to the curious child more information, more intellectual challenges, more complex problems, and more reasoning methods to be applied. Just using everyday appliances, such as VCRs, microwave ovens, computers and ipods, demands a more abstract type of reasoning, which the older generation can't have had the chance of dealing with. Today's grandparents might have seen the first TV when they were adults. The increased complexity of life *is likely to* stimulate an increased complexity of mind. The growing use of computers for education or games at an early age *is likely to* further boost general knowledge, abstract reasoning and intellectual agility.

### GRAMMAR

#### Work It Out!

- A. Look at the underlined verb forms in the text and write them in the correct places.

Present possibility/deduction <b>could</b>	Present impossibility/negative deduction	It is probably not the case...
Specific past possibility /deduction		Negative past deduction

**B. Look at the text again and find two forms which mean:**

- a. might :
- b. be sure to:

**C. In pairs, discuss which answer(s) are possible in the sentences. Sometimes more than one answer is possible. How does the meaning change, if any? Circle the correct options.**

1. Over-prescribing of antibiotics *may/ might / could have caused* lead to rapid development of resistant strains.
2. She *may not fix/ might not have fixed/ can't have fixed* the computer. It's still not working properly.
3. He always wears smart suits. He *could be / can't be / could have been* a businessman.
4. She *can't have said/ couldn't have said / might not have said* such a horrible thing; she is such a nice woman.
5. We'd better phone them; they *can't hear/ might not hear/ might not have heard* the news.
6. The butler *can't have / could have / might have* committed the murder, he had the opportunity and the motive.
7. The loss *might / could / may be* due to currency fluctuations.

**D. Rewrite the sentences so that they mean the same, using the words in capital letters or starting as shown.**

1. The service in British restaurants is sometimes quite surly.      CAN
2. Might the disparity in the figures be due to a computer error?      POSSIBLE
3. Don't worry, they'll probably be on the next train.      WELL
4. I'm certain he isn't responsible for the error; he looks too experienced.  
CAN'T
5. Perhaps Jim took it, he was in the office all day yesterday.      MIGHT
6. With a little bit of luck my sister has the potential to be a huge star.      COULD
7. Your application will definitely fail unless you get the divisional director's approval.      BOUND
8. It is probable that the payment will take ten days. Please contact us if it doesn't arrive within that time.      LIKELY

## Check the Language Box!

### Present

We use *can* to describe things which are generally possible ( we know they sometimes happen):

*It is very hot in here in summer but it can rain heavily in winter.*

To talk about specific possibilities we use *may*, *might* and *could* (but not *can*). The meaning is similar to “perhaps” or “maybe”.

*There may be life on Mars. (= Perhaps there is life on Mars)*

*The rash could be a symptom of something more serious. (= Maybe it is a symptom...)*

We use the same forms when we are making deduction based on evidence or on our experience.

*He always wears smart suits. He could be a businessman.*

We can use *well* after *may*, *might* and *could* if we think the possibility is quite strong.)

Note that we use *must* if we are very certain of the possibility)

*Don't worry, the contract could/ may /might well be in the post.*

We use *can't* or *couldn't* for things which we know are impossible and to make negative deductions.

*He can't/ couldn't be a doctor. He isn't wearing a white coat.*

When we think something is possibly not the case we use *might not* or *may not*.

*The shops may not/ might not be open today. It is a bank holiday.*

### Past

We use *could* to talk about general possibility in the past ( things which sometimes happened).

*Teachers could be very strict at my old school. (= sometimes they were very strict)*

We use *could have* / *might have* for specific past possibility.

*The butler might have committed the murder. He had the opportunity and the motive.*

We express negative deduction about the past with *can't have* or *couldn't have*.

*She can't have fixed the computer; it is still not working properly.*

When we are less certain we use *may not have* or *might not have*.

*We had better phone them they might not have heard the news.*

### Future

If we are certain that something will be possible or impossible in the future, we can use *will/ won't be able to*.

*We will be able to travel to the moon but we won't be able to travel to Mars.*

For predictions which are less certain we use *may*, *might* or *could*. ( *could* usually describes a weaker possibility than *may* or *might*).

*The directors may call a stockholders' meeting. (= Perhaps they will call a meeting)*

*You never know, she could meet someone suitable tomorrow. (= it is possible, but unlikely)*

### Related Expressions

The increased complexity of life *is likely to (might)* stimulate an increased complexity of mind.

When parents tend to have less children to care for, to have more free time, they *are bound to (sure to)* have a better insight in the needs of their children.

## LESSON 2

- E. Look at the advertisement below. What might be the possible explanation for music to help improve babies' intelligence? Use the language provided in the box.



### The Mozart Effect

Can listening to Mozart really improve your child's IQ?

**The Mozart Effect suggests that your child can increase their intelligence by listening to Mozart's music. It claims to have the backing of scientific research and has generated a vast literature**

## Speculating and making predictions

A possible cause/ explanation might / could be....

... could / might / may lead to.....

... might have / could have been caused by...

It seems likely that....

It is likely to...

It is bound to...

## Speaking

### A. Discuss

1. Do you ever read English newspapers?
2. What you think is the purpose of a headline?
3. Do you ever have problems understanding the headlines? Why?

### B. Read the conversation below and look at the words in blue. Read the speaking strategies.

#### German man throws Christmas tree and self out window

A: What do you think this news story is about?

B: Well,.. I think, it is, **um..** probably about an accident. **You know...** **um..** why would anyone throw himself out. **Do you know what I mean?**

A: **Yeah, but...er...** what if it was a suicide?

B: **well,.. yeah,** possible, **but...** **I mean.. um...** why did he throw the Christmas tree out then?

A: Maybe it was **a kind of ... you know... what do you call it?...** a ceremony **or something like that.**

B: **Sorry? I couldn't quite catch that.**

A: **I mean..um..** it can be **a sort of** ceremony...**um...** or a part of a ritual. **I mean..** perhaps he fell off while trying to throw the tree out.

B: **Yeah...** that sounds quite rational

## Speaking Strategies:

You may have some trouble having conversations in English, yet you can keep the conversation going more easily than you think. Here are a few useful strategies to consider:

- When you are speaking, you may need time to think about what to say next.
  - Try not to leave long pauses without saying anything.
  - Use hesitation words to buy time. e.g. Er..., you know..., well..., um..., I mean... etc.
  - Use fixed expressions. e.g. *Let me think for a second, I know what you mean, That's very true, etc.*
- When you cannot remember what something is called,
  - use "vague" language to explain more or less what you want to say. e.g. *it's a sort of.../ kind of..., I think it is ... or something like that.*
  - describe things. e.g. *it's a thing you use to chop food.*
  - ask someone for the word. e.g. *What do you call it? ; What's it called?*
- When you want to check that someone understands or agrees with what you are saying, you may can say: *Do you know what I mean?; Can you see the point?; You know*
- When you want to ask someone to repeat something that they have just said because you didn't hear or understand it, you may say: *Sorry?; Pardon?; Could you repeat that?/ the question?; Sorry, I couldn't follow you; I didn't quite catch that.*
- When you want to show that you are listening to what someone is saying and want them to go on, you may say: *Uh-uh?; Yeah? Really?; Do you?/ Is it? etc.*
- When you want to say something or interrupt when someone else is talking you may say: *Yes but ...*

### **German man throws Christmas tree and self out window**

BERLIN (Reuters) - A German man threw himself out of a third storey window along with a Christmas tree during a late-night attempt to dispose of his festive decorations. The man fell 7 metres (22 feet) from his flat after he lost his balance throwing the tree onto the street on Saturday, police in the western city of Moenchengladbach said. The tree did not break the victim's fall. The man was taken to hospital in critical condition with severe head injuries after eyewitnesses saw him fall.

#### **C. Discuss in pairs.**

1. Would you be interested in reading articles with the following headlines? Why (not)?
2. Work with a partner. Choose one of the headlines below and improvise a conversation about the possible news story. Use any strategies on the previous page to help you.
3. Then read the news articles on the next page and match the headlines to the news stories. Have you guessed correctly?

1

**Police helicopter called to Aussie teen's house party**

2

**Waving at girls costs Australian man his arm**

3

STRESSED GREEKS FIND RELEASE IN E-CURSE

4

**Canadian accidentally hangs self in amateur**

A

SYDNEY (AFP) - An Australian teenager who held a wild house party while his parents were away faces a 17,850 \$ bill. The 16-year-old boy hosted a party on Saturday night which spiralled out of control when hundreds of people turned up to his house in the Melbourne. When some of the 500 party-goers began throwing bottles at cars and vandalising the street, the dog squad and a police helicopter were deployed.

The police chief C. Nixon said the police were now considering asking the boy to foot the bill for the operation. "There may well be very substantial costs. To call a helicopter is a 2,000-dollar expense to start with."



B

ATHENS (AFP) - Greeks fed up with their pesky neighbours, old flames, the government, or society in general can find release in a new internet site that posts e-curses for free. The site, [www.e-katares.com](http://www.e-katares.com) (e-curse.com), currently has more than 150 entries.

"Studies by (EU statistics service) Eurostat show that Greeks have gone from being positive and relaxed to having the worst stress in Europe due to job uncertainty and the collapse of traditional social structures," sociology professor George Piperopoulos told the daily Ethnos.

C

VANCOUVER, (Reuters) - A man was recovering in a Vancouver-area hospital after an attempt to film a mock hanging as a stunt accidentally became the real thing, police said on Thursday.

The 23-year-old man thought he had protected himself by wearing a harness when he went to a suburban to have a friend record him dangling lifelessly from a tree, the police said.

"Unfortunately things did not go as planned and he was unintentionally hung from the rope around his neck," according to a police spokesman who said the friend initially did not realize anything was wrong.

Neither man was trained as a stunt actor and the police statement added: "The 'Don't Try This at Home!' disclaimers on movies are there for a reason."

D

CANBERRA (Reuters) - An Australian man who waved out a car window at two young women was expected to lose his arm after it was almost severed by another passing vehicle. The 20-year-old was a passenger in a pick-up truck at Bunbury, when he waved at two women in a car wash. But as he put his arm out, the driver made a right hand turn and the man's limb was struck and almost torn off by an oncoming four-wheel-drive. "His left arm was partially severed and doctors believe the limb may need to be amputated," police said.

#### D. Discuss

1. What were the key words that helped you match the headlines?
2. Which story was the funniest, saddest, most ridiculous? Why?
3. Look at the list of features. Which apply to the headlines and which to the news stories? Find examples of each feature.
  - a. there is usually a quote
  - b. the age of the person is mentioned
  - c. the articles (a, the) are usually missed out
  - d. the past participle is used for the passive
  - e. the passive is often used
  - f. the present Simple is used to refer to present and past events

**E. Read the article below and underline the key words. Work with your partner and write two headlines for it. Then compare your headlines in groups and choose the best ones.**

SYDNEY (AFP) - An Australian man had a miracle escape when a train rolled over him as he slept between railway tracks, police said Friday.

The 20-year-old was having a snooze between the tracks when the train approached him in the early hours of Thursday morning at Port Augusta. The driver spotted the man and tried to brake but the locomotive could not halt in time. The train rolled over the man, leaving him relatively unscathed, police said.

"It was probably lucky he was lying in such a way that the train actually went over him, rather than across him," said the police. "The normal process is people are not as fortunate as this man was" .

The man was taken to Port Augusta hospital, where he was treated for minor scrapes and bruising.

**F. Choose a headline and write a short article about it . Then read your article to your partner to let him/her decide which headline it refers to.**

1. Grandmother of eight makes a hole in one
2. Stolen painting found by homeless
3. Enraged cow injures farmer with axe
4. Man attacked by stray cat

**G. Discuss**

1. Do you read newspapers and magazines often? If so, which ones do you read? Why do you like them?
2. Do you read the whole paper / magazine or just certain parts? If so, which parts?
3. In what other ways can people get news?
4. Which are the most popular newspapers in your country? What are the main differences between them?

## Lifelong Learning

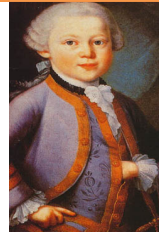
Newspapers and magazines can be excellent language learning sources.

- You can read them for pleasure.
- Buy daily or weekly published materials and read them in any convenience ( on the bus or subway, while waiting at the busstop etc.)
- Start with the sections you find most interesting or relatively easier. There are several section for every taste and level, for example, news stories, current events, entertainment sections etc.
- The comics section is motivational and may help you think critically.
- You may have limited understanding of headlines and news stories. Do not worry if you don't understand every word. Use key words and accompanying photographs to develop ideas about what to expect. As you practice, predicting will become more automatic.

## LESSON 3



### Listening



**A Poisoned Paradise?**



"Everybody hates a prodigy, detests an old head on young shoulders."

"For every child prodigy that you know about, at least 50 potential ones have burned out before you even heard about them."

**A. You are going to listen to a conversation. Look at the news report, cartoon, pictures, quotes and discuss the questions.**

1. What do you think is the topic of the conversation?  
What different opinions might people have about this topic?

### **Child Prodigy, 14, Commits Suicide Finished High School At 10, Shoots Self At 14, Organs Go To 4 People**

A musical prodigy who completed high school at age 10 apparently killed himself at 14, authorities said.

Brandenn E. Bremmer, who taught himself how to read at 18 months and began playing the piano at 3, was found dead Tuesday at his home in southwest Nebraska with a gunshot wound to the head, sheriff's officials said.

**B. Listen to the first part of the presentation and answer the questions.**

1. Where are the people and what are they doing? (What clues can you hear in the background? What words do the speakers use that help you?)
2. What is the relationship between the speakers?

**C. Which of these opinions do you think you will hear. Mark them and justify your choice. Then listen and check.**

YES NO

- a. Ordinary people detest child prodigies.
- b. Genius runs in families.
- c. Child prodigies' brains are the same as those of ordinary children.
- d. Being a child prodigy is totally advantageous.
- e. IQ alone cannot guarantee success in later life.
- f. Parents to child prodigies might sometimes be obsessive and too pushy.
- g. Teachers have an important role as they must act as an advisor and maintain balance in the child's life.

**D. What do you think the words and expressions in the box refer to? Listen again and choose from the list. Use context to help you.**

*a place a book a golf player a TV channel a measurement a composer a newspaper*

1. CBC
2. Nature's Gambit
3. Tiger Woods
4. IQ

5. Schubert
6. the Guardian
7. Leith

**E. Complete the Listening Tips! Look back at exercises A-D to help you.**

**Listening Strategies:**

Listening more efficiently

1. Try to \_\_\_\_\_ the topic of the conversation by using any visual clues.
2. Use \_\_\_\_\_ noise and key \_\_\_\_\_ to help you work out where the \_\_\_\_\_ is taking place and what the \_\_\_\_\_ are doing.
3. Decide what the \_\_\_\_\_ between the speakers is.
4. Once you know what the context is, try to \_\_\_\_\_ what the speakers might say.
5. Use the \_\_\_\_\_ to help you guess what any cultural references mean.

**F. In groups discuss the following questions.**

1. Do you know a child prodigy in person or by means of media? What do you know about his/her life?
2. Would you like to have a genius kid? What kind of a parent do you think you would be?

**Reading and Grammar**

**GENIUS DETECTIVES WORK THIS OUT!**

**A. Discuss**

1. Do you like detective stories?
2. What are the common elements in a detective story?



**Locked room mystery.**

Mr Ramone Krotine was found in his office shot to death. The office was locked from inside and there were iron bars on the windows. Mr Krotine was shot from behind and the shot was fired from close range. The corpse was found facing the door of the office. The murder weapon was not in the crime scene. The building was covered with virgin snow with no trace upon it. Mr Krotine and his partner were reported to have argument a few days earlier on financial affairs. But the partner was out of town that night and with alibi. The dead body was found by the maid who came early in the morning.



Adapted from

[http://en.wikipedia.org/wiki/Locked\\_room\\_mystery](http://en.wikipedia.org/wiki/Locked_room_mystery)

**A:** The murder is apparently committed under impossible conditions. The office was locked and there were iron bars on the windows. So the murderer, whoever he is, can't have entered or left the scene of crime.

**B:** It might have been a suicide.

**A:** No, the death couldn't have been a suicide. Mr Krotine was shot from behind.

**B:** The murderer may have shot him from outside the window. Mr Krotine must have been working then.

**A:** It has recently snowed and the building was covered in virgin snow. There were no footprints on the snow.

**B:** He must have been killed by someone who hated him. Did he have any enemies?

**A:** Actually, there are witnesses reporting that he argued with his partner recently about money matters.

**B:** That's it. The partner must have been the murderer!!

**A:** He can't have been the murderer. He was out of town and he had watertight alibi.

**B:** Are there any fingerprints on the weapon? The murderer could have left some fingerprints on the weapon.

**A:** We can't tell. The gun was not in the crime scene.

**B:** Holly crap!! There must be a rational explanation for this murder!

**B. Match the underlined forms to their definitions.**

- a. The murderer can't have entered or left the scene of crime.
- b. It might have been a suicide.
- c. The death couldn't have been a suicide.
- d. The murderer may have shot him from outside the window.
- e. The murderer could have left some fingerprints.
- f. He must have been killed by someone who hated him.

1. you are most certain that something happened
2. you think it is possible that something happened / didn't happen
3. you are almost certain that something did not happen.

**C. Circle example(s) of passive and continuous forms of past modals. How does the meaning change? Circle the form which defines a present deduction.**



**E. Listen and try to repeat the sentences. Pay attention to how the contracted forms are pronounced.**

1. The man can't have believed her excuse.
2. No, it couldn't have been that. It's too obvious.
3. He must've been hungry.
4. She could've been scared by the look of him.
5. He might've recognised her from the newspapers.

**F. Rewrite the sentences using past modals. Sometimes more than one modal is possible.**

1. I'm sure the argument was caused by a misunderstanding.
2. Perhaps it wasn't a coincidence.
3. Maybe he was sleeping when you called.
4. It is almost certain that his parachute didn't open.
5. Perhaps he was just playing a joke on him.

**Check the Language Box!**

**Past Modals: Speculating about the past**

We use past modals of probability to speculate and make guesses based on our knowledge of the situation or the evidence available.

*Must / can't / couldn't + perfect infinitive* are used when it seems certain that something happened or did not happen.

*It can't have been a suicide.*

*Someone must have hated him.*

*He couldn't have entered through the window because there were iron bars on it.*

*Might / may / could + have perfect infinitive* are used when we think it is logically possible that something happened / didn't happen.

*The murderer could have left some fingerprints on the weapon. He might / may have shot him from outside the window.*

The passive form is *must/ can't / couldn't / might / could / may + have been + past participle*

*He must have been killed by someone who hated him.*

The continuous form is *must/ can't / couldn't / might / could / may + have been + present participle*.

*He must have been working then.*

### G. Read the brainteasers below. In groups of three, try to solve the puzzles.

**Student A and B :** Discuss possible explanations for the lateral thinking puzzles. Student C knows the solution. You can ask for help using yes/no questions. But for each question, you will lose one point out of ten. Use the forms in the language box.

**Student C :** Look at the end of the module for the answer. Students A and B will ask you for help using yes/no questions. But for each question they lose one point. Use the forms in language box.

# BRAINTEASERS

A man lives on the twelfth floor of an apartment building. Every morning he takes the elevator down to the lobby and leaves the building. In the evening, he gets into the elevator, and, if there is someone else in the elevator -- or if it was raining that day -- he goes back to his floor directly. Otherwise, he goes to the tenth floor and walks up two flights of stairs to his apartment.

A man and his wife raced through the streets. They stopped, and the husband got out of the car. When he came back, his wife was dead, and there was a stranger in the car.

Deep in the forest was found the body of a man who was wearing only swimming trunks, snorkel and facemask. The nearest lake was 8 miles away and the sea was 100 miles away. How had he died?

## Task



# THE MYSTERY OF THE MARY CELESTE THE GHOST SHIP



*Over 125 years ago, a ship, Mary Celeste, was found floating, crewless, in the middle of the Atlantic Ocean, in apparent pristine condition.*

*The Mary Celeste was a 12 year old brigantine. Her original name was Amazon. Over the years she was involved in several accidents at sea and passed through a number of owners. Finally, she was restored and renamed as Mary Celeste.*

*On November 1, 1872, the Mary Celeste departed from New York Harbour for Genoa, Italy under the command of captain Benjamin Briggs, 37, an experienced captain. He was traveling with his young wife, Sarah and his two-year-old daughter Sophie. The crew of 8 were first class sailors. The Mary Celeste was carrying 1,700 barrels of crude alcohol assessed at over \$34,000.*

*On December 4, 1872, the Mary Celeste was found by the Dei Gratia, another vessel under the command of Captain Morehouse. By telescope they could see the ship slowly drifting in breeze, her sails were well reduced, not set to take advantage of the wind. Captain Morehouse was a friend of Captain Briggs. He signalled the vessel, but there was no response. The Dei Gratia came to her side to offer assistance if needed.*

*Apparently the Mary Celeste had drifted 600 miles off its route. The last entry into the Captain's logs was 9 days earlier and gave no indication of anything extraordinary happening or about to happen.*

*The captain, his family and crew were never seen again and their fate has never been adequately explained.*

Adapted from <http://www.maryceleste.net/part1.htm>

[http://en.wikipedia.org/wiki/Marie\\_Celeste](http://en.wikipedia.org/wiki/Marie_Celeste)

<http://www.fortogden.com/maryceleste.html>

[http://www.timegun.org/mary\\_celeste.html](http://www.timegun.org/mary_celeste.html)

<http://www.bbc.co.uk/dna/h2g2/classic/A462007>

## TASK

Now, four teams have been set up to investigate the abandonment of the Mary Celeste and to find out what might have happened to the people. Each team has different pieces of evidence. With what you have got, work out theories about the fate of the people involved and the reason for the abandonment. Later, get together with the other investigation teams and share



your evidence and theories. You may need to rule out some of the theories due to the evidence coming from the other teams. Finally, make a list of the most likely and sound-looking theories regarding what might have happened to the ship. For evidence sheets look at the back of the unit.

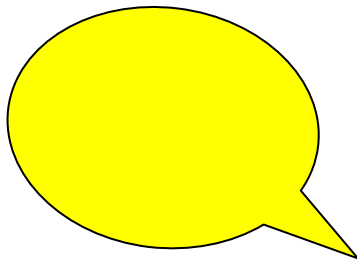
Use the language box to formulate your theories.

### Vocabulary

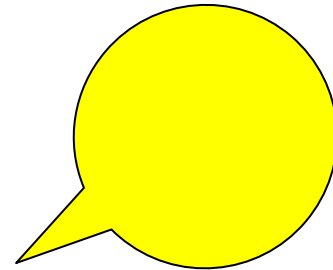
A. Complete the word-web with the words and phrases in the box. Then do exercise B and check your answers.

all brawn and no brains	pick sb's brains	have a brain like a sieve
birdbrained	the brain behind sth	brain drain
brainless	rack one's brains	brainstorm
brainy	brain child	have sth on the brain
		brainwash
		brainteaser
		have a brainwave

Verbs



Nouns



Adjectives



Idioms

B. Read the sentences 1-15 and match the expressions from exercise A with their definitions a-n. One definition fits two expressions.

1. He's so *birdbrained*, he can't get anything right.
2. There was a *brain drain* of German scientists just after the war to the United States.
3. I'd love to *pick your brains* about computers - you seem to be the expert around here.
4. He's such a *brainless* idiot. Don't let him drive. What sort of *brainless* idiot is he?
5. I've *rack my brains* but I still can't remember who wrote that book.
6. So *she's the brain behind* such an organized company.
7. I've just had a *brainwave*! I know how to solve this!
8. You *have girls on the brain*. Can't we talk about something else for a change?

