



Hacettepe University Graduate School Of Social Sciences
Department of Foreign Language Teaching Division of English
Language Teaching

A SUGGESTED READING SYLLABUS FOR B1 (THRESHOLD) LEVEL
IN REGARD TO EUROPEAN LANGUAGE PORTFOLIO BASED ON
COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR
LANGUAGES

ÖZKAN KIRMIZI

A Master's Thesis

Ankara, 2007

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KABUL VE ONAY

ÖZKAN KIRMIZI tarafından hazırlanan “A Suggested Reading Syllabus For B1 (Threshold) Level in Regard to European Language Portfolio Based on Common European Framework of Reference For Languages” başlıklı bu çalışma, 14/06/2007 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Master Tezi olarak kabul edilmiştir.

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ÖZET

KIRMIZI Özkan. *B1 Seviyesindeki Öğrenciler için Avrupa Dilleri Ortak Başvuru Kaynağı Odaklı Avrupa Dil Gelişim Dosyası'na Bağlı olarak Önerilmiş Bir Okuma Müfredatı*, Yüksek Lisans Tezi, Ankara, 2007.

Bu çalışma Avrupa Dilleri Ortak Başvuru Kaynağı'nın öngördüğü B1 seviyesinde öğrenen merkezli bir okuma dersi programı hazırlamak için yapılmıştır. Öncelikle gerekli kaynaklar taranmış ve öğrencilerin okuma becerisiyle ilgili ilgi, ihtiyaç, tutum ve tercihlerini belirlemek amacıyla bir anket hazırlanmıştır. Anket 100 öğrenciye uygulanmış ve sonuçları SPSS 11.0 kullanılarak analiz edilmiştir. Daha sonra anket sonuçlarına ve Avrupa Dilleri Ortak Başvuru Kaynağı'nın öngördüğü seviye tanımlamalarına göre parçalar bulunmuştur. Bulunan parçalar bir dizi analizden geçirilmiş ve sonuç olarak müfredatta kullanılacak parçalara karar verilmiştir. Bu parçalar ankette en çok tercih edilen yedi ana temaya ve araştırmacı tarafından eklenen bir üniteye göre seçilmiş. Sonuçta, sekiz üniteden oluşan bir okuma müfredatı hazırlanmıştır.

Anahtar Kelimeler: Avrupa Dilleri Ortak Başvuru Kaynağı, Avrupa Dil Gelişim Dosyası, öğrenen merkezli müfredat, öğrenen özerkliği ve kendini değerlendirme

ABSTRACT

KIRMIZI Özkan. *A Suggested Reading Syllabus for B1 (Threshold) Level in Regard to the ELP Based on the CEF*, Master's Thesis, Ankara, 2006.

This study was carried out in order to prepare a student-centered reading syllabus for B1 level based on the Common European Framework. Firstly, the related literature was reviewed and a questionnaire about learner attitudes, preferences and favorites was prepared. The questionnaire was administered to 100 learners at Başkent University. The results were analyzed by the help of SPSS 11.0. Then, depending on the results of the questionnaire and the propositions of the Common European Framework, a bank of reading passages was built up as a result of extensive search from many sources. These passages were evaluated on the basis of a number of criteria and the ones to be used in the syllabus were selected. The selected passages were categorized under the seven most favorite themes determined by the questionnaire and an additional unit 'business' was added. As a result, a syllabus containing eight units was prepared.

Key Words: The Common European Framework, The European Language Portfolio, learner-centered syllabus, learner autonomy, and self-assessment

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LIST OF ABBREVIATIONS

ALTE	: The Association of Language Testers in Europe
CEF	: Common European Framework of Reference for Languages
COE	: Council of Europe
DIY	: Do-it-yourself
DIALANG	: Diagnostic Language Testing
EFL	: English as a Foreign Language
ELP	: The European Language Portfolio
ESP	: English for Specific Purposes
EU	: European Union
PET	: Preliminary English Test
SPSS	: Statistical Package for Social Sciences

CHAPTER I

1.0 INTRODUCTION

Common European Framework of Reference: Learning, Teaching, Assessment, (CEF for short), Council of Europe's reference document for the European Language Portfolio, helps member countries define the proficiency levels based on the current standards, tests and examinations for the purpose of rendering comparisons possible among different systems of qualifications. The Council of Europe manages the task of standardization by means of the common reference levels created by the Council of Europe. The fundamental aim of the CEF is given below:

Common European Framework (CEF) of reference for language learning at all levels has been developed to promote and facilitate co-operation among educational institutions in different countries, to provide a sound basis for the mutual recognition of language qualifications, and to assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts. (CEF 2001a: 23)

CEF (2001a: 23) clearly lists what it requires from students and as pointed out earlier this is actually peculiar to CEF. Since the levels and the details of the levels are outlined, language teachers and learners need only to design activities to reach the levels and fulfill what each level expects of them. This study aims at designing a reading syllabus for C1 level students taking into account the tenets of language teaching and learning by making use of the ELP (European Language Portfolio), the main principles of which is explained in the Common European Framework of Reference for languages.

1.1. STATEMENT OF THE PROBLEM

The document for CEF specifies the common reference levels and the expected sub-skills by virtue of "can do" type of statements. Therefore, how learners and teachers will reach these levels is incumbent on teachers, curriculum designers and the learners themselves.

The Framework gives the partners the opportunity to be involved in planning and delivering language provision and in assessing language progress and proficiency, to co-ordinate and situate their efforts. However, this is not enough because those who are

concerned with curricular guidelines, syllabuses and examinations have to consider which learning parameters are relevant to the qualifications concerned and the level required, make concrete decisions on which particular tasks and activities to include for each of the levels of proficiency with different outcomes, decide on what sociocultural knowledge and skills to test, and specify higher level objectives in terms of tasks, themes and competences. It is essential that textbook writers and course designers make concrete, detailed decisions on the selection and ordering of texts, activities, vocabulary, and grammar to be presented to the learners. Finally, teachers are required to make minute-to-minute decisions about classroom activities and adjust flexibility according to the pupils' and students' responses. They are expected to monitor the progress of the learners.

European Language Portfolio (ELP) and CEF are relatively new concepts in Turkey, known by a small population of educators some of who have contact with this new line of ideas due to their professional needs. As a result, Turkey ranks low among the member states of the Council of Europe in terms of the efficiency of the language learning activities. In short, in order to optimize the efficiency and workability of learning practices and pave the way for a recognizable momentum in the foreign language education, it seems essential to keep to the premises of ELP with a view to develop more effective language learning practices and activities.

The implications of the CEF's unfamiliarity in Turkish context of language education are two-fold. Firstly, most teachers, course designers or testers are not informed of the CEF and thus they cannot incorporate into their educational settings the innovations of the CEF. Secondly, since the CEF is not a well-known concept there is a lack of teaching materials that are prepared in accordance with the propositions of the CEF.

1.2. BACKGROUND TO THE STUDY

The Council of Europe, as a part of its language programs in Strasbourg, has worked on language learning and teaching, language use and language proficiency. It has worked on levels of language proficiency and proposed the *Threshold* level which was followed by *Waystage* and *Vantage* Levels. Around the mid 1990s, the Council of Europe began to think about establishing a coherent Framework by putting these different levels of proficiency and their related features together. This Framework, which is referred to as the Common European Framework of reference for language learning, teaching and assessment (CEF for short) has been developed by Dr John Trim, Dr Brian North, Professor Daniel Coste and Mr Joseph Sheils. The document, which has been published three times up till now, is the final product of an extensive feedback, systematic discussion and hard work. The first version was published in 1996, and the second one in 1998. The publication of the latest version by Cambridge University Press and in French by Didier coincides with the European Year of Languages, 2001 (CEF 2002a: 1). What the Framework tries to achieve throughout Europe has been explained in the text of CEF (2001a) as follows:

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

Common European Framework aims at increasing cooperation and standardization among the 25 member states. By sticking to the principles and suggestions of the Framework language teachers and course designers now need to develop syllabuses for the betterment of language learning and teaching in the light of the CEF. This will obviously help language learning and teaching improve to a great extent. This is because both teachers and learners will be aware of what they have to and what they can do.

Portfolios mean different things in different contexts (artists' portfolios or teachers' professional portfolios). To emphasize the above twin goals in language teaching, however, it is customary to distinguish between two basic types of portfolios in language learning:

- (1) the process-oriented learning (working portfolios)
- (2) the product-oriented reporting (showcase portfolios). The learning portfolio can include various kinds of process-related materials: action plans, learning logs, drafts of work, comments by the teacher and peers, student reflections, submitted works, evaluation criteria and checklists to evaluate progress with regard to clearly defined learning objectives.

The concept of the portfolio suggested by the Council of Europe can be said to be a combination of both process-oriented and product-oriented portfolios. It is process-oriented because it undertakes to document the improvements of a learner during the process of language learning, emphasizing learner autonomy. And it is product-oriented because it documents the language-related products of the learner.

In short, CEF is the result of extensive research in the area of language teaching and it is an accumulation of the studies that have been carried out since 1990.

1.3. PURPOSE OF THE STUDY

This study aims at designing a reading syllabus for B1 level students by taking into account the standardized sub-skills pertaining to this level, which have been identified in the text of the Common European Framework of Reference for Languages. B1 level has especially been chosen because it is easy to find a large number of students who need to improve their language skills at this level. According to CEF document learners at this level are expected to;

1. Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.
2. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
3. Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
4. Can understand simple messages and standard letters (for example from businesses, clubs or authorities).
5. Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
6. Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.
7. Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
8. Can recognize significant points in straightforward newspaper articles on familiar subjects.
9. Can understand clearly written, straightforward instructions for a piece of equipment.

These statements draw the borders of proficiency level of a B1 student. These descriptors are according to the CEF. The descriptors of the same level are phrased by means of 'can-do' statements in ELP.

The descriptors of the CEF and ELP, as given above, are independent of conventional ways of accounting proficiency. Therefore, it may be erroneous to liken the levels of CEF to conventional categorization of elementary, intermediate or advanced. Roughly however, B1 level can be said to more or less equivalent to pre-intermediate level. It would be therefore convenient and more proper to evaluate any teaching and learning material designed on the basis of CEF according to the descriptors of CEF itself in order to avoid misleading.

1.4. METHOD

The first step in this study will be to review the literature which includes the pilot projects in member countries. It is essential that what language pedagogues and curriculum designers and language teachers have done since the beginning of the first phase of the Socrates Project for language learning be scrutinized. The results of their implemented projects will be examined in detail in order to determine how successful they have been in reaching the objectives of the Common European Framework of Reference for Languages. The second step is to find out learner preferences, preferred styles and favorite interest areas in order to facilitate text and activity selection. This is going to be carried out by means of a questionnaire. As for the third step, it includes the selection of interesting reading comprehension texts in connection with the objectives of the reading skill for B1 level and the results of the questionnaire and what research says about reading. And finally, the last step is going to be to prepare the syllabus.

Another important issue is to decide on is what type of curriculum will be used in the study. Curriculum designers talk about six main types of curricula which are given below:

1. **"A structural (formal) syllabus."** The content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught.

2. **"A notional/functional syllabus."** The content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express.
3. **"A situational syllabus."** The content of language teaching is a collection of real or imaginary situations in which language occurs or is used.
4. **"A skill-based syllabus."** The content of the language teaching is a collection of specific abilities that may play a part in using language.
5. **"A task-based syllabus."** The content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning.
6. **"A content-based-syllabus."** The primary purpose of instruction is to teach some content or information using the language that the students are also learning (Reilly 1988: 3-4).

Reilly (1988: 3) further claims that although these six different types of language teaching syllabi are treated as though each occurred "purely," in practice, these types rarely occur independently of each other. Almost all actual language teaching syllabi are combinations of two or more of the types defined here. For a given course, one type of syllabus usually dominates, while other types of content may be combined with it. Furthermore, the six types of syllabi are not entirely distinct from each other. For example, the distinction between skill-based and task-based syllabi may be minimal. In such cases, the distinguishing factor is often the way in which the instructional content is used in the actual teaching procedure. Although the six types of syllabus content are defined here in isolated contexts, it is rare for one type of syllabus or content to be used exclusively in actual teaching settings. Syllabi or content types are usually combined in more or less integrated ways, with one type as the organizing basis around which the others are arranged and related (Reilly 1988: 3).

When dealing with syllabus design, the most significant issue is which types to select and how to make logical connections between them. Therefore, it will be useful to remark that the most basic type of syllabus will be skill-based syllabus. This is because specific skills

related to reading for each level were determined in the texts of CEF and the ELP. Therefore, it will be easier to follow these skills when preparing the reading syllabus. Apart from skill-based syllabus, notional / functional and situational syllabi will be integrated in this study. This means that an eclectic or integrated syllabus will be followed in this study because it is rather unadvisable, if not impossible, to follow only one type of syllabus. This idea is supported by Dubin and Olshtain (1986), who say, "A major difficulty in syllabus design is the fact that learning a language cannot be explained as learning single units of any kind (p. 106). Therefore, language learning syllabi should have an integrated nature.

The type of syllabus that is going to be adhered in the suggested syllabus of the present study will be an eclectic syllabus. As was pointed out, it is already not advisable to follow one single syllabus type. More specifically, depending on the nature of the objectives of the present study which bring to the fore a number of reading skills to be fulfilled by the CEF it can be said that the type of syllabus that is going to be followed is going to be a skill-based syllabus. However, since the objectives of the CEF regarding the reading skill overlap with most of the above-mentioned syllabus types, the suggested syllabus is going to be an eclectic one.

In sum, this study will focus on preparing a reading syllabus at B1 based on the principles of the CEF. This will be done in a number of steps. First of all the related literature will be examined in order to see what the CEF claims in terms of reading skill, what are the innovations and how successful formerly prepared syllabuses were. Then the third step is going to be to refer to learners' opinions about the reading skill in regard to learner preferences on issues like themes, types of texts and attitudes. In order to collect the data required to complete this third step, a questionnaire is going to be used. Finally, a reading syllabus will be designed by taking into account the findings of the questionnaire and the principle of the CEF in regard to the reading skill.

1.5. HYPOTHESES

There are four hypotheses that triggered a study like this. They are as follows:

- Since the CEF is a relatively new concept in the area of language teaching and learning suggested by Council of Europe, a serious foundation, it is likely that the ideas and innovations brought about by the CEF will provide an effective and standardized language teaching environment.

- In order to bridge the discrepancies between viewpoints and practices between teachers in Europe and those in Turkey, there is need for course materials to help language learners acquire the skills determined and classified as six proficiency levels in the Common European Framework.
- None of the universities in Ankara have any CEF-based syllabuses. Therefore, syllabuses designed according to the principles of the CEF may be of use for the language teaching programs at universities.
- Course designers in Turkey can prepare teaching materials in compliance with the principles of the CEF.

1.6. SCOPE OF THE STUDY

The intended audience of this study is the students at preparatory programmes of universities, especially those at Başkent University since the researcher works at this university as an instructor. The syllabus that will be suggested at the end of this study will focus on preparatory class students. It is estimated that at the later stage of the first term and right the beginning of the second term the targeted group of learners will be at B1 (threshold level).

1.7. LIMITATIONS

This study is confined to those prep class students studying English at various Universities around Ankara, the capital city of Turkey. There seems to be a lack of reading materials that will prepare students for everyday use of the language.

Proficiency levels and the skills necessary for each level are determined by CEF. However, the decisions about the nature of these levels and activities are left to the educational authorities, curriculum designers and teachers to choose best ways to achieve the objectives. Therefore, after a careful examination of the objectives, related activities and tasks will be decided upon and the integration of other skills to these will

be considered. It is assumed that the activities and tasks to be produced this way will satisfy the need for course material for the B1 level objectives in the Framework.

During the selection of the reading passages, a solid limitation is the difficulty of finding authentic texts that are appropriate to the general level of competence for B1 level students since authentic texts for this level may include too many grammatical structures or vocabulary. However, thanks to such resources as the Internet, newspapers and magazines published in different countries of Europe, this problem can be minimized. One obvious reason can account for this: those passages in newspapers and magazines are almost always unabridged and original stuff, which makes them difficult to understand when the general proficiency level of B1 students is considered. In addition to the difficulty in finding authentic and appropriate texts, the possibility of learners' not being sincere when they were administered the questionnaire remains to be another limitation of this study.

Another limitation is that the suggested syllabus cannot be piloted due to institutional limitations. There is a strict pacing at Başkent University English Preparatory program, so the syllabus cannot be piloted.

1.8. DEFINITION OF THE TERMS

Action-oriented approach: the view of language pedagogy that focuses on various tasks that represent life-like situations.

Assessor-oriented scales: the evaluation scales that are exclusively prepared for decision-makers about student progress or proficiency at a certain level.

Association of Language Testers in Europe (ALTE): a foundation that handles testing studies in connection with CEF throughout Europe.

Basic User: a term to describe beginner or lower level language learners including those at A1 and B1 levels.

Common European Framework of Reference for Languages (CEF): a practical guide that sets standards for language learning and teaching. It is 260 pages long.

Common Reference Levels: the levels of proficiency existing standards, tests and examinations require. There are six common reference levels decided by the Council of Europe: A1, B1, B1, B2, C1, and C2.

Can-do statements: the explanations that inform the user what he or she can do in a certain skill.

Common reference levels: the levels of proficiency required by existing standards, tests and examinations and appropriate to the organization of language learning and the public recognition of achievement in order to facilitate comparisons between different systems of qualifications. The Council of Europe has decided upon six common reference levels which are given in the table below:

Table 1 General proficiency levels

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

(CEF 2001a: 23)

DIALANG (Diagnostic Language Testing): an assessment project that is widely accredited throughout Europe. It is the first paramount assessment project based on the CEF.

Dossier: A collection of one's personal works that is prepared throughout language learning process. This collection verifies the information in one's language biography which shows a person's skills and overall competence by means of 'can do' statements (See language biography.).

European Language Portfolio (ELP): a language teaching and learning project proposed by Common European Framework for the citizens of the European Council. It has three obligatory components: language passport, language biography and the dossier. The Council of Europe describes ELP as "a document in which who are learning or have learned a language, whether at school or outside school, can record and reflect on their language learning and cultural experiences". It has three parts:

- 1- Language passport
- 2- Language biography
- 3- The dossier

Global Scale: language proficiency assessment statements that focus merely on overall proficiency.

Independent user: a language user with an average knowledge of a language. This coincidences with B1 and B2 levels of the CEF.

Interaction: a communicative exchange that necessitates the participation of both parties.

Language biography: a document designed to allow language learners to reflect upon their own learning and to record what they are able to do in the language, and describe linguistic experience outside the classroom. They are asked to identify areas for

improvement and through reflection and self-assessment, become increasingly learner-autonomous

Language passport: a document that provides a record of a student's language competency at different times throughout the learning process.

Language passport: the account of a student's language competency at different times during the learning process.

Mediation: using such strategies as paraphrasing, translating or asking for clarification to make meaning clear.

Plurilingualism: a person's capacity to use a number of languages without seeing them as lingua franca for the EU.

Production: an act of communication that is carried out by generating expressions of one's own.

Proficient user: a general term used for language users that are at the highest levels including C1 and C2.

Reception: intake of language and language patterns as they are spoken by others.

Syllabus: a language programme that presents in detail what to teach.

The dossier: a document of evidence on foreign language proficiency.

1.9. CONCLUSION

It is aimed in this study that language teachers and learners will have a chance to benefit from the reading passages and related activities and thus have a chance to improve their reading skills by the help of this curriculum. This curriculum will mainly focus on the following points which are believed to be crucial aspects of Common European Framework.

- Standardized expectations (in the form of ‘can do’ statements and self assessment) from students for B1 level
- Interesting texts
- A wide range of activities for these texts

The Common Framework will help the curriculum be appropriate for B1 level students in terms of interest, authenticity and variety. As a natural result of this, learners will enjoy studying these texts in the syllabus designed in the light of the Common Framework of Reference for Languages. What the Framework brings to the domain of foreign language teaching is standardization, and partially globalization in foreign language studies through plurilingual approach.

CHAPTER II REVIEW OF LITERATURE

THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

2.0 INTRODUCTION

This section is a review of the related literature both on the CEF and the reading skill. The literature about the CEF is relatively limited since it is a new concept in the area of language teaching. Firstly, the historical development of the CEF will be given. Then the ELP, an offshoot of the CEF, will be explained: its functions, components and pilot studies carried out for the ELP will be given. Later, a detailed account of what literature says about the reading skill will be given.

2.1. HISTORICAL BACKGROUND OF THE CEF

Language learning, teaching, language use and language proficiency were among the issues the Council has worked on. Based on the efforts of The Council on language proficiency, a *Threshold* level was proposed which was followed by *Waystage* and *Vantage* levels. Around the 1990s, the Council started to combine these proficiency levels under a consistent document. And this Framework, called as the Common European Framework of Reference for Language Learning, Teaching and Assessment (CEF for short) has been developed by Dr John Trim, Dr Brian North, Professor Daniel Coste and Mr Joseph Sheils. The document was the result of continuous hard-work, systematic feedback and prolonged discussions. The document has been published three times up to the present: first in 1996, then in 1998 and finally in 2001, which concurs with the European Year of Languages, 2001 (Council of Europe, 2002a, p. 1). The purposes of the Framework have been explained by The Council of Europe (2001a) as follows:

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do 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 lifelong basis (p. 1).

The mid 1970s were marked by a shift in language teaching: communicative approach. Towards the end of the decade the name “communicative approach” was pronounced and used by many teachers and scholars. The rise of communicative approach suggested that language was something alive and students must be able to communicate in the foreign language. Thus, communicative approach brought about the notion that a certain level of proficiency must be attained in order to ensure that learners can use the language. In this fashion, in the United Kingdom, a graded movement was launched to describe language ability, which came about rather gradually in small steps. And finally, in 1975 Jan van Ek’s book called *The Threshold Level* was published by the Council of Europe

The aim of this publication was to determine the minimum amount of language that learners need to know in order to function communicatively as an individual social agent. It included simple speech acts such as *introducing, leave-taking, persuading, apologizing* and the notions such as *holiday, travel agent, airport, customs officer* that are necessary to communicate.

‘The threshold level’ was “fuelled by the ‘communicative revolution’” in three important areas. First of all, it made practitioners to re-consider their aims in language teaching. Secondly, it paved the way for the development of functional-notional inventory which constituted the basis for further advancements in communicative language teaching. And thirdly, it led to a thorough revision of curricula in English teaching contexts all over Europe with its “definitional innovations”. The uprise of communicative approach was felt almost everywhere.

The definitional innovations that started with *The Threshold Level* paved the way for the development of other levels: Vantage and Waystage, respectively higher than Threshold. And the studies are going on for Breakthrough, which is a level below Waystage. In addition, the model approached the human communication from the point of social complexity. And these developments led to the birth of the *Common European Framework of Reference for Languages: learning, teaching, assessment*, which offers

six levels of language proficiency (A1 BREAKTHROUGH, B1 WAYSTAGE, B1 THRESHOLD, B2 VANTAGE, C1 EFFECTIVE OPERATIONAL PROFICIENCY, C2 MASTERY) and five language skills (LISTENING, READING, SPOKEN INTERACTION, SPOKEN PRODUCTION, WRITING).

It was the early 1990s when the Council of Europe decided to come up with the Common European Framework (CEF). A lot of experts from the most of the member countries took part in the initial processes and the writing of preparatory studies. In 1996 and 1997, two drafts were circulated for analysis, and the latest version was commercially published in 2001 in “canonical” in French and English. It has already been translated into 16 languages, and further translations are under way. Since its publication in 1996, it has aroused great interest and nowadays attracts a lot of interest in language teaching circles.

The ministers of the 47 countries came together in Europe in 2001 in Cracow, Poland and CEF was the upshot of this meeting. The educational authorities converged on the idea that language learning activities should be portfolio-based in order to provide standardization. This was a corner stone since this was the first serious and organized attempt to empower language teaching activities throughout Europe by means of a standardized way of accounting proficiency. And it was followed by comprehensive studies around Europe including authenticated portfolios.

The Common European Framework was developed to prevent communication problems among the experts concerned with modern languages. Educational administrators, course designers, teachers, examining units etc. benefit from this document in order to shape their current practices. Shortly, the Framework aims;

- To make language learning courses, syllabuses and qualifications more transparent
- To establish well-defined objective criteria for describing language proficiency

- To aid reciprocal recognition of qualifications thereby facilitating European mobility (Council of Europe, 2001a, p. 1)

Moreno (2003) also to this document as:

- the communicative activities and strategies;
- the competences necessary for communication;
- the related knowledge and skills;
- the situations and domains of communication

The Common European Framework enhances cooperation and standardization among the member states by time. In this case, language teachers and learners only need syllabuses developed according to the CEF. In addition, teachers and students can find out their capacities. ELP embodies the following crucial principles:

- All competence is valued, regardless of whether gained inside or outside formal education.
- The European Language Portfolio is the property of the learner.
- It is linked to the Common European Framework of reference for Languages.

Emphasized in the Framework are four basic features of language teaching and learning, which are summarized by Heyworth (2005) as the following:

1. *Learner-centeredness*: students must be in the focus of language education according to their needs and motivations.

2. *Action-baseness*: linguistic competence, as implied by the term “action-based”, is one of thee many competences like pragmatic, socio-linguistic, intercultural, and strategic and the like. The Framework basically depends on functional and notional approach, which requires not only theoretical knowledge but also actions.

3. *value-derivenness*: all language teaching contexts include the values of the teachers in regard to cultural aspects. For this, independent thinking, judgment and action, and

social skills are among the areas the Framework supports.

4. *reflectiveness*: the Framework allows the teachers to comment on and re-think their teaching practices.

The Framework consists of nine sections, and the contents of these chapters are summarized below:

- Chapter 1. Definition of aims, objectives and functions
 - Chapter 2. Explanation of the approach; an action-oriented approach
 - Chapter 3. Introduction of the Common Reference Levels
 - Chapter 4. The categories necessary for the description of language use, and language user
 - Chapter 5. Information about general and communicative competence
 - Chapter 6. Information about such issues as language pedagogy, acquisition and learning, plurilingual competence and methodological choices
 - Chapter 7. Language learning and teaching tasks
 - Chapter 8. Linguistic diversification and its effect on curriculum design; lifelong learning and partial competences
 - Chapter 9. Issues about evaluation
- (Moreno, 2003)

Simply put, the Framework, which is no doubt a detailed description of language teaching and learning, contains almost every aspect of language teaching and learning ranging from Common Reference Levels to a variety of competences and assessment. It has been developed in 40 years, as a result of the studies on language teaching. The Language Policy Division of the Council prepared this document.

2.2. THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

Being an international organization, The Council of Europe attempts to protect human rights, promotes education, and tries to increase the use of languages by providing and

accrediting dependable projects throughout Europe. Besides promoting the use of languages, the Council also undertakes to provide a systemized connection among different cultures and a consistent approach to language teaching. In short, The Council of Europe acts as a linker between many languages and cultures as well as providing a bridge for transmission of knowledge.

Basically, the CEF is an “initiative aimed at improving the learning of foreign languages” (Glover & Mirici & Aksu, 2005). It is a document prepared to lay out standards of language teaching and learning, and it is being used by an increasing number of institutions and organizations in Europe and in other parts of the world. One of the remarkable innovations of the CEF is the Reference Levels, which state what a learner is expected to do in a foreign or second language. These levels can be used for student at any level like primary, secondary or tertiary levels (Glover & Mirici & Aksu 2005).

The Framework itself was written with the following two main aims:

1. to encourage practitioners of all kinds in the language field, including language learners themselves, to reflect on such questions as:
 - a. what do we actually do when we speak (or write) to each other?
 - b. what enables us to act in this way?
 - c. how much of this do we need to learn when we try to use a new language?
 - d. how do we set our objectives and mark our progress along the path from total ignorance to effective mastery?
 - e. how does language learning take place?
 - f. what can we do to help ourselves and other people to learn a language better?
2. to make it easier for practitioners to tell each other and their clientèle what they wish to help learners to achieve, and how they attempt to do so.” (CEF 2001, p.7)

Despite the criticism, CEF is the most comprehensive reference for language teaching and learning. Its description of language proficiency is tempting with its internationally accredited scale, which provides a reference for many language examinations around the world. In addition, CEF provides a sound basis for an integrated curriculum which is desired by many organizations. And finally, the fact that the definitions of language skills are short and clear-cut, they are user-friendly and “can be used at once to specify learning targets, select teaching and learning activities, and determine the criteria by which learning achievement is measured.” (Little, 2003 p. 25). In short, this is the first time we have a collection of tools that can be used concurrently by (i) curriculum developers, course designers and textbook authors, (ii) teachers and learners, and (iii) examination boards and other language test providers (Little, 2003 p. 25).

Today, co-operation, interaction and communication have a more important role in the area of language teaching compared to the past. This has led to a need for a fair knowledge of modern languages. As Boldizar (2003) states, “a better knowledge of European modern languages can promote communication and interaction among Europeans of different mother tongues” Similarly, plurilingualism is expected to contribute a lot to the purpose of an integrated Europe. For this reason, the Council incites the use of accredited portfolios that contribute to language learning. ALTE (Association of Language Testers in Europe) make the following point on the importance of the ELP:

The Council of Europe aims to build a greater Europe based on shared values, including tolerance and respect for cultural and linguistic diversity. It promotes the use of the European Language Portfolio as a practical means of helping people of all ages and backgrounds to learn more languages and engage with other cultures. The ELP is also a means of presenting language skills and certification in any language, at any level and however acquired, in a clearly understandable way, using a standardized common European system of six language proficiency levels: the Common European Framework of Reference for Languages (ALTE, 2005,).

Moreno (2003) summarizes the pedagogical considerations of the Council as follows:

- To be aware of the significance of lifelong language learning as a way of aiding communication, traveling, shared understanding and cultural exchange

- To devise a common approach and organize learning efforts by means of collecting and sharing information and materials
- To facilitate a learner-centered pedagogy which establishes some standards concerning learning, content and evaluation.

It is important to note that these three identifications are closely related to plurilingualism, the purpose of which is to promote the teaching and learning of languages. According to The Council of Europe (2001a), language teaching has undergone a shift which is described by The Council as follows:

...the aim of language education is profoundly modified. It is no longer seen as simply to achieve 'proficiency' of one or two, or even three languages, each taken in isolation, with the 'ideal native speaker' as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place. This implies, of course, that the languages offered in educational institutions should be diversified and students given the opportunity to develop a plurilingual competence. Furthermore, once it is recognized that language learning is a lifelong task, the development of a young person's motivation, skill and confidence in facing new language experience out of school comes to be of central importance (p. 5).

These lines are an accurate description of plurilingualism. General education programmes were prepared by policy-makers and the Council of Europe has contributed to the development of projects under the auspicious of Socrates, which is the Council's educational programme including 46 member countries. Socrates embodies five basic activities. These activities are given in table 2.

Table 2 Educational Programmes within Socrates

Name of the Programme	Focus
Comenius	School Education
Erasmus	Higher Education
Grundtvig	Adult Education
Lingua	Language Teaching and Learning

Minerva	Open education, distance learning and information and communication technologies.

As seen in the table, Lingua programme involves language teaching and learning activities and it focuses on the following:

- Promoting the teaching and learning of foreign languages, especially rarely used ones
- Supporting and encourage plurilingualism
- Improving the quality of language teaching and learning
- Encouraging lifelong language learning, which is appropriate for the needs of individuals (Council of Europe, 2000b, p. 8).

The Council's efforts to standardize language learning and teaching resulted in the birth of the Common European Framework of Reference for Language, the Council's reference document for language teaching and learning. The European Language Portfolio is a venture to develop language teaching pedagogy, based on this document.

Language proficiency levels in the CEF are defined under three broad categories: Basic, Independent and Proficient, which are further branched into two sub-sections as given below.

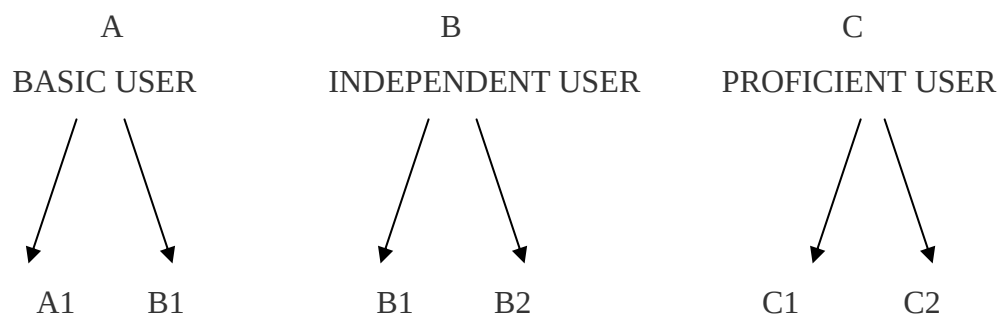


Figure 1. The broad categories and the sub-categories. (CEF, p. 32)

Adopting a flexible approach, the CEF leaves it to users which of these description categories to use; either the broad ones or the sub-categories according to the needs of the users. This flexible approach allows further branching even below the sub-categories, depending on the needs. This kind of a branching helps users and also the ones who are to judge the learners proficiency move both ways; that is to say, they can both use the sub-categories still relating back to the broad levels.

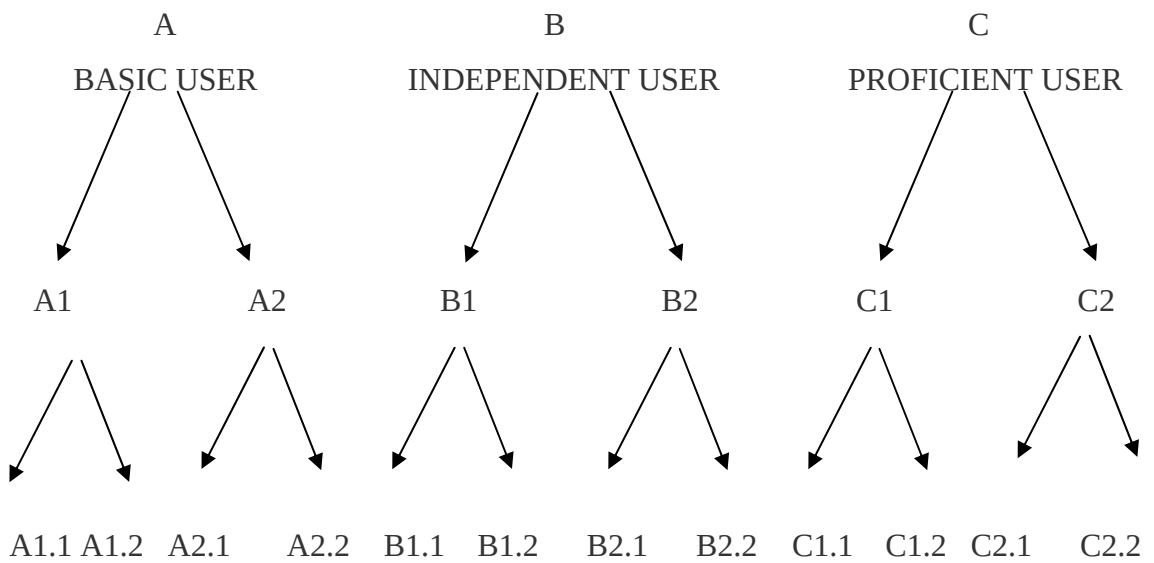


Figure 2. Further branching of the levels

CEF attracts a lot of attention not only in Europe but also in some other parts of the world. Canada is one of them. Vandergrift (2006) conducted a study analyzing the workability of the CEF in Canadian context in terms of practicality, acceptability and reliability. For this purpose, he compared and contrasted six frameworks on the basis of eight criteria. These criteria are *theoretically groundedness, empirical validity, face validity, transparency and user-friendliness, context-freeness/context relevance, comprehensiveness, flexibility and openness, sufficiently discrimination of levels at lower end of framework*. The names of the other frameworks are given below the table. Vandergrift's findings suggest that the CEF is overwhelmingly better than the others. CEF meets almost all of the criteria except one of them, which is sufficient discrimination of levels at lower end of framework. The table below summarizes his findings according to the eight criteria.

Table 3. Summary of strengths (√) and weaknesses (X) of the language frameworks examined

Criterion	ILR	ACTFL	NB OPS	PSC	CLB	CEF
Theoretically grounded	√	√	√	√	√	√
Empirically validated	X	X	X	X	X	√
Face validity	√	√	√	√	√	√
Transparent and user-friendly	X	X	X	√	X	√
Context-free/context relevant	X	X	√	X	X	√
Comprehensive	X	√	X	X	X	√
Flexible and open	X	√	X	X	X	√
Sufficiently discriminating of levels at lower end of framework	X	√	√	X	√	X ^a

^a Some jurisdictions have subdivided the Basic levels (Breakthrough and Waystage).

ILR (Interagency Language Roundtable Scale)

ACTFL (American Council for the Teaching of Foreign Languages Proficiency Guidelines)

NB OPS (New Brunswick Oral Proficiency Scale)

PSC (Public Service Commission of Canada Second Official Language Proficiency Levels)

CLB (Canadian Language Benchmarks)

CEF (Common European Framework of Reference for Languages) (Vandergrift 2006, p. 14)

In short, the Council of Europe aims at standardizing the efforts of language teaching and learning throughout Europe as a part of its social concerns. And CEF is an initiative resulting from these concerns of the Council, and is actually a sound ground to base efforts of language teaching. It specifies proficiency levels in a flexible way so that is

can be adapted to different teaching contexts without however diverging from the main premise that languages are learned for survival needs.

2.3. EUROPEAN LANGUAGE PORTFOLIO (ELP)

The European Language Portfolio is a practical outcome of the CEF. It is tied to the CEF through the reference levels. It is a realization of the principles of the CEF.

2.3.1. Definition of ELP

“The European Language Portfolio (ELP) is a tool for developing learner responsibility and autonomy through reflection and self-awareness.” (Glover & Mirici & Aksu (2005). It is based on the Common European Framework (CEF) Reference Levels “that enable learners to describe what they can do in different languages” (Glover & Mirici & Aksu 2005). To define the ELP more realistically, the following definitions have been given with brief explanations.

The ELP;

1. *Is a tool to promote plurilingualism and pluriculturalism.* The ELP has been prepared to undertake all learners’ language and intercultural learning. Therefore the ELP is a guide to learning a language or languages. As a rule already the ELP does not satisfy with the learning of only one language.
2. *Is the property of the learner:* this comes to mean that learners are responsible for their ELP as an object to keep it and also they have the responsibility to perform on request all the processes required by the ELP
3. *Is a tool to promote learner autonomy:* it has been various time stressed that one function of the ELP is to remove the responsibility from the teacher to the learner. Learners are expected to monitor, upgrade and continue their own learning.
4. *Values the full range of learner’s language and intercultural competence and experience regardless of whether acquired inside or outside school:* this way the ELP

helps learners to keep record of and document their language and intercultural experience that is gained outside the school.

5. Has both a pedagogic function to guide and support the learner in the process of language learning and a reporting function to record proficiency in languages: these are explained in detail below. The pedagogic function of the ELP aims at mainly increasing learner motivation, whereas the reporting function helps learners document their language experiences.

6. is based on the Common European Framework of Reference with explicit reference to the common levels of proficiency: these common proficiency levels are a must for the ELP to function its reporting function. (Council of Europe, 2004; pp. 3-4)

In the field of language teaching, we can generally see two types of portfolios: (1) the process-oriented portfolios, and (2) the product-oriented portfolios both of which include process-related materials like action plans, learning logs, drafts of work, comments from teachers, students' reflections, evaluation criteria etc.

The European Language Portfolio is a project of language teaching and learning suggested by Common European Framework for the citizens of European Council. It includes three compulsory sections: (1) Language Passport, (2) Language Biography, and (3) the Dossier. ELP is described by the Council of Europe (2001a) as "a document in which learners, who are learning or have learned a language, whether at school or outside school, can record and reflect on their language learning and cultural experiences". Other authors like Glover, Mirici and Aksu (2005) comment on the ELP as following:

Learning to use the Reference Levels is useful for teachers even if they do not move on to using the ELP. The Reference levels are useful because they are already used by many institutions and organizations and because they are a flexible tool for both formal and informal assessment. The time and resources needed for successful ELP implementation should not be underestimated and smaller scale ELP use by enthusiastic practitioners seems more likely to lead to success than large-scale introduction into programmes. (p. 11)

The three parts of the ELP have their own specific characteristics and they all are indispensable in accounting the language history of its user.

European Language Portfolio is no exception in the general portfolio system. It was created in accordance with the assumptions of European Framework of Reference for Languages (CEFR), which is a huge document that guides learners and teachers across Europe on how to describe language competence. It was launched initially as a project of 'Languages Learning for European Citizenship' in 1989-1996 by the Council of Europe.

As pointed out by Glover, Mirici and Aksu (2005), ELP approaches the process of language learning from the point of three basic characteristics: reflection, self-awareness and learner autonomy. Another author, Little (2001), iterates five fundamental aspects of ELP-based learning:

- Self-assessment drives learning.
- Checklists are used to plan and monitor learning.
- A personal learning plan develops.
- Regular reflection is central to ELP use.
- The learner is responsible for building a personal dossier

The concept of a common portfolio is accepted in many countries around Europe. Different countries developed different versions of the ELP. It was first designed in Switzerland, Germany, and France in the mid-nineties (Schneider & Lenz, 2003). Between 1998 and 2000, over 15 member countries worked on and assessed different models of the ELP. In 2001, the European Year of Languages was put into action throughout Europe. (Schneider & Lenz, 2003). Little points out that

[...] language learning should have a communicative purpose; it provides as a means of reporting second/foreign language proficiency that transcends the limitations of national system of grading; it encourages learners and authorities of all kinds to value partial competence; it emphasizes the importance of plurilingualism and cultural exchange; and it supports the development of learner autonomy, partly out of a commitment to democracy in education and partly because learner autonomy is the most likely guarantee of lifelong learning (Little, 2002a; p.188).

Learners themselves are in control of the ELP. So, learners can take their portfolio with themselves while across Europe. It is up to the learners when and how to work with the ELP. Yet, what is actually needed is to make effective use of it. And this is possible by careful implementation of the reference levels given in CEFR (Little 2005).

2.3.2. Components of ELP

The ELP is made up of three main parts. Each part helps the learner deal with his or her language proficiency through different documents or records.

1. **Language passport:** it is a document that covers the whole process of language learning on the part of the user, and it includes the various competency levels of the user at different periods. It contains self-assessment checklists and grids, which are helpful instruments for the user to self-assess oneself. In addition, the passport also involves five qualitative features of oral proficiency (range, accuracy, fluency, interaction, coherence) on six levels. More specifically, language passport includes the following skills:
 - understanding (listening and reading)
 - speaking (spoken interaction and spoken production)
 - writing

These skills are documented in the language passport in relation to the levels derived from the Council of Europe's *Common European Framework*. And these levels are:

- basic user (A1: breakthrough and A2 waystage)
- independent user (B1: threshold and B2 vantage)
- proficient user (C1: effective operational proficiency and C2: mastery)

2. **Language Biography:** this document concerns more personal issues about language learning process of the user. It allows users to reflect on their own learning and record what they can do in the language. This document is a gateway for learner autonomy.

3. ***The Dossier***: this is a tool to include the works that have been prepared by the user throughout the language learning process. By means of the collection of the works of the user, it validates the information given in one's language biography document.

These three parts all help learners to document their language history in different ways, and they are the personal property of the learner. They are to be handed on request to show how proficient the learner is in the required language.

2.3.3. Function of the ELP

The ELP has two fundamental functions: 'reporting' and 'pedagogical'. This section focuses on those functions.

Pedagogic Function

The pedagogical function of the ELP helps learners become motivated to language learning by helping them develop their capacities, making the process more visible and transparent and showing ways of how to self-assess themselves. It is a functional tool for developing learner autonomy and promoting lifelong learning (Demirel 2004, p. 122). The pedagogical functions of the ELP can be grouped under three headings:

Transparency: language curricula that focus on developing learners' communicative proficiency can be based on common reference levels.

Transferability: the ELP renders transfer possible, both inside and outside education system, because it is based on common reference levels.

Awareness-raising and reflection: one central issue in the ELP is that learners plan, monitor and evaluate their own learning process, thus promoting learner autonomy. . (Demirel 2004, p. 123).

In short, the ELP's pedagogic function does the following (Schneider & Lenz 2003)

- 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 the media,

In short, the pedagogic function of the ELP helps students to see their own development in a transparent and clear way. It also thus increases student motivation and lets them take the responsibility of their own learning. Another function of the ELP is its reporting function, which is explained below.

Reporting Function

The ELP also intends to document its user's plurilingual language proficiency and experiences in foreign language in a "comprehensive, informative, transparent and reliable way." (Schneider & Lenz 2003). The reporting function of the ELP covers the owner's experience of language learning accompanied by 'concrete evidence'. (Demirel 2004, p. 122). In other words, the ELP helps language learners to report their levels of competencies in foreign languages in a detailed and internationally comparable way.

Learners of foreign languages may have to present their documents in many cases such as transferring to another school, changing to a higher educational sector, at the beginning of a language course, meeting with a career advisor, or an application for a new post and the like. Thus owners make an impact on the decisions that are taken about themselves

by people whom the document is addressed. Those to whom the document is presented will especially like to know about:

- the 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, p. 4).

This is important because examination results or diplomas are not always sufficient to document language proficiency. For example, a learner might have spent time in the target language community and developed a considerable proficiency in the language and in the target culture as well. Since the ELP is independent of any schooling, it is functional to overcome school-bound limitations in documenting language proficiency.

For reliability also, the documented information must be

- clear and possible to verify who (person/institution) is responsible for a statement and would confirm its truthfulness;
- related to a reference system such as the *Common reference levels* in the CEF wherever possible;
- based on a common language of description (Schneider & Lenz 2004, p. 4)

2.4. THE COMMON REFERENCE LEVELS

As stated above, the Council of Europe has come up with six Common Reference Levels: A1 (Breakthrough), B1 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Operational Proficiency), C2 (Proficiency). These terms offer more scope and ability to locate one's proficiency compared to traditional scale like beginner, pre-intermediate or upper-intermediate. That is to say, it is easier to assess one's proficiency level referring to these Common Reference Levels.

It should be noted that Common Reference Levels are not only designed for formal assessment, language users can use them to self-assess their progress. There are some testing institutions that use these Common Reference Levels. One of them is the Association of Language Testers in Europe (ALTE). ALTE is a free diagnostic testing service, and it is available online. DIALANG is also among these testing centers.

DIALANG is a formal language testing centre that has been developed by 20 key European institutions with the support of the European Commission. It “offers carefully designed and validated tests of different language skills, together with feedback and expert advice on how to improve your skills” (DIALANG, 2004, On-line). The tests on this site are free and presented to the use of public. One can use these tests for the following purposes:

- To decide how good one's language skills are as measured on an international scale of language proficiency.
- To diagnose problematic areas in language skills for remedial work
- To decide on the activities to improve language skills
- To determine general proficiency level for a specific language skill or to decide what course one can attend
- To compare one's level for different languages
- To assess one's language skills
- To learn more about language proficiency, self-assessment, tests and so on (DIALANG, 2004)

It is understood that the Common Reference Levels handle “the great complexity of human language by breaking language competence down into separate components” (Council of Europe, 2001a, p. 1). These levels are the results of careful and consistent studies and they are further branched into 58 additional categories like overall written production, creative writing, etc. These descriptors are used to check what level learners are and to standardize the efforts of measuring language competence. These “can-do” statements clearly tell what to expect of learners at each level.

2.5. THE SCALES OF THE CEF

In addition to the Common Reference Levels, CEF also have “scale” to measure language proficiency. Expressing language proficiency by “can-do” statements can be viewed as “an action-centered view of language learning and use” (p. 12). The scales are categorized under two major headings: global and specific. Learners’ language proficiency in listening, speaking, reading, writing and spoken interaction is expressed by these “can-do” statements.

The fact that each level of proficiency is described with these “can-do” statements is to imply that even the lowest level learner can manage certain tasks. The statements follow a fixed order: *reception, production, interaction, and meditation*.

