



Hacettepe University Institute of Social Sciences

Division of English Language Teaching

Department of Foreign Languages Education

**A SUGGESTED SPOKEN INTERACTION SYLLABUS  
FOR A2 LEVEL STUDENTS IN REGARD TO EUROPEAN  
LANGUAGE PORTFOLIO BASED ON COMMON  
EUROPEAN FRAMEWORK OF REFERENCE FOR  
LANGUAGES**

Şule BÜYÜKKINACI

A Master's Thesis

Ankara, 2011



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by

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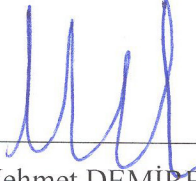
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Division of English Language Teaching  
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## KABUL VE ONAY

Şule BÜYÜKKINACI tarafından hazırlanan “A Suggested Spoken Interaction Syllabus For A2 Level Students in Regard to European Language Portfolio based on Common European Framework Of Reference for Languages” başlıklı bu çalışma, 13.01.2011 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.




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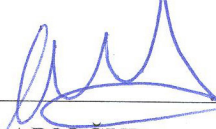
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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

Prof. Dr. İrfan ÇAKIN

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## BİLDİRİM

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Şule BÜYÜKKINACI

## ACKNOWLEDGEMENTS

I must express my gratitude to my supervisor Assoc. Prof. Dr. Arif SARIÇOBAN for his constant guidance, feedback, positive attitude and encouragement throughout this study. I am indebted to his knowledge and patience. I am also grateful to Prof. Dr. Mehmet Demirezen for his help and advice throughout my M.A. courses.

I would like to thank my director Dr. Bülent İNAL for supporting and encouraging me throughout my study. I would also like to thank my colleagues who willingly offered help whenever I needed.

In addition I wish to express my deepest thanks to my dearest husband Ahmet Ekrem Öz for his warm support, encouragement and never-ending patience. I also owe special thanks to my mother and father for their constant support and love.

## ÖZET

BÜYÜKKINACI, Şule. *Avrupa Ortak Dil Kriterleri Çerçevesi'nde Avrupa Dil Pasaportu'na Yönelik A2 Düzeyi'ndeki Öğrenciler İçin Önerilen Karşılıklı Konuşma İzlenesi*. Yüksek Lisans Tezi. Ankara, 2011

Geçtiğimiz yıllarda yabancı dil öğretmenleri öğretim metodlarının nasıl olması gerektiği ve dil seviyelerinin tanımlanması konusunda ortak bir noktada buluşmamaktan rahtsızlık duymuşlardır. Bunun da ötesinde kültürel olarak zengin ve çeşitli toplumlara sahip Avrupa'da artan etkileşim ile beraber bilişim ve iletişim teknolojilerindeki hızlı gelişmeler dil eğitimi politikalarında önemli değişiklikleri gerektirmiştir. Sonuç olarak dil öğrenimi ve öğretimi ile ilgili olan tüm tartışmalar ve Avrupa kıtasındaki gelişmeler sonucu Avrupa Konseyi Avrupa Ortak Dil Kriterleri Çerçevesi ve Avrupa Dil Portfolyo'sunu geliştirmiştir. Bu çerçeve altı adet dil yeterlilik seviyesi tanımlar; C1, C2, B1, B2, A1, A2. Bu tanımlamalar tüm üye ülkelerde seviyelerin tanımına bir standart getirmiştir. Avrupa Ortak Dil Kriterleri Çerçevesi, şu ana kadar, öğretmenler ve öğrenciler için değerli bir rehber olmuştur. Müfredat yazarlarının, eğitim yöneticilerinin, öğretmenlerin ve sınav kurullarının dil yeterlilikleri konusunda karşılıklı anlaşmalarına sağlam bir temel oluşturmuştur. Buna ek olarak, çerçevenin uygulanmasıyla, müfredatların tasarımı, izleneciler rehberleri, sınavlar ve ders kitapları Avrupa'da ortak bir temele kavuşmuştur.

Bu çalışmanın amacı Avrupa Ortak Dil Kriterleri Çerçevesi'nde Avrupa Dil Pasaportuna yönelik A2 seviyesindeki öğrenciler için karşılıklı konuşma müfredatı geliştirmektir. Bu çalışmada öncelikle konuyla ilgili kaynak taraması yapılmıştır. Ardından ortak dil seviyeleri detaylı bir şekilde incelenmiştir. Sonra, konuşma becerisinin teorik bilgisi çalışılmıştır. Son olarak, ilgili kaynaklar ışığında, A2 seviyesindeki öğrenciler için karşılıklı konuşma müfredatı önerilmiştir. Bu izleneciler daha çok diyaloglara dayanarak karşılıklı konuşma becerisini geliştirmeyi hedeflemiş on

üniteden oluşmaktadır. Üniteleri takiben, öğretmen el kitabı hazırlanmıştır. Bu kitap alıştırmalara cevap anahtarı ve aktiviteleri uygularken öğretmenlere yardımcı olacak kısa notlar sunar. Bazı aktiviteler için öğretmenlere ek fikirler verilmiştir.

**Key words:** Avrupa Ortak Dil Kriterleri Çerçevesi, Avrupa Dil Portfolyo'su, Avrupa Ortak Dil Seviyeleri, Avrupa Konseyi

## ABSTRACT

BÜYÜKKINACI, Şule. *A Suggested Spoken Interaction Syllabus For A2 Level Students In Regard To European Language Portfolio Based On Common European Framework Of Reference For Languages*. Master's Thesis. Ankara, 2011.

Teachers who have taught modern languages over the past years are sometimes frustrated by the lack of consensus and the inconclusiveness of teaching methods and the definition of levels. What is more, the increasing interaction among the culturally rich and diverse societies in Europe as well as the rapid changes in information and communication technologies necessitated some major changes in the language education policies. As a result of all discussion about language learning and teaching and such developments in the continent, the Council of Europe published the Common European Framework of Reference for Languages and introduced the European Language Portfolio (ELP). The Framework provided six levels of proficiency, namely C1, C2, B1, B2, A1, and A2 which offered a standard in the definition of levels among all the member states. The Framework, so far, has been a valuable guide both for teachers and learners. For the syllabus designers, educational administrators, teachers, examining bodies, it provided a sound basis for mutual recognition of language qualifications. In addition, with the application of the Framework, the design of the syllabuses, curriculum guidelines, examinations, textbooks, etc. among Europe has reached a common basis.

The aim of this study is to design a spoken interaction syllabus for A2 level students in regard to European Language Portfolio based on Common European Framework of Reference for Languages. In order to achieve this, first, related literature was reviewed and background knowledge is presented. Next, common reference levels were examined in detail. After that, the theory of speaking was studied. Finally, in the light of the literature review part, a spoken interaction syllabus for A2 level learners was suggested.

This syllabus consists of ten units all of which aim at developing spoken interaction skills by mainly concentrating on conversations. Following the units, a teacher's manual was prepared. This manual offers answer keys to exercises and short notes which will help teachers about the implementation of the activities. Extra ideas were also given for some of the activities so that teachers can extend their teaching.

**Key words:** the Common European Framework of Reference for Languages, the European Language Portfolio, the Common Reference Levels, the Council of Europe,

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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
- ELP** : The European Language Profolio
- CDCC** : Council for Cultural Co-operation

## **CHAPTER 1**

### **INTRODUCTION**

The variety of cultures and languages and their protection has become even more important with the development of mobility of the European Union citizens. In order to create a unity among these citizens, Council of Europe has determined a language policy. The basis of the policy derives from the idea that without the knowledge of European modern languages, it is not possible to facilitate communication and interaction among different mother tongues. Moreover, the policy aimed to promote European mobility, mutual understanding and co-operation and to overcome prejudice and discrimination. This policy resulted in a significant publication “A Common European Framework” (Council of Europe, 2001a).

Common European Framework (CEF) is a reference for language learning at all levels. It has been developed to promote and facilitate co-operation among educational institutions in different countries, to provide, for the first time, a sound basis for mutual recognition of language qualifications. In addition, it has been developed to assist teachers as well as learners. With the application of the CEF, the design of the syllabuses, curriculum guidelines, examinations, textbooks, etc. among Europe has reached a common basis. The description also provides a cultural context in which language is set. The levels of proficiency, which allows learners’ progress to be measured at each stage of learning, is defined clearly in the Framework.

Since there are many different educational systems in Europe, the CEF is intended to overcome the barriers of communication among the professionals of modern languages working in these systems. Therefore, it is a valuable tool for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., so that they can reflect on their current practice and ensure that they meet the real needs of the learners.

The explicit description of objectives, content and methods stated in the CEF enhance the transparency of courses, syllabuses and qualifications. Last but not least, the CEF promotes plurilingualism through the learning of a wider variety of European languages.

## **1.1 BACKGROUND TO THE STUDY**

For more than 40 years, the Common European Framework (CEF) has been working on the modern languages in various projects of the Council of Europe (COE). This resulted in a series of detailed syllabus specifications, at several different language learning levels. These levels can be named as the Threshold Level (van Ek, 1977) and the Waystage and Vantage Levels (van Ek and Trim1991, 1997). In 1995, the Council published the first draft of the Framework and later a revised version was published (Council of Europe, 2001a).