9. The recycling project was the *brainchild* of one of the students.
10. She was not only beautiful but *brainy* as well.
11. I agree he's got a good body, but he's *all brawn and no brains*.
12. Commercials brainwash consumers into buying things that they do not need.
13. Employers in the think tank team get together weekly and brainstorm new marketing ideas.
14. It is suggested that solving *brainteasers* prevent Alzheimer's disease.
15. I keep losing my things these days, *my brain is like a sieve*.
  - a. to have a very bad memory and forget things easily
  - b. when large numbers of educated and highly skilled people leave their own country to live and work in another one where pay and conditions are better
  - c. to ask for information or advice from someone who knows more about a subject than you do
  - d. a very intelligent person
  - e. stupid
  - f. to make someone believe something by continually telling them that it is true and preventing any other information from reaching them
  - g. the person who plans and organizes something, especially something successful
  - h. to be physically strong but not very intelligent
  - i. a clever and original idea, plan or invention
  - j. (of a group of people) to suggest a lot of ideas for a future activity very quickly before considering some of them more carefully
  - k. think hard to remember something or to find a solution
  - l. have a sudden good idea
  - m. to not be able to stop thinking or talking about one particular thing / think repeatedly about someone or something
  - n. a problem for which it is hard to find the answer, especially one which people enjoy trying to solve as a game

## LESSON 4

### Listening and Vocabulary

Do you know that?

Intelligence testing has existed for thousands of years. Chinese emperors used aptitude testing to evaluate civil servants as early as 2200 BC. The tests we know as IQ tests got their start near the end of the 19th century.

#### A. Discuss

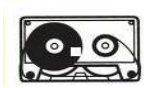
1. Have you ever taken an IQ test? If so, when? How well did you score?
2. Do you believe that IQ tests can predict how well a child will perform in school?

3. Some researchers and theorists criticize IQ tests in that they are too limiting and don't really give a full view of a person's intelligence. These researchers feel that intelligence is a combination of many factors. One theory that tries to provide a more complete view of intelligence is Howard Gardner's theory of multiple intelligences. In what other ways can a person be smart?

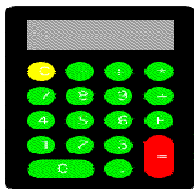
4. If you were to listen to Gardner's speech about "Multiple Intelligences", what would you like to ask him?

**B. Listen to extracts from Howard Gardner's speech and write the intelligence types.**

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |



Now listen to the speech again, take notes and complete the text.



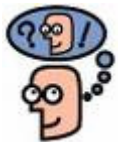
Howard Gardner has been working on the concept of intelligence \_\_\_\_\_. He defines intelligence as the ability to \_\_\_\_\_ or \_\_\_\_\_ which are valued in at least one culture. Intelligence is defined as the ability to solve problems but it may be \_\_\_\_\_ as well.



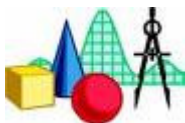
The first intelligence is \_\_\_\_\_. People with this intelligence tend to think in terms of \_\_\_\_\_. The second intelligence is \_\_\_\_\_. People with this sort of intelligence are good at \_\_\_\_\_, and examples are \_\_\_\_\_.



These two intelligences are important, particularly in \_\_\_\_\_. As tests typically measure these intelligences, people with those may have a misconception that \_\_\_\_\_.



People with musical intelligence represent the world in terms of \_\_\_\_\_. However, some people define this as a \_\_\_\_\_ rather than a \_\_\_\_\_. But Gardner says we shouldn't \_\_\_\_\_ word and logic over other intelligences.



\_\_\_\_\_ can be examples of people with spatial intelligence, who are good at forming and manipulating \_\_\_\_\_ of large spaces.



Bodily kinesthetic people, such as \_\_\_\_\_, can solve problems or make things with \_\_\_\_\_.



People with \_\_\_\_\_ can understand other people and people with \_\_\_\_\_ can understand \_\_\_\_\_.

**B. Discuss**

1. Are you for or against Gardner's theory of multiple intelligences? Do you think people can be smart in more ways than being word or number smart?
2. Do you think other intelligences are neglected in school? Of so, what can be done?
3. Which intelligences are strong in you? Why do you think so?

## QUIZ MULTIPLE INTELLIGENCES

**A. Where does your true intelligence lie? This quiz will tell you where you stand and what to do about it. Read each statement. If it expresses some characteristic of yours and sounds true for the most part, jot down a "T." If it doesn't, mark an "F." If the statement is sometimes true, sometimes false, leave it blank.**

*(Adapted from <http://www.spannj.org/BasicRights/appendix>)*

**Then look at the Multiple Intelligence scoring sheet at the end of the module and check your score.**

1. I'd rather draw a map than give someone verbal directions.
2. I can play (or used to play) a musical instrument.
3. There is a powerful link between music and my moods.
4. I can add or multiply in my head.
5. I like to work with calculators , computers and numbers.
6. I pick up new dance steps fast.
7. It's easy for me to say what I think in an argument or debate.
8. I enjoy a good lecture, speech or sermon.
9. I always know north from south no matter where I am.
10. Life seems empty without music.
11. I always understand the directions that come with new gadgets or appliances.
12. I like to work puzzles and play games.
13. Learning to ride a bike (or skates) was easy.
14. I am irritated when I hear an argument or statement that sounds illogical.
15. My sense of balance and coordination is good.
16. I often see patterns and relationships between numbers faster and easier than others.
17. Building models (or sculpting) is interesting and enjoyable for me.
18. I'm good at finding the fine points of word meanings.
19. I can look at an object one way and see it sideways or backwards just as easily.
20. I often connect a piece of music with some event in my life.
21. I need to categorize and group things in order to see their relevance.
22. Just looking at shapes of buildings and structures is pleasurable to me.
23. I like to hum, whistle and sing in the shower or when I'm alone.
24. I have good athletic abilities.

25. I find it irritating when someone says something illogical.
26. I'm usually aware of the expression on my face.
27. I'm sensitive to the expressions on other people's faces.
28. I stay "in touch" with my moods. I have no trouble identifying them.
29. I have a strong preference for group activities rather than ones I do alone.
30. Having a good social life is important to my happiness.
31. I enjoy taking the lead and being responsible for other people.
32. I understand how different colours work well together.
33. I get restless if I have to sit still for long.

**C. Discuss**

1. Were you right about your intelligences?
2. Which intelligence would you like to develop? Why?

**D. Look at the underlined words in the quiz and complete the table of suffixes.**

SUFFIXES	
<b>SUFFIXES TO FORM NOUNS</b>	
<b>VERB +</b>	<b>-ment</b> _____
	<b>-ion</b> _____
	<b>-ing</b> _____
	<b>-ence/ance</b> _____
	<b>-or</b> _____
<b>ADJ +</b>	<b>-ness</b> _____
<b>NOUN +</b>	<b>-ship</b> _____
<b>SUFFIXES TO FORM ADJECTIVES</b>	
<b>NOUN +</b>	<b>-ful</b> _____
	<b>-less</b> _____
	<b>-al</b> _____
	<b>-ic</b> _____
	<b>-y</b> _____
	<b>-ive</b> _____
	<b>-able/ible</b> _____
<b>VERB +</b>	<b>-ing</b> _____
	<b>-ed/d</b> _____
	<b>-ent/ant</b> _____

• Why do they call it a "building"? It looks like they're finished. Why isn't it a "built"?

**Jerry Seinfeld**

**E. Complete the sentences with the correct forms of the words in capital letters.**

1. After much \_\_\_\_\_ and initial \_\_\_\_\_, it was eventually decided to hire a vehicle to take us from the airport. DISCUSS, DISAGREE
2. I'm delighted to inform you that the talks have been \_\_\_\_\_ and we have reached an agreement that will end the strike. FRUIT
3. I think you owe me an \_\_\_\_\_ for your behaviour. EXPLAIN
4. Until the situation has settled down, it is not \_\_\_\_\_ to travel to that country. ADVISE
5. I approve of him wholeheartedly. He is an \_\_\_\_\_ person. ADMIRE
6. Between 1860 and 1920 the country had a number of revolutions and uprisings. It was a time of great \_\_\_\_\_. UNSTABLE
7. The \_\_\_\_\_ between the two soon developed into love. FRIEND
8. What an idiotic, \_\_\_\_\_ thing to do! SENSE
9. In his will, he left all his money and \_\_\_\_\_ to his wife. POSSESS

10. All staff should attend the meeting. Only the most \_\_\_\_ reasons for absence will be accepted. COMPEL

**F. Finish the sentences so that they are true for you. Then read them to your partner and respond to his/her sentences as in the example.**

1. I had a terrible argument with ..... about.....
2. I think the key to happiness lies in ....
3. .... plays a significant role in my life.
4. I find ..... very annoying because.....
5. There are a lot of similarities between me and ...
6. I have no tolerance towards.....
7. .... is very valuable for me.
8. I believe .... is the secret of a really successful relationship.

*A I had a terrible argument with my friend about money?*

*B Really? What happened?*



**Video Viewing**

## **Optical Illusions: Seeing more than your eye does.**

It is amazing how brain works. Understanding what we see mostly happens in the brain, which is why a person with perfect vision is still susceptible to optical illusions. The process of seeing begins with the presence of light, an image being formed on the retina, and an impulse transmitted to the brain, but there are many other factors that play a part in how we perceive visually. Our perceptions are influenced by our past experiences, imagination, and associations.

### **A. Pre-viewing**

**Look at the activities below. Can you see the trick?**

\* Read out loud the text inside the triangle below.



More than likely you said, "A bird in the bush," . If this is what you said, then you failed to see that the word THE is repeated twice!

\* Count every "F" in the following text: How many?

**FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS...**

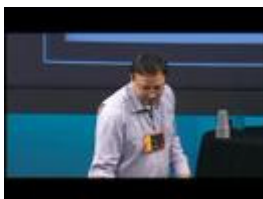
WRONG, THERE ARE 6 -- no kidding. READ IT AGAIN!

The reasoning behind is that the brain cannot process "OF". Anyone who counts all 6 "F's" on the first go is a genius.

\* Olmy srmatt poelpe can raed tihs.

I cdnuolt blveiee taht I cluod aulacly uesdnatnrd waht I was rdanieg. The phaonmneal pweor of the hmuan mnid, aoccdnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mttar in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Amzanig huh? yaeh and I awlyas tghuhot slpeling was ipmorantt! if you can raed tihs psas it on !!

**B. AL SECKEL is acknowledged as one of the world's leading authorities on illusions. He has given invited lectures on illusions. You are going to watch a video lecture by him. Write two questions that you would like to ask. Then watch the lecture.**



**C. Take notes while watching the video lecture. What is the fact that you have found most interesting? Have your questions been answered?**






## Writing

### A. Discuss

1. Do you prefer watching movies at home on DVD or going to the cinema?
2. What was the latest film you have watched?
3. What kind of films do you like?
4. Which of the following is important to you when you decide to see a movie?

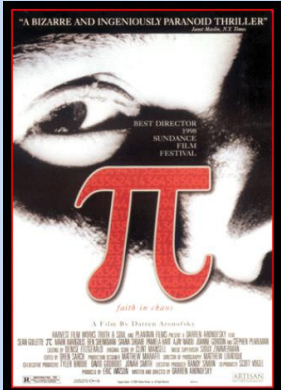
- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- the director</li> <li>- the cast and the acting</li> <li>- the plot or the script</li> <li>- the title</li> </ul> | <ul style="list-style-type: none"> <li>- the trailers</li> <li>- reviews</li> <li>- the setting</li> </ul> |
|--|--|

<b>B. Read the extracts and decide on the opinion of the reviewers.</b>			
<b>a.</b> The movie is pleasant enough, but never quite reaches critical mass as a comedy.			
<b>b.</b> "Alvin and the Chipmunks" is about as good as a movie with these characters can probably be, and I am well aware that I am the wrong audience for this movie.			
<b>c.</b> The result is a movie of intense fascination; we understand quickly enough who the characters are and what their lives are like, but we have no idea how they will behave, because so much depends on accident.			
<b>d.</b> A lot of movies these days use flat, functional speech: The characters say only enough to advance the plot. But the people in "Pulp Fiction" are in love with words for their own sake.			
<b>e.</b> If the film is perhaps a little slow in its middle passages, maybe that is part of the idea, too, to give us a sense of the leaden passage of time, before the glory of the final redemption.			
<b>f.</b> Yet even if you loved "Meet the Parents," you will only kind of like "Meet the Fockers."			
<b>g.</b> There will be a specialized audience that will eat up "Rambo," hooting and hollering every time a helpless victim is massacred. For the rest of us, the film is hollow, hopeless, horribly written and wholly			

unpleasant.			
<b>h.</b> "Sweet November" passes off pathological behavior as romantic bliss. It's about two sick and twisted people playing mind games and calling it love.			
<b>i.</b> A film about long-term imprisonment that takes its time to convey what the slow crawl of a lifer's existence might feel like. Thoroughly gripping, and pretty refreshing.			

**C. Read the film review below and answer the questions.**

1. Is it generally positive or negative?
2. What aspects of the film did the reviewer like? Or dislike?
3. Which tense is used in reviews to give details of the plot?

	<p><b>Cast &amp; Credits</b></p> <p>Maximillian Cohen: Sean Gullette  Sol Robeson: Mark Margolis  Lenny Meyer: Ben Shenkman  Marcy Dawson: Pamela Hart  Rabbi Cohen: Stephen Pearlman</p> <p>Written And Directed By Darren Aronofsky. Running Time: 85 Minutes.  Rated PG-13 (For Language And Disturbing Images).</p>
--	---

The film "Pi" tells the story of a paranoid mathematician who searches for a key number that will unlock the universal patterns found in nature. Released in 1998, Pi successfully depicts madness and its partner, genius.

The movie, written and directed by Darren Aronofsky, is a fascinating story of a young and troubled man, named Maximillian Cohen, who lives in a room filled with computer equipment. He wants nothing to do with anybody. He writes programs, tests them, looking for a universal pattern.

Max, played by Sean Gullette, is balding, restless, paranoid and brilliant. He has headaches and nosebleeds. Symptoms of high blood pressure--or of the mental torment he's putting himself through. He's suspicious of everyone. Mark Margolis is perfect in the role of Sol, Max's old teacher. One day he gets a phone call from a Wall Street analysis firm. They want to hire him as a consultant. They think he's onto something. He has predicted some prices correctly.

The movie is shot in high-contrast black and white and the camera work is exquisite. "Pi" is a thriller. What is most memorable about Pi is when there is a level at which Max may simply be insane, or physically ill and I am thrilled when a man risks his mind in the pursuit of a dangerous obsession. I must admit young viewers may find this film rather boring. The film applies to more adult tastes and carries a PG-13 certificate. Don't miss Pi if you are a maths enthusiasts.

**E. Read the review and put the pieces of information about the following items in the order mentioned.**

- \_\_\_ the plot
- \_\_\_ features of the film(acting, script, direction, soundtrack, rating etc.)
- \_\_\_ most memorable thing about the film
- \_\_\_ who finds it interesting
- \_\_\_ when it was released
- \_\_\_ the setting
- \_\_\_ the main characters and who stars in it

**E. Useful Language**

**Complete the sentences with a preposition.**

1. For me, the strongest performance is by Matt Dillon \_\_\_\_\_ the racist cop in anguish over his father.
2. Johnny Depp is extremely convincing in the role \_\_\_\_\_ the troubled author.
3. John Travolta stars \_\_\_\_\_ Vincent Vega, a mid-level hitman.
4. The movie is a remake \_\_\_\_\_ a 1968 film starring Sandy Dennis and Anthony Newley although this movie is set \_\_\_\_\_ San Francisco and the earlier \_\_\_\_\_ Greenwich Village.
5. Pirates of the Caribbean: The Curse of the Black Pearl is based \_\_\_\_\_ the theme park ride at Disney World.
6. *As Long as It Gets* tells the story \_\_\_\_\_ an obsessed old man and the young woman he meets.
7. The film appeals \_\_\_\_\_ people who want deeper feelings than usually depicted in Hollywood films.
8. Most of the action takes place \_\_\_\_\_ the streets of L.A.
9. Morgan Freeman is excellent in the role \_\_\_\_\_ the detective.

**F. Writing**

**Think of a film you have seen. Look at the items in exercise D and the sample review. Decide the best order in which you will present the information and your opinion about the film. And write your review. Look at the box below. For further help refer to Writing Reference at the end of the unit.**

### Remember to....

- \* organize your review into appropriate paragraphs
- \* Include factual information about the film (or book)
- \* Give readers an idea of the subject matter and some background information as well as saying who the film/book is for
- \* Include your opinions and the reasons and explanations for these opinions
- \* Choose an informal or a more formal style of writing depending on who the review is for
- \* Use phrases from “useful language” section
- \* Use the correct verb form to talk about the film (or the book)
- \* End your review with a definite recommendation to the reader e.g *You'll be sorry if you miss this film / Unless you enjoy feeling suicidal, resist the temptation to buy this novel.*

## WRITING REFERENCE

### A Film Review

Reviews of films, and books, plays or concerts, etc. appear regularly in newspapers and magazines. A good review may persuade us to go to see a particular film or buy a book.

#### Layout

##### Introduction

Give some basic information about the film.

*"American Beauty" won an Oscar in 1999. It was directed by Sam Mendes.*

##### Paragraph 2

*Lester and Carolyn Burnham are on the outside, a perfect husband and wife, in a perfect house, in a perfect neighborhood. But inside, Lester is in a mid-life crisis, caused by his stressed wife Carolyn and rebelling teenage daughter Jane. When Lester and Carolyn go watch Jane cheerleading, they meet Angela Hayes, and Lester, caught in sudden lust for Angela, decides to change his life.*

##### Paragraph 3

Give your opinions and good and bad points about the film.

*The film is very realistic in the way it shows us the everyday life of an average suburban husband and father who is suffering from a mid-life crisis.*

##### Conclusion and Recommendation

*"American Beauty" is a successful comedy and a tragedy with an obvious message that people can be trapped in social conventions. It speaks to people of all ages.*

#### Style

Most of your review should be written using the present tense.

#### Useful Vocabulary

*The movie is set in the 1990s/ in the 18th century/ during the First World War.*

*It is based on a story/ book/ play by...*

*The special effects are stunning/ disappointing.*

*The scenery is often breathtaking with wonderful photography.*

*... plays the part of a mad scientist / ... is magnificent / unconvincing in the role of ...*

## MULTIPLE INTELLIGENCE SCORING SHEET

Place a check mark by each item you marked as "true." Add your totals. A total of four in any of the categories A through F indicates strong ability. In category G a score of one or more means you have abilities as well.

	A	B	C	D	E	F	G
	Linguistic	Logical- Mathematical	M usical	Visual Spatial	Bodily- Kinesthetic	Inter- personal	Intra- personal
7	4	2	1	6	27	26	
8	5	3	9	13	29	28	
14	12	10	11	15	30		
18	16	20	19	17	31		
25	21	23	22	24			
			32	33			
Totals:	_____	_____	_____	_____	_____	_____	_____

### Brainteasers

#### Solution # 1

The man is a dwarf. He can't reach the upper elevator buttons, but he can ask people to push them for him. He can also push them with his umbrella.

#### #2

The wife was about to have a baby. They drove to the hospital. The husband left to get a wheelchair, but the baby was born in the meantime, and the wife didn't survive the birth.

#### #3

During a forest fire, a fire-fighting plane had scooped up some water from the lake to drop on the fire. The plane had accidentally picked up the unfortunate swimmer.

## Mary Celeste

### TEAM A EVIDENCE SHEET

- One of the pumps was found to be out of order and there was a great deal of water between the decks.
- The chronometer, the sextant and the navigation book were missing.
- The Bermuda Triangle is far away from the ships route. There were no submarines then.
- Captain Briggs was a devout Bible reader and a trustworthy person. He was said to be a courageous officer who would not desert his ship except to save his life.
- The cargo, raw alcohol, was flammable.
- There were no records of any earthquakes (or tsunamis) on those dates.
- There was some blood on some of the sail. Pirate attack? (which was something common in that area around that period?)

### TEAM B EVIDENCE SHEET

- The money box and the ships cargo were not taken.
- The captain's ceremonial sword was still under the bed with some stain on the blade. Blood? Rust? Suicide? Murder?
- It was a voyage with a good captain, first officer , a cook and five professional seamen.
- No rescue boats were found on board. But, there is conflict whether or not there were any lifeboats strapped to the ship in the first place.
- The cargo was insured for \$34,000.
- The alcohol carried was of a strength and type that would not be palatable to drink.
- A few of the beds had not been used while others were unmade and wet.
- The captain's clothes and the child's toys were fine.

**TEAM C  
EVIDENCE SHEET**

- One of the two pumps was in fine working condition enough to clear water at the bottom of the craft. On the whole the Mary Celeste was fit to sail.
- The whole ship was a thoroughly wet mess. The captain's bed was not fit to sleep in and had to be dried.
- There were records of storms and heavy seas in the days prior to the ship's discovery.
- According to the log, whose last entry was 9 days earlier, no one has suffered any ill health or mental disturbance.
- A broken clock without its hands hung upside down on a wall.
- Knives and forks were still in the pantry. There was no cooked meal ready to be put on the table but there was plenty of food and water on board- six months supply.

**TEAM D  
EVIDENCE SHEET**

- The cargo was not of high value or one that could be disposed of easily.
- The captain of Dei Gratia later applied for salvage\* rights to the Mary Celeste. (\*salvage - compensation paid for saving a ship or its cargo from the perils of the sea or for the lives and property rescued in a wreck)
- Oilskins, boots, pipes, seaman's equipment were left behind.
- There were ropes cut hanging over the side and axe Marks on the hull.
- The cargo was fully intact, apart from one barrel of alcohol which had been slightly damaged.
- The bread being eaten on the ship was made from rye rather than wheat. Rye, when wet, breeds a kind of fungus which causes blindness and insanity when ingested.



## DVD WORKSHEET

### Pre-Viewing



A Beautiful Mind is a story based on the life of the famous mathematician John Forbes Nash. His contributions to mathematics are outstanding, and he is a victim of schizophrenia.

"A Beautiful Mind" stars Russell Crowe as Nash, and Jennifer Connelly as his wife, Alicia, who is pregnant with their child when the first symptoms of his disease become apparent. It tells the story of a man whose mind was of enormous service to humanity while at the same time betrayed him with frightening delusions.

Adapted from [www.imdb.com](http://www.imdb.com)

### Look at the information above and answer the questions.

7. Do you know any mental disorders? Name them.
8. Are you interested in seeing movies based on true stories? Why?

### While Viewing

1. Watch the film and comment on the following quotes below. What does the person mean?

**Nash:** Find a truly original idea. It is the only way I will ever distinguish myself. It is the only way I will ever matter.

**Nash:** Perhaps it is good to have a beautiful mind, but an even greater gift is to discover a beautiful heart.

**Dr. Rosen:** You can't reason your way out of this!

**Nash:** Why not? Why can't I?

**Dr. Rosen:** Because your mind is where the problem is in the first place!

**Nash:** She never gets old. How can she be real if she never gets old?

**Alicia:** You want to know what's real? This... [*putting her hand on his heart and his hand on her face*] ... this is real.

**John Nash:** And then, on the way home, Charles was there again. Sometimes I miss talking to him. Maybe Rosen is right. Maybe I have to think about going back to the hospital.