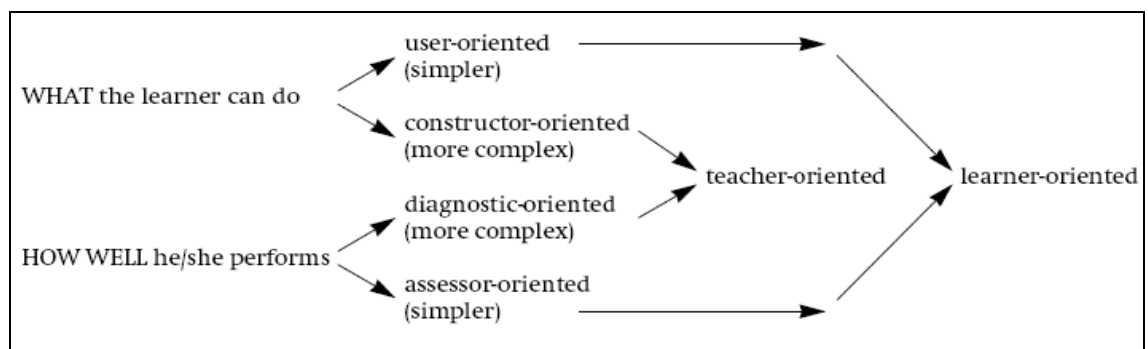


Figure 3 Types of Scales

(Adopted from Council of Europe, 2001a, p 39)

Figure 3 demonstrates scales like user-oriented, assessor-oriented. User-oriented and assessor-oriented scales are written with a simple language because they are for

learners. But the constructor-oriented and diagnostic-oriented scales are more complex and detailed because they are for teachers.

Table 4 Global Scale for the B1 level

Global Scale (Independent User) Level 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 & ambitions and briefly give reasons and explanations for opinions and plans.

(Adapted A bank of descriptors for self-assessment in European Language Portfolios 2004 p. 107)

Table 5 B1-level Self-descriptors for *Overall Reading Comprehension*

CEF Descriptors	ELP Descriptors
Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. [CEF 2001]	I can follow the plot of clearly structured narratives and modern literary texts. [29.2002-CERCLES] I can read straightforward factual texts on subjects related to my field of interest with a reasonable level of understanding. [29.2002-CERCLES] I can understand 'typical' texts that tell facts about themes I know well, e.g. short match reports, and short magazine articles, fact sheets, and interviews with stars. [ECML/BERGEN]

	I can understand the plot of a clearly structured story and recognize what the most important episodes and events are and what is significant about them. [1.2000-CH]

(Adapted from A bank of descriptors for self-assessment in European Language Portfolios 2004 p. 39)

Table 6 B1-level Self-descriptors for *Reading Correspondence*

CEF Descriptors	ELP Descriptors
Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. [CEF 2001]	In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend. [1.2000-CH] I can understand the description of events, feelings and wishes in personal letters and e-mails well enough to correspond with a pen friend. [29.2002-CERCLES]

(Adapted A bank of descriptors for self-assessment in European Language Portfolios 2004 p. 40)

Table 7 B1-Level Self-descriptors for *Reading for Orientation*

CEF Descriptions	ELP Descriptors
Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a	I can scan longer texts in my field in order to locate desired information and also to gather information from different texts or parts of a text in order to complete a

specific task. [CEF 2001]	specific task. [35.2002-ELC] I can scan longer texts in order to locate specific factual information. [10.2001-IE/Auth] I can find information in different parts of a longer text. [7.2001-CZ/11-15]
Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. [CEF 2001]	I can understand the most important information in short, simple everyday information brochures or simple brochures relating to my professional field. [19.2001-SWE] I can find the relevant information in everyday material such as letters and brochures. [7.2001-CZ/11-15]

(Adapted A bank of descriptors for self-assessment in European Language Portfolios 2004 p. 43)

Table 8 B1-Level Self-descriptors for *Reading for Information and Argument*

CEF Descriptions	ELP Descriptors
Can identify the main conclusions in clearly signaled argumentative texts. [CEF 2001]	I can identify the main conclusions in clearly signaled argumentative texts related to my academic or professional field.[29.2002-CERCLES]

Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. [CEF 2001]	I can recognize the main arguments in a text. [7.2001-CZ/11-15]
Can recognize significant points in straightforward newspaper articles on familiar subjects. [CEF 2001]	I can understand the main points in short newspaper articles about current and familiar topics. [1.2000-CH] I can recognize significant points in straightforward newspaper articles on familiar subjects. [29.2002-CERCLES]

(Adapted A bank of descriptors for self-assessment in European Language Portfolios 2004 p. 46)

Table 9 B1-Level Self-descriptors for *Reading for Instructions*

CEF Descriptions	ELP Descriptors
Can understand clearly written, straightforward instructions for a piece of equipment. [CEF 2001]	I can understand clearly written straightforward instructions (e.g., for using a piece of equipment, for answering questions in an exam). [29.2002-CERCLES] I can follow clear instructions, e.g. for a game, using equipment, making food or installing computer software. [ECML/BERGEN]

(Adapted A bank of descriptors for self-assessment in European Language Portfolios 2004 p. 48)

2.6. PILOT STUDIES IN THE MEMBER COUNTRIES

This section dwells on the pilot projects carried out in fifteen members of the Council of Europe between 1998 and 2000 and their results (Little and Perclova (2001)). These pilot projects covered every level: primary, lower secondary, upper secondary, vocational, university and adult education.

1,250,000 (total numbers per years are given in figure 4) learners are working somehow connected to with a European Language Portfolio for shorter or longer periods. The feedback is positive on learning process, learning outcomes and learner motivation. By May 2004 64 ELP models were validated and 18 are being piloted and 11 more are planned to come out in near future or already under development. They differ in design, structure and content according to the contexts they are going to be used. (Schärer & Rapporteur 2004, p. 5). Table 10 gives the numbers of Portfolios at different stages and Figure 4 shows the total number of students using the ELP.

Table 10 *ELP models in use: unity and variety*

Overview of ELP models	6-10	11-15	16+	VOLL	Higher education	Adult
Validated 64*	16	22	13	4	5	9
Validation 3 pending		1	1		1	
Pilot versions 18	8	6	2		1	1
In preparation 11	8	3				

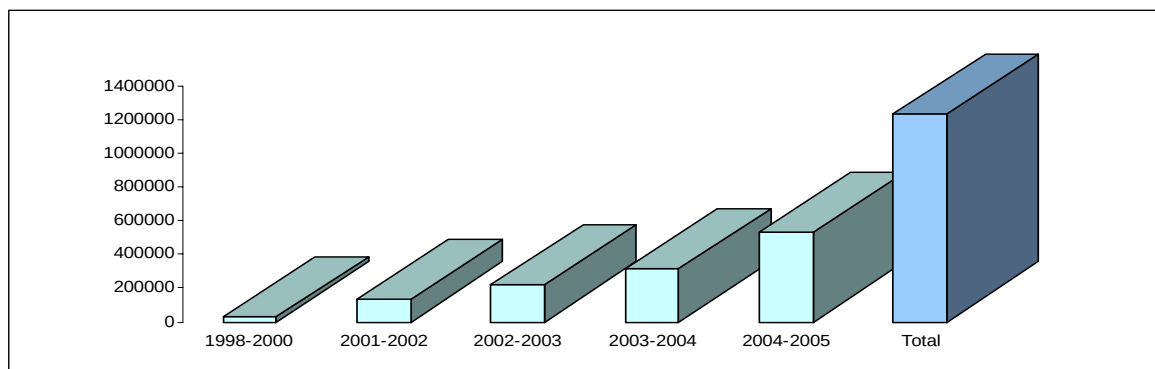


Figure 4 *European Language Portfolios distributed: Total number reported ~ 1,250,000*

One typical and frequent concern that has emerged as a result of the mass piloting projects is about the status of the ELP. It is not clear in the eyes of learners or practitioners whether it is an integral component of curricula that have an official value or it is something that is only for use outside school. This case is referred as a ‘grey zone’ in the official final report released for the results of piloting projects, indicating the uncertainty (Schärer & Rapporteur 2004, p. 6).

The feedback received as a result of these pilot projects was generally positive with small-scale variances from project to project. As illustrated in the official report (Schärer; as cited in Little, 2002b), the ELP gave a chance to teachers and students to cogitate the reasons for language learning, and the criteria according to which they can evaluate their levels of proficiency. 68 % of learners found the time spent on the ELP “well spent”. 70 % of teachers stated that the ELP was a useful guide for learners, and 78 % of teachers found the ELP a useful tool for teachers. Students also liked the idea of evaluating their achievements based on concrete descriptors (common reference levels). Accordingly, 70 % of students thought that the ELP was an effective reference to assess their language levels.

The feedback received from Czech Republic, Finland was generally positive. It was enjoyable for learners to partake in such a project, young learners in particular found it entertaining. Teachers also liked the idea of ELP despite the fact that it meant extra effort for them (Little, 2003; Little, 2002a).

Mass piloting brings the magic question to the mind: does the European Language Portfolio make a difference? The answer is given in the final version of the consolidated covering the years 2001 and 2004 is “The short simple answer is: yes, it does”(Schärer & Rapporteur 2004, p.15). The results are satisfactory and encouraging.

Kohonen reports from the Finnish pilot project 1998-2001 that:

The ELP does seem to provide an important interface between language learning, teaching and assessment. The consistent and regular use of the ELP does motivate and enable students to take gradually more responsibility for their learning. The descriptors and checklist help students to develop a meta-cognitive understanding of language in terms of the different skills, linguistic forms and communication strategies. (Cited in Schärer & Rapporteur 2004, p.15)

Another positive comment is from the Irish project.

”We know from what teachers said that by the end of the evaluation period the ELP had become a natural part of their classroom practice. What is more, the process of overseeing the ways in which each member of the class engaged with the ELP helped the teachers to understand more about the benefit of the explicit and reflective aspects of language learning and teaching. Their own professional knowledge was thus enhanced. As far as the learners were concerned, we know that on the whole they enjoyed working with the ELP.” (Ushioda and Ridley cited in Schärer & Rapporteur 2004, p.15)

In short, the feedback is generally positive emphasizing the influence of the ELP on motivation, educational outcomes and learner autonomy. Schärer & Rapporteur (2004, p.17) simply conclude that:

Reports from a great variety of teaching-learning contexts confirm a wide acceptance of the pedagogic functions of the ELP. Coherently used over a reasonable time span the ELP seems to produce desirable educational effects. It positively influences motivation, the learning process and the learning outcome. Besides making the learning process transparent to learners it seems to make the teaching process more transparent to teachers.

Besides positive feedback, negative feedback was also encountered during the pilot projects. There may be a number of reasons for this. Firstly, it was a handicap that not all of the participants were able to get the questionnaire due to technical and time reasons. And secondly working on such a project required time, reflection and effort, which some participants could not have due to formal exams or ordinary chores.

There were also some limitations. First of all, the participants were chiefly volunteers and this might have had a role in the fact that the ELP generally received positive feedback. Secondly, as Schärer (2000) reports, it was difficult to carry out the necessary arrangements with large groups and less volunteer groups. Owing to this reason, some projects resulted in misunderstandings and negative feedback. Then, working with this new way of language learning required time to get used to it. As Schärer (2000, p.5) indicates, “the European Year of Languages may have aroused unrealistic expectations, especially at a political level: effective implementation takes time, as the instance of the Swiss ELP confirms” (p. 5). Finally, there was the financial problem. Most of the projects mainly relied on sponsorship and this was sometimes hard to find or get.

Any implementation of the ELP requires integration of this portfolio into language programmes. In the pilot projects, it was carried out this way although some authorities reported difficulties encountered during the integration process (Schärer 2000. p. 44). In general, the reflections are positive. However, some countries had certain difficulties. The countries and their results are given below:

Ireland: The ELP gained teacher support. In Ireland, it is generally thought that the ELP facilitated learner involvement. It is considered to be a planning and self-assessment tool.

Hungary: The ELP is time-consuming since it necessitates time inside and outside the classroom.

Slovenia: Those learners in Slovenia had some reservations about the validity of the ELP all over Europe, so they needed clarification. However, they stated positive ideas about the contribution of the ELP to student creativity, self-esteem, language awareness. In addition, they expressed that they needed a lot of time to deal with the issue.

Germany: Teachers complain that learners lose interest after a short time. Integrating the ELP in existing language teaching curricula poses serious problems. The ELP

should be piloted with a group of well-informed teachers and learners. The teachers using the ELP should have a bottom-up approach.

Holland: Learners failed to self-assess themselves because the Dossier did not receive much attention. The Dossier section was not paid enough attention.

France: Attitudes were positive at the beginning of the implementation process. Self-assessment was a problem.

Switzerland: Nearly 80 % (19 out of 96) teachers stated that they had a negative impression about the ELP during the piloting stage. Learners felt that the ELP files prepared were very large.

Russia: The ideas underlying behind the ideas of the ELP were almost equal to those principles and ideas which formed Russian pedagogy.

Italy: Teachers were given an opportunity to attend an in-service training to bridge the theoretical gap between the ELP and the existing practices. Only 40 % of primary school learners in Italy were successful in preparing a well-built learning biography. They were not successful in reflecting (Glover, Mirici and Aksu, 2005)

The ministry of Education gave the official approval for the ELP on October 1 and afterwards it was launched in a number of private and state schools throughout Turkey. The piloting studies are synchronized by the Board of Education, which is managed by Prof. Dr. Özcan Demirel, a professor at the University of Hacettepe. The studies initially started in 20 state and 4 private schools in Antalya. In 2004, the number was raised up to 30 (Demirel, 2005, p. 75).

Table 11 Schools, teachers, learners involved in the first piloting

City	Schools	Teachers	Students
Ankara	12	24	486
Antalya	7	14	224
İstanbul	5	10	285
İzmir	1	2	76
Adana	1	2	80
Gaziantep	1	2	72
Bursa	1	2	48
Total	30	60	1357

(Demirel, 2005, p. 75)

The table shows that in the first stage more than one thousand people took part. The teachers were made aware of the ELP and the CEF via in-service training programmes. These in-service training programmes encompassed the examination of various validated portfolios in European countries, language descriptors and a discussion of the piloting process (Demirel, 2005, p. 77).

Another portfolio project was developed for learners at the ages of 5-9 and 10-14, and it was piloted in a number of private schools. Below is detailed information about the subjects, schools and the teachers.

Table 12 Schools, teachers, learners as involved in the second piloting

City	Schools	Teachers	Students
Ankara	7	28	357
İstanbul	4	16	285
İzmir	1	4	86
Gaziantep	1	3	66
Bursa	1	3	54
Düzce	1	2	36
Total	15	56	884

(Adapted from Demirel, 2005, p. 76)

The Board of Education in Turkey launched the translation of the Common European Framework into Turkish while the pilot projects were in progress in 2005. At university level also, an extensive study was carried out at the Preparatory school of Muğla University. The study principally focused on the following questions.

- How did the ELP work in this situation?
- To what extent were important factors present; ELP integration with the curriculum, teacher and learner training and clarity of status and purpose of the ELP?
- How did teachers and students respond to the ELP?

The study lasted for six months and the following results were found;

- In general, the ELP had a positive effect on both learners and teachers, but the use of it gradually became less and less as the course proceeded and the learners began to use their enthusiasm as the time passed.
- In terms of learner and teacher reactions and some misunderstandings noted earlier, the pilot project was similar to those carried out in some countries such as France and Germany; this was most probably because little training was provided for the subjects.
- The ELP was only partly integrated into the curriculum.
- Learners cannot make use of the ELP by themselves without enough support from the teacher, so a high level of teacher support is needed to use the ELP in a way to reach its aims.
- Some reactions and comments are similar to those gained through the pilot projects in other countries throughout Europe. Learners complained about the bulkiness of the ELP (On-line).

In addition to the pilot projects in Turkey, the ELP is officially used in one institution, which is TÖMER-the language teaching center under the auspicious of Ankara

University. It is the first language school to use the ELP in adult education. The validity of the application of TÖMER was approved by the European Validity Committee in 2004. After this validation, TÖMER got to be the first institution that gives its students a chance to document their achievements by means of the ELP.

The numbers of students who have a learning system based on the ELP are reported in the consolidated report released by the Language Policy Division in Strasbourg.

Table 13 Numbers of learners with an ELP in Turkey

Numbers of learners in Turkey with an ELP				06 07 04	
Educational sector	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Primary Pilot version 6-11				150	300
Secondary I Pilot version* 11-14				300	500
Secondary II 19.2001 47.2003* 15-18			500	750	1500
Adult 56.2004**					7500
Total Turkey	All		500	1200	9800

(Schärer & Rapporteur 2004, p. 49)

Status: * Projects of the Ministry of Education, Board of Education for secondary education ** Ankara University, TÖMER for adult education

Support measures: The National Education Foundation and Ankara University TÖMER will publish the ELP models and will financially support the teacher training seminars, conferences and other academic activities.

2.7. TEXTS AND TASKS

In our daily lives, we read a lot of things every day. For example, we read letters, advertisements, notices or newspapers etc. The term “media” is defined in CEF as everything from printed media to films or e-mails. These are the following:

- Voice
- Telephone

- Public-address systems
- TV
- Cinema films
- Computer (e-mail, CD-ROM, etc.)
- Videotape, cassette, disc
- Audiotape, cassette, disc
- Print
- Manuscript (Council of Europe, 2001a, p. 94).

Besides the ones listed above, the following can be also among the genre types that can be studied by language learners

Spoken Genre

- public announcements and instructions
- public speeches, lectures, presentations, sermons
- rituals (ceremonies, formal religious services)
- entertainment (drama, show, readings, songs)
- sports commentaries (football, cricket, boxing, horse-racing, etc.)
- news broadcasts
- public debates and discussion
- inter-personal dialogues and conversations
- telephone conversations
- job interviews

Written Genre

- Books, fiction and non-fiction, including literary journals
- Magazines
- Newspapers
- Instruction manuals (DIY, cookbooks, etc.)
- Textbooks
- Comic strips

- Brochures, prospectuses
- Leaflets
- Advertising material
- Public signs and notices
- Supermarket, shop, market and stall signs
- Packaging and labelling on goods
- Tickets
- Forms and questionnaires
- Dictionaries (monolingual, bilingual), thesauri
- Business and professional letters, faxes
- Personal letters
- Essays and exercises
- Memoranda, reports and papers
- Notes and messages, etc.
- Databases (news, literature, general information, etc.) (Council of Europe, 2001a p. 95).

In a similar fashion, Brown (2001, pp. 302-303) lists the following genres:

- non-fiction: reports, editorials, essays and articles, reference (dictionaries, encyclopedias)
- fiction: novels, short stories, jokes, drama, poetry
- letters: personal and business
- greeting cards
- diaries, journals
- memos
- messages
- announcements
- academic writing: short answer test responses, reports, essays, and papers
- newspaper "journalese"
- questionnaires
- directions

- labels
- signs
- recipes
- bills
- maps
- manuals
- menus
- schedules
- advertisements
- invitations
- directories
- comic strips and cartoons

The items above and the items in the CEF are fairly similar to each other. The familiarity of the genre types to ordinary people makes it possible to include as many of them as possible in a CEF-oriented language curriculum.

In this fashion, the action-oriented nature of the CEF means that it has activities and tasks for the purpose of preparing students for natural real-like contexts. These activities are examined under four headings: reception, production, interaction, and mediation. Reception and production activities are pre-requisites for social interaction, and therefore they are seen as primary activities while interaction and mediation activities are seen as secondary activities

2.8. TEXT SELECTION FOR A READING SYLLABUS

This is a study which aims to reach a suggested a syllabus for the reading skill. Therefore, at the core of this research are texts and passages for reading lessons. Here text selection gains importance. There are a number of crucial factors when choosing appropriate texts for a reading syllabus. This section briefly summarizes what the main criteria were during the text selection. These criteria are:

1. Interest
2. Exploitability
3. Readability
4. Topic
5. Political Appropriateness
6. Cultural Suitability
7. Appearance
8. Authenticity of Materials (Day, 1994, pp. 1-2).

2.8.1. Interest

Interest is almost the most important criterion when selecting a text for EFL reading class. Many writers converge on this point and suggest that texts that are less interesting are bound to be abandoned. (Williams 1986, Carell 1984, Nuttal 1982, Hedge 2003). Nuttal (1982) claims that “having texts that interest learners more critical than either the linguistic level of the text or its exploitability.” What makes a text interesting for learners? According to Nuttal a text must:

i) tell the students things they don't already know; (ii) introduce them to new and relevant ideas, make them think about things they haven't thought about before; (iii) help them to understand the way other people feel or think (e.g., people with different backgrounds, problems, or attitudes from their own); (iv) make them want to read for themselves (to continue a story, find out more about a subject, and soon) (Nuttal 1982 cited in Day 1994, p. 4).

The text, however, should not contain too much new information. The amount needs to be reasonable in order not to discourage learners. (Nuttal 1982)

Teachers can make use of questionnaires to find out what is interesting for students. (Nuttal 1982). William also agrees that by asking students it is possible to learn easily what would take their attention and organize reading lessons accordingly. (William 1986, in Day 1994). That is why the questionnaire used in this thesis contains a part which asks learners their interest areas. This part, as was stated earlier, includes a large number of subject headings. Learners were asked to circle their favorite subject headings so that the suggested syllabus could be tailored to the favorite subject areas of learners.

2.8.2. Exploitability

Defined as the ‘facilitation of learning’ by Nuttal (1982), exploitability is whether the passage can provide what is required from it either in terms of subject matter and language items that are to be focused like new grammatical structures or new vocabulary items. In short, it should answer these questions. Will the passage allow the teacher to accomplish the objectives of the reading lesson? Or is the passage amenable to the objectives?

2.8.3. Readability

Readability is as important as interest and exploitability. It covers, according to Carell (1987), such aspects as “syntactic appropriateness; logical/rhetorical ordering of ideas; textual phenomena at the discourse level; lexical appropriateness; and background knowledge of the reader.” (Carell 1987, in Day 1994, p. 4). And these aspects are compressed under two broad categories by Nuttal: syntactic and lexical considerations. (Nuttal 1982, in Day 1994). The components of readability are briefly explained here, as suggested by Nuttal are: *lexical knowledge, background knowledge, syntactic appropriateness, organization, and length of the passage*. All these components of readability were attended with utmost attention during text selection because readability is as important as interest in full exploitation of a text. The questionnaire contains items about all these components, so it was not difficult to select readable texts for the suggested syllabus.

2.8.4. Topic

Topic is also an important factor. Topics that attract students’ attention make reading lessons go smoothly because they increase motivation to read. Guthrie and Humenick conducted a metaanalysis of studies regarding motivation in reading and concluded that “meaningful conceptual content in reading instruction increases motivation for reading and text comprehension.” (Guthrie and Humenick in Alyousef 2005). Some scholars suggest sticking to one or two topics and organize reading lessons around these topics (Krashen 1981, Dubin 1986). Krashen calls it “narrow reading”, and claims that students can develop their vocabulary and grammar in this way as they are frequently recycled.

Dubin also makes a similar point. She asserts that “having learners read more on a subject would facilitate comprehension, as they would become familiar with an author’s (or authors) style, and the vocabulary, concepts, and background information important to the topic” (Dubin 1986, cited in Day 1994). Yet, one can rightfully argue that variety is also important and reading classes are not vocabulary or grammar classes that are conducted for the sake of teaching them. Teachers should have more variety. For this teachers can find out what topics students would be interested and design reading lessons accordingly. In this research, as was stated in ‘interest’ section above, there has been included a section which asks learners their favorite subject headings.

2.8.5. Political Appropriateness

Some countries may be sensitive to certain political issues and using texts that contain critical information for this country may be avoided in order not to cause disorder in the class.

2.8.6. Cultural Suitability

When selecting texts of a reading lesson or programme, teachers or curriculum organizers must also take into account whether texts are culturally appropriate or not. Cultural suitability gains more importance in this thesis because the cultural aspects are attached utmost importance in the document of the CEF. The CEF suggests that any teaching material or syllabus should contain cultural variety in order to increase multiculturalism.

2.8.7. Appearance

Appearance is about the page layout and type, size and font of the print. Whether the texts contain pictures of non-textual information affects comprehension. In addition, the legibility of the print also affects comprehension. Besides type, size and font are also important especially for younger learners. The questionnaire contains an item about organizational aspects of text, and the results suggested that organizational aspects are more or less important in comprehension. The texts to be used in the syllabus therefore will be selected carefully in order to present learners with organizationally-appropriate texts.

The texts in this research have been carefully chosen in order not to violate one or more of the above-mentioned factors.

2.8.8. Authenticity of Materials

The council suggests that in order to make learning more meaningful as well as interesting, it is essential to use authentic materials. Authenticity in this thesis therefore is one of the key factors in text selection. The researcher did not favor simplification in the view of the fact that it may harm the realness of the materials.

What does research say about authenticity? Is it really important, and in what ways is it important? Traditionally, authentic texts are defined as texts that are written for native speakers. The definition sounds really simple and clear-cut. However, when considered from an educational point of view, there are other approaches to this factor. For example, Widdowson (1976) proposed that authenticity “depends on the readers’ appropriate response.” (cited in Rivas&Maria, 1999). This comes to mean that if readers can respond to the text just as a native speaker would, then this text can be said to be authentic. In this case, he proposes that texts can be simplified, which he calls ‘doctoring’ to suit learners’ needs and in a way that can be responded to appropriately by learners. Another scholar who favors simplification is Davies (1984). According to him, texts maintain their authenticity even after being simplified provided they allow learners to give proper responses.

Research suggested that using authentic texts increase student motivation although they do not directly appeal to students’ interests (Bernhardt 1991 cited in Rivas&Maria, 1999). Peacock (1997) conducted a study on the effects of authenticity over motivation and concluded that using authentic materials increase motivation as they increase learners’ concentration and involvement (Peacock 1997). Research further suggests that problems posed by authenticity can be surmounted by appropriate pre-while and post-reading activities.

In this study, the texts are authentic texts. Moreover, they were supported by appropriate activities in order to minimize the drawbacks that are likely to be caused by lack of interest on the part of learners.

2.9. THE READING SKILL AND THE ELP

Recent research on reading reveals data that support and justify why the ELP can function as a compact language teaching tool. For example, Knuth & Jones (1991) carried out a study on the reading skill. The results obtained from this study and the assumptions of the ELP overlap. One point that was made clear was the difference between successful readers and poor readers.

Table 14 Characteristics of successful and poor readers

Characteristics of Poor Readers	Characteristics of Successful Readers
Think understanding occurs from "getting the words right," rereading.	Understand that they must take responsibility for construction meaning using their prior knowledge.
Use strategies such as rote memorization, rehearsal, simple categorization.	Develop a repertoire of reading strategies, organizational patterns, and genre.
Are poor strategy users: • They do not think strategically about how to read something or solve a problem. • They do not have an accurate sense of when they have good comprehension readiness for assessment.	Are good strategy users: • They think strategically, plan , monitor their comprehension, and revise their strategies. • They have strategies for what to do when they do not know what to do.
Have relatively low self-esteem.	Have self-confidence that they are effective learners; see themselves as

	agents able to actualize their potential.
See success and failure as the result of luck or teacher bias.	See success as the result of hard work and efficient thinking.

Knuth & Jones (1991)

The right column summarizes the characteristics of successful learners. The general features that reveal as a result of this study are actually the assumptions the ELP puts forward. In the pedagogic function of it, the ELP undertakes to equip learners with almost all of the characteristics of successful readers.

Moreover, the results which were obtained regarding the relationship between curriculum and the reading skill are very similar to visions of the European Language Portfolio. Knuth & Jones (1991) iterated them as follows:

- Curriculum that calls for a diversity of real literature and genre, a repertoire of learning strategies and organizational patterns for text passages.
- Collaborative teaching and learning involving student-generated questioning and sustained dialogue among students and between students and teachers.
- Teachers building new information on student strengths and past experiences.
- Authentic tasks in the classroom such as writing letters, keeping journals, generating plays, author conferences, genre studies, research groups, sharing expertise, and so on.
- Opportunities for students to engage in learning out of school with community members.
- Real audiences (E.g., peers, community members, other students).
- Appreciation and respect for multiple cultures and perspectives.

The points that are emphasized are diversity, collaboration, authenticity, appreciation of multiple cultures and perspectives, which actually make up the scaffolding for the ELP.

2.10. ASSUMED ADVANTAGES OF THE ELP

One of the most fundamental aspects of the ELP is to move responsibility from the teachers to students themselves. The studies conducted on the feasibility of the ELP produced results in this fashion. The feedback received from the pilot projects is generally positive in this respect, for example a teacher from the Czech Republic commented that: “I was helped by the portfolio’s clear statement about the aims of teaching and the transparency of teaching and learning results. The descriptors encouraged me to reflect more deeply on my objectives as a teacher” (as cited in Little & Perclova, 2001; p. 17). Teachers from Czech Republic and Germany expressed their opinions. They stressed two points. One is that the ELP increased learner motivation and thus made them more confident. And secondly it gave them chances to see their own development in a systematic way and also chance to take responsibility of their own learning (Little & Perclova, 2001, p. 18).

The reports suggest that the ELP can be used as a tool of renewal within national system as well as at individual level. It can help learners increase their motivation, assume more responsibility of their own learning, develop their reflective skills. It can also enable learners to expand their language learning experiences out of the classrooms (Little & Perclova, 2001, p. 18). In short, the ELP is assumed to appear as a systematic way of developing the language learning process besides documenting it.

2.11. CONCLUSION

CEF can be seen a redefinition of language learning and teaching through the application of plurilingual approach. It is a good idea to standardize language teaching throughout Europe. This provides a common basis both for materials used for language skills and language testing. The propositions of the CEF regarding language teaching are no doubt the ultimate guide in language education. However, it is useful and seems workable in providing a common basis. The propositions of the CEF are likely to be useful in documenting language biography. This seems to be a real issue in the current language teaching practices. Learners have difficulty in defining their level. By the help of the descriptors, which provide at least a general picture of language proficiency, it

will be possible to give a sound account of one's language proficiency.

The CEF clearly defines proficiency levels and gives a sound account of how language education should be. However, it does not provide common language teaching materials for each level. It is the duty of the ones concerned to provide or prepare language teaching materials that meets the requirements of the CEF.

In this fashion, how the CEF approaches the reading skills is important for a reading syllabus. Success in a reading syllabus depends on identifying the relationship between the reader and the text and the level. Therefore, a good reading syllabus should properly analyze the relationship between the reader and the text and should be carefully designed. It should be prepared in a clear, understandable way and it should integrate language skills combined with a three-phase approach. (Pre-reading, while-reading and post-reading).

It is the ultimate purpose of the Council of Europe to provide its citizens with opportunities to learn modern languages and to help them document their language proficiency. What the Council actually attempts to have is plurilingualism in several languages, which will also provide unity among its members.

CHAPTER III

METHOD

3.0 INTRODUCTION

The aims of this thesis are two-fold. One is to find out and document preferences and needs of Turkish students regarding the reading skill and the other is to develop a reading syllabus at B1 level based on the principles of the CEF. The principles of the CEF, however, do not specify the nature of language teaching materials and activities. Therefore, there is a need to analyze learner preferences, needs, and styles before preparing the syllabus in order to base the syllabus on a sound ground along with the principles of the CEF. For this purpose, a questionnaire was used in this study. The questionnaire, its preparation stage, subjects and settings, and the procedure of implementation are explained below.

3.1. DESIGN OF THE STUDY

Four important steps will be followed during the preparation of this study. First of all, the related literature will be reviewed in order to find out what has been done regarding the reading skill. Secondly, as a result of the literature review a questionnaire is going to be prepared and administered. Thirdly, a number of course books at pre-intermediate level will be reviewed in order to identify which grammatical structures and vocabulary items they include. And finally, the suggested syllabus is going to be prepared in accordance with the B1 level descriptors of the CEF and the results of the questionnaire.

The review of the literature will serve for a dual purpose. Firstly, it is going to reveal important points that are necessary for a well-grounded reading syllabus. Secondly, it is going to be the basis of the questionnaire that is going to be used. The details of the questionnaire are given below in “data collection tool” section.

The data collected by means of the questionnaire is going to be used for a number of purposes. To begin with, it is going to be used in shaping the syllabus, and more importantly suiting the syllabus to the needs and preferences of Turkish learners. Secondly, the main subject headings that will make up the syllabus will be determined. Finally, the favorite text types learners would like to work on will be identified. In

short, along with the B1 level descriptors of the CEF the questionnaire is going form the main scaffolding for the suggested syllabus.

The next step in the study is going to be to find texts under the determined subject headings and then select the most appropriate ones depending on the level descriptors and the results of the questionnaire. And finally, the reading syllabus will be prepared by using these texts.

3.2. SUBJECTS AND THE SETTING OF THE STUDY

The questionnaire was administered to 100 subjects at Başkent University English Language School. In order to facilitate comparison and contrast it was administered to 50 male and 50 female students. The subjects were chosen randomly. As was stated, the questionnaire was designed to find out learner attitudes and needs, their interest areas and favorite text types.

3.3. DATA COLLECTION TOOL

The questionnaire used in this study contains three parts in order to fulfill its aforementioned purpose. A number of steps were followed during the preparation of the questionnaire. Firstly, the related literature was reviewed in order to determine important points for a well-grounded reading syllabus. These points capture such concepts as interest, readability, exploitability, organization and so on. Then, similar theses were examined with the same topic in order to get an idea of what has been done related to title of the present study. Finally, the questionnaire to be used in this study was transformed from another questionnaire which was formerly used in a similar study with the same topic at A2 level (Bakla, 2006). However, some parts were found to be inaccurate for the aims of the present study and these parts were revised, adapted or eliminated.

The questionnaire consists of three parts. (They are given in table 15). Part I includes 25 statements that seek to identify learners' preferred methods, techniques, strategies and styles regarding the reading skill. The second part aims at determining which topics

learners would prefer to work on. And the third part deals with learners' favorite text types they would like to work on. Thus, the questionnaire was intended to achieve the following:

- To gather information about learner preferences in terms of reading skills.
- To facilitate the selection of reading passages that are going to form the core of the syllabus for B1-level students in relation to European Language Portfolio.
- To find out the types of texts that are most appealing to learners.

Table 15 The parts of the questionnaire

Sections	The Point Surveyed	Number of Items
Personal Data	sex	1 item
Part I	Preferred methods, techniques, strategies and styles	(25 Likert-type items) 25 statements
Part II	Favorite subjects headings	Approximately 90 general subject headings
Part III	Genre types and extra comments if any	1 Sub-section about genre types

As it was stated before, the first part of the questionnaire includes 25 statements about learners' preferred methods, techniques, strategies and styles. The items here are actually intended to determine guidelines for text and activity selection. These items can be grouped as follows to facilitate analysis:

1. *Items that concern text selection*
2. *Items that concern the activity choice*

Items that concern text selection attempt to guide text selection process in regard to grammatical structures, vocabulary, and length of texts to be used. And the items that

concern activity choice capture such concepts as pair or group work or individual work, whether to pre-teach vocabulary, whether to include drama activities at the end of texts and so on.

The questionnaire was piloted for any mistakes or unclear instructions on 20 students at Başkent University. There were no problems in that way, so no changes were made and the questionnaire was administered as it was. It was also examined by a commission of distinguished scholars from the field of ELT. The expert opinion obtained from the commission stated that the questionnaire was well-suited to the purpose of the study. And finally the questionnaire was administered to 100 learners at Başkent University.

3.4. DATA COLLECTION PROCEDURE

The questionnaire was administered to 100 prep C level students at Başkent University English Language Department Prep/C classes. Each prep C class at Başkent University English Language Department consists of 20 students, so the questionnaire was administered in 5 different Prep/C classes. Since the Prep/C classes at Başkent University English Language Department are formed randomly, the 5 classes to be administered the questionnaire in were selected randomly. It took nearly 15 minutes to fill out the questionnaire. There were no problems during the administration because the questionnaire was piloted for any pitfalls that might arise during the actual administration. The analysis and results of the data are given in chapter 4.

3.5. TEXT SELECTION

Another step in text selection was to find out how much grammar and vocabulary the selected materials should include and what these topics should be since the results of the questionnaire found out that reading texts should contain as few new grammatical structures as possible. In order to find out and name the grammatical structures that can be used, a number of coursebooks were examined in terms of the grammar structures and vocabulary items. The course books are at pre-intermediate level because B1 level of the CEF is more or less equivalent to pre-intermediate, if not the same. This is a

necessary process in order to avoid including too much unknown language items, both grammatically and lexically. The names of the coursebooks examined are:

1. International express (pre-intermediate)
2. New Headway (pre-intermediate)
3. Life-lines (pre-intermediate)
4. Language in Use (pre-intermediate)
5. Enterprise (pre-intermediate)
6. Cutting Edge (pre-intermediate)
7. Blueprint (pre-intermediate)
8. Streamline (pre-intermediate)
9. Time for English (pre-intermediate)
10. Hotline (pre-intermediate)

This analysis was carried out to get a general picture of the grammar and vocabulary items the selected texts can contain. This is not however a rigid profile since the levels of the analyzed text books are not exactly the same as B1. The common grammatical items that arose as the result of the examination of the stated course books are given below.

Grammar

- Present simple Tense
- Present Continuous Tenses
- Past Simple Tense
- Comparatives/Superlatives
- Some/any, A lot of/much/many
- Past Simple Tense
- Present Perfect Tense
- Present Perfect Continuous Tense
- Future Tense (will/be going to)
- First and Second Conditionals

Vocabulary

- Personal information
- Work
- Holiday/travel
- Hotel
- Food
- Trends
- Air travel
- Preposition of places
- business

- Modals (Should/Must)
- Passives (Present simple, past simple, present perfect)

The list given above will not be followed inflexibly because total dependence on such a list would hinder the positive effect of useful input, which can be provided by reading passages. Therefore, it is going to be used as a helpful source of reference in selecting appropriate texts that are not only well-suited to the levels of the intended students but also helpful sources of supportive input.

3.6. CONCLUSION

This section has dealt with how the study was structured; what the data collection tool was, how it was prepared and administered. Besides the questionnaire, this section has also dealt with how the range of grammatical structures and vocabulary items to be used in texts was determined. In short, the texts of the syllabus were selected with utmost attention by using all of the methods mentioned above. The following section deals with the analyses and results of the collected data.

To put it shortly, the suggested syllabus of this research rests on the review of literature, the results of the questionnaire, and basically on the principles of the CEF. All have their own contribution. Since there are a large number of points to consider in materials design like level descriptors, needs of learners, interest areas of learners, practicality of the materials, all the steps described above were needed in order to come up with a well-tuned reading syllabus. The suggested units are given in chapter 5. The next chapter deals with the analysis and results of the data.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.0 INTRODUCTION

This chapter focuses on how the data collected by means of the above-mentioned questionnaire was analyzed, what were the results and how they shed light to the development of the suggested syllabus. Three parts of the questionnaire were analyzed separately. As it was stated, part I in the questionnaire consists of 25 Likert-type statements. These statements were grouped under two broad categories in order to facilitate analyzing. These categories are:

1. Items that concern text selection
2. Items that concern the activity choice

Items in each category are further branched to reflect their specific purpose of inclusion. These are:

A. Items that concern text selection

1. grammatical structures in texts topic,
2. vocabulary items in the texts,
3. topic
4. type of the text
5. layout of the text.

B. Items that concern activity choice

1. Items about grammar-related activities
2. Items about vocabulary-related activities
3. Items about pair and group work.

There are also a number of items that are about to get a general idea of a number of points in regard to the nature of the reading skill. These items are analyzed under the heading of 'Other Items'.

The second part contains subject headings. Frequencies of the most favored topics are given in this section and certain clusters of subject headings that will form the main structure of the suggested syllabus are given.

Finally, part III includes text types. Frequency count of the most favored text types were calculated and tabulated. The detailed analyses of the data are given below.

4.1. ITEMS THAT CONCERN TEXT SELECTION

These items are intended to give the researcher a general picture in selecting appropriate texts in terms of topic, length, grammatical structures, vocabulary and whether the texts are up to date and whether they contain information that can be used in real life. These items are as follows.

Table 16 The items that concern text selection

<i>Item no</i>	<i>The item</i>
1	The topic of the text is very important for me to read it.
2	The fact that the text is supported by visual elements like pictures or graphics facilitates my understanding.
3	The length of the text is important for me in deciding whether to read it or not.
4	The organization of the text (page setup, font or font size) is important in deciding whether to read or not to read it.
5	I prefer reading texts that contain grammatical structures which I know.
6	The authenticity of the text is important for me in reading it
7	I enjoy reading texts that contain information which we can use in daily life.
8	I prefer reading texts that contain familiar vocabulary
9	The fact that the text contains unknown grammatical structures is a chance for me to learn them.
10	The fact that the text contains unknown vocabulary items is a chance for

	me to learn them.
16	It is very important for me to have the topic of the text up to date.
19	I like working on texts like tables, signs, brochures, advertisements, tickets which we are likely to face mostly in our daily lives.

These items can further be grouped in three more categories:

6. grammatical structures in texts topic,
7. vocabulary items in the texts,
8. topic
9. type of the text
10. layout of the text.

According to this categorization, the items that focus on grammatical structures are as follows:

4.1.1. Items That Concern Grammatical Structures of Texts

These items are intended to find out how learners approach unknown grammatical structures in reading texts. That is to say, whether they like working on grammatical structures in a reading text. These items are given in table 17.

Table 17 Items that concern grammatical structures of texts

Item no	The item
5	I prefer reading texts that contain grammatical structures which I know.
9	The fact that the text contains unknown grammatical structures is a chance for me to learn them.

The results of these items are given below.

Lhhjt ntyuöjçıTable 18**Item 5: I prefer reading texts that contain grammatical structures which I know.****GENDER * Question 5 Crosstabulation**

Count						
	Question 5					Total
	strongly disagree	do not agree	moderately agree	agree	strongly agree	
GENDER female	2	5	7	15	21	50
male	7	7	11	13	12	50
Total	9	12	18	28	33	100

Table 19**Mean score for item 5****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Question 5	100	1	5	3,64	1,299
Valid N (listwise)	100				

When students were asked whether they preferred reading texts that contain known grammatical structures 34 % of them strongly agreed, and 27 % of them agreed. The mean score is 3.64. In the light of this data, it can be asserted that learners do not want to be bothered by unknown grammatical structures. Here, it is possible to talk about a difference between male and female students regarding the strongly agree option. 21 % of the female participants strongly agreed to this option, while this ratio was only 12 % for male students. Another item about grammar structures was item 9, the details of which are given below.

Table 20**Item 9: The fact that the text contains unknown grammatical structures is a chance for me to learn them.****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
GENDER	100	1	2	1,50	,503
Question 9	100	1	5	3,65	1,132
Valid N (listwise)	100				

The mean score is 3.65. This is again a low score. This tells the researcher that unlike vocabulary inclusion of unknown grammatical structures are not preferred in reading texts by readers. This is quite of a common sense, given the fact that reading lessons are not grammar lessons. The texts in the syllabus therefore will contain very few or no unknown grammatical structures in order not to obstruct comprehension and in order not to turn a reading lesson into grammar lesson. B1 level is equal to pre-intermediate level. The researcher examined a number of pre-intermediate level coursebooks and made a list of the grammatical structures that are taught in these books. The texts that contain structures that are not on the list will not be used.

The results of these two items justify each other, and they are somehow complementary of each other. From the results it is clear that using texts that include unknown vocabulary items is not favorable, so it was avoided during the text selection stage to include texts that contain unfamiliar grammatical structures. In order to determine which grammar structures learners are supposed to know at this level, a number of coursebooks were examined and the grammar structures for this level were determined.

4.1.2. Items That Concern Vocabulary in the Texts

Here there are two items. The results for vocabulary items produced are more positive than the ones about grammar. Students are not as distant to vocabulary as they are distant and unwilling to grammar. The items about vocabulary are given in the table below.

Table 21 Items that concern vocabulary

Item no	The item
8	The fact that the text contains unknown vocabulary items is a chance for me to learn them.
10	I prefer reading texts that contain familiar vocabulary

The detailed analyses of these items are given below.

Table 22
Item 8: I prefer reading texts that contain familiar vocabulary.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
GENDER	100	1	2	1,50	,503
Question 8	100	1	5	3,66	1,191
Valid N (listwise)	100				

The means core for the item is 3.66. This again suggests that learners would not necessarily prefer texts that contain familiar vocabulary. What this item suggests to the researcher is that learners are willing to see texts that contain unknown vocabulary and this is a chance to learn new vocabulary items in a context. The result of this item will help the researcher actually. It would be a circular approach to use texts that include familiar words all the time. Now the researcher can enjoy more freedom in this respect. Yet this does not come to mean that unknown words will be given no attention. What this means that the texts can contain reasonable doses of unknown vocabulary items.

Table 23
Item 10: The fact that the text contains unknown vocabulary items is a chance for me to learn them.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
GENDER	100	1	2	1,50	,503
Question 10	100	1	5	4,17	,975
Valid N (listwise)	100				

This item is like a justification of item 8. There it was hypothesized; a result of the learner preferences, that learners view texts that contain unknown words as a chance to learn these words in contexts. This is actually good news for two reasons. Firstly, it is almost impossible to find texts that are made up known words. Secondly, learners are eager to learn new words. This motivated the researcher to include texts that give learners a chance to learn new words.

To sum, unlike grammar learners are more enthusiastic about vocabulary. The results clearly show that they would like to have reasonable amounts of words in order to learn new words.

4.1.3. Items That Concern Topics

In this category also there were two items. The first item here sought to find out how important the topic of a text. The second questions sought to determine whether it is important to have the topic of the text up to date. The items are as follows:

Table 24 Items that concern topics

Item no	The item
1	The fact that the text contains unknown vocabulary items is a chance for me to learn them.
16	I prefer reading texts that contain familiar vocabulary

The detailed results of these two items are given below.

Table 25

Item 1: The topic of the text is very important for me to read it.

GENDER * Question 1 Crosstabulation

Count		Question 1					Total
		strongly disagree	do not agree	moderately agree	agree	strongly agree	
GENDER	female	1	1	6	16	26	50
	male	3	1	8	10	28	50
	Total	4	2	14	26	54	100

Table 26

Mean score for the item 26

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Question 1	100	1	5	4,24	1,036
Valid N (listwise)	100				

According to the results, the topic of the text is of utmost importance for learners. 54% of the participants stated that topic was very important for them. And another 26 % stated that they agreed that topic was important for them, and 14 % of the participants moderately agreed on the importance of the topic of a text. Only 6 % of the participants were found to be uninterested on the topic. What this means for this research is that the researcher, as a result of these findings, found it wise to determine the areas of interest for language learners. This was done by the help of the third part of the questionnaire, which asked participants the topics they would like to work on. For the first question the mean score is 4.24, as shown in the table. This is a high value which indicates that topic is important for learners.

Table 27
Item 16: It is very important for me to have the topic of the text up to date.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Question 16	100	1	5	3,53	1,193
Valid N (listwise)	100				

Given the fact that the item was answered by the participants rightfully, the results suggest it does not make much of a difference for learner whether the topic of the text is up to date or not. The mean score is 3.53. This is again a low percentage. Although the results do not impose, the researcher paid the utmost importance to selecting up to date texts.

One concrete and sound result of these items is that topic is extremely important in deciding whether to read a text or not. Actually, there is a separate section that contains a comprehensive list of topics and participants chose the topics they would like to work on. The results of this section are given below.

4.1.4. Items That Concern Text Types

There are two items in this section. One item is about authenticity, and the second one is about types of the texts. These items are given in the table below.

Table 28 The items about text type.

Item no	The item
6	The authenticity of the text is important for me in reading it
19	I like working on texts like tables, signs, brochures, advertisements, tickets which we are likely to face mostly in our daily lives.

The results of these items are given below.

Table 29
Item 6. The authenticity of the text is important for me in reading it.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
GENDER	100	1	2	1,50	,503
Question 6	100	1	5	3,29	1,358
Valid N (listwise)	100				

The mean score for this item is 3.29. This is a low figure considering the content of the item. Authenticity is more or less an alien term for language learners. The result suggests that the texts do not have to be authentic necessarily, however this contradicts with one of the most important principles of the CEF, which accentuates the use of authentic texts. In this case, the researcher will depend on what the CEF suggests rather than what the questionnaire suggests.

Table 30
Item 19: I like working on texts like tables, signs, brochures, advertisements, tickets which we are likely to face mostly in our daily lives

GENDER * Question 19 Crosstabulation

Count						
	Question 19					Total
	strongly disagree	do not agree	moderately agree	agree	strongly agree	
GENDER female	3	4	11	15	17	50
male	2	6	14	13	15	50
Total	5	10	25	28	32	100

Table 31
The means score for the item 19

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Question 19	100	1	5	3,72	1,164
Valid N (listwise)	100				

32 % of the participants agreed strongly, 28 % agreed and 25 % of them moderately agreed that they would like to work on texts like tables, signs, brochures, advertisements, tickets which we are likely to face mostly in our daily lives. Therefore, the syllabus will not only contain non-fiction texts like reports, articles, essays, editorials but also texts in the form of signs, advertisements, brochures, tickets etc.