The CEF consists of two main, closely-linked aspects, the ‘Common Reference Levels’ on the one hand, and a detailed description of an action-oriented view of language learning and teaching on the other. All in all, it attempts to:

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

The aim of this study is to design a speaking syllabus for A2-level students considering the basic principles of the CEF.

## **1.2 STATEMENT OF THE PROBLEM**

What is expected from the learners at the end of a particular language course may be defined in terms of competences using precise, common indicators, i.e. regardless of the languages learned. A typology of such competences or components of competences has been established by the Common European Framework of Reference for Languages:

Learning, Teaching, and Assessment (CEFR) which is proposed as a common basis for language syllabus design. It is an essential instrument for the creation of coherence within education systems and between the education systems of Member States of the Council of Europe.

The language competences and elements of competences identified in the CEFR are:

- oral production (*speaking*, in the sense of making a presentation to an audience)
- written production (writing a text)
- aural and visual reception (watching television, listening to a song, lecture or radio programme, etc.)
- reading comprehension (in the traditional sense of *reading*)
- spoken interaction (in the sense of taking part in a conversation, debate, etc.)
- written interaction (in real time: Internet chat groups, e-mails, etc.).

To design syllabi, one should determine both the competences concerned (all competences, some of them, a single competence, etc.) and the target level in each competence. This definition of levels is made possible by the reference levels offered in the CEFR. A syllabus may therefore express its objectives explicitly. They may be different for different linguistic varieties.

Language teaching syllabi are composed of the competences to be taught and the levels to be attained in them. When preparing a syllabus, one can decide to base each linguistic variety on:

- language needs, i.e. actual or foreseeable ways of using languages for a particular group at a particular stage in their educational career
- the expectations of users/learners who want to develop their repertoires in a particular competence or to a particular level of competence
- the expected role of language teaching in relation to other subjects (transversal learning to read, for example)

- the educational goals of teaching establishments. From this point of view, language syllabi should not be organized exclusively on the basis of communicative goals (Council of Europe, 2007, pp. 96-97).

Negotiation and mediation among the parties, namely, users, teachers, the economic world, voluntary bodies, political parties, etc., is necessary in order to take one of the decisions above. However, in Turkey, such negotiation or mediation is too limited in contrast to members of the Council of Europe. What is more, there is lack of syllabi in consistent with the basic levels of the CEF. In order to contribute to the development of language teaching and learning in Turkey more syllabi are needed to be developed.

### 1.3 PURPOSE OF THE STUDY

The CEFR provides six levels of proficiency which describes learner proficiencies. The levels are organized in an ascending order (Council of Europe, 2001a).

**Table 1**

*Proficiency levels in Common European Framework*

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

For a long time, language teaching centers, educational administrators, course designers, teachers, teacher trainers, examining bodies had their own proficiency levels and exams. The Council of Europe's modern languages projects felt the urge to establish transparency in the specification of language learning objectives.

The purpose of this study is to prepare a suggested spoken interaction syllabus for A2 level language learners by considering "can-do" objectives defined in CEFR. In terms of overall spoken interaction skills, the A2 level learners are expected to be able to: (Council Of Europe, 2001a, pp. 74-82)

- interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.
- manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.
- handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.

In terms of spoken interaction skills, the A2 level learners are expected to be able to:

- establish social contact: greetings and farewells; introductions; giving thanks.
- generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.
- participate in short conversations in routine contexts on topics of interest.
- use simple everyday polite forms of greeting and address.

- make and respond to invitations, suggestions and apologies.
- say what he/she likes and dislikes.
- generally identify the topic of discussion around him/her when it is conducted slowly and clearly.
- discuss what to do in the evening, at the weekend.
- make and respond to suggestions.
- agree and disagree with others.
- discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.
- discuss what to do, where to go and make arrangements to meet.
- generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.
- exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.
- say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.
- understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.
- discuss what to do next, making and responding to suggestions, asking for and giving directions.
- deal with common aspects of everyday living such as travel, lodgings, eating and shopping.

- get all the information needed from a tourist office, as long as it is of a straightforward, non-specialized nature.
- ask for and provide everyday goods and services.
- get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.
- ask about things and make simple transactions in shops, post offices or banks.
- give and receive information about quantities, numbers, prices, etc.
- make simple purchases by stating what is wanted and asking the price.
- order a meal.
- ask and answer questions about habits and routines.
- ask and answer questions about pastimes and past activities.
- give and follow simple directions and instructions, e.g. explain how to get somewhere.
- ask and answer questions about what they do at work and in free time.
- ask for and give directions referring to a map or plan.
- ask for and provide personal information.
- answer simple questions and respond to simple statements in an interview.

#### **1.4 HYPOTHESIS**

In this study, it is claimed that there is still a need for course materials to help language learners acquire the skills determined and classified as six proficiency levels in the Common European Framework. The main focus of this study is the A2 Waystage

proficiency level. Throughout this study, it is assumed that the activities to be presented will help achieve the spoken interaction objectives of A2-Waystage level listed above.

### **1.5 METHOD**

In order to design a speaking syllabus for A2 level learners as defined in the CEF, the initial step of this study is to review the literature about the CEF. The next step includes going over books that describes how to design speaking activities. Designing spoken production activities which are in line with the can-do statements for A2 Level and constructing the suggested units is the last step in this study.

### **1.6 SCOPE OF THE STUDY**

The students in the preparatory programmes of universities are expected to reach a certain level of language proficiency through a one-year intensive language program. The suggested A2 level speaking syllabus in this study will target the adult learners of the Turkish universities.

### **1.7 DEFINITIONS**

The Impel Glossary (2007) defines the following terms as follows:

#### **Action-oriented approach**

This approach views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action.

#### **Common Reference Levels**

A commonly agreed ascending scale of levels, identified by standardized codes (e.g.A1, B2, C1...) for proficiency in a range of linguistic skills, e.g. listening, spoken interaction or writing.

**Common European Framework of Reference (CEFR)**

The Common European Framework of Reference provides a common basis for the creation 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. Through its Global Scale and the Self-assessment grid, it also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. These two features are central to assessment for the European Language Portfolio (ELP).

**Descriptor**

A brief statement in which the characteristics of performance at a given level/skill are defined.

**Dossier**

A collection of samples or examples of language use either in a real (e.g. work) or simulated (e.g. classroom) context.

**Domain**

The broad sectors of occupational, educational or social life in which people operate.

**European Language Portfolio (ELP)**

A document in three parts (Language Passport, Language Biography and Language Dossier) in which an individual may voluntarily record his or her linguistic achievements (including intercultural competence) to date.

**Language Biography**

This second section of the ELP facilitates the learner's involvement in planning, reflecting upon and assessing his or her learning process and progress. It provides scope for recording at greater length than in the Language Passport various experiences that

have been influential in the user's learning, both in the formal learning of languages and in unstructured and informal encounters with foreign languages and cultures.

### **Language Passport**

This initial section of the ELP provides an overview of the individual's proficiency in different languages at a given point in time. It is the key record of current proficiency and qualifications, related wherever possible to levels of the CEFR.

### **Language Portfolio**

A language Portfolio is a document or an organized collection of documents, in which individual learners can assemble over a period of time, and display in a systematic way, a record of their qualifications, achievements and experiences in language learning, together with samples of work they have themselves produced.

### **Multilingualism**

The coexistence of different languages in a given society.

### **Pluriculturalism**

The ability of an individual to interact in different cultural milieu. This ability may imply both knowledge of likely differences in customs and values in a range of communities and the empathy required to respect and place value on beliefs and practices other than one's own.

### **Plurilingualism**

The ability of an individual to interact in different languages.

### **Scales of descriptor**

*can be:*

User-oriented = describe performances at any given level. They are popularly expressed as 'I can...' statements

Assessor-oriented = provide criteria by which to assess performance. May be third person descriptors, and perhaps using terminology more in keeping with professional understanding of the learning process.

Constructor-oriented = May start from very broad premises, enabling others to build more specific frameworks.

**Task**

Any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill or an objective to be achieved.

**Text**

Any sequence or discourse (spoken or written) related to a specific domain and which in the course of carrying out a task becomes the occasion of a language activity, whether as a support or as a goal, as product or process.

## **CHAPTER 2 REVIEW OF LITERATURE**

### **THE COMMON EUROPEAN FRAMEWORK OF REFERENCE**

#### **2.1 HISTORICAL BACKGROUND OF THE CEF**

The CEFR did not suddenly spring fully formed; in fact, the Council of Europe has worked on it for almost four decades. This process has been practiced actively in Europe since the symposium on languages in adult education held in Switzerland in 1971 (Little, 2006). This resulted in the Council of Europe's developing a series of detailed syllabus specifications at different language learning levels. Probably one of the best known of these are the Threshold Level (1975, 1990, 1998), which has had an enormous impact throughout Europe and beyond, and later the Waystage and Vantage Levels (Council of Europe, 2002c).

In the mid 1990s, after the intergovernmental symposium held in Switzerland again, the Council of Europe began the challenging task of putting these different levels and their associated guidelines together into one coherent Framework. This Framework referred as the Common European Framework of Reference for language learning, teaching and assessment was developed by Dr John Trim, Dr Brian North, Professor Daniel Coste and Mr. Joseph Sheils (Council of Europe, 2002c, p. 1). The Framework was developed in close cooperation with 292 Swiss foreign language teachers working in secondary education, vocational training and adult education. The project started out with gathering a pool of descriptors, taken from existing scales for the description of levels of language proficiency (North, 1993).