**Alicia Nash:** Maybe try again tomorrow.

**Nash:** I've made the most important discovery of my life. It's only in the mysterious equation of love that any logical reasons can be found. I'm only here tonight because of you. You're the only reason I am... you're all the reasons I am

**Nash:** You came here to find out if I am crazy and would screw everything up if I won.

## **Post\_Viewing**

1. What is your impression of John Nash's personality? Write three sentences about him using examples.
2. Now think of his wife. What sort of person do you think she is? Give examples from the film to support your thoughts?
3. Imagine you are going to interview John Nash. Prepare six questions to ask him.

**Table 64** Sample Module 2

THEME	PEOPLE & SOCIETY
SKILLS	<p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Listening to a conversation (people discussing different opinions about ages of man) <ul style="list-style-type: none"> <li>✓ <i>can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life;</i></li> <li>✓ <i>can understand recordings in standard dialect likely to be encountered in social, professional and academic life and identify speaker viewpoints and attitudes as well as the information content</i></li> <li>✓ <i>can understand recordings in standard dialect likely to be encountered in social, professional and academic life and identify speaker viewpoints and attitudes as well as the information content</i></li> </ul> </li>   <li>• Video-viewing ( a speech about the psychology of hate, prejudice and intolerance) and taking notes <ul style="list-style-type: none"> <li>✓ <i>can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex;</i></li> <li>✓ <i>can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues</i></li> <li>✓ <i>can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect</i></li> </ul> </li>   <li>• Listening to a lecture about time management Part 1 and Part 2 <ul style="list-style-type: none"> <li>✓ <i>can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect</i></li> <li>✓ <i>can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect</i></li> <li>✓ <i>can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex</i></li> <li>✓ <i>can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues</i></li> </ul> </li> </ul>

- Listening to a song. “Father and Son” by Cat Stevens.

- ✓ *can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect*

### READING

- Reading a story on time management “Time Jar”
  - ✓ *can scan quickly through long and complex texts, locating relevant details*
  - ✓ *can read critically, reacting personally to the text*
- Reading a personal anecdote
  - ✓ *can recognize logical sequencing (order of events) utilizing discourse markers*
- Reading an article titled “Tolerance Starts Young”
  - ✓ *can skim the text for gist*
  - ✓ *can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology*
  - ✓ *can make a verbal or written summary of information gained through reading*
  - ✓ *can use information in the text to complete missing parts*
- Reading an article titled “Healthy Tips For Old Age”
  - ✓ *can scan the text for specific information*
  - ✓ *can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology*
  - ✓ *can make predictions about content based on the title or headline of a text and/or visuals*
  - ✓ *can use information in the text to complete missing parts*
  - ✓ *can read critically, reacting personally to the text*

### SPEAKING

- Expressing different points of view (e.g. childhood is the best time of your life)
  - ✓ *can keep up with an animated discussion identifying accurately arguments supporting and opposing points of view*
  - ✓ *can express his/her ideas and opinions with precision, present and respond to complex lines of argument*

*convincingly*

- ✓ *can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances*
- ✓ *can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments*
- ✓ *can convey degrees of emotion and highlight the personal significance of events and experiences*
- Speaking about lack of tolerance, prejudice and racism. Discussing tolerance quiz.
  - *can engage in extended conversation on most general topics in a clearly participatory fashion*
  - *can outline an issue or problem clearly, speculating about causes or consequences*
- Complaining (about poor service, faulty product etc) RolePlay
  - ✓ *can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for a damage in a flat, for blame regarding an accident*
  - ✓ *can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make*
  - ✓ *can explain a problem which has risen and make it clear that the provider of the service/customer must make a concession*
- Talking about how to use your time more effectively
  - ✓ *can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly*
  - ✓ *can outline an issue or problem clearly, speculating about causes or consequences*

## **WRITING**

- Completing the missing parts in a summary ( of written text)
  - ✓ *can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion*
- Writing a personal anecdote
  - *can write short narratives*
  - *can handle cohesive devices to produce a paragraph or an essay*

	<ul style="list-style-type: none"> <li>▪ can write clear detailed descriptions on a variety of subjects</li> <li>▪ can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences</li> <li>• Making a survey and writing a report <ul style="list-style-type: none"> <li>✓ can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail</li> <li>✓ can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options</li> <li>✓ can synthesise information and arguments from a number of sources</li> <li>✓ can handle cohesive devices to produce a paragraph or an essay</li> <li>✓ can interpret tables, charts and graphs in writing</li> </ul> </li> </ul>
<p><b>FUNCTIONS</b></p>	<ul style="list-style-type: none"> <li>• agreeing and disagreeing</li> <li>• apologising</li> <li>• complaining</li> <li>• emphasizing</li> <li>• solving conflict</li> <li>• making joint decisions</li> <li>• taking notes</li> <li>• summarising</li> <li>• problem solving</li> </ul>
<p><b>STRUCTURES</b></p>	<ul style="list-style-type: none"> <li>• Narrative tenses (Past simple, Past Continuous, Past Perfect, Past Perfect continuous, Used to/Would)</li> <li>• Emphatic Structures (What ...is..., It is ...that..., the person who ...)</li> <li>✓ can apply rules to understand and produce language</li> </ul>

<p><b>VOCABULARY</b></p>	<ul style="list-style-type: none"> <li>• “Life” and “Death” words <i>(Variety is the spice of life, breathe life into, lay down one’s life, matter of life and death, not for the life of sb, lifespan, depart this life)</i> <i>(death toll, cheat death, sign one’s own death warrant, death penalty, look like death warmed up, at death’s door, death by misadventure, death defying)</i></li> <li>• Proverbs (across cultures) <i>(Once bitten, twice shy; The early bird catches the worm; The pot calling the kettle black; Don’t count your chickens before they are hatched; To kill two birds with one stone; Give them an inch and they’ll take a mile; There is no fire without smoke; Actions speak louder than words; The grass is greener on the other side of the hill)</i></li> <li>• Vocabulary related to the theme of the module <i>eccentric, apartheid, racial segregation, suffragettes, procrastination</i></li> <li>• Word formation: Prefixes <i>(ir-, im-, in-, un-, il-, mis-, under-, over-, re-, anti-, semi-, ex-, bi-, post-, pre-, trans- mono- multi-, out-)</i></li> </ul>
<p><b>COMMUNICATIVE TASK</b></p>	<ul style="list-style-type: none"> <li>• “Six Thinking Hats” - Group work information gap activity &amp; making a joint decision. <ul style="list-style-type: none"> <li>✓ <i>can account for and sustain his/her opinions in discussion by providing relevant explanations; arguments and comments</i></li> <li>✓ <i>can keep up with an animated discussion identifying accurately arguments supporting and opposing points of view</i></li> <li>✓ <i>can engage in extended conversation on most general topics in a clearly participatory fashion</i></li> <li>✓ <i>can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses</i></li> <li>✓ <i>can outline an issue or problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches</i></li> <li>✓ <i>can construct a chain of reasoned argument</i></li> <li>✓ <i>can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples</i></li> </ul> </li> </ul>

<b>PRONUNCIATION</b>	<p>Stress and intonation in emphatic structures      e.g. I did tell the truth. It was me who did it.</p> <p>✓ <i>can have acquired a clear, natural pronunciation and intonation</i></p>
<b>STRATEGY TRAINING</b>	<ul style="list-style-type: none"> <li>▪ Strategies for effective listening</li> <li>• <i>looking at the task and trying to guess the answers before listening</i></li> <li>• <i>coping with worry or avoiding getting stuck when one does not understand every word</i></li> <li>• <i>paying attention to the different tones of voice and background noises</i></li> <li>○ Strategies for effective speaking- Matching paragraphs and headings: <ul style="list-style-type: none"> <li>▪ <i>underlining some of the most important words in a paragraph</i></li> <li>▪ <i>looking for the topic sentence</i></li> <li>▪ <i>looking for synonyms</i></li> </ul> </li> </ul>
<b>LIFELONG LEARNING</b>	<p>Keeping a diary for constant writing practise in narration, description and reflection.</p>
<b>DVD</b>	<p>Watching the movie “Crash”</p> <p>✓ <i>can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect</i></p>





# PEOPLE AND SOCIETY



## Lead-in

A. Look at the photos. Match them with the words in the box.

*infant toddler child teen young middle-aged old elderly*

B. Which events or occasions are related to these age groups? How?

*getting married getting promoted first steps searching for identity  
having kids retirement first words having a sibling having  
grandchildren buying a house eulogy first love commitment issues  
exams getting a degree leaving home*

C. Can you add more events and important occasions to the list?

## LESSON 1



### Listening and Speaking

- A. Listen to the conversation. What are the two people talking about?
- B. Listen again. Which of the expressions from the “HOW TO” box do you hear?  
Can you add more expressions to the list?

#### AGREEING & DISAGREEING

##### Expressing Agreement

- That's absolutely right.
- I completely agree with that.
- I couldn't agree more.
- (Yes) I agree with you about that.
- Yes, and on top of that...
- That's absolutely true.
- So do I./ Neither do I / Exactly!
- I feel pretty much the same about this question.
- That sounds right/ reasonable.
- I think you could be / may be right.
- I have to admit there's some truth in that.

##### Expressing Disagreement

- I'm not sure if I agree with that.
- But surely that can't be true.
- I don't think that's completely true.
- That's not true at all.
- I totally disagree.
- But don't you think that...?
- I'm afraid I just can't agree with...
- I'm sorry, I can't accept that.
- You must be joking!
- You're surely not suggesting that...

- C. Discuss the following statements. Use expressions from the “HOW TO” box as appropriate.

1. Childhood is the happiest time of your life.
2. Old people cannot catch up with the pace of life.
3. People should wait until late thirties to get married.

### Reading and Speaking

#### A. Discuss

1. Do you know what the word “eccentric” means? Define the word in your own words.
2. Are there any nationally well-known eccentrics in your country? Are there any famous eccentrics in your countries history? Who are (were) they? What makes them different from others?
3. Who is the most eccentric person you have ever met?

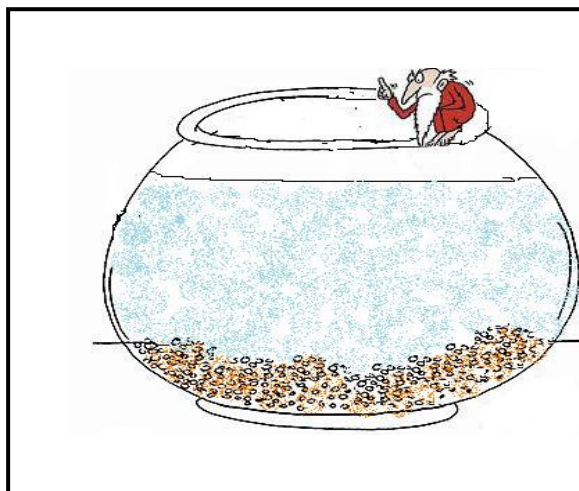
## B. Read the text below. Which fact do you find most amazing about Lord Rokeby?

**Matthew Robinson, 2nd Baron Rokeby** (1713 – 1800) was an English eccentric nobleman who preferred a watery environment to a dry one.

Lord Rokeby was born Matthew Robinson in a Scottish family that had settled in Kent. His family had gained the title from the King George II. He had travelled more than 20 countries when he eventually settled alone near Hythe, Kent.

When his father Septimus Robinson died in 1754, Matthew inherited, among other things, a family estate at Mount Morris near Canterbury and the title of Lord Rokeby.

Lord Rokeby became enthusiastic supporter of baths while he was having a holiday in the spa town of Aix-la-Chapelle. When he returned to Kent, he had already decided that he would like to spend all his life, near or in water. He began to make daily trips to the seashore and would swim in salt water regardless of the weather. He used to spend hours in the sea off the Kent beaches. During his baths, his servants were waiting for him on the shore because sometimes he fainted and had to be rescued. His obsession with water was so great that he had drinking fountains installed wherever he could and drank great quantities every day.



Later, he decided to build a huge glass tank in his mansion - it was built under glass and was heated by sun and Lord Rokeby used to spend nearly all his life floating in the water. He also let his beard grow. Eventually it was so thick that it stuck out under his arms, hung down to his waist and spread out on the surface of the water while he was swimming in his favorite water tank. As he got older, he became more eccentric. He refused to have a fire in his house even in the coldest weather. He also refused to see any doctors. When Lord Rokeby entertained guests, rarely as it was, his meals were taken in his pool.

Lord Rokeby never married. He died peacefully in his bed on dry land at the age of 88 so he was a good advertisement for the health giving properties of water!

Adapted and compiled from <http://www.historic-uk.com/CultureUK/briteeccentrics.htm>  
[http://en.wikipedia.org/wiki/Matthew\\_Robinson,\\_2nd\\_Baron\\_Rokeby](http://en.wikipedia.org/wiki/Matthew_Robinson,_2nd_Baron_Rokeby)

## Grammar

### A. Find examples of the narrative tenses a-d and the forms below in the text.

- Past Simple
- Past Continuous
- Past Perfect Simple
- Past Perfect Continuous
- Used to
- Would

**B. Complete each explanation by writing the name of the correct narrative tense or used to or would.**

1. We use \_\_\_\_\_ to talk about completed actions in the past.
2. We use \_\_\_\_\_ to talk about completed actions that happened before another action in the past.
3. We use \_\_\_\_\_ to talk about past habits.
4. We use \_\_\_\_\_ to talk about actions in progress at a particular time in the past.
5. We use \_\_\_\_\_ to talk about actions or situations which continued up to a certain past moment.

**C. Read the story below and fill in the blanks with the correct form of the verb in brackets. Study the language box if you need.**

It seemed that the day would be as boring as usually, but nothing indicated the horror I would go through. I *had been sitting/ was sitting/ sat* in a comfortable armchair eating doughnuts and switching the channels when I *used to find /had found/ found* the Local News Channel. ‘A boy was torn to pieces by one dog, presumably by a big, aggressive husky. The animal *made / had made / was making* several lethal wounds to the boy and was reported to have injured three other people.’ The news shocked me. ‘Damn, another one. They should have locked that dog.’ I thought.

I got up, put on my shoes and my coat as I *remembered / had been remembering /had just remembered* that I had to post a letter. When I *had gone / went / was going* out the air was extremely heavy, with dense fog everywhere, nearly as dull as in London at this time of the year. The clouds were a thick mixture of grey and black, which did not even let a single ray of light break through.

I *walked/ was walking/ had been walking* for quite some time when I *had seen / used to see / saw* in the mist something that made my blood run cold. At the beginning, it was only a dark shadow, but when it *approached/ was approaching / had approached*, I could clearly see the enormous husky with piercing, black eyes. I shivered with horror when I *was realising/ had realised/ realised* that the dog had bloodstains all around its head and on the chest! I moved a few steps back after I had understood that it had to be the one that I *had been hearing / heard / had heard* about in the news.

Suddenly, I realised that there was nobody in the park except for the animal and me. Never before had I been in such a fearful and stressful situation! I noticed that I could hear no other sound than the beating of my heart. even the wind *hadn't blown / hadn't been blowing /wasn't blowing*. All of a sudden, the dog made a growl making my hair stand on end while it *moved/ was moving / had moved* towards me. I *shielded/ had shielded / had*

*been shielding* my face with my hands waiting for the furious blow. My heart *had beaten/ was beating/ beat* at the highest rate, but... nothing happened. The dog passed beside me and ran away.

I *had given/ gave/ was giving* a sigh of relief and slowly lowered my hands when I suddenly I felt someone tapping my shoulder. I turned around. In front of me, I saw a short, lank, old lady who asked: ‘Excuse me, my boy, haven’t you seen my little puppy?’



**D.** Listen and check your answers.

**Check the Language Box!**

**Narrative Tenses**

When we are telling a story in the past we can use a variety of narrative tenses.

We use the past simple to talk about the main events of the story.

*The audience watched the live broadcast in horror.*

We also use past simple to talk about actions that were habitual or repeated over a period of time.

*He looked after me whenever my mother was at work.*

We use the past continuous to describe other events and actions that were in progress at the time of the main events or to provide background information to a past event.

*A man was lying on the aisle.*

We use the past perfect to show that a past action took place before another past action. It is used to clarify the order in which a number of past events happened.

*Linda had finished her work and was driving home when she had an accident.*

We use the past perfect continuous to talk about actions or events that were in progress before or up to a certain point in the past. It is used to stress the continuity of past events happened.

*It was a tiring day. By midday I was almost asleep as I had been working since five a.m.*

Note that we do not use the past perfect continuous to talk about a completed action. We use the past perfect simple.

We use both used to and would as alternatives to the past simple, especially when we are remembering past habits and states or comparing the past with the present.

Note that would can refer to habitual past action (like used to) but it cannot be used to refer to states.

*My grandfather would often talk about his childhood.*

*My grandfather would ~~have~~ a long beard.*

**Reading and Writing**

**A Personal Anecdote**

**A. Read the story and complete it with these linking words.**

*these days      suddenly      when      eventually      following that*  
*for a long time      slowly      just as      by the end      during      by the time*

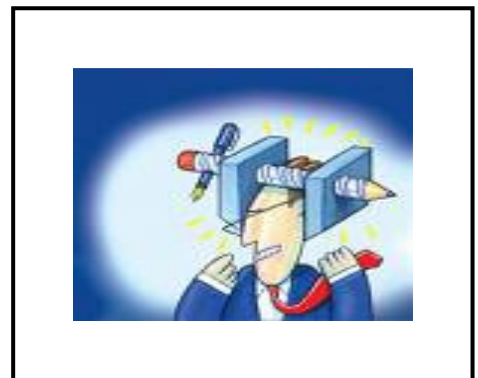
This morning I had my first migraine headache in probably two years. The headache struck when I was about five minutes into my fifteen minute bike ride home from work. It (1)\_\_\_\_\_ started in my eyes. (2)\_\_\_\_\_, I saw a blur just to the left of center of my field of view. The blur

(3)\_\_\_\_\_ expanded over the course of the headache. (4)\_\_\_\_\_, I had sort of a blurry frame around my field of vision, but I could see things that are directly in front of me.

(5)\_\_\_\_\_ bad headaches, I experience severe nausea but today wasn't such a bad headache; some mild nausea was all I had. This didn't make it any less inconvenient, though. With the extreme sensitivity to light on a bright day, I was effectively blind all the way home. (6)\_\_\_\_\_ I got home, the visual impairment was gone, so all I had to deal with was the pain and nausea for the next several hours. Seeing me in pain, my mum was very worried.

(7)\_\_\_\_\_, I get a migraine about once every two years. When I was young, I would often get two per week, and they usually tended towards the more severe. Nothing I took helped, although I came to discover that if I took three or four aspirin (8)\_\_\_\_\_ the headache hit, things didn't go so badly. (9)\_\_\_\_\_ I carried painkillers around wherever I went. The migraines started slowing down my last year in high school.

There seemed to be a very strong link between headaches, periods of high stress, and missed meals. If I missed a meal and for some other reason suffered stress, I could virtually count on getting a headache.(10)\_\_\_\_\_, I decided that I would avoid stress and avoid hunger.



The headache this morning seems to have been a random event, as I had just eaten a pancake breakfast and my stress level was mild. Still, it's interesting to think back on these events that were once central to my existence. I lost a league championship chess match in high school because of a migraine attack. My teacher was very upset that I didn't have the chance. (11)\_\_\_\_\_ I was looking for a job after I dropped out of college, I suffered a headache a day for a week. The way that I live now seems very distant from how I lived then.

Adapted from <http://lefarkins.blogspot.com/2006/05/meandering-personal-anecdote-without.html>

**B. Write a personal anecdote. Read the box below and refer to the Writing Help at the end of the module. Here are some suggestions:**

- a. A day when everything went wrong
- b. A day of accomplishment
- c. A terrible night out


**C. In groups read each other's anecdotes. Choose the most amusing one and tell the class.**

**Remember to....**

- \* decide what situation you are going to write about.
- \* think about the other people who were involved. Were they funny, tough, nervous?
- \* draw a time line and write notes about the main events
- \* divide your notes into four or five paragraphs
- \* check your story after your first draft
- \* tell it in the first person
- \* use a variety of time linking expressions
- \* refer to the notes at Writing Reference for the layout, useful language and more help.

## D. Discuss

1. What different reasons are there for people to write diaries?
2. What do people put in their diaries? Have you ever written a diary?
3. Whose diary would you most like to read?

	<p>February 16, 2008</p> <p>Dear Diary,</p> <p>We didn't have the best Valentine's Day this year. I guess last year I gave him the impression I wasn't too keen on the holiday, so he didn't get me anything. I'd spent weeks making his gift and card. When he saw...</p>
---	--

## Lifelong Learning

Keeping a diary is one of the best ways to improve your writing in a foreign language. It helps you to practise your writing skills frequently and away from the classroom. It is an excellent way of improving your English for the following reasons:

- Keeping a diary is constant and excellent practice.
- Writing a diary gives you constant practice in three writing styles: narration, description and reflection.
- One of the best reasons for keeping a diary is to keep a record of your progress. You will only have to look back a few pages to see that you are improving. This will build your confidence and give you hope that you will become fluent in time.
- Of course, the main reason you will be keeping a diary is to practise your writing skills. You write about true experiences. Thus, you will be writing about everyday items. Thus, by practising your writing in the form of a diary, you will be helping your speech along as well. You will also use more colloquial phrases in a diary, which should help you to sound more natural when you speak the language.
- Just do not forget to get feedback from time to time. It is unlikely that your foreign language diary is going to contain all of your deep dark secrets, so every few weeks show it to your teacher or a friend who speaks the language. Ask them to cast their eye over it and point out any mistakes you are making frequently. That way, you will not fall into bad habits, which you would if your mistakes went uncorrected.

## LESSON 2

### Speaking

#### A. Discuss.

1. Look at the picture below. Who are the people? What do you know about them?
2. What do you think is the problem?
3. Do you know what the words mean? Discuss with your partner what they might mean, then look them up in a dictionary.



**racial segregation**



**racism**



**apartheid**

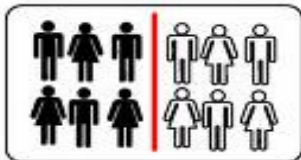


**suffragettes**

**B. Discuss**

1. What problems does racism cause? Give examples if possible.
2. What might be the reason for people's lack of tolerance for each other? Give support for your point.
3. Is there someone in your country who has fought against prejudice? How?

**E. Are you a tolerant person? Discuss how tolerant you are with your partner? Ask questions to find out how tolerant your partner is. Then do the quiz.**



**How tolerant are you?**

1. How often do you choose to socialize with people from different cultures?
  - a. Hardly ever. I prefer to mix with people from the same cultural background as me.
  - b. Regularly. Someone's faith or culture shouldn't influence your decision to be friends with them.
  - c. Occasionally. I don't discriminate, but I rarely come into contact with people from different cultures.
2. An attractive co-worker of a different faith than you asks you out on a date. You:
  - a. Think about it--you've never been out with anyone of a different faith, and it might be a new experience.
  - b. Don't go--you can't imagine a relationship with someone of a different faith.
  - c. Go--you don't care what a potential mate's faith is.