The mean scores for both items were rather low. The results of the 6th item suggest that learners are not that eager to work in authentic texts. However, as was stated for this area the researcher will depend on the CEF rather than the questionnaire because learners might not have given conscious answers to this item.

4.1.5. Items about the Layout of Texts

There are three items under this category. They attempted to determine whether length and visualization and organization of texts are important according to learner preferences. The results were generally positive. The items are given in the table:

Table 32 Items about layout

Item no	The item
2	The fact that the text is supported by visual elements like pictures or graphics facilitates my understanding.
3	The length of the text is important for me in deciding whether to read it or not.
4	The organization of the text (page setup, font or font size) is important in deciding whether to read or not to read it

Detailed analyses of these items are given below.

Table 33

Item 2. The fact that the text is supported by visual elements like pictures or graphics facilitates my understanding.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
GENDER	100	1	2	1,50	,503
Question 2	100	1	5	4,41	,866
Valid N (listwise)	100				

The mean score for the item is 4.41, which is a high percentage. Visuals are important elements in that facilitate understanding in reading besides the other skills. Therefore, the participants of the study were also of the same opinion. The syllabus contains ample visualization in order to help the prospective users of this syllabus to understand the texts better.

Table 34

Item 3: The length of the text is important for me in deciding whether to read it or not.

GENDER * Question 3 Crosstabulation

Count		Question 3					Total
		strongly disagree	do not agree	moderately agree	agree	strongly agree	
GENDER	female	11	7	15	7	10	50
	male	8	6	18	9	9	50
Total		19	13	33	16	19	100

Table 35

The mean score for the item 3

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Question 3	100	1	5	3,03	1,352
Valid N (listwise)	100				

Another important decision the researcher would have to make was related to the length of texts. This was asked to the participants in the third question. The results are not distributed evenly. However, 33 % of the participants stated that they moderately agreed that length is important. Then 19 % of them stated that they strongly agreed on the same point. And the mean score for this item is 3.03, which indicates that length of a reading text is somehow important in terms of learner motivation. Therefore, it can be said that the length should be taken into account when selecting texts.

Table 36

Item 4. The organization of the text (page setup, font or font size) is important in deciding whether to read or not to read it.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
GENDER	100	1	2	1,50	,503
Question 4	100	1	5	3,32	1,286
Valid N (listwise)	100				

The researcher was expectant of higher results for this item. The mean score is 3.32, which is a relatively low percentage. The fact that the score is low can be explained by the fact that the participants of the questionnaire were late teenagers and sometimes adults and they are more interested in the content rather than the outlook. As a result of this data, item will not be of much importance in text selection.

From the results it is clear that visual elements help learners comprehend the text. However, the length is not as important as the visualization. Concluding that length is not very important is not to say that learners can read texts at any length. The researcher paid attention not to select long passages because the longer the texts get, the less readable they are. Finally, other organizational elements like font, page setup or font size were not found to be important determinants in deciding to read a text or not.

This section has given the results of the items in the ‘items about text selection’ category. The results helped while making important decisions in regard to grammatical

structures and vocabulary items in texts, topic, layout and type of the texts. The following is a short summary of the results of this section.

- a. The texts should contain as few grammatical structures as possible, and if possible none.
- b. The texts can contain unknown vocabulary items.
- c. The fact that a text contains unknown words can be a chance to learn these words.
- d. The length or organization of the text is not of utmost importance.
- e. The authenticity of the text is not of utmost importance.
- f. Visualization of the texts contributes to understanding.
- g. The topic of the text does not have to be up to date.

Apart from the items 'e' and 'g', the results above were the guiding principles for the researcher in text selecting. The items 'e' and 'g' were ignored because they contradict with the main principles of the CEF.

4.2. ITEMS ABOUT ACTIVITY CHOICE

The second set of items along with the ones analyzed above is the items that were designed to find out learner attitudes and learner preferences on a number of points. These points range from whether learners would prefer groups work or pair work activities to whether they would like to work on drama activities as a part of reading activities and so on. The items and their detailed analyses are given below.

Table 37 Items about activity choice

Item no	The item
11	I like working on the grammatical structures in the text.
12	I like working on the key words in the text.
13	I prefer doing the related exercises about the text on my own.
14	I comprehend the text better when I have background knowledge about the topic.

15	It is an important skill to guess unknown words from the context.
17	I prefer doing the related exercises about the text in small groups.
18	Recording regularly the improvement I have in reading skill increases my motivation
20	Being given an assignment or a project helps me comprehend the text better
21	Pre-teaching important vocabulary facilitates my reading
22	I like shadow-reading from a cassette or CD.
23	I enjoy participating drama activities as a part of reading exercises
24	I like working on the projects at the end of texts which require integration of more than one language skill
25	I prefer doing the exercises about the text with a partner.

These items were intended, as was stated, to get an overview of the learner preferences on a number of points in order to get a picture of what kind of activities will be included or preferred. Having this kind of a set of items does not actually mean that they will be the only guide for the researcher in activity choice. They are going to give an overview. Detailed analysis of each item is given below.

Some of items in this section can only be grouped under two categories; items about grammar and items about vocabulary. The rest are independent of any categorization. Therefore, the items will be analyzed in three broad categories: items about grammar, items about vocabulary and the others.

1. Items about grammar
2. Items about vocabulary
3. Items about pair and group work.
4. Others

4.2.1. Items about Grammar Activities

There is only 1 item here. It is a straightforward one. The item is given in the table below. The analysis of this item is given below.

Table 38
Item 11: I like working on the grammatical structures in the text.

GENDER * Question 11 Crosstabulation

Count		Question 11					Total
		strongly disagree	do not agree	moderately agree	agree	strongly agree	
GENDEF	female	5	8	18	10	9	50
	male	8	13	19	7	3	50
Total		13	21	37	17	12	100

Table 39
The means core for the item 11

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Question 11	100	1	5	2,94	1,179
Valid N (listwise)	100				

This question was about whether students liked working on grammatical structures of the text. It seems that students were guided by discretion in view of the fact that reading lessons are not grammar lessons. 37 % of the participants stated that they moderately agreed on the statement, 17 % of them stated that they agreed, and 12 % of them stated that they strongly agreed. The figures do actually give a clear-cut picture depending on which one can draw sound conclusions. Yet, what this item told the researcher is that in the suggested syllabus there will be little or no emphasis on grammar activities. The mean score for the item is 2.94, which is below 3 and which implies a negative result. According to the frequencies and the mean score of the item, it is clear that reading lesson should not be turned into grammar lessons. Including activities to accompany a reading text is not already mentioned in the principles of the CEF.

4.2.2. Items about Vocabulary Activities

There were three items here. These items asked participants three important points: (1) whether they like working on key words, (2) whether pre-teaching vocabulary facilitates their understanding and (3) whether or not it is an important skill to be able to guess unknown words from the context. These items gave significant results to the researcher. The items and the detailed analyses of them are given below.

Table 40 Items about Vocabulary activities

Item no	The item
12	I like working on the key words in the text.
15	Pre-teaching important vocabulary facilitates my reading
21	It is an important skill to guess unknown words from the context.

Table 41

Item 12: I like working on the key words in the text.

GENDER * Question 12 Crosstabulation

Count		Question 12					Total
		strongly disagree	do not agree	moderately agree	agree	strongly agree	
GENDEF	female	0	6	15	16	13	50
	male	2	6	16	17	9	50
	Total	2	12	31	33	22	100

Table 42

The mean score for the item 12

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Question 12	100	1	5	3,61	1,024
Valid N (listwise)	100				

Unlike grammar, participants were found to be eager to work on key vocabulary items in the texts. The results suggest that 22 % of them stated that they strongly agreed, 33 % stated that they agreed and 31 % stated that they moderately agreed. However, only 14 % of the participants were against the idea of working on key vocabulary items.

Therefore, unlike grammar activities the suggested syllabus will include activities about key words. The mean score for the item is 3.61. This is a relatively low score, but it has a positive connotation combined with the fact that key words are important in reading comprehension.

Table 43
Item 15: It is an important skill to guess unknown words from the context.

GENDER * Question 15 Crosstabulation

Count		Question 15				Total
		do not agree	moderately agree	agree	strongly agree	
GENDER	female	0	4	15	31	50
	male	1	1	19	29	50
Total		1	5	34	60	100

Table 44
The mean score for item 15

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Question 15	100	2	5	4,53	,643
Valid N (listwise)	100				

This item focused on how important it is to be able to guess unknown vocabulary from the context. As can be seen from the table, 62 % of the participants stated that they strongly agreed 33 % of them stated that they agreed. Only 1% stated that they disagreed to this item. The number of positive answers is overwhelming. This item clearly points out that the researcher will include activities that deal with guessing unknown words from the context. The mean score for this item is 4.53. This is a high percentage.

Table 45
Pre-teaching important vocabulary facilitates my reading

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Question 21	100	1	5	4,51	,823
Valid N (listwise)	100				

When it is vocabulary, learners are generous. The mean score is 4.51, which is a high percentage. This shows that learners view vocabulary at the core of comprehension. Therefore, there will be ample pre-teaching of vocabulary before the texts.

4.2.3. Items about Pair or Group Work

In this section there were three items. These items were included in order to identify learner preferences on how to do the related exercises about a text. The items are given in the table.

Table 46 Items about pair and group work

Item no	The item
13	I prefer doing the related exercises about the text on my own.
17	I prefer doing the related exercises about the text in small groups.
25	I prefer doing the exercises about the text with a partner.

The detailed analyses of these items are given below.

Table 47
Item 13: I prefer doing the related exercises about the text on my own.

GENDER * Question 13 Crosstabulation

Count	Question 13					Total
	strongly disagree	do not agree	moderately agree	agree	strongly agree	
GENDEF female	1	8	13	15	13	50
male	1	12	15	16	6	50
Total	2	20	28	31	19	100

Table 48
The mean score for item 13

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Question 13	100	1	5	3,45	1,077
Valid N (listwise)	100				

This question was included to find out how much group work or individual work will be incorporated in the suggested syllabus. The findings indicate that participants like working on their own when studying on a reading text. 19 % stated that they agreed strongly, 31 % stated that they agreed, and 28 % stated that they moderately agreed. On the other hand, 22 % of them responded this item negatively. Although this comes to mean that students like working alone in reading activities, this does not mean that the suggested syllabus will include few group work activities. The findings of this item will help the researcher to select either group or individual work when a decision is needed in that way.

Table 49
Item 17: I prefer doing the related exercises about the text in small groups.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Question 17	100	1	5	3,29	1,149
Valid N (listwise)	100				

The mean score for the item is 3.29. This is another item that resulted in a low percentage. According to the preferences of the participants, the learners prefer to do the

exercises of a reading text on their own rather than in groups. The syllabus therefore will have but moderate number of group work activities.

Table 50
Item 25: I prefer doing the exercises about the text with a partner.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Question 25	100	1	5	3,43	1,200
Valid N (listwise)	100				

This item together with item number 27 above clearly show that participants prefer to work individually in reading activities. The suggested syllabus therefore will include moderate number of groups work or pair work activities. However, this can be misleading because pair and group work activities are often useful. The researcher will not depend on this item to the fullest extent, but will only be guided.

The tendency here about group or pair or individual work is to do activities individually. Participants did not incline to work with pairs or small groups. However, their answers in regard to whether they liked working on their own also ranked low. The emphasize therefore will be on more individual work rather than group work activities since the learners did not inclined either for pair work or group work.

4.3. OTHER ITEMS

The items here are neither about grammar nor vocabulary nor group work. They are included independently to pin down learner preferences on more personal points. They range from whether learners prefer shadow reading to whether recording individual success in reading helps them develop their reading skill. The items are given in the following table.

Table 51 Items about other points

Item no	The item
14	I comprehend the text better when I have background knowledge about the topic.
18	Recording regularly the improvement I have in reading skill increases my motivation
20	Being given an assignment or a project helps me comprehend the text better
22	I like shadow-reading from a cassette or CD.
23	I enjoy participating drama activities as a part of reading exercises
24	I like working on the projects at the end of texts which require integration of more than one language skill

Table 52

Item 14: I comprehend the text better when I have background knowledge about the topic.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Question 14	100	1	5	4,51	,904
Valid N (listwise)	100				

The mean score for the item is 4.51. This is a high percentage and has relevance with the structure of the study. One of the aims of reading text must be to teach new points while helping learners develop their reading skills. This item implies that the topics of selected texts must be familiar to students. For this purpose, students were asked to circle their interest areas; or in other words on what kind of themes they would like to work. This is in the third section of the questionnaire.

Table 53
Item 18: Recording regularly the improvement I have in reading skill increases my motivation.

GENDER * Question 18 Crosstabulation

Count	Question 18					Total
	strongly disagree	do not agree	moderately agree	agree	strongly agree	
GENDEF female	2	2	6	19	21	50
male	4	1	11	15	19	50
Total	6	3	17	34	40	100

Table 54
The mean score for item 18

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Question 18	100	1	5	3,99	1,115
Valid N (listwise)	100				

When the participants were asked whether recording their improvement would increase their motivation, 40 % of them stated that they agreed strongly and 34 % stated that they agreed. 19 % of them stated that they agreed moderately. Only 7 % of them answered the item negatively. This item was closely related to the basic presuppositions of the study.

Table 55
Item 20: Being given an assignment or a project helps me comprehend the text better.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Question 20	100	1	5	3,81	1,116
Valid N (listwise)	100				

The mean score for the item is 3.81. This percentage is not sufficient to fully suggest that learners like assignments about texts. Therefore, the syllabus will include minimum number of assignments that accompany the texts. Most of the texts in the syllabus will be done in the classroom.

Table 56
Item 22: I like shadow-reading from a cassette or CD.

Question 22

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	16	16,0	16,0	16,0
do not agree	13	13,0	13,0	29,0
moderately agree	31	31,0	31,0	60,0
agree	22	22,0	22,0	82,0
strongly agree	18	18,0	18,0	100,0
Total	100	100,0	100,0	

Table 57
The mean score for item 22

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Question 22	100	1	5	3,13	1,308
Valid N (listwise)	100				

Another important decision when preparing a reading syllabus is to decide whether to include shadow-reading or not, or how much shadow-reading to include. This was one of the items in the student questionnaire. The results suggest that 18% of the participants stated that they strongly agree, 22 % of them stated that they agree, and 31 % of them stated that they moderately agree on the item. The mean score for this item is 3,13. Therefore, participants do not seem to be very enthusiastic to listen to a text when reading it. In the light of this data, the syllabus will include a moderate number of texts that are going to be shadow-read.

Table 58
Item 23: I enjoy participating drama activities as a part of reading exercises

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Question 23	100	1	5	3,17	1,264
Valid N (listwise)	100				

Some texts may lend themselves as sources of drama activities, especially the ones that have a narrative nature. With this idea in mind the 23rd item was presented to learners. They were mostly undecided about this issue. The mean score is 3.17, which is not sufficient to suggest that the syllabus should include drama activities. However, since learners are not the only authority in this respect, there will be a few drama activities for some texts.

Table 59
Item 24: I like working on the projects at the end of texts which require integration of more than one language skill

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Question 24	100	1	5	3,62	1,042
Valid N (listwise)	100				

The mean score for this item is 3.62. This shows that learners are not willing to work on projects about the texts.

In this section analyses of items about activity choice have been given in detail. It is possible to draw certain conclusions depending on the results. Some of the items here were about how to deal with grammatical structures in the texts, especially unknown ones. The results suggest that learners do not like incorporating grammar into reading lessons. The other set was about vocabulary. The results of the items about vocabulary have more positive results compared to the ones about grammar. Finally, the general tendency was working individually when doing exercises that accompany a reading text. To wrap up the results, the following conclusions can be drawn from the answers of the participants.

- a. Learners do not like working on grammatical structures in reading texts.
- b. Activities about key words can be included in the syllabus.
- c. Pre-teaching vocabulary facilitates comprehension.
- d. Guessing unknown words is a skill that must be developed.

- e. Learners do not like working in groups when doing reading activities.
- f. Learners do not want to work in drama activities that follow reading texts.

Table 60 The mean scores for each item of the questionnaire

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Question 1	100	1	5	4,24	1,036
Question 2	100	1	5	4,41	,866
Question 3	100	1	5	3,03	1,352
Question 4	100	1	5	3,32	1,286
Question 5	100	1	5	3,64	1,299
Question 6	100	1	5	3,29	1,358
Question 7	100	1	5	4,33	,965
Question 8	100	1	5	3,66	1,191
Question 9	100	1	5	3,65	1,132
Question 10	100	1	5	4,17	,975
Question 11	100	1	5	2,94	1,179
Question 12	100	1	5	3,61	1,024
Question 13	100	1	5	3,45	1,077
Question 14	100	1	5	4,51	,904
Question 15	100	2	5	4,53	,643
Question 16	100	1	5	3,53	1,193
Question 17	100	1	5	3,29	1,149
Question 18	100	1	5	3,99	1,115
Question 19	100	1	5	3,72	1,164
Question 20	100	1	5	3,81	1,116
Question 21	100	1	5	4,51	,823
Question 22	100	1	5	3,13	1,308
Question 23	100	1	5	3,17	1,264
Question 24	100	1	5	3,62	1,042
Question 25	100	1	5	3,43	1,200
Valid N (listwise)	100				

This section has concentrated on the first part of the questionnaire which was about learner preferences, and attitudes for reading skill. The items were mainly about two broad categories. The first one part included items about text selection and the second part included set of items were about activity choice. The items about text selection focused on how much grammar and how many new words should texts include, and whether organizational elements like pictures, type font or size were important in comprehension. The second set was about activity choice; that is to say how to approach, shape and present the selected texts. Both set of items were analyzed, and a

number of conclusions were drawn. The following section is about learners' favorite themes.

4.4. TEXT SELECTION AND ANALYSIS

It is no doubt that the type and content of the texts are centrally important in a reading syllabus. This means that the texts must be appealing to students in many ways like its topic, length, and the visuals around it etc. Throughout the preparation phase the researcher had to make important decisions in regard to the text selection, and in order to make proper decisions the researcher had to take into consideration a number of issues like the topic, difficulty, length, source and the authenticity of the texts. And among them, one of the most important factors is the topic of a reading text. In order to come up with proper decisions in the selection of texts according to topic, it would be highly beneficial to get an idea from the students on what topics they would like to work on. Having examined learner preferences on the reading skill, now the second part of the questionnaire concentrates on the topic areas.

The genres offered in the CEF are mostly fictional nature, unlike the traditional genre types. What this means is that the genres proposed by the CEF reflect daily uses of language in terms of reading. For example, one of the descriptors of B1 level says that "I can understand the most important information in short, simple everyday information brochures or simple brochures relating to my professional field." This means that the syllabus has to include samples of brochures in order to develop students in this way. Another important conclusion can be drawn about the importance of referring to learners' interest area from the following descriptor pertaining to B1 level. It reads "I can read straightforward factual texts on subjects related to my field of interest with a reasonable level of understanding." (Council of Europe, 2001a, 29). The fact that the descriptor includes the phrase "*my field of interest*" noticeably indicates that it is important to consider learner preferences in text selection. Therefore, it would be insufficient to set off without asking learners their preferences in topic choice.

Table 61 Top 20 Subject Headings as a Result of Both Questionnaires

no	subject heading	male		female		average	
		freq.	%	freq	%	freq	%
1	cinema	35	35%	33	33%	68	68%
2	music	31	31%	34	34%	65	65%
3	computers	37	37%	25	25%	62	62%
4	holidays	27	27%	31	31%	58	58%
5	sports	38	38%	19	19%	57	57%
6	love	29	29%	27	27%	56	56%
7	touristic places	29	29%	27	27%	56	56%
8	entertainment	30	30%	25	25%	55	55%
9	travel	28	28%	27	27%	55	55%
10	shopping	21	21%	31	31%	52	52%
11	television	26	26%	24	24%	50	50%
12	technology	33	33%	15	15%	48	48%
13	food and drink	29	29%	19	19%	48	48%
14	animals	26	26%	20	20%	46	46%
15	history	21	21%	24	24%	45	45%
16	discoveries	24	24%	21	21%	45	45%
17	family	21	21%	23	23%	44	44%
18	natural life	20	20%	23	23%	43	43%
19	hobbies	23	23%	20	20%	43	43%
20	life styles	23	23%	20	20%	43	43%

There are similarities between or among some of the topics like computers and technology, or cinema and TV. These topics can be combined and studied under one single topic in order to bring variety and not to limit some of the units to one single topic while there is a possibility of incorporating variety. The units that can be combined are follows:

- ☐ Computers and technology
- ☐ TV and cinema
- ☐ Holidays and touristic places
- ☐ Love and marriage

With combinations and other single units, the following topics will form the main structure of the syllabus.

▮ money	▮ touristic places
▮ cinema	▮ entertainment
▮ music	▮ travel
▮ computers	▮ shopping
▮ holidays	▮ television
▮ sports	▮ technology
▮ love	▮ science

After the topic selection, the following step was to find out what type of texts will be used in the syllabus. One of the basic principles of any CEF-based language education is to include as many different genres as possible so that they can reflect as many cases as possible that are likely to occur in everyday encounters (Council of Europe, 2001a, p. 95). Some of the genre types are inevitable because they are included in the ‘can-do’ statements of the CEF. For example,

- a. I can understand the main points in short newspaper articles about current and familiar topics.
- b. I can understand the most important information in short simple everyday information brochures.
- c. I can understand simple messages and standard letters (for example from businesses, clubs or authorities).
- d. I can understand the plot of a clearly structured story and recognize what the most important episodes and events are and what is significant about them.

From the ‘can-do’ statements, it is obvious that any reading syllabus that is based on the CEF must include the following genres: brochures, newspaper articles, letters, and stories.

The table below gives the frequencies and averages of the genre types which students were required to choose in the questionnaire. They are ordered from the highest to the lowest.

Table 62 The frequencies and percentages of each text type

No	Genre Types	Male		Female		Average	
		Freq	%	Freq	%	Freq	%
1	Fictional	34	34%	24	23%	58	58%
2	Cartoons, caricatures	24	24%	18	18%	42	42%
3	Letters, e-mail messages, postcards	23	23%	19	20%	42	42%
4	Conversations, speeches, etc.	16	16%	13	13%	39	39%
5	Memos	11	11%	11	11%	22	22%
6	Inventories	12	12%	8	8%	20	20%
7	Non-fiction	14	14%	6	6%	20	20%
8	Diary entries	11	11%	6	6%	17	17%
9	Simple written Rules	5	5%	10	10%	15	15%
10	Timetables for planes, trains, etc.	4	4%	11	11%	15	15%
11	Ads	6	6%	6	6%	12	12%
12	Maps manuals menus brochures	5	5%	9	9%	14	14%
13	Synopses	10	10%	3	3%	13	13%
14	Recipes	8	8%	4	4%	12	12%
15	Notices Announcements	0	0%	8	8%	8	8%

* Out of 100 learners

According to the results, fictional texts are the most frequently chosen item. 58 out of 100 learners chose this item. The following items are ‘cartoons and caricatures’ and ‘letter, e-mails and postcards’ both item with a frequency of 42. These results however are not to follow rigidly because although some genres such as stories or brochures do not appear to have a high percentage, this does not come to mean that the syllabus will include no stories or brochures since these are compulsory types put forth by the CEF. As a result the syllabus will include genres that have a high percentage along with the ones proposed by the CEF.

Having identified the subject headings that will form the basis of the syllabus, the researcher gathered a number of texts for each unit. The next step was to decide on the readability of the texts. For this, two different computer programs were used:

1. Advanced On-line Text Analyser 1 available at
[<http://www.usingenglish.com/resources/text-statistics.php>]
2. Advanced On-line Text Analyser 2 available at:
<http://www.usingenglish.com/members/text-analysis/>

In order to illustrate and provide some examples, 5 reading texts taken from Preliminary English Test (PET) papers were examined by the help of the aforementioned online text analyzers. The reason why texts from PET exams were chosen is that this exam coincides with B1 level of the CEF levels. These programs analyze a text in terms of grammatical structures, vocabulary range, number of sentences etc. For example, one of the facilities is 'lexical density', which gives an idea of the readability of a text. They also provide readability indexes which give an idea about the difficulty level of a text. This index is fog index, which is calculated as follows:

$$\text{The Fog Index} = (\text{Avrg No. of words in sentnecs} / \text{Percentage of words of three or more syllables}) \times 0.4$$

The fog index gives the number of years a learner needs to understand a text. To illustrate, the New York Times has an average Fog Index of 11-12, Time magazine about 11. Typically, technical documentation has a Fog Index between 10 and 15, and professional prose almost never exceeds 18. Therefore, the prospective users of this syllabus need 7 to 9 years of study to understand the texts. However, this is a general idea because for some learners the number of years may not be indicative of success in understanding a text.

Table 63 Results of the Lexical Analysis of the Texts in Sample PET Papers

Analysis Criteria	The Number of Texts Analyzed	Minimum	Maximum	Sum	Mean
Total Word Count	5	266	432	1787	357,4
Total Unique Words	5	160	228	976	195,2
Number of Sentences	5	18	28	108	21,6
Average Words per Sent.	5	14,54	19,64	83,2	16,64
Hard Words	5	13	30	107	21,4
Hard Words (%)	5	4,4	7,75	29,8	5,96
Lexical Density	5	51,7	60,15	276,14	55,228
Fog Index	5	7,87	10,84	45,11	9,022
Coleman-Liau Index	5	8,18	10,78	48,28	9,656

This analysis gives some minimum and maximum of a number of items like total word count, total unique words etc. the mean score for the items gave the researcher a criteria which was used during the text selection process. Although this was not the ultimate guide, it was frequently used and the texts that had results above or below the given limits were re-evaluated because they were either too difficult or too easy. However, texts were re-evaluated in the view of the fact that the text can still be useful although it might have been above or below one or more of the criterion above. However, it was not possible to analyze each text this way because some of the texts are brochure, advertisement or leaflets and they could not be transferred into the analyzing machine.

4.5. PROGRESSION

The researcher attached the utmost importance to ordering in a way that allows making the best use of time and effort. The principles that guided the researcher are as follows:

1. It was not always possible to find texts that include only the grammatical structure which students are familiar with. However, this problem was

minimized by calculating the readability analyses for the texts.

2. It was of utmost importance for the researcher to recycle most of the reading skills throughout each unit and the whole syllabus.
3. Each unit contains pre-reading activities to warm students up which help students to focus on the theme of each unit.
4. At certain stages of the syllabus reading tips were included in order to help learners.

4.6. CONCLUSION

This section has expounded the process of text selection. A number of issues were kept in mind during the selection process. One of them was how to decide on the topics that would build up the main themes of each unit. For this, the results of the second part of the questionnaire were analyzed and 25 favorite subject headings were identified. Among them 14 were selected (generally according to frequency) and the building blocks of the syllabus were decided on in regard to topicality.

The second step was to pile up a number of texts from these topics and form a text bank. After this process, appropriate ones for the B1 level had to be selected. For this the researcher made use of several issues. Firstly, the most important guide was the descriptors of the CEF. The descriptors contain phrases like ‘longer texts’ ‘stories’, which give general ideas about ideal text length. However, this was not enough. Another method that was used was to analyze some texts from PET (preliminary English Test) exam’s reading section by means of text analyzers. The results of this analysis are given in the table above. Another step was to decide on how to handle grammatical structures in the texts. For this a number of textbooks at pre-intermediate level (for B1 level is more or less equal to this level) were scanned for the grammatical structures included in these books. (They are tabulated above). The texts that contained grammatical structures which were not on the list were eliminated, both because it would not be a healthy approach to include texts with unknown grammatical structures and because the results of the related item in the first part of the questionnaire came up with negative results suggesting that texts learners would not like to work on texts that contain unknown grammatical structures. Lastly, it was also an important decision on

what type of texts to include. Besides the text types suggested by the CEF itself, the text types that ranked high in the related part o the questionnaire were preferred. In short, a number of steps were followed during the text selection stage and eventually ideal texts were found. Below are the units.

UNIT 1

CINEMA & TV



MAIN AIMS

In this unit you are going to learn

- ☐ how to locate desired information in a longer text.
- ☐ How to scan timetables, listings or posters to find specific information
- ☐ How to make inferences.

SUBSIDIARY AIMS

In this unit, you are going to learn;

- ☐ How to scan tv listings
- ☐ How to read movie reviews
- ☐ How to read tv posters
- ☐ Types of films
- ☐ Who the Flintstones were.

TEXT I

History of film



In this text you are going to find out how the history of film started and developed.

Skills to be developed

- ☐ Finding the main idea
- ☐ Locating desired information



UNIT 1

CINEMA & TV

INTRODUCTION



1. Do you like cinema? What kind of movies do you like watching?

2. Are there any films you watched and couldn't forget? Which ones are they?

3. Match the movie types to their definitions and write the number in the blanks provided.

Column A: types of films

- a. ___ An adventure film
- b. ___ A comedy
- c. ___ Horror film
- d. ___ Romantic film
- e. ___ Historical film
- f. ___ Detective film
- g. ___ A western
- h. ___ Science-fiction film
- i. ___ Cartoon
- j. ___ documentary

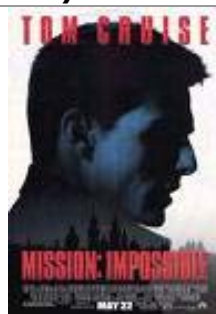
Column B: Definitions of film types

- 1. A film genre in which stories are based more or less accurately upon historical events and famous persons.
- 2. is an American genre devoted to telling stories set in the 19th Century American West (and sometimes Mexico, Canada or the Australian Outback)
- 3. Films that are done to inform on any topic especially on scientific or natural subjects.
- 4. A film genre that uses speculative, science-based depictions of imaginary phenomena such as extra-terrestrial life forms, alien worlds, and time travel, often along with technological elements such as futuristic spacecraft, robots, or other technologies.
- 5. Films based on feelings or thoughts of love
- 6. Action-filled, energetic and exciting stories, with new experiences at exotic places.
- 7. Films laced with humor or that may seek to make the audience laugh
- 8. a film genre that is about spies and secret events
- 9. Films that are made by using illustrations.
- 10. Films designed to elicit fright, fear, terror, disgust.

4. Match the types of films with the film posters and write the letter of the appropriate film next to film types.

1. love	2. comedy	3. horror	4. adventure
5. fantastic	6. Science-fiction	7. cartoon	8. documentary

A)



B)



C)



D)



E)



F)



G)



H)



<http://www.virgin.net/movies/toptens/lovefilms2.html>

TEXT 1: FILM REVIEWS

UNIT 1

At-A-Glance Film Reviews

Pre-reading

1. How do you decide on which movies you want to watch?

- ☐ By the film's name
- ☐ By their reviews
- ☐ By timetables

1. Imagine that you are in the cinema and the following is the timetable of the films. Scan the timetable and answer the questions below.



1. The Guru (Hindi) 11:30AM 3:30 7:30 11:30 2. Catch a Fire 11:30AM 2:00 4:30 7:15 9:30 11:45 3. Texas Chainsaw Massacre: The Beginning 12:00 2:00 4:00 6:00 8:00 10:00 12:00AM 4. Bobby 11:00AM 1:30 4:00 6:30 9:00 11:30 5. Night at the Museum 11:00AM 1:30 4:00 6:30 9:00 11:30 6. The Illusionist 11:30AM 2:00 4:30 7. Flushed Away 10:30AM 12:30 2:30 4:30	8. Apocalypto 6:30 9:15 12:00AM 9. The Grudge 2 12:15 2:15 4:15 6:15 8:15 10:15 12:15AM 10. Stick It 11:15AM 1:30 4:00 6:15 11. Find Me Guilty 8:30 11:00 12. Stormbreaker 11:00AM 1:00 3:00 5:00 7:15 9:15 11:15 13. Arthur and the Minimoys 10:30AM 12:45 3:00 5:15 7:30 9:45 14. Deja Vu 12:00AM

2. Look at the program of the cinema. Imagine that it is 12:00 o'clock. Which films can you watch?

- 1) _____
- 2) _____
- 3) _____
- 4) _____

3. Explain the following words about cinema and movies by using your dictionaries.

- Audience (n): _____
- Cast(n) : _____
- Rating (n) : _____
- Genre (n) : _____

While-reading

Here are the reviews of four of the films in which you are interested. Read them and do the activities below.

1. The Grudge 2 (2006)



Genres: Drama, Horror/Suspense, Thriller

Running Time: 1:32

Starring: Sarah Michelle Gellar, Amber Tamblyn, Edison Chen

Director: Takashi Shimizu

Release Dates: 28th December, 2006 / US - 13th October, 2006

Audience: 18 and Above PG-13 [13 and Above]

Overall Rating: 5 stars

In this **sequel** to 2004's "The Grudge", Aubrey David (Amber Tamblyn) heads to Tokyo after she discovers that her elder sister Karen (Sarah Michelle Gellar) is in the hospital and is under investigation for burning down a house. Karen dies shortly after her arrival and a reporter (Edison Chen) warns her about the house. When a group of school kids enter the burnt down house, the grudge infects them and spreads to

everyone who crosses its path.

2. Flushed Away (2006)

Genres: Animation, Comedy, Kids/Family

Running Time: 1:24

Starring: Hugh Jackman, Kate Winslet, Ian McKellen

Director: David Bowers, Sam Fell

Release Dates: 28th December, 2006 / US - 3rd November, 2006

Audience: UAE - G [General Audiences] / US (MPAA) - PG [Parental Guidance]

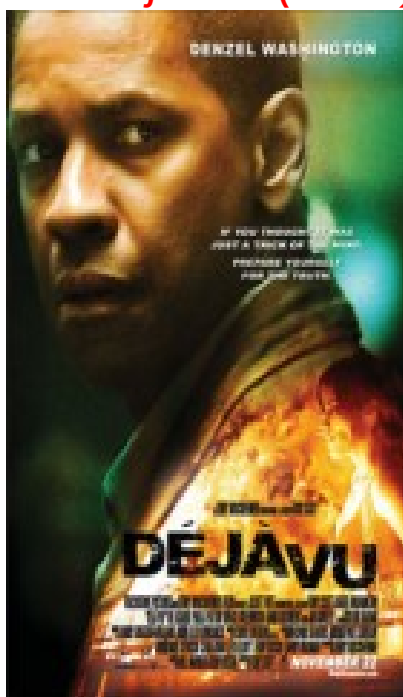
Overall Rating ★★★★★



Roddy (Hugh Jackman) lives an easy life as a pampered pet mouse in London, but this all changes when a sewer rat named Sid (Shane Richie) drops in. When Roddy's plan to get rid of Sid backfires, Roddy winds up getting flushed down the toilet and ends up in the sewers, where he meets a street-wise rat named Rita (Kate Winslet). Now, in order for Roddy to get home, he teams up with Rita and they have to get away from the villainous underground mob kingpin Toad

(Sir Ian McKellen).

3. *Deja Vu* (2006)



Genres: Action/Adventure, Romance, Sci-Fi/Fantasy, Thriller **Running Time:** 2:08

Starring: Denzel Washington, Paula Patton, Val Kilmer

Director: Tony Scott

Audience: UAE - 15+ [15 and Above] / US (MPAA) - PG-13 [13 and Above]

Release Dates: UAE - 21st December, 2006 / US - 22nd November, 2006

Overall Rating ★★★★★

When a ferry explodes and kills over 500 citizens, ATF officer Doug Carlin (Denzel Washington) is recruited by an FBI unit headed by Agent Andrew Pryzwara (Val Kilmer) to help track down the killer (Jim Caviezel). Doug believes that a woman, Claire Kuchever (Paula Patton), murdered before the explosion is the key to solve the puzzle and using the government's top-secret invention, Doug travels back in time in an attempt to save her and alter the course of history.

4. *Apocalypto* (2006)



Genres: Action/Adventure, Drama

Running Time: 2:19

Starring: Rudy Youngblood, Dalia Hernandez, Jonathan Brewer

Director: Mel Gibson

Release Dates: UAE - 14th December, 2006 / US - 8th December, 2006

Audience: UAE - 18+ [18 and Above] / US (MPAA) - R [17+ or Adult Guardian]

Overall Rating ★★★★★

Brave Mayan hunter Jaguar Paw (Rudy Youngblood) lives a simple life with his pregnant wife and young son in his small jungle village. But one early morning, the village is invaded by Holcane warriors and though he is able to hide his family, he is captured and sent with other survivors to a city ruled by fear. He is set to be sacrificed to the gods but is able to escape into the forest in order to reunite with his wife and family and save his way of live.

<http://movies.theemiratesnetwork.com/synopses.php?mv=1179>

<http://movies.theemiratesnetwork.com/synopses.php?mv=1174>

<http://movies.theemiratesnetwork.com/synopses.php?mv=1161>

<http://movies.theemiratesnetwork.com/synopses.php?mv=1090>

1. Circle the best option for the following questions. For some of the items, more than one option is correct.

1. Which film is the longest one?

- a. *Apocalypto*
- b. *Deja Vu*
- c. *Flushed away*
- d. *The Grudge 2*

2. Which film was released before the others?

- a. *Apocalypto*
- b. *Deja Vu*
- c. *Flushed away*
- d. *The Grudge 2*

3. Which films require adult or parental guidance?

- a. *Apocalypto*
- b. *Deja Vu*
- c. *Flushed away*
- d. *The Grudge 2*

4. Which film is about solving a murder?

- a. *Apocalypto*
- b. *Deja Vu*
- c. *Flushed away*
- d. *The Grudge 2*

5. Which film mainly takes place in Tokyo?

- a. *Apocalypto*
- b. *Deja Vu*
- c. *Flushed away*
- d. *The Grudge 2*

6. Which film was rated the least?

- a. *Apocalypto*
- b. *Deja Vu*
- c. *Flushed away*
- d. *The Grudge 2*

7. In which film does Denzel Washington act?

- a. *Apocalypto*
- b. *Deja Vu*
- c. *Flushed away*
- d. *The Grudge 2*

8. Which film was directed by Mel Gibson?

- a. *Apocalypto*
- b. *Deja Vu*
- c. *Flushed away*
- d. *The Grudge 2*

9. Which film is a continuation of a previous one?

- a. *Apocalypto*
- b. *Deja Vu*
- c. *Flushed away*
- d. *The Grudge 2*

10. Which film is about invaders and the following adventure of a married man?

- a. *Apocalypto*
- b. *Deja Vu*
- c. *Flushed away*
- d. *The Grudge 2*

11. Which film is for 'general audience'?

- a. *Apocalypto*
- b. *Deja Vu*
- c. *Flushed away*
- d. *The Grudge 2*

2. What is genre of each film? Match the films to their genres.

a. <i>Apocalypto</i>	1) ___ Drama, Horror/Suspense, Thriller
b. <i>Deja Vu</i>	2) ___ Animation, Comedy, Kids/Family
c. <i>Flushed away</i>	3) ___ Action/Adventure, Romance,
d. <i>The Grudge 2</i>	4) ___ Action/Adventure, Drama

3. Read the reviews of the films and decide which of the films the following people should watch. Write the name of the film.

- Someone who wants to watch the struggle of a man who falls captive to invaders. _____
- Someone who wants to watch a film in which the mystery of an explosion is solved. _____
- Someone who wants to watch adventures of a mouse. _____
- Someone who wants to watch a film that has supernatural elements. _____

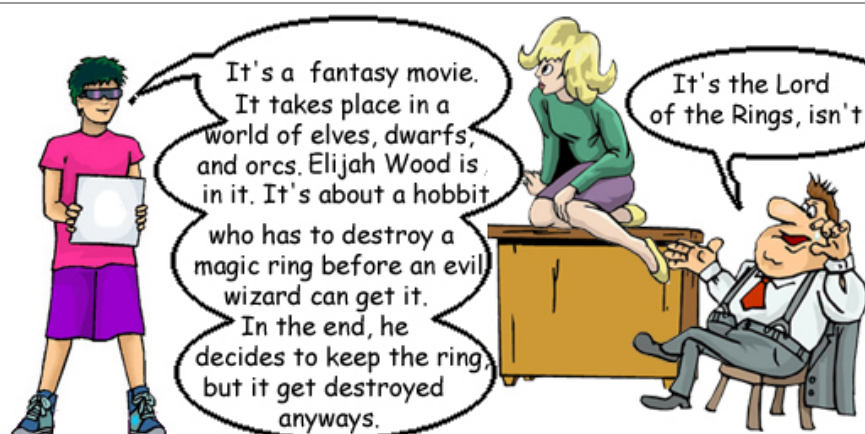
POST-READING

1. Work in groups. Think of two films and fill in the two charts below according to the films you have thought as in the example. Do not tell the names of the films to your classmates. When you finish read our reviews and let them guess which film this is.



Movie Riddles

Make three movie riddles using the clues in the boxes. Read your movie riddles to the class (or your group) and they will try to guess your movies. Wait until all five clues have been read before guessing.



Movie #1 _____ (Movie Title: Keep this a secret)

Clue #1 It's a _____. (Genre)

Clue #2 It takes place _____. (Setting)

Clue #3 _____ is in it. (Actor)

Clue #4 It's about _____. (Plot)

Clue #5 In the end, _____. (Climax)

Movie #2 _____ (Movie Title: Keep this a secret)

Clue #1 It's a _____. (Genre)

Clue #2 It takes place _____. (Setting)

Clue #3 _____ is in it. (Actor)

Clue #4 It's about _____. (Plot)

Clue #5 In the end, _____. (Climax)

Video project: watch a movie and write a review for it.

TEXT II: TV SCHEDULES

UNIT 1

PRE-READING

Answer these questions

1. What are the TV schedules for?
2. Where can you find TV schedules? e.g. in newspapers

WHILE-READING

Look at the TV listings and do the activities below

	BBC ONE	BBC TWO	ITV 1	4
6am	6am Breakfast. (69230057) (T) 9.15 Animal 24:7. (3021927) (T) 10.0 Homes Under The Hammer. (88250) (T) (R) 11.0 To Buy Or Not To Buy. (2786) (T) 11.30 Bargain Hunt. (1579298) (T) 12.15 Cash In The Attic. (7496163) (T) 1.0 News. (79502) (T) 1.30 News. (39812601) (T) 1.40 Neighbours. (77076927) (T) 2.05 Doctors. Sadie finally gets Nick where she wants him while Greg and Rico race to reach them in time. (84076415) (T) 2.35 Murder, She Wrote. Jessica becomes a comic-strip character. (2612960) (T) (R) 3.20 News. (3982502) (T) 3.25 CBBC. (61180298)	7am CBBC. (69873) 8.30 CBeebies. (24960) 10.30 Schools. (34960) 12.0 The Daily Politics. (79989) (T) 12.30 Working Lunch. (56989) (T) 1.30 Coast. (84418366) (T) 1.35 FILM Flying Leathernecks (1951) ★★ Second World War adventure, starring John Wayne and Robert Ryan as Marine officers engaged in a bitter struggle for supremacy. (42153786) (T) 3.15 Castle In The Country. Nicki Chapman finds a book at Mount Stuart on the Isle of Bute that once had a famous owner. (362095) (T) 3.45 Flog It! (1601989) (T) 4.30 Ready, Steady, Cook. (6566231) (T)	6am GMTV. (8518366) (T) 9.25 The Jeremy Kyle Show. (6005298) (T) 10.30 This Morning. (38786) (T) 12.0 This Morning – I'm A Celebrity Special. (66415) 12.30 Loose Women. (43415) (T) 1.30 ITV News. (13811) (T) 2.0 The Price Is Right. (9095) (T) 2.30 Dickinson's Real Deal. (23231) (T) 3.28 Regional Weather. (3916569) (T) 3.30 CITV: Pocoyo. (5320366) (T) (R) 3.35 Jim Jam & Sunny. (9162796) (T) 3.55 Tricky Quickies. (2414502) 4.0 Horrid Henry. (8565705) (T) 4.15 Bel's Boys. (8555328) (T) 4.30 The New Worst Witch. (250)	7am Freshly Squeezed. (23429) 7.30 Friends. (4160927) (R) 7.55 Everybody Loves Raymond. (4145618) (R) 8.25 Will & Grace. (5969095) (R) 8.55 Frasier. (9497231) (R) 9.30 Bobby Friction: Generation 7/7. (81163) (T) 10.30 Teen Tycoons. (73705) (T) (R) 11.0 Hardeep Does. (8724) (T) (R) 11.30 From The Top. (9453) (T) (R) 12.0 News At Noon. (64057) (T) 12.30 Headland. (3525366) (T) 1.25 The Grand: Checking Into History. (11507163) (T) (R) 1.45 FILM The Dish (2000) ★★ (42168618) (T) 3.30 Countdown. (3238618) (T) 4.15 Deal Or No Deal. (3248705) (T)
5pm	5.35 Neighbours Stingray and Rachel get back together. (121366) (T) (R)	5.15 Weakest Link Quiz show, hosted by Anne Robinson. (3454453) (T) (R)	5.0 The Price Is Right Game show. (6237) (T) 5.30 I'm A Celebrity Get Me Out Of Here! – Exclusive (502) (T)	5.0 The New Paul O'Grady Show R&B singer Jamelia joins the comedian for a chat. (1304) (T)
6pm	6.0 BBC News (347) (T) 6.30 Regional News Programmes (927) (T)	6.0 Sudo-Q Last in series. Quiz show, hosted by Eamonn Holmes. (989) (T) 6.30 Strictly Come Dancing – It Takes Two Claudia Winkleman chats to the celebrity dancers. (569) (T)	6.0 Regional News (415) (T) 6.30 ITV News (845) (T)	6.0 The Simpsons Homer becomes a professional boxer. (647) (T) (R) 6.30 Hollyoaks Warren's drug taking is revealed as things begin to fall into place for Max. (637) (T)
7pm	7.0 A Question Of Sport With Michael Vaughan, Gary McAllister, Jason Crump and Paul Sculthorpe. (5415) (T) 7.30 Big Cat Diary Notch, the leader of a lion pride, faces a threat from rival males. (811) (T) (R)	7.0 Beat The Estate Agent Homeowners selling their property privately. (3057) (T) 7.30 Christine's Garden Horticulturist Christine Walkden makes an exciting discovery in her garden. (453) (T) (R)	7.0 Emmerdale Matthew warns Rosemary to stay away from the family business. (3811) (T) 7.30 Coronation Street Danny lets his fists do the talking when Frankie and Jamie arrive to collect her belongings. (279) (T)	7.0 News (801637) (T) 7.35 Unreported World American migrants desperate to reach the US. (807182) (T)
8pm	8.0 EastEnders Hour-long episode. Pauline is upset after overhearing her nearest and dearest admit how they feel about her. (8095) (T) MUST SEE	8.0 Johnny Kingdom – A Year On Exmoor Johnny puts down food for badgers. (2705) (T) 8.30 Gardeners' World Special Rachel de Thame devotes an edition to roses. (4540) (T)	8.0 Tonight With Trevor McDonald The spiralling cost of higher education. (9231) (T) 8.30 Airline Last in series. Chris Pell treats five Belarusian orphans to a day out watching dolphins. (8366) (T)	8.0 Unanimous The pressure is on for the remaining five contestants. One of them is chosen to take a lie-detector test, while Beverley and Lusipher try to start working toward a decision. (1705) (T)
9pm	9.0 Have I Got News For You Another guest hosts the satirical quiz. (5250) (T) 9.30 Jam And Jerusalem NEW SERIES Comedy, starring Sue Johnston. (16908) (T) MUST SEE	9.0 Simon Schama's Power Of Art The historian recounts the inspiration behind Vincent van Gogh's <i>Wheat Field With Crows</i> – a work that saw him hailed as a visionary genius only weeks before he killed himself. (6873) (T)	9.0 I'm A Celebrity... Get Me Out Of Here! Ant and Dec present the celebrity survival challenge, as the famous faces continue their ordeal in the Australian jungle, struggling to complete the tough daily tasks and Bushtucker Trials. (8347) (T)	9.0 The Simpsons Lisa joins a group of eco-radicals. With the voice of Joshua Jackson. (8960) (T) (R) 9.30 The Simpsons The family visit Brazil to locate a missing orphan Lisa has been sponsoring. (68038) (T)
10pm	10.0 News (72076) (T) 10.35 Friday Night With Jonathan Ross With Courtney Love. (488618) (T) MUST SEE	10.0 QI With guests John Sessions and David Mitchell. (70618) (T) 10.30 Newsnight (89366) (T)	10.30 ITV News (76892) (T)	10.0 8 Out Of 10 Cats Irreverent panel show hosted by Jimmy Carr. (768231) (T) 10.35 Blunder NEW SERIES (831540) (T) MUST SEE
11pm	11.35 FILM Honeymoon In Vegas (1992) ★★ Private detective Nicolas Cage desperately races against time to win back fiancée Sarah Jessica Parker after using her as a betting stake and losing to expert card player James Caan. Andrew Bergman's offbeat romantic comedy features some wry pokes at the glitz and glamour of the gambling resort, and co-stars Johnny Williams, Anne Bancroft, Peter Boyle and a host of sky-diving Elvis impersonators. (701057) (T) 1.10 BBC News 24. (57835748) (T)	11.0 Cricket: The Ashes. The second day of the First Test between Australia and England at the Gabba in Brisbane, where the visitors will hope to gain the upper hand. (791989) (T) 11.35 Later With Jools Holland. The Killers showcase songs from their latest album, while the host's Rhythm and Blues Orchestra team up with Lulu and Richard Hawley. Air Traffic and Lucinda Williams also perform. (802569) (T) 12.35 Living Famously. (5875309) (T) 1.45 Close. 2.0 BBC Learning Zone. (8843670) (T)	11.0 Going To Work Naked. An affectionate look at the lives of naturists who take their interest to extremes, working, resting and playing as naked as the day they were born. Griff Rhys Jones narrates. (81347) (T) (R) 12.0 Make Your Play. Interactive game show offering viewers the chance to use their skill and judgement to win nightly cash prizes of up to £50,000. (1925545) 4.25 Too Many Cooks. (7934729) (T) (R) 5.0 ITV Nightscreen. (19651) 5.30 Morning News. (36293) (T)	11.05 The Russell Brand Show. NEW SERIES MUST SEE The comic presents sketches, interviews and live music. (725811) (T) 11.55 Man To Man With Dean Learner. (852724) (T) 12.30 The Album Chart Show. With Albert Hammond Jr and Lemar. (15962) 1.0 There We Were – Now Here We Are: The Making Of Oasis. (2483729) (T) (R) 2.10 Gumball 3000. (9169800) 2.35 Late Night Poker Masters. (7308458) (R) 3.35 World Cup Snowboard. NEW SERIES (116496) 5.25 Countdown. (3928545) (T) (R)

A. Circle the best option for the following questions. For some of them, there is more than one correct option.

1) Which programmes of the day are given in more detail?