An initial version was published in 1996, and after consultation, a revised version was published in 1998, known as Draft 2. Extensive feedback received from a wide range of users and potential users and discussions have, since, led to the production of the current version of the Framework, which was published in English by Cambridge University Press and in French by Didier, to agree with the European Year of Languages, 2001 (Kohonen, 2003, p, 2). Soon after a German translation followed the

first two publications (Council of Europe 2001c), and in 2006, the Council of Europe web site, <<http://www.coe.int>>, announced translations of 21 other languages: Albanian, Armenian, Basque, Catalan, Croatian, Czech, Finnish, Friulian, Galician, Georgian, Hungarian, Italian, Japanese, Moldovan, Polish, Portuguese, Romanian, Russian, Serbian (Iekavian version), Spanish and Ukrainian (Little, 2006).

During 1997–2000 the Framework was in the pilot phase. The Council of Europe decided to disseminate the CEFR by commissioning a series of brief guides. These guides aimed at different categories of potential users. Later on, most of them gathered together in two volumes. The first volume (Council of Europe 2002a) contains a general introduction to the CEFR (Trim, 2002) and introductions for adult learners (Bailly, Gremmo & Riley, 2002), teachers and learners (Devitt, 2002), primary and secondary teachers and teacher trainers (Jones 2002), those responsible for language curriculum design and revision (Stoks, 2002), those responsible for language curriculum organization and delivery (Makosch, 2002), those concerned with quality assurance and quality control (Heyworth, 2002), and those involved in the production and design of textbooks and other language learning materials (Hopkins, 2002). The second (Council of Europe, 2002b) is dedicated to language assessment and test development. These two volumes still supply the best general introduction to the CEFR (Little, 2006).

## **2.2 THE NEED FOR THE CEF**

Without a common language, it is impossible for a country to be a nation filled with patriotism. After the rise of the European Union, the mobility of the citizens, who are from different nations with different languages and cultures, increased. As the interaction among different nations increased, the Council of Europe felt the urge to bring a new education policy. The First Summit of Heads of State attached particular urgency in that for the fear of xenophobia and ultra-nationalist backlashes which could prevent European mobility and integration. Moreover, it could be a major threat to European stability and to the healthy functioning of democracy. (Council of Europe, 2001a, p. 4)

With these in mind, the Council for Cultural Co-operation (CDCC), its Committee for Education and its Modern Languages Section implemented the measures set out in the preamble to R(98)6:

- To equip all Europeans for the challenges of intensified international mobility and closer co-operation not only in education, culture and science but also in trade and industry.
- To promote mutual understanding and tolerance (otherness theory), respect for identities and cultural diversity through more effective international communication.
- To maintain and further develop the richness and diversity of European cultural life through greater mutual knowledge of national and regional languages, including those less widely taught.
- To meet the needs of a multilingual and multicultural Europe by appreciably developing the ability of Europeans to communicate with each other across linguistic and cultural boundaries, which requires a sustained, lifelong effort to be encouraged, put on an organized footing and financed at all levels of education by the competent bodies.
- To avert the dangers that might result from the marginalization of those lacking the skills necessary to communicate in an interactive Europe.

(Council of Europe, 2001a, p. 3)

In the light of these objectives, the Committee of Ministers emphasized the need for strategies for diversifying and intensifying language learning in order to promote plurilingualism and drew attention to the value of further developing educational exchanges and of making the most of the communication and information technologies.

The Common European Framework (CEF) acts like a common basis for all language teaching centers, educational administrators, course designers, teachers, teacher trainers, examining bodies who used their own specifications of language learning objectives for a long time. The CEF aims at the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. By providing this basis with a

clear description of objectives, content and methods, the Framework will help to improve the quality of the transparency of courses, syllabuses and qualifications which will result in the further progress of international co-operation in the field of modern languages. That the provision of objective criteria will aid European mobility is also expected (Council of Europe, 2001a).

### 2.3 BASIC PRINCIPLES OF THE CEF

The stated purpose of the CEFR is to provide ‘a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe’ (Council of Europe 2001a, p. 1). By this way, it is expected to serve the Council of Europe’s political, cultural and educational agenda.

The CEFR is intended to ‘promote and facilitate co-operation among educational institutions in different countries’, ‘provide a sound basis for the mutual recognition of language qualifications’, and ‘assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts’ (Council of Europe 2001a, p 5). In other words, it is offered as a basis for continuous international co-operation in the development of language education policy, the construction of language curricula, the implementation of language learning and teaching, and the assessment of language learning outcomes. To achieve this goal, the CEFR seeks to be **comprehensive**, specifying ‘as full a range of language knowledge, skills and use as possible’; **transparent** – ‘information must be clearly formulated and explicit, available and readily comprehensible to users’; and **coherent** – the descriptions should be ‘free from internal contradictions’. Considering educational systems, coherence necessitates a harmonious relation among their components:

- the identification of needs;
- the determination of objectives;
- the definition of content;
- the selection or creation of material;

- the establishment of teaching/learning programmes;
- the teaching and learning methods employed;
- evaluation, testing and assessment.

(Council of Europe 2001a, p 7)

It is not possible to enforce one single system. On the contrary, the framework should be open and flexible. Therefore, the CEF should be:

- *multi-purpose*: usable for the full variety of purposes involved in the planning and provision of facilities for language learning
- *flexible*: adaptable for use in different circumstances
- *open*: capable of further extension and refinement
- *dynamic*: in continuous evolution in response to experience in its use
- *user-friendly*: presented in a form readily understandable and usable by those to whom it is addressed
- *non-dogmatic*: not irrevocably and exclusively attached to any one of a number of competing linguistic or educational theories or practices.

(Council of Europe 2001a, p. 7)

### **2.3.1 Content**

The Common European Framework is a 260-page document (around 80.000 words, not counting appendixes) in the form of a book published in English by Cambridge University Press, and in other European languages by major national publishing houses.

The CEFR which is a descriptive scheme can be used to analyze L2 learners' needs, specify L2 learning goals, guide the development of L2 learning materials and activities, and provide orientation for the assessment of L2 learning outcomes.

The scheme has a vertical and a horizontal dimension. The vertical dimension uses ‘can do’ descriptors to define six levels of communicative proficiency in three bands (A1, A2 – basic user; B1, B2 – independent user; C1, C2 – proficient user). The horizontal dimension deals with the learner’s communicative language competences and the strategies which combine these competences and communicative activities.

The following table provides an overview of the CEFR’s structure and content (adapted from Little, 2006, p. 173).

**Table 2**

*Common European Framework of Reference for Languages: overview of contents*

CHAPTER 1	the aims, objectives and functions of the CEFR in the light of the Council of Europe’s overall language policy
CHAPTER 2	the CEFR’s action-oriented approach and its descriptive scheme
CHAPTER 3	the Common Reference Levels, the global scale, the self-assessment grid, and scales of five qualitative aspects of spoken language use: range, accuracy, fluency, interaction, and coherence
CHAPTER 4	categories for describing language use and the language user/learner: the domains, situations, conditions and constraints that determine the context of language use; the themes, tasks and purposes of communication; communicative activities, strategies and processes; and text,  illustrative scales for oral production, written production, listening, reading, spoken interaction, written interaction, note-taking, and processing text,

	scales for planning, compensating, and monitoring/repair; for the receptive strategies of identifying cues and inferring; and for the interaction strategies of turn-taking, cooperating, and asking for clarification.
CHAPTER 5	the competences on which the language user/learner depends in order to carry out communicative tasks: general competences and communicative language competences,  scales for 13 dimensions of communicative language competence: general linguistic range, vocabulary range, vocabulary control, grammatical accuracy, phonological control, orthographic control, sociolinguistic appropriateness, flexibility, turn-taking, thematic development, coherence and cohesion, spoken fluency, propositional precision
CHAPTER 6	language learning and teaching: what learners have to learn or acquire; the processes of language learning; how the CEFR can be used to facilitate language learning; methodological options for language learning and teaching; errors and mistakes
CHAPTER 7	the role of tasks in language learning and teaching, task description, task performance, and task difficulty
CHAPTER 8	curriculum design, plurilingualism and pluriculturalism, differentiated learning objectives, two possible curricular scenarios, lifelong language learning, partial competences and the European Language Portfolio
CHAPTER 9	the assessment of communicative proficiency, test content and

	criteria and the various types of assessment
APPENDIX A	the description of levels of language and five essential features of good descriptors,  intuitive, qualitative, and quantitative approaches to scale development,  An annotated bibliography
APPENDIX B	the Swiss research project
APPENDIX C	DIALANG, an on-line assessment system that uses the scales and descriptors of the CEFR
APPENDIX D	the ALTE (Association of Language Testers in Europe) 'can do' statements

## 2.4 THE USES OF THE COMMON EUROPEAN FRAMEWORK

The uses of the Framework include the planning of (a) language learning programmes, (b) language certification and (c) self-directed learning.

The planning of language learning programmes is the first use of the CEFR. This use is concerned in terms of:

- assumptions regarding prior knowledge, and their articulation with earlier learning, particularly at interfaces between primary, lower secondary, upper secondary and higher/further education;
- objectives;
- content.