3. If someone had an extreme political opinion would it prevent you from being friends with him or her?
  - a. No -- personality should always overshadow someone's political opinion.
  - b. Yes, if we had very contrasting opinions, there's no way we could be friends.
  - c. Possibly, if they regularly forced their views upon other people.
4. In order to marry the person you love you will have to change your religion to his or hers. Would you:
  - a. Change your religion--you love them, simple as that.
  - b. Refuse to change religion. Your religion is important to you and there is no way you can change it.
  - c. Definitely consider it but you will need to look into it further to consider the impact it will have on your life.
5. When a friend does something you very much disapprove of, do you:
  - a. Break off the friendship.
  - b. Tell him how you feel, but keep in touch?
  - c. Tell yourself it is none of your business, and behave toward him as you always did?
6. Is it hard for you to forgive someone who has seriously hurt you?
  - a. Yes
  - b. No
  - c. It is not hard to forgive, but you don't forgive.
7. Do you think that:
  - a. Censorship is vitally necessary to preserve moral standards?
  - b. A small degree of censorship may be necessary (to protect children, for instance)?
  - c. All censorship is wrong?
8. Which virtue do you think is most important?
  - a. Kindness.
  - b. Honesty.
  - c. Obedience.
9. Do you discuss critically one friend with others:
  - a. Often?
  - b. Rarely?
  - c. Sometimes?
10. If someone you dislike has a piece of good luck, would you:
  - a. Feel angry and envious?
  - b. Wish it had been you, but not really mind?
  - c. Think "Good for him"?
11. Would you employ someone who has had a severe nervous breakdown?
  - a. No
  - b. Yes, provide there was medical evidence of complete recovery.
  - c. Yes. If he was suitable in other ways for the work.

12. Do you ever read a periodical that supports political views very different from yours?
- Never.
  - Sometimes, if you come across it.
  - Yes, you make a special effort to read it.
13. Do you think:
- That some rules are necessary for social living, but the fewer the better?
  - That people must have rules because they need to be controlled?
  - That rules are tyrannical?
14. Do you react to fussy old people with:
- Patience and good humor?
  - Annoyance?
  - Sometimes a., sometimes b?
15. Do you think the Women's Rights movement is:
- Run by a bunch of aggressive and insecure people?
  - An important social movement?
  - A joke?
16. Would you marry someone of a different race?
- Yes.
  - No.
  - No without thinking carefully about the various problems involved.
17. If your brother told you he was a homosexual, would you:
- Send him to a psychiatrist?
  - Feel shocked and accept him?
  - Feel shocked and reject him?

*Adapted from*  
<http://www.beliefnet.com/section/quiz/index.asp?sectionID=500&surveyID=2>  
[http://www.theallengroup.com/members/How\\_tolerant\\_1.html](http://www.theallengroup.com/members/How_tolerant_1.html)

## Reading and Speaking

### A. Discuss

- Brainstorm in groups of four or five about how we can teach to be more tolerant to our children. Make notes about your ideas and read the article below.



The differences (or diversity) that come from people from all over the world enrich our culture, bringing new ideas and energy. Today, more than ever, kids interact with people of differing ethnicities, religions, and cultures.

### **A World of Difference**

Some parents welcome the fact that we live in an increasingly diverse society. Others may feel more hesitant, especially if they have not had much exposure to people different from themselves. Many kids are way ahead of their parents regarding exposure to cultural differences. Their circle of friends and their schoolmates are much more varied than those of even a generation ago.

Still, parents should help their kids prepare to live, learn, and work in communities that will become even more diverse. Teaching tolerance is important because the person who learns to be open to differences will have more opportunities in education, business, and many other aspects of life.

In short, your child's success depends on it. Success in today's world — and tomorrow's — depends on being able to understand, appreciate, and work with others.

### **About Tolerance**

Tolerance refers to an attitude of openness and respect for the differences that exist among people. Although originally used to refer to ethnic and religious differences, the concepts of diversity and tolerance can also be applied to gender, people with physical and intellectual disabilities, and other differences, too.

Tolerance means respecting and learning from others, valuing differences, bridging cultural gaps, rejecting unfair stereotypes, discovering common ground, and creating new bonds. Tolerance, in many ways, is the opposite of prejudice.

But does tolerance mean that all behaviours have to be accepted? No, of course not. Behaviours that disrespect or hurt others, like being mean or bullying, or behaviours that break social rules, like lying or stealing, should not be tolerated. Tolerance is about accepting *people* for who they are — not about accepting bad behaviour. Tolerance also means treating others the way you would like to be treated.

### **How Tolerance Is Taught**

Like all attitudes, tolerance is often taught in subtle ways. Even before they can speak, children closely watch — and imitate — their parents. Kids of all ages develop their own values, in great part, by mirroring the values and attitudes of those they care about. Parents who demonstrate (or model) tolerance in their everyday lives send a powerful message. As a result, their children learn to appreciate differences, too.

Parents can teach tolerance by example — and in other ways, too. Talking together about tolerance and respect helps kids learn more about the values you want them to have. Giving them opportunities to play and work with others is important as well.

Things parents can do to help kids learn tolerance include:

- Notice your own attitudes. Parents who want to help their kids value diversity can be sensitive to cultural stereotypes they may have learned and make an effort to correct them. Demonstrate an attitude of respect for others.
- Remember that kids are always listening. Be aware of the way you talk about people who are different from yourself. Do not make jokes that perpetuate stereotypes. Although some of these may seem to be harmless fun, they can undo attitudes of tolerance and respect.
- Select books, toys, music, art, and videos carefully. Keep in mind the powerful effect the media and pop culture have on shaping attitudes.
- Answer kids' questions about differences honestly and respectfully. This teaches that it is acceptable to notice and discuss differences as long as it is done with respect.

- Acknowledge and respect differences within your own family. Demonstrate acceptance of your children's differing abilities, interests, and styles. Value the uniqueness of each member of your family.
- Remember that tolerance does not mean tolerating unacceptable behaviour. It means that everyone deserves to be treated with respect — and should treat others with respect as well.
- Help your children feel good about themselves. Kids who feel badly about themselves often treat others badly. Kids with strong self-esteem value and respect themselves and are more likely to treat others with respect, too. Help your child to feel accepted, respected, and valued.
- Give kids opportunities to work and play with others who are different from them. When choosing a school, day camp, or child-care facility for your child, find one with a diverse population.
- Learn together about holiday and religious celebrations that are not part of your own tradition.
- Honour your family's traditions and teach them to your kids — and to someone outside the family who wants to learn about the diversity *you* have to offer.

When parents encourage a tolerant attitude in their children, talk about their values, and model the behaviour they would like to see by treating others well, kids will follow in their footsteps.

Adapted from <http://www.kidshealth.org/parent/emotions/feelings/tolerance.html>

### **B. Answer the following questions.**

1. Why is it important that parents teach their children to be more tolerant?
2. What is tolerance? Define it in its widest term.
3. Give examples of what behaviour is acceptable or unacceptable according to tolerance.

### **C. Below is the summary of what parents can do to help their kids be more tolerant. Complete the gaps with your own words.**

If you want your children to be more tolerant of diversity, first you should become aware of \_\_\_\_\_ and \_\_\_\_\_ them. Even if you think it is a harmless joke, you should be careful \_\_\_\_\_. As media and the pop culture is very effective \_\_\_\_\_, you should take care when \_\_\_\_\_. Make it clear that there is nothing wrong in \_\_\_\_\_ provided they are respectful. \_\_\_\_\_ to each member of your family but never tolerate \_\_\_\_\_. If you kids \_\_\_\_\_ it is likely that they \_\_\_\_\_ therefore, \_\_\_\_\_. Your kids should also have the chance of \_\_\_\_\_. Try to learn about \_\_\_\_\_ of others and teach \_\_\_\_\_ to them.



## Video Viewing

- A. You are going to watch a video lecture by Professor John Breeding, a psychologist, who will be talking about the psychology of hate, anger, prejudice, intolerance and bigotry aimed at groups such as racial minorities and religious people. Before viewing the video, write two questions that you would like to ask.



- B. Take notes while watching the video lecture. What is the fact that you have found most interesting? Have your questions been answered?

## LESSON 3

### Word Formation

#### A. Discuss

1. Look at the quotes below. Which one do you like most? Which one do you find most amusing, most interesting and most ridiculous?
2. Which ones do you agree or disagree with?

- B. Look at the prefixes in bold in the quotes below. How do they change the meaning of the word?

"I don't want to achieve **immortality** through my work; I want to achieve **immortality** through not dying." *Woody Allen*

"**In**consistency with ourselves is the greatest weakness of human nature."

"The **un**happy derive comfort from the **mis**fortunes of others." *Aesop*

"The proper basis for marriage is mutual **mis**understanding." *Oscar Wilde*

"If voting changed anything, they'd make it **il**legal."

"In an **un**derdeveloped country don't drink the water. In a developed country don't breathe the air."

"Vanity dies hard; in some obstinate cases it **outlives** the man."

"Too many people **overvalue** what they are not and undervalue what they

"Governments tend not to solve problems, only **rearrange** them" *Ronald Reagan*

"Love is like pi - natural, **irrational**, and very important."

"Anger will **disappear** just as soon as thoughts of resentment are forgotten." *Buddha*

"There is some **self-interest** behind every friendship."

**B. Circle the prefixes in the following sentences. How do they change the meaning of the word?**

- a. When learning a language, it is advisable to use a monolingual dictionary.
- b. The antismoking campaigns have started to pay off; now in most enclosed spaces it is forbidden to smoke.
- c. I still get on well with my ex-husband even though I don't see him much nowadays.
- d. This is a semi-annual meeting, so we will be having another one in six months.
- e. Children outgrow their clothes so quickly.
- f. In prewar years there was no much discomfort in the country. But the postwar period was even worse.
- g. The Ottoman Empire was a multiethnic and multicultural society.
- h. Due to severe weather, all transatlantic flights have been cancelled.
- i. Born to a Spanish mother and a Russian Father, Ivan is a bilingual.

C. Complete the table below looking at the examples in sections A and C. Can you add more examples to the table.

Prefix(es)	Meaning	More examples
	not, against, opposite	
	wrong, badly	
	below, beneath	
	excessive	
	again	
	against	
	half, partly	
	former, old	
	two	
	after	
	before	
	across, beyond, change	
	single, one	
	more than one	
	more, more than	

E. Complete the blanks with a suitable prefix.

- When you go camping, what you need is a good \_\_\_\_\_ purpose knife that does every thing.
- I think nurses are \_\_\_\_\_ worked especially considering the amount they get paid.
- I've only studied English in my own country where the classes are all \_\_\_\_\_ lingual.
- The teacher asked me to \_\_\_\_\_ write my essay because I \_\_\_\_\_ understood the question the first time.
- It was \_\_\_\_\_ responsible of you to leave the luggage unattended.
- I stood there in \_\_\_\_\_ darkness, trying to figure out what was out there. But everything was \_\_\_\_\_ visible in the thick fog.
- I'd forgotten to set the alarmclock that day so I \_\_\_\_\_ slept and woke up three hours later than I was supposed to. Then I \_\_\_\_\_ estimated the time it would take me to get where the interview was. When I finally walked into the interview room, I saw my \_\_\_\_\_ boss from my previous job waiting to interview me.

## Speaking

A. Discuss with a partner what you would do in each of the situations below and why.

- You have just been served a meal which is cold and very late to arrive. On top of that, the waiter accidentally poured some soup on your dress.
- You realised that you bought 4 CDs in a shop yesterday but you were charged for five.

3. You have just arrived at your hotel where you booked in advance to find out that your room has neither a balcony nor sea-view as it has been promised.
4. Your new fridge is not working and all the food in it has gone bad.

**B. Look at the lines from a conversation between the manager of a restaurant and the customer. Classify the sentences according to the following categories:**

- |                       |   |
|-----------------------|---|
| 1. <i>Apologising</i> | a. I still haven't got a reply.   |
| 2. <i>Complaining</i> | b. I'm very sorry about that.   |
| 3. <i>Promising</i>   | c. I'm extremely sorry to hear that.  |
| 4. <i>Threatening</i> | d. On top of that, when I asked the waiter to bring me another soup, he was extremely rude. |
|                       | e. Unless you pay for the drycleaners, I'll have to take legal action.                      |
|                       | f. Well, let me apologise for your experiences.   |
|                       | g. Well, I assure you personally that you will receive a full refund.                       |
|                       | h. And, we'll look into the subject of compensation for your stained dress.                 |

**HOW TO complain in a shop, restaurant, hotel, etc.**

**Customer asks to speak to someone:**

*I'd like to speak to the manager, please.*

*Could I speak to the customer services, please?*

**Manager/ Assistant asks what the problem is:**

*Can I help you?*

*Can I be of any assistance?*

*What seems to be the problem?*

**Customer says what the problem is:**

*My fridge is not working and all my food is spoiled.*

*I have been waiting for half an hour for the soup.*

**Manager / Assistant apologises and proposes a solution:**

*Oh, I'm very sorry about that, madam.*

*I can only apologise for the difficulties / annoyance that you have experienced.*

*Would you like a refund?*

*Is there anything else I can help you with?*

**If not satisfied customer threatens legal action:**

*Unless..., I'll have to take legal action/ I'll complain to the Customers' Rights Office.*

**Manager / Assistant proposes a better solution:**

*We'll provide a replacement/ dinner free of any extra charge.*

*And we'll look into the compensation for your injury.*

*I assure you personally that you'll receive a full refund.*

**Customer accepts the proposal and they say goodbye:**

*Thank you. I'll be in touch.*

*Goodbye, thank you very much for calling.*



**C. ROLEPLAY.** Choose one of the situations above in part A. act it out with your partner. Use language in HOW TO box as appropriate.

## Reading and Listening

**“Lost time is never found” Benjamin Franklin**



One day a wise old man gathered his students around him. As he stood in front of them and pulled out a jar and set it on the table. He produced about a dozen fist-sized rocks and carefully placed them one at a time into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes." Then he said, "Really?"

He reached under the table and pulled out a bucket of gravel. Then he dumped some gravel in and shook the jar causing it to work down into the space between the big rocks. Then he asked the group once more, "Is the jar full?" By this time the students were on to him. "Probably not," one of them answered. "Good!" he replied.

He reached under the table and brought out a bucket of sand and started dumping the sand in the jar until it filled the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" "No!" they shouted. Once again he said, "Good."

Then he grabbed a pitcher of water and began to pour it in until the jar was filled to the brim. Then he looked at the students and asked, "What is the point of this illustration?"

\*\*\*

**Before reading the rest of the story, discuss what the wise old man was trying to point out.**

\*\*\*

One eager student raised his hand and said, "The point is, no matter how busy your schedule is, if you try really hard you can always fit some more things in it!" "No," the speaker replied, "that's not the point."

\*\*\*

**If not, what might be the point? Discuss with your partner.**

\*\*\*

"The truth this illustration teaches us is that if you don't put the big rocks in first, you'll never get them in at all"

Adapted from <http://www.nwlink.com/~donclark/leader/leadtime.html>

**A. Discuss**

1. What are the 'big rocks' in your life? Your loved ones, your education, your dreams, a worthy cause, teaching others, doing things that you love, your health?
2. Do you think you use your time effectively? Or are you always in a hurry rushing somewhere, trying to meet the deadlines?
3. Are you ever a “procrastinator”? If so, when? If you do not know the meaning of the word, look it up in a dictionary.



**B. You are going to listen to a lecture on time management. Before listening, mark the following statements as True or False. Then listen and check your answers. Correct the false ones.**

- |   | <b>T</b>                 | <b>F</b>                 |
|---|--------------------------|--------------------------|
| 1. Planning a course of events is important for effective time management.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Thinking through your day in the shower will help you organize your day.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Most people don't plan daily.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. A study on working executives revealed that 97% of them predetermine each day's events in writing.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Most people avoid planning their day in writing because they think planning limits their freedom.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The amount of time we have determines our success.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Everyday we are faced with a variety of situations in which we are required to make choices about how we use our time. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. All urgent activities are not necessarily important.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Ideally we should spend our time doing things that are important and urgent or important but not urgent.               | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>5. Complete the Time Matrix described in the lecture. Write example behaviour for each quadrant.</b>                   |                          |                          |

<p><b>1</b></p> <p>The                    quadrant                    of            ..... involves things            that                    are            ..... such            as .....</p>	<p><b>2</b></p> <p>The quadrant of            ..... involves            things that are            ..... such            as .....</p>
<p><b>3</b></p> <p>The                    quadrant                    of            ..... involves things            that                    are            ..... such            as .....</p>	<p><b>4</b></p> <p>The quadrant of            ..... involves            things that are            ..... such            as .....</p>



6. **Now listen to the second part of the lecture on making daily plans. Answer the questions.**

1. How much time do you need for your daily planning process?
2. What are the four steps of daily planning process?
3. What are some of the questions you ask yourself in the first step?
4. In what ways is the second step important?
5. How should you rate your tasks based on their value? Describe in detail.
6. In what order should you do the tasks of the day?

#### Listening Strategies:

1. Before listening, look at the task. Try to guess answers to the questions.
2. Do not worry if you don't understand every word.
3. Pay attention to the different tones of voice and background noises.
4. Do not get stuck if you miss something. Carry on listening and try to put together the bits that you understand.

7. **Do you manage your time effectively? Are any of these statements true for you? Discuss these with a partner.**

1. I don't study regularly therefore I often have to spend the night before trying to revise for the exam.
2. Although I only mean to watch one programme, I often end up spending the whole evening in front of the box.
3. I do things on the spur of the moment without planning in advance.
4. I sleep longer than I actually need.
5. I often feel stressed because I know I have to do a task; yet, I cannot pull myself together to do it.
6. I often have the problem of not knowing where to start.
7. I often talk on the phone longer than I need to.

#### 8. Discuss

1. Which of these activities do you consider useful, or a waste of time? Can you add more activities to the list?
  - writing a diary
  - revising regularly after the class
  - reading a magazine
  - window shopping
  - walking the dog
  - gossiping on the phone
  - cooking
  - gardening
  - doing puzzles
2. Think about how you spend your day. What are the "time eaters" in your life? How much time do you spend on them? Have you ever tried to cut down on them?
3. How can you use your time more efficiently?



## Listening

A. Discuss with a partner. What differences are there between your generation and your parents' generation? Think about these things:

- tastes in art, music, literature and clothes
- attitudes to marriage, family and relationships
- attitudes to work and money

B. You will listen to the song "Father and Son" by Cat Stevens. Before listening, discuss who do you think says the following? Why?

It's not time to make a change

From the moment I could talk I was ordered to listen

I know I have to go

There's so much you have to know

Find a girl, settle down

Just sit down, take it slowly

Now there's a way and I know that I have to go away

I was once like you are now, and I know that it's not easy



C. Listen to the song and answer these questions.

1. How do you think the father and the son feel? Give evidence from the song.
2. What do you think the problem is? Why do you think the son wants to go away?
3. What is the father's advice?

## LESSON 4

### Grammar

A. Look at different opinions about the generation gap. How do speakers express strong ideas?

"When I decided to marry my husband, it was my mom who told me, "Most Hindu-Christian marriages fail". The concepts of religion were far too different back then. Honestly, it did cause concern to me - my children not growing up with a so-called recognized religion."

"The reason why the parents struggle to prevent their kids from doing things is that their own experiences and wisdom tell them their kids are going to get harmed."

"The mistake that we parents make is that we do not treat our kids their age."

"What young people embrace enthusiastically is change. The younger generation naturally differs in dress, food, habits etc. The tastes keep changing."

"In olden days only the family head earned and the others lived on his income. Now the person who earns his living won't accept the authority of the other."

"It is the elders who are more critical of the young generation. What the young mostly tend to ignore is the grumbling and occasional loud protestations of the older generation."

**B. The underlined sentences are used in order to give more emphasis or a more dramatic effect. Look at the sentences and complete the rules below.**

We can make sentences more emphatic by using ..... or .....

We can also use general terms like: the person (who), .....

The auxiliary verbs ..... can also be used for emphasis.

**C. The following sentence can be expressed in different ways to create special emphasis. Look how it is achieved.**

*Mary bought a diamond necklace.*

- a. Mary was the person who bought a diamond necklace.
- b. The thing (that) Mary bought was a diamond necklace.
- c. What Mary bought was a diamond necklace.
- d. It was Mary who bought a diamond necklace.
- e. It was a diamond necklace that Mary bought.
- f. What Mary did was to buy a diamond necklace.

In which sentences Mary is emphasized? \_\_\_\_\_

In which sentences the diamond necklace is emphasized? \_\_\_\_\_

In which sentence the action of buying is emphasized? \_\_\_\_\_

**D. Rewrite the following as cleft sentences emphasizing the underlined part. Refer to the language box if you need.**

1. You keep parking in my space. (person) So, you're .....
2. Mary's parents wanted a big wedding, but Mary didn't. It was .....
3. I called him to congratulate him on his promotion. (reason) .....
4. Old people often seek commitment to the rules. What.....
5. In the past the man was supposed to be the breadwinner. It .....
6. His rudeness annoys me. What ..... It .....
7. Ants always seem to know exactly where they're going- that fascinates me. ....
8. I would never have thought of looking there. (place) .....

**Check the Language Box!**

**Emphatic Cleft Sentences.**

Cleft (or divided) constructions can be used to highlight particular items of information in a sentence by putting them into a separate clause of their own. They are used both in speech and writing, but are especially useful in writing, where emphasis cannot be indicated by intonation. There are two main types of cleft construction:

**1. What / The thing, etc + clause**

This structure is used to place special emphasis on the subject, object or complement of a sentence. *e.g. What you need is a good night's sleep. The thing that you need is a good night's sleep.*

This kind of cleft sentences often uses general terms like: the person (who), the thing (that), the place (where), the reason (why), etc. e.g. *The problem that lies under most conflict is lack of communication.*

This structure also emphasizes the verb by using do/does or did as a substitute in the *what* clause. e.g. *What she did was (to) apply for another job.*

## 2. It + be + that

This type of structure can put emphasis on most elements of the sentence except the verb. e.g. *It isn't what you say that's important, but how.*

*Both my children like fashion, but it is my son who spends most of his money on clothes.*

## The Auxiliary Verbs Do/Did

The auxiliary verbs do/did can be used the Simple present and Simple past tenses for emphasis. They can be used to show that the speaker feels strongly about what they are saying.

e.g. *I think being an only child does make you very spoilt and intolerant.*

*I know you don't believe me, but I did try to contact you. Honestly!*



**E.** Look at the sentences. Which parts of the sentences do you think will be stressed most? Listen and try to repeat the sentences.

1. I know you don't believe me, but I did try to contact you. Honestly!
2. It isn't what you say that's important, but how.
3. What you need is a good night's sleep.
4. What I like most is your sense of humour.
5. It was me who found it.

## Task

**A.** What types of meetings do you attend? (e.g. work, family, class, friends etc) Make notes about some of the problems that happen at meetings.

**B.** Read the leaflet below quickly and answer the questions

1. What do the six hats represent?
2. Why do people use this technique?



## The Six Thinking Hats Training Course Making Discussions and Meetings More Effective

Do you find meetings boring and useless?

Here's a technique that may help you:

In the 1980s, Dr Edward de Bono, a world-famous professor, invented a technique for group problem-solving called the "six thinking hats". Since then, many large

companies around the world have been using this method to help them. The technique should be useful for a school meeting or any other group session as well. How does it work?

“Six Thinking Hats” is a powerful technique that helps you look at important decisions from a number of different perspectives. The idea is that the whole group wears six different hats when considering a problem. Each of these hats is given a different colour and represents a different way of talking and thinking about something.






Why to use?

“Six Thinking Hats” helps you:

- focus on the topic or problem, not on individual people.
- look at the problem in many different ways and move outside your habitual ways of thinking.
- understand the full complexity of the decision and spot issues and opportunities to which you might otherwise be blind.
- Think more creatively, more fruitfully.

Would you like your meetings and decision-making to be more creative, more fruitful, more positive and more logical? Would you like to have the opportunity to express your emotions without worrying? Why not give the “six thinking hats” technique a try? At the very least, it should make your meetings more fun!