- a) morning
- b) afternoon
- c) evening
- d) night

2) What is the name of the time period asked in the first question?

- a) TV time
- b) prime time
- c) film time

3) In which channel are there news programmes at 6:00 o'clock?

- a) BBC one
- b) BBC two
- c) Itv 1
- d) 4

4) In which channel is a programme repeated?

- a) BBC one
- b) BBC two
- c) Itv 1
- d) 4

B. Answer the following question.

1. Which programmes are on at 5:30 on each channel?

- a) BBC one _____
- b) BBC two _____
- c) Itv 1 _____
- d) 4 _____

C. Which programmes would the following people watch? Fill in the blanks according to the TV listings.

Someone who;

- 1.** Wants to watch a competition _____, _____
- 2.** Wants to watch a programme that happens every day _____,

- 3.** Wants to watch a discovery in a garden _____
- 4.** Wants watch a quiz show _____
- 5.** Wants to watch a documentary _____
- 6.** Wants to watch a cartoon film _____
- 7.** Wants to buy or hire a house _____
- 8.** Wants to watch a programme about gardening _____ Wants to
watch a programme about educational costs _____
- 9.** Wants to watch celebrity dancers _____

D. Look at the listings from the morning until night again and find;

2 programmes for children

☐ _____
☐ _____

2 programmes for women

☐ _____
☐ _____

2 films

☐ _____
☐ _____

2 comedy programmes

☐ _____
☐ _____

Film Festival

The film festival is on town. Look at the movie posters and do the activities.

Pre-reading

1. What kind of information can we find on film posters? Read and scan the posters above and do the activities below.

A.

Best documentary at Vancouver Film Festival

PIRATES OF SOUTHEAST ASIA

Broadway Theater

'Shocking!'
-The New York Times

'A must see'
-Korean Herald



Showtimes: 4:15 Daily

Documentary (2001): About modern day piracy. It was filmed in the archipelagos of Indonesia and Malaysia. The film shows how high tech pirates use speed boats, cell phones and machine guns to capture super tankers. Peter O'toole is starring as the narrator.

B.

Winner of 17 Academy Awards

The King of the Necklaces

'Entertaining!'
-Richmond Review

'Possibly the best picture ever'
-Japan Times



Showtimes: 7:45 and 9:45 Daily
Saturday Matinee at 2:00PM Caprice Theater

Fantasy (2003): About an evil king who needs a powerful necklace to conquer the world. The story takes place on the planet of the elves. Harrison Ford plays a wizard who tries to destroy the necklace before the evil king, who is played by Jack Nicholson, can find it.

C.

2 Oscars including Best Actor!

The Last Cowboy

Starring Ken Watanabe



"Entertaining and exciting!"
-LA Times

Starlight Theater
Showtimes: 7:15, 9:30

Western (2004): About a samurai warrior who travels to America. The story takes place during the California Gold Rush. Ken Watanabe plays a samurai warrior who is captured by cowboys and learns the 'way of the cowboy'.

D.

Best Comedy at the Sunshine Movie Festival

Trading Jobs

Vogue Theater

Showtimes: 7:35 and 9:10 Daily
Sunday Matinee at 2:00PM



'Hilarious'
-Columbian Post

Comedy (2005): About two people who change jobs. The story takes place in Paris, France in the 1890s. Chris Black plays a nightclub dancer who changes places for a day with a duke played by Robin Williams. The duke discovers that he loves being a night club dancer and decides he doesn't want to be the duke anymore, especially since many people want the duke assassinated.

While-reading

1. Look at the film posters above and fill in the chart. The first one is done as an example.

Title/ Genre	Plot	Setting	Actor/ Character	Show times/ Theatre
Pirates of south east Asia	A film about modern piracy	Indonesia and malaysia	Peter O'toole	4:15 Broadway theatre

2. Read the posters again and decide whether the following statements are true or false.

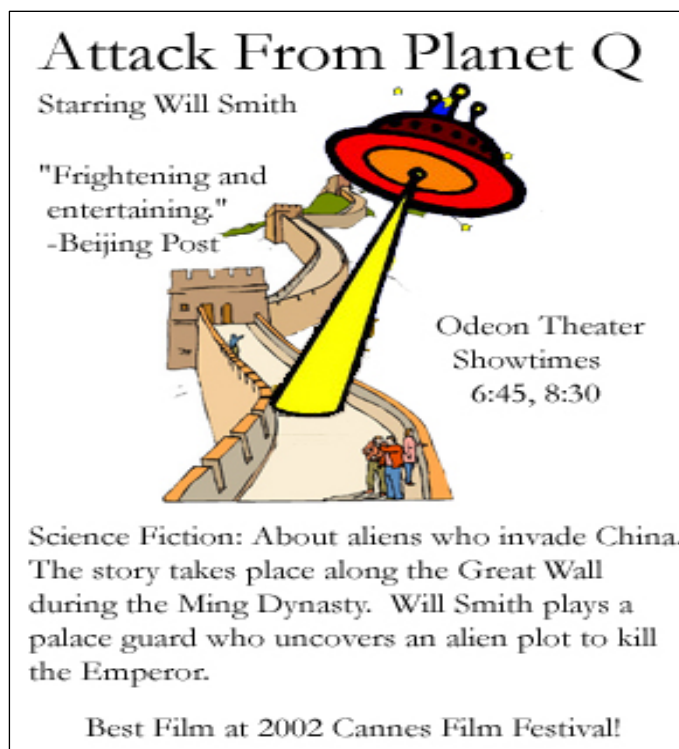
- 1) ___ The evil king needs the necklace to conquer the world.
- 2) ___ The duke does not like being a dancer and wants to go back to his place again.
- 3) ___ The documentary about pirates explains ancient piracy.
- 4) ___ In the film about cowboys, a samurai warrior is captured by a cowboy group.
- 5) ___ In one of the films mobile phones and machine guns are used.

3. Which film has which award? Match the films to their awards.

1) ___ Vancouver award 2) ___ 2 Oscars Including Best Actor 3) ___ Best Comedy at Sunshine Movie Festival 4) ___ 17 Academy Awards	a) The Last Cowboy b) Pirates of South East Asia c) Trading Jobs d) The King of Necklaces

POST-READING

Here is another poster from the film festival, and a sample conversation about it. Read the conversation and fill in the blanks by finding the required information from the poster. The first one is done as an example.



A: I'm bored. Do you want to do something tonight?

B: Sure. What do you feel like doing?

A: Well, the film festival is in town. And *I'm in the mood for seeing a movie*. How does that sound?

B: I could go for a movie. What's playing?

A: Attack from Planet Q (1) 'is playing at the _____ (2) _theatre.

B: What's that about?

A: It's a _____ about aliens who invade _____ (3)

It takes place along the _____ (4) _____ during the Ming Dynasty.

B: Who's in it?

A: It's starring _____ (5) . He plays _____ (6) who uncovers an alien plot to kill the Emperor.

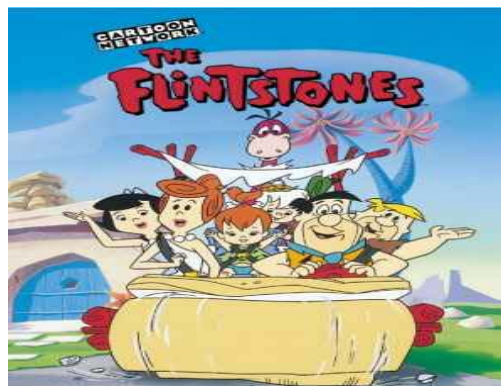
B: What do the critics say about it?

A: The critics say it's _____ (7) . It won 'Best Film' at the Cannes Film Festival.

B: OK. Let's see that. What time does it start?

A: Show times are at _____ (8) and _____ (9)

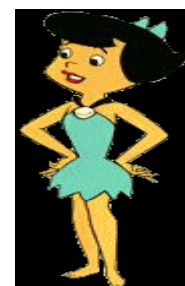
B: Why don't we catch the 9:30 so that we can have a bite to eat before we go

TEXT IV: THE FLINTSTONES**UNIT 1****PRE-READING**

1. What do you know about The Flintstones? Did you use to watch them? Did you enjoy watching them?

2. Match the names of the main characters with their pictures, and write the name of each character.

☐ Betty	☐ Barney
☐ Fred	☐ Wilma



1. 2. 3. 4.

WHILE-READING

1. Scan the text and answer the following questions.

- ➔ When did the Flintstones first appear on TV? _____
- ➔ Who was it produced by? _____
- ➔ When was it rebroadcast by NBC? _____

THE FLINTSTONES

U.S. Cartoon Comedy Series

The Flintstones was the first, and the longest running, animated situation comedy shown in prime-time television. Starting on ABC on 30 September 1960, it gained high ratings in its first season, thus establishing animation as an enjoyable prime time format. Produced by Hanna-Barbera (Bill Hanna and Joe Barbera), *The Flintstones* was patterned after Jackie Gleason's *The Honeymooners*.



Designed as a program for the entire family, the program did not appear as "children's television" until its rebroadcast by NBC in 1967. Its popularity with teenagers in its 8:30 P.M. Friday time slot, however, showed that the late 1960s move to animation was the preeminent format for children's programming.

Fred and Wilma Flintstone and their best friends, Barney and Betty Rubble, lived in the prehistoric city of Bedrock but faced the problems of contemporary working-class life. After a day, Fred and Barney arrived home in a vehicle with stone wheels and a fringe on top. Their lives revolved around their home, friends, and leisure activities: a world of drive-ins, bowling, and their "Water Buffalo" lodge. A baby dinosaur and a saber tooth tiger replaced the family dog and cat. In 1962 and 1963, Pebbles and Bamm Bamm appeared as the daughter and adopted son of the Flintstones and Rubbles respectively.

Aside from being the first animated series made for prime time, *The Flintstones* also broke new ground in that each episode contained only one story that lasted the full half hour. Until the 1960s, cartoons were generally only a few minutes long. Half-hour programs used three or four shorts (three- to four-minute cartoons) and a live "wrap-around," usually presented by a friendly "host," to complete the program. In another innovation, Hanna-Barbera produced *The Flintstones* using limited animation techniques. This assembly line method of creating drawings, combined with reduced and simplified body movement, made it possible to manufacture animation cells more cheaply. Because of the lowered cost and the appeal of animation to children, limited animation became the format of choice for children's television in the 1960s, a decade in which children's programming became almost entirely animated.



The Flintstones helped establish Hanna-Barbera Productions as a major Hollywood animation studio and by the late 1960s as the world's largest producer of animated entertainment films. *The Flintstones* also launched a multi-million dollar merchandising

business with hundreds of toys and novelties placed on the market. Perhaps the most enduring product developed in this ancillary line was Flintstones vitamins, also used as a sponsor for the program. Citing the difficulties children might have in distinguishing cartoon characters from the products made in their likenesses, critics attacked the practice of advertising vitamins to children, and such ads were withdrawn in 1972.

The *Flintstones* characters still appear in commercials for Pebbles' cereals, and other tie ins include films (a major, live-action motion picture in 1994), traveling road shows, toys, and other children's products. The Flintstones played on ABC in prime time through September 1966. The series was rebroadcast on Saturday mornings by NBC from January 1967 through September 1970. Various spin-offs and specials also appeared on the CBS or NBC Saturday morning lineup throughout most of the 1970s, and continue to reappear until the present. *The Flintstones* is still available in syndication.



-Alison Alexander

<http://www.museum.tv/archives/etv/F/htmlF/flintstones/flintstones.htm>

2. Listen to the text (track 2) and answer the following questions.

1. Where did they live?

2. What did their lives revolve around?

3. What accompanied them instead of cats and dogs?

4. What was one of the innovations the Flintstones brought to animated cartoon production?

5. What did the Flintstones help Hanna-Barbera do?

6. What are the names of two commercial products that use the name Flintstones?

2. INFERENCE: read each paragraph again and circle the statement that can be inferred from each paragraph.

1. *paragraph*

- a. Right after its appearance on TV, The Flintstones turned out to be successful production. (inferred)
- b. TV ratings were not measured at the time of the Flintstones.

2. *paragraph*

- a. At that time, children's programs were broadcast at 8:30 P.M. on Friday evening.
- b. The fact that a TV program is broadcast at 8:30 P.M. on Friday evening increases its popularity. (inferred)

3. *paragraph*

- a. The fact that the Flintstones lived in prehistoric times and faced problems of the contemporary man is a controversy in the cartoon.
- b. The Flintstones had a lifestyle similar to that of a contemporary man in terms of social relations. (inferred)

4. *paragraph*

- a. The Flintstones comprised of episodes.
- b. The method called assembly line was originally used to make cartoons.

5. *paragraph*

- a. A particular advertisement can be withdrawn if it is criticized as being harmful to children. (inferred)
- b. At that time it was a habit to find sponsors for cartoon films.

6. *paragraph*

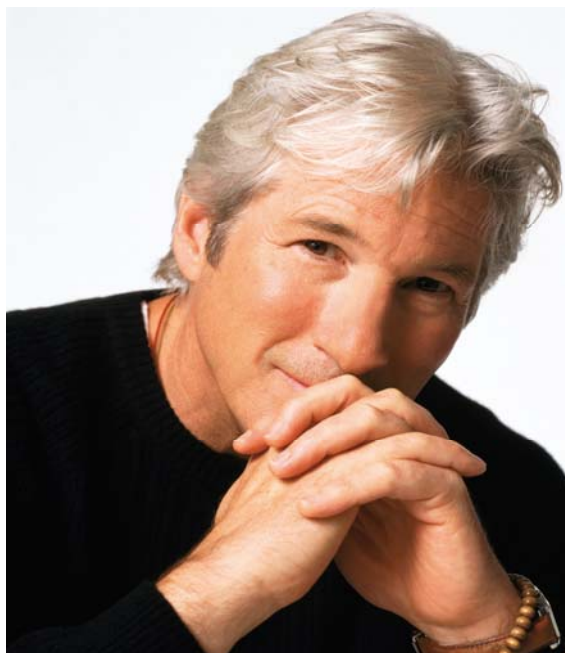
- a. Until 1966, it was customary to broadcast cartoons at prime time.
- b. ABC, NBC and CBS were TV channels that could play cartoon films. (inferred)

POST-READING: An Interview

Now you have the chance to have an interview with the creator of this successful production. Work with a partner and write which questions can be asked to her. When you finish listing your questions, act out the interview.

TEXT V: FAMOUS ACTORS&ACTRESSES**UNIT 1****TWO BIGRAPHIES****PRE-READING**

1. Look at the pictures. What do you know about the people?



2. Can you remember who acted in which film? There are some films below. Write R for Richard and H for Halle Berry.

- 1) 1 Looking for Mr. Goodbar
 2) Bulworth
 3) Runaway Bride

- 4) Perfect Stranger
 5) Officer and a Gentleman
 6) Die Another Day

WHILE-READING

1. Scan the texts and answer the following questions.

- 1) Where and when was Halle Berry born? _____
 2) Where and when was Richard Gere born? _____
 3) When did Halle Berry win Oscar? _____
 4) When did Richard Gere make his first film? _____

BIOGRAPHY 1



Born: 14 August 1968

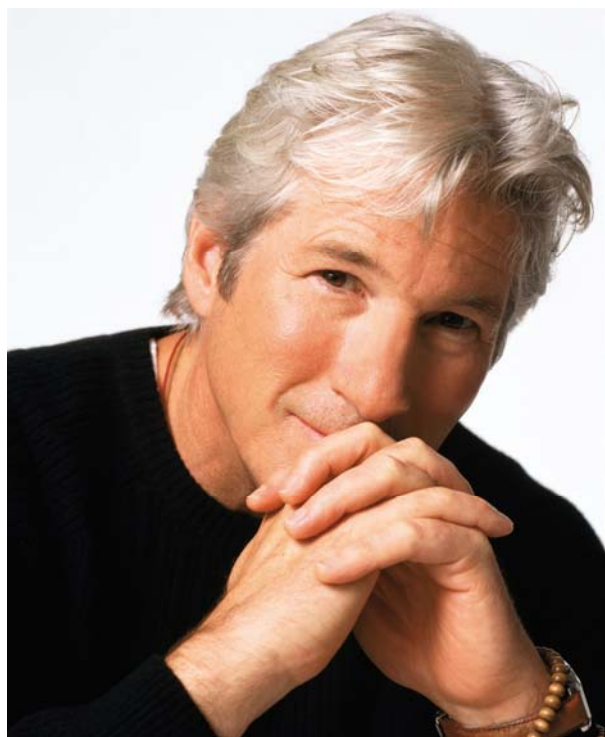
Where: Cleveland, Ohio, USA

Awards: 1 Oscar, 1 Emmy, 1 Golden Globe

She was born on the 14th of August, 1968 (though some insist it was 1966), in Cleveland, Ohio. She was named after the town's Halle Building, which originally housed the Halle Brothers department store but is now an office block (it's also used in the *Drew Carey Show*). Her father, Jerome, an African American and a hospital attendant by trade, left when she was just four, so she and her elder sister Heidi were raised by their Caucasian, Liverpool-born mother, Judith,

herself a nurse in a psychiatric ward. Jerome would return after four years but the violence he directed towards Judith and Heidi meant that he did not stay for long. Throughout her adult life, she had no contact with him at all, still being estranged when Jerome died in 2003. She acted in films like *Die Another Day* (2002) *The Flintstones* (1994) *Perfect Stranger* (2007).

Halle Berry is the first African-American ever to win an Oscar as best actress. She won the award on 24 March 2002 for her starring role in the drama *Monster's Ball* (2001, co-starring Billy Bob Thornton). Berry went from the world of beauty pageants in the mid-1980s to a television series, *Living Dolls* in 1989. In 1991 she began performing in feature films, including Spike Lee's *Jungle Fever*. She continued to appear in small roles on TV and on the big screen, notably with Warren Beatty in *Bulworth* (1998) and as actress Dorothy Dandridge in *Introducing Dorothy Dandridge* (1999). She played Storm in the *X-Men* movies (2000, 2003 and 2006, with Hugh Jackman) and the lead in 2004's *Catwoman*. Her other films include *Swordfish* (2001, with Jackman and John Travolta) and the James Bond thriller, *Die Another Day* (2002, with Pierce Brosnan).



Biography 2

Born: 31 August 1949

Where: Philadelphia, Pennsylvania, USA

Awards: Won 1 Golden Globe

He was born Richard Tiffany Gere on the 31st of August, 1949, in Philadelphia, Pennsylvania. He was the second of five, having three sisters and a younger brother, all looked after by his housewife mother, Doris. His father, Homer, worked in insurance and, while Richard was still young, moved the family to a farmhouse outside Syracuse, New York. In North Syracuse, Homer would run his own agency.

Richard Gere got early attention from roles in *Looking for Mr. Goodbar* (1977) and *Days of Heaven* (1978), but it was his title role in *American Gigolo* (1980, directed by Paul Schrader) that made him a star. Gere followed up with a more mainstream hit, playing a rogue naval officer-in-training in *An Officer and a Gentleman* (1982, with Debra Winger). His career cooled for a few years, but in 1990 he bounced back by co-starring with Julia Roberts in the surprise 1990 hit *Pretty Woman*. (He rejoined Roberts for another romantic comedy, *Runaway Bride*, in 1999.) Silver-haired, cool, and a little withdrawn onscreen, he has since stayed busy as a leading man in movies including *Unfaithful* (2002, with Diane Lane), the Oscar-winner *Chicago* (2002, with Renee Zellweger), *Shall We Dance?* (2004, with Jennifer Lopez) and *Bee Season* (2005). Gere, a Buddhist, is known as an off-screen champion for Tibetan independence and is a pal of the Dalai Lama.

http://www.tiscali.co.uk/entertainment/film/biographies/richard_gere_biog.html

<http://www.who2.com/richardgere.html>

2. Answer the following questions.

1. With which film did Halle Berry win the Oscar?

2. What is the name of the film that made Richard Gere a star?

3. Circle the correct name in the following sentences.

- 1) **Richard Gere/Halle Berry** suffered from violence from the father.
- 2) **Richard Gere/Halle Berry** was named after a building.
- 3) **Richard Gere/Halle Berry** had three sisters.
- 4) **Richard Gere's /Halle Berry's** father worked in insurance.
- 5) **Richard Gere/Halle Berry** had a career which is full of ups and downs.

4. Here are the films of the two artists. They are not however in chronological order. Read through the texts again and order them.

Halle Berry	Richard Gere
→ ___ Die Another Day (2002)	→ <u>1</u> Looking for Mr. Goodbar (1977)
→ <u>1</u> The Flintstones (1994)	→ ___ Days of Heaven (1978),
→ ___ Perfect Stranger (2007).	→ ___ American Gigolo (1980)
→ ___ Monster's Ball (2001)	→ ___ Officer and a Gentleman (1982)
→ ___ Living Dolls in 1989	→ ___ Runaway Bride
→ ___ Swordfish (2001)	→ ___ Unfaithful (2002)
→ ___ Introducing Dorothy Dandridge (1999).	→ ___ Chicago
→ ___ Bulworth (1998)	→ ___ Bee Season (2005)
	→ ___ Shall We Dance? (2004)

POST-READING: Writing a short Biography

1. Collect information about your favorite actor or actress or someone you like.

Think about this unit, and fill out the following form to evaluate yourself.

The European Language Portfolio Check	😊	😐	😞	⌚	💡
I have put new items in my portfolio.					
The item is a/an.....					
I have checked and exchanged my written works.					
Skills Check	😊	😐	😞	⌚	💡
I have learned how to skim.					
I have learned how to scan.					
...					
Vocabulary Check	😊	😐	😞	⌚	💡
I have learned enough vocabulary in this unit.					
The number of words I have learned:	7+	5-6	3-4	1-2	0
I have learned the following words in this unit:					
Definitions or Synonyms of the Learned Words					
Structural or Topical Check	😊	😐	😞	⌚	💡
I have fully learned the main grammatical structure.					
I liked the main subject of this unit.					
...					
Text Check	1	2	3	4	More
I studied ... different types of texts.					
These text types are ...					
Key to the Symbols					
😊 Yes		😐 Average		😞 No	
⌚ I need more time to study on this.			💡 I have no idea.		

UNIT 2

MUSIC



MAIN AIMS

In this unit you are going to learn how to;

- ▣ scan longer texts in order to locate specific factual information.
- ▣ find information in different parts of a longer text.
- ▣ guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.
- ▣ find the relevant information in everyday material such as letters and brochures.
- ▣ understand clearly written straightforward instructions

SUBSIDIARY AIMS

- ☐ In this unit, you are going to learn;
- ☐ The life of Mozart
- ☐ The history of Eurovision
- ☐ How to listen to internet radio on your ipod.
- ☐ How to download music from the internet.

UNIT 2

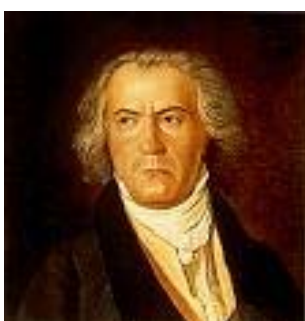
MUSIC

INTRODUCTION

1. Match these musicians with their names and write the number next to the letters. The first one is done as an example.

1. Depeche Mode
2. The Beatles
3. Vivaldi

4. Elvis Presley
5. Beethoven
6. Mozart



A...5.....



B.....



C.....



D.....



E.....



F.....

Discuss the following questions.

- 1) What kind of music do you like?
- 2) Do you think music is the food for the soul?
- 3) When do you like listening to music most?
- 4) Do you think music reflects a community's culture? Explain by giving example.

TEXT 1: FLAMENCO

UNIT 2

PRE-READING

1. Do you know what flamenco is? Have you ever watched it?
2. The following words are important for you to understand the text. Use your dictionaries and match them to their meanings.

1) __mastery	a. real and exactly what it appears to be
2) __ballroom	b. the opinion that people in general have about someone or something, or how much respect or admiration someone or something receives, based on past behaviour or character
3) __reputation.	c. a large room that is used for dancing
4) __protagonism	d. complete control of something
5) __genuine	e. supporting an idea

WHILE-READING

1. scan the text and answer the following questions.

- 1) What happened in 1774? _____
- 2) When was the golden age of flamenco dance? _____
- 3) What happened in 1915? _____
- 4) When did *Flamenco Renaissance* begin? _____



Flamenco is a **genuine** Spanish art, and to be more exact a genuine Southern Spanish art. It exists in three forms: *Cante*, the song, *Baile*, the dance, and *Guitarra*, guitar playing.

Gypsies are very often named as its *fathers*, and at least it can be taken for certain that they played an important part in its creation. But also the popular songs and dances of Andalusia have influenced early Flamenco considerably.

Certainly there were other influences, too, as it will not surprise in a country that has been dominated by most diverse cultures and civilizations during its different historical epochs. There were the legendary *Tartessos*, and seven centuries of Muslim occupation hardly could have passed without leaving traces. All that, directly or indirectly, influenced Flamenco.



The first time Flamenco is reported on in literature is in the "Cartas Marruecas" of *Cadalso*, in 1774. Its cradle most probably was where, between 1765 and 1860, the first Flamenco-schools were created: Cádiz, Jerez de la Frontera and Triana (Seville). In this epoch Flamenco dance started to have its firm position in the **ballrooms**. Early Flamenco seems to have been purely **vocal**, accompanied only by rhythmical clapping of hands, *toque de palmas*. It was left to dedicated composers, as Julián Arcas, to introduce guitar playing.

During its *Golden Age* (1869-1910) Flamenco was developed in the epoch's numerous music cafés (*cafés cantantes*) to its definitive form. Also the more serious forms expressing deep feelings (*cante jondo*) dates from then.

Flamenco dance arrived to its climax, being the major attraction for the public of those *cafés cantantes*. Guitar players featuring the dancers increasingly gained a reputation.

The time from 1910 to 1955 Flamenco singing is marked by the *ópera flamenca*, with an easier kind of music such as *fandangos* and *cantes de ida y vuelta*. The latter clearly showed South American influences.

From 1915 on Flamenco shows were organized and performed all over the world. Anyhow, not everybody was enchanted with that development and intellectuals such as *Falla* organized 1922 in Granada a contest to promote "authentic" *cante jondo*.

1955 started a sort of *Flamenco Renaissance*, the great performer Antonio Mairena being its key figure. Outstanding dancers and soloists soon made their way out of the small *tablaos*, successors to the early *cafés cantantes*, to the great theaters and concert houses. It was now that guitar players acquired a great **protagonism**, and their playing arrived to **mastery**. Actual Flamenco frequently shows influences of other kinds of music, as Jazz, Salsa, Bossa Nova, etc.

Also Flamenco dance has changed, especially female dancers try to rather showcase their temperament than artistry. The Flamenco guitar that formerly was just featuring the dancers arrived to be a soloistical art form, great virtuoso Paco de Lucia being the pioneer of that development.

Mass media have brought Flamenco to the world stage, but deeply it has always been and will remain an intimate kind of music. You have not listened authentic Flamenco if not in a *juerga* with a small group of friends, at midnight somewhere in the South of Spain, when there is nothing around but the voice, the guitar and the body of a dancer moving in the moonlight.

<http://www.red2000.com/spain/flamenco/>

2. Read the text carefully and answer the following comprehension questions.

1. What is flamenco?

2. Who are believed to be the creators of flamenco?

3. Why was flamenco influenced by different civilizations?

4. What are the other music kinds that influence flamenco music?

5. Where is the best place to watch flamenco dance?

3. Now listen to the text (track 3) and fill in the blanks in the following sentences.

1. _____, _____ and _____ are the three forms of flamenco.

2. The most influential civilizations that affected both Spanish culture and flamenco dance were _____ and _____.

3. The first flamenco schools were opened in _____. (name of the city).

4. Flamenco dance started to appear in _____ between 1765 and 1860.

5. _____ was the composer who introduced guitar to the dance.

6. _____ was the key figure in *Flamenco Renaissance*

POST-READING

What are the special dances of your own country? Write a short description of one of your traditional dance. Write when and how it started, when it is generally performed etc.

TEXT II: EUROVISION SONG CONTEST

UNIT 2

PRE-READING



1. Do you know when and where the song contest Eurovision started?

2. which countries won the first price? In your country one of them?

WHILE-READING

1. Scan the the text and write down what the following numbers refer to

1956 _____

74,000 _____

1951 _____

1975 _____

2003 _____



Eurovision Song Contest

http://en.wikipedia.org/wiki/Turkey_in_the_Eurovision_Song_Contest

The Eurovision Song Contest is an **annual** competition held between active member countries of the European Broadcasting Union (EBU), in which participating countries each submit a song to be performed on live television; then proceed to cast votes for the other countries' songs, in order to find the most popular song in the competition. Each country participates via one of their national

EBU-member television stations, whose task it is to select a singer and a song to go forward to represent the country in the international competition.

The Contest has been broadcast every year since its *inauguration* in 1956, and is one of the longest-running television programmes in the world. It is also one of the most-watched non-sporting events in the world, with audience figures between 100 million and 600 million internationally. It has been broadcast around the globe — beyond Europe — to such countries as Australia, Canada, Egypt, Jordan, Hong Kong, India, Korea, New Zealand and the USA; even though these countries do not participate. Since the year 2000, the Contest has also been broadcast over the Internet; with more than 74,000 people in almost 140 countries having watched the 2006 edition online.

The Contest is historically known for being mainly a bastion of formulaic, orchestrated pop music. However it has featured a vast, *diverse* array of songs, including such musical genres as Arab, Balkan, Dance, Folk, Israeli, Greek, Latin, Metal, Nordic, Pop-rap, Rock, and Turkish.

Over the years, the Song Contest has grown from a televisual experiment into an international institution of large proportions. Most countries in Europe have taken part at least once during the Contest's history, and such is the magnitude and scale of the Contest that the word "Eurovision" is one of the few household names to be recognised across an entire continent.

Origins

In the 1950s, when a war-torn Europe was still trying to recover, the European Broadcasting Union (EBU) — based in Switzerland — came up with the idea of an international song contest whereby countries would participate in one television programme, to be broadcast *simultaneously* to all countries of the union. This was conceived during a meeting in Monaco in 1955 by Marcel Bezençon, a Frenchman working for the EBU. The competition was based upon the existing Sanremo Music Festival held in Italy, and was also seen as a technological experiment in live television: in those days, it was a very ambitious project to join many countries together in a wide-area international network. Satellite television did not exist. The name "Eurovision" was first used in relation to the EBU's network by British journalist George Campey in the London Evening Standard in 1951.

The first Contest was held in the town of Lugano, Switzerland, on 24 May 1956. Seven countries participated – each submitting two songs, for a total of 14. This was the only Contest in which more than one song per country was performed: since 1957 all Contests have allowed one entry per country. The 1956 Contest was won by the host nation, Switzerland.

The programme was first known as the "Eurovision Grand Prix". This "Grand Prix" name was adopted by the Francophone countries as well as Denmark and Norway, where the Contest became known as "*Le Grand-Prix Eurovision de la Chanson Européenne*". The "Grand Prix" has since been dropped and replaced with "*Concours*" (contest), although Denmark and Norway still use the name "Grand Prix". The Eurovision Network is used to carry many news and sports programmes internationally, among other specialised events organised by the EBU. However, the Song Contest has by far the highest profile of these programmes, and has long since become synonymous with the name "Eurovision".

Turkey in the Eurovision Song Contest

Turkey participated in the Eurovision Song Contest for the first time in 1975, but did not achieve any considerable success until late 1990s. They withdrew from the 1979 contest in Jerusalem, a major disappointment for the selected performers Maria Rita Epik & 21 Peron, who would have performed the song *Seviyorum*. Since the introduction of the free language rule as well as televoting (in 1999 and 1997, respectively) the Turkish entries enjoyed much more success. Turkey has gotten regularly high points from Germany, Netherlands and France - countries with a significant Turkish population.



In 1997, Turkey finished at the 3rd place with the song *Dinle* by Şebnem Paker. During the Eurovision Song Contest 2003, Turkey won for the first time with *Every Way That I Can*, by Sertab Erener, narrowly beating Belgium by just two points. Next year, the home entry in Istanbul, *For Real* by Athena, placed 4th.

2. Answer the following questions.

1. What is the purpose in Eurovision?

2. In which countries is it broadcast outside Europe?

3. Which music genres does it include?

4. Whose ideas was it to start a song competition?

5. How many countries participated the first contest?

6. What was the major disappointment for turkey in the history of the contest?

7. What was the song that brought the first prize to Turkey?

9. How does each country participate the contest?

3. Read the text again and match the following names in Column A to what they refer to in Column B

Column A	Column B
1. European Broadcasting Union (EBU) (..)	a. The first place where the contest was held.
2. Sanremo Music Festival (..)	b. The organisation which came up with the idea of a song contest.
3. Lugano, (..)	c. The music festival upon which the contest is based.
4. "Eurovision Grand Prix".(..)	d. The countries which still use the name 'Grand Prix' for the contest.
5. Denmark and Norway (..)	e. The first name of the contest.
6. <i>Seviyorum</i> . (..)	f. The singer whose song came third in 1997.
7. Sertab Erener, (..)	g. The singer who brought the first prize to Turkey.
	h. The Turkish song that won the third prize in the contest.

4. The following words are taken from the text. Their meanings can be guesses from the context. Find them from the text and try to guess their meanings and match them to their definitions.

a) __annual	1. Things that happen at the same time
b) __inauguration	2. Things that happen every year
c) __diverse	3. Beginning
d) __simultaneously	4. Different, varied
	5. Things that happen themselves

POST-READING

What is the importance of this song competition for your country?

TEXT III: CONCERT POSTERS**UNIT 2****PRE-READING**

1. Tick which of the following can be found on a concert poster.

☐ Place of the concert	☐ The singer(s)
☐ Time of the concert	☐ Ticket prices
☐ Sponsors of the concert	

2. Use your dictionaries and match the following words to their definitions.

1. ___ Concessions	a. very good, excellent
2. ___ Commencement	b. a group of people who sing together,
3. ___ Choir	c. the beginning of something
4. ___ Fabulous	d. a reduction in the usual price of something, which is available to students or young, old or unemployed people
5. ___ Celebration	e. a special social event, such as a party, when you celebrate something, or the act of celebrating something:

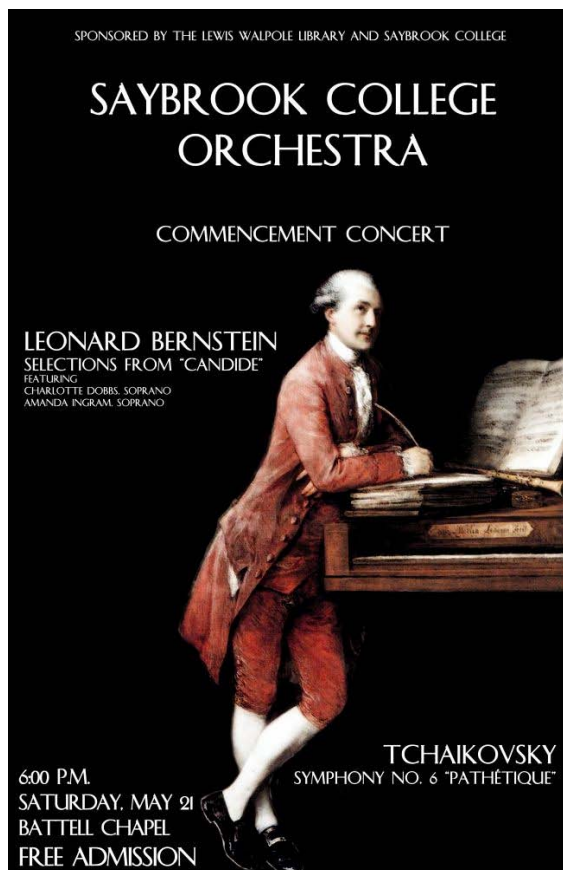
A)



B)



C)



D)



1. http://www.allposters.com/-st/Concert-Posters_c122_s17941_.htm
2. <http://www.library.yale.edu/walpole/images/information/commencement%20concert%20poster%202005.jpg>
3. <http://www.mrdf.org.uk/assets/downloads/schools%20concert%20poster.pdf>
4. <http://www.pucs.aicsa.org.au/images/ConcertPoster1-2006.pdf>

WHILE-READING

1. Circle the correct option for the following questions.

1. Which one starts the earliest?

- a. Celebration concert
- b. Bach
- c. Jonny Cash
- d. Saybrook college orchestra

2. Which one has a specific purpose like a diploma ceremony?

- a. Celebration concert
- b. Bach
- c. Jonny Cash
- d. Saybrook college orchestra

3. For which one online tickets are available?

- a. Celebration concert
- b. Bach
- c. Jonny Cash
- d. Saybrook college orchestra

*2. Complete the chart according to the information from the posters.
Information may be missing for some parts.*

	TIME	PLACE	SINGER	CITY
Jonny Cash				
Saybrook college orchestra				
Celebration concert				
Bach				

POST-READING

Listen to or read the dialogue and circle which ones the couple talk about and which one they finally decide to go



A: What shall we do today?

B: I don't know, we have been to all kinds of activities dear.

A: Look, have you seen these posters of concerts? Let's have a look at them.

B: Ok, we can go to a concert. A good idea

A: Look at this one Jonny Cash is going to have a performance on Friday at 8:30. How about this?

B: Well, seems fine but remember that we have to be at home at 9:30 on Friday night. Why don't we try this one. It is on Saturday.

A: Well, Saturday is ok but it seems to be a special event for students.

B: Then why don't we go to this one. It is on the 21st of May on Saturday.

A: Ok that sounds fine then.

TEXT IV: LIMEWIRE**UNIT 2****PRE-READING**

1. Do you download music from the internet?

2. Do you know what limewire is? Have you ever used it? What is it used for?

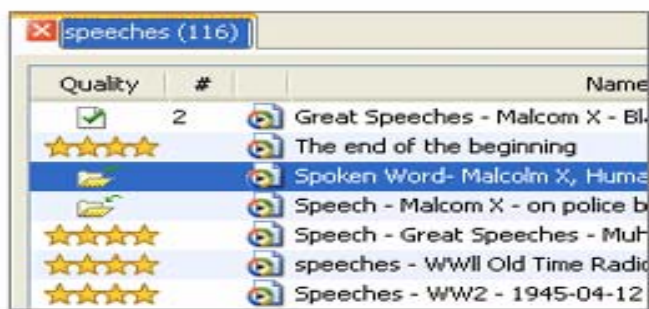
WHILE-READING

Scan the webpage about the computer programme and tick the items that are mentioned.

- ☐ How to use the program
- ☐ Different versions of the program
- ☐ Who was the programme written by
- ☐ How to install the program
- ☐ The advantages of the program

LimeWire 4.12

The Fastest P2P File Sharing Program on the Planet



- + Guaranteed clean install with no bundled software
- + Windows- and Mac-compatible
- + Firewall-to-firewall transfers
- + Cleaner, updated interface with new icons
- + Proxy support

Get It Now

You also get:

- Ease of use - just install, run, and search
- Ability to search by artist, title, genre, or other metainformation
- Elegant multiple search tabbed interface
- "Swarm" downloads from multiple hosts help you get files faster
- iTunes integration for Mac and Windows users
- Unique "ultrapeer" technology reduces bandwidth requirements for most users
- Integrated chat
- Directly connect to a computer
- Browse host feature—even works through firewalls
- Added Bitzi metadata lookup
- International versions: Now available in many new languages
- Connects to the network using GWebCache, a distributed connection system
- Automatic local network searches for lightning-fast downloads
- Support for MAGNET links that allow you to click on web page links that access Gnutella

Features Comparison	<u>LimeWire PRO</u>	Basic (free)
Faster downloads than ever	✓	✓
NO BUNDLED SOFTWARE OF ANY KIND	✓	✓
PC or Mac compatible	✓	✓
Integrated audio player and media library	✓	✓
Downloads from multiple hosts	✓	✓
iTunes integration	✓	✓
International versions	✓	✓
Auto local network searches	✓	✓
Better search results	✓	✗
Turbo-charged download speeds	✓	✗
Connect to more sources	✓	✗
Special PRO only skin	✓	✗
Free tech support via email	✓	✗
Free updates for up to 6 months	✓	-
Get PRO for a single payment of only \$18.88		
	GET PRO	GET BASIC

Faster than Ever and No Bundled Software

No Spyware, No Adware, No Trojan Horse, Just Pure File Sharing

Non-Infringing Intent of Use

LimeWire BASIC is a P2P program for use only in the exchange of authorized files.

Downloading LimeWire BASIC does not constitute a license for obtaining or distributing unauthorized material.

Please do not download LimeWire BASIC if you intend to use it to infringe copyright.

Find out more

- ☐ I might use LimeWire BASIC for copyright infringement.
- ☐ I will not use LimeWire BASIC for copyright infringement.

[< Back to Home](#)

[Continue >](#)

2. Circle the best option for the following questions according the webpage. I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.

1. <u>'Bundled software'</u> probable means; a. dangerous software b. useful software c. unnecessary software 2. When something is <u>compatible with</u> something else, it can with it. a. work b. accompany c. get on well 3. A <u>host</u> is the computer a. from which the file is downloaded b. to which the file is downloaded c. which works with firewalls.	4. When you download something from <u>multiple hosts</u>, you download it a. from only one computer b. from more than one computers c. by more than one computers 5. <u>'Copyright'</u> probable means; a. the right to download a program. b. the right to own a program or document etc. c. the right to change a program.

2. Decide whether the following statements are TRUE/FALSE according to the webpage. Write T for true and write F for false. (I can find the relevant information in everyday material)

- 1) This device can work with Windows and Mac. (..)
- 2) This device does not provide protection against spyware or ad-aware. (..)
- 3) This device can be used right after installing. (..)
- 4) Search with this device is only possible by the name of artist. (..)
- 5) With this device, it is possible to download files faster from more than one sources. (..)
- 6) This device does not have a chatting facility. (..)
- 7) This device is available in many languages. (..)
- 8) The device is available in two forms: pro and basic. (..)
- 9) Both versions can render faster download possible (..)
- 10) Downloading limewire basic gives you the right to distribute unauthorized files. (..)

3. When using or downloading programs, you generally see two versions: one is Pro version and the other is Basic version. Below are some statements about pro and basic versions of programs. Tick the correct ones.

- ➔ ☐ Basic version generally lacks some or many of the features pro version has
- ➔ ☐ Basic version is generally sold by money; it is not free
- ➔ ☐ Pro version has more features, and it is free
- ➔ ☐ You have to pay money for the pro version

4. Write three advantages you can have by using the Pro version of the program above. .

Pro version of this program can;

1. _____
2. _____
3. _____

POST-READING

1. In the final part there are two options. Circle the best option for these choices.

1. "I might use Limewire BASIC for copyright infringement" means;
 - a. the user may use the program to violate copyright.
 - b. the user may allow others to download this program
 - c. the user will only download file from authorized hosts.
2. Which option should a user who wants to continue download tick?
 - a. I might use Limewire BASIC for copyright infringement.
 - b. I might not use Limewire BASIC for copyright infringement

2. Look at the webpage again and find programs that are dangerous and safe and write their names..

Dangerous programs	
1.	_____
2.	_____
3.	_____
4.	_____

TEXT V: INTERNET RADIO ON YOUR IPOD**UNIT 1****PRE-READING****1. Answer these questions**

- ☐ Do you have an ipod? What can be done with an ipod?
- ☐ Can you listen to internet radio on your ipod? How do you do that?

WHILE-READING

Read the text and answer the questions.

How To Listen To Internet Radio On Your iPod Get Tuned In & Turn It Up

Want to listen to Internet radio stations on your iPod? You can't well, at least not live and most of the software designed to record these stations to an iPod simply doesn't work correctly. Here's a foolproof method for enjoying your favorite Internet radio stations on your iPod using Windows XP and a few software tools.

1)

Internet radio stations send a constant stream of data through your Internet connection, and most programs can record several stations simultaneously so you need to see how much data your connection can handle at once. Open your Web browser, go to <http://www.speakeasy.net>, and click the Speakeasy Speed Test link. Click a location on the Choose A Server menu, write down the resulting download speed (called the bit rate), and repeat the test using several different locations. Circle the lowest number you recorded because we'll need to use it later.

2)

It's possible to record hundreds of songs in a few hours, but the downside is that this consumes a lot of hard drive space (see chart below). To make sure you have enough room on your WinXP system, click Start, click My Computer, click the icon for your hard drive, and look at the Free Space entry in the Details block (lower-left corner).

3)

You probably already have iTunes if you have an iPod, but if not, download the latest version from www.apple.com/itunes and install it.

4)

Now you need Internet-radio-recording software. We used X-oom's MP3 Radio Recorder for iPod (\$29.99; www.x-oom.com), but there are other programs available; try to find one that splits the stream into separate tracks and labels them automatically.

5)

Now use your **recording software** to preview Internet radio stations and add the ones you like to your recording list. You can record one station at a time or record multiple stations at once, but be sure the total bit rate for all of the stations you simultaneously record does not exceed the connection bit rate you circled in Step 1. Most software includes a timer that automatically starts and stops recording so you don't use up too much room.

6)

Unfortunately, you can't listen to recorded Internet radio tracks out of order because the beginning and ending of most songs are cut off. Unless you have the time and skill to rejigger everything with an audio editor, the easiest fix is to listen to the tracks on your iPod in the order in which they were recorded. Open the folder that contains the tracks you want to transfer, click View, click Choose Details, and select the Date Created checkbox before clicking OK. Click View again, expand Arrange Icons By, and click Created. Click View one last time, click Details, and look at the Date Created column to make sure tracks are ordered from oldest on the top of the list to newest on the bottom (click the Date Created entry at the top of the column to reverse the order if necessary).

7)

Launch iTunes, click File, click New Playlist, give the playlist a name, and click the playlist's icon to select it. Now go back to the folder that holds the music, click Edit, and click Select All. Make sure the first track is displayed in the upper-left corner of the folder window, hold down the left mouse button on the track's icon, drag it to the Name column in the iPod playlist window, and drop it there by releasing the mouse button.

8)

Double-check the playlist to make sure the tracks listed there are arranged in exactly the same order that they appear in the folder from which they were copied. If everything looks correct, right-click the iPod's icon in the Source pane and click Update.