The other use of CEFR is related to the planning of language certification which includes:

- the content syllabus of examinations;
- assessment criteria, in terms of positive achievement rather than negative deficiencies.

Finally, the planning of self-directed learning includes:

- raising the learner's awareness of his or her present state of knowledge;
- self-setting of feasible and worthwhile objectives;
- selection of materials;
- self-assessment.

(Council of Europe, 2001a, p. 6)

Learning programmes and certification can be *global* so that they can bring a learner forward in all dimensions of language proficiency and communicative competence. Moreover, they can be *modular* to improve the learner's proficiency in a restricted area for a specific purpose. They can also be *weighted* in which a higher level is achieved in some areas of knowledge and skill than others. Finally, learning programmes can be *partial*. That is to say, they can take responsibility only for certain activities and skills while leaving others aside (Council of Europe, 2001a).

When planning the learning programmes, the Framework takes into consideration of the changes in the nature of needs of learners and the context in which they live, study and work. In other words, the CEFR puts learner into the center of education.

## **2.5 THE NEW LANGUAGE EDUCATION POLICY: PLURILINGUAL EDUCATION**

The process of European Integration is both culturally rich and diverse, and it depends on a certain degree of unity. Considering this, Europe has to find a balance between preservation and promotion of cultural diversity and the development of a common

communicative sphere. Both aspects are vital for further development of democratic citizenship (Breidbach, 2003). In the words of *The Guide for the Development of Language Education Policies in Europe*:

Policies for language education should therefore promote the learning of several languages for all individuals in the course of their lives, so that Europeans actually become plurilingual and intercultural citizens, able to interact with other Europeans in all aspects of their lives. (Council of Europe, 2007, p. 7)

‘Plurilingualism’ refers to languages from the point of view of those who speak them. It also means the repertoire of varieties of language which many individuals use. It includes ‘mother tongue’ or ‘first language’ and any number of other languages or varieties of languages (Council of Europe, 2007). It is a concept that develops throughout life. That is to say, since individuals’ purposes and needs change from time to time, they may acquire new languages and lose old ones. Plurilingualism is defined in the Common European Framework of Reference for Languages in the following way:

(Plurilingualism is) the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying degrees, in several languages, and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw (Council of Europe, 2001a, p. 168).

For leisure and work purposes, plurilingualism provides the necessary conditions for mobility within Europe. However, its importance results from creating a sense of European identity. That is why, language education policies in Europe are expected to help individuals to be plurilingual since plurilingualism is a part of European identity.

The aim of plurilingualism and plurilingual education is not teaching a variety of languages. Instead, the goal is to develop plurilingual competence and intercultural education, as a way of living together. To promote plurilingualism, the Council of Europe’s language programme have been designed to produce tools for use by all members of the language teaching profession. In the European Language Portfolio (ELP), in particular, it is possible to record the most diverse kinds of language learning and intercultural experiences and it is formally recognized.

## 2.6 THE EUROPEAN LANGUAGE PORTFOLIO

The CEFR and the ELP were first put forward at the Council of Europe symposium held in Rüşchlikon, Switzerland, in 1991. The ELP was actually developed and piloted by the Language Policy Division of the Council of Europe, Strasbourg from 1998 until 2000. The first and second drafts of the CEFR were widely circulated in 1996 and the final version was published in 2001. It was introduced on a pan-European level during the European Year of Language (Little, 2009).

One of the aims of the Council of Europe is to build a greater Europe based on shared values, including tolerance and respect for cultural and linguistic diversity. The ELP is one of the Council of Europe projects designed to promote linguistic and cultural diversity in Europe through education. The European Languages Portfolio developed from the CEF so as to support lifelong language learning and to promote understanding and tolerance across languages and cultures.

It is expected that ELP will contribute significantly to the dissemination of European goals, values, concepts and principles since it is created as a tool to support the development of plurilingualism, pluriculturalism and learner autonomy (Stoicheva et. al, 2009). The Council of Europe supports the use of the European Language Portfolio in order to help people of all ages and backgrounds to learn more languages and engage with other cultures. The ELP is also a way of presenting language skills. Moreover, certification in any language, at any level in a clearly understandable way is possible. This is done by using a standardized common European system of six language proficiency levels: the Common European Framework of Reference for Languages.

There are six levels, as follows:

- A1 - Breakthrough
- A2 - Waystage
- B1 - Threshold
- B2 - Vantage
- C1 - Effective Operational Proficiency
- C2 - Mastery

The self-assessment grid (see Table 2) in the language passport summarizes language proficiency at these six levels in relation to five skills: listening, reading, spoken interaction, spoken production, writing.

The European Language Portfolio (ELP) is a 3-part document in which learners can record and reflect on their language learning and cultural experiences. Learners may still be learning or have learned a language - whether at school or outside school (Stoicheva et. al, 2009). There is an adult version, with standard presentation of the passport across Europe, and a junior version for younger learners. The portfolio belongs to the learner and can be added to and up-dated as needed. It also helps learners plan activities to improve their language skills.

The portfolio is the property of the learner, and the basic idea is that students collect samples of their work in their portfolio. Most of the time, these samples will be texts created by the students, but might also include photos of classroom scenes, audio recordings, or even DVDs. All these documents provide evidence of a student's performance, e.g. during a discussion or a role play. The ELP is a document valuing all types of language competence gained both formally and informally. The ELP is the property of the learner and as reported by Schärer (2000, p. 4) the aims of the ELP are stated as:

- The deepening of mutual understanding and respect among citizens in Europe;
- The protection and promotion of linguistic and cultural diversity;
- The development of learner responsibility and learner autonomy;
- The promotion of life-long language and intercultural learning aiming for competent plurilingual and self-confident European citizens;
- The clear and transparent description of competences and qualifications to facilitate mobility and personal growth.

**Table 3** *Self Assessment Grid (Council of Europe, 2001a, p. 26-27)*

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

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

### 2.6.1 Functions of the ELP

The European Language Portfolio project has two main aims:

- a. to provide a record of the linguistic and intercultural skills they have acquired (to be consulted, for example, when they are moving to a higher learning level or seeking employment at home or abroad) (reporting function);
- b. to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels (pedagogic function).

(Stoicheva et. al, 2009, p. 6)

It can, therefore, be asserted that the ELP has two functions: *reporting* and *pedagogical*. In its *reporting function* the ELP is designed to make the language learning process more transparent to the learner and foster the development of learner autonomy. It supplements the certificates and diplomas. In addition, it lets the owner of the document to present the amount of language learning that has taken place outside as well as inside formal education (Little, 2002).

Stoicheva et. al (2009, p. 6) describes the pedagogic function in the following terms:

- Enhance the motivation of the learners
  - to improve their ability to communicate in different languages
  - to learn additional languages and
  - to seek new intercultural experiences
- Incite and help learners
  - to reflect on their objectives, ways of learning and success in language learning,
  - to plan their learning and
  - to become more autonomous in their learning
- Encourage learners to enhance their plurilingual and intercultural experience

In its *pedagogical function* the ELP provides practical evidence of L2 proficiency and intercultural experience. It is designed to encourage plurilingualism, enhance cultural awareness. With ELP, it is expected to make the language learning process more transparent to the owner, and promote the development of learner autonomy. To use ELP effectively, the two functions mingle in the ongoing process of self-assessment (Little, 2002).

Stoicheva et. al (2009, p. 6) summarizes the reporting function as follows:

- The European Language Portfolio aims to document its holder's plurilingual language proficiency and experiences in other languages in a comprehensive, informative, transparent and reliable way. The instruments contained in the ELP help learners to take stock of the levels of competence they have reached in their learning of one or several foreign languages in order to enable them to inform others in a detailed and internationally transparent manner.
- There are many occasions to present a European Language Portfolio which is up to date, for example a transfer to another school, change to a higher educational sector, the beginning of a language course, a meeting with a career advisor, or an application for a new post. In these cases the ELP is addressed to persons who have a role in decisions which are important for the owner of the Language Portfolio. A learner may also be interested in having such documentation for him-/herself.

The ELP's pedagogical and reporting functions both depend on the common reference levels of the Common European Framework of Reference for Languages (Council of Europe, 2001a). These define communicative proficiency in second/foreign languages:

- in behavioral terms, in the form of “can do” statements;
- at six levels arranged in three bands: basic user – A1, A2; independent user – B1, B2; proficient user – C1, C2;

- in relation to five communicative activities: listening, reading, spoken interaction, spoken production, writing.

(Little et al., 2007, p. 10)

### 2.6.2 The Components of the ELP

The Council of Europe's European Language Portfolio (ELP) has three obligatory components:

- the *Language Passport*,
- the *Language Biography*,
- the *Dossier*.

The aims of the ELP and its basic functions are prevailed by each of the three parts in different ways.

The **Language Passport** section gives general information about the learner's proficiency in one or more languages at a given point in time. The learner records his/her self assessment in the Self-assessment Grid in the CEFR (Little, 2002). The records consists of formal qualifications and describes language competencies and significant language and intercultural learning experiences; it includes information on partial (e.g. an ability to read a language but not to speak or write it) and specific competence (which may mean leaving space for learners to write their own description of what they can do). Moreover, this part of the portfolio can contain evidence of self-assessment, teacher assessment and assessment by educational institutions and examination boards (Schneider et al, 2001).