#### **Looking at a decision from all points of view.**

	With this thinking hat you focus on the data available. It covers facts, figures, information needs and gaps. "I think we need some white hat thinking at this point..." means Let's drop the arguments and proposals, and look at the data base."
	The red hat covers intuition, feelings and emotions. It allows the thinker to put forward an intuition without any need to justify it. The red hat gives full permission to a thinker to put forward his or her feelings on the subject at the moment. You also try to think how other people will react emotionally.
	The black hat is the hat of judgment and caution. Using black hat you look at the bad points of the decision. You look at it cautiously and defensively and try to see why it might not work. This is important because it highlights the weak points in a plan.
	The yellow hat helps you think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it. Yellow hat thinking helps you keep going when everything looks gloomy and difficult.
	The green hat stands for creativity. This is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas. It is the hat of creativity, alternatives, proposals, what is interesting, provocations and changes.



The blue hat stands for process control. This is the hat worn by people chairing meetings. It looks not at the subject itself but at the 'thinking' about the subject. "Putting on my blue hat, I feel we should do some more green-hat-thinking at this point."

Adapted from [http://www.mindtools.com/pages/article/newTED\\_07.htm](http://www.mindtools.com/pages/article/newTED_07.htm)  
<http://members.optusnet.com.au/~charles57/Creative/Techniques/sixhats.htm>  
[http://www.debonoforbusiness.com/asp/six\\_hats.asp](http://www.debonoforbusiness.com/asp/six_hats.asp)

- C. As a group of students, you gathered to form a club of tolerance. You are worried that people are not being understanding and helpful to each other. You believe the incidents of hostile behaviour are increasing worldwide and nation wide. You want to start a new trend of understanding. Apply the “six thinking hats” technique. In groups of six, each of you should take a different coloured hat and try to contribute to the meeting. Do not forget to think in terms of your hat.

## Reading

### A. Discuss.

1. Look at the title, pictures and think about what kind of information you will be reading about?
2. What changes does the process of ageing bring about? Think about: the senses (hearing, eyesight, smell, etc), appetite, physical fitness and stamina, learning ability, memory, etc.
3. Are these changes inevitable? Suggest ways of avoiding or disguising them.



## Health Tips For Old Age



Everyone wants to be healthy and vigorous throughout their life. Here are given some useful health tips for old age:

(1) \_\_\_\_\_

It not only cleanses your body machinery and helps your heart in functioning well but also will keep away chances of kidney stone and urine problem. It will also keep you looking young and active along with natural glow on your face.

(2) \_\_\_\_\_

Inclusion of regular physical activities will help in promoting brain regeneration and obviate decline in body parts. Practice any form on exercise depending on what you and your body



can manage. Talk to your health care provider on what exercise you should undertake in your old age. Seniors can also use yoga which generates flexibility and balance in their body.

(3) \_\_\_\_\_

Nutrition plays a very important part in keeping you healthy in old age. Avoid taking rich food like sweets, high stuffed and fried. As it will leave impact on your liver and may result in damaging it. You should add calcium rich diet as it will strengthen your bones. In old age teeth become weak and so diet should also be soft cooked so that its intake is easy. Add fruits, vegetables and greens in your daily diet to maintain your health in old age.

(4) \_\_\_\_\_

During old age, factors like social isolation, low income and depression affect health in old age. Loneliness is a common problem in old age and leads to related problems. During this time, it becomes all the more important for seniors to take on some activity which occupies their time. Take part in social activities and indulge in pursuing your hobbies in spare time. Make friends and make use of their company to keep yourself active and happy.

(5) \_\_\_\_\_

During old age, seniors should take deep care of their health. This includes a regular visit to a health care professional. You should visit and consult your doctor regularly and try to implement all the suggestions and precautions given by your doctor.

Health in old age is not that hard to have and maintain. All you need is to follow some simple steps which can be easily included in your daily life without much effort.

*Adapted from <http://ezinearticles.com/?Health-Tips-For-Old-Age---Get-A-Long-And-Healthy-Life&id=990169>*

**B. Match the headings below to the paragraphs.**

- a. Visit your doctor regularly
- b. Well balanced diet
- c. Drink enough water
- d. Be happy and engage in recreational activities
- e. Exercise regularly

**Reading Strategies:**

Matching paragraphs and headings

1. Read each paragraph carefully. Underline 3-5 of the most important words.
2. Be careful- the first sentence in a paragraph often introduces the main idea- but not always.
3. Read the headings and match them with the paragraphs. They often contain a word or synonym of a word from the paragraph.

### C. Discuss

1. Is there anyone in your family who has lived a long and healthy life? If yes, what are his/her habits?
2. Do you think mental abilities deteriorate with age? Give evidence.
3. What else can be done to lead an active and a healthy life?

## Vocabulary

### A. Match the “life” and “death” words with their definitions.

#### LIFE

<ol style="list-style-type: none"> <li>1. <i>Variety is the spice of life.</i></li> <li>2. We need some new people <i>to breathe life into</i> this project.</li> <li>3. Today we remember those who <i>laid down their lives for</i> their country.</li> <li>4. And if you miss the bus, well, it's not <i>a matter of life and death.</i></li> <li>5. I couldn't <i>for the life of me</i> remember his name.</li> <li>6. Men have a shorter <i>lifespan</i> than women.</li> <li>7. In loving memory of my dear husband, who <i>departed this life</i> on May 5, 1978.</li> </ol>	<ol style="list-style-type: none"> <li>a. very serious</li> <li>b. the average length of time someone will live</li> <li>c. to die</li> <li>d. to bring new ideas and energy to</li> <li>e. not be able to no matter how hard one tries</li> <li>f. to die for something you believe in strongly</li> <li>g. Changes and new experiences make life delightful.</li> </ol>
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#### DEATH

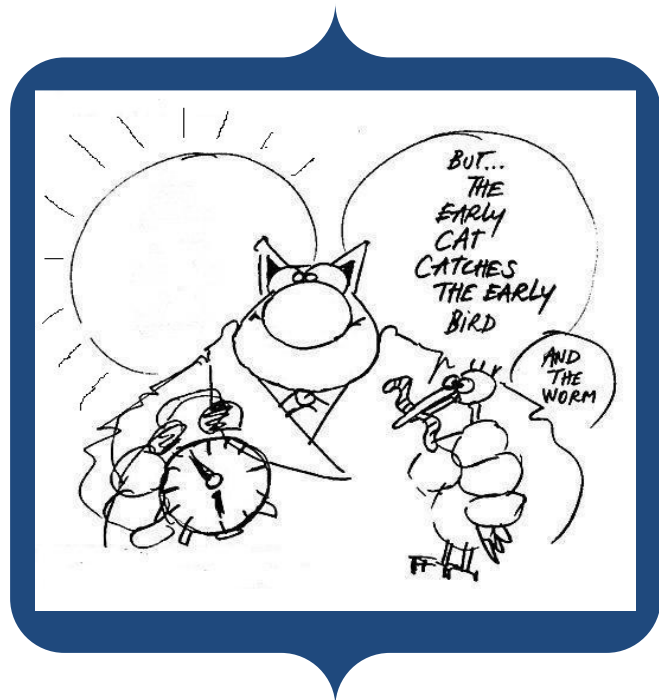
<ol style="list-style-type: none"> <li>1. The day after the explosion the <i>death toll</i> had risen to 90.</li> <li>2. As a racing driver, he was involved in many serious crashes and had <i>cheated death</i> on several occasions.</li> <li>3. She <i>signed her own death warrant</i> by refusing to do what the boss demanded.</li> <li>4. Three soldiers are facing the <i>death penalty</i> for spying.</li> <li>5. He shouldn't be working when he's so ill - <i>he looks like death warmed up!</i></li> <li>6. Two survivors of the crash are still <i>at</i></li> </ol>	<ol style="list-style-type: none"> <li>a. to do something that is harmful to your own position</li> <li>b. the legal punishment of death for a crime</li> <li>c. the official term used in court for an accidental death</li> <li>d. to succeed in staying alive in an extremely dangerous situation</li> <li>e. the number of people who die because of an event such as a war or an accident</li> <li>f. in serious danger of death; gravely ill</li> </ol>
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<p><i>death's door.</i></p> <p>7. The jury decided that it was <i>death by misadventure</i> and he was released.</p> <p>8. I watched a documentary about <i>death-defying</i> film stunts.</p>	<p>g. very dangerous</p> <p>h. to look/feel very ill</p>
--	--

## B. Proverbs

**Discuss with your partner. The proverbs below come from different cultures. They are literally translated into English. Discuss what each one might mean. Then match them with their English counterparts.**

1. The other man's bread tastes sweeter. (German)
2. Talk does not cook rice. (Chinese)
3. Never promise a fish until it is caught. (Irish)
4. A fall into a ditch makes you wiser. (Chinese)
5. No wind, no waves. (Chinese)
6. One who sleeps doesn't catch fish. (Italian)
7. Give them a finger and they'll take the arm. (Italian)
8. To catch two pigeons with one bean. (Italian)
9. The donkey called the rooster bigheaded. (Greek)
  - a. "Once bitten, twice shy"
  - b. "The early bird catches the worm."
  - c. "The pot calling the kettle black"
  - d. "Don't count your chickens before they are hatched"
  - e. "To kill two birds with one stone."
  - f. "Give them an inch and they'll take a mile."
  - g. "There is no fire without smoke."
  - h. "Actions speak louder than words"
  - i. "The grass is greener on the other side of the hill"



Do you have any proverbs meaning the same in your language? Are there any striking similarities the way they are expressed?

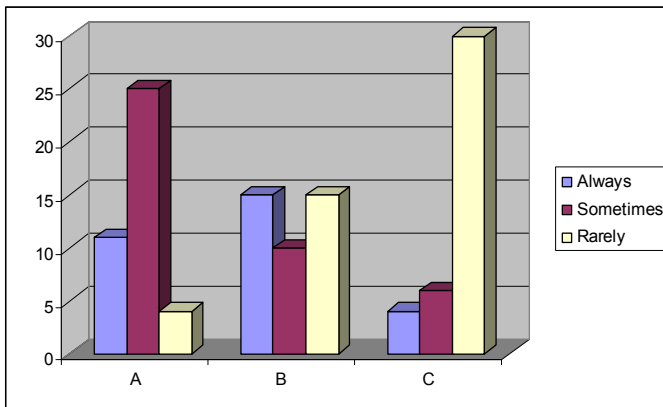
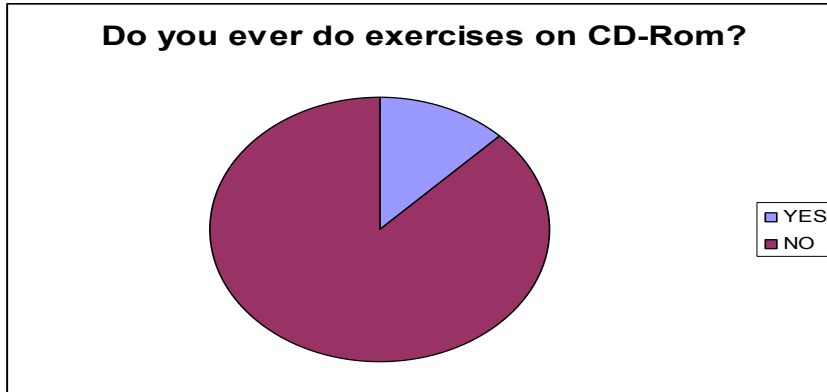
## Writing

A. Look at the questionnaire for “Using Technology for Language Learning” survey below.

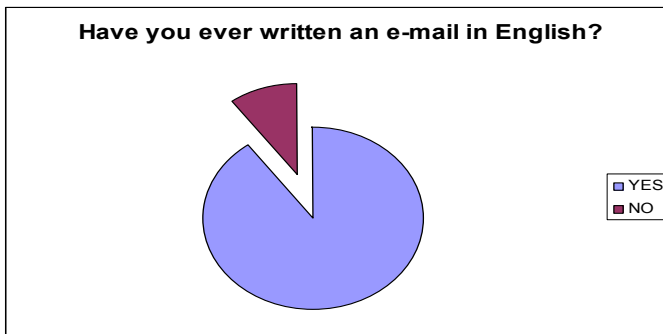
1. Ask and answer all of the questions with your partner.
2. What do you think the results of the survey are?

<b>Using Technology for Language Learning</b>	
<i>Do you use technology for language learning purposes?</i>	
1. Do you ever do exercises on CD-Rom (for ex. about grammar or vocabulary)?	<b>YES NO</b>
2. How often do you watch English speaking films or TV programmes?	<b>Always</b> (almost everyday) <b>Sometimes</b> (once or twice a week) <b>Rarely</b> (hardly ever)
3. How often do you listen to songs in English?	<b>Always</b> (almost everyday) <b>Sometimes</b> (once or twice a week) <b>Rarely</b> (hardly ever)
4. Have you ever written an e-mail in English?	<b>YES NO</b>
5. If yes, what was the occasion?	<b>a.</b> to an e-pal <b>b.</b> to apply for sth <b>c.</b> to complain about sth <b>d.</b> to ask for information
6. Do you listen to English radio?	<b>Always</b> (almost everyday) <b>Sometimes</b> (once or twice a week) <b>Rarely</b> (hardly ever)
7. Do you access English websites or take part in online chat in English?	<b>YES NO</b>
8. If yes, how many hours a week do you engage in surfing English websites or chatrooms in English?	<b>1-3</b> <b>4-7</b> <b>8-more</b>

**B. Look at the statistics and information about the results of the survey.  
Read the report and complete the blanks with expression in the box.**

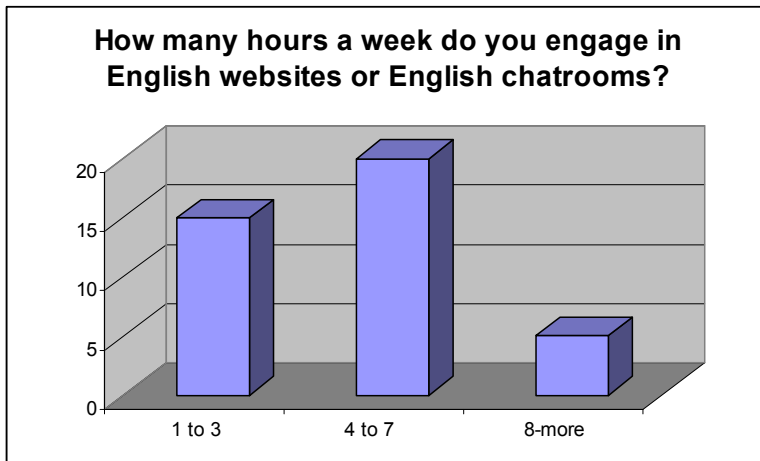


- A. How often do you watch English speaking films or TV programmes?**
- B. How often do you listen to songs in English?**
- C. Do you listen to English radio?**



- to an e-pal – 4
- to apply for sth – 0
- to complain about sth – 0
- to ask for information - 4





## Technology and Language Learning

Subject: Using technology for language learning

Date: March 2008

This report is intended to find out if language learners use technology to improve their English. It was conducted on 40 students. The results were interesting and in some cases surprising.

When the students were asked if they ever did exercises on CD-Rom, the majority of the students said that they didn't. Approximately 63% of all the students who took part in the survey said that they sometimes (once or twice a week) watch English speaking films and TV programmes. About 27% of the students stated that they always watch English films or TV programmes whereas only 10% of the students said that they rarely did so. The same number of students said that they "always" or "rarely" listen to songs in English and the rest of the students mentioned that they sometimes did so. The next question was about their e-mailing experience. A small minority claimed that they had written an e-mail in English before. Those who had e-mailed in English did that so as to write to an e-pal or to ask for information. Nobody chose the other two alternatives. When asked if they ever listened to English radio, the majority of the students said that they rarely did so. Nearly all students stated that they accessed English websites or take part in online chat in English. Half of the students said that they spent 4 to 7 hours a week on the internet on average. Very few students said that they spent more than 8 hours a week on the net.

The students taking part in the survey were interested and many said that they hadn't thought they could use technology to improve their English. All things considered, it seems that most students use technology for entertaining such as film-viewing and surfing. Other than these two purposes, few students use technology for language learning and practice purposes. In conclusion, we could recommend that the students should be informed about ways of improving their English via technology.

### C. Conduct a survey and write a report.

1. In pairs, choose from below which survey to do. Write six-eight questions for your survey.
  - a. How environmentally-friendly are you?
  - b. Animals in danger of extinction
  - c. Attitudes towards genetically engineered food
2. In pairs, collect the results of your survey or find out statistics and information about the topic of your report. Useful sources might be: a library, the internet, encyclopaedias, books or CDs, magazine articles or TV or radio documentaries.
3. Prepare a report. Use the box below and the Writing Reference for further help about the layout and useful language. Then present your report to the class.

### Remember to...

- \* choose an appropriate title for your report
- \* to explain the purpose of the report
- \* divide your report into appropriate paragraphs
- \* use formal or semi-formal language
- \* state facts and avoid giving personal opinions until the conclusion
- \* use any useful phrases and expressions from the Writing Reference.
- \* include personal comments about the results or one or two recommendations in the conclusion

## WRITING REFERENCE (1)

### A Personal Anecdote

#### Layout

##### 1. Introduction

- **Introduce your anecdote.**

*Probably the worst day I have ever had was when I took my little brother to the library. That day I was down with flu and bedridden.*

- **Set the scene. Give information about what you were doing, who you were with and what happened earlier.**

*We had left home very early to get there on time. I, my brother and a friend of mine were waiting at the bus stop at 7 o'clock in the morning. It was a beautiful day, the sun was shining and the birds were singing.*

*My flatmate had left to spend the Thanksgiving with her family and I was there sick and all by myself. To make the things worse, it was a gray and dull day, raining heavily.*

##### 2. Beginning of the narrative

- **Describe what happened to you.**

*As we were waiting for the bus, a car drove past fast and splashed water all over me. Then....*

*I was busy pitying myself when I heard the door bell. Immediately, ....*

##### 3. Development of the narrative

- **Describe what happened next. Add more details and tell all that happened.**

*We finally got to the library at about ten. Giving my brother the comics we had brought with us, we started studying right away. But little Timmy started to get very bored..... I was reading an article when I heard a loud noise and someone screaming. I turned round and saw Timmy lying under a huge pile of books.*

*Mrs Bradbury put the tray with a bowl of delicious soup on my lap and ..... Not wanting her to leave, I started crying and sobbing.*

##### 4. Conclusion

- **Write how the story ended and how you and everyone else felt at the end.**

*In the end, the librarian threw us all out. We weren't upset. Actually, we saw the funny side and had a laugh about it. But I must admit that I was worried about what people witnessing this would think. And Timmy was delighted that he no longer had to speak quietly.*

*Mrs Bradbury invited me to her house for the Thanksgiving meal. It was great fun to be in a cosy home with a loving family. At last, I started to feel happier and less lonely.*

#### Useful Language:

I had no idea how to... / I didn't have a clue what to do.

There was absolutely nothing I could do about it.

My heart leaped into my mouth.



I did my best to...  
It went totally out of control.  
When my name was announced, everybody started to applaud and....  
I had a great shock when...  
I started to get the feeling that...  
I tried to put up a fight but...  
They all burst out laughing.  
The funniest thing about it was that...  
To our relief, we found her sleeping peacefully...  
Everything worked out fine in the end.

### **Linking:**

I was standing there. Suddenly/ All of a sudden I heard someone screaming.  
I saw smoke coming out from the windows. Immediately, I reached out for the phone.  
In the end/ Eventually, I managed to get back home in the middle of the night.  
Just as we knocked on the door, it started to rain cats and dogs.  
It started while we were having lunch.  
Just before the announcement, ...  
Following the accident, there was an investigation.  
Having left home, I went to a newsagents.  
Before sending the report, we ....

### **Checking:**

Look through your first draft to see if you have included examples of different narrative tenses. Have you used them correctly?  
Have you used linking words and expressions and participle linkers?  
How can you make your anecdote more interesting? How can you make it more dramatic?  
Have you included any dialogue?

## WRITING REFERENCE (2)

### A Report

#### Layout

#### Heading.

#### Subject:

#### Date:

- A brief introduction to the subject of the report and stating the aim of the report.

*This report gives the results of... / is intended to .....*

*The aim of this report is to.../This report aims to assess .....*

*This report outlines the advantages and disadvantages of ...*

*The purpose of this report is to...*

*This report shows the results of a survey carried out in .... .*

- The results of the survey.

*... number of people were asked if/ how often...*

*The first question was .../ When asked if/ what...*

*Approximately ... of people said that....*

*Very few people/ A small minority claimed that....*

*The majority of people said ...../ 75% of the people said that...*

*The number of .... Has fallen since...*

*More than half of the women suffer from...*

*On average women earn less than their male counterparts.*

*Two thirds of the world's children are in danger of....*

- Conclusion and Recommendations

*It seems that the women....*

*To sum up, most illiterate people in the world are...*

*To sum up, it may be concluded that...*

*Taking everything into consideration, ... would (not) seem to be suitable for ...*

*One possible solution would be to ...*

#### Style

A report is normally written in a formal style or semi-formal style. Avoid giving personal opinions:

e.g. *I think women are underpaid.* (too personal).

*This suggests that women are underpaid.* (sounds more objective)

Use formal linking words and expressions:

e.g. *According to recent figures, Furthermore, In addition, On the other hand, For example, As a result, ...*

#### Checking

*Have you followed the layout above? Have you used a selection of appropriate expressions and linking words? Have you included a couple of recommendations in the conclusion?*

### How Tolerant are You?

Here's how to interpret your score:

Scoring:

Scoring			
ITEM	POINTS		
	A	B	C
1.	4	0	2
2.	2	4	0
3.	0	4	2
4.	0	4	2
5.	4	2	0
6.	4	0	2
7.	4	2	0
8.	0	2	4
9.	4	0	2
10.	4	2	0
11.	4	2	0
12.	4	2	0
13.	2	4	0
14.	0	4	2
15.	2	0	4
16.	0	4	2
17.	2	0	4

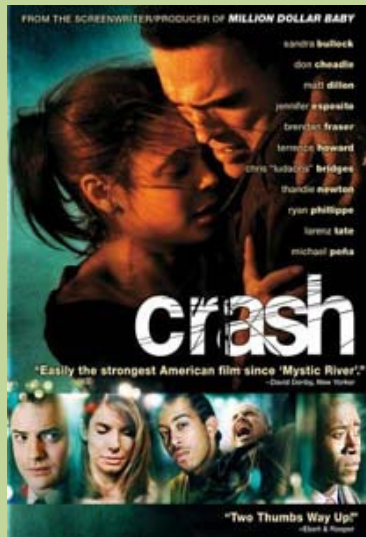
## Tolerance Thermometer

Add up your total points and check your tolerance temperature. The higher your score, the more intolerant you are.

60 or more	Exceedingly intolerant	You cannot bear anybody but yourself. It's time to <b>Open Your Eyes</b> .
50	Intolerant	You tend to relate better to people who are mostly like you and prefer to stick to what you know rather than try out new or unusual experiences. You feel life is simpler when people of like backgrounds stay together. But as the world we live in grows more diverse every day, it's not very realistic. Find out more about what you know (or don't know) about the faiths and cultures all around you. Or learn more about how other cultures and traditions can enrich your life.
30	Average tolerance	You are <b>Friendly but Cautious</b> . You are receptive to people of other backgrounds and happy to get to know them. Like many others, you are also wary of other people's religious or cultural practices interfering with your life. Learn more about how other cultures can enrich your life.
10	Very tolerant	You are <b>Naturally Open-Minded</b> . You are extremely open to getting to know people of different cultures and religious backgrounds. Not only are you interested in meeting people who are different from you, you actively seek out opportunities to learn about and experience new cultures, ideas, and faiths.
9 or less	Exceedingly tolerant	You care nothing.