9) When the transfer is complete, disconnect the iPod from your PC, turn it on, and open the Music menu. Now you can open Playlists, select the playlist you transferred, and enjoy.

by Tracy Baker

<http://www.smartcomputing.com/editorial/article.asp?article=articles/archive/r1004/32r04/32r04.asp&guid=>

1. Answer the following questions.

1. How can you test the speed of your connection?

2. How can you check whether you have enough room on your WinXP system?

3. What is recording software used for?

4. Why do you have to reorder the tracks?

5. What should you do when the transfer is complete?

2. Here are the titles for each paragraph. Match them with the appropriate paragraph and write the number in the blanks provided at the top of each paragraph.

a. Test your connection __ (1)	f. Install recording software_ (4)
b. Install iTunes __ (3)	g. Check your hard drive __ (2)
c. Transfer the tunes _ (8)	h. Reorder the tracks_ (6)
d. Time for playback__ (9)	i. Make an iTunes playlist __ (7)
e. Make the recordings __ (5)	

3. The following steps belong to how to make a playlist, but they are not in order. Look at the text and order them

- a. ___ Launch iTunes
- b. ___ And click the playlist's icon to select it
- c. ___ Now go back to the folder that holds the music
- d. ___ Click File
- e. ___ Give the playlist a name
- f. ___ Click Edit
- g. ___ Drop it there by releasing the mouse button
- h. ___ Click New Playlist
- i. ___ Click Select All
- j. ___ Hold down the left mouse button on the track's icon
- k. ___ Drag it to the Name column in the iPod playlist window

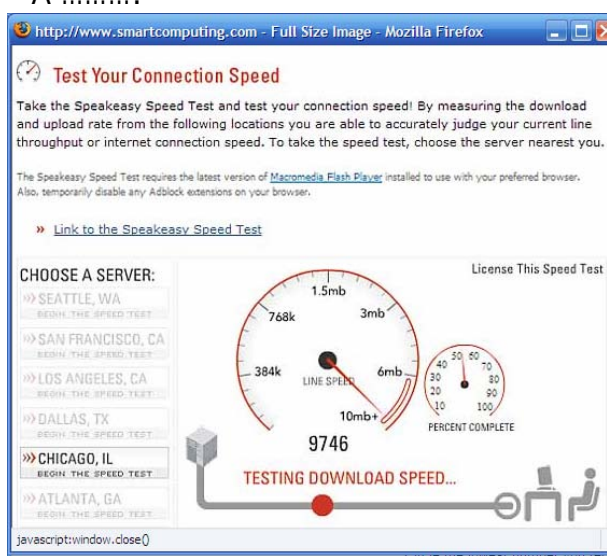
POST-READING

Match these steps with the screenshots and write their numbers into the brackets. There are four extra. Then order the screenshots according to the information provided in the text.

1. Test your connection (..)
2. Check your hard drive (..)
3. Install iTunes (..)
4. Install recording software (..)
5. Make the recordings (..)

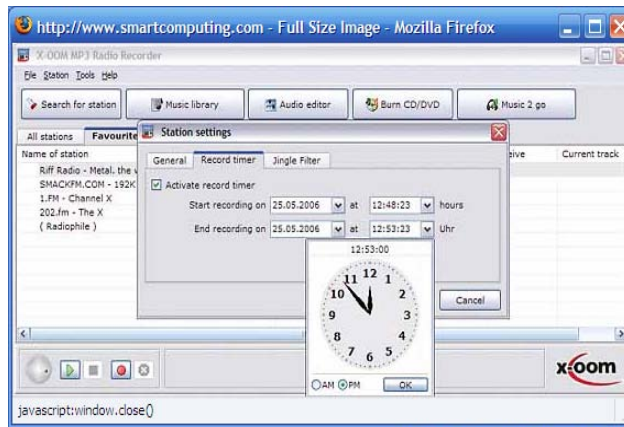
6. Reorder the tracks (..)
7. Make an iTunes playlist (..)
8. Transfer the tunes (..)
9. Time for playback (..)

A

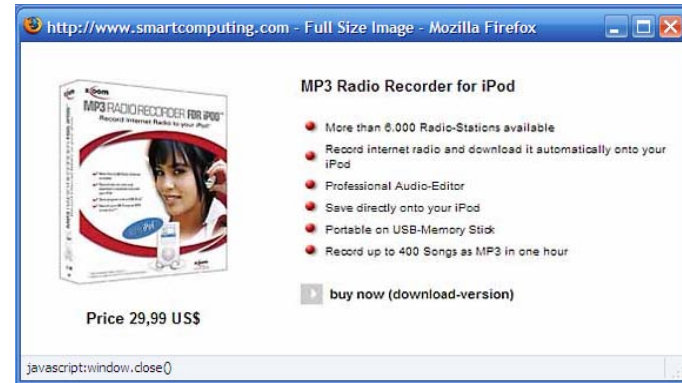


B





D

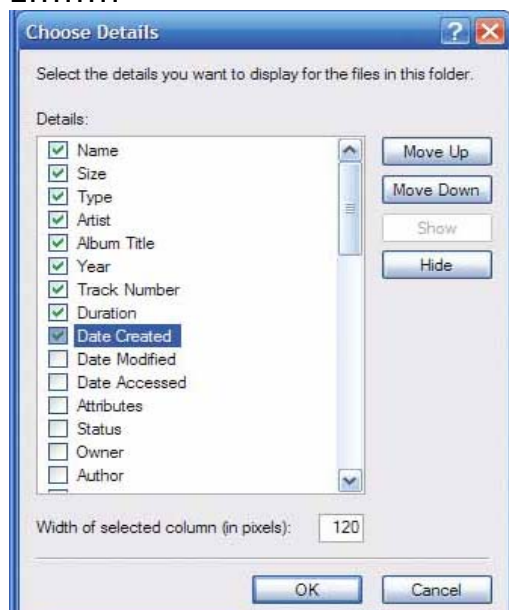


E

F



E



Think about this unit, and fill out the following form to evaluate yourself.

The European Language Portfolio Check	☺	☹	☹	⌚	💡
I have put new items in my portfolio.					
The item is a/an.....					
I have checked and exchanged my written works.					
Skills Check	☺	☹	☹	⌚	💡
I have learned how to skim.					
I have learned how to scan.					
...					
Vocabulary Check	☺	☹	☹	⌚	💡
I have learned enough vocabulary in this unit.					
The number of words I have learned:	7+	5-6	3-4	1-2	0
I have learned the following words in this unit:					
Definitions or Synonyms of the Learned Words					
Structural or Topical Check	☺	☹	☹	⌚	💡
I have fully learned the main grammatical structure.					
I liked the main subject of this unit.					
...					
Text Check	1	2	3	4	More
I studied ... different types of texts.					
These text types are ...					
Key to the Symbols					
☺ Yes		☹ Average		☹ No	
⌚ I need more time to study on this.			💡 I have no idea.		

UNIT 3

COMPUTERS&TECHNOLOGY



MAIN AIMS

In this unit you are going to learn

- ➔ I can scan longer texts in my field in order to locate desired information
- ➔ I can scan longer texts in order to locate specific factual information.
- ➔ I can find information in different parts of a longer text.
- ➔ I can find the relevant information in everyday material such as computer warnings.
- ➔ I can understand the most important information in short, simple everyday information brochures or simple brochures

SUBSIDIARY AIMS

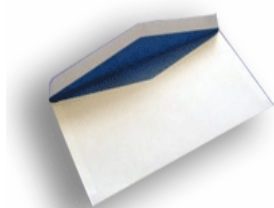
- ➔ In this unit, you are going to learn;
- ➔ When, where and how the internet started
- ➔ What certain computer warnings mean
- ➔ How to be secure in internet banking

UNIT 3

COMPUTERS & TECHNOLOGY

INTRODUCTION

1. Look at the pictures below and discuss what the relationship among them is.



2. Discuss the following questions.

- 1) Can you keep up with the pace of technological development?
- 2) How do you think developing technologies affect our lives?
- 3) What are advantages and disadvantages of technological development?
- 4) Would you like to live in the past when technology was not so developed?
- 5) According to you, what are the most important developments in technology?
- 6) Which technological developments do you think are harmful?

TEXT 1: SURF THE NET**UNIT 3****Pre-reading**

1. Look at the picture and write the names of the numbered objects.

- 1
 2
 3
 4
 5

2) Answer the following questions. How many of them can you answer?

- a. What exactly is internet?
- b. What do I need to use the internet?
- c. How can I 'surf the net'?
- d. What can I use the internet for?
- e. What is a web site?

f. Are the internet and World Wide Web the same things?

3. Match the following words to their definitions.

1 the Internet	a) the system of connected documents on the Internet, which often contain colour pictures, video and sound, and which can be searched for information about a particular subject ()
2 the Web	b) the large system of connected computers around the world which allows people to share information and communicate with each other. ()
3 a web site	c) moving from one web site to another ()
4 surfing the net	d) the place on the internet where a company or organization stores its documents. ()
5 e-mail	e) electronic messages sent to someone over the internet ()
6 downloading	f) copying information from a web site to your own computer. ()

WHILE-READING

1) Now, go through the text and match the questions in exercise 2 with the paragraphs.

The Internet: FAQs

(Frequently Asked Questions)

The Internet is **without doubt** one of the most important **inventions** in history. It was started in 1968 by the US government, but at first it was used **mainly** by scientists. Since 1990, when the World Wide Web was **created**, it has changed the world, and its uses **are growing** every day.

1 (a) ... What exactly is the Internet?

The Internet is a network (several networks, in fact) of millions of computers around the world, **connected** by phone lines, satellite or cable, so that all the computers on the net can **exchange** information with each other.

2

Not quite. The Internet links *computers*, and the World Wide Web is a system which links the *information* stored inside these computers.

3

A company or organisation stores its information in electronic documents on one of the Internet computers, somewhere in the world. This computer **space** — the company's web site — has an address, in the same way that every telephone has a number. To visit a web site, you simply **enter the address**. Your computer is connected to the web site, a document is downloaded, and a page appears on your computer screen.

4

When you visit a web site looking for information, some words on the page may be **underlined**, showing that there is more information about the **subject** in another document. If you **click** on one of these words, the Web **automatically** connects your computer to a new document or web site, even if this is stored thousands of kilometres away. You're **surfing the net**!

5

The main use of the Internet is to find information — for your schoolwork or job, or just to find out more about your hobbies, sports or **current events**. You can also use the Internet to read newspapers and magazines, play games, plan your holiday or buy things from your favourite shop. E-mail makes it possible to send electronic messages anywhere in the world in seconds, and you can use the Internet to '**chat**' with people and make new friends.

6

If you don't already use the Internet, all you need to get started is a computer, a modem and a phone line. Using the Internet is getting cheaper and easier all the time.

Are you ready to surf the net? There's a whole exciting Internet world out there waiting for you!

1. Decide whether the following statements are true or false. Write T for true and F for false.

1. It was scientists who first used the internet. ()
2. millions of computers are connected to each other by phone lines only ()
3. The term space refers to areas that are not used by anyone on the net ()
4. Underlined words tell us that these words are the key words. ()
5. The internet can be used for a variety of purposes. ()
6. Since more and more people use the internet today, it is getting more expensive to use it. ()

2. Here are some abbreviations generally used at the end of internet addresses. Write their long forms in the parentheses.

.gov (.....)
 .edu (.....)
 .com (.....)
 .mil (.....)
 .net (.....)
 .org (.....)

3. Write the appropriate abbreviations for the following popular internet addresses.

1. [www.ntvmsnbc._____](#)
2. [www.baskent._____](#)
3. [www.tsk._____](#)
4. [www.showtv._____](#)
5. [www.msn._____](#)

4. The following words are from the text and they are scrambled. Unscramble them first and then fill in the following sentences with the appropriate ones. Make changes if necessary.

1. _____ venionnti	3. _____ eganxhce	5. _____ ahtc
2. _____ orgw	4. _____ kccli	6. _____ etenr

1. The _____ of the internet can be said to be one of the most important developments that has changed human life.
2. The number of young people using the MSN messenger is _____ day by day.
3. In order to see the sub-links you need to _____ on the connection.
4. You need to type your ID and password in order to _____ your e-mail page.
5. MSN messenger or yahoo messenger are programs that allow many people around the world _____ with each other online.

Post-reading: a classroom discussion

Work in groups. You are going to discuss the advantages and disadvantages of the internet. Some groups will talk about advantages and some groups disadvantages. Your teacher will tell you which group will support which aspect. List your arguments and then have the discussion. Here is an example;

ADVANTAGES

DISADVANTAGES

1) We can find any kind of information on thee net. 2) 3)	1. Internet is full of dangerous sites. 2. 3.

TEXT 2: COMPUTER WARNINGS**UNIT 3****Pre-reading**

1. Can you understand the warnings and notices on your computers? Here are some of them. Look at them and match the following items with the warnings. Write the appropriate letter of the warning sign next to each item.

1. a virus ____
2. check for update ____
3. period extension ____
4. deadline for a virus program ____

Computer warnings

? CNN/Money QUIZ How Safe is Your Computer?

Hackers are chomping at the bit to crack into your PC, looking to leave behind nasty viruses and to gain access to your personal financial

your vulnerability.

A.



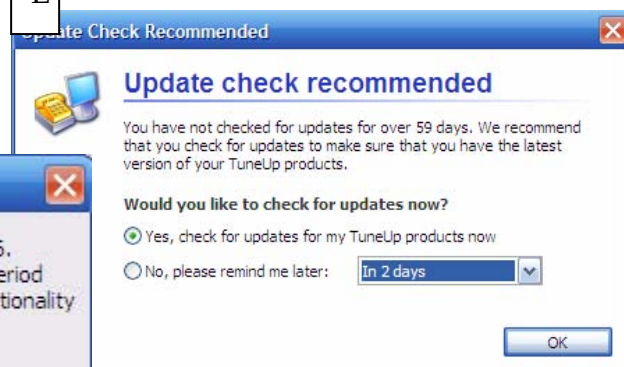
B.



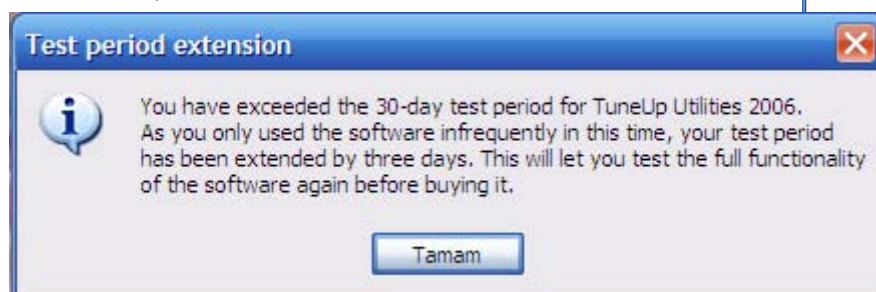
C.



E.



D.



While-reading

1. Answer the following questions according to the warnings.

1. When does the virus program finish? _____
2. Which warning is an advertisement as well? _____
3. What does the virus program above offer beside virus-protection? _____
4. When was the program 'ad-aware' last updated? _____
5. How long was the 'test period' extended? Why? _____
6. In warning 'D' if one does not want to update at the moment, which option does he have to tick? _____
7. What is the name of the virus? _____

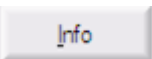
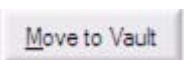
2. The following words are selected from the warnings and they have been scrambled. Unscramble them and match them to their definitions.

1)  _____ ected	a) programs we use in our computers
2)  _____ eecexd	b) to go beyond the limit
3)  _____ afteoswr	c) to remove a virus from a computer
4)  _____ laeh	d) to notice sth that is partially hidden

Post-reading

1. Look at this warning. Match the buttons to their functions.



1) 	a) erases the infected files and the virus.
2) 	b) lets the user continue using the computer without erasing the virus.
3) 	c) puts the virus into a safe place, but does not completely erase it.
4) 	d) gives information about the virus.

TEXT 3: INTERNET BANKING**UNIT 3****PRE-READING****A. Answer the questions**

1. Do you use internet for banking?
2. Are you aware of the dangers?
3. What kind of dangers can you think of?

B. Match the words in the box to their definitions and write the number of the word next to the correct definition. There are two extra words.

a) hyperlink	f) unauthorised access
b) facility	g) to disable
c) to disclose	h) transaction
d) staff	i) spoof
e) to log on	j) malicious

1. a connection that helps you to move easily between two internet pages. ()
2. to stop something from working ()
3. a business activity ()
4. to connect an internet address by typing name or password ()
5. intended to harm, bad ()
6. a piece of writing that is not true, fake.()
7. an ability, feature or quality ()
8. a kind of internet connection that is not protected ()

WHILE-READING

Read the following leaflet about internet banking and do the activities below.

May 2004

Internet Banking

Keeping your money safe

LOGON

https://www

OK



www.hkab.org.hk

You, your computer and the internet

Practical Tips

Millions of people are now taking advantage of internet banking and the convenience of being able to control their finances at any time, anywhere. Most banking and investment services are available online – all you need to do before you log on is take a few simple precautions.

▶ 1. You

- Be alert – be wary of opening unexpected e-mails with attachments and never click on a hyperlink in a suspicious e-mail. Do not visit suspicious websites. Only download software from trusted sources.
- Do not disclose your personal information online (e.g. HKID, address, bank account/credit card number, user ID/password) unless the site is both trustworthy and reputable.
- Check the website's privacy policy statement and statement on security safeguards before providing personal data to the website.
- Change your online passwords regularly.

▶ 2. Your computer

- Take personal responsibility for protecting your computer – limit the number of people who can use it and set your own password for your computer if it has this facility.
- Install **personal firewall software** and **anti-virus software**. Regularly download updates to your anti-virus software, operating system and internet browser.

▶ 3. The internet

- Always disconnect from the internet when not using it.
- Do not conduct transactions online unless the website is both trustworthy and reputable.

▶ 4. Internet banking

- Select personal identifiers (e.g. user ID/password) that are easy to remember but difficult to guess – do not use your birthday, telephone number, names of family members or common names (such as girls' or boys' names and cartoon characters' names).
- Do not disclose your password to anyone (including bank staff and the Police) and do not record it anywhere.
- Do not use your internet banking user ID or password for other online services (e.g. e-mail, internet access).
- Never use links in e-mails or internet search engines to log on to internet banking. Always type the address into your browser or bookmark the genuine website and use that to access your bank account. Banks' website addresses can be obtained from the websites of HKAB and the HKMA.
- Close all browser windows before logging on to internet banking to protect your financial information from unauthorised access from another website.
- Disable your browser's "AutoComplete" function. On some browsers this function remembers the data you input. Refer to your browser's "Help" function if needed.
- Always log off after an internet banking session.

-  Never access your internet banking website from a public computer (e.g. cybercafé).
-  Check your bank balance and transactions regularly – with internet banking you can do this 24 hours a day. Notify your bank immediately if you discover any errors or unauthorised transactions.
-  Review regularly and follow security tips published by your bank.
-  When a website claiming to originate from a bank looks suspicious to you, contact the HKMA (hotline: 2878 8222) or the Police.

▶ 5. Types of attack

There are various ways in which internet banking customers are being approached by third parties to gain access to their banking details. Some of these methods include:

-  **Fraudulent or spoof websites** – where customers are asked to input their personal information, mistaking it to be the bank's genuine website.
-  **Phishing** – normally a spam e-mail containing a hyperlink to a log-on page, which requests online banking passwords. The page appears to be an official website but is actually a spoof website.
-  **Trojan software** – a malicious code attached or embedded in software that is planted in a customer's PC by a fraudster to access the customer's personal information. A form of Trojan is "key-loggers" which monitor and record the keystrokes when a person types on the keyboard (e.g. user ID and password). This information can be passed back to an unauthorised person.

Follow the advice in this leaflet to protect yourself.

Banks and the Police will never ask you for your password or send you e-mails for the information. If you receive such a request, contact your bank immediately.

What are personal firewall software and anti-virus software?

These help block hackers and viruses from getting into your computer. Anti-virus software needs to be updated regularly to detect new viruses. Products available vary in features, support and price (certain products offer a free version for home use but with less features and support). More information can be obtained from vendors and the internet.

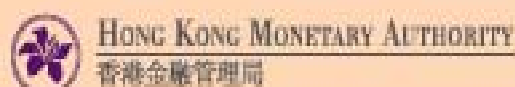
▶ Enquiries

For any enquiries about internet banking, please contact your account-holding bank.

▶ Useful links

- Hong Kong Association of Banks (HKAB):
www.hkab.org.hk
- Hong Kong Monetary Authority (HKMA):
www.hkma.gov.hk
- Information Technology Services Department:
www.infosec.gov.hk/english/general/protect/index.htm
- Hong Kong Police Force:
www.info.gov.hk/police/hkp-home/english/tcd/index.htm
- Consumer Council:
www.consumer.org.hk

Issued by the Hong Kong Association of Banks and endorsed by the Consumer Council, the Hong Kong Monetary Authority and the Hong Kong Police Force.



1. Read the leaflet again and decide whether the following pieces of advice are true or false according to the leaflet.

- 1) Let your password stay stable, do not change it regularly. ____
- 2) Put a limit to the number of people who use your computer. ____
- 3) Make sure that the personal identifiers you choose are easy to remember for you such as your birthday, or phone number. ____
- 4) Make sure that you have different IDs for each transaction you make online. ____
- 5) Only the bank staff and the police can ask your personal information, do not give your personal info others. ____
- 6) Make sure that you close other pages when you are making a banking transaction online. ____

3. Read the leaflet again and write down what the types of attacks are and how they steal away your personal info.

- 1) _____
- 2) _____
- 3) _____

4. Fill in the sentences below by choosing the correct words from the box. Make necessary changes if necessary. There is ONE extra word.

facility	to log on	unauthorised access
hyperlink	to disable	to disclose

1. The police have _____ that two officers are under internal investigation.
2. Many internet addresses require you to _____ before using their content.
3. When using the Microsoft word, you can include _____ that allow you to insert other connections.
4. _____ the alarm system and then enter the building.
5. This hotel offers a lot of _____ such as sports center, swimming pool etc.

Think about this unit, and fill out the following form to evaluate yourself.

The European Language Portfolio Check	☺	☹	☹	⌚	◇
I have put new items in my portfolio.					
The item is a/an.....					
I have checked and exchanged my written works.					
Skills Check	☺	☹	☹	⌚	◇
I have learned how to skim.					
I have learned how to scan.					
...					
Vocabulary Check	☺	☹	☹	⌚	◇
I have learned enough vocabulary in this unit.					
The number of words I have learned:	7+	5-6	3-4	1-2	0
I have learned the following words in this unit:					
Definitions or Synonyms of the Learned Words					
Structural or Topical Check	☺	☹	☹	⌚	◇
I have fully learned the main grammatical structure.					
I liked the main subject of this unit.					
...					
Text Check	1	2	3	4	More
I studied ... different types of texts.					
These text types are ...					
Key to the Symbols					
☺ Yes	☹ Average		☹ No		
⌚ I need more time to study on this.	◇ I have no idea.				



UNIT 4



ON HOLIDAY



MAIN AIMS

In this unit you are going to learn

- ☐ How to read for detail
- ☐ How to locate specific information in a leaflet, or advertisement and maps.
- ☐ How to interpret traffic signs.
- ☐ How to read warnings that are encountered in travel.

SUBSIDIARY AIMS

In this unit, you are going to learn;

- ☐ Important landmarks of Turkey
- ☐ Museums in Turkey
- ☐ What traffic signs mean
- ☐ How to travel by interrail
- ☐ The member countries of European Union.

UNIT 4**TOURISTIC PLACES & HOLIDAYS****INTRODUCTION**

1. Match the names of the wonders with the countries, and write the letter of the country next to each picture.

a. Australia
b. India
c. Egypt

d. England
e. Peru
f. China



The opera house ...



The Taj Mahal ...



Ayers Rock



The Great Wall of China ...



Machu Picchu ...



The Stonehenge ...



The Pyramids ...



The Great Sphinx ...

2. Have you seen any of these places? Which ones would you like to visit? Why?

3. Which of the following would you prefer when you are traveling? Write two advantages and two disadvantages for each.



For example: when you travel by your own car, you can go whenever you want.

→ Advantage 1:

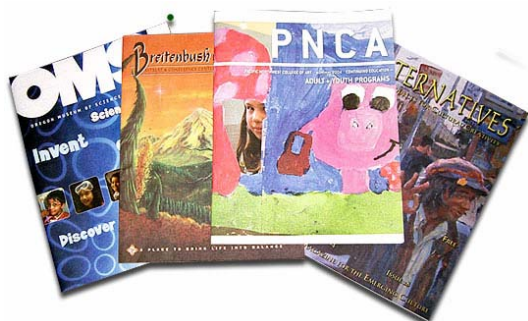
→ Advantage 2:

→ Disadvantage 1:

→ Disadvantage 2:

4. The following items are related to travel. Look at them and say where we use them.

For example: We read books when we are lying on the beach.



5. Look at the pictures below. Which one is your favorite holiday type?



TEXT I: LANDMARKS OF TURKEY**UNIT 4****PRE-READING**

1. In the box below there are names of some landmarks of Turkey. Match the names with the pictures and write the correct number in the blanks provided below each picture.

1) Ephesus
2) The City of Troy
3) Cappadocia

4) Pamukkale
5) The Statues of Nemrut
6) The Basilica of Hagia Sophia



A



B



C



D



E



F

2. Have you visited any of these places? Did you like them? Share your impressions with your classmates.

While-reading

Read the following texts and do the activities below.

1. Cappadocia



The ancient region of Cappadocia lies in Central Anatolia between the cities of Nevsehir, Kayseri and Nigde. Three million years ago, violent eruptions of the nearby volcanoes covered the surrounding plateau with a deep layer of mud, ash and lava. The winds, rivers and rains have eroded this soft volcanic rock into hundreds of strangely shaped pillars, cones and fairy chimneys, creating a vast outdoor museum of stone

sculptures in an incredible variety of shapes, textures and colors.

Since the most ancient of times, men have been carving dwellings in this soft rock; the early Christians made countless cave churches, chapels and monasteries. There are more than 200 churches in Cappadocia scattered through the valleys, with their impressive frescoes and art works.

2. Ephesus



The ruins of Ephesus is one of the world's greatest archaeological sites. It is located 75 km south of Izmir. In Hellenistic times, Ephesus became the most densely populated city in Anatolia with a population of more than 200 000. The city reached the peak of its glory under the Roman rule and became a very important centre of trade and commerce. A majority of the monuments that exist now date to that period. It was also the leading political

and intellectual centre, with the second school of philosophy in the Aegean. The Temple of Artemis at Ephesus was one of the seven wonders of the ancient world.

3. Monument of Nemrut



Antiochos I, ruler of the Commagene Kingdom in the first century BC, built himself this funeral monument on top of Mount Nemrut in eastern Turkey. It consists of a dozen *gigantic* statues representing Antiochus I, eagles, lions and ancient gods. Lion and eagle statues were used as the guardians. The average height of the statues is 26-33 feet. These are made of stone, too heavy and large to be carried to the museum and

remain where they were originally erected. Time has inflicted heavy damage on the sculptures- their bodies sit with their beautifully carved heads at their feet.

1. Answer the following questions according to the texts.

1) Where is Cappadocia located?

2) Name the three factors that helped the formation of the shapes in Cappadocia.

▢ _____

▢ _____

▢ _____

3) Where is Ephesus located?

4) When did Ephesus become a center of commerce and trade?

5) why can't the statues on the mount Nmerut be taken to a museum?

2. Read the texts and fill in the blanks according to the texts.

1) Ephesus became the most densely populated city in _____ times.

2) Ephesus became a city of _____ and _____ while it was governed by _____.

3) The gigantic statues at the top of Mount Nemrut represent _____, _____, _____, and _____.

4) The fairy-chimneys in Capadoccia formed _____ years ago.

- 5) Lion and eagle statues were used on the top of Mount Nemrut as _____.

3. The following words are taken from the texts. Match them to their definitions and write the correct letter next to each word. Use your dictionaries when you need. There is one extra definition.

Column A	Column B
1. gigantic	a. to rub or be rubbed away gradually
2. glory	b. the broken parts that are left from an old building or town
3. to erode	c. a house or place to live in
4. ruin	d. to admire
5. dwelling ...	e. great admiration, honor and praise which you earn by doing something successfully
	f. extremely large

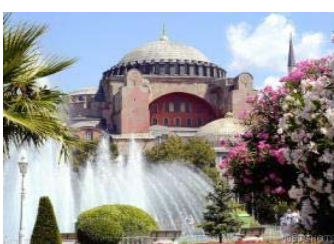
Post-reading: summarizing and synthesizing

1. Here are the pictures of some more landmarks. Match the short descriptions with the pictures and write the proper numbers in the blanks provided above the pictures.

a.



b.



c.



1. This landmark is related to a war.
2. This landmark has religious value.
3. This is the only landmark that is located in Istanbul

2. Which of these places would you like to visit? Why?

TEXT 2: MUSEUMS IN ISTANBUL**UNIT 4****PRE-READING**

2. Match the names with the pictures of landmarks below.

1. Galata Tower
2. Hagia Sophia
3. The Covered Bazaar

4. Topkapı Palace
5. Dolmabahçe Palace
6. Süleymaniye Mosque



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____

3. Use your dictionaries and match the words to their definitions;

- a) vicinity ...
- b) collection ...
- c) cistern ...
- d) fresco ...
- e) handcrafts ...

- 1) painting on wet plaster, on a wall or ceiling
- 2) a skilled activity in which something is made in a traditional way with the hands rather than being produced by machines in a factory
- 3) a container in which water is stored, especially one connected to a toilet or in the roof of a house
- 4) a group of objects of one type that have been collected by one person or in one place
- 5) the immediately surrounding area

WHILE-READING

Read the leaflet and do the activities below.

MUSEUMS in ISTANBUL

http://www.icemtour.com/museums_in_istanbul.asp

PLACES	LOCATION	TELEPHONE	OPEN/CLOSED
Archaeological Museum	Sultanahmet	0212 520 7740	Open 09:30-16:30 Closed Monday
This is in close vicinity of Topkapi Palace, in the direction of Gulhane park entrance. There are many collections in the museum. From Egyptian and Assyrian empires to Roman and Byzantine statues, marvellous graves , and pieces of Temples . The rich collection of ancient art are brought from anicent sites all over Anatolia (Turkey).			
Kariye Museum	Fatih	0212 631 9241	Open 09:00-16:30 Closed Tuesday
Known also as St. Saviour, this church is famous for its mosaics. The second most important Byzantine church in Istanbul, has beautiful frescoes with the theme of death and resurrection.			
Topkapi Palace Museum	Sultanahmet	0212 512 0480	Open 09:00-16:00 Closed Tuesday
Topkapi Palace is the symbol and the center of the Ottoman Empire. Overlooking Istanbul Bogazici (Bosphorus) and the Marmara sea, stands this amazing building that was the great palace of the Ottoman Sultans. The palace is a collection of buildings arranged around a series of courtyards and has incredible collections of jewels, China, pieces of Ottoman and Islamic artwork.			
Hagia Sophia	Sultanahmet	0212 522 1750	Open 09:00-16:00 Closed Monday
Built by Constantin the Great, also known as the church of the Divine Wisdom designed to impress the strenght and wealth of the Roman emperors. Once it was the greatest Christian church in the world.			
The Covered Bazaar	Beyazıt	---	Open 09:00-19:00 Closed Sunday
The world's biggest covered historic Bazaar. It is one of the most famous spots of Istanbul, always filled with crowds who not only come to shop but to window-shop carpets, jewellery, leathers, handcrafts, home decoration items and many more.			
Galata Tower	Sishane	0212 245 1160	Open 08:30-20:00 Everyday
14th century Genoese fortificaition. The view from the tower is magnificent All bosphorus is under your feet.			
The Spice or Egyptian Bazaar	Eminonu	---	Open 09:00-19:00 Closed Sunday
This is a small bazaar, known in Turkish as Misir (Epgyptian) bazaar. As the name suggests, the shops have hunderds if not thousands of different spices and different types of food, from caviars to pistachios.			
Dolmabahce Palace	Besiktas	0212 258 5544	Open 09:00-16:00 Closed Monday &

			Tuesday
The Palace was built as a second residence to the Sultan Abdulmecid mid 19th century. The palace commands a nice view right on the Bosphorus and its gardens are very pretty, especially in spring and summer. The founder of Turkey, Mustafa Kemal Ataturk has died in this palace on November 10, 1938 at 9.05 AM.			
Blue Mosque	Sultanahmet	---	Open Everyday, Except During Prayer Times
Also called the Sultanahmet Camii, is known as the Blue Mosque, because of its magnificent interior decorations of blue Iznik tiles. Outside of the mosque stands the turbe or the tomb of Sultan Ahmet. It is decorated with 17th century Iznik tiles. The Sultan was buried here along with his wife and three sons.			

1. Imagine that it is Monday today, scan the leaflet and circle the museums that you can visit on Monday.

☐ Archaeological Museum ☐ Kariye Museum ☐ Topkapi Palace Museum	☐ The Covered Bazaar ☐ Galata Tower ☐ The Spice or Egyptian	☐ Bazaar ☐ Dolmabahce Palace ☐ Blue Mosque ☐ Hagia Sophia

2. And you want to go at 18:00 on Monday, which ones can you visit? Tick the ones you can.

☐ Archaeological Museum ☐ Kariye Museum ☐ Topkapi Palace Museum	☐ The Covered Bazaar ☐ Galata Tower ☐ The Spice or Egyptian	☐ Bazaar ☐ Dolmabahce Palace ☐ Blue Mosque ☐ Hagia Sophia

3. Answer the following questions.

1) Where is **the Topkapı Palace** located?

.....

2) Which periods of civilizations are seen in **the Topkapı Palace**?

.....

3) What are the objects exhibited in the **Kariye Museum**?

.....

4) What kind of things can be found in **The Spice or Egyptian Bazaar**?

.....

4. Read through the leaflet and fill in the blanks in the following sentences.
Which one(s);

- 1) is a small bazaar? _____
- 2) famous for its mosaics? _____
- 3) was a symbol and a center for Ottoman Empire? _____
- 4) was decorated with 17th century İznik tiles? _____ closed during prayer times? _____
- 5) was built as a second residence for Sultan Ahmet? _____
- 6) was once the palace of Ottoman Sultans? _____
- 7) was built by Constantin the Great? _____
- 8) is open every day? _____
- 9) has the tomb of Sultan Ahmet? _____
- 10) built by Mimar Sinan? _____

5. Read through the leaflet and decide which museum the following people can visit

A person who wants;

1. to see frescoes with a theme of death and resurrection. _____
2. to see Ottoman, Chinese, and Islamic artwork. _____
3. to shop for carpets, jewellery, and leathers. _____
4. to shop for different types of food. _____

POST-READING

1. Communication: a telephone conversation

Work in pairs. Prepare a telephone conversation asking the required information.

STUDENT A

Dolmabahçe Palace

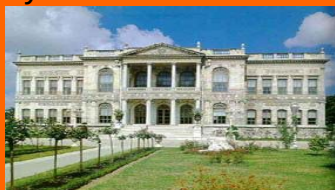
Dolmabahçe, Beşiktaş

Telephone: 90-212-2369000

Open daily except Mondays and Thursdays, 09:30-16:00

To take photos in the palace you have to pay an extra 5.000.000 TL.

To take video in the palace you have to pay an extra 10.000.000 TL.



STUDENT B

You are going to have a telephone call with the curator of Dolmabahçe Palace. You want to get information about the following items;

- 📞 Opening and closing hours
- 📞 Admission fee
- 📞 Whether kids are allowed
- 📞 What are the charges
- 📞 Whether you can take your cameras or video recorders

TEXT III: REGULAR TOURS IN TURKEY

UNIT 4

PRE-READING

1. Look at the pictures below. Match the following names with the pictures. Write the appropriate letter next to each name.

- 1) ___ Cappadocia
- 2) ___ Ölü deniz
- 3) ___ Olympos

- 4) ___ Blue cruise
- 5) ___ pamukkale

A.



B.



C.



D.



E.



2. Have you been to any of these places? What are they like?

WHILE-READING

1. Scan the travel cards and answer the following questions. Write the number of appropriate card next to the blanks provided.

- 1) Which tour is the longest? _____
- 2) In which tour can one visit Olympos? _____
- 3) Which of the tours start from İstanbul? _____
- 4) Which one is the cheapest one? _____

CARD 1

Tour Code : REGULAR 103		 TOUR DETAILS
	Destination : Istanbul - Cappadocia - Pamukkale - Istanbul By PLANE Duration : 3 Days Pamukkale (Hierapolis) is a fairyland of dazzling white, petrified castles. Thermal spring waters full of calcareous salts running down the plateau's edge have created this fantastic formation of these beautiful shapes. The hot springs have been used since Roman times for their therapeutic powers...	
	Rate for One Person : 400 EURO	

CARD 2

Blue Cruise Tour Code : CRUISE 301		 TOUR DETAILS
	Destination : Olympos to Fethiye / Fethiye to Olympos Duration : 4 Days - 3 Nights Blue Cruise The popular resort of Fethiye has an important marina at the head of a beautiful bay surrounded by islands. This is an ideal starting point for trips to Oludeniz, Butterfly Valley, St. Nicholas Island etc. Rate for One Person : 115 EURO	

CARD 3

Blue Cruise Tour Code : CRUISE 303		 TOUR DETAILS
	Destination : Fethiye - Marmaris - Fethiye Duration : 7 Days - 6 Nights Blue Cruise Transfer your gullet* in the harbor of Fethiye, meeting point of the Aegean and Mediterranean Sea. Fethiye seaport with its sheltered structure is an important stop for yachtsmen, at the head of beautiful bay surrounded by islands.	
	Rate for One Person : 350 EURO (more details)	

CARD 4

Tour Code : REGULAR 102		TOUR DETAILS
	Destination : Istanbul - Cappadocia - Pamukkale - Ephesus - Istanbul By BUS	
	Duration : 5 Days	
	We will visit the most important three areas of Turkey. You will feel the history and culture together. Cappadocia During the 19C BC, Old Assyrian traders were established among the numerous native city-states of Cappadocia. Between 1750-1200 BC, Cappadocia formed the "Lower Land" of the Hittite Kingdom. After Cappadocia drive to Pamukkale. The hot springs have been used since Roman times for their therapeutic powers.	
Rate for One Person : 350 EURO		

http://www.icemtour.com/turkey_istanbul_cappadocia_ephesus_pamukkale_regular_tours.asp

2. Read the travel cards and answer the following questions.

- 1) What kind of power do hot springs in Pamukkale have?

- 2) What is the best starting point for trips to Ölüdeniz?

- 3) What are the important places that can be visited in Fethiye?

- 4) Which civilizations have settled in Cappadocia?

4. a. The following words are taken from the cards. Some of them can be guessed from the cards some of them can't. Try to guess the ones you can and use your dictionaries for the ones you can't guess and match them to their definitions.

a. <u>bay</u>	1. water that naturally flows out of the ground.
b. <u>marina</u>	2. a place where many people go for rest, sport or another stated purpose:
c. <u>resort</u>	3. a part of the coast where the land curves in so that the sea is surrounded by land on three sides:
d. <u>dazzling</u>	4. a small port that is used for pleasure rather than trade, often with hotels, restaurants and bars
e. <u>spring water</u>	5. extremely attractive or exciting

b. here are the pictures of three of them . Write what each picture is.



1.



2.



3.

POST-READING

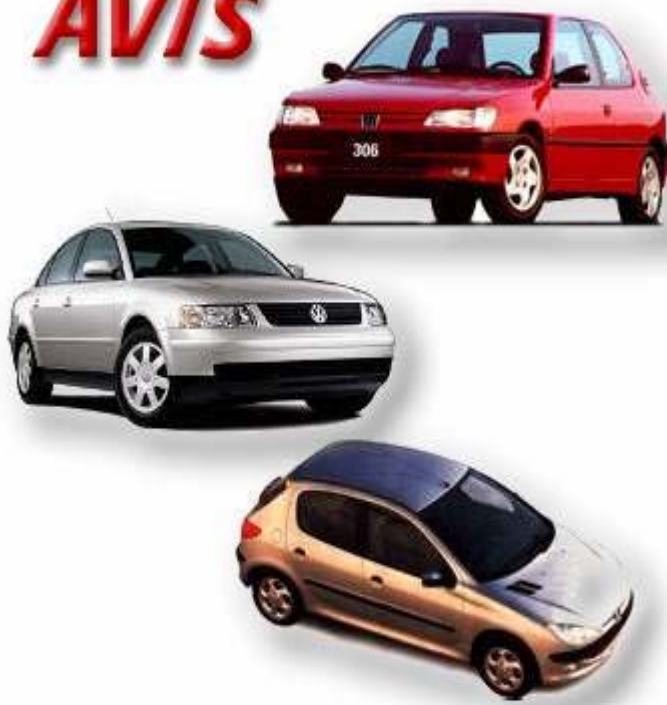
1. Which of the places advertised above would you like to visit? Talk with your classmate.

2. It is important to be able to read maps. Look at the following map and circle the two places one can see by the tours advertised above. Then answer the following questions.

- 1) What is the name of the lake in the map? _köyceğiz lake_
- 2) What is the name of the city where you can use an airport? _____
- 3) How many bays are there? _____



<http://www.justturkey.org/fethiye/fethiye-maps.asp#>

TEXT IV: RENT A CAR**UNIT 4****AVIS****Pre-reading**

1. Do you rent cars when you are on holiday? What is important for you when you are renting a car? Do you know what happens when you damage the car?

2. Explain the following words and phrases by using your dictionaries.

1. available:
2. on request:
3. defective:
4. in acces of:

While-reading

1. Scan the rental conditions section and write down what each number is for.

- 1) 21
- 2) 40 penny
- 3) 20 penny

<http://www.1stjordan.net/avis/images/visuelle.jpg>

Rent a Car

<http://www.turkuaz-guide.net/>



Toyota Corolla

Ford Focus

	NOVEMBER - MARCH		APRIL, MAY, JUNE, OCT.		JULY, AUGUST, SEPT.	
	1-3 Days	3+ Days	1-3 Days	3+ Days	1-3 Days	3+ Days
FORD FIESTA	33 Euro	30 Euro	45 Euro	39 Euro	55 Euro	48 Euro
RENAULT CLIO	33 Euro	30 Euro	45 Euro	39 Euro	55 Euro	48 Euro

FIAT ALBEA	33 Euro	30 Euro	45 Euro	39 Euro	55 Euro	48 Euro
RENAULT MEGANE	45 Euro	36 Euro	52 Euro	48 Euro	61 Euro	57 Euro
TOYOTA COROLLA	45 Euro	36 Euro	52 Euro	48 Euro	61 Euro	57 Euro
FORD FOCUS (AUTOMATIC)	61 Euro	52 Euro	73 Euro	64 Euro	85 Euro	73 Euro

* All cars have air-conditioning

* Local delivery, tax, full insurance and unlimited mileage is included in the price.

* If you rent a car for at least three days, you may either have or leave the car at the Bodrum Airport without extra charge.

RENTAL CONDITIONS

TERMS OF PAYMENT: The estimated cost of rental is payable at the time of delivery of the car and the final adjustments are made on completion of rental. Alternatively RESORT recognized credit cards are welcome with no deposit obligations. Each additional hour up to 5 hours will be charged at 1/5 of the rate applied. Any fraction in access of five hours will be calculated as full day.

RENTERS AGE: Minimum age required is 21.

DRIVING LICENSE: Renters are required to have valid drivers license at least one year old or internationally accepted.

RENTAL PERIOD/ADDITIONAL DRIVER: Minimum rental is one day. Additional driver charge is 40 penny per day.

DELIVERY/COLLECTION: No charge at airports, railway stations, piers, hotels at RESORT locations, elsewhere 20 penny per km. to the nearest RESORT location. Cars may be returned to locations other than original renting locations, if rental is over 3 days. (a drop charge of 10 pounds applies to rentals agreed less than 3 days.)

ACROSS THE BORDER: Authorization for the vehicles must be obtained before traveling abroad.

TRAFFIC FINES: Traffic fines are charged to the renter. In case where the renter is found fully defective at any traffic accident and those not inform the nearest RESORT office with in 48 hours following occurrence, the period which may elapse during the car is remained at the service or the period during which the car is prevented from traffic for any reason, shall be added to the rental fee.

CHAUFFEUR DRIVEN SERVICE: Available on request with guide driver at 10 pounds per day. Guide driver expenses are covered by RESORT.

LUGGAGE RACK: Available on request at 1.5 pounds per day.

CHILD'S SEATS: Available on request at 1.5 pounds per day.

2. Read the rental conditions section and decide whether the following statements are true or false.

- 1) ___ Luggage racks and child's seats are free. (f)
- 2) ___ Traffic fines are only paid by the renter when the renter is fully defective. (f)
- 3) ___ Renter has to inform the nearest police office in 48 hours in case of an accident. (t)
- 4) ___ Renters should return the car to the location of renting.
- 5) ___ Minimum rental time is one day. (t)
- 6) ___ Driving licences of drivers must be at least three years. (f)
- 7) ___ Those who are under 21 cannot rent a car. (t)
- 8) ___ Credits cards are welcomed with a little deposit charge. (f)
- 9) ___ When you don't want to drive yourself, the company gives you a driver in exchange for a small amount of money. (t)

3. Look at the advertisement and fill in the blanks according to it.

- 1) All cars have _____
- 2) The price of rental includes _____, _____, _____, and _____. You are not extra charged when you _____ the Bodrum Airport.
- 3) The chart gives details of _____ months.
- 4) The most expensive car in all months is _____
- 5) There are _____ with the same price in November. (
- 6) Renault megane and Toyota corolla have the _____ prices. (same)
- 7) Discount is available if _____

TEXT V: TRAFFIC SIGNS

UNIT 4 2

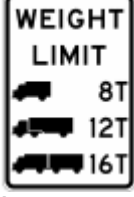
Pre-reading

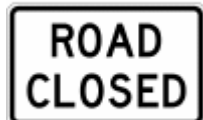


1. How important do you think traffic signs are for us?
2. Can you imagine the roads without any signs? What would happen?
3. What are the most important signs for you?
4. Which signs are more common than others? Why?

While-reading

1. Here are some traffic signs. Have a look at them and then group them under these categories: for cars, for pedestrians, for both. Write C for cars, write P for pedestrians and write B for both under the blanks provided below the signs.

				
1).....	2).....	3).....	4).....	5).....
				
6).....	7).....	8).....	9).....	10).....
				
11).....	12).....	13).....	14).....	15).....
				
16).....	17).....	18).....	19).....	20).....
				
21).....	22).....	23).....	24).....	25).....
				
26).....	27).....	28).....	29).....	30).....

 31).....	 32).....	 33).....	 34).....	 35).....

<http://www.traffic signs.us/warnsign.html>

2. Look at the signs again and group them under the following categories
Write the number of the sign.

Mostly in highways	Mostly in cities	both

3. Some of the signs are the same. Find the ones that are the same and write their numbers below.

- 1)
 2)
 3)

4. Some traffic signs are easy to understand, but some of them may be difficult. Which of the above signs are difficult for you to understand?

.....

Post-reading

1. Now select three of the signs and write their description as in the example.

 1. You can't park in this area.	 2.....
 3.....	 4.....
 5.....	 6.....
 7.....	 8.....



TEXT VI: TRAVEL SIGNS

UNIT 4

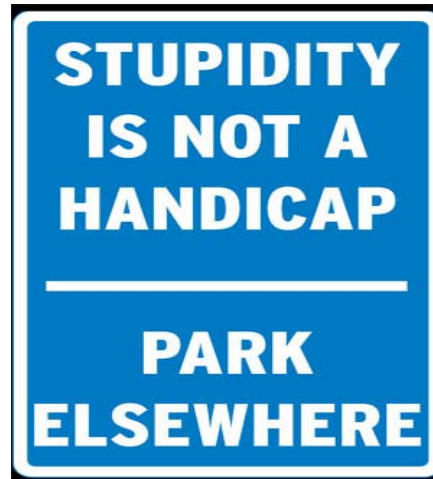
1. Look at these signs. Match them with the names of places. For some of them more than one place may be possible.

 ___ A motorway  ___ A park  ___ A street  ___ Nature  ___ A personal building	 ___ A metro station  ___ A zoo  ___ a funfair  ___ A hospital

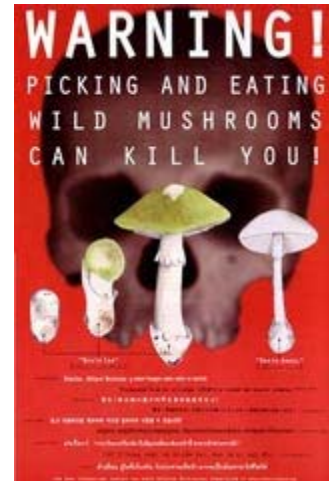
1 ...



2 ...



3 ...