Self assessment in the language passport is usually done using a table of the following kind:

**Table 4**

*A sample self assessment table*

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken Interaction						
Spoken Production						
Writing						

The **Language Biography** aims to encourage the learners to involve in planning, reflecting upon and assessing their own learning process and progress; It gives students an opportunity to state what he/she can do in each language by using “I can” checklists for goal setting and self-assessment and to include information on linguistic and cultural experiences gained in and outside formal educational contexts, for example, time they have spent studying abroad, intercultural projects they have taken part in, etc. It is organized to promote plurilingualism i.e. the development of competencies in a number of languages (Schneider et al, 2001). The language biography plays an important role by mediating between the language passport and the dossier since it provides a focus for the reflective processes (Kohonen, 2003).

The Language Biography section may consist of the following elements (Schneider et al, 2001, p. 20):

- a) a personal and more or less detailed biography covering language learning and socio- and intercultural experiences;
- b) checklists related to the *Common reference levels*;

- c) checklists or other forms of descriptions of skills and competencies that are not related to the *Common reference levels*;
- d) planning instruments such as personal descriptions of objectives.

The **Dossier** is a collection of materials and data put together by students to collect evidence of L2 proficiency and intercultural experience and to document and illustrate achievements or experiences recorded in the *Language Biography* or *Language Passport*. It also supports portfolio learning (Little, 2002).

## 2.7 THE APPROACH ADOPTED IN THE CEF

Since the 1970s the Council of Europe has promoted an action-oriented approach to the description of language use. As elaborated in the CEFR this approach is complex, technical and extensive. The approach in the CEFR searches for theoretical knowledge and actions which form the basis of competences that is needed in order to travel in another country rather than his or her own (Heyworth, 2005, p. 18). Therefore, the CEF describes language use and learning as follows:

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences (Council of Europe, 2001a, p.9).

The Council of Europe clarifies the key concepts in its description as follows:

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

- *Context* refers to the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded.
- *Language activities* involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task.
- *Language processes* refer to the chain of events, neurological and physiological, involved in the production and reception of speech and writing.
- *Text* is any sequence or discourse (spoken and/or written) related to a specific domain and which in the course of carrying out a task becomes the occasion of a language activity, whether as a support or as a goal, as product or process.
- *Domain* refers to the broad sectors of social life in which social agents operate. A higher order categorization has been adopted here limiting these to major categories relevant to language learning/teaching and use: the educational, occupational, public and personal domains.
- A *strategy* is any organized, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself or with which he or she is confronted.
- A *task* is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill or an objective to be achieved. This definition would cover a wide range of actions such as moving a wardrobe, writing a book, obtaining certain conditions in the negotiation of a contract, playing a game of cards, ordering a meal in a restaurant, translating a foreign language text or preparing a class newspaper through group work.

(Council of Europe, 2001a, pp. 9-10)

The key concepts described above are interrelated in all forms of language use and learning. When designing language syllabi, these key elements are the various components of communicative language competence, language activities and domains and tasks, strategies and texts.

## 2.8 THE DESCRIPTIVE SCHEME OF THE CEFR

The CEFR adopts an action-oriented approach towards language use, embracing language learning. The descriptive scheme focuses on the actions performed by persons who as individuals and as social agents develop a range of *general* and *communicative language competences*.

*General competences* of a language user/learner comprise four sub-categories:

- *Declarative knowledge* ('savoir') resulting from experience (i.e. empirical knowledge) or formal learning (i.e. academic knowledge);
- *Skills and know-how* ('savoir-faire'), implying the ability to carry out tasks and apply procedures;
- *Existential competence* ('savoir être') comprising individual characteristics, personality traits and attitudes towards oneself and others engaged in social interaction;
- *Ability to learn* ('savoir apprendre') is the ability to engage in new experiences and integrate new knowledge into existing knowledge.

Since communicative acts are always contextualized, our communicative language competence also includes linguistic, sociolinguistic and pragmatic components. The components of communicative language competence are defined in the CEFR as follows:

- *Linguistic competence*;
- *Sociolinguistic competence*;
- *Pragmatic competence*.

***Linguistic competences*** deal with formal characteristics of a language such as phonology, morphology, lexicon and syntax. This component identifies the range and quality of knowledge and cognitive organization and the way this knowledge is stored and its accessibility. The organization and accessibility of knowledge which may be

conscious and readily expressible will vary from one individual to another and it may even vary also within the same individual.

*Sociolinguistic competences* enable us to cope with the social and cultural dimensions of communicative behavior, for example, by adhering to social conventions and cultural norms (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community). This component has a great impact on all language communication among the members of different cultures, even though participants may often be unaware of its influence.

*Pragmatic competences* covers the functional use of language, for example the use in specific scenarios of how to act in a given social event or how to participate in a job interview. It also relates to the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody.

(Council of Europe, 2001a, p. 13)

On the basis of general and communicative language competences the language user/learner applies skills and strategies that are suitable to perform tasks in the following oral/written language activities:

- *Reception* refers to understanding language produced by others, whether in speech or in writing;
- *Production* refers to producing speech or writing;
- *Interaction* refers to spoken or written exchanges between two or more individuals;
- *Mediation* (often involving translation or interpretation) makes communication possible between individuals or groups who are unable to communicate directly.

(Little et. al, 2007, p. 13)

The contextualization of these language activities in specific domains implies activating language processes of producing and receiving spoken/written discourse (texts). The language activities happen within four domains of language use such as:

- *Public domain* refers to social interaction (business and administrative bodies, public services, cultural and leisure activities of a public nature, relations with the media, etc.);
- *Personal domain* refers to family relations and individual social practices;
- *Educational domain* refers to learning/training situations in which the target is to obtain specific knowledge or skills;
- *Occupational domain* refers to activities and relations about a person's occupation.

(Council of Europe, 2001a, p. 16)

In performing language activities learners need to activate those strategies that seem most appropriate for carrying out the tasks to be accomplished in the relevant domain. Those tasks require the learner to use strategies in order to understand and/or produce spoken or written texts.

## CHAPTER 3

### COMMON REFERENCE LEVELS OF PROFICIENCY

#### 3.1 REQUIREMENTS FOR GOOD DESCRIPTORS

The CEF identifies six levels of proficiency and defines them in relation to “can-do” statements which are believed to be successfully performed at each level (Weir, 2005, p. 281). To describe the language skills of learners, these levels provide a system. According to Glover et. al. (2005), the levels provided by the CEF are intended to be more user-friendly than referring to learners’ levels as “elementary” or “intermediate” (p.1). The levels, ideally should meet four criteria two of which relate to description issues and two of which relate to measurement issues.

In terms of description issues, the levels should be:

- context-free
- user-friendly

In order to get generalisable results from different contexts, the levels need to be context-free. What is more, levels should be context-relevant, relatable to or translatable into each and relevant context.

The level descriptors need to be based on the theories of language competence. While the categorization and description should be theoretically grounded, it must also be user friendly; in other words, it should be accessible to practitioners.

In terms of measurement issues, the levels should be:

- objectively determined
- adequate in their number of levels

In order to avoid systematizing error, the points on the scale must be objectively determined in that they are based on a theory of measurement.

To show the progress in different sectors, the number of levels adopted should be adequate. (Council of Europe, 2001a, p.21)

Since ELP is a part of the CEF, descriptions of language proficiency which are formulated according to the spirit of the CEF and which fit into an ELP should fulfill the following requirements:

- **Positiveness** - descriptors should be formulated using positive descriptions of what learners are able to do since negatively worded descriptions tend to be demotivating.

It is more difficult to formulate proficiency at low levels in terms of what the learner can do rather than in terms of what they can't do. But if levels of proficiency are to serve as objectives rather than just as an instrument for screening candidates, then positive formulation is desirable." (CEF: Appendix A).

- **Definiteness** - descriptors should describe concrete tasks and/or concrete degrees of skill in performing tasks:
  - descriptors should contain as little vagueness as possible;
  - distinctions between steps on a scale should not be dependent on replacing a qualifier like "some" or "a few" with "many" or "most". "This may result in gaps where meaningful, concrete distinctions cannot be made." (CEF: Appendix A).
- **Clarity** - descriptors should be transparent - not "jargon-ridden". They should be written in simple syntax; they should be comprehensible without special introductions and usable without previous training.
- **Brevity** - descriptors should be short, i.e. they should not span more than two or three lines.
- **Independence** - the interpretation of descriptors must not be dependent on other descriptors at the same level, or on descriptions of neighboring levels; they should allow for clear *yes/no* decisions ("Yes, I can do this").

(Shneider et al., 2001, p.47)

The Common reference levels of the Council of Europe provide a common standard which is described by the *Global scale* (see Table 5) and the *Self-assessment grid* (see Table 3).

**Table 5** *Global Scale (Council of Europe, 2001a, p.24)*

<b>Proficient User</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>Independent User</b>	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
<b>Basic User</b>	<b>A2</b>	<i>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</i>
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

By using the most typical and stable descriptors, the *Global scale* and the *Self-assessment grid* were constructed. The level descriptions are taken from a bank of "illustrative descriptors". In the development and validation process, a rigorous methodology in the Swiss research project, which is described in Appendix B to the CEF, was used. Their quality was confirmed by the projects by DIALANG and ALTE which are described in Appendices C and D to the CEF (Shneider et al., 2001).