## DVD WORKSHEET

### Pre-Viewing



"[Crash](#)" tells interlocking stories of whites, blacks, Latinos, Koreans, Iranians, cops and criminals, the rich and the poor, the powerful and powerless, all defined in one way or another by racism. All are victims of it, and all are guilty it.

Several stories interweave during two days in Los Angeles involving a police detective with a drugged out mother and a thieving younger brother, two car thieves who are constantly theorizing on society and race, the white district attorney and his irritated and pampered wife, a racist white veteran cop (caring for a sick father at home) who, a successful Hollywood director and his wife who must deal with the racist cop, a Persian-immigrant father who buys a gun to protect his shop, a Hispanic locksmith and his young daughter who is afraid of bullets, and more.

*Adapted from [www.imdb.com](http://www.imdb.com)*

### Look at the information above and answer the questions.

1. Think of the interwoven stories of races in the movie. What prejudice they may have towards each other?
2. Do you think the plot of the movie is interesting? Why?

### While Viewing

Watch the film and comment on the following scenes from the movie. Who are the people? What happens in the scene? Why is the scene important?





### Post\_Viewing

1. What do you think about how the film ended? Are you happy with the ending? Why?
2. Write five sentences about what would have happened if things had been different.

## 6.4 Conclusion

The modules developed here, which are in line with the suggested syllabus and which show how the aims and objectives of the syllabus can be achieved in actual practise, require 25 hours of classroom time each. As there is a programme and a course book already studied in the preparatory year at Gazi University ELT preparatory classes, we were unable to omit two of the units and replace them with these modules. The students are to take regular exams based on what they study. Yet, these units were inserted into the existing programme whenever possible. Sometimes the activities are replaced by a similar one or are done along with the existing one as extra activities.

The students orally reported that the main themes of the modules and the related subtopics they studied were interesting and motivating. The students also pointed out that they liked the activities. They stated that they particularly enjoyed the group activities. As to vocabulary activities, the students stated that they found word-formation activities useful. They also enjoyed learning more about the proverbs or similar expressions in the target language. They also stated that they found tips and guidance for strategy use very beneficial and that they would use them for better listening, speaking and so on.

The students also stated that they found writing references very useful and that they could write better with considerable ease following the guidance. The students pointed out that video material was stimulating and the activities about the DVD's were useful. The activities helped them benefit from the visual material much more as they watched with an aim. Similarly, the students stated they benefited hugely from tasks which required them to do something with the language rather than studying the language itself. In conclusion, the activities in both modules received positive comments from the students.

## CHAPTER 7

### CONCLUSION AND SUGGESTIONS

#### 7.0 Introduction

This chapter revises the study by providing a brief look at the CEF and its language policy and in terms of who the learners are and why there is a need for a new and sound syllabus. The findings of the data collection process are also revised briefly here. The principles and the properties of the suggested syllabus are also mentioned. Finally, suggestions for further study are presented.

#### 7.1 Conclusion

The EU is truly multilingual and multicultural with its members' deep rooted and well-established languages and cultures. With the goal of fostering and preserving this rich heritage of languages and cultures under the protective roof of the Union, European bodies like the Council of Europe have underlined effective communicative language skills and launched language policies accordingly. Hence, the Council of Europe *prepared the Common European Framework of Reference for Languages*; which is a descriptive scheme to specify language learning goals and to guide the development of language learning materials, activities and exams. It aims to provide a means of language teaching in Europe to compare the objectives and achievement standards of learners in different countries.

The CEF should not be regarded as a new methodology or approach to language teaching. It has been developed to help language learners, teachers, course designers, exam developers and educational administrators to maintain unity in language teaching, learning and assessment in different countries in Europe by setting criteria in educational institutions and language qualifications and by founding a sound basis for their recognition.

In order to provide this standardisation and unity and to facilitate cooperation among various institutes, organizations; different levels of proficiency and their related features have been developed. These scales are described in terms of the learners' abilities and what they can do in the target language. The six levels of language proficiency defined in the framework are:



A1 Breakthrough, A2 Threshold, B1 Waystage, B2 Vantage, C1 Effective Operational Proficiency, C2 Mastery. Each level is specified according to different language skills and what learners can do at that level.

The language policy of the Council of Europe has 3 main objectives: (1) *pragmatic* (mobility of the citizens and exchanging ideas will become easier); (2) *intercultural* (promoting new perspectives and understanding towards new languages and cultures will bring tolerance) and (3) *sociopolitical* (learning a foreign language will preserve linguistic and cultural richness and diversity). In order to achieve these, the Council of Europe has aimed to raise plurilingual and pluricultural citizens.

The CEF aims at involving language learners in communicative activities, practising Reception, Interaction, Production and Mediation skills, which can be mastered through the use of effective and appropriate strategies. Strategies are a means the language user exploits to mobilise and balance his or her resources, to activate skills and procedures, in order to fulfill the demands of communication in context and successfully complete the task in question in the most comprehensive or most economical way feasible depending on his or her precise purpose (Council of Europe, 2001:57). Communication strategies can be regarded as the application of some metacognitive principles such as Pre-planning, Execution, Monitoring and Repair Action to different communicative activities.

The CEF assumes that “learning to learn” needs to be an integral part of language instruction and learning and to achieve this the learners should be trained to make use of effective strategies. Learner autonomy can be achieved through the use and development of strategies with short-term and long-term effects.

The European Language Portfolio (ELP) can function along with the CEF and can be used to promote lifelong learning and intercultural awareness. It also functions as a tool for the learners to record and monitor their progress. With the self-assessment grid, it helps learners recognize what they can do, and set objectives and priorities for learning. It helps learners become more aware of their language learning process.

The Council of Europe supports the development of sound syllabuses that promote communicating effectively. A syllabus is defined as the content of a language teaching

programme that the learners will be exposed to. There are many types and formats of syllabuses. Here, the syllabus suggested is a mixed syllabus, that is, skills-based, task-based, situational and topic-based one with a communicative orientation. It is suggested that the syllabus be designed in a cyclical and modular format. The selection and the organization of the language with the purpose of teaching need a great deal of attention and consideration and should be done taking into account who the learners are and what their needs and interests are.

Unlike language learners of the previous century, learners of today are expected to take an active role in communication and interact successfully. This cannot be achieved through structural syllabuses, which neglect the communicative needs of language learners. The findings of the study skills questionnaire show that the average ELT preparatory student has previously studied a preparatory year when he/she was at high school. However, grammar, vocabulary and the reading skill were the areas that received intense practice in the high school preparatory year. The other skills and pronunciation received relatively less attention. The trend seemed to go worse in the following years in the high school when the students were studying for the university entrance exam. As the findings of the study skills questionnaire indicate, the grammar, vocabulary and the reading skill are the only areas that the students studied. Most of the students stated that they rarely or never studied productive skills such as speaking or writing. In case of the listening skill and pronunciation, it seems that they received even less attention due to the fact that they are not tested in the university entrance exam. As a result, the average preparatory student of English Language Teaching department is weak in communicative competences. They lack confidence in their productive skills and require communicative activities to activate the language they have studied. When designing the suggested syllabus, all four language skills have received equal attention and their integration in teaching is thought to be essential.

At present, one of the biggest problems is that, there are no clearly defined aims and objectives for the ELT preparatory year at Gazi University. There is not a defined syllabus for these students either. The actual practice is to choose a coursebook for each term and to try to cover its units throughout year. Yet, although coursebooks which are defined in line with B2 level of the CEF are studied, they contain an average of 12 or 14 units, which means they fall too short for a 30 week educational year. In addition, these coursebooks are designed to cover the needs of students in general, that is, they are for language learners in different parts of the

world. However, it is believed that ELT preparatory students are likely to benefit hugely if their language learning backgrounds, weaknesses and strengths, and interests are taken into account. Therefore, it is believed that a syllabus particularly designed for the needs of ELT preparatory learners should be prepared.

The syllabus suggested in this study has some principles. It is realistic and relevant to the needs and interests of the learners. Moreover, it is flexible. It is not designed in terms of concrete chunks for each week. The lists of objectives, topics, functions, skills and lexis can be combined in various ways to develop coursebooks and materials for actual use in the classroom. Furthermore, the syllabus is adaptable and dynamic. It is open to adjustment and improvement due to the needs of the stakeholders. The syllabus also opens a new perspective for the language learners, who have studied the language in terms of structural approach and with a heavy emphasis on multiple-choice tests. That is, the students are expected to discover the joy of learning a language as well. In addition, the syllabus encourages the learners to take calculated risks and explore language. Last but not least, the syllabus promotes learner autonomy as it is believed that good language teachers should be good learners in the first place. The students in question should also develop autonomy so that their improvement is not confined to the classroom.

The syllabus also helps learners make use of a variety of strategies because it is believed that the learners should be informed about the strategies and should make use of them consciously and with guidance during the communicative task rather than involving in the activity without knowing which strategy to use. The syllabus achieves this by a systematic and direct instruction of strategies. Often the strategies are taught explicitly because it is believed that in direct training learners can realize why the strategy is useful and how it can be used with other similar tasks. They provide the learners with a sense of security and control over the material. Thus the learners will more successfully take part in communication rather than avoiding it.

The preparatory students of English Language Teaching Department, who are going to be English teachers at various schools and institutions and who are going to follow their courses in English in the 4 years before that, should be able to employ necessary strategies and be competent in production, perception and interaction in the target language. Therefore, B2 level is thought to be the most suitable and realistic level for them to achieve.

As ELT preparatory students are going to be language teachers, both accuracy and fluency is important for them. The sample modules designed according to the syllabus involve feedback, guidance and tips such as “Remember to”, “How to” and “Language Check” boxes. The students in question are also expected to become aware of their mistakes (Monitoring) and to correct themselves (Repair) and their peers. In this way, they can build up confidence and control over the language. The metacognitive strategies that the CEF employs are Planning, Execution, Monitoring and Repair Action. These strategies are applied to Production, Perception and Interaction strategies. The students should be instructed explicitly on these strategies, and they will be expected to employ them on various tasks.

When designing the syllabus the scales for language skills defined by the CEF at B2 level have been used. As all the students in question are going to be language teachers, it is thought that there is no need to conduct a needs’ analysis. On the other hand, an interest checklist has been applied in order to find the topics of interest to the students. The checklist has been developed taking into account various course books, skills books and popular issues. It is thought that course books and materials designed around topics of interest to the learners will boost their motivation.

The syllabus is designed for a thirty-week intensive course as the preparatory year at Gazi University spans two terms consisting of 15 weeks each. Each module is expected to be covered in one week. The modules integrate all the skills along with grammar, vocabulary and pronunciation around one theme. The modules include oral, aural and written activities and tasks that require production, perception and interaction in the target language.

Most of the tasks in the syllabus require pair and group work to maximise communication and interaction. Communicative activities that involve information and opinion gap are often used to stimulate real-life situations in the classroom. The tasks are also designed so as to stimulate higher order thinking skills such as analyzing, synthesizing and reasoning effectively. The tasks and activities also improve critical thinking skills by asking the students to find out questions such as how, why and what. Strategies for effective listening, reading, speaking and writing also help the students cope with difficulties, communication breakdowns and frustration due to failure. Games, puzzles and songs are considered important as they are motivational and make the task of language learning and exploration more fun.

Pronunciation is another important element in the syllabus. The B2 level learner is expected to have “acquired a clear, natural pronunciation and intonation” (Council of Europe, 2001:117). For this reason, each unit includes activities that teach the aspects of pronunciation such as word and sentence stress, weak and strong forms and intonation.

As to vocabulary and idioms, the CEF requires B2 level learners to have “a good range of vocabulary for matters connected to his/her field and most general topics, (they) can vary formulation to avoid frequent repetition” (Council of Europe, 2001:112). The learners are expected to recognize and use those in their spoken and written production as well. The learners are provided with vocabulary and idioms related to the topic of the module. They are also presented with activities that help them practice and use the vocabulary.

The student is at the center of all the activities and tasks in the syllabus. The teacher is only the initiator, facilitator of the process of language learning and exploration. The teacher also acts as a guide to teach how to make use of strategies.

The syllabus is also designed around a rich thematic content so that the learners will develop intellectually. The themes are not only used to present the target language but to boost cultural appreciation and world knowledge as well.

At present, the process that determines which students will study one year preparatory course is as follows: A proficiency exam is given in September, at the beginning of the term. The exam is roughly upper-intermediate and it contains a large number of multiple choice items that the students are familiar with. But it also involves sections which assesses the listening, speaking and writing skills along with the reading skill. Students who get a minimum of 60 points in the exam do not attend the preparatory year. Students who get a mark below 60 are required to attend a one-year preparatory course, at the end of which they can go to their departments provided they are successful.

As to assessment, portfolio assessment, which involves both norm-referenced and criterion referenced assessment tools, is proposed in the syllabus. The assessment should reflect the general approach and the aims and objectives of the syllabus; therefore, alternative assessment tools should go hand in hand with the traditional ones in the syllabus. It is advocated that the

learners be assessed in a continuous and systematic way throughout the year. The portfolio suggested here comprises the following tools: traditional exams, teacher observation, assignments and take-home exams, tasks, journal writing and pieces of written work, roleplays, debates and presentations and video-viewing.

Finally, the suggested syllabus adopts an eclectic approach to suit the needs and diverse learning styles of the learners. It also uses a wide range of activities that promote the communicative aspect of language. The syllabus does not lose sight of the affective factors to the learning. Increasing motivation and self-esteem, thus promoting a positive self-image and diminishing inhibition are thought to be indispensable for successful language learning.

As to final remarks, this study aims to suggest an English syllabus for the preparatory students of Gazi University ELT department at B2 vantage level as defined in the CEF. The suggested syllabus, with all its aims and objectives and the materials, are designed in accordance with the B2 level. It is hoped that this study will be useful in converting the structurally-oriented ELT preparatory students into proficient learners in terms of production, perception and interaction in the target language. They will be embellished with the necessary skills to successfully follow the courses in their department.

## **7.2 Suggestions for Further Study**

This study aims at developing an English syllabus for the preparatory students of Gazi University English Language Teaching Department. The syllabus is designed in line with the standards defined the CEF B2 Vantage level. It is likely that the profile of the ELT preparatory students will change in the following years; therefore, a new interest checklist might be applied to review the changing topics of interest. On the other hand, the skills and the standards defined in the CEF will remain the same and can still be employed.

It is suggested that a coursebook covering the 30-week educational year of ELT preparatory year be prepared. The coursebook should be designed on the topics found out with the interest checklist and should be in line with the suggested syllabus.

It is also suggested that an ELP be developed for the ELT preparatory learners so that they can use it during their education in the preparatory year and the following years at university, even after school during their professional career. The ELP gives the students the chance to display and monitor their language learning process and evaluate themselves. It is obvious that a single ELP model cannot satisfy the needs of all users from different environments. The already existing variety of ELPs shows this fact clearly. Yet, “the ELP does not have to be reinvented every time an authority or group intends to issue an ELP in its own name” (Schneider and Lenz, 2001:7). They can be built on the already existing ELPs. The designers can use, adapt or create elements according to their own goals and learners. All ELPs must be submitted for validation. To obtain accreditation, the designers of the ELP should apply to the European Validation Committee (EVC), which is charged with the accreditation of all European Language Portfolios. The designers may refer to section 10 in “European Language Portfolio: Guide for Developers” by Schneider and Lenz (2001) for accreditation procedures.

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## APPENDICES

### Appendix 1

*Dear students,  
We are conducting a research on the foreign language learning background and the study skills of ELT preparatory students at Gazi university. You are kindly requested to answer the following checklist sincerely. You do not need to write your names. The information you provide will be kept confidential.  
Thank you for your cooperation.  
Gonca EKŞİ*

**1. Which high school did you graduate from?**

State high school	
Super high school	
Anatolian high school	
Anatolian teacher training high school	

**2. Did you study preparatory year when you were in high school?**

YES _____	NO _____
-----------	----------

**3. How many hours of English a week did you study in the preparatory year?**

\_\_\_\_\_

**4. Which of the skills and language areas did you study in preparatory year in high school? Please state in detail.**

	Always	Often	Rarely	Never
<b>Listening</b>				
<b>Speaking</b>				
<b>Reading</b>				
<b>Writing</b>				
<b>Grammar</b>				
<b>Vocabulary</b>				
<b>Pronunciation</b>				

**5. Did you study selective intensive English classes in high school?**

YES _____	NO _____
-----------	----------

**6. How many hours of English did you study in the following years in high school?**

--

**7. Which of the skills and language areas did you study in the following years in high school? Please state in detail.**

	Always	Often	Rarely	Never
<b>Listening</b>				
<b>Speaking</b>				
<b>Reading</b>				
<b>Writing</b>				
<b>Grammar</b>				
<b>Vocabulary</b>				
<b>Pronunciation</b>				

**8. What materials did you use in the language classes in high school? What did you do to study for the university exam?**

Course books	
Audio-material	
Videos	
Dictionaires	
Multiple-choice test booklets	
Grammar Books	
Private Language Courses	
Other (please specify)	



## Appendix 2

### AVRUPA DİL GELİŞİM DOSYASI European Language Portfolio

#### Kişisel Dil Başarılarım My Personal Language Achievement

##### Dil:

##### LANGUAGE:

Bu bölümde, normal şartlar altında ve kolayca yapabildiklerinizi (Sütun 1); bir sonraki ve öncelikli hedeflerinizi (Sütun 3) kaydedebilirsiniz. Öğretmeniniz de 2. sütunu kullanacaktır.

İşaretlemede aşağıdaki sembolleri kullanınız:

Sütun 1’de

- **normal şartlar altında yapabildiklerim** [√]
- **kolayca yapabildiklerim** [√√]

Sütun 3’de

- **bir sonraki hedefim** [+]
- **öncelikli hedefim** [++]

## B2

<b>DİNLEME LISTENING</b>	<b>Ben Me</b>	<b>Hedeflerim My objectives</b>
Standart dildeki konuşmaları gürültülü ortamlarda bile ayrıntılarıyla anlayabilirim. <i>(I can understand in detail what is said to me in standard spoken language even in a noisy environment.)</i>		
Uzmanlık alanıma giren veya aşına olduğum bir ders ya da konuşma açık ve anlaşılır olduğunda anlayabilirim. <i>(I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation is straightforward and clearly structured).</i>		
Standart dildeki radyo programlarının çoğunu anlayabilir, sunucunun ses tonundan verilmek istenen duyguları ayırt edebilirim. <i>(I can understand most radio documentaries delivered in standard language and can identify the speaker’s mood, tone, etc.)</i>		
Televizyonda yayınlanan standart dildeki belgeselleri, röportajları, tiyatro oyunlarını ve filmlerin çoğunu anlayabilirim. <i>(I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect).</i>		
Soyut ve somut içerikli karmaşık konuşmalardaki ana fikirleri ve uzmanlık alanıma giren teknik konulardaki tartışmaları anlayabilirim. <i>(I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical</i>		

<i>discussions in my field of specialisation).</i>		
Konu içinde geçen ipuçlarını kullanarak anladığımı kontrol etmek ve ana fikri bulmak gibi anlamaya yönelik çeşitli dinleme yöntemlerini kullanabilirim. ( <i>I can use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues).</i> )		

<b>OKUMA READING</b>	<b>Ben Me</b>	<b>Hedeflerim My objectives</b>
İşim ya da ilgi alanıma göre haber, makale ve raporlara hızla göz atarak tümünün okunmaya değer değmeyeceğine karar verebilirim. ( <i>I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interest ( or my job), and decide if a closer reading is worthwhile).</i> )		
Yazarın özgün fikir ve görüşlerini aktardığı güncel bir konu hakkındaki rapor ve makaleleri anlayabilirim. ( <i>I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view).</i> )		
İlgi alanıma giren, akademik ya da uzmanlık alanımla ilgili metinleri ayrıntılarıyla anlayabilirim. ( <i>I can understand in detail texts within my field of interest or the area of my academic or professional speciality).</i> )		
Mesleki ya da akademik alanım dışındaki makaleleri gerektiğinde sözlüğe bakmak kaydıyla anlayabilirim. ( <i>I can understand specialised articles outside my own field if I can occasionally check with a dictionary).</i> )		
Sinema, tiyatro, kitap ve konser gibi kültürel konulardaki yorum ve eleştirileri okuyabilir, önemli noktaları özetleyebilirim. ( <i>I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarize the main points).</i> )		
Mesleki veya akademik ya da ilgi alanıma giren konulardaki mektupları okuyabilir ve en önemli noktalarını kavrayabilirim. ( <i>I can read letters on topics within my areas of academic, or professional speciality or interest and grasp the most important points).</i> )		
Kullanım klavuzlarına (örneğin bilgisayar programları için hazırlanmış olan) bakarak ilgili açıklamaları ve örnekleri bulup sorunu çözmeyi başarabilirim. ( <i>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).</i> )		
Bir öykü ya da tiyatro oyununda yer alan karakterlerin olaylar karşısındaki tutum ve davranışlarını hikayenin gelişimi açısından değerlendirebilirim. ( <i>I can understand, in a narrative or play, the motive's for the</i>		

<i>character's actions and their consequences for the development of the plot).</i>		
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<b>KARŞILIKLI KONUŞMA SPOKEN INTERACTION</b>	<b>Ben Me</b>	<b>Hedeflerim My objectives</b>
Sıram geldiğinde bir konuşmaya katılabilir, konuyu geliştirebilir ve sonuçlandırabilirim. <i>( I can initiate, maintain and end conversation naturally with effective turn-taking).</i>		
İlgi alanıma giren bilimsel konularda ayrıntılı bilgi alışverişinde bulunabilirim. <i>( I can exchange detailed factual information on matters within my fields of interest).</i>		
Olaylar ya da deneyimlerle ilgili duygu ve düşüncelerimi aktarabilirim. <i>( I can convey degrees of emotion and highlight the personal significance of events and experiences).</i>		
Genel konuları içeren kapsamlı bir konuşmada etkin bir şekilde yer alabilirim. <i>( I can engage in extended conversation in a clearly participatory way on most general topics).</i>		
Fikirlerimi uygun açıklamalarla, görüşlerle ve yorumlarla destekleyerek bir tartışmaya katılabilirim. <i>( I can account for and sustain my opinions in discussions by providing relevant explanations, arguments and comments).</i>		
Bilinen konularda anlaşılabilirliği sağlayıp diğer konuşmacıları da konuya çekerek bir tartışmada yer alabilirim. <i>( I can contribute to a discussion on familiar topics by confirming comprehension, inviting others in, etc.)</i>		
Sorularla bilginin doğruluğunu kontrol edip ilginç yanıtları irdeleyerek önceden hazırlanmış bir röportajı uygulayabilirim. <i>( I can carry out a prepared interview, checking and confirming information, following up interesting replies).</i>		

<b>SÖZLÜ ANLATIM SPOKEN PRODUCTION</b>	<b>Ben Me</b>	<b>Hedeflerim My objectives</b>
İlgi alanıma giren pek çok konuda ayrıntılı ve anlaşılır açıklamalar yapabilirim. <i>( I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest).</i>		
Fikir ve tartışmalar içeren belgeseller, röportajlar ve haberlerden alınan kısa bölümleri özetleyebilirim. <i>( I can understand and summarize orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion).</i>		
Film ya da tiyatro oyunlarının konularını ve olaylar zincirini anlayabilir		

ve özetleyebilirim. ( I can understand and summarize orally the plot and sequence of events in an extract from a film or play).		
Fikirlerimi mantıklı bir şekilde sıralayarak neden sonuç ilişkisine dayanan bir sav oluşturabilirim. ( I can construct a chain of reasoned argument, linking my ideas logically).		
Güncel bir konu hakkındaki çeşitli seçeneklerin olumlu ve olumsuz yönlerini vererek görüş bildirebilirim. ( I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various opinions).		
Sebeup, sonuç ve olası durumlarla ilgili tahminde bulunabilirim. ( I can speculate about causes, consequences and hypothetical situations).		