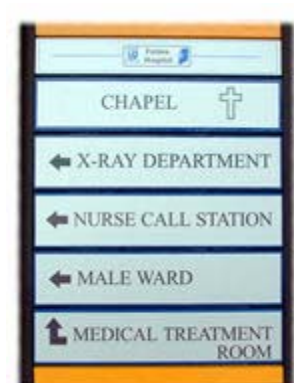
4 ...



5 ...



6 ...



7 ...



8 ...



9 ...



WHILE-READING

1. Match the following statements to the signs.

Sometimes more than one is possible

1. ___ This sign is used in a hospital. (6)
2. ___ This sign warns us against a dangerous animal. (4)
3. ___ This sign is a directional sign and shows the way out of the place. (8)
4. ___ This one is a warnings sign and is probably found in a metro station. (5)
5. ___ You can find your way in the place by the help of this sign. (6)
6. ___ This sign warns us about dangerous turnings. (7)
7. ___ This sign can also be found in shopping centers or in big buildings. (5),
8. ___ This sign warns us against a dangerous plant. (3)
9. ___ This sign is a bit humorous. (2)
10. ___ These are the only two directional signs. (6,8)
11. ___ This sign is found in a lunatic park. (9)
12. ___ These two signs are generally found out of cities. (7,8)
13. ___ you are most likely to come across this sign when you are driving in your car. (7)

2. VOCABULARY

Find the words from the signs which have the given meaning.

1. _____ : to go onto someone's land or enter their building without permission
2. _____ : not able to use part of your body or your mind because it has been damaged in some way
3. _____ : a woman who is going to have a baby
4. _____ : a line which bends continuously and has no straight parts
5. _____ : a room within a larger building, which is used for Christian worship
6. _____ : a person who does not obey the rule.
7. _____ : a dangerous animal.

TEXT VII: HOLIDAY and TRAVEL LETTERS**UNIT 4****PRE-READING**

1. For what purposes do people write letters or e-mails? Below is a short list. Write more reasons.

☐ To apply for a job	☐
☐ To complain about something	☐
☐ To accept an invitation.	☐
☐	

WHILE-READING

Read the following letters and do the activities.

LETTER 1

35 Prince Edward Road
Oxford OX7 3AA
Tel: 01865 322435

The Manager
Brown Fox Inn
Dawlish
Devon

23rd April 2000

Dear Sir or Madam,

I noticed your hotel listed in the "Inns of Devon" guide for last year and wish to reserve a double (or twin) room from August 2nd to 11th (nine nights). I would like a quiet room at the back of the Hotel, if one is available.

If you have a room free for this period please let me know the price, what this covers, and whether you require a deposit.

Yours faithfully,
Geo. Sand.

LETTER 2

Flat 3,
Nesbit Lodge,
Goldsmith Crescent
BATH
BA7 2LR

16/8/00

The Manager
Summersun Ltd
3 Travis Place
SOUTHAMPTON
SO19 6LP

Dear Sir,

Re: Holiday booking ref p142/7/2000

I am writing to express my dissatisfaction with the self-catering accommodation provided for my family at the Hellenos Holiday Village, Samos, Greece, from 1-14 August 2000.

On arrival, the accommodation had not been cleaned, the refrigerator was not working and there was no hot water. These problems were pointed out to your resort representative Marie Finch, who was unable to resolve them to our satisfaction. We were forced to accept a lower standard of accommodation, despite having paid a supplement for a terrace and sea view. This detracted significantly from our enjoyment of the holiday. I would appreciate it if you would look into this matter at your earliest convenience with a view to refunding my supplement and providing appropriate compensation for the distress suffered.

Yours faithfully,
Patrick Mahon

Letters: <http://www.askoxford.com/betterwriting/letterwriting/sampleletters/?view=uk>

1. Scan the letters and circle the correct answer.

1. Both letters are _____.

- a. Asking for an interview
- b. Written to a friend
- c. Formal

2. Both letters are about _____

- a. Accommodation
- b. Food
- c. Facilities in a holiday resort

2. Answer the following questions according to the letters.

1. What kind of a room does the person in the first letter want?

2. How long is the person in the first letter going to stay?

3. Where is the holiday resort mentioned in the second letter?

4. What are the three complaints in the second letter?

- a. _____
- b. _____
- c. _____

5. Who is Marie Finch mentioned in the second letter?

3. Fill out the following table according to the letters above.

Letters	Type	Purpose	Sender	Receiver
Letter 1				
Letter 2				

4. Who did the following activities? Write (G) for Geo (P) for Patrick and (M) for Marie.

- 1. _____ Asks for a refund of money
- 2. _____ Lived problems during holiday
- 3. _____ Was not able to solve the problem of the customers
- 4. _____ Noticed the hotel in a hotel guide

POST-READING

Now you write a similar letter.

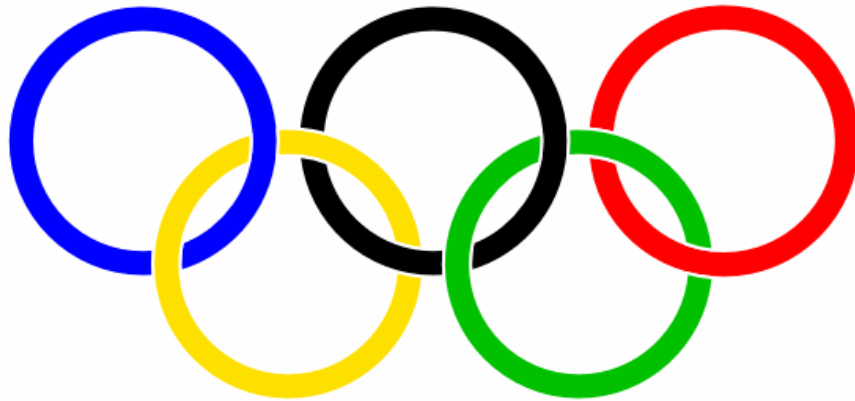
A spiral-bound notebook with a black cover and silver spiral binding on the left side. The notebook is open to a page with horizontal ruling lines. The page is white with black lines, and the spiral binding is visible on the left edge.

Unit 4 . Self-assessment Form

What have you learned in this in this unit? Fill out the following form.

The European Language Portfolio Check	☺	☹	☹	⌚	💡
I have put new items in my portfolio.					
The item is a/an.....					
I have checked and exchanged my written works.					
Skills Check	☺	☹	☹	⌚	💡
I have learned how to skim.					
I have learned how to scan.					
...					
Vocabulary Check	☺	☹	☹	⌚	💡
I have learned enough vocabulary in this unit.					
The number of words I have learned:	7+	5-6	3-4	1-2	0
I have learned the following words in this unit:					
Definitions or Synonyms of the Learned Words					
Structural or Topical Check	☺	☹	☹	⌚	💡
I have fully learned the main grammatical structure.					
I liked the main subject of this unit.					
...					
Text Check	1	2	3	4	More
I studied ... different types of texts.					
These text types are ...					
Key to the Symbols					
☺ Yes		☹ Average		☹ No	
⌚ I need more time to study on this.			💡 I have no idea.		

UNIT 5



SPORTS

MAIN AIMS

In this unit you are going to learn how to;

- ➔ Identify the main conclusions in clearly signalled argumentative texts related to my academic or professional field
- ➔ Find information in different parts of a longer text.
- ➔ Find the relevant information in everyday material such as letters and brochures.
- ➔ Understand the main points in short newspaper articles about current and familiar topics.

SUBSIDIARY AIMS

In this unit, you are going to learn;

- ➔ How violence in sports is viewed differently
- ➔ The history of football.
- ➔ How to deal with global warming.
- ➔ When and where the world cup started and which countries have won the first prize up to now.
- ➔ What yoga, reiki and sekhem are.

INTRODUCTION



a.



b.



c.



d.



e.



f.



g.



h.



i.



j.



k.



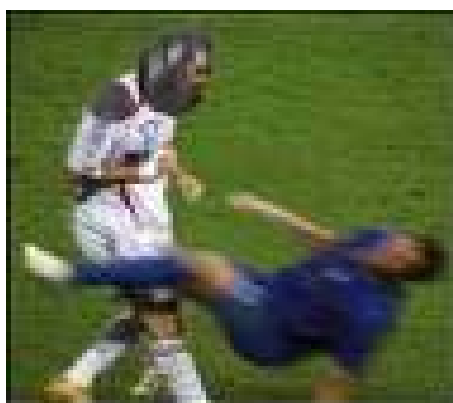
l.

Match the pictures above with the following sentences which give information about sports. Write the letters of pictures into the blanks. There is no information for one of the pictures.

- 1) i This sport is generally played by rich, famous and old people
- 2) ___ This sport is the most famous sport all over the world.
- 3) ___ This sport is done either alone or with a partner.
- 4) ___ This sport requires the rivals to hit each other.
- 5) ___ You need a racket and a court to play this sport.
- 6) ___ You need a bicycle to do this sport.
- 7) ___ This is a dangerous sport because the rivals may hurt each other, especially in the face.
- 8) ___ One of the most famous Turkish names for this sport is Mehmet Okur.
- 9) ___ Turkey has been successful in this sport. She has got gold medals many times.
- 10) ___ In this sport you use special equipment like arrows.

TEXT 1: VIOLENCE IN SPORTS**SPORTS****PRE-READING**

1. Look at the pictures. What is common in all of them? Why do you think people resort to violence in sports? Which sports include more violence? Can you give examples of violence from sports?



2. Use your dictionaries and match the words with their definitions.

1. integral
2. legitimate
3. reluctant to
4. tend to
5. rough

- a. harsh, violent
- b. Necessary and important as a part of something.
- c. allowed by law, legal
- d. not very willing to do something
- e. to be likely to behave in a particular way or have a particular characteristic

WHILE-READING

1. Read the text quickly and circle the sports you can see in the text.

- Football
- Basketball
- Ice-hockey

- Volleyball
- Wrestling
- Boxing

- Golf
- Beach volley
- Tennis

Violence and Sports-Ugly but Useful?



Violence is an integral part of contemporary sports. But how much of it is acceptable? And in what forms? Violence can be defined as any behavior intended to cause physical harm or mental distress. Most discussions of sports-related violence concentrate on physical harm—i.e., bodily injury. Most psychologists approach the study of sports-related physical violence from a *behaviorist perspective*. They try to understand the intention of attackers from their actions.

Sociologists such as Michael Smith see violence as *integral* to some sports. The physical contact is seen as a part of the rules of the sport and is completely *legitimate* even when the same sort of behavior outside the sports context is defined as criminal. Examples of *legitimate violence* can be found in rugby and gridiron football and in boxing, wrestling. Participants in these sports, by the very act of taking part, have *implicitly* accepted the *rough* contact. They have implicitly agreed to the probability of minor injury and the possibility of serious injury. They cannot, however, reasonably be said to have agreed to injuries caused by physical assaults that violate the written and unwritten rules of the sport. Although violence of this latter sort is definitely *illegitimate* and sometimes illegal, it has proved very difficult for injured athletes to find redress in the courts. Judges and juries are *reluctant to* convict athletes of criminal behaviour committed in the course of a sports contest, and they are equally reluctant to convict coaches, schools, and sports leagues of negligence.



“Borderline violence” consists of behaviours that violate the official rules of the sport but that are accepted by players and fans alike as a legitimate part of the game. Such behaviour—a fistfight in ice hockey or an intentional foul in association football’s penalty zone—is dealt with by penalties given by referees or league administrators rather than formal penalties. A memorable example of

this occurred in 1997 when the Nevada Boxing Commission censured and banned heavyweight boxer Mike Tyson for biting his opponent. More-extreme rule violations—i.e., those that violate not only the formal rules of the sport but also the law of the land—receive a harsher formal response, especially when the violence results in serious injury.

While legal scholars tried to distinguish legitimate from illegitimate sports violence, social psychologists and sociologists have investigated the causes of sports-related violence. Here the discussion revolves around the role that sports are believed to play in society. Those who believe that violence is “natural” *tend*

to view them as instinctive and inevitable aspects of human behavior. From the perspective of Konrad Lorenz and others in this camp, sports are seen as a form of **catharsis**; they allow for the safe and channeled release of the aggression that is part of every person's instinctive makeup.

Most sports sociologists, however, challenge this hypothesis and believe instead that research confirms that violence and aggression are socially learned. The second view is supported by the fact that the levels and types of sports-related violence vary greatly from culture to culture, which strongly suggests that they are not the result of some universal human nature. Canadian ice hockey, for example, is more violent in some respects than its Scandinavian counterpart. The reason for this is that Canadian ice hockey provides a subcultural context in which boys and young men are introduced to highly aggressive behaviour. In this and in many other sports subcultures, brutal body contact and physical assault are part and parcel of what it means to be a man. Conformity to the code of toughness certifies a player's masculinity and confers upon him honour and prestige. Those who fail to meet such expectations drop out of the subculture or are subject to peer sanctions.

Joseph Maguire - December 6th, 2006

<http://blogs.britannica.com/blog/main/2006/12/violence-and-sports-ugly-but-useful/>

1. Read the text carefully and find the main idea of each paragraph and circle the correct option

Paragraph 1

- a. The definition of violence
- b. How people approach violence in sports.

Paragraph 2

- a. There are some sports which naturally include a little bit of violence, and this same violence would be seen as criminal act outside the context of this particular sport.
- b. All sports include violence one way or the other, and it is the duty of the players to tolerate this violence.

Paragraph 3

- a. Violence is considered to be illegitimate by players, referees or administrators although it is sometimes part of the game.
- b. While some acts of violence are seen as integral part of the game, others are more dangerous and may result in serious injury and heavy penalties.

Paragraph 4

- a. Some scholars believe that sports are a good way of disposing one's aggression.
- b. The difference between legitimate and illegitimate violence is that one is natural and the other is socially learned.

Paragraph 5

- a. The cause of violence is actually cultural values; this is obvious from the fact that the type of violence change from country to country.
- b. Although the society is an important cause of violence is sports, it is still the nature of the sports that lead to violence.

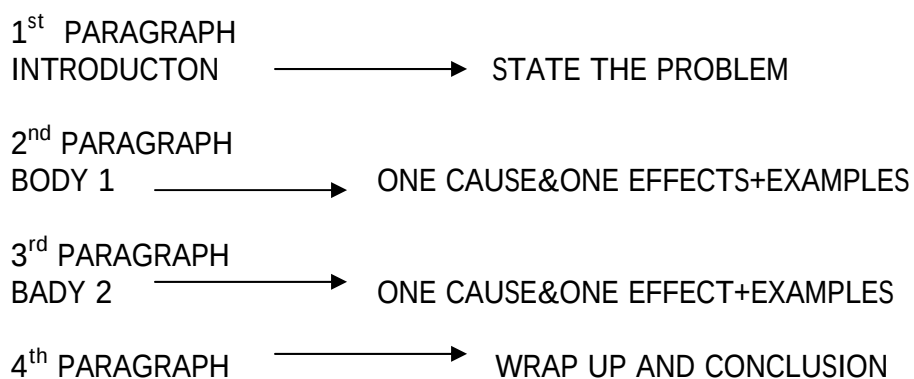
3. Decide whether the following statements are TRUE or FALSE. Write T for true and F for false.

- 1) ___ According to the passage, violence is physical or verbal assault.
- 2) ___ Behaviorist view attempts to explain violence by observable human behavior.
- 3) ___ Rugby, gridiron football, boxing, wrestling, and Asian martial are some of the sports which naturally include violence.
- 4) ___ Since the rules of sports are the same, the causes of violence also do not change from culture to culture.
- 5) ___ The text is mainly about how to reduce violence in sports.

Post-reading

1. Do you think violence in sports is justifiable? Do you think some international sports organizations such as world cup cause national hatred? Work in groups and think about what the causes of violence in football matches are in Turkey. List your ideas to discuss with other groups.

2. WRITING: A CAUSE AND EFFECT ARTICLE



Write your article here

A spiral-bound notebook with a black cover and silver spiral binding on the left side. The notebook is open to a page with horizontal ruling lines. The page is mostly blank, with a few faint lines visible. The notebook is positioned horizontally across the top of the page.

TEXT II: A short history of football**SPORTS****PRE-READING**

1. Do you know where and when football started?

2. Match these names with the pictures

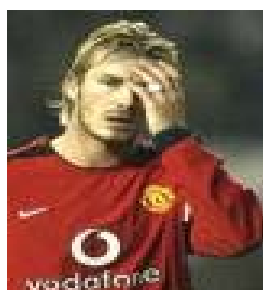
1. A referee	4. David Beckham	6. King Edward III
2. Offside	5. A foul	7. A goalkeeper
3. Roberto Carlos		



a. 1



b ...



c ...



d



e



f



g

WHILE-READING

1. Scan the text and match the numbers to what they refer to.

1) __ 50-minute	a. the length of the football game played in ancient Rome
2) __ 1365	b. the year when goalkeeper was formally distinguished
3) __ 1681	c. the year when 11-player team was standardized
4) __ 1870	d. the year when King Edward III forbade football
5) __ 1880	e. the year when football gained official sanction

A short history of football (soccer)



Sketch of an early university match

A sport similar to football was played 3000 years ago in Japan. Chinese text from 50 BC mentions football-type games between teams from Japan and China. A text dating from 611 AD confirms that football was played in Kyoto, the ancient capital of Japan.

Ancient Greeks and Romans also played a game that *resembled* football - although the Greeks *permitted* carrying of the ball. Olympic games in ancient Rome featured a 50-minute football game with twenty-seven men on a side.

The early days

How the sport *spread from* the East to Europe is not clear but England became the home of modern football. At first the game had a bad *reputation* among English royalty - possibly because of the noise the fans made - by whose *insistence* the government passed laws against it. King Edward (1307-1327) *proclaimed*, "For as much as there is a great noise in the city caused by hustling over large balls, from which many evils may arise, which God forbid, we forbid on behalf of the King, on pain of imprisonment, such game to be used in the city." In 1365 King Edward III banned football because of its excessive violence and for military reasons playing took time away from archery practice the game had become too popular to be *curtailed*. King Henry IV and Henry VIII passed laws against the sport, and Queen Elizabeth I "had football players jailed for a week, with follow-up church penance"



Laws failed to slow the popularity of football and by 1681 it received official *sanction* in England. The games were still ruff and noisy, with players hardly ever leaving the field without broken bones or even being spiked. There was no standard set for the size of teams or the field; the earliest organised games, usually bitter confrontations between teams from two or three parishes, had goals as far as 5 km (3 miles) apart. It was only by 1801 that it was (somewhat) agreed that teams should have an equal number of players and that the playing area should be about 91 metres (100 yards). Records show that Eton college drew up the first written rules of football in 1815. (The modern standardised rules are known as the Cambridge rules.)

Until the mid-1800s football rules still *varied* across regions. Team sizes ranged from 15 to 21. The 11-player team was standardised in 1870. The crossbar between two goalposts became mandatory in 1875. The goalkeeper was formally distinguished in the 1880s.

The International Football Association Board (IFAB) may possess a proud reputation as having *preserved* the foundations of the game as it enters a third

century, but there are still a few things about the way football was once played that might raise a few eyebrows...

2. Circle the correct option in the sentences below.

1. A sport similar to football was played 3000 years ago in **Japan/China**. 1
2. In ancient Olympic games a 50-minute football game was played with **15/27** people. 2
3. In England, the game was forbidden because **it caused too much noise/it was too expensive** 1
4. According to records, it was **Eton college/Football Association** that came up with the first written rules of the game. 1
5. The crossbar between goalposts became obligatory in **1875/1800**. 1
6. the game received official approval in France/England in 1681. 2

3. decide whether the following statements are true or false. Write T for true and F for false next to each statement.

- 1) ___ The popularity of football was only slowed down by laws.
- 2) ___ The sport traveled from the East to West by traders.
- 3) ___ Early football matches were very harsh and many people were injured during the game.

4. VOCABULARY: find the synonyms of the following words from the text. Use your dictionaries when you need.

1. Status _____	6. Protected _____
2. Looked like _____	7. Moved _____
3. Announced _____	8. Persistence _____
4. Approval _____	9. Limited _____
5. Allowed _____	

Post-reading

DISCUSSION

Work in groups and think about why football is so popular? Do you think it is something dangerous? What can be done to reduce hooliganism?

PRE-READING

This is an advertisement for a sports center. Do the activities below about the advertisement.

Milpitas Sports Center

1325 E. Calaveras Blvd • (408) 586-3225

Facility Hours: Monday-Thursday, 5:30 am-9:00 pm

Friday, 5:30 am-5:00 pm • Saturday, 8:00 am-1:00 pm

The Milpitas Sports Center is a full service fitness center that offers something for everyone. Our facility includes a 32-piece fitness center, 4 pools, large gym and two aerobics studios. Locker rooms and showers are available to members. New members can take part in a "Fitness Room Orientation" to learn the proper use of our Fitness Center equipment. **For the most current class descriptions and schedule, visit the Sports Center section of Parks & Recreation Services' webpage at www.ci.milpitas.ca.gov.**

Sports Center Fees

Fitness Pass (\$3.00 per visit)

or Drop-in Fee is \$5.00 per visit

# of Visits	Pass Fee	Milpitas Senior Fee**
5-Visit Pass:	\$15*	\$7.50
10-Visit Pass:	\$30*	\$15
15-Visit Pass:	\$45*	\$22.50
20-Visit Pass:	\$60*	\$30

Annual \$25 non-resident fee required.

**Senior Fee is only for Milpitas residents, ages 50 and older.

*Please Note: Participants ages 14-17 taking part in activities must be accompanied by a parent/legal guardian.

Unlimited Use Packages

Unlimited Use Packages	Res.	Res. Senior (50+)	Non-Res.
Monthly	\$50	\$25	\$55
3 months	\$150	\$75	\$165
6 months	\$250	\$125	\$275
12 months	\$450	\$225	\$495

- Unlimited Use Passes can be purchased at any time, but are non-refundable and non-transferable.
- Senior rates only apply to Milpitas residents.



Personal Fitness Training

Achieve personal goals by working with a certified Personal Trainer. A safe and effective cardiovascular, resistance and flexibility program can be designed for your personal needs. All enrollees must complete an initial 90-minute consultation. Additional sessions are 60-minutes.

Please Note:

Unauthorized Personal Training is not permitted in this facility. If you are interested in Personal Trainer services, please contact the Front Desk for information.

Drop-In Sports

\$2.00 per visit, no Fitness Pass, locker/shower or Fitness Center use. Open to participants 16+ years, except where noted.

- Table Tennis
 - Volleyball
 - Basketball (Ages 18+)
- (See page 51 for descriptions.)

Open Gym Programs

Open to participants 16+ years.

- Weight & Exercise Room
- Basketball



Fitness Classes

Open to participants 14+ years.

- Cardio Kickboxing
- Butts & Guts
- Cardio Salsa
- Feldenkrais
- Step & Tone
- Power Sculpt
- Toning Circuit
- SculptInterval
- Pilates/Ball
- Total Body Sculpting
- Fit Over 50 - Adults 50+
- Yoga (Beginning, Blissful, Gentle Hatha, & Fitness Integrated)

Aquatics

Open to participants 14+ years.

- Lap Swim
- Water Exercise
- Arthritis Foundation Aquatic Program
- Rusty Hinges
- Moms in Motion (pre-natal)

Swim instruction for drop-in programs and child care will **not** be provided. **No children allowed at pool side or sitting in Sports Center foyer while adults are using the facility.**



WHILE-READING**1. Scan the advertisement and answer the questions.**

1. Where is the sports center?
2. At what times is it open between Monday and Thursday?
3. How many pools are there in this sports center?
4. How much is the unrestricted monthly fee?

2. Answer the following questions.

1. What are the three of the general facilities offered in Milpitas?

2. How can new members get to know about the sports center?

3. How can participants between the ages of 14-17 use the center?

4. Can children take part in aquatics?

5. What should all enrollers complete before starting personal training fitness?

POST-READING**A TELEPHONE CONVERSATION**

Work in pairs. One is student A and the other is student B.

STUDENT A

Your name is Katy. You are a pregnant woman. You saw the advertisement of this sports center. You have the following questions. Call the center, introduce yourself and get information about the stated items.

- Call the sports center and introduce yourself
- Ask if they have programs for pregnant women
- Ask the price for the monthly prices
- Ask the difference between the three packages
- Ask when the center is open in weekdays
- Thank and finish the conversation.

STUDENT B

You are the receptionist of the sports center. Now a customer is going to call you and ask you some questions. Look at the advertisement and answer the questions. She is going to ask about:

- The prices
- Opening and closing hours
- If there are programs for pregnant women
- What are the differences between the three packages
- Finish the conversation

TEXT IV: GLOBAL WARMING**SPORTS****PRE-READING**

1. Match these environmental disasters to their pictures.

1. Drought
2. Flood
3. Storm
4. Twister

5. Greenhouse effect
6. Volcano
7. Earthquake
8. Avalanche



a ...



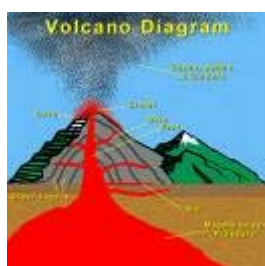
b ...



c ...



d ...



e ...



f ...



g ...



h ...

2. Which of these disasters are related to global warming? Which ones are preventable?

3. What are the causes of global warming? What can be done to prevent global warming?

WHILE-READING

Read the leaflet below and answer the questions.

Thank you for your support

From time to time we will send you more climate-saving ideas together with news about Operation Noah.

If you prefer not to receive this information, please tick here: ☐

Please tell us how you got this leaflet:

It costs up to £20 to get another church or community group on board Operation Noah. Please consider enclosing a donation, payable to Christian Ecology Link. Taxpayers, if you have donated over £10, please sign this Gift Aid declaration:

I want Christian Ecology Link to treat all payments I have made since 6th April 2000, and all donations I make from the date of this declaration until I notify you otherwise, as Gift Aid donations. I understand that I must pay an amount of Income Tax or Capital Gains Tax at least equal to the tax CEL retains on my donations in the Tax Year (currently 28 pence for each £1 you donate).

Signed:

Date:

Operation Noah
FREEPOST SE8672
9 Nuthatch Drive
Earley
Reading
RG6 5ZZ

No stamp
required
but if you
will save
us money

Clean energy - the choice is yours

Many companies now supply cleaner electricity through the National Grid. If you switch to one of the products listed below, the supplier will make a donation to Operation Noah. This will give more people a chance to "build the Ark".

When you call to switch to clean electricity, remember to say that **Operation Noah** is the source of your enquiry.

Green Energy 10 generally costs no more than your existing supplier. A tenth of the electricity comes from renewable sources such as wind, hydro and solar power. Call 0845 456 9550 and mention "Operation Noah".

Green Energy 100 comes entirely from the renewable sources just mentioned. Call Green Energy on 0845 456 9550 and mention "Operation Noah".

unit[e] supplies the greenest electricity available in the UK from small hydro, wind and solar installations. Call 0845 1640 and mention "Operation Noah".

You may find Green Energy 100 and unit[e] slightly more expensive than your existing fossil fuel based electricity. However, the choice is yours. An impartial list of clean energy suppliers is available from your Operation Noah contact or at www.greenelectricity.org

For more information:

- Visit www.christian-ecology.org.uk/noah
- Call 01949 861516
- E-mail: noah@christian-ecology.org.uk

Operation Noah is a project of:
 **CHRISTIAN ECOLOGY LINK**
Registered Charity No. 28774

In association with:
 **green energy uk**



Climate change

The future is in your hands



Come on board, and
create a climate of justice
for the poor and future
generations

We're all in the same boat

The world is experiencing an upsurge in flooding, drought and damaging storms.

It is caused mainly by industrialised countries burning oil, coal and gas. This creates carbon dioxide, which traps heat from the sun.

People in the UK contribute as much as 50 times more to this climate change than those in the poorest countries.

But it is the poor who will feel its worst effects. By 2050, rising sea levels, severe weather and crop failures could create 150 million refugees.

Even in the UK, 5 million people are at risk from increased flood and storm damage.

However no plan exists which will protect the climate and the life which depends on it. Greenhouse gas emissions are continuing to escalate, when we could be using energy more efficiently and harnessing safer sources.

Governments and industry will only act if voters and consumers show they care.

You have the power to do just that, in three easy steps.

The government must implement the recommendations of the Royal Commission on Environmental Pollution. By 2050 the UK must cut its emissions by 60% - or even more.

And all countries, rich and poor, should have an equal entitlement per person to create emissions.

This policy is known internationally as 'contraction and convergence'.

With investment in renewable sources of energy, it will help secure a decent quality of life for everyone, today and in centuries to come.

Don't just rock the boat...

Let's build the ark!

1 Sign the Climate Covenant

Please sign the card and give anyone else you live with the chance to sign it. Detach it and post it back to us (no stamp needed). We will deliver your plea to the government as they prepare for the next climate summit.

2 Take action yourself

You can save tonnes of greenhouse gas each year simply by converting to electricity from renewable sources (see reverse for more information). We will send you other ideas about how you can reduce greenhouse gas emissions when we receive your Climate Covenant.

3 Spread the word

Help more people on board - we will send you some ideas on how you can do this. You can also download our free 'Ark in a Box' campaign pack from www.christian-ecology.org.uk/noah. And you can help others 'build the Ark' by making a donation.

The Climate Covenant

"World leaders must act to avert dangerous climate change, and give everyone fair access to energy in a sustainable world economy.

We ask the UK government to lead negotiations.

We will take action personally to reduce greenhouse gas emissions."



Signed:

Name (s):

Address:

Town:

Postcode:

Date:

e-mail:

(Your e-mail address will save us the cost of posting your acknowledgement)

1. Circle the best option for the following sentences.

1. The leaflet is about; a. Climates of the world b. Global warming c. Children and climate	3. Those who will be most affected are; a. Everyone b. Poor people c. Children
2. The world is suffering from increases in; a. Floods b. Population c. Industrialized countries	4. The increase in environmental disasters is mostly caused by; a. Industrialized countries b. Poor countries c. Developing countries

2. Answer the following questions according to the leaflet?

- 1.** According to the leaflet what causes global warming? _____
- 2.** What is predicted to happen in 2050? _____
- 3.** According to the leaflet what can one do to join the campaign? _____
- 4.** How can we save tones of greenhouse gas every year? _____
- 5.** What is to be done with the card? _____

POST-READING

Discussion

Work in groups. Each group takes the role of different professions. Your teacher will assign you with the profession. Talk with your group members about global warming and write down what this group of profession can do to protect the world. For example, politicians can pass laws to protect the environment.



WRITING: what causes global warming?

Work in groups. Find three causes of global warming. Write a short essay.

TEXT V: WORLD CUP**SPORTS****PRE-READING**

1. Do you know where and when world cup started? How many times has it been done so far?

2. Which of the following countries won the gold medal?

☐ Turkey	☐ Germany
☐ Brazil	☐ Italy
☐ France	☐ Spain
☐ Korea	☐ England
☐ Japan	☐ Portugal
☐ Uruguay	☐ Switzerland
☐ Argentina	

WHILE-READING

Read the following text and do the activities below

History of the FIFA World Cup



© 1974 FIFA™

No other sporting event captures the world's imagination like the FIFA World Cup. Ever since the first tentative competition in Uruguay in 1930, FIFA's (Fédération Internationale de Football Association) flagship has constantly grown in popularity and prestige.



A group of visionary French football administrators, led in the 1920s by the innovative Jules Rimet, are credited with the original idea of bringing the world's strongest national football teams together to compete for the title of World Champions. The original gold trophy bore Jules Rimet's name and was contested three times in the 1930s, before the Second World War put a 12-year stop to the competition.

When it resumed, the FIFA World Cup rapidly advanced to its undisputed status as the greatest single sporting event of the modern world. Held since 1958 alternately in Europe and the Americas, the World Cup broke new ground with the Executive Committee's decision in May 1996 to select Korea and Japan as co-hosts for the 2002 edition.



Since 1930, the 16 tournaments have seen only seven different winners. However, the FIFA World Cup has also been punctuated by dramatic upsets that have helped create footballing history - the United States defeating England in 1950, North Korea's defeat of Italy in 1966, Cameroon's emergence in the 1980s and their opening match defeat of the Argentinean cup-holders in 1990....



Today, the FIFA World Cup holds the entire global public under its spell. An accumulated audience of over 37 billion people watched the France 98 tournament, including approximately 1.3 billion for the final alone, while over 2.7 million people flocked to watch the 64 matches in the French stadium.

After all these years and so many changes, however, the main focus of the FIFA World Cup remains the same - the glistening golden trophy, which is the embodiment of every footballer's ambition.

World Cup Summaries- updated

Year	Champion	Runner-Up	Result	3rd Place	Host
1930	Uruguay	Argentina	4-2	United States	Uruguay
1934	Italy	Czechoslovakia	2-1 (ot)	Germany	Italy
1938	Italy	Hungary	4-2	Brazil	France
1950	Uruguay	Brazil	2-1	Sweden	Brazil
1954	West Germany	Hungary	3-2	Austria	Switzerland
1958	Brazil	Sweden	5-2	France	Sweden
1962	Brazil	Czechoslovakia	3-1	Chile	Chile
1966	England	West Germany	4-2 (ot)	Portugal	England
1970	Brazil	Italy	4-1	West Germany	Mexico
1974	West Germany	Holland	2-1	Poland	West Germany
1978	Argentina	Holland	3-1 (ot)	Brazil	Argentina
1982	Italy	West Germany	3-1	Poland	Spain
1986	Argentina	West Germany	3-2	France	Mexico
1990	West Germany	Argentina	1-0	Italy	Italy
1994	Brazil	Italy	0-0 (3:2 pk)	Sweden	United States
1998	France	Brazil	3-0	Croatia	France
2002	Brazil	Germany	2-0	Turkey	Korea / Japan
2006	Italy	France	1-1 (5-4 pk)	Germany	Germany

Team Records

Brazil holds the most World Cup championships with five, Italy is in second with four titles and West Germany/Germany holds third with three World Cup titles. Hungary has tallied the most goals in a single World Cup when they scored 27 in **1954**. In the **1954 World Cup** Austria beat Switzerland 7-5 for the most goals (12) combined in a World Cup match. Hungary beat El Salvador in **1982**, 10-1 for the highest goal differential in a World Cup match (Hungary is also the only team to score 10 or more goals in a World Cup).

Individual Records

Gerard Muller is the top scorer in World Cup history with 14 goals. Salenko of Russia scored 5 goals in a match during the **1994 World Cup**. Guillermo Stabile of Argentina was the first player to ever record a hat trick (**1930 World Cup**). Hakan Sukur of Turkey scored the fastest goal in World Cup history in **2002** when he scored 11 seconds into the match against South Korea. Lothar Matthaus of Germany / West Germany has the most appearances by a player in the World Cup with 25. Norman Whiteside of Northern Ireland was the youngest player (17 years old) to ever step on the field in World Cup (**1982**). Pelé of Brazil was also the youngest player to score in a World Cup (**1958**) match. **Pelé** also was the youngest player to ever win a World Cup (**1958**). Roger Milla of Cameroon was the oldest (42 years, 39 days) player to play in a World Cup (**1994**). Milla also scored a goal in that match against Russia. The first player to ever be ejected from a World Cup match was Galindo of Peru in **1930**.

World Cup Records

The **1994 World Cup** held in the United States had the highest average attendance with over 68,990 for each match. The **1950 World Cup** Final (Uruguay vs. Brazil) had over 174,000 spectators for the largest number of spectators to watch a single game. While this match did determine the winner of the World Cup that year, it was not a "true final", as there was a second round of group play and the top placed team, Uruguay, was the cup winner! The **1970 World Cup** Final at Azteca Stadium in Mexico City had the highest Final attendance with 107,412 spectators attending the game. The **1954 World Cup** held in Switzerland holds the highest average for goals per game 5.38 (140 goals in 26 matches).

http://www.soccerhall.org/history/World_Cup_History.htm

1. Read the text quickly and answer the following questions

- 1) How many tournaments have been done since 1930? _____
- 2) How many different winners have been seen since 1930? _____
- 3) How many people watched the France 98 tournament? _____
- 4) How many times has Brazil won the trophy? _____
- 5) Which is the only country that scored 10 or more goals in a single match? _____
- 6) Who is the top scorer in the history of World cup? _____
- 7) Which country scored the fastest goal in the history of World cup? _____
- 8) Who was the youngest player? And how old was he? _____
- 9) Which world cup final had the highest average of attendance? _____
- 10) What is the largest number of viewers that watched a single match? _____

2. Answer the following comprehension questions according to the text.

- 1) Who are believed to have come up with the idea of having a world cup?

- 2) How did the Second World War affect the world cup?

- 3) Why was the Executive Committee's decision in May 1996 important?

POST-READING

Do you think the tournament can be done in Turkey? What must be done to host the tournament properly? Discuss with your classmates.

PRE-READING



WHILE-READING

Read the text and do activities below

What is Yoga?

Yoga is a spiritual science of self-realisation. It comes from India and goes back over five thousand of years. The Indian sage Pantajali, in his Yoga sutras defines yoga as the control of the activities of the mind. Yoga methods encompass the entire field of our existence, from the physical, emotional and mental to the spiritual. Its methods include ethical disciplines, physical postures, breath control, as well as meditation.

Classical yoga as defined by Patanjali is an 8 stages process of spiritual development (the eight limbs of yoga). The first two stages are ethical disciplines (Yamas and Nyamas). Then come postures (Asanas in Sanskrit) and breathing exercises (Pranayama). The last four limbs are meditative stages: control of the sense (Prathyara), concentration (Dharana), meditation (Dhyana) and enlightenment (Samadhi).

Yoga has become a very common term in the Western world today, and yoga classes can be found in virtually every town. Most Westerners identify yoga with hatha yoga.

Hatha yoga seeks to promote health and well-being through physical exercise. The regular practice of asanas, and breathing exercises (pranayama), makes the body strong, supple and healthy. It has a profound effect on the circulation and on the functioning of the inner organs, glands and nerves, keeping all systems in radiant health and leading to greater energy, better concentration, and a happier, more fulfilling life. Many common physical ailments can also be improved through the

1. Do you know what yoga is? Where did it start? Why do people practice it? What are its benefits?
2. Scan the text and answer the questions.
 - a. Where does yoga come from?
 - b. How many stages does classical yoga have?

regular practice of yoga, and it is never too late or too early in life to take it up. Anyone can practice yoga.

http://www.yogaholidays.net/what_is.html

Yoga Benefits

The benefits of Yoga are numerous. In terms of energy Yoga is like a universe in itself. Some of the important Yoga benefits include anti-ageing, balance and flexibility of body, increase in knowledge and wealth, improvement in mental health and development of personal and social values. This is not the end of story; Yoga also helps in improving strength, sexual life and reducing weight. Yoga makes you feel good. Yoga is relaxing. It's energizing. It's strengthening.



Healing benefits of Yoga are so great that you feel better at the end of every Yoga session than before you began and life runs effortlessly when you keep up a steady discipline than when you don't. Yoga enhances your understanding of life. Yoga changes an individual's perspective about life. After coming in the fold of Yoga a person finds himself taking up a broader view of life. Yoga helps a person to know who he is, how life works, who is God and so on. One starts looking at things differently, with less confusion. It helps in more peace of mind, better health, more keenness for life, and an ever-growing sense of internal well-being.

As one practices Yoga, positive effects of Yoga begin to show. The sense of feeling good envelops around the individual. This feeling is so natural and so genuine that it goes entirely in an individual's life. In this way it helps clarify deepest cravings, motivations and aspirations, thereby restoring confidence, hope, meaning and rationale to life. We all like feeling good, peace of mind, being joyful, peaceful, animated and calm. There can't be two opinions about this. But the sad part is that most of us know that we are not feeling as good as we should.

The driving force of yoga is aimed at the monumental, life-changing discovery of who and what you actually are. This is precisely how yoga works, how it makes you feel good. Yoga helps you experience the truth. The truth- which, you discover is goodness. The implications of knowing the truth is massive. Thus Yoga gives you the strength to unravel the truth with which you will begin to live with security, confidence and inner psychological peace. Such great are the benefits and properties of Yoga. Yoga changes your life.

<http://yoga.iloveindia.com/yoga-benefits/index.html>

1. Answer the following comprehension questions

- 1) What is yoga?

- 2) What are the fields of existence that are covered by yoga?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
- 3) What do the methods of yoga include?

- 4) What is the status of yoga in the West?

- 5) What does Hatha yoga do?

- 6) What are the two benefits of Hatha yoga?
 - a. _____
 - b. _____

2. Circle the best option(s) in the following questions.

1. The text is

- a) mainly in favor of yoga
- b) neutral
- c) mainly opposes yoga

2. The text might have been written by;

- a) A person who practiced yoga and enjoyed it.
- b) A person who is not actually very interested in yoga
- c) A yoga trainer
- d) Someone who wants people to take up yoga
- e) Someone who is neutral towards yoga
- f) Someone who has done a lot of research on yoga
- g) Someone who has dedicated his or her life to yoga

3. How did you feel after reading the text?

- a) Eager to do yoga
- b) Lost your interest in yoga
- c) Got a good view of yoga
- d) Thought that it is biased

4. According to the text;

- a) Yoga is the only meaning of life.
- b) Yoga does not have healing benefits
- c) Yoga broadens your perspective about life
- d) Yoga can at times be confusing
- e) Yoga is the ultimate guide in the discovery of the truth.
- f) Yoga delays ageing
- g) Yoga is a life-changing discovery of oneself
- h) Yoga gives you hope and confidence
- i) Yoga doesn't help you lose weight
- j) Yoga is not actually a tool to make your body flexible.

POST-READING

Talk about the text. What was it about?

Do you agree with the ideas in the text in terms of yoga benefits?

TEXT VII: REIKI AND SEKHEM

UNIT 5

PRE-READING

1. Have you heard of "reiki" and "sekhem"? What are they? Have you tried any of them before?

2. Use your dictionaries and match the following words with their definitions. There is one extra definition.

- 1. __ Stimulate
- 2. __ Immune system
- 3. __ Inflammation
- 4. __ Align

- a. to stop something
- b. the various cells and tissues in the body which make it able to protect itself against infection
- c. to encourage something to grow, develop or become active:
- d. a red, painful and often swollen area in or on a part of your body
- e. to put two or more things into a straight line

Sekhem®

is a vibration energy system developed by Helen Belot, Sekhem Master Teacher in Australia.

It is a channeled energy healing and it differs from other hands-on healing in that it is a complete energy system which is forever evolving. It addresses the subtle aspects of cause, releasing even deeply held thought forms in the etheric body, which if not acknowledged and released would ultimately create symptoms of dis-ease and blockage in the physical form and also in the subtle bodies, even to soul level. Every molecule and cell is affected in a cleansing, balancing manner by Sekhem®. In a Sekhem session, your energy is being renewed, balanced, aligned and strengthened. Apart from a light touch on your feet, knees, hands, head and shoulders, the practitioner's hands are over the body. Words are inadequate to describe this beautiful, loving energy.

Learn to channel Sekhem® energy

Sekhem® is taught in three levels, with one initiation at each level. Each course takes two full days of teaching with three months between each level to practice and deepen the experience. Masters levels may be applied for in writing if you wish to teach. Sekhem® vibrational healing energy will nourish your awareness, energy, control and coping with stress, when regularly practiced.

Reiki

(Pronounced ray-key)

Is a simple and safe method of hands-on healing based on the application of universal energy.

It is a deeply relaxing and comforting therapy which stimulates the immune system. Reiki can reduce stress, pain and inflammation and in our busy stressful lives it is a wonderful means of relaxation with one hour of Reiki being equivalent of three to four hours sleep.

Reiki classes

Learn to channel Reiki for yourself. Reiki is taught in two levels. One full day teaching for each level.

Experience Sekhem® and Reiki

new

A half-day session to explore the healing powers of Sekhem® and Reiki.



This new half-day session is aimed at those who wish to become healers themselves. The powers of Reiki and Sekhem are experienced by the participant, each experience is followed by a constructive discussion.



Lorna Firth DHP DPLT MMHPC GHR
Endorsed Master Teacher with the
Helen Belot Sekhem® Association/Reiki
Master/Teacher

The gentle way
to healing with
Psychotherapy/
Hypnotherapy
and Sekhem®

Tel: 00357 26934319
Mob: 00357 99479426
lfirth@cytanet.com.cy
www.hypno-sekhem.com

WHILE-READING

1. Scan the leaflet below and tick the items that are mentioned on the leaflet.

- ☐ The definition of reiki
- ☐ The definition of sekhem
- ☐ The name of the master teacher of reiki
- ☐ The history of reiki
- ☐ The phone number of the center
- ☐ A short biography of the master teacher
- ☐ The address of the center
- ☐ The advantages of reiki
- ☐ Information on how to pronounce reiki

2. Answer the following questions.

1) What is sekhem?

2) What is the difference between sekhem and other hands-on healing?

3) What happens at every stage of in a sekhem session?

4) In how many levels is sekhem taught?

5) What is reiki?

6) How does reiki help people?

Think about this unit, and fill out the following form to evaluate yourself.

The European Language Portfolio Check	☺	☹	☹	⌚	💡
I have put new items in my portfolio.					
The item is a/an.....					
I have checked and exchanged my written works.					
Skills Check	☺	☹	☹	⌚	💡
I have learned how to skim.					
I have learned how to scan.					
...					
Vocabulary Check	☺	☹	☹	⌚	💡
I have learned enough vocabulary in this unit.					
The number of words I have learned:	7+	5-6	3-4	1-2	0
I have learned the following words in this unit:					
Definitions or Synonyms of the Learned Words					
Structural or Topical Check	☺	☹	☹	⌚	💡
I have fully learned the main grammatical structure.					
I liked the main subject of this unit.					
...					
Text Check	1	2	3	4	More
I studied ... different types of texts.					
These text types are ...					
Key to the Symbols					
☺ Yes		☹ Average		☹ No	
⌚ I need more time to study on this.			💡 I have no idea.		



UNIT 6

LOVE & MARRIAGE



MAIN AIMS

In this unit you are going to learn how to;

- ▣ Scan longer texts in order to locate specific factual information.
- ▣ Find information in different parts of a longer text.
- ▣ Scan longer texts in my field in order to locate desired information and also to gather information from different texts or parts of a text in order to complete a specific task.
- ▣ Find information in different parts of a longer text.
- ▣ recognize the main arguments in a text.
- ▣ understand the main points in short

SUBSIDIARY AIMS

In this unit, you are going to learn;

- ▣ Different marriage traditions
- ▣ Your horoscope
- ▣ How different people approach marriage
- ▣ How couples in different parts of the world share daily chores.

"Love is an ideal thing, marriage a real thing." – Goethe

INTRODUCTION

FAMOUS COUPLES

1. Match the names with the pictures and write the appropriate names for each picture.

☐ Fred Flinstone
☐ Prince Phillip
☐ Anthony
☐ Superman
☐ Tarzan

☐ Wilma
☐ Queen Elizabeth
☐ Cleopatra
☐ Lois Lane
☐ Jane



A



B



C



D



E



1



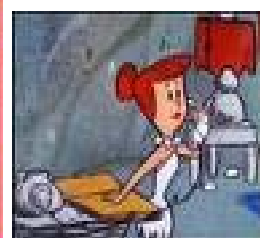
2



3



4



5

2. Match the couples, for example; A-5

2. 4.
 3. 5.

3. Match the descriptions with the couples.

- 1) This couple has mythological value (....)
- 2) These two couples are well-known from cartoons (....)
- 3) This couple belongs to the royal family of a country (....)
- 4) This couple live in the jungle. (..)

4. Listen to the song and fill in the blanks in the song with the following words.

- ☐ thunder
- ☐ tender
- ☐ lady
- ☐ feeling
- ☐ side
- ☐ heart
- ☐ frightened

**The Power of Love by
Celine Dion**

The whispers in the morning
Of lovers sleeping tight
Are rolling by like _____ (1) now
As I look in your eyes

I hold on to your body
And feel each move you make
Your voice is warm and _____
(2)
A love that I could not forsake

(first chorus)
'Cause I am your _____ (3)
And you are my man
Whenever you reach for me
I'll do all that I can

Lost is how I'm _____ (4) lying in
your arms
When the world outside's too
much to take
That all ends when I'm with you

Even though there may be times
It seems I'm far away
Never _____ (5) where I am
'Cause I am always by your
_____ (6)

We're heading for something
Somewhere I've never been
Sometimes I am frightened
But I'm ready to learn

Of the power of love

The sound of your _____ (7)
beating
Made it clear
Suddenly the feeling that I can't go on
Is light years away

the power of love

the power of love

sometimes I am _____ (8)
but I'm ready to learn
Of the power of love

the power of love

as I look into your eyes
the power of love

**5. Answer the following questions
according to the song**

1. Where does the singer find the power of love? (in his eyes)
2. What is the singer ready to do? (learn the power of love)

6. Discuss the following questions.

1. What do you think love is?
2. Why do you think people marry?
3. Do you think marriage is necessary?
4. Do you think men and women have to perform different roles in marriages?
5. How does society affect people about marriage?
6. What do you personally expect from marriage?