Shneider et al., (2001) argues that "the original descriptors may be changed, if necessary, but the exact status of the descriptors used should be made transparent. The exact wording of the *Reference levels* should only be changed a) if important reasons exist; b) after a thorough analysis; and c) in collaboration with experts. It would make little sense and impair their credibility considerably if ELPs were disseminated in which the *Reference levels* are formulated in different ways as *Reference levels*" (p. 41).

### 3.2 WHAT ARE THE COMMON REFERENCE LEVELS

The Common Reference Levels are at the core of the Framework and are its best-known feature. They were composed on the basis of results of a Swiss National Science Research Council project that took place between 1993 and 1996. This project was accepted for the Council of Europe with an understanding to develop scales of proficiency for the different parameters of the descriptive scheme in the CEFR. The project started with a detailed analysis of 41 scales of language proficiency available in the international public domain in 1993. There was no particular level as a starting point (Martyniuk, 2006b).

In order to improve the usability of the CEFR, a simple and global division is made with three main user levels:

- The *basic user* has the most elementary expressions; in communication is dependent of the willingness on the interlocutor to adapt to the attained level – interlocutors assistance is necessary;
- The *independent user* can handle the daily language practice, is mostly able to interact without too much effort and generally is able to follow a normal speech

tempo – some consideration needs to be given to the fact that it is not his/her native tongue;

- The *proficient user* has hardly any or no difficulty in the use of the target language – no consideration needs to be given to the fact that it is not his/her native tongue.

(Martyniuk, 2006a, pp.8-9)

The scales are composed of six ascending proficiency levels which are framed in terms of outcomes. The number of levels needed to be adequate so as to show advancement in different sectors. They also needed to have consistent distinctions. The framework outlines six broad levels that give an adequate coverage of the learning space relevant to European language learners for these purposes (Council of Europe, 2001a, p. 23):

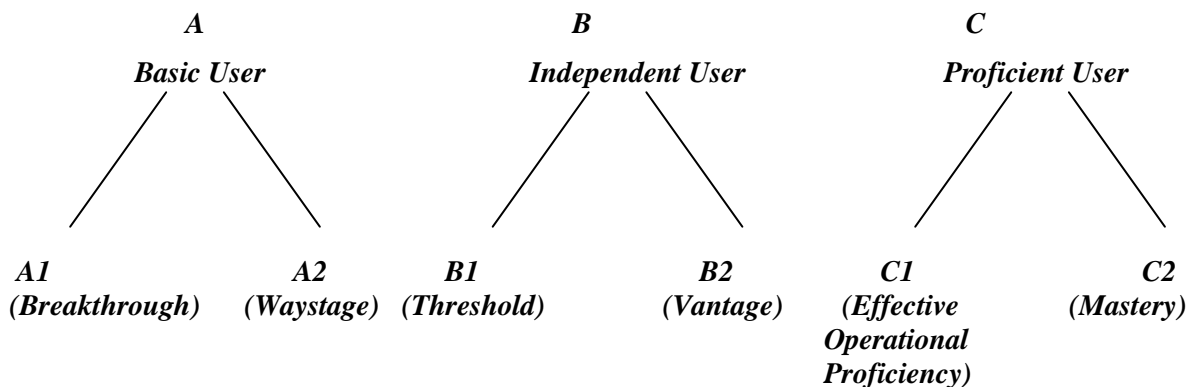
- **Breakthrough**, corresponding to what Wilkins in his 1978 proposal labelled ‘*Formulaic Proficiency*’, and Trim in the same publication<sup>1</sup> ‘*Introductory*’.
- **Waystage**, reflecting the Council of Europe content specification.
- **Threshold**, reflecting the Council of Europe content specification.
- **Vantage**, reflecting the third Council of Europe content specification, a level described as ‘*Limited Operational Proficiency*’ by Wilkins, and ‘*adequate response to situations normally encountered*’ by Trim.
- **Effective Operational Proficiency** which was called ‘*Effective Proficiency*’ by Trim, ‘*Adequate Operational Proficiency*’ by Wilkins, and represents an advanced level of competence suitable for more complex work and study tasks.
- **Mastery** (Trim: ‘*comprehensive mastery*’; Wilkins: ‘*Comprehensive Operational Proficiency*’), corresponds to the top examination objective in the scheme adopted by ALTE (Association of Language Testers in Europe). It could be extended to include the more developed intercultural competence above that level which is achieved by many language professionals.

These six levels, however, are respectively higher and lower interpretations of the classic division into basic, intermediate and advanced. In addition, some of the names

given to Council of Europe specifications for levels have not been easy to translate (e.g. *Waystage*, *Vantage*). Therefore, a ‘hypertext’ branching approach (see below) is proposed to define finer levels and categories that are compatible with local needs while still relating back to a common system. It starts from an initial division into three broad levels – A, B and C:

**Figure 1**

*General proficiency levels (Council of Europe, 2001a, p. 23)*



Even though the CEFR contains a great deal more than levels and scales, the levels and scales are unquestionably central to its descriptive system. Little (2006) offers four clarifications about the scales:

1. The scales are multidimensional. The global scale, the self-assessment grid, and the illustrative scales for the activities of listening, reading, spoken interaction, spoken production, written interaction, written production, note-taking, and processing text concern communicative behavior: what the language user/learner can do with the target language. However, these scales cannot be read, interpreted and used together without the scales of linguistic competence/ language quality (general linguistic range, vocabulary range, vocabulary control, grammatical accuracy, phonological control, orthographic control, sociolinguistic appropriateness, flexibility, turn taking, thematic development, coherence and cohesion, spoken fluency, propositional precision) and the strategic scales (planning, compensating,

monitoring/repair; identifying cues and inferring; turn taking, cooperating, asking for clarification).

2. The levels and scales describe learning outcomes. As the CEFR itself points out:

One . . . needs to remember that levels only reflect a vertical dimension. They can take only limited account of the fact that learning a language is a matter of horizontal as well as vertical progress as learners acquire the proficiency to perform in a wider range of communicative activities. Progress is not merely a question of moving up a vertical scale. There is no particular logical requirement for a learner to pass through all the lower levels on a sub-scale. They may make lateral progress (from a neighboring category) by broadening their performance capabilities rather than increasing their proficiency in terms of the same category. Conversely, the expression ‘deepening one’s knowledge’ recognizes that one may well feel the need at some point to underpin such pragmatic gains by having a look at ‘the basics’ (that is: lower level skills) in an area into which one has moved laterally (Council of Europe 2001a, 17).

3. The levels and scales are not an alternative system of grading. Likewise, not all the learners in the same language class can be at the same level. On the contrary, one should expect to encounter some learners who are C2, some who are C1, some who are B2, and so on. So, the levels and scales must describe a succession of language learning outcomes that take many years to achieve. This fact emphasizes the importance of recognizing horizontal as well as vertical progress.
4. The behavioral dimension of the highest levels implies maturity, general educational achievement, and professional experience. To exemplify, learners of any age (in an age-appropriate way) can master A1 spoken production as described in the self-assessment grid: ‘I can use simple phrases and sentences to describe where I live and people I know’ (Council of Europe 2001a, p. 26). However, when it comes to C2 spoken production, the same does not apply: ‘I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points’ (Council of Europe 2001a, p. 27). It is not possible for the learners at primary or lower secondary level to achieve this goal since this activity lies far beyond their cognitive range. The same consideration applies to the other communicative activities. This characteristic of the CEFR’s levels and scales is a

sign that one can adapt the scales to the needs and circumstances of younger learners to a limited extent only.

(Little, 2006, p. 169-174)

### 3.2.1 Can-do Statements

The Common Reference Levels are specified further through ‘can-do’ descriptors for understanding, speaking and writing, that is, for each of the following six language activities in the descriptive scheme:

- Listening;
- Reading;
- Spoken Interaction;
- Spoken Production;
- Written Interaction;
- Written Production.

Relating these six language activities to the six proficiency levels results in a self-assessment grid (see table 3) with general descriptors of learning outcomes. For example, the general descriptor for listening comprehension on *Waystage Level* (or level A2) is formulated as follows:

*I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements*

Below is an example of the general descriptor used for reading comprehension on *Mastery Level* (or level C2):

*I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles, and literary works.*

The internationally available scales were used in the selection of the ‘can do’ descriptors. The scaling process was done through a combination of intuitive, qualitative and quantitative methods. This material was edited during the intuitive phase. Formulations of the new descriptors and the discussions of the outcomes by experts were also done in the intuitive phase. Next a variety of qualitative methods were used to check that teachers could relate to the descriptive categories selected, and that descriptors actually described the categories they were intended to describe. At the end, by using quantitative methods, the best descriptors were scaled (Martyniuk, 2006b).

The set of can-do statements are provided for reception, interaction and production. They are also provided for some of the strategies that are employed in performing communicative activities. These statements describe the language activities in the scales of the qualitative grid and they indicate the level of proficiency they reflect. They are not merely a collection of characterizations but are ordered and form a scale.

### 3.2.2 Scales of Illustrative Descriptors

How to develop language competence is described in the illustrative scales with two broad dimensions:

- **quantity** dimension (the number of tasks persons can perform successfully by language use, in what number of contexts, in relation to what number of themes, domains etc.)
- **quality** dimension (how effectively and efficiently the persons can achieve their goals through language use.