<b>YAZILI ANLATIM WRITING</b>	<b>Ben Me</b>	<b>Hedeflerim My objectives</b>
Uzmanlık alanımla ilgili çeşitli konularda ayrıntılı ve anlaşılabilir rapor, sunu, kompozisyon gibi metinler yazabilirim. ( I can write clear and detailed texts, such as compositions, reports or texts of presentations on various topics related to my field of interest).		
Toplumsal konulara ilişkin makalelerin özetini çıkarabilirim. ( I can write summaries of articles on topics of general interest).		
Çeşitli kaynaklardan ve medyadan aldığım bilgileri özetleyebilirim. ( I can summarize information from different sources and media).		
Belirli bir bakış açısına ilişkin olumlu veya olumsuz görüşlerimi sebeplerini de belirterek bir kompozisyon ya da “editöre mektup” biçiminde yazabilirim. ( I can discuss a topic in a composition or “letter to editor”, giving reasons for or against a specific point of view).		
Önemli noktaları vurgulayarak ve destekleyici ayrıntılara da yer vererek bir fikri kompozisyon ya da rapor haline getirebilirim. ( I can develop an argument systematically in a composition or report, emphasizing decisive points and including supporting details).		
Ayrıntılı ve kolay okunabilir bir şekilde olaylar ve gerçek ya da gerçek dışı deneyimlere ilişkin metinler oluşturabilirim. ( I can write about events and real or fictional experiences in a detailed and easily readable way).		
Bir film ya da kitap hakkında kısa bir eleştiri yazabilirim. ( I can write a critical review on a film or book).		
Kişisel bir mektup ya da elektronik postada farklı duygu ve tavırları ifade edebilir, günün olaylarını, olayların önemli noktalarını açıklayarak aktarabilirim. ( I can express, in a personal letter or e-mail, different feelings and attitudes and can report the news of the day making clear what are the most important aspects of an event).		

### Appendix 3

*Dear Students,*  
*We are currently conducting a research on the interests of ELT preparatory students at Gazi University. You are kindly requested to answer the following checklist. You do not need to write your names. The information you provided will be kept confidential.*  
*Thank you for your cooperation.*  
*Gonca EKŞİ*

#### PART A

Rank the following main topics as follows. Please tick the appropriate box.

1- Not Interesting

2. Interesting

3. Very Interesting

TOPIC	1	2	3
Issues in Education			
Technology and Science			
Arts			
Cultural Issues			
Gender Issues			
History			
Intelligence and Success			
Earth and Environment			
Time and Change			
Sports			
Humour			
Political Issues			
Famous People			
Relations			
Psychology			
Crime and Punishment			
Law / Order and Justice			
Health and Beauty			
Work and Business			
Travelling and Tourism			
Hobbies and Leisure Interests			
Fashion			
Phobias and Danger			
Medicine			
Family and Friends			
Career and Work			
Explorations and Pioneers			
Inventions			
Mysteries of the World			
Memory and the Power of the Mind			

Money			
Emotions			
The Future			
News and the Media			
The Paranormal			
Food and Drink			
Myths and Facts			
People and Society			
Communication and Language			
War and Peace			
Obsessions and Addictions			
Home, House and Places			
Literature			
Youth Issues			
Religion and Spirituality			
Holidays and Special Occasions			

Other (any topic that you would like to study).....

## **PART B**

**Please tick the subtitles that you find most interesting.**

### **ISSUES IN EDUCATION**

Public versus private schools  
University education  
Study abroad  
Technology in education  
Teacher quality and shortage

Inequality in education  
University entrance exam  
School violence  
Underachievers  
Distance education

### **TECHNOLOGY AND SCIENCE**

Astronomy and space  
Famous scientists  
Cloning  
Genetic engineering

The Internet  
Robots versus Humans  
Artificial intelligence  
Pros and Cons of Technology

### **ARTS**

Famous people in the art world  
Museums  
Photography  
Architecture  
Sculpture

Crafts  
Performing arts (music, theatre, dance)  
Cinema  
Painting

### **CULTURAL ISSUES**

World cultures  
Cross-cultural differences (seeing things differently)  
Customs and traditions  
Body language

Popular culture  
Culture shock  
Youth culture  
Cultural change

### **GENDER ISSUES**

Women rights  
Feminism  
Equality between men and women

Gender discrimination  
Suffragettes  
Gender roles  
Sexual choices

## **HISTORY**

Heroes in History  
Renaissance  
Prehistoric life  
World history  
Middle ages

Important civilizations  
Mysteries of history  
Seven wonders of the world  
Turning points in history

## **INTELLIGENCE AND SUCCESS**

Multiple intelligences  
Prodigies  
Geniuses  
Amazing people  
IQ tests

Emotional intelligence  
Personality  
Great achievements and failures

## **EARTH AND ENVIRONMENT**

Global warming  
Pollution  
Recycling  
Endangered species  
Natural disasters

Hunger and poverty  
Population growth  
Rain forests  
Natural beauties of the world

## **TIME AND CHANGE**

Time management  
Innovations  
Change management  
Life styles

Postmodernism  
Time travel in science fiction  
Time and the Big Bang  
Eternity

## **SPORTS**

Extreme sports  
Types of sport (football, basketball, tennis)  
Drugs in sport  
Sportsmanship  
Disabled sports

Olympic games  
Tournaments and championship  
Martial arts  
Violence in sports  
Sports marketing



**HUMOUR**

Animation  
Cartoons  
Caricaturists  
Comedy  
Comic videos

Famous humorists  
Clowns  
Irony  
Practical jokes & pranks

**POLITICAL ISSUES**

Democracy  
Elections  
Political celebrities  
Forms of government  
International relations

Power and authority  
Ideology  
United Nations  
European Union

**FAMOUS PEOPLE**

National and international celebrities  
Celebrity families  
Fame in the 20th century

Paparazzi  
Hollywood  
Biographies

**RELATIONS**

Friendship  
Kinship  
Fraternity/ sorority  
Civil unions

Polygamy/monogamy  
Divorce  
Marriage  
Teams in profession/business

**PSYCHOLOGY**

Mental disorders  
Learning disabilities  
Psychological tests  
Split identity

Famous psychologists  
Self-help (yoga, NLP, reiki, etc.)  
Dreams

**CRIME AND PUNISHMENT**

War crimes  
Organised crime  
Prison  
Reasons for crime  
Remedies and deterrence

Serial killers  
Rehabilitation  
Statistics  
Crime against humanity

## **LAW / ORDER AND JUSTICE**

Legal people  
History of law  
Constitutional law  
Human rights  
Legal systems

Equality  
Legal institutions  
Social justice  
Prenuptial agreement

## **HEALTH AND BEAUTY**

Mental health  
Physical health  
Nutrition  
Exercise and diets  
Hygiene

Health care  
Aesthetics  
Inner beauty  
Anti-ageing  
Plastic- surgery

## **WORK AND BUSINESS**

Job interviews  
Rat race

Advertising  
Work ethics

## **TRAVELLING & TOURISM**

Tourism  
Migration  
Pilgrimages  
Space travel  
Leisure travel

Winter tourism  
Backpacking  
Resort towns  
Holidays  
Transport

## **HOBBIES AND LEISURE INTERESTS**

Collecting  
Games  
Outdoor recreation

Creative hobbies  
Cultural differences in leisure  
Life styles

**FASHION**

Clothing  
Fashion throughout history  
Media

Latest trends  
Global fashion centres  
Fashion designers

**PHOBIAS AND DANGER**

Causes of phobia  
Anxiety disorders  
Treatments  
Horror films

Clinical phobias  
(agoraphobia, etc)  
Catastrophes  
Kamikaze

**MEDICINE**

History of medicine  
Pharmacology  
Life extension  
Rare diseases

Diagnosis and treatment  
Hippocrates and Ibn Sina  
Alternative treatments

**FAMILY AND FRIENDS**

Nuclear family vs. extended family  
Adoption  
Family cross-culturally  
Kinship terminology  
Domestic violence

Family tree  
Types of friendship ( blood brotherhood, soulmate, comrade, etc.)

**CAREER AND WORK**

Career counseling & management  
Aptitude  
Unemployment  
Working mothers

Manual labour and wage labour  
Capitalism vs socialism  
Unions

**EXPLORATIONS AND PIONEERS**

Notable explorers  
Space exploration

Expeditions  
Firsts in history

## **INVENTIONS**

Notable inventors  
Mad scientist  
Patent

Inventions named after people  
Latest inventions  
Internet security

## **MYSTERIES OF THE WORLD**

The Bermuda Triangle  
UFOs  
Atlantis  
Secret of Pyramids

Mummies  
Loch Ness Monster  
Jack the Ripper

## **MEMORY AND THE POWER OF THE MIND**

Brain damage  
Human brain  
Language learning  
Memory (long & short-term)

Speech-related brain regions  
Alzheimer's disease  
Problem solving  
Improving memory

## **MONEY**

History of money  
Financial capitals  
Currency

Electronic money  
Wealth and poverty  
Counterfeiting of money

## **EMOTIONS**

Jealousy  
Love & hatred  
Shame & guilt  
Anger & anger management  
Depression (causes and

treatment)  
Happiness & sadness  
Homesickness  
Suffering & fear  
Gratitude

## **FUTURE**

Evolution  
Life in the future  
Dooms day

Emerging technologies  
Forecasting

## **NEWS AND THE MEDIA**

The Oscars  
Movies  
Television  
Newspapers

Documentaries  
Film reviews  
Theatre and drama  
Freedom of the press

## **THE PARANORMAL**

Miracles  
Afterlife  
Spells and curses  
Telepathy  
Supernatural events

Ghosts and haunting  
The Evil eye  
Fortunetelling  
Debunking approach  
Paranormal fiction

## **FOOD & DRINK**

Food and drink  
Farming  
Food habits across cultures  
Famine and hunger

Allergies  
Drinking water & shortage of water  
Production of food and drink

## **MYTHS & FACTS**

Urban myths  
Legends and tales  
Folklore  
Myth and ritual  
Ancient mythology

Scientific reasoning  
Belief  
Historical facts  
Amazing facts

## **PEOPLE & SOCIETY**

Racism  
Older people: treatment and care

Traffic and road safety  
Homelessness

## **COMMUNICATION & LANGUAGE**

Non-verbal communication  
Sign language  
Animal language  
Channels of communication  
Slang

Tongue-twisters  
Language change  
Artificial languages  
Intercultural competence  
Sapir-Whorf hypothesis

**WAR & PEACE**

War crimes & International  
Court  
UNESCO  
Nobel Peace Prize  
Amnesty International

Terrorism  
World Wars  
Reasons & Consequences  
Nuclear Weapons  
Great Battles in History

**OBSESSIONS &  
ADDICTIONS**

Alcohol & Drinking  
Drugs  
Obsessive-compulsive  
Disorders  
Obsessive love/Stalking

Problem gambling  
Shopholics  
Eating disorders (Bulimia,  
anorexia)  
Computer addiction

**HOME, HOUSE &  
PLACES**

Refuge & safety  
Retirement home  
Orphanage  
Foster home

Nomadic people  
Real estate  
House types & styles

**LITERATURE**

Poetry  
Novel  
Drama  
Fiction

Famous authors and poets  
Literary awards  
World literature

**YOUTH ISSUES**

Courtship (dating)  
Youth unemployment  
Juvenile delinquency

Youth rights  
University life

## **RELIGION & SPIRITUALITY**

Atheism  
Buddhism  
Christianity  
Islam  
Judaism

Paganism  
Moral stories  
Meaning of life  
Scientology

## **HOLIDAYS & SPECIAL OCCASIONS**

Christmas  
Easter  
Halloween  
Valentine's day  
Thanksgiving

Mother's / father's day  
Birthdays  
Funerals  
weddings  
Religious holidays

## **CONTROVERSIAL ISSUES**

Abortion  
Censorship  
Human cloning  
Euthanasia

Capital punishment  
Satanism  
Suicide  
Research using animals

## **MISCELLANEOUS**

Police corruption  
Copyright  
Stem cell research  
Murphy's Law  
Astrology  
Learning styles & strategies  
Internet and cyber crime  
Gun control  
Nuclear energy  
Conspiracy theories

## Appendix 4

## Tapescripts

### Module 1

#### Tapescript 1.1

Salvador Dali was a Spanish surrealist painter born in Catalonia, Spain. Dali was a skilled draftsman, best known for striking and bizarre images in his surrealist work.

Leonardo da Vinci has often been described as a universal genius. He is considered to be one of the greatest painters of all time (two of his well-known works were the Mona Lisa and The Last Supper) and perhaps the most diversely talented person ever to have lived. Da Vinci was a scientist, mathematician, engineer, inventor, anatomist, painter, sculptor, architect, botanist musician and writer. For much of his life, Leonardo was fascinated by the phenomenon of flight and produced plans for several flying machines.

Sir Isaac Newton was a mathematician and physicist and one of the foremost scientific intellects of all time. According to a well-known story, it was on seeing an apple fall that Newton identified gravitation as the fundamental force controlling the motions of celestial bodies.

Spanish painter and sculptor, Pablo Picasso was considered one of the greatest artists of the 20<sup>th</sup> century. He is one of the most prolific artists in history. He created more than 20,000 works. He is best known for the Cubistic style that he developed with Georges Braque.

Bill Gates is an American entrepreneur and software executive and chairman of Microsoft, the software company he founded with Paul Allen. The annual Forbes magazine's list the World's Billionaires has ranked Gates as the richest person in the world from 1995 to 2007.

Wolfgang Amadeus Mozart was a prolific and influential composer. He startled the musical world as an infant prodigy, playing the clavier and composing little pieces before he was five. He is among the most enduringly popular of classical composers and many of his works are part of the standard concert repertoire. His style was unique.

*Compiled from [www.wikipedia.org](http://www.wikipedia.org)*



## Tapescript 1.2

I- Good afternoon. Here we are on CBC studio and I have with me a distinguished psychologist, Dr David Feldman, who has devoted many years to studying child prodigies. He wrote about six of them in his book, *Nature's Gambit*. Welcome Dr Feldman.

F- Thank you.

I- For many years, people looked upon child prodigies with a mixture of awe and admiration. What makes a child prodigy?

F- Most people who have studied child prodigies agree that there is a genetic component to genius. Studies show that prodigies go on to have exceptionally bright children. In cases where the child's ability is remarkably focused, as with music or artistic skills, there is often a precedent for such talent within the family. Many times a family's established interest in the field helps them recognize and nurture the precocious child. Tiger Woods was born with a great deal of raw golf ability, but it might have gone undetected if it weren't for his father's early attention. But aside from a probable heritable component to the prodigious talent, there is not much known about the biology of intelligence. A few people have suggested that gifted children have greater specialization in brain areas that control motor behaviour and increased communication between the two hemispheres. There is also some evidence that gifted children usually have gifted siblings. Thus parents with an exceptional older child would be wise to watch out for special talent in the younger ones, who can often get lost in the shuffle.

I- So can we say being a prodigy is a head start in life?

F- Actually, no. Being born with a high IQ or amazing piano ability is no guarantee of later success and parents who push too hard are likely to set their children up for a fall. One of the prodigies in my study was a boy named Randy from Leith, who began writing plays at the age of five. He had a difficult time adjusting to the fact that other children managed to "catch up" with his writing ability by high school. He was still very bright, but his talent was not as awe-inspiring as it once was. Likewise, parents of seemingly "ordinary" children should not despair; many of the world's most significant contributions have been made by people who struggled as youngsters. Mozart was a child prodigy, Schubert was not. The world still marvels at them both.

I- What should parents do then?

F- There is a clear connection between the parents' involvement and the child's accomplishments. Parents can help or hinder the development of a child prodigy in an infinite number of ways, ranging from the attentive but not too pushy to the downright obsessive. In an interview at the Guardian, pianist Ruth Slezynska tells how her father made her practice 9 hours every day. He tolerated no mistakes and hit her at the least wrong note. At 15, she suffered a major breakdown and put an end to her career.

I- It seems the dangers lying in wait for child prodigies are very real.

F- That's true. It seems as though God has given them an extraordinary head start at birth. Yet, the transition from prodigy to adult artist is difficult in many cases. I'd say only 1 in a 100 becomes a true artist. The teacher's role in developing a child prodigy is essential. The teacher must also watch over the transformation of a marvelous machine into a well-balanced adult. Adolescence, a period of painful upheaval even for a normal child can become a nightmare for a child prodigy. The teacher must know when to push the child and when to hold him or her back. It can be devastating to realize that you have done everything as a child and there are no more challenges for you as an adult.

I- In other words, their lives are not so rosy at all?

F- Yeah, a spark of genius, intense study and practice, parents who are very much in the picture and devoted teachers are all part of an equation which might be explosive and one in which it is often difficult to maintain a healthy balance. We may well wonder whether being a child prodigy is a blessing or a curse.

I- Thanks for coming.

*Adapted from <http://www.brainconnection.com/topics/?main=ta/child-prodigies>*

### **Tapescrpt 1.3**

1. The man can't have believed her excuse.
2. No, it couldn't have been that. It's too obvious.
3. He must've been hungry.
4. She could've been scared by the look of him.
5. He might've recognised her from the newspapers.

## **Tapescript 1.4**

Howard Gardner-

I tried over the last 25 years to come up with a view of intelligence which really does justice to what we know about different cultures. One that goes well beyond a single short answer measure that the IQ test is and define intelligence as a - to solve problems or make things which are valued in at least one culture.

Now almost every definition of intelligence emphasizes problem solving. But I go on to talk about the ability to actually create something, to carry out a laboratory experiment, it is helpful to have a laboratory if you want to carry out a laboratory experiment; how to build a building, run a meeting and balance your checkbook.,

And this supposes what I sometimes call poli- theory of intelligence which the bell curve embodies. That's the notion if you had the right if your right brain mind pulled out and read how smart someone is. This is a very intuitive notion for reasons we can talk about. But in fact the intelligences which people demonstrate are always in interaction with whatever biological and genetic preclusives we have and the opportunities that existed in our culture and what we decide to put our energies.

The first intelligence is linguistic, and this a famous Chinese poet poets thinking language that's their mental representation, the world of words, sounds and meter of a linguistic source is what linguistic intelligence about. The second intelligence is, I call, logical mathematical. Logicians, mathematicians, scientists, computer programmers're really terrific in the bits of logical mathematical intelligence.

There is no question that linguistic and mathematical intelligences are important in our culture and there is no question they are important in school. I won't quarrel with that but what people may not realize is that tests are typically linguistic and mathematical instruments and if you have that blend of intelligence, you'll think you're smart as long as you stay in school and some of us have taken that too hard. But not only the society depend upon many intelligences as I'll argue later, we need to mobilize all of the intelligences even if we are pursuing a traditional curriculum.

The third intelligence is musical. Some people, including me, think of, represent the world musically, hear musical sounds, and patterns and harmonies and rhythms and so on. Now, it is often said that music is a talent, not an intelligence; and my answer is, that's fine, call it a talent, but then call being good with words a talent or being good with numbers a talent. Don't prioritize word and logic and therefore marginalize musical intelligence and spatial intelligence and other intelligences.

Spatial intelligence is the capacity to form and manipulate mental representations of large spaces, the way a pilot or a navigator would or more circumscribe kind of space, like a chess player or a sculptor or a geometers or an anatomist.

The fifth kind of intelligence, I call, is bodily kinesthetic; the capacity to solve problems or make things with your whole body or parts of your body like your hand or mouth. Musical performers, dancers, athletes, crafts people, surgeons, actors are individuals for whom bodily kinesthetic intelligence is very important.

I talk about two forms of personal intelligence; understanding other people, obviously very very important in our world. Sales, politics, teaching are all interpersonal intelligence fields. And a form of intelligence which I think is becoming more important with every passing year is intrapersonal intelligence, having a keen understanding of yourself, your desires, your strengths and weaknesses and have an apt to operate on that self model.

## Module 2

### Tapescript 2.1

A: So, do you think being a teenager is the best time of your life?

B: Definitely. I think teenagers experience a lot of firsts in their life. It's all excitement and novelty.

A: I totally disagree. As a teenager, I had the hardest time of my life. I remember finding my parents' rules a nuisance. I often felt rebellious. I thought the whole world was against me.

B: No, that's not true at all. Teenagers do seek for their identity, yet, this need not be so painful. With caring and loving parents it can be a great exploration to move from a teen into an adult.

A: That's probably true. Parents can definitely make the process easier. Still, the biological changes you're going through, all the hormones are very difficult to understand and keep under control.

B: I think there is some truth in that.. well, that's certainly what everybody says.

### Tapescript 2.2

It seemed that the day would be as boring as usually, but nothing indicated the horror I would go through. I **was sitting** in a comfortable armchair eating doughnuts and switching the channels when I **found** the Local News Channel: 'A boy was torn to pieces by one dog, presumably by a big, aggressive husky. The animal **made** several lethal wounds to the boy and was reported to have injured three other people.' The news shocked me: 'Damn, another one. They should have locked that dog.' I thought.

I got up, put on my shoes and my coat as I **had just remembered** that I had to post a letter. When I **went** out the air was extremely heavy, with dense fog everywhere, nearly as dull as in London at this time of the year. The clouds were a thick mixture of grey and black, which did not even let a single ray of light break through.

I *had been walking* for quite some time when I *saw* in the mist something that made my blood run cold. At the beginning, it was only a dark shadow, but when it *approached*, I could clearly see the enormous husky with piercing, black eyes. I shivered with horror when I *realised* that the dog had bloodstains all around its head and on the chest! I moved a few steps back after I had understood that it had to be the one that I *had heard* about in the news.

Suddenly, I realised that there was nobody in the park except for the animal and me. Never before had I been in such a fearful and stressful situation! I noticed that I could hear no other sound than the beating of my heart: even the wind *wasn't blowing*. All of a sudden, the dog made a growl making my hair stand on end while it *was moving* towards me. I *shielded* my face with my hands waiting for the furious blow. My heart *was beating* at the highest rate, but... nothing happened. The dog passed beside me and ran away.

I *had given* a sigh of relief and slowly lowered my hands when I suddenly felt someone tapping my shoulder. I turned around. In front of me, I saw a short, old lady who asked: 'Excuse me, my boy, haven't you seen my little puppy?'

### **Tapescript 2.3**

Hello, I'm Deborah Franklin Covey. Welcome to time management skill where I'll be covering practical basics for more effective planning. The end in mind is to help you increase your productivity by applying what you learn. This presentation is divided in to five sections or topics: Foundational principles, keys to using your planning tool, planning basics, weekly planning and daily planning.

A great way to start is with the definition of what planning actually is. For our purposes let's say that planning is predetermining a course of events in writing. Thinking through your day while in the shower doesn't count. You need to write it down. Notice also that word predetermining. This is not a synonym for guaranteeing. Your day, week, life may not go exactly according to your written plan but with a plan as roadmap you're guaranteed to more quickly recover from unexpected detours and you're far more likely than the person without a plan to arrive at your final destination.

Sadly though, most people don't plan daily. The University of Chicago conducted a study in which they polled 4000 working executives asking them if they predetermine each day's course of events in writing. Just 3% they did. As for the other 97%, you can conduct your own poll, you're likely to hear the same responses. The top three reasons for not planning were: (1) planning limits my freedom. (2) I'm too busy fire fighting. And (3) my favorite. I don't have time.

Let's consider the last and most popular excuse for a moment. Think of the most successful person you know. How many hours does he or she have in a day? 24. How about someone who's really struggling? How many hours does that person have? 24 again. And every one in between? 24 again. You get the idea: You see, it is not the amount of time we have that determines our success- that's fixed, it's rather how we choose to use that time. Every day we

are faced with a variety of situations in which we are required to make choices about how we use our time.

For years we have been using a tool called the time matrix. It's a square divided into four sections or quadrants that represent how we choose to spend our time. Quadrant 1 is called the quadrant of necessity, and it involves things that are both urgent and important. Quadrant 2 is called the quadrant of leadership. It involves things that are important but not urgent. Quadrant 3 involves things that are urgent but not important. It's called the quadrant of deception. And quadrant 4, the quadrant of default or waste, involves things that are neither urgent nor important.

Let me give you some examples: Quadrant one activities are important things that have to be done right now: they could be anything from handling a crisis to meeting a critical deadline and to getting to an important appointment on time.

Quadrant two activities are all the important things that we tend to push off- simply because they never become urgent. Planning, preparation, prevention, education, exercising and career development are all quadrant two activities.

Quadrant 3 activities are things that seem like they have to be done right now but really aren't important. Common quadrant 3 activities include listening to the latest office gossip, attending unnecessary meetings, ever do that?, and trying to satisfy other people's urgent issues.

Finally quadrant 4 activities are things that have no urgency nor do they even have to be done. Lying on the couch watching a TV show you're not interested in or surfing the web while you're procrastinating a report that's due are both good examples.

So where do you think you choose to spend more of your time? on urgent things or on important things?

Ideally we should spend all of our time in quadrants 1 and 2, on things that are important and urgent or important but not urgent. Notice the constant "important". Of these two quadrants we should work towards spending most of our time in quadrant 2- on things that are important but not urgent. The wonderful effect of spending time in quadrant 2 is that you'll have fewer quadrant 1 activities. Also if you invest more time in quadrant 2, you'll be less susceptible to spending time on things that aren't important -quadrants 3 and 4. Because you better recognize things that matter most.

The key is to understand the difference between urgent and important. In simple terms urgent means "now" and important means "worth doing". The problem for many of us is we unwittingly join the two terms at the hip. Case in point: someone asks you to do a report and tells you it's urgent. Have you ever thought to yourself "oo urgent, this must be important". Or how about the opposite. Someone asks you to do something very important, and you think "Ow, important, I'd better do this right away". Well, the association between urgent and important is sometimes valid, it is not always the case.

## **Tapescript 2.4**

Staying focused on what matters most to you should be a daily goal- one that's more easily achieved through daily planning. I recommend that you should sit down alone every day away

from interruptions and go through a 4-step daily planning process. It shouldn't take more than 10 or 15 minutes which, by the way, is only 1% of your day.

The first step in successful daily planning is to review yesterday. What did you do well? What were your most productive activities and events? If you could live yesterday over again, is there anything you'd do differently?

Step two is to list today's tasks realistically. Start by reviewing your appointment schedule. How much of your day is likely to be spent in meetings? Do you need to build in time for any preparation? Only after you've reviewed the day's time specific commitments can you really know how much flexible time is available and only when you know how much flexible time is available will you know how many tasks and what kind of tasks you can realistically expect to accomplish. So check your appointment schedule first then move to your task list.

The third step is to assign each task a letter or color based on its value. Let's review those. The tasks rated in A or most valuable are those we consider vital or life sustaining. By doing the A tasks you literally sustain the life of your job or your family or sustain your physical health. The tasks that may not be absolutely vital but are still important are Bs. Optional tasks get a C.

The last step in daily planning is to create a task order. Look first at you're A tasks. What order would make sense for doing them? The first of your As should be marked as A1, the second A2 and so on. Do the same for Bs and Cs. As I mentioned earlier, there are lots of successful people who never bother with ordering their tasks and there are many like me who do and love it. You'll decide what works best for you. With your daily plan in place you're prepared to take on the day, you are also prepared to take on the challenge of acting with integrity in the moment of choice based on what matters most.

## **Tapescript 2.5**

“Father and Son” by Cat Stevens

Father

It's not time to make a change,  
Just relax, take it easy.  
You're still young, that's your fault,  
There's so much you have to know.  
Find a girl, settle down,  
If you want you can marry.  
Look at me, I am old, but I'm happy.

I was once like you are now, and I know that its not easy,  
To be calm when you've found something going on.  
But take your time, think a lot,  
Why, think of everything you've got.  
For you will still be here tomorrow, but your dreams may not.

Son

How can I try to explain, when I do he turns away again.  
It's always been the same, same old story.

From the moment I could talk I was ordered to listen.  
Now there's a way and I know that I have to go away.  
I know I have to go.

Father

Its not time to make a change,  
Just sit down, take it slowly.  
You're still young, that's your fault,  
There's so much you have to go through.  
Find a girl, settle down,  
If you want you can marry.  
Look at me, I am old, but I'm happy.  
(son-- away away away, I know I have to  
Make this decision alone - no)

Son

All the times that I cried, keeping all the things I knew inside,  
Its hard, but its harder to ignore it.  
If they were right, I'd agree, but it's them you know not me.  
Now there's a way and I know that I have to go away.  
I know I have to go.  
(father-- stay stay stay, why must you go and

Make this decision alone

### **Tapescript 2.6**

1. I know you don't believe me, but I did try to contact you. Honestly!
2. It isn't what you say that's important, but how.
3. What you need is a good night's sleep.
4. What I like most is your sense of humour.
5. It was me who found it.



## Appendix 5

### KEY and TIPS FOR TEACHERS

#### MODULE 1

##### Lead-in

Salvador Dali was a Spanish painter born best known for his surrealist work.

Leonardo da Vinci was a scientist, mathematician, engineer, inventor, anatomist, painter, sculptor, architect, botanist, musician and writer. Leonardo was fascinated by the phenomenon of flight and produced plans for several flying machines.

Sir Isaac Newton was a mathematician and physicist and on seeing an apple fall he identified gravitation force.

Spanish painter and sculptor, Pablo Picasso was considered one of the greatest artists of the 20<sup>th</sup> century.

Bill Gates is an American entrepreneur and software executive and chairman of Microsoft.

Wolfgang Amadeus Mozart was a prolific and influential composer who started composing little pieces before he was five.

##### Odd One Out

1. Genius. All the others are adjectives. Genius is a noun.
2. Cunning. All the others have positive connotations whereas cunning has negative connotations.
3. Prodigy. It means a child genius. All the others mean the same.

##### Reading and Speaking

###### A.

IQ stands for Intelligence Quotient.

For the other questions students give their own answers.

###### B.

1. Average IQ scores planet have been increasing steadily for decades. The results of intelligence tests in different countries show that over the past century average IQ has been increasing at a rate of about 3 points per decade.
2. Older people tend to have lower scores on IQ tests than younger people. But older people were raised in a period when the general level of intelligence was lower. If their IQ is evaluated with tests calibrated for the period during which they grew up, old people score as well as young ones. The younger generation got a head start and therefore they are advantageous.

###### C.

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

###### D.

1. augmented	2. corresponding	3. confirm	4. virtually
5. accelerate	6. span	7. implication	8. headstart
9. baffle	10. implausible	11. innovation	

###### E.

1. implausible	2. spanned	3. virtually	4. innovation
5. augmented	6. baffled	7. confirmed	8. implications
9. accelerate	10. headstart	11. corresponding	

**F.**

A philosophy professor, James Flynn, discovered that the IQ scores had been increasing constantly over the years. Other researchers had failed to see that rising trend because they tended to calculate the IQ scores with respect to the average score of the present group. But Flynn compared the scores with those of the earlier generation and found that the average IQ increased at the rate of about 3 points per decade. This rising pattern is called the “Flynn Effect” and has been confirmed by intelligence tests delivered to people from different countries.

Surprisingly, a bright person a generation ago might be considered a moron in the next generation. The findings are important because that suggest that older people tend to score lower in intelligence tests because they grew up in a period when the general intelligence level was lower, not because their intelligence diminished with age.

The findings also suggest that the number of geniuses in the society increased more than 20 times. As he found this difficult to believe, Flynn suggests that what has risen might be “abstract problem solving ability” rather than intelligence. No matter what; one thing is for sure, we have become intellectually more capable.

**H.**

The intellectual progress seems to be a combination of many factors: longer schooling, stimulation by the media, improved health and nutrition, parents’ tendency to pay much more attention to their children, society functioning at a higher intellectual level, the increased complexity of life.

**Grammar****A.**

Present possibility/deduction Could, may, might	Present impossibility/negative deduction Can’t, couldn’t, might not	It is probably not the case... Might not have + past participle
Specific past possibility /deduction Might have + past participle Could have + past participle		Negative past deduction Can’t have + past participle

**B.**

- c. might : be likely to + infinitive
- d. be sure to: is bound to + infinitive

**C.**

- 1. may/ might/ could have caused
- 2. can’t have fixed
- 3. could be
- 4. Can’t have said
- 5. might not have heard
- 6. could have / might have
- 7. might/ could/ may be

**D.**

- 9. The service in British restaurants can be quite surly.
- 10. Is it possible that the disparity in the figures is due to a computer error?
- 11. Don’t worry, they may/ might well be on the next train.
- 12. He can’t be responsible for the error; he looks too experienced.
- 13. Jim might have taken it, he was in the office all day yesterday.
- 14. My sister could have been a huge star.

15. Your application is bound to fail unless you get the divisional director's approval.

16. It is likely that the payment will take ten days. Please contact us if it doesn't arrive within that time.

### Speaking

1. A	2. D	3. B	4. C
------	------	------	------

#### D.

- |               |               |
|---------------|---------------|
| a. news story | d. headline   |
| b. news story | e. news story |
| c. headline   | f. headline   |

#### E.

Suggested answers- "Miracle escape on the rails" or "Lucky man sleeps unharmed"

### Listening

#### A.

- child prodigies
- students give their own answers

#### B.

- on a TV show. The background music and applaud, and key words such as CBC, studio helps us to understand.
- interviewer- interviewee or TV host and guest

#### C.

	YES	NO
h. Ordinary people detest child prodigies.	√	
i. Genius runs in families.	√	
j. Child prodigies' brains are the same as those of ordinary children.		√ √
k. Being a child prodigy is totally advantageous.	√	
l. IQ alone cannot guarantee success in later life.		
m. Parents to child prodigies might sometimes be obsessive and too pushy.	√	
n. Teachers have an important role as they must act as an advisor and maintain balance in the child's life.	√	

#### D.

1. a TV channel	2. a book	3. a golf player	4. a measurement
5. a composer	6. a newspaper	7. a place	

#### E.

1. predict	2. background – words – conversation	3. relationship	4. guess	5. context
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### Reading and Grammar

#### B.

- 1.f    2. b, d, e    3. a, c

**C.**

Example of passive form- He must have been killed by someone who hated him.

Example of continuous form- Mr Krotine must have been working then.

Example of present deduction- There must be a rational explanation for this murder.

**F.**

1. The argument must have been caused by a misunderstanding.
2. It may not/ might not have been a coincidence.
3. He might / may/ could have been sleeping when you called.
4. His parachute can't have opened.
5. He might have been playing a joke on him.

**Vocabulary**

**A.**

Nouns- brain drain, brain storm, brainwash, brainteaser, brain child, brainwave

Verbs- brainstorm, brainwash

Adjectives- birdbrained, brainless, brainy

Idioms- all brawn and no brains, have a brain like a sieve, the brain behind sth, pick sb's brains, have a brainwave, rack one's brains, have sth on the brain

**B.**

1. e	2. b	3. c	4. e	5. k
6. g	7. l	8. m	9. i	10. d
11. h	12. f	13. j	14. n	15. a

**Listening and Vocabulary**

**B.**

- |                         |                               |
|-------------------------|-------------------------------|
| A. linguistic           | E. bodily kinesthetic         |
| B. logical mathematical | F. interpersonal intelligence |
| C. musical              | G. intrapersonal intelligence |
| D. Spatial              |                               |

**C.**

Howard Gardner has been working on the concept of intelligence **for over 25 years**. He defines intelligence as the ability to **solve problems** or **make things** which are valued in at least one culture. Intelligence is defined as the ability to solve problems but it may be **the ability to actually create something** as well.

The first intelligence is **linguistic intelligence**. People with this intelligence tend to think in terms of **words and sounds**. The second intelligence is **logical mathematical**. People with this sort of intelligence are good at **mathematics and logic**, and examples are **logicians, mathematicians, scientists, computer programmers**.

These two intelligences are important, particularly in **school/tests**. As tests typically measure these intelligences, people with those may have a misconception that **you are smart**.

People with musical intelligence represent the world in terms of **musical sounds, and patterns and harmonies and rhythms**. However, some people define this as a **talent** rather than **an intelligence** But Gardner says we shouldn't **prioritise** word and logic over other intelligences.

**A pilot or a navigator or a chess player or a sculptor or a geometers or an anatomist** can be examples of people with spatial intelligence, who are good at forming and manipulating **mental representations** of large spaces.

Bodily kinesthetic people, such as **musical performers, dancers, athletes, crafts people, surgeons, actors**, can solve problems or make things with **body or parts of body**.

People with **interpersonal intelligence** can understand other people and people with **intrapersonal intelligence** can understand **themselves**.

D.

SUFFIXES		
<b>SUFFIXES TO FORM NOUNS</b>		
<b>VERB +</b>	<b>-ment</b>	<b>statement</b>
	<b>-ion</b>	<b>direction, coordination, expression</b>
	<b>-ing</b>	<b>building, meaning</b>
	<b>-ence/ance</b>	<b>relevance, preference</b>
	<b>-or</b>	<b>calculator</b>
<b>ADJ +</b>	<b>-ness</b>	<b>happiness</b>
<b>NOUN +</b>	<b>-ship</b>	<b>relationship</b>
<b>SUFFIXES TO FORM ADJECTIVES</b>		
<b>NOUN+</b>	<b>-ful</b>	<b>powerful</b>
	<b>-less</b>	<b>restless</b>
	<b>-al</b>	<b>verbal, musical, illogical</b>
	<b>-ic</b>	<b>athletic</b>
	<b>-y</b>	<b>easy</b>
	<b>-ive</b>	<b>sensitive</b>
	<b>-able/ible</b>	<b>pleasurable, responsible</b>
<b>VERB+</b>	<b>-ing</b>	<b>interesting, irritating</b>
	<b>-ed/d</b>	<b>irritated</b>
	<b>-ent/ant</b>	<b>important, different</b>

E.

11. After much **discussion** and initial **disagreement**, it was eventually decided to hire a vehicle to take us from the airport.
12. I'm delighted to inform you that the talks have been **fruitful** and we have reached an agreement that will end the strike.
13. I think you owe me an **explanation** for your behaviour.
14. Until the situation has settled down, it is not **advisable** to travel to that country.
15. I approve of him wholeheartedly. He is an **admirable** person.
16. Between 1860 and 1920 the country had a number of revolutions and uprisings. It was a time of great **unstability**.
17. The **friendship** between the two soon developed into love.
18. What an idiotic, **senseless** thing to do!
19. In his will, he left all his money and **possessions** to his wife.
20. All staff should attend the meeting. Only the most **compelling** reasons for absence will be accepted.

Writing

			
A			√
B		√	
C	√		
D	√		
E	√		
F			√
G		√	

H		√	
I	√		

**C.**

1. Generally positive.
2. The reviewer thinks it is a successful film depicting madness and genius. The actors are brilliant.
3. The present simple tense

**D.**

1. in	2. of	3. as	4. of – in - in	5. on	6. of	7. to	8. in	9. of
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## MODULE 2

### Lead-in

*Infant- first words*

*toddler - first words, first steps*

*child- having a sibling*

*teen - searching for identity, first love, exams*

*young - getting a degree, leaving home, commitment issues, getting married, having kids*

*middle-aged - getting promoted, buying a house, having kids*

*old - having grandchildren, retirement*

*elderly- having grandchildren, eulogy*

### Listening and Speaking

The people are talking about being a teenager and if it is the best time of one's life.

### Reading and Speaking

Eccentric- (used to talk about people and their behaviour) strange or unusual.

### Grammar

#### B.

1. past simple
2. past perfect
3. used to / would
4. past continuous
5. past perfect continuous

#### C.

1. was sitting	2. found	3. had made	4. remembered	5. went
6. had been walking	7. saw	8. approached	9. realised	10. had heard
11. wasn't blowing	12. moved	13. shielded	14. was beating	15. gave

### Reading and Writing

1. suddenly	2. following that	3. slowly	4. By the end
5. During	6. By the time	7. These days	8. just as
9. for a long time	10. eventually	11. when	

### Lesson2 Speaking

#### A.

**Martin Luther King** was a civil rights activist and he became the youngest person to receive the Nobel Peace Prize. He was assassinated in 1968.

The **Ku Klux Klan** is a racist movement with a commitment to extreme violence to achieve its goals of racial segregation and white supremacy.

**Nelson Mandela** spent 27 years as a political prisoner in South Africa before becoming the country's first black president. In 1964 he was sentenced to life in prison. Instead of disappearing from view, Mandela became a prison-bound martyr and worldwide symbol of resistance to racism.

**Skinhead** is a young white person who has his hair cut very short, esp one who behaves violently towards people of other races.

**Racism** is the unfair treatment of people or violence against them because they belong to a different race from your own.

**Racial segregation** is when people of different races are kept apart

**Apartheid** is the former and political social system in South Africa, in which only white people had full political rights and people of other races, especially black people were forced to go to separate schools, live in separate areas etc.

The title of **suffragette** was given to members of the women's suffrage movement, originally in the United Kingdom. The term comes from the word suffrage, which means the right to vote.

## Reading and Speaking

### B.

1. In a culturally and nationally rich and diverse world, children need to interact with people of differing ethnicities, religions, and cultures. Teaching tolerance is important because the person who learns to be open to differences will have more opportunities in education, business, and many other aspects of life. In other words, your child's success depends on it.

2. Tolerance means respecting and learning from others, valuing differences, bridging cultural gaps, rejecting unfair stereotypes, discovering common ground, and creating new bonds.

3. Behaviours that disrespect or hurt others, like being mean or bullying, or behaviours that break social rules, like lying or stealing, should not be tolerated. Tolerance is about accepting *people* for who they are — not about accepting bad behaviour. Tolerance also means treating others the way you would like to be treated.

### C.

If you want your children to be more tolerant of diversity, first you should become aware of **your own attitudes** and **make an effort to correct** them. Even if you think it is a harmless joke, you should be careful **as they can undo attitudes of tolerance and respect / as they might perpetuate stereotypes**. As media and the pop culture is very effective **in shaping attitudes**, you should take care when **you answer kids' questions about differences**. Make it clear that there is nothing wrong in **discussing differences** provided they are respectful. **Show respect** to each member of your family but never tolerate **unacceptable behaviour**. If you kids **feel badly about themselves** it is likely that they **treat others badly** therefore, **you should treat others with respect as well**. Your kids should also have the chance of **working and playing with others who are different from them**. Try to learn about **holiday and religious celebrations** of others and teach **your family's traditions** to them.

## Vocabulary

### B.

- a. monolingual
- b. antismoking
- c. ex-husband
- d. semi-annual
- e. outgrow.
- f. Prewar      postwar
- g. multiethnic  
    multicultural
- h. transatlantic
- i. bilingual.



C.

Prefix(es)	Meaning	More examples
ir- im- in- un- il-	not, against, opposite	irresponsible, irrelevant, irregular impossible, immoral, impatient inconvenient, incorrect, inefficient unnecessary uncommon, unfriendly illegal, illiterate, illogical
mis-	wrong, badly	misunderstand, misbehave, mismanagement
under-	below, beneath	underdeveloped, undercooked, undernourished
over-	excessive	overvalue, overwork, oversleep, overpopulation
re-	again	rearrange, rebuilt, reunite, re-examine
anti-	against	antismoking, anti-war, anti-capitalist
semi	half, partly	semiannual, semi-circle, semi-final, semidarkness
ex-	former, old	ex-husband, ex-president, ex-student
bi-	two	bilingual, bimonthly, bicycle
post-	after	postwar, postgraduate
pre-	before	prewar, prehistoric, pre-school
trans-	across, beyond, change	transatlantic, transform, transplant
mono-	single, one	monolingual, monotonous
multi-	more than one	multicultural, multi-national, multipurpose
out-	more, more than	outgrow, outnumber, outlive

E.

a. multipurpose	b. overworked	c. monolingual	d. rewrite - misunderstood
e. irresponsible	f. semi-darkness	g. overslept - underestimated - ex-boss	

### Speaking

1. b, c, f
2. a, d
3. g, h
4. e

### Listening

B.

1.T	2. F	3. T	4. F	5. T	6. F	7.T	8.T	9.T
-----	------	------	------	------	------	-----	-----	-----

C.

The quadrant of necessity involves things that are both urgent and important such as handling a crisis or meeting a critical deadline.	The quadrant of leadership involves things that are important but not urgent such as planning, preparation, education, career development.
--	--

The quadrant of default involves things that are neither urgent nor important such as lying on the couch, watching a TV show you are not interested in or surfing the web.

The quadrant of deception involves things that are urgent but not important such as listening to the latest office gossip, attending unnecessary meetings, trying to satisfy other people's urgent needs.

**D.**

8. 10- 15 minutes
9. Review yesterday, list today's tasks realistically, assign each task a letter or color based on its value, create a task order.
10. What did I do well? What were my most productive activities? If I could live yesterday over again, is there anything I would do differently?
11. Only after you review the day's time can you know how much flexible time you have.
12. The tasks rated in A or most valuable are those we consider vital or life sustaining. The tasks that may not be vital but are still important are Bs. Optional tasks get a C.
13. First As and then Bs.

**Listening**

**B.**

It's not time to make a change - father  
From the moment I could talk I was ordered to listen - son  
I know I have to go - son  
There's so much you have to know - father  
Find a girl, settle down - father  
Just sit down, take it slowly - father  
Now there's a way and I know that I have to go away - son  
I was once like you are now, and I know that it's not easy – father

**Grammar**

**B.**

We can make sentences more emphatic by using **What + clause** or **It +be ...that**  
We can also use general terms like: **the person (who), the reason why, the thing that, etc.**  
The auxiliary verbs **do/did** can also be used for emphasis.

**C.**

- In which sentences Mary is emphasized? **a, d**  
In which sentences the diamond necklace is emphasized? **b, c, e**  
In which sentence the action of buying is emphasized? **f**

**D.**

1. So, you're the person who keeps parking my space.
2. It was Mary's parents who wanted a big wedding, not Mary.
3. The reason why I congratulated him was that he got a promotion.

4. What old people often seek is commitment to the rules.
5. It was the man who was supposed to be the breadwinner.
6. What annoys me is his rudeness. It is his rudeness that annoys me.
7. What fascinates me about ants is that they always seem to know exactly where they are going.
8. That is the place I would never have thought of looking.

### Reading

1. c	2. e	3. b	4. d	5. a
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### Vocabulary

#### Life

1. g	2. d	3. f	4. a	5. e	6. b	7. c
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#### Death

1. e	2. d	3. a	4. b	5. h	6. f	7. c	8. g
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#### D. Proverbs

1. i	2. h	3. d	4. a	5. g	6. b	7. f	8. e	9. c
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Komşunun tavuğu komşuya kaz görünürmüş.

Lafla peynir gemisi yürümez.

Dereyi görmeden paçaları sıvama.

Sütten ağzı yanan ayrana üflermiş.

Ateş olmayan yerden duman çıkmaz.

Erken kalkan yol alır.

Elini verip kolunu kaptırmak.

Bir taşla iki kuş vurmak.

Tencere dibin kara senin ki benden kara.