TEXT 1: WEDDING TRADITIONS AROUND THE WORLD

LOVE & MARRIAGE



PRE-READING

1. Match the words about marriage with their pictures. There is one extra picture.



- 1) A BRIDE
- 2) A (BRIDE) GROOM
- 3) WEDDING RING
- 4) WEDDING CAKE

- 5) INVITATION
- 6) WEDDING FLOWERS
- 7) WEDDING CART

a. ...



b. ...



c. ...



d. ...



e. ...



f. ...



g. ...



h. ...



2. How do people get married in your country? What are some of the interesting wedding traditions?

WHILE-READING

1. Scan the following text and tick which of the following countries are mentioned in the text.

- ☐ Middle East
- ☐ Egypt
- ☐ Mexico
- ☐ Spain
- ☐ Sweden

- ☐ Irish
- ☐ Philippines
- ☐ Turkey
- ☐ Venezuela
- ☐ The United States

WEDDING TRADITIONS



All through history there have been similarities in the wedding traditions and marriage customs of people from all over the world, but each nationality of people seems to have their own little way to go about the union of a man and woman too. The one thing that all wedding ceremonies seem to have in common is the commitment of love and devotion for all time and eternity during a public ceremony.

Everyone at a wedding hopes for a productive and happy union between the wedding couple. Wedding traditions are usually a way of showing signs of this hope for ultimate happiness. Some of these traditions are very interesting.



In Turkey, when a girl gets married, all her female friends write their names inside her bridal shoes. After the wedding ceremony, if someone's name has been rubbed off and can not be read anymore, it means this person is going to get married next.

In the United States a favorite tradition is the best man to auction the garter instead of tossing it. The best man carries a hat around the reception site and the guests put dollar bills in it. Someone acts as auctioneer to count the money, and after a specified time has elapsed, the best man gives the garter to the last person to put money in the hat.

In Sweden, the traditional bride will end up wearing three rings by the end of the wedding ceremony. The first is the engagement ring that she entered the ceremony with. The second, the wedding band, is added to the first. A final band, however, is added as well. This band is known as the 'motherhood' band. This is said to indicate the hope that marriage is about more than just love, it is about building a family.

Wedding traditions in the Philippines include the Pandango, a dance which can last for hours. During the Pandango, guests pin money to the bride's dress to pay for their honeymoon.

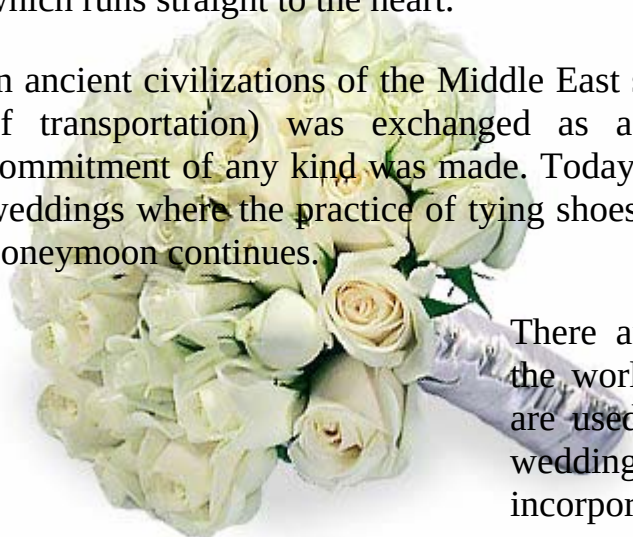


A traditional Irish bride may wear a blue wedding dress - believing blue to be a lucky color. English lavender is often mixed with her wedding flower. It is traditional for the bride to braid her hair - as it is considered a sacred way to preserve one's feminine power and brings luck to the newlywed couple.

In Mexico wedding tradition dictates that a white ribbon or rosary be placed around the necks of the newlywed couple, symbolizing the joining of the two souls.

A wedding tradition in Egypt - just before the marriage vows are spoken - there is a musical wedding march called the Zaffa. There is traditional Egyptian music, belly dancers, drums horns and performers with flaming swords. Many Egyptians believed that the ring finger has the "vein amoris", the vein of love, which runs straight to the heart.

In ancient civilizations of the Middle East sandals (walking was the main mode of transportation) was exchanged as a sign of good faith whenever a commitment of any kind was made. Today, that tradition has died off in all but weddings where the practice of tying shoes to the bumper of the bridal couple's honeymoon continues.



There are many wedding traditions around the world which may differ from what you are used to, but if you are about to plan a wedding you may find it interesting to incorporate some of these traditions in your own wedding.

<http://ezinearticles.com/?Wedding-Traditions-Of-The-World&id=512659>

Anton & Jo

1. Listen to the text and decide whether the following statements are true or false. Write T for true and write F for false next to the sentences.

1. ___ Wedding traditions are signs of differences in cultures.
2. ___ Throughout the history marriages have always been different.
3. ___ In all marriages, it is common to wish happiness and love for a lifetime.
4. ___ In ancient times in the Middle East, shoes were exchanged as a sign of faith in marriages.



2. match the following traditions with the names of countries.

1. _____ Females write their names under bridal shoes.
2. _____ In this country there are drums, horns, performers and belly dancers besides traditional music.
3. _____ In this country the couple wears a white ribbon or rosary.
4. _____ The bride wears a blue dress
5. _____ The ceremony in this country includes a dance which lasts for hours.
6. _____ The bride wear three rings during the ceremony.
7. _____ The bride wears a band that symbolizes motherhood.
8. _____ The best man carries a hat for the guests to put money in.
9. _____ In this country a wedding march called Zaffa is played.

POST-READING

1. If you were getting married, which of these traditions would you like to incorporate in your wedding ceremony?
2. Talk about the traditions in your own country write a short paragraph about them.

PRE-READING

1. Do you know your horoscope? Do you read your horoscope from time to time? What kind of information can we find in them? Money/ love/ Relations? Do you believe them?

WHILE-READING

Here are your horoscopes for this week. Read them and answer the questions below.

Real people magazine, November 2006.

Your stars

Horoscopes for the week of 16-22 November

by Jenny Blume



ARIES
21 March-20 April
Touchy-feely stars are never easy for rams, and this week will be no different. Deep feelings are being unlocked and a difficult situation may prompt some serious soul-searching. But as the moon moves into social Libra on Friday, conversations will flow freely – as will the wine – so why not pour your heart out to someone you trust?



LEO
24 July-23 August
Your happiness quota is rising, Leo. For some lucky lions, a win or a gift may be heading your way. Women are particularly helpful right now, and a fun time on Friday should lift your spirits. Don't be surprised to hear some exciting baby or engagement news – it's all happening this week! Singles, look out for a romantic man on the loose...



SAGITTARIUS
23 November-21 December
Bring out the bubbly: celebrations are in order as Venus enters Sagittarius. Not only will the invitations flow, but your mood should receive a wonderful lift. And by Friday week, the good vibes will strengthen. Let your hair down and plan something special – maybe even a trip away. Expect good news on the work front for you or your partner, too.



TAURUS
21 April-21 May
Queen's classic, I Want To Break Free, should be your theme song. Something you want is edging closer, but delays could prove frustrating. Be patient, Taureans, for Monday's new moon should jolt things into action, kick-starting a whole new phase. Ideas will flow thick and fast: one flash of inspiration may even border on the psychic.



VIRGO
24 August-23 September
Forget about scratching the surface – bring out the shovels! This week's intense stars should help you get to the bottom of something murky, and in the end your persistence should pay off. On the finance front, good news – or a big purchase – around Thursday could be cause for celebration. Cheers!



CAPRICORN
22 December-20 January
Spooky, but your hunches might be weirdly spot-on. Sometimes it's best to leave logic alone and trust your instincts. A health matter may progress well this week when you unearth some interesting information. Singles, look out for a bronzed Mr Outdoors who travels or moves around a lot. He could be the man you've been looking for!



GEMINI
22 May-21 June
Watch out, Gemini, your indulgent streak is about to surface. As Venus and Jupiter merge, your senses will demand to be satisfied. If recent tensions have taken their toll, give yourself a night off and get out with the girls. Better yet, take advantage of the romantic Libran moon shining down on Friday by planning a hot date.



LIBRA
24 September-23 October
Good-time Venus is about to flip your social switch. Expect the phone to ring hot over the next two months. Trips out of town are also on the cards. Animals will tug at your heartstrings and bring out your big-hearted side. With your confidence and community spirit both climbing, it may also be time to plan a local get-together.



AQUARIUS
21 January-19 February
Let the good times roll, Aquarius! As fun-loving Venus activates your friendship zone, old friends may reappear. A new friendship may develop, and don't be surprised if it feels as if you've known them before. On the love front, don't worry if things seem to be progressing slowly. Let friendship grow and see how compatible you really are.



CANCER
22 June-23 July
Sorting fact from fiction could prove challenging this week. With so many planets gathering in Scorpio, someone near you may be keeping a big secret. The kids might have been hiding something, or it may be a man who is pulling the wool over your eyes. The good news is that communication will improve dramatically after Saturday.



SCORPIO
24 October-22 November
Someone's irresponsible streak may test your Scorpion patience. Strong feelings are likely to interfere with logical thinking this week, so watch out for silly mistakes or some underhanded behaviour... especially from the kids or a boyfriend. For many, nesting instincts are strengthening this month: focus may shift firmly onto the home.



PISCES
20 February-20 March
Pisces, you're evolving. As your interest in human nature gains strength, you will want to understand how people really tick. Someone may need to open up about a past hurt, so let your inner agony aunt emerge! Neptune is creating a haze around finances, so be cautious. Hidden costs could prove shocking: sleep on any big decisions.



Illustrations: Susy Boyer

A. Circle the correct word according to the horoscopes.

1. Libras should expect (a) **money/telephone call**.
2. For Pisces, Neptune is creating a difficult situation for **money/love**.
3. Scorpios logical thinking is likely to be affected by their **strong feelings/love matters**.
4. Gemini, give yourself a **week/night** off.
5. **Good/bad** news is waiting for Virgo.
6. Taurus, you should be **patient/ready** for Monday moon to kick-start things.

B. For which one there is advice for;

1. A difficult situation
2. To have a night off
3. Silly mistakes
4. To be careful about money
5. A phone call
6. Good news about money
7. A wonderful mood lift
8. Friends
9. to trust more on feelings rather than logic

C. Try to explain the following phrases by using your dictionaries.

- ➔ Touchy-feely stars (aries)
- ➔ To pour one's heart out (aries)
- ➔ To lift spirits (leo)
- ➔ On the loose (leo)
- ➔ A get-together (libra)
- ➔ Agony aunt (pisces)

POST-READING: WRITING

1. Look at the cues below and choose three of the horoscopes and write the following week's horoscopes. The key is given below. Write your ideas here.



KEY

1 difficult / horrible week ?	6 have fun
2 exciting / pleasant / good week !	7 have problems with your health
3 receive a letter/letters	8 meet an interesting person
4 get an invitation	9 argue with someone
5 go on a short trip	10 get a lot of money

TEXT III: IS MARRIAGE RATIONAL?**LOVE & MARRIAGE****Pre-reading**

Discuss the following questions with a partner.

- 1) What is the difference between affection, love, passion and infatuation?
- 2) What are the secrets of long-lasting loving relationships such as marriage?
- 3) Why do you think divorce rate is rising in some countries?
- 4) Should people of the same sex be permitted to get married? Why/not?
- 5) What is the difference between a wedding and a marriage?
- 6) What does St. Valentine's Day mean to you? Do you celebrate it? If so, how?
- 7) Do you think marriage is a dying institution?
- 8) What are the differences between marriages in the past and in the present?

2. Look at the picture on the left and predict what the text is going to be about.

3. Use your dictionaries and match the following words with the definitions and write them in the blanks provided.

cynical	ritual	sanctify	sham
to afflict	contradiction	justification	

1. _____ : a good reason or explanation for something
2. _____ : To make people suffer.
3. _____ : to make an event or place holy
4. _____ : opposition.
5. _____ : a set of fixed actions and sometimes words performed regularly, especially as part of a ceremony:
6. _____ : believing that people are only interested in themselves and are not sincere.
7. _____ : something which is not what it seems to be and is intended to deceive people, or someone who pretends to be something they are not.

WHILE-READING

A. Scan the text and answer the following questions

1. What did the writer do in 1983? _____.
2. Who is the New Yorker? _____.



Is Marriage Rational?

By G. Pascal Zachary, AlterNet

Posted on August 22, 2006, Printed on January 18, 2007

<http://www.alternet.org/story/40327/>

Back in 1983, I sold my own wedding. My mother, a lifelong New Yorker, refused to make a trip to California, so in exchange for moving the location of my wedding to Long Island, I received from her a tidy cash payment.

At the time, I found nothing strange about selling my wedding because I was deeply cynical about marriage as an institution. As a child of the '60s counter-culture, I equated marriage with the Vietnam War -- some sham ceremonial act, that actually had nothing to do with mental health, romance or commitment, but was rather one more way that mass society sought to colonize our minds.

I am not kidding, and, believe me, I wasn't alone. Back in the day, most of my friends saw marriage as a strange ritual, full of contradictions. Marriages were stultifying, burdened by adultery and inequality. They were invitations to divorce. Of course, as the idealistic 1970s gave way to the pragmatic Reagan years, some of my best friends also got married, though like me with the stipulation, "I don't need the government to sanctify my relationship."

In the context of my own cynicism about marriage, the current fervent pursuit of the right to marriage by gays and lesbians is perplexing. But equally perplexing is the defense of heterosexual-only marriage by judges and religious conservatives. In the debate over who can marry, both sides imbue the institution of marriage with sanctity and an importance that it neither deserves nor possesses.

I don't say this simply because I had the most painful divorce in human history. Certainly, failed marriages are no justification for the end of marriage itself. Even I remarried, three years ago, though once again cynically, in order to help my new life partner gain permanent residency in the United States. There are unquestionably practical benefits to marrying. That's why I'm in favor of gay marriage as a legal matter. But in favoring a more liberal criteria for marriage, I worry that we lose sight of the wider and weirder problem of permitting government to validate our most personal social partnerships.

During my lifetime, many good people expended much effort trying to stop the government from lording over the private lives of romantic partners. When I was 12

years old, for instance, a court struck down the ban on blacks and whites marrying. In my 20s, laws against homosexual sex began to collapse. The whole trend seemed downright sane: Get the government out of the bedroom.

By my later 30s, in the 1990s, the privileged status of marriage as an institution had nearly vanished. Employers and government, meanwhile, began to recognize "domestic partnerships," handing out equivalent benefits to couples who claimed to have the same sort of binding commitment and mutual regard as husbands and wives. Later, these same benefits were extended to same-sex partners, and for good reason. Gay couples deserve the same effective legal protections and benefits as straight ones, married or not.

All these changes highlighted the essential arbitrariness of marriage, undermining fatally the claims that romantic partnerships must be endorsed by God in order to qualify as moral or legal. The government accepted that marriage was purely civil and subject to the same rules of procedure as any other. Of course, the implications of this principle have delivered us to our present conundrum. If we do not exclude gays from adoption, or employment in a police force or attendance at Giants games, then we cannot exclude them from marriage either.

I accept the implications of the principle. At the same time, I pine away from the good old days when it seemed marriage was doomed as a legal institution and a social ideal. Obviously, the challenge to marriage has receded, if not vanished altogether. As a ceremony and a social reality, marriage reigns supreme. But, rather than celebrate the hegemony of marriage, I submit that we are rather stuck with this peculiar institution in much the same way as we are afflicted by death, disease and taxes. In the battle over who gets to marry and who doesn't, we would be wise to remember that, wide or narrow, the circle of marriage brings pain as well as joy and sometimes more of the former than the later.

B. Read the text and answer the following questions.

1) How did the writer's friends view marriage?

2) Why did the writer remarry?

3) What happened in the 1990s?

C. This is an argumentative article about the marriage institution. Decide whether the following arguments about the article are true or false.

1. ___ The writer argues that most people marry because society forces people to marry.
2. ___ When the writer was child, she was in favor of marriage.
3. ___ Although the writer was against marriage, her friends were in favor of it.
4. ___ According to the writer, adultery and inequality empowered marriages back then.

5. ___The writer opposes the governments' official interference with marriage.
6. ___The writer supports the view that gay couples should have equal rights with opposite-sex marriages.
7. ___The writer views marriage the same as death, disease or taxes; we can escape none of them.
8. ___The writer suggests that although gays are not excluded from from adoption, or employment in a police force or attendance at Giants games, they should be excluded from marriage.
9. ___The writer clearly concludes that marriage brings more happiness than pain.

D. REFERENCE: write what the following words refer to.

- ➔ "Her" in the first paragraph refers to _____
- ➔ "Them" in the 8th paragraph refers to _____
- ➔ "Former" in the last paragraph refers to _____

POST-READING

Do you agree with the writers ideas? Which ones do you agree and which ones don't you agree? Discuss with your classmates.

How would you define marriage? In the text, marriage is likened to a few things.

For example, marriage is a strange ritual or marriage is a ceremonial act

now use a metaphor to describe marriage and fill in the blanks below.

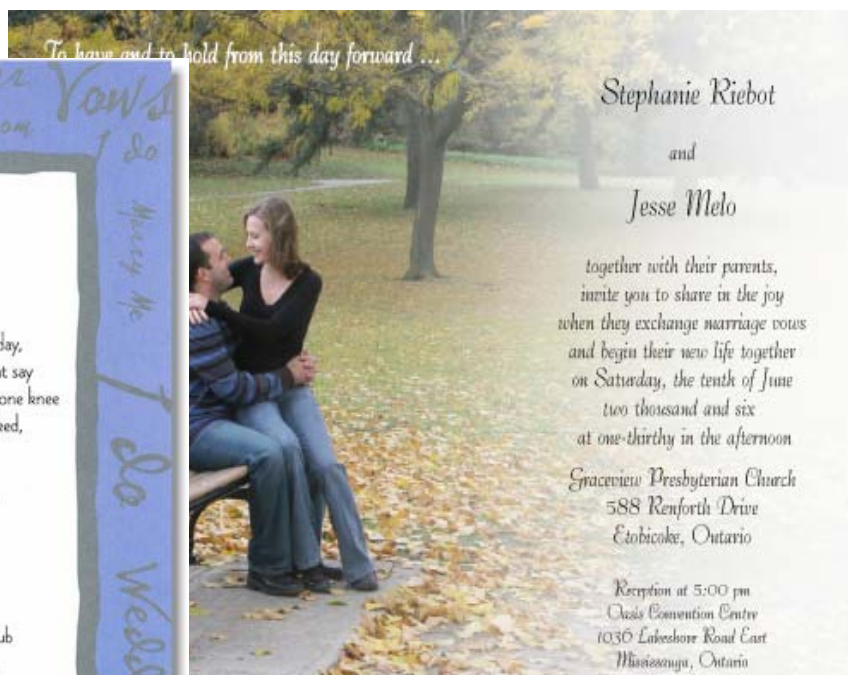
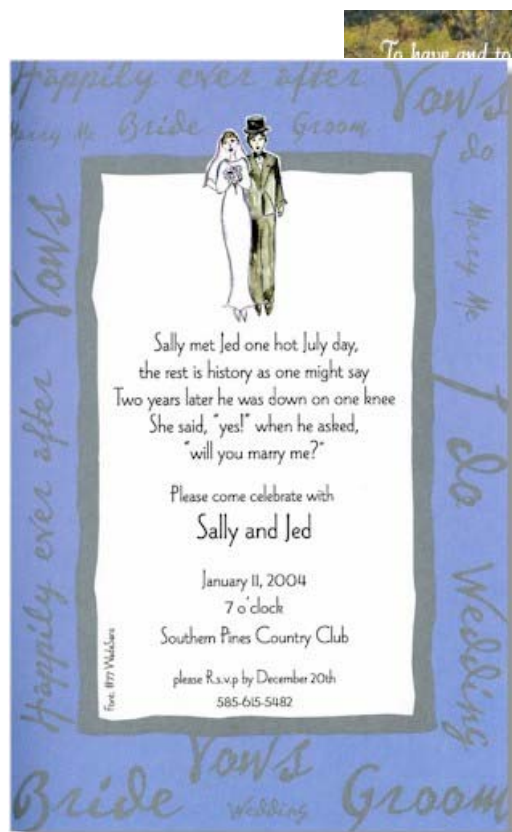
Marriage is because

TEXT IV: INVITATIONS**LOVE & MARRIAGE****Pre-reading**

1. What kind of information do we find on invitations? For what kind of occasions do people use invitations?

While-reading

Read these invitations and do the activities below.



<http://www.celebrate-wedding.com/invitingcompany/IWW1108A.html>

http://www.invitationsillustrated.com/portfolio/styles/5x7_flat_card/info/page9.html

http://www.invitationsillustrated.com/portfolio/styles/5x7_flat_card/info/page7.html <http://www.celebrate-wedding.com/eliteweddingll>

http://www.invitationsillustrated.com/portfolio/styles/5x7_flat_card/info/page7.html

1. Look at the invitations and fill in the chart.

Name	Date	Day	Hour	Place
Stephani & Jesse	10th of June			Graceview Presbyterian Church
Peter & Emily				
Sally & Jed				
Shallon &				

2. Look at the invitations again and answer the following questions.

1. Which ceremony includes a cocktail? And when is it?
2. Which one does not include an introductory poem?
3. At what time will dinner be served at Shallon & Justin's ceremony?
4. Which invitation demands a response by 20th of December?
5. What do you think 'R.S.V.P.' mean?
6. Which couple met in July?

3. Prepare an invitation for one of the following events.

- a. A marriage
- b. A party
- c. A cocktail

TEXT V: COACH POTATOES IN MARRIAGE**LOVE & MARRIAGE****Pre-reading**

1. Do you believe that some daily chores are especially for men and some are for women? Talk with your partner about your families and housework. Below is a list of some daily chores. Read them and decide who (men? women? or both? does which. Write M for men W for women and B for both.

cooking _____	washing the dishes _____	caring for children _____
shopping for groceries _____	paying the bills _____	taking out the garbage _____
washing the car _____	making the beds _____	repairing broken things _____
cleaning the bathroom _____	washing the clothes _____	sweeping the floors _____

Who have more? Men or women?

2. Now look at the title of the text. A couch potato is someone who sits on the couch watching TV mostly. What do you think the text will talk about?

- People who have couch potato life-styles
- Harms of potato life-style
- Who are couch potatoes? Men or women?
- Couch potatoes around the world.

**READING STRATEGY**

Sometimes a reader wants to know if a text has a specific piece of information in it. The reader's eyes jump around the text to find it. This is *scanning*. What kinds of texts do you usually scan?

WHILE-READING

1. Now scan this text and tick which cities and countries are mentioned.

Germany ☐	Poland ☐
Tokyo ☐	England ☐
Cuba ☐	Oslo ☐
Spain ☐	

2. Now scan the text again and find out the following.

1. How many hours do African women work _____
2. How many hours men work in North America _____
3. The percentage of Cuban women doing household jobs _____
4. who is Michael Hansenne _____

Male Couch Potatoes International Phenomenon

THE ASSOCIATED PRESS

1 WASHINGTON—From
Havana to Oslo to Warsaw to
Tokyo to your hometown, the
complaint is the same: Men
5 aren't doing enough house-
work.

The problem of women
having to dress the kids, wash
the clothes, cook the meals,
10 make the beds and take out the
garbage—all before they go to
work to earn less than men—is
a worldwide **inequity**, accord-
ing to an International Labor
15 Organization report.

Even in Cuba, where a law
requires men to help around
the **hacienda**, 82 percent of all
Havana women do all the
20 **domestic** chores, says the
report.

In **Nordic** countries, when
men's working hours were
reduced, they used the extra
25 time for leisure activities rather
than for housework or child
care.

"In Poland, even the
youngest of married men do
30 not help with the housework,
while Japanese men spent only
15 minutes a day on chores
around the house," the report

**Nearly everywhere in the world, women work harder
and earn less than men, and the gap in many
countries is widening, the report says.**

35 by the U.N. agency says.
"Couch potato" husbands,
who sit like vegetables and
watch television while wives
do the **chores**, have been a
longtime **butt** of jokes and
40 feminine anger in the United
States.

Nearly everywhere in the
world, women work harder
and earn less than men, and the
45 **gap** in many countries is
widening, the report says.

"Family responsibilities are
at the heart of much discrimi-
nation against women," said
50 Michel Hansenne, ILO direc-
tor-general in Geneva,
Switzerland. "Women are
expected to stay at home to
look after children and are then
55 treated as second-class work-
ers because of this."

The differences between
pay for men and women is
60 **widening** in both developing
and industrialized countries,
despite **decades** of efforts to
push female equality on the

job, the report says.

65 Women work more hours a
week, including housework,
than men in every part of the
world except North America
and Australia, the ILO report
estimates.

70 They work the hardest in
Africa. The report estimates
that African women work 67
hours a week, compared to 53
for men. In Asia, women work
75 62 hours while men average 48
hours a week.

In North America and
Australia, men work 49 hours
a week, while women work
80 47.5, the report says. In
Western Europe, women aver-
age 48 hours, men 43; Japan's
women work 56 hours and
men 54; in Latin America,
85 women work 60 hours to 54
for men.

From The New Mexican,
September 7, 1992.

4. Read the text and fill in the chart.

How many hours do they work		
Country	Female	Male
Africa	67	53
Africa		
Cuba		
North America		
Western Europe		
Japan		
Latin America		

Reading strategy

Making charts can help you
organize, understand and
remember a text better.

5. Are the following statements TRUE or FALSE or NOT APPLICABLE? Write T for true, F for false and NA for not applicable.

1. In most parts of the world, women work more than men. _____ (true)
2. In some countries, there are laws to equalize working hours _____ (true)
3. In some countries, there are also women who are couch potatoes _____ (false)
4. Happily, women can earn as much as men do in many countries _____ (false)
5. In some countries, there are organizations that protect women _____ (NA)
6. Although women work more, they are happy in their lives. _____ (NA)

6. Can you guess the meanings of the words below from the text? Try to match them to their possible meanings.

COLUMN A	COLUMN B
1) Inequity ()	a. problem b. not fair; good for some and bad for others
2) Chores ()	a. things to do during the day b. doing leisure activities
3) Gap ()	a. variety between two things b. difference between two things

POST-READING

1. ROLE REVERSAL

Split into pairs. Pairs should compose of one male and one female student to take roles of husbands and wives. Male students take the role of wives and female students take the role of a husband. Think about the roles each spouse is supposed to have in your country, and write a simple dialogue that takes place between a married couple. Then act it out.

2. Now think of your own country and try to write a general description of who does daily chores? Men or women? Use the activities listed at the beginning of the text. You can start like that.

In my country, men generally do

TEXT VI: A PRIVATE LETTER

LOVE&MARRIAGE

Read the letter and do the activities below.

Name: Mojca

E-mail:: mikrobek@hotmail.com

Age: 24

From:: Slovenia

Seeking:: Both Male and Female Friends

Hobbies:: Reading - because I really love books

Sailing - because it is simply great ;)

Reading - because I really love books

Sailing - because it is simply great ;)

reading, sailing,...

Comments / Remarks: Hi to all of you strangers! I do hope that eventually I won't have to call you a stranger anymore! :)

I am 24 years old. I wrote this ad in English, but you can also write me in German (or of course in Slovene :))

OK, let's get to the point.

I am a student, a microbiology student to be exact. I like water very much and the nature it self - it is amazing what all nature has done and what it is capable of!

I can also say about myself that I am an optimist; at least I try to be. It is not always easy, but I believe that being an optimist can make our life better.

But basically I'm just a girl who sometimes feels the need to write to someone.

Through pen paling I would like to come in closer contact with other cultures, styles of life and especially with different ways of seeing the world we live in!

I don't expect from you to write every day or every week. It is enough for me to know, that you will write back, and not just because you feel you have to, but because you want to, because you feel the need to write. I also prefer longer mails, not just a line or two. We can write about anything, it could be a debate about serious things, describing everyday life or just chatting.

I'm looking forward to hear from you.

Bye

<http://guestbook.sparklit.com/entries?gbID=87997&gbaction=viewResponses>

Scan the letter and answer the following questions.

1. How old is she?
2. Where is she from?
3. What are her hobbies?
4. What does she do?

Read the letter and answer the following questions.

1. Why is this letter written?
2. Why is she an optimist?
3. What does she need to do sometimes?
4. What does she expect from pen paling?

Now write a short letter and read it to the class. Who has written the best?

TEXT VII: DIMAFED

LOVE&MARRIAGE

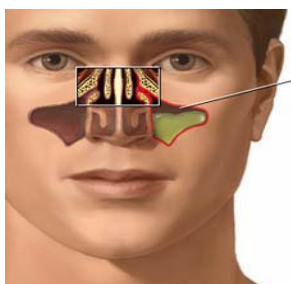
Imagine that your son gets ill when your are at home, and you have the following medicine at home. Do the following activities about it.

PRE-READING

1. Use your dictionaries and match the following health problems with the pictures below.

1. Congestion	2. Cough	3. Dizziness
4. Drowsiness	5. Blood pressure	6. Sore throat

A ...



B ...



C ...



D ...



E ...



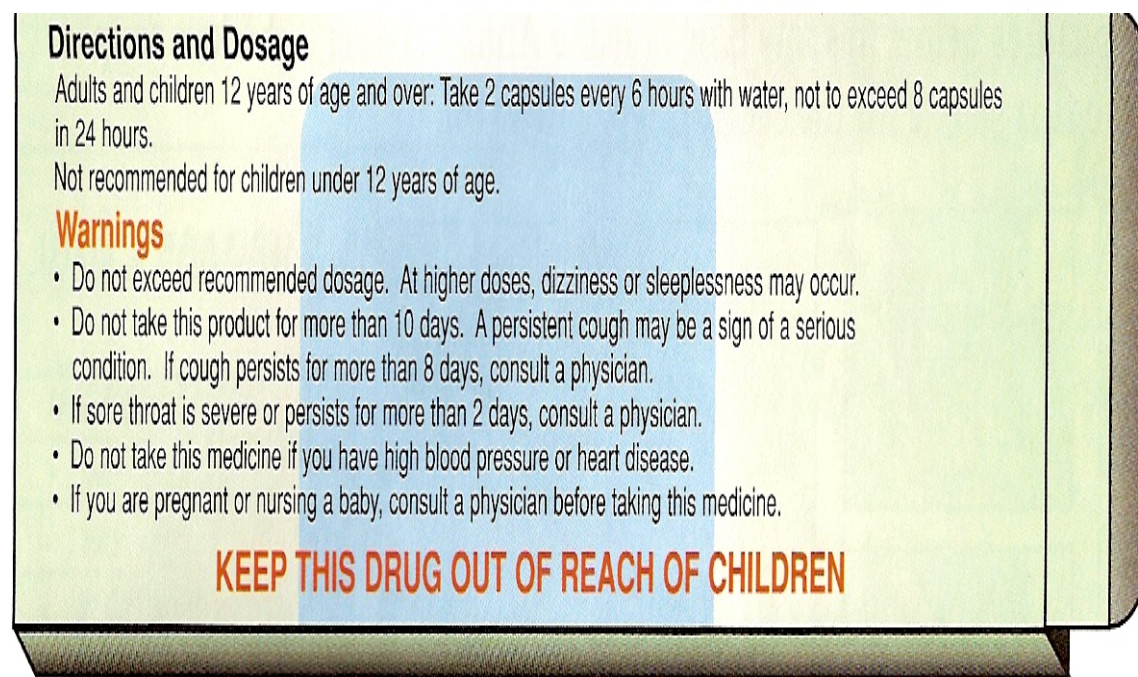
2. Match the following verbs with the definitions below and write the verb in the blanks provided.

To exceed	To persist	To consult

- _____ to get information or advice from a person, book, etc. with special knowledge on a particular subject
- _____ to continue to exist
- _____ to go beyond a permitted limit

WHILE-READING

Read the description of the following medicine and do the activities below



Journeys 2

1. Circle the best option for the following questions.

1) The medicine is for _____ a) Severe cold b) Stomach c) Back ache	3) Take the medicine with _____ a) Milk b) Water c) tea
2) The medicine can be used by _____ a) Everyone b) Those who are over 12 c) Adults only	4) This medicine cannot be taken more than _____ in 24 hours. a) 6 b) 8 c) 10

2. Read through the description and circle which of the following people can use this medicine. Put a tick for the ones who can use and put a cross for the ones who cannot.

- 1) ☐ Someone who has headache.
- 2) ☐ Someone who has stomach problems.
- 3) ☐ Someone who has a sore throat
- 4) ☐ Someone who has eyesight problems.
- 5) ☐ Someone who has fever.
- 6) ☐ Someone who has a cough.
- 7) ☐ Someone who suffers from dizziness.
- 8) ☐ Someone who suffers from blood pressure.

3. Read the warnings on the description of the drug and circle the best option for the following sentences.

- 1) High doses may cause **headaches/dizziness**.
- 2) A long-lasting cough may be a sign of a serious **condition/fever**.
- 3) Consult a **physician/a surgeon** if sore throat lasts longer than 2 days.
- 4) This medicine is not recommended to those who have **blood pressure/sinus congestion**.

Think about this unit, and fill out the following form to evaluate yourself.

The European Language Portfolio Check	☺	☹	☹	⌚	💡
I have put new items in my portfolio.					
The item is a/an.....					
I have checked and exchanged my written works.					
Skills Check	☺	☹	☹	⌚	💡
I have learned how to skim.					
I have learned how to scan.					
...					
Vocabulary Check	☺	☹	☹	⌚	💡
I have learned enough vocabulary in this unit.					
The number of words I have learned:	7+	5-6	3-4	1-2	0
I have learned the following words in this unit:					
Definitions or Synonyms of the Learned Words					
Structural or Topical Check	☺	☹	☹	⌚	💡
I have fully learned the main grammatical structure.					
I liked the main subject of this unit.					
...					
Text Check	1	2	3	4	More
I studied ... different types of texts.					
These text types are ...					
Key to the Symbols					
☺ Yes		☹ Average		☹ No	
⌚ I need more time to study on this.			💡 I have no idea.		

UNIT 7

SHOPPING & MONEY



MAIN AIMS

In this unit you are going to learn

- ☐ How to read for detailed information
- ☐ How to interpret signs we encounter during shopping
- ☐ How to locate specific information in classified advertisements, and real estate advertisements.
- ☐ How to scan advertisements for specific information
- ☐ How to find references

SUBSIDIARY AIMS

In this unit, you are going to learn;

- ☐ The history of money
- ☐ What the every day signs we encounter in our daily lives mean
- ☐ How to read back covers of books

UNIT 7**SHOPPING & MONEY****INTRODUCTION**

1. Match the currencies with the flags of the countries below.

a.



b.



c.



d.



e.



f.



flags



1 ...



2 ...



3 ...



4 ...



5 ...

2. The euro is the currency of the European Union countries. Below is the map of Europe. Look at the map and answer the questions below it.

TEXT 1: THE HISTORY OF MONEY**SHOPPING & MONEY****PRE-READING**

A coin

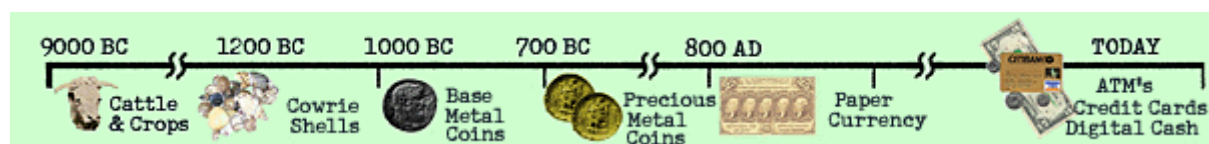


A banknote

1. Do you know the history of money? Who invented it? When was the first coin used? Who used it?
2. Scan the text and fill in the blanks in the following sentences.
 - ➔ From _____ B.C., livestock was often used as a unit of exchange.
 - ➔ In _____ B.C., banknotes in the form of leather money were used in China.

WHILE-READING

Read the text about the history of money and do the activities below.



History of Money

Barter

The first people didn't buy goods from other people with money. They used barter. Barter is the exchange of personal possessions of value for other goods that you want. This kind of exchange started at the beginning of humankind and is still used today. From 9,000-6,000 B.C., livestock was often used as a unit of exchange. Later, as agriculture developed, people used crops for barter. For example, I could ask another farmer to trade a pound of apples for a pound of bananas.

<u>Shells</u>	At about 1200 B.C. in China, cowry shells became the first medium of exchange, or money. The cowry has served as money throughout history even to the middle of this century.
<u>First Metal Money</u>	China, in 1,000 B.C., produced mock cowry shells at the end of the Stone Age. They can be thought of as the original development of metal currency. In addition, tools made of metal, like knives and spades, were also used in China as money. From these models, we developed today's round coins that we use daily. The Chinese coins were usually made out of base metals which had holes in them so that you could put the coins together to make a chain.
<u>Silver</u>	At about 500 B.C., pieces of silver were the earliest coins. Eventually in time they took the appearance of today and were imprinted with numerous gods and emperors to mark their value. These coins were first shown in Lydia, or Turkey, during this time, but the methods were used over and over again, and further improved upon by the Greek, Persian, Macedonian, and Roman empires. Not like Chinese coins, which relied on base metals, these new coins were composed from scarce metals such as bronze, gold, and silver, which had a lot of intrinsic value.
<u>Leather Currency</u>	In 118 B.C., banknotes in the form of leather money were used in China. One-foot square pieces of white deerskin edged in vivid colors were exchanged for goods. This is believed to be the beginning of a kind of paper money.
<u>Noses</u>	During the ninth century A.D., the Danes in Ireland had an expression "To pay through the nose." It comes from the practice of cutting the noses of those who were careless in paying the Danish poll tax.
<u>Paper Currency</u>	From the ninth century to the fifteenth century A.D., in China, the first actual paper currency was used as money. Through this period the amount of currency skyrocketed causing severe inflation. Unfortunately, in 1455 the use of the currency vanished from China. European civilization still would not have paper

	currency for many years.
<u>Potlach</u>	In 1500, North American Indians engaged in <i>potlach</i> , a term that describes the exchange of gifts at banquets, dances, and various rituals. Since the trading of gifts was so important in figuring the leaders' community status, potlach went out of control as the gifts became more extravagant in an effort to surpass others' gifts.
<u>Wampum</u>	In 1535, though likely well before this earliest recorded date, strings of beads made from clam shells, called <i>wampum</i> , are used by North American Indians as money. <i>Wampum</i> means white, the color of the clam shells and the beads.
<u>Gold Standard</u>	In 1816, England made gold a benchmark of value. This meant that the value of currency was pegged to a certain number of ounces of gold. This would help to prevent inflation of currency. The U.S. went on the gold standard in 1900.
<u>Depression</u>	Because of the depression of the 1930's, the U.S. began a world wide movement to end tying currency to gold. Today, few nations tie the value of their currency to the price of gold. Other government and financial institutions now try to control inflation.
<u>Today</u>	At present, nations continue to change their currencies. For example, the U.S. has already changed its \$100 and \$20 banknotes. More changes are in the works.
<u>Tomorrow</u>	Tomorrow is already here. Electronic money (or digital cash) is already being exchanged over the Internet.

<http://library.thinkquest.org/28718/history.html#gold%20standard>

1. Answer the following comprehension questions.

1. What is barter?

2. What were used as barter at the beginning of human history?

3. What was the development that took place in China in 1200 B.C.?

4. What is the origin of the metal currency of today?

5. What were the earliest coins made of?

6. What is believed to be the beginning of paper money?

7. Where was the real paper money used for the first time?

8. What is potlach?

9. What did England do in 1816?

10. What happened after the depression of 1930?

11. What is the future of money according to the text?

2. What is the importance of these names? Read through the text and write why they are important.

- ☐ Clam shell:
- ☐ Crops:
- ☐ Cowry shells:
- ☐ Stone age:

3. Here is a short summary of the text. There are some pictures in the summary. Fill in the blanks with the names of the objects in the photos and complete the summary.

At first there was no money. People used  _____ (1) at first for

barter. Then with the development of  _____ (2), people started to

use  _____ (3) for barter. At about 1200 B.C. people in 

_____ (4) started to use  _____ (5) as a medium of exchange. 200 hundred years later mock cowry shells were produced and used by Chinese at

the end of  _____ (6). Knives and  _____ (7) were also

used in China at that time. At about 500 B.C. pieces of silver were used as  _____ (8), and there were photos of gods and emperors on them. These coins

were first seen in Lydia or  _____ (9). These new coins were made of

bronze, gold, and silver. In 118 B.C., the first  _____ (11) was used. The first actual paper money was used in China. At this time overuse of

paper money caused inflation. In 1500,  _____ (12) Indians

were busy with potlatch, which means exchanging gifts at  _____

(13). In 1816,  _____ (14) valued  _____ (15) in money production. However, after the depression of 1930, currency was not tied to gold as strictly as the past. Today there are few nations which tie currency to gold. Finally it is claimed that in the future we are going to use electronic money.

POST-READING

1. Talk about these idioms about money. Do you agree with them?

**MONEY
TALKS**

**MONEY
DOESN'T GROW
ON
TREES**

a fool and his money soon parted

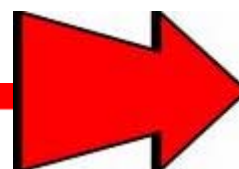
THE LACK OF
— MONEY IS —
THE ROOT OF
— ALL EVIL —



2. Work in groups. One group supports the view that money is very important in our lives and the other group supports the view that money is only a means. List your arguments and get prepared to discuss as a class.

TEXT II: Every-day Signs

SHOPPING&MONEY



PRE-READING

A. Match the names of shops with their pictures.

1. A greengrocer's
2. A pharmacy
3. A souvenir stall
4. A music market
5. A kiosk
6. A clothes shop



A ...



B ...



C ...



D ...



E ...



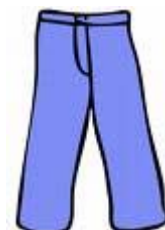
F ...

B. Discuss the following questions with a partner.

- ☐ Do you like shopping?
- ☐ When do you like shopping?
- ☐ What do you like shopping for?
- ☐ Do you sometimes think that shopping becomes a craze?
- ☐ Do you know the well-known shopping places in your town?

C. Which of these things can we buy from these shops?

Books, vegetables, meat, concert tickets, newspapers, chocolates, CDs, computer stuff, music CDs, cigarettes, flowers, jumpers, trousers,



For example: we can *buy* books because *there is* a bookstore.

WHILE-READING

Read the signs and do the activities below.

Every-day Signs

1) 	2) 	3) 	4) 
5) 	6) 	7) 	8) 
9) 	10) 	11) 	12) 
13) 	14) 	15) 	16) 

1. Answer the questions

Which of the following should one go,

1. to buy a present for someone
2. to have an alcoholic drink
3. to leave or register in a hotel
4. to buy something for one's child
5. to have a hot drink

2. Answer the following questions

1. Can a 20 year old enter the place with the 9th sign? Why? Why not?

2. What do they all sell? (For example, the first can be found in a hotel)
 - a. second one sells
 - b. third one sells
 - c. fourth one sells
 - d. fifth one sells
 - e. the last one sells
3. Now make a list of the things what we can buy from some of these places.

3. Which of the signs might the following people have seen?

1. Jack left the hotel and went to the shopping center. (.....)
2. Sue and Karen had a drink somewhere and then bought a present for Sue's sister. (.....)
3. Alice bought some books and then went to the post office to send a letter. After sending the letter she went to the supermarket. (.....)

POST-READING



A. You are going to listen to a song by Shania Twain. Its name is ka-ching. Listen to the song and fill in the numbered blanks in the song with the words from the box below.

king	foolishly	religion	pocket	earn
store	greedy	loan	afford	wanna

We live in a (1) _____ little world--
that teaches every little boy and girl
To (2) _____ as much as they can
possibly--
then turn around and
Spend it (3) _____
We've created us a credit card mess
We spend the money that we don't
possess
Our (4) _____ is to go and blow it all
So it's shoppin' every Sunday at the mall

All we ever want is more
A lot more than we had before
So take me to the nearest (5) _____
(store)

Can you hear it ring
It makes you (6) _____ sing
It's such a beautiful thing--Ka-ching!
Lots of diamond rings
The happiness it brings
You'll live like a king
With lots of money and things

When you're broke go and get a (7) _____
Take out another mortgage on your
home
Consolidate so you can (8) _____
To go and spend some more when
you get bored

All we ever want is more
A lot more than we had before
So take me to the nearest store

Let's swing
Dig deeper in your (9) _____
Oh, yeah, ha
Come on I know you've got it
Dig deeper in your wallet
Oh

All we ever want is more
A lot more than we had before
So take me to the nearest store

Can you hear it ring
It makes you wanna sing
You'll live like a (10) _____
With lots of money and things
Ka-ching!

B. match the words from the song to their definitions and write the letter of the word in the blanks provided. There is one extra word.

a.greedy	b.loan	c.to afford	d.broke
e.mortgage	f.mall		

1. ____ To have enough money to buy something.
2. ____ wanting a lot more food, money, etc. than you need
3. ____ a large, usually enclosed, shopping area
4. ____ having very little or no money
5. ____ an agreement which allows you to borrow money from a bank, especially in order to buy a house or apartment,

WHILE-READING

1. Read the ads and write which of the following categories they belong to.

- ☐ Home appliances
- ☐ Jobs
- ☐ Real estate
- ☐ Education
- ☐ gardening

- ☐ Travel and holidays
- ☐ Cars
- ☐ Health
- ☐ Arts&crafts
- ☐ Tools for rent

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1).....

2)

3).....

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4).....

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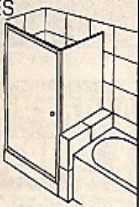
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14).....

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12).....

15).....

2. Scan the classified ads and find the ads which include the information and write the number of the ads in the parentheses.

- 1) Two ads about selling cars ()
- 2) one ad which includes Turkey ()
- 3) Two ads about education ()
- 4) One ad about health ()
- 5) One ad about used furniture ()

Tip Corner

When you scan a text, you look for specific information. For example, you go through a telephone guide to find a friend's phone number. So, when you scan DO NOT read the text word by word. Try to see the words in groups, and search for the necessary information.

3. Do the following activities

a. Read the ads and tick which of the following people have ads there.

1. Someone who is trying to sell his car. (..)
2. Someone who wants to find a job. (..)
3. Someone who sells first-hand furniture. (..)
4. Someone who wants to find decorative stuff for his home. (..)
5. Someone who offers medical service. (..)
6. Someone who wants to report lost property. (..)
7. Someone who offers help for home design. (..)

b. Read the ads and tick the things one can do by the help of these ads.

1. Find holiday destinations. (..)
2. Rent a house. (..)
3. Buy second-hand furniture. (..)
4. Find a job. (..)
5. Buy a first-hand car. (..)
6. Find medical help. (..)
7. Buy computer stuff. (..)
8. Find educational opportunities. (..)
9. Rent a car. (..)

3. Go through the ads again and find;

☐ two **interesting** advertisements. Explain why they are interesting.

1.
2.

☐ the ad which you think is the most **effective** and explain why.

.....

☐ two examples of advertisements which seem to be **unconvincing**.

.....

POST-READING

1. WRITING: choose two ads and compare them. Use the ones below if you cannot choose any.

A)

**BRAND NEW '06
RAIDER PICK-UP**



**Only
\$13,995**

PAY ONLY \$199/MO.

Air Conditioning - AM/FM CD Player
3.7 Liter V-6 Engine
16" Wheels - Anti-Lock Brakes
And Many More Extras

**23
MPG**

Available Crew Cab - 6,500 Tow Capacity

B)

BRAND NEW '07 ECLIPSE



**Only
\$16,995**

PAY ONLY \$239/MO.

Air Conditioning - Power Windows, Locks,
Power Mirrors, Keyless Entry, Cruise Control
AM/FM CD Player - Rear Spoiler - 17" Alloy Wheels
Anti-Lock Brakes - Front & Side Curtain Air Bags

**29
MPG**

You can start like this:
The car in ad A is cheaper
than the one in ad B, but

.....
.....
.....
.....
.....