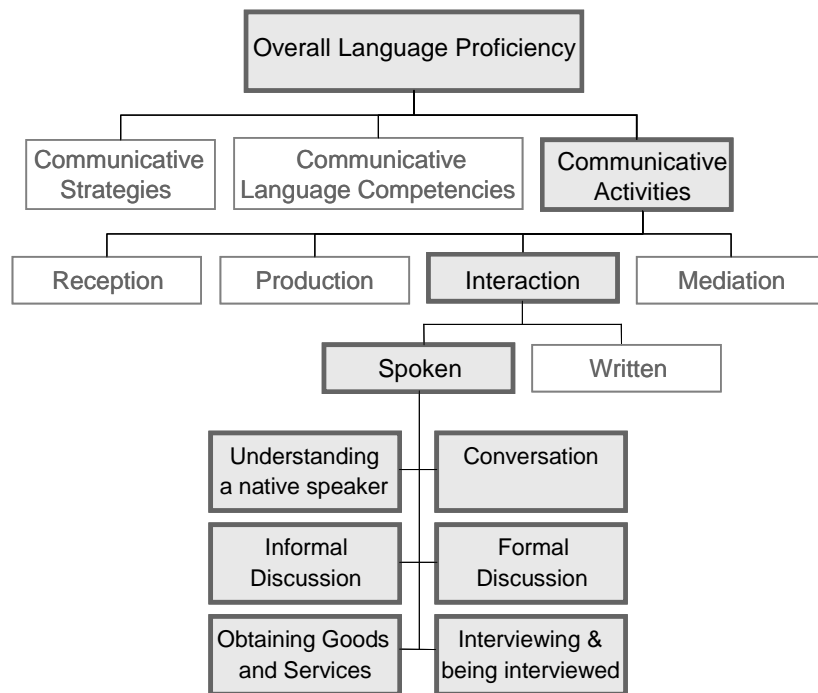
(Martyniuk, 2006b, p. 9)

**The quantity dimension** can be illustrated as in Diagram 1. It branches out from overall language proficiency into “Communicative Activities”. Reception, Production, Interaction, and Mediation are the four main types of activities. In the diagram the Interaction branch is seen in more detail. For the other three types of activities it is possible to do a similar branching. Interaction is divided into two branches: spoken and

a written. Finally, several contexts of language use are shown within the spoken branch. The CEFR provides descriptive scales for each of the boxes in the diagram (Martyniuk, 2006b, p. 9).

### Diagram 1

*The quantity dimension*



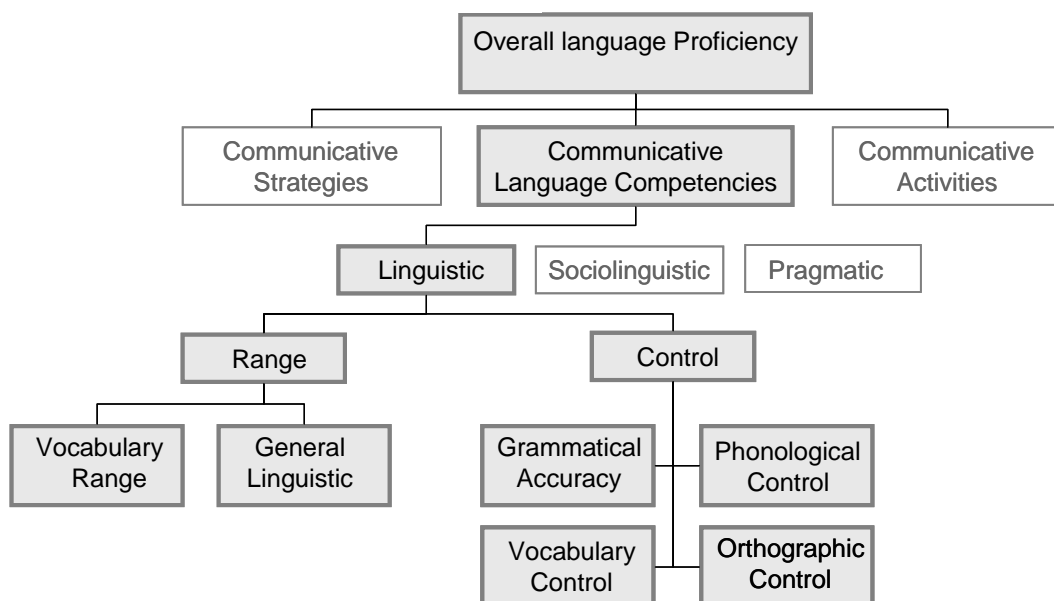
**Example:****OVERALL SPOKEN INTERACTION (A2 LEVEL)**

Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

Diagram 2 shows **the quality dimension**. It branches out from overall language proficiency into “Communicative language competences”. Linguistic, Sociolinguistic and Pragmatic are the three main components of Communicative language competences. The linguistic competences which are distinguished as range and control are important in achieving efficiency and effectiveness in language use. These two factors are also distinguished. For the other boxes in the diagram, one can derive descriptive scales from the CEFR (Martyniuk, 2006b, p. 11).

**Diagram 2** *The quality dimension*



**Example:****GENERAL LINGUISTIC RANGE (A2 LEVEL)**

Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.

Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.

Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.

Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.

**3.3 CONTENT COHERENCE OF COMMON REFERENCE LEVELS**

The content of each common reference level is analyzed in the framework as follows (Council of Europe, 2001a, p. 31-36):

**Level A1 (Breakthrough)** – is the lowest level of generative language proficiency. Before this stage is reached, however, there may be a range of specific tasks which learners can perform effectively using a very restricted range of language and which are relevant to the needs of the learners concerned. Learners in this level are expected to:

- *interact in a simple way;*
- *ask and answer simple questions about themselves, where they live, people they know, and things they have;*

- *initiate and respond to simple statements in areas of immediate need or on very familiar topics.*

**Level A2 (Waystage)** In this level that most of the descriptors related to social functions are to be found as well as the transactional specifications in ‘The Threshold Level’ for adults living abroad. For instance:

- *use simple everyday polite forms of greeting and address;*
- *greet people, ask how they are and react to news;*
- *handle very short social exchanges; ask and answer questions about what they do at work and in free time;*
- *make and respond to invitations;*
- *discuss what to do, where to go and make arrangements to meet;*
- *make and accept offers.*
- *make simple transactions in shops, post offices or banks; get simple information about travel;*
- *use public transport: buses, trains, and taxis, ask for basic information, ask and give directions,*
- *buy tickets; ask for and provide everyday goods and services.*

**Level B1 (Threshold Level)** This level is mostly categorized by two features. It concerns specification for a visitor to a foreign country. The first feature is to be able to maintain interaction and get across what the user wants to do in different contexts. To illustrate:

- *generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect;*
- *give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly;*
- *exploit a wide range of simple language flexibly to express much of what he or she wants to;*

- *maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to;*
- *keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.*

The learners at this level are able to sustain a conversation or discussion in spite of the pauses for grammatical and lexical planning, especially in long speeches. The second feature in this level is being able to cope with problems in everyday life flexibly. To exemplify:

- *cope with less routine situations on public transport;*
- *deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling;*
- *enter unprepared into conversations on familiar topics;*
- *make a complaint;*
- *take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction;*
- *ask someone to clarify or elaborate what they have just said.*

**Level B2 (Vantage Level)** This level represents a new level as far above B1 (Threshold) as A2. That is to say, the learner has been progressing slowly but steadily across the intermediate level. First of all, at this level, the learner encounters a discourse with a focus on argument. B2 learners are able to use a limited number of cohesive devices to link sentences together smoothly into clear, connected discourse with a variety of linking words to mark the relationships between ideas clearly. This focus can be exemplified as follows:

- *account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments;*
- *explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;*

- *construct a chain of reasoned argument;*
- *develop an argument giving reasons in support of or against a particular point of view; explain a problem and make it clear that his/her counterpart in a negotiation must make*
- *a concession;*
- *speculate about causes, consequences, hypothetical situations;*
- *take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.*

Next, as the learner is improving himself in the level, he will face two new focuses. The first is related to social discourse. For example:

- *converse naturally, fluently and effectively;*
- *understand in detail what is said to him/her in the standard spoken language even in a noisy environment;*
- *initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly;*
- *use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say;*
- *interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party;*
- *adjust to the changes of direction, style and emphasis normally found in conversation; sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.*

The second new focus in B2 level is being aware of the language with a new degree. This new focus can be explained with the following objectives:

- *correct mistakes if they have led to misunderstandings;*

- *make a note of 'favorite mistakes' and consciously monitor speech for it/them; generally correct slips and errors if he/she becomes conscious of them;*
- *plan what is to be said and the means to say it, considering the effect on the recipient/s.*

**Level C1 (Effective Operational Proficiency)** The main characteristic of this level is good access to a broad range of language with fluent, spontaneous communication. This feature is illustrated below. So, the learners at this level:

- *Can express him/herself fluently and spontaneously, almost effortlessly.*
- *Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions.*
- *There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.*

**Level C2 (Mastery)** The label 'Mastery' does not necessarily imply native-speaker or near native-speaker competence. The expected level here is a degree of precision, appropriateness and ease with the language. This expectation represents the speech of those who have been highly successful learners. Descriptors of this level can be illustrated as follows:

- *convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices;*
- *has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning;*
- *backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.*

The fixed points of common reference offer transparency and coherence, a tool for future planning and a basis for further development. These descriptors together with

criteria and methodologies in the Framework can help people working in the foreign language teaching design applications to suit their needs.

### 3.4 CONCLUSION

The CEFR has been developed as a common reference tool across languages. It is non-language specific, in other words, it does not refer to a specific language but describes what one **can do** in a foreign or second language (Martyniuk, 2006b). Heyworth (2005, p.18) structures the description of levels as follows:

- A global scale of six levels (see table 5) - A1, A2, B1, B2, C1, C2- with general descriptions of language competence for each level. Each descriptor is expressed in positive “can-do” terms,
- A self assessment grid (see table 3), with descriptors of different skills (understanding, speaking, writing) at six levels,
- A rating scale for spoken proficiency (see table 6), describing qualitative aspects of language at each levels and providing assessment criteria for range, accuracy, fluency, interaction and coherence,
- Collections of “can-do” statements provided by the Association of Language Testers in Europe (ALTE) and the DIALANG Project, all using the six levels.

**Table 6**

*Qualitative aspects of spoken language use in Common Reference Levels (Council of Europe, 2001a, p.28)*

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

In conclusion, the Common Reference Levels are necessary and highly helpful as they help language teachers and syllabus designers. They can easily prepare and apply activities and strategies depending on the descriptors for each level. What is more, language learners can also follow their own progress with the levels; thus, the Common Reference Levels help learners become autonomous learners.

## CHAPTER 4

### SPOKEN INTERACTION SKILLS AT A2 LEVEL

#### 4.1 THE SPEAKING SKILL

Speaking is a crucial part of second language learning and teaching. Many teachers worldwide have to teach mainly grammar and vocabulary because in many of the examinations these areas are tested mainly. However, oral skills have long been neglected in EFL/ESL courses even though the methodological debate has focused on how best to approach the teaching of oral skills (Richards, 2008). There is a variety of approaches in the course books, ranging from direct approaches which use specific features of oral interaction like turn-taking or questioning strategies to indirect approaches that focus on oral interaction through group work or other strategies (Richards, 1990).

Both the nature of speaking skills and the approaches to teaching them have changed a lot in recent years. Speaking in the early 70s was seen as 'repeating after the teacher, reciting a memorized dialogue, or responding to a mechanical drill'. At those times, these activities were reflecting the methodologies of Audiolingualism and Situational Language Teaching. The idea of *communicative competence* and *proficiency* in the 1980s brought major changes in conceptions of syllabuses and methodology. Even today, its effects can still be seen. The theory of communicative competence prompted attempts at developing *communicative syllabuses* in the 1980s. This resulted in proposals for *notional syllabuses*, *functional syllabuses*, as well as the *Threshold Level* and more recently proposals for *task-based* and *text-based* approaches to teaching (Richards, 2003).

For speaking courses *fluency* became a main target which could be developed through the use of a variety of speaking activity types like *information gap*. These tasks help learners communicate in real situations no matter what their proficiency level in English is. Those activities help them develop *communication strategies* and engage in *negotiation of meaning*, both of which were considered essential to the development of oral skills (Richards, 2003).

With the emergence of the CERF in 1990s, which provided descriptions of bands of proficiency across the different skills areas including spoken interaction and spoken production, these bands became the guidelines in programme planning. Teachers or course designers were then able to establish course objectives, organize course content, and determine what students should be able to do when they complete a course or programme of study.

#### **4.1.1 The Role of Speaking Skill in Language Classes**

A common characteristic of many language classes is a heavy focus on the vocabulary and grammar rather than the skills needed to use this vocabulary and grammar. Skills in a language class are an essential part of communicative competence however skills themselves are often not explicitly taught but rather left to students to pick up with practice and language use. Sariçoban (2005) suggests that “Oral communication is a vital component of the English language curriculum and provides the base for growth in reading, writing, and listening abilities. As learning and applying the skills of oral English are so closely related to each other, the classroom should be a place where the use of spoken language is sensitively supported and where active listening is developed and valued”(p.45).

Speaking does not mean uttering grammatically correct sentences. Speaking is interactive; in addition, cooperation and management of speaking turns are required. Speaking is a skill that has a little time for detailed planning since it occurs in real time. Last but not least, the nature of the process of speaking and the grammar used in it are different from the process and grammar used in written language (Thornbury, 2005). As Nunan (1995) suggests that learning to speak in a new language will be easier when learners are actively involved in communication.

A speaking component of a language lesson should aim at encouraging the improvement of communication skills and fostering real communication in and out of the classroom. Regardless of the objectives of a language course, the two most

important things to consider should be the level and the cultural background of the students (Celce-Murcia, 1991).

One of the most important strengths of the CEF is that it replaces grammar with function, situation, information exchange, interaction, competences, skills and strategies. Thus, syllabus designers, using the CEF as a basis, have to hold back progress in reading and writing so as to keep up with the speaking and listening areas. This heavy emphasis put on listening and speaking in the CEF make learners become effective language users.

#### **4.2 GUIDELINES FOR DEVELOPMENT OF SPEAKING SKILLS**

Donald (2003) argues that students often consider speaking as their biggest problem in language learning. He suggests that the teachers need to organize their language syllabi in which patterns of real interaction are included so as to meet the students' needs in communication. According to Donald, the students may need:

- practice at using native language strategies, which they do not automatically transfer;
- an awareness of formal/informal language and practice at choosing appropriate language for different situations;
- the awareness that informal spoken language is less complex than written language, as it uses shorter sentences, is less organized and uses more vague or non-specific language;
- exposure to a variety of spoken text types;
- the ability to cope with different listening situations: though most communication is done face-to-face, listening activities still involve students as 'overhearers';
- to be competent at both message-oriented or transactional language and interactional language, language for maintaining social relationships;

- to be taught patterns of real interaction;
- to have intelligible pronunciation and be able to cope with streams of speech;
- rehearsal time: given guided preparation/rehearsal time, the students are more likely to use a wider range of language in a spoken task.

Therefore, Donald (2003) proposes the following practical suggestions for teachers to take into consideration when preparing speaking tasks:

- *transferring L1 strategies*: When preparing for a spoken task, make students aware of any relevant L1 strategies that might help them to perform the task successfully, e.g. rephrasing.
- *formal/informal language*: Give students one or more short dialogues where one speaker is either too formal or too informal. Students first identify the inappropriate language, and then try to change it. The teacher may also demonstrate how disorganized informal speech is.
- *vague language*: Using tape scripts of informal speech, focus on examples of vague language.
- *different types of spoken texts*: Draw up a list of spoken text types relevant to the level of your class. Teach the language appropriate for each text type.
- *interactive listening*: Develop interactive listening activities. Face-to-face listening is the most common and the least practiced by course books. Any form of live listening, e.g. the teacher speaking to the students, is suitable.
- *transactional and interactional language*: Raise students' awareness by using a dialogue that contains both. It could be two friends chatting to each other (interactional) and ordering a meal (transactional).
- *real interaction patterns*: Introduce the following basic interaction patterns: Initiate, Respond, Follow-up, as seen in the example below:

A: What did you do last night? (Initiate)

B: Went to the cinema. (Respond)

A: Oh really? (Follow-up)

What did you see? (Initiate)

B: Lord of the Rings. (Respond) Have you been yet? (Initiate)

A: No it's difficult for kids. (Respond)

B: Yeah of course. (Follow-up)

- *understanding spoken English*: After a listening exercise, give students the tapescript. Using part of it, students mark the stressed words, and put them into groups (tone units). You can use phone numbers to introduce the concept of tone units. The length of a tone unit depends on the type of spoken text. Compare a speech with an informal conversation. In the same lesson or subsequent listening lessons, you can focus on reduction in spoken speech, e.g. linking, elision, and assimilation.
- *preparation and rehearsal*: Before a spoken task, give students some preparation and rehearsal time. Students will need guidance on how to use it. A sheet with simple guidelines is effective.
- *real-life tasks*: Try to use real-life tasks as part of your teaching.

All in all, in order to overcome the problems that students face in speaking lessons, Hedge (2000) emphasizes that when carrying out a communicative task, learners have to be motivated to communicate by the enjoyment of playing a game, the challenge and satisfaction in solving a problem or completing a project (Hedge 2000, p. 183).

### 4.3 CRITERIA FOR SPEAKING TASKS

It is useless to study English without practicing speaking. Through speaking, learners can express their minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the single most important aspect of learning a second or

foreign language, and success is measured in terms of the ability to carry out a conversation in the language. In order to enhance speaking and help learners become autonomous, several authors (Thornbury, 2005; Howarth, 2006) suggests that the following criteria should be met:

1) **Participation** – given that language primarily exists to facilitate communication, interaction in that language must have an important role to play in developing a learner’s ability in that language. In other words, teachers need to offer communicative tasks that promote learner interaction in order to help the learners succeed.

2) **Productivity** – a speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use. If students can do an information gap task by simply exchanging isolated words, or if only a couple of students participate in a group discussion, or if learners are speaking mainly in their native language, the tasks may hardly justify the time spent setting them up.

3) **Purposefulness** – often language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose. For