TEXT IV: SHOPPING FOR BOOKS

SHOPPING & MONEY

PRE-READING

1. Match the book types with their definitions.

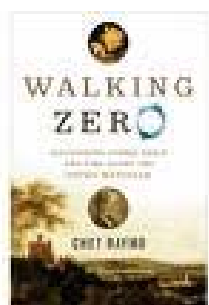
Nonfiction ()
Realistic Fiction ()
Historical fiction ()
Science fiction ()
Fantasy ()
Mystery ()
Biography ()
Humor ()
Poetry ()
Classic ()

- a) These books have true information about real things
- b) these are stories (they are made up and did not really happen)
- c) These stories are written as if they could happen today.
- d) these stories could have happened in the past, but they didn't
- e) these stories take place in the future, and make you think about what could happen because of scientific developments
- f) includes events that can't happen in real life
- g) these stories have a question or crime to be solved
- h) is a book about a person's life
- i) uses rhythm, and often rhyme, to explore feelings and to make your mind see images
- j) these books just make you laugh
- k) this is a book that is so good that people continue to read them for many, many years
- l) these are traditional stories that storytellers told out loud. Now they are written down

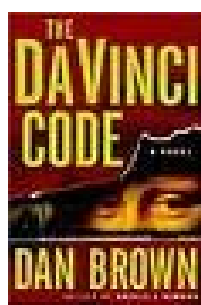
2. Match the books to their types and write the letter of the book into the parenthesis provided next to types of books.

Nonfiction ()	Realistic Fiction ()	Historical fiction ()	Science fiction ()	Fantasy ()
Mystery ()	Biography ()	Humor ()	Poetry ()	Classic ()

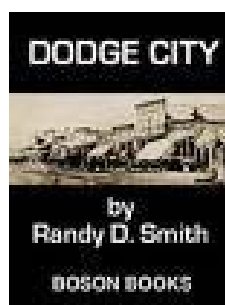
a.



b.



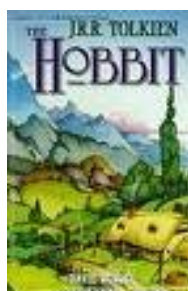
c.



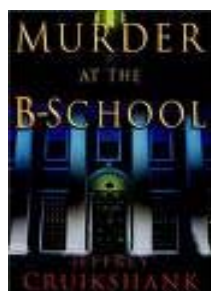
d.



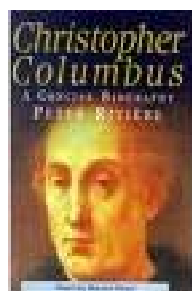
e.



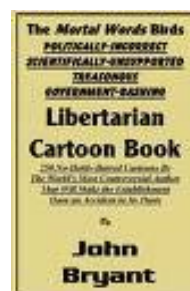
f.



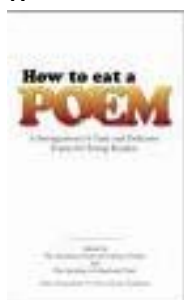
g.



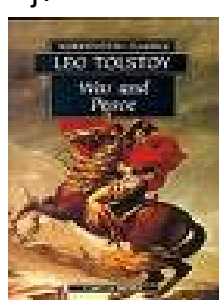
h.



i.



j.



**3. Have you read any of these books?
Which one have you read? Did you like it?
Name some Turkish books for each type.**

Mystery

Humor

Classic

Science fiction

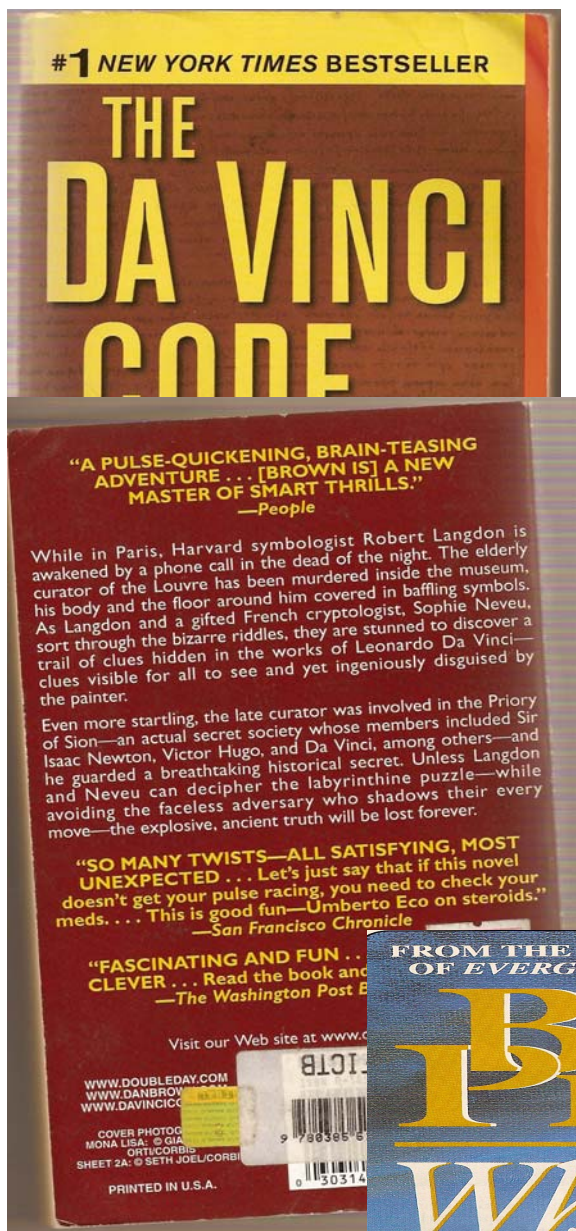
4. How do you select books to read. Which one of the following are important for you. Discuss with a partner.

- ☒ topic
- ☒ characters
- ☒ cover
- ☒ price
- ☒ other....

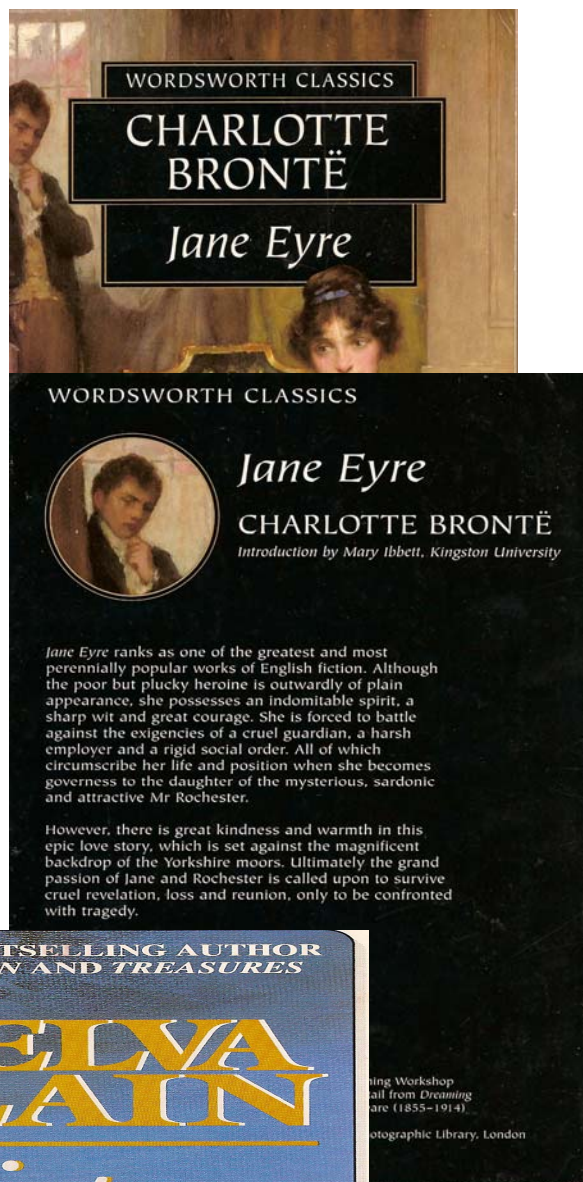
WHILE-READING

Now imagine that you want to buy a book. You enter a bookstore and look at the shelves. Three of them attract you. Here are they. Read their back covers and do the activities below.

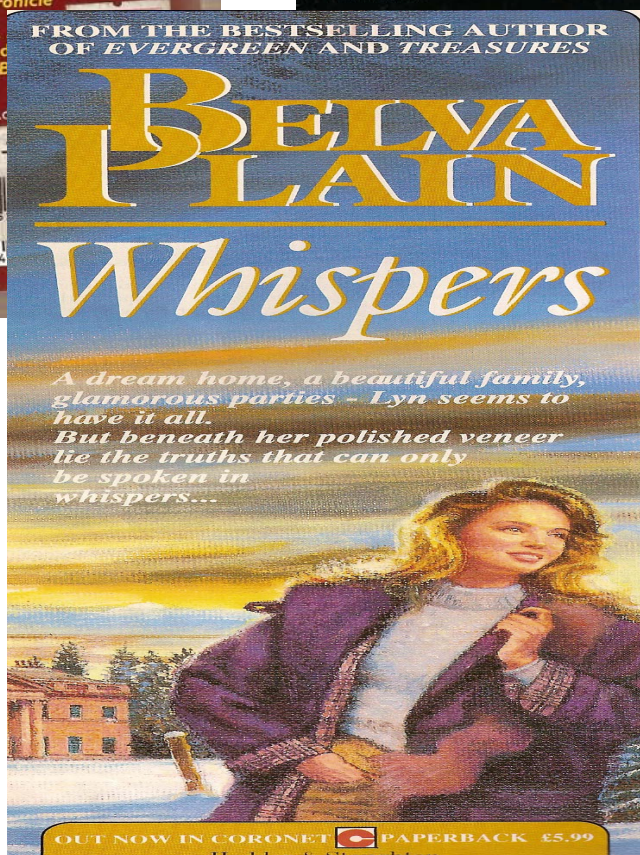
1)



2)



3)



1. Answer the questions according to the book covers.

1) Which one is a love story? a) Jane Eyre b) The DaVinci Code c) Whispers(more distracters) 3) Mr. Rochester is; a) the main character in Whispers b) the writer of the Da Vinci Code c) the guardian of Jane Eyre 5) Jane Eyre takes place in; a) London b) Yorkshire c) Manchester 7) The story in Da Vinci Code takes place in; a) London b) Paris c) Yorkshire 9) a 'brain-teasing' probably means; a) witty b) tiring c) terrifying	2) The Da Vinci Code is about; a) a line of mysteries. b) a broken family c) the miseries Robert Langdon goes through. 4) Lyn has; a) a child b) a secret c) a good life 6) Which one of these books is a world classic? a) Jane Eyre b) The DaVinci Code c) Whispers 8) Robert Langdon is the main character of; a) Jane Eyre b) The DaVinci Code c) Whispers 10) 'pulse-quickenning' means; a) thrilling b) horrifying c) dull

2. Write a synopsis for the back cover of a book you have read.

**PRE-READING**

1. What do you think the most interesting thing that is sold on the net? What would make you really surprised?
2. Which of the following can we buy online?

• Books • CDs • Sand • Snow	• Helicopters • Jet planes • Computer stuff • A grandmother

WHILE-READING

1. Go through the text and tick which of the items above are mentioned in the text.

**INTERNET SHOPPING**

Have you ever spent hours looking for interesting birthday gifts for your friends? Now, thanks to the internet, you can find unusual gifts quickly and easily. Perhaps your friends would like some snow from North Carolina. Maybe **they** would prefer a handful of sand from Los Angeles or a bucket of dirt from Texas. If you have enough money, you could buy them something even bigger. In December 2002, a town in California was sold on the Internet for

US\$1.8 million!

Shopping has become one of the most popular uses for the Internet. In fact, there are millions of online **purchases** every day. One way of shopping online is through auction sites, where people **bid** for things they want to buy. Most of the things for sale online are everyday things such as clothes, CDs and books. But sometimes they can be very unusual. In the last few years, people have even tried to sell their grandmother online!

However, shopping online can sometimes cause trouble. In May 2002, a thirteen-year-old schoolboy from Ohio, USA, got into trouble when he spent over US\$2 million at an online auction. The boy had stolen a password for an auction site from **his** friend's mother. During a science class at school, the boy **logged on** to the auction site and

bought a jet plane and a helicopter. His friend's mother found out what had happened the next day when the owner of the helicopter called her to ask how she wanted to pay!

So next time you buy something unusual online, make sure you have the money to pay for *it*. (source: mastery reading)

1. Scan the text and write what the following refer to.

1. US\$2 million: _____
2. US\$1.8 million: _____
3. May 2002: _____
4. December 2002: _____

2. Read the text and fill in the blanks according to the text.

1. The most unusual presents people find on the net are _____, _____, and _____ snow
2. People usually buy _____, _____, _____ on the net.
3. The schoolboy got the password from _____.
4. The school boy bought _____ and _____ after he logged on the auction site.
5. People even tried to sell their _____ on the net.

4. Find what the following words in the text refer to.

1. 'they' in the first paragraph refers to _____
2. 'his' in the third paragraph refers to _____
3. 'it' in the last paragraph refers to _____

5. Match the words with their meanings. There is one extra meaning.

1) purchases (line 8) ____	a. to start using the system
2) bid (line 9) ____	b. things that you sell
3) log on (line 16) ____	c. to make an offer to buy something
	d. things that you buy

TEXT VI: HOME SWEET HOME**SHOPPING & MONEY****PRE-READING**

1. Label the pictures of houses by choosing the correct names from the box.

castle	cottage		
semi-detached house	terraced houses	bungalow	block of flats



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

2. Fill in the blanks with the appropriate names for houses in the following sentences. Use your dictionaries when necessary. Use your dictionaries when necessary. There is one extra name.

- ➔ castle
- ➔ semi-detached house
- ➔ mansion
- ➔ condo
- ➔ cottage

- ➔ block of flats
- ➔ flat/apartment
- ➔ terraced houses
- ➔ bungalow

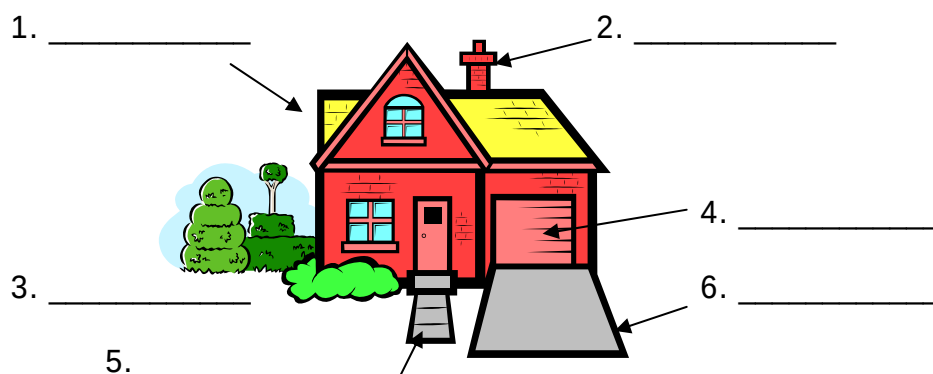
- 1) A _____ is part of a bigger building where all the flats share a front door. Only cities and very big towns have flats like the one you can see below.
- 2) A _____ a small house, usually in the countryside:
- 3) A _____ house is a house which is joined to another house on one side.
- 4) A _____ is a house which is only on one floor with no stairs. It may be joined to another one or might stand alone.
- 5) A _____ is a very large expensive house.
- 6) A _____ is a large strong building, built in the past by a ruler or important person to protect the people inside from attack.
- 7) A _____ is part of houses joined together in long rows.

- 8) A _____ is an apartment building in which each apartment is owned separately by the people living in it, but also containing shared areas.

3. Label the numbered parts of the house by choosing the correct words.

☐ garden
☐ drive
☐ path

☐ roof
☐ chimney pot
☐ garage



4. What type of houses do you prefer? Detached, semi-detached. etc.?
 What is your present house like?

WHILE-READING

Read the following advertisement of houses and do the activities below

AD 1

House - Semi-detached	£202,500	2 bed
 Portslade, Brighton A semi-detached family home in the popular Downsvie district of Portslade, with easy access to the A27 Hangleton Interchange and West Hove Sainsburys superstore. 4 images for this property		

AD 2

Flat/Apartment	£265,000	2 bed
 Britannia Court, Brighton Marina Village, BRIGHTON Favoured west facing 2 bedroom property offering Outer Harbour views. The property is just a short walk from the Marina's extensive shopping and leisure facilities. 5 images for this property		

AD 3

SALE	
	Close to necessary shopping centers, and the airport located at Konacik. Aircondition unit in the living room, bathrooms with shower tub and Hilton type wash basin. 250 ton water depot and sanitation filter on the complex. 2 bedroom 1 living room and 1 bathroom and frames with PVC double glazed. Type of Property: Flat Price: EUR63000.00 City/Town: Bodrum Price: EUR63000.00 Central Heating: Electric Parking Facilities: Garage Gardens: Front & Rear Double Glazed: Yes Near Shops: Yes

AD 4

A BRAND NEW BEAUTIFUL 3 BED/2BTH W/2 CAR GARAGECONDO FOR RENT****



Condo | rent \$1,350 | 🏠 3 🚗 2

10 Minutes. to Las Vegas Blvd., Only 15 min to Airport. Only 1 Mile to 215 freeway Summerlin Area in Las Vegas• Brand New Never lived in Condos,(...)

**9975 Peace Way (Chateau Nouveau community)
 89147 Las Vegas NV**

Available: Immediately!

<http://las-vegas.nv.house.info/>

1. Read the sentences about the ads and decide which advertisement each sentence belongs to. Write the number of the ad in the blanks provided at the beginning of each sentence. The first one is done as an example.

- 1) 4 This house is close to Las Vegas Boulevard.
- 2) This is a semi-detached house suitable for a family.
- 3) This house offers harbor view.
- 4) This house is close to West Hove Sainsbury's superstore.
- 5) This house is very close to the airport.
- 6) If you rent this house, you will be the first to live in it.
- 7) This house is in Turkey.
- 8) This house has air-conditioning in the living room.
- 9) this house is heated by electricity.

2. Fill in the chart according to the advertisements.

AD	CITY	TYPE	PRICE	CLOSE TO	SALE/RENT	EXTRA FACILITIES
AD 1						
AD 2						
AD 3						
AD 4						

POST-READING

- Which of the houses above did you like most? Which one would you like to live in?
- Look at the pictures of houses below. Which of these houses would you like to live in? Why? Why not? Talk with your partners.



What have you learned in this in this unit? Fill out the following form.

The European Language Portfolio Check	😊	😐	☹️	⌚	💡
I have put new items in my portfolio.					
The item is a/an.....					
I have checked and exchanged my written works.					
Skills Check	😊	😐	☹️	⌚	💡
I have learned how to skim.					
I have learned how to scan.					
...					
Vocabulary Check	😊	😐	☹️	⌚	💡
I have learned enough vocabulary in this unit.					
The number of words I have learned:	7+	5-6	3-4	1-2	0
I have learned the following words in this unit:					
Definitions or Synonyms of the Learned Words					
Structural or Topical Check	😊	😐	☹️	⌚	💡
I have fully learned the main grammatical structure.					
I liked the main subject of this unit.					
...					
Text Check	1	2	3	4	More
I studied ... different types of texts.					
These text types are ...					
Key to the Symbols					
😊 Yes		😐 Average		☹️ No	
⌚ I need more time to study on this.			💡 I have no idea.		

UNIT 8

BUSINESS



MAIN AIMS

In this unit you are going to learn

- ☐ How to find the relevant information in everyday material such as letters and brochures or advertisements.
- ☐ How to understand the most important information in newspaper advertisements
- ☐ How to understand simple messages and standard letters (for example from businesses, clubs or authorities).

SUBSIDIARY AIMS

In this unit, you are going to learn;

- ☐ How to read job advertisements
- ☐ How to write an application letter.
- ☐ How to write a letter asking information.

UNIT 8**BUSINESS****INTRODUCTION**

Discuss the following questions with a partner or in your groups.



- 1) In your country, do people usually have a “job for life” (the same job all their lives) or do people tend to change jobs quite frequently? What are the advantages and disadvantages of each type of job?
- 2) If you were so well-off that you didn’t need to work, would you give up your job and stay at home the whole time or would you consider filling your time with charity and volunteer work?
- 3) Have you ever been unemployed or made redundant? What difficulties do you think people in such situations face?
- 4) Is it easy for young people to get jobs in your country these days? Why? Why not?
- 5) Do you think the level of unemployment in your country is acceptable? Why? Why not? What can be done to improve it?
- 6) Who should be responsible for finding new jobs for the unemployed- the government or the individual?
- 7) Does your country provide financial benefits for unemployed people? What are the advantages and disadvantages of being “on the dole”?
- 8) Some people say that offering the unemployed generous unemployed benefit encourages laziness and doesn’t motivate the jobless to go and find work. Do you agree with this? Why? Why not?

TEXT I: JOB ADVERTISEMENT**BUSINESS****UNIT 8****PRE-READING**

Look at the ads below and answer the following questions.

1. Where can you come across with this kind of advertisements?

- Newspapers
- Magazines
- Internet
- Brochures
- newsletter

2. What are the ways of applying for a job?

- Letter
-
-
-
-

WHILE-READING

Read the ads below and do the activities.

Employment Opportunities

Medical secretary and receptionist urgently required for doctors in busy hospital. Perm. or temp. F/T or P/T. Call 930-0279. EO1

ASSISTANT FILM EDITOR

needed, who speaks German or French, for the production of language courses. Full or part-time job. Call for appointment, 267-9619. EO2

PART-TIME evening work available in busy restaurant in Oakland. Friendly atmosphere. Ideal job for student. Call Richard after 6 p.m. at 921-8470. EO3

Are you a good teacher? Position open for experienced teacher of ESL to teach evening classes. Send for application form to: Language Dept., Bay View Community College, 2995 Prospect St., Bay View, CA 94888. EO4

HOUSE-CLEANING work available mornings/afternoons. Transportation provided, \$30 per 4-hour session. 555-3453, days only. EO5

Have you got **TECHNICAL SKILLS**? Do you like variety? Can you work under pressure? Small yet busy communications college urgently requires audio/visual aids technician. Apply in writing to Anderson College, Bay Rd., Alameda, CA. EO6

Publicity assistant needed to work in State Folklore Museum. Full-time, good training and benefits, possibilities for growth. Salary commensurate with experience. Tel. 609-2128. EO7

WANTED. Car park attendant. Must be excellent driver with experience with a wide range of vehicles. Work in shifts, 40 hours per week, overtime available. Full pay during training. Call for details and application form, 555-8246 (24-hour answering service). EO8

1. Which of the following jobs are advertised in the ads?

☐ Teacher	☐ Nurse
☐ Receptionist	☐ Executive assistant
☐ Doctor	☐ Technician
☐ Car park attendant	☐ Engineer
☐ Secretary	☐ House-cleaner

2. Answer the following questions

- 1) Which job requires experience in driving?

- 2) For which job is transportation provided?

- 3) Which jobs are available both fulltime and part-time?

- 4) What do F/T and P/T stand for?

- 5) Which job is ideal for students?

- 6) Which job includes shifts?

3. Read the ads and find the words for the definitions given and write the words in the blanks provided.

1. _____ : something that lasts for a very long time.
2. _____ : something that is done for a short time.
3. _____ : the money paid to workers once a month.
4. _____ : difficult working conditions.
5. _____ : needed very soon, as soon as possible.
6. _____ : suitable.
7. _____ : a group of workers who do a job for a period of time during the day or night, or the period of time itself.

POST-READING

1. Read the telephone conversations and write which ads they are about.

Conversation 1 (.....)



A: Hello, how can I help you?

B: I would like to ask a few questions about your job advertisement.

A: Ok, I can help you

B: In your ad you haven't included an address. Could I get your address?

A: Ok yes, we are in 7. Street no: 14.

B: Thanks a lot and I would like to learn if it is only for evenings. I can work fulltime.

A: Unfortunately, we need someone for evenings only.

B: ok then thanks a lot.

Conversation2 (.....)



A: Hello, how can I help you?

B: I would like to ask a few questions about your job advertisement. You ask whether we like variety. What do you mean by variety?

A: Well. That means that you will not have a stable job. You may need to travel in or out of the city.

B: And what do you mean by pressure?

A: Sometimes you may have to work late hours.

B: Ok thanks a lot.

2. Work with a partner. Choose one of the ads and write a similar dialogue.

TEXT II: SCHOOL ADS

BUSINESS

UNIT 9

PRE-READING

1. Use your dictionaries and match the words in Column A with their definitions in Column B

COLUMN A	COLUMN B
1. <u>a boarding school</u> 2. <u>accredited</u> 3. <u>underachieving</u> 4. <u>residential school</u> 5. <u>mentally-handicapped</u> 6. <u>recreational activities.</u>	a) activities for leisure b) a type of school where students sleep and eat meals at their school during the school term. c) not able to use your mind because it has been damaged in some way: d) to officially recognize, accept or approve of someone or something e) students who are less successful than others. f) a type of school for which one lives at the same place where he or she studies.

AD 1

RIVER VALLEY SCHOOL

A MORE MEANINGFUL HIGH SCHOOL
EXPERIENCE IN PREPARATION FOR
COLLEGE AND FOR LIFE

*Accredited • Coed • Boarding/Day
Gr. 9-12 • Small Classes • Dedicated Staff
Sports • Arts • Computers •
Est. 1946 • Beautiful Rural Campus*

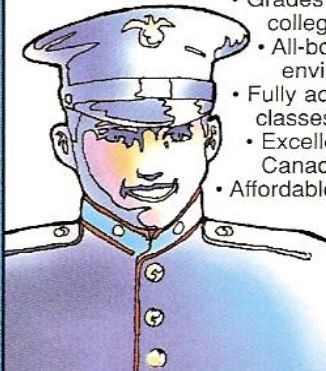
WRITE OR CALL FOR FREE CATALOG

*Ms. Florence Bates
12 Pasture Road
Boulder, Colorado 80996
1-800-888-5000
e-mail: flobates@rvs.com.*

AD2

**MT. VERNON
MILITARY ACADEMY**

**BUILDING EXCELLENCE IN
YOUNG MEN SINCE 1937.**



- Grades 8-12, general and college-prep.
- All-boarding, all-male environment.
- Fully accredited. Small classes, weekly report cards.
- Excellent location near the Canadian Rockies.
- Affordable tuition.

Write or call:
P.O. Box 10
Branford, B.C.
3GM SHQ, Canada
Tel: 604-444-1500
Fax: 604-444-1505

AD3

**EVERGREEN
SCHOOL**

A fully-accredited coeducational residential school that specializes in working with underachieving adolescents who are having problems at school and at home and who may be experiencing emotional difficulties.

- Counseling in personal growth and development
- Full college preparatory curriculum
- Year-round instruction grades 8-12
- Beautiful 250 acre mountain setting
- Warm, caring environment

P.O. Box 9, Olympia, WA 98550
(360) 555-1111
e-mail: egsschool@wgn.com

AD4



**Special Care for
Special Children**

Home environment for the mentally-handicapped child or adult. Opportunity for educational progress at any age — multiple recreational and social activities. A year round program with an active and full live-in lifestyle.

Est. 1983.
phone 1-800-900-7772
or write
THE JENNINGS HOME SCHOOL
Box 24, Greenwich, CT 06200
John R. Golden, M.D. Resident Physician

Journeys 2, p. 80

1. Circle the best option in the following questions.

1) Which school is for *mentally-handicapped*?

- a) River Valley School
- b) The Jennings Home School
- c) Evergreen School

4) Which one(s) can you reach through e-mail?

- a) River Valley School
- b) The Jennings Home School
- c) Evergreen School

d) Military Academy

d) Military Academy

2) Which school is available for both *boarding* and *daily students*?

- a) River Valley School
- b) The Jennings Home School
- c) Evergreen School
- d) Military Academy

5) Which one is *fully-male* and *fully-boarding*?

- a) River Valley School
- b) The Jennings Home School
- c) Evergreen School
- d) Military Academy

3) Which school is for *underachievers*?

- a) River Valley School
- b) The Jennings Home School
- c) Evergreen School
- d) Military Academy

2. Read the ads about schools and fill in the chart

Name	City	Address	Facilities
River Valley School	Colorado		
The Jennings Home School			
Evergreen School			
Military Academy			

3. Where should the following parents send their children? Read the sentences and fill in the blanks with the appropriate name of school from the ads above.

A family who(se);

- want their son to become a member of army. _____
- has mentally-handicapped son. _____
- has son at high school level getting prepared for college _____
- son has problem in learning _____

POST-READING: WRITING an EMAIL TO GET INFORMATION

Here is your information. Write your e-mail below.

Your name: Paul Bravo

Address: 21, school street, Colorado

- you don't have time to care for your son, and want him to go to a boarding school
- you want to learn the price and registration dates.

Yahoo! My Yahoo! Mail

YAHOO! MAIL Welcome, **ozkankirmizi**
[Sign Out, My Account]

Mail ▾ Addresses ▾ Calendar ▾ Notepad ▾

Send Save as a Draft Spell Check Cancel

Insert addresses | Add CC - Add BCC

To:

Subject:

Attach Files

Recipient's address your address

.....

.....

salutation

.....

INTRODUCTION

.....

REASON of WRITING

.....

.....

.....

Salutation 2 name and signature

.....

☐ Use my signature

TEXT III: BUSINESS LETTERS

BUSINESS

PRE-READING

1. Have you ever written a business letter of any kind? What kind of language are you supposed to use?
2. Use your dictionaries and match the words in Column A with their definitions in Column B.

COLUMN A	COLUMN B
1) __To resign 2) __To apply for 3) __Employed 4) __Curriculum vitae (CV)	a) to request something, usually officially, especially by writing or sending in a form. b) a short written description of your education, qualifications, previous employment. c) person who works. d) to give up a job or position by telling your employer that you are leaving. e) to start working for a company.

LETTER 1

John Green 84 King Street Manchester M4 2LM

Mrs Jennifer Clive Personnel Officer
TECHPRODUCTS plc 79 Thorpe Way
Manchester M2 5GT

26 April 1999

Dear Mrs Clive,

I am writing to **apply for** the position of Customer Service Manager which was advertised last week in the Financial Times.

Though I am employed at present, I would particularly welcome the chance to work for your company because I am very interested in the field in which TECHPRODUCTS plc works. As you will notice on my enclosed curriculum vitae (CV) the job you are offering matches my personal and professional interests.

I am sure that my understanding of customers' needs and expectations would be relevant to the position as well as my sense of humour and **reliability**.

I would be pleased to discuss my curriculum vitae with you at an interview. Please, do not hesitate to contact me if you require further information.

I am looking forward to hearing from you.

Yours sincerely,
John Green

LETTER 2

3 Norton Gardens, BRADFORD BD7 4AU 30 June 2001 Regional Sales Manager Nortex and Co. Cooper St. LEEDS LS5 2FH Dear Mr Perrin, I am writing to inform you of my decision to resign from my post of Sales Administrator in the Bradford offices with effect from 1 July 2001. I am giving one month's notice as set out in my conditions of employment. I have for some time been considering a change of role and have been offered a post with a market research organization which I believe will meet my career aspirations. I would like to take this opportunity to say how much I value the training and professional and personal support that I have received in my three years with Nortex and Co. Yours sincerely, Melinda MacPhee

WHILE-READING

A. Scan the letters and write what the following refer to.

- 1) 1 July 2001: _____
- 2) Nortex and Co.: _____
- 3) TECHPRODUCTS plc _____
- 4) the Financial Times: _____

B. Circle the correct option for the following questions.

1. These letters are _____	2. the language of both letters is _____
a) Business letters b) Written for the same purpose c) Informal letters	a) daily b) friendly c) formal

C. Fill out the following table according to the letters above.

Letters	Type	Purpose	Sender	Receiver
Letter 1				
Letter 2				

D. Who did the following activities? Write J for John C for Mrs. Clive, P for Perrin and M for Melinda.

1. _____ is going to receive a letter of resignation. p
2. _____ is going to receive a letter of job application. c
4. _____ is resigning from her position. m
5. _____ is employed at the moment. j
6. _____ is glad that he or she gained a lot of experience in his or her position. m

POST-READING

Write a similar letter for the following job advertisement. Get help from the first letter you have read.



Receptionist Wanted

ABC Company prides itself in providing excellent customer service. We are seeking an individual with strong organizational and communication skills. Must have pleasant phone manner and skill at Microsoft Word and Excel. Experience with Access an asset.

Send resume to:
Mrs. Emily Employer
123 Pleasant Street
Nanaimo, BC V1Y 1W3

http://www.cvims.org/images/cl_ad.jpg

TEXT IV: NOTICEBOARD**BUSINESS****UNIT 8**

1. When you were coming out of your school, you come across with this bulletin board. A bulletin board is a board onto which notices or announcements are stuck. This is the one for you. Go through the bulletin board and tick which of the following topics are on it.

☐ Need for tutoring ☐ Pet for sale ☐ Home mate wanted ☐ Choir announcement	☐ Lesson cancellation ☐ A travel to Europe ☐ Magazine values	☐ School bus timetable ☐ Security service ☐ Theft

BAY VIEW COMMUNITY COLLEGE — STUDENT UNION BULLETIN BOARD

1) ANTHROPOLOGY 115
has been cancelled because the teacher is ill today. She'll hold her review tomorrow afternoon in 166 Barrows.

2) ANNUAL STUDENT TRAVEL PROGRAMS
Departure May — August
EUROPE!!!!
10 trips to choose from
15 days/8 countries
58 days/20 countries
America's leader in travel
College credit available
CALL 561-2340 T O D A Y

3) GUARANTEED LOWEST PRICES!
Over 200 magazine values for students
Save up to 50% — as little as \$1.33 a month with our easy 3-payment plan
Best selection available
ORDER TODAY
Education Clearinghouse
Call Toll Free 800-555-7130

4) DON'T WALK ALONE AT NIGHT
Use the BVCC Night Escort Service!
The College Security Service provides a walking escort service for staff, students, and faculty. Plan ahead and make arrangements to ensure your safety if you are on campus at night.
To obtain an escort call 535-WALK.
This service was created for your safety and peace of mind. Please use it!

5) EXTRACURRICULAR ACTIVITIES
Come Sing With Us
BVCC Choir Auditions
Next Thursday 3 p.m.
Bring music
Smith Room

6) **BEWARE Pickpockets**
They're after your:
* Wallets
* Purses
* Credit cards
DON'T LET THEM GET AWAY WITH IT!

7) PLEASE HELP!
FOREIGN STUDENT NEEDS TUTOR FOR ENGLISH.
CAN PAY \$5 HR. OR EXCHANGE CONVERSATION IN SPANISH.
CALL JORGE 721-3336

STUDENT NOTICES

(Task reading)

2. Read the notices and write the appropriate number next to the questions.

- 1) Which one is about lessons _____
- 2) Which one is about music _____
- 3) Which one is for a warning _____
- 4) Which one offers an exchange _____
- 5) Which one is on Thursday _____
- 6) Which one offers 50% save _____
- 7) Which one is something that happens every year _____

3. Now read them again and write which one is;

- ☐ An advertisement _____
- ☐ A request _____
- ☐ To give information _____
- ☐ A warning _____

4. Now read them again and write which of the notices those people would be interested.

1. Someone who doesn't want to be pick pocketed ____
2. Someone who wants to go on a tour ____
3. Someone who likes singing ____
4. Someone who wants to be more secure ____
5. Someone who wants to participate in choir auditions ____



POST-READING

1. You are interested in this advertisement. But you think it is not very clear. There are questions in your mind. For example;

1. Which countries?
2. What are the terms of accommodation?
3. How much is each tour?

2. Now prepare a telephone conversation to get information about these questions.

- A. greet, introduce yourself and say why you are calling
- B. say that you can be of help. Get the first question
- A. ask which countries
- B. name the countries. (choose some)
- A. thank, and ask the prices for each tour
- B. give info about the prices
- A. ask the accommodation
- B. answer this.
- Thank and close the conversation

Think about this unit, and fill out the following form to evaluate yourself.

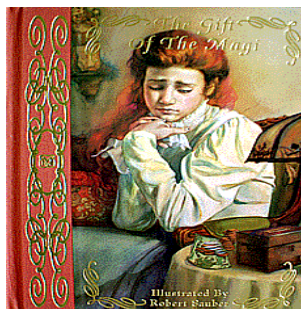
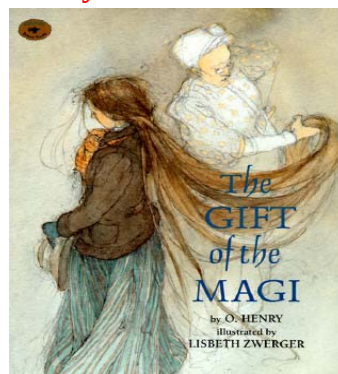
The European Language Portfolio Check	😊	😐	☹	⌚	💡
I have put new items in my portfolio.					
The item is a/an.....					
I have checked and exchanged my written works.					
Skills Check	😊	😐	☹	⌚	💡
I have learned how to skim.					
I have learned how to scan.					
...					
Vocabulary Check	😊	😐	☹	⌚	💡
I have learned enough vocabulary in this unit.					
The number of words I have learned:	7+	5-6	3-4	1-2	0
I have learned the following words in this unit:					
Definitions or Synonyms of the Learned Words					
Structural or Topical Check	😊	😐	☹	⌚	💡
I have fully learned the main grammatical structure.					
I liked the main subject of this unit.					
...					
Text Check	1	2	3	4	More
I studied ... different types of texts.					
These text types are ...					
Key to the Symbols					
😊 Yes		😐 Average		☹ No	
⌚ I need more time to study on this.			💡 I have no idea.		

STORY CORNER

PRE-READING

You are going to read a short story written by O. Henry.

A. Look at the pictures below. What do you think the story will be about?



B. Use your dictionaries and match the words with their definitions.

- a. __possessions
- b. __cascade
- c. __garment
- d. __ransack
- e. __trance
- f. __burden

- 1. to make something difficult
- 2. a piece of clothing
- 3. a small waterfall.
- 4. to search a place or container in a violent and careless way
- 5. something that you own or that you are carrying with you at any time
- 6. a temporary mental condition in which someone is not completely aware of and/or not in control of themselves and of what is happening to them:

C. Discuss the following questions.

- 1) Do you think love is above all things?
- 2) Would you sacrifice your most valuable possessions for your beloved one?

WHILE-READING

Read the story and do the activities below

The Gift of the Magi by O. HENRY

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a grey cat walking a grey fence in a grey backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far.

They had two very important possessions in life. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair, which fell about her, rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

Della went out on the street and started walking hopelessly. Suddenly she saw the sign: "Mme Sofronie. Hair Goods of All Kinds. We buy hair" she went in.

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take your hat off and let's have a sight at the looks of it."

"Twenty dollars," said Madame.

"Give it to me quick" said Della.

The next two hours tripped by on rosy wings. She was ransacking the stores for Jim's present. She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum watch chain, simple and chaste in design. It was even worthy of Jim's Watch. Twenty-one dollars they took from her for it, and she hurried home with the 78 cents. Jim would be very happy with a present like this.

Jim was never late. Della doubled the chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit of saying little silent prayers about the simplest everyday things, and now she whispered: "Please, God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two--and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stepped inside the door. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold it because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say 'Merry Christmas!' Jim, and let's be happy. You don't know what a nice--what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, aren't I?"

"You say your hair is gone?" he said.

"Nobody could ever count my love for you. Shall I put the meal on, Jim?"

Out of his trance Jim seemed quickly to wake. He enfolded his Della. Eight dollars a week or a million a year--what is the difference? The magi brought valuable gifts, but that was not among them.

Jim drew a package from his overcoat pocket and threw it upon the table. "Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll open that package you may see why you had me going a while at first."

For there lay The Combs--the set of combs, side and back, that Della had wanted so much. They were expensive combs, she knew, and her heart had simply craved and yearned over **them** without the least hope of possession. And now, they were hers, but her hair was gone. But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to shine bright and ardent spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim sat on the couch and put his hands under the back of his head and smiled.

"Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs."

The magi, as you know, were wise men--wonderfully wise men--who brought gifts to the Babe in the manger. **They** invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And

here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. They are the magi.

(<http://www.classicshorts.com/stories/magi.html>)

A. Answer the following questions.

- 1) What were the most valuable things in Della and Jim's lives?

- 2) What did Della do after she saw the sign "Hair Goods of All Kinds"?

- 3) How did Della spend the two hours after she left the hairdresser?

- 4) What was Jim's reaction when he saw Della without her hair?

- 5) Why was Jim surprised when he saw his present?

- 6) Who are the magi people?

B. Decide whether the following statements are true or false according to the story. Write T for true and F for false.

1. __Jim's watch was extremely valuable for him because he had paid a lot of money for it.
2. __Della knew from the beginning what she was going to buy for Jim.
3. __Jim was very angry when he saw that Della has sold her hair.
4. __The combs Jim bought for Della were the ones Della had long wanted

C. Match the following sentences with the pictures about the story. After matching order the sentences.

- a. __Della had gorgeous long hair and Jim admired her hair.
- b. __Della decided to sell her hair after seeing the sign in front of a shop.
- c. __Jim was shocked when he saw what Della had bought for him.
- d. __Della looked herself in the mirror anxiously because she wondered whether Jim would like her like this.
- e. __Della thought that Jim didn't like her without her hair.

1. ...



2. ...



3. ...



4. ...



5. ...



D. Write what the following words refer to.

1. It in the 2nd paragraph refers to _____
2. It in the 4th paragraph refers to _____
3. Them in the 11th paragraph refers to _____
4. They in the last paragraph refers to _____

POST-READING

Would you do the same for the person you love? How far would you go in sacrificing your possessions?

Write the moral of the story _____

CHAPTER V

CONCLUSION

Based on the CEF, The European Language Portfolio seems to be the latest trend in language education. It is an accumulation of the hard work and effort undertaken by the Council of Europe as of the 1990s. Over the following years it has evolved into a gigantic document that attempts to account for the whole practice of language learning from a wide range of viewpoints like foundations of language teaching, proficiency levels, or the purposes of language teaching.

Since it is a new concept, experimental research that can examine its usefulness and effectiveness has been insufficient. Therefore, there is a need to design syllabuses based on the propositions of the CEF and examine them in order to see whether this new systematic documentation of language teaching and learning can be of use to language teaching contexts. As such, this thesis has grown out of a need on the part of Turkish context for a reading syllabus at B1 level based on the principles of the CEF.

No matter how the theory or practice of language teaching changes, one ultimate objective that never changes is that language teaching must somehow include a communicative aspect and it should foster interaction. The ELP attaches considerable attention to promoting interaction and improving communicative skills in almost all language skills. This is obvious from the descriptors of the CEF. For example, one of the descriptors of the CEF regarding the reading skill at B1 level reads “I can understand the most important information in short simple everyday information brochures.” There is no denying the fact that most of the time we read for information in our daily lives, and thus reading in a foreign language must be for communicative purposes like getting information from a brochure, advertisement, announcement or notice. The CEF covers all these issues in its descriptors. However, the CEF does not offer prefabricated materials that are for each level. So, there is a need for materials based on the CEF.

In language education no single method can be said to be perfect, accounting for all aspects. Apart from taking cultures characteristics of students into consideration, teachers must keep abreast of new ideas or trends in the area and must pick innovative approaches. Important concepts that are handled in the CEF persistently are learner autonomy and learner-

centeredness, and communicative competence. These concepts were taken into account in the preparation of the selected activities for the reading texts of the suggested syllabus.

It has been stated for numerous times in the present study that CEF adopts an action-oriented approach in documenting language education. What is meant in the CEF in regard to action-orientedness is that learning activities must be designed with a view to promoting tasks that are similar to frequent everyday use. During the preparation of the present syllabus, the activities were carefully selected to suit to the action-oriented approach of the CEF.

The present syllabus proposed in this research is composed of interesting texts that both develop intended language skills and give information that can be of use in daily life. The process text and activity selection was carried out by the help of the principles of the CEF and learners preferences obtained via a questionnaire given to Turkish students. The main criteria were length, layout, topic, etc. Moreover, the readability of each text in terms of its motivational aspects, audio-visual support and whether it contains information that can be used in daily life were also considered.

CEF based practices are important for Turkey in the run-up to Turkey's cultural and educational integration with European Community. It may be important, therefore, to design syllabuses that are to be used in Turkish context of language education in order to render Turkey's integration to European Cultures viable and ultimately possible, as this is one of the current educational policies of Turkey in terms of foreign language teaching text preparation.

The units follow the order determined by the questionnaire. The top seven units were selected as unit heads, and one additional unit was added. It is called "business unit". Having a themed syllabus like this does not necessarily suggest that all the texts intend to inform learners on the given topic. Instead, unit heads are used to organize texts under certain headings. The texts have two purposes: (1) to equip learners with the desired skills determined by the CEF and (2) to give information that can be used in daily life.

Each unit includes from three to seven texts. There are no suggestions or propositions regarding number of texts for each unit in the CEF. The numbers were determined by the researcher according to a number of considerations. First and the foremost, how many of the

descriptors can be covered in a certain unit was thought. Each unit was built for the purpose of covering as many skills as possible. Secondly, it was not possible to do away with some of the texts that had been found prior to the preparation of the units. In this case, these texts were also included in the syllabus. This added variety of texts to the syllabus.

Along with the number of texts, another important issue was to decide on what type of texts to include. A number of text types were determined by the CEF itself besides the ones determined by the questionnaire. As a result, the text types included in this syllabus are as follows:

Determined by the CEF	Determined by the Questionnaire
➔ brochures ➔ letters ➔ argumentative texts ➔ newspaper articles ➔ instructions ➔ story ➔ private letters	➔ fictional ➔ cartoons ➔ caricatures ➔ letters ➔ e-mail ➔ messages ➔ postcards ➔ conversations and speeches ➔ memos

The syllabus includes most of the text types given above. Some of the texts would be too easy for this level; for example, memos or caricatures. Therefore, they were not included in the syllabus, in view of the fact that they must have been studied at earlier stages like A1 or A2. The other text types however were all included.

Any language teaching syllabus that fails to integrate as many language skills as possible would fall short of meeting the requirements of a sound language teaching syllabus. Therefore, it was of utmost importance to integrate as many language skills as possible for each text.

Considering that the prospective users of this syllabus will be university students, an additional unit was added to it. It is “business” unit. It contains texts that will be helpful to university students to become familiar with business matters in the countries of the European Union.

Progression

In short, the researcher attached the utmost importance to ordering in a way that allows making the best use of time and effort. The principles that guided the researcher are as follows:

1. It was not always possible to find texts that include only the grammatical structure which students are familiar with. However, this problem was minimized by calculating the readability analyses for the texts.
2. It was of utmost importance for the researcher to recycle most of the reading skills throughout each unit and the whole syllabus.
3. Each unit contains pre-reading activities to warm students up which help students to focus on the theme of each unit.
4. At certain stages of the syllabus reading tips were included in order to help learners.

Apart from presenting a reading syllabus based on the main principles of the CEF, this thesis also found out that Turkish learners think like European counterparts in regard to reading attitudes, strategies and preferences. This is important in recognizing that Turkish education context can reach the level of European Countries provided that research is carried out in that way. In addition, this thesis also showed that Turkish scholars or material developers are capable of preparing language teaching materials in full compliance with European contexts.

The syllabus is believed to be a practical material suitable for language teaching contexts in Turkey since it was prepared according to Turkish learners' preferences in reading skill and the principles of the CEF, which is currently the ultimate language teaching and learning guide. The fact that the syllabus was prepared based on learner preferences and the CEF empowers it in the view of the fact that the descriptors of the CEF do not specify how to of language teaching. Therefore, in this thesis "how to" of the syllabus was determined by means of surveying learners' needs, attitudes, and preferences and "what to" of it was determined by the CEF itself. As a result, it rests on the sound ground of the suggestions of the CEF as well as the prospective users (learners) expectations and this increases its practicality.

Another important point is the inclusion of frequent references to Turkish culture. There are texts that include Turkish cultural aspects and touristic places of Turkey. These texts are also expected to increase familiarity among the member states of the Council.

Variety was ensured regarding the topics of the texts included in the syllabus so that learners can study a wide variety of text on different topics and thus improve their world knowledge as well as develop their reading skill.

Finally, the syllabus is expected to contribute the plurilingual approach of the CEF in terms of language teaching. According to the CEF, language teaching and learning does not only focus on equipping learners with the required proficiency levels, it also aims to familiarize learners with the cultural aspects of the member countries in order to foster both plurilingualism and pluriculturalism. This syllabus contains texts about Turkey that include Turkish cultural aspects and touristic places of Turkey. These texts are expected to increase familiarity among the member states of the Council and add to the plurilingual and pluricultural approach of the CEF.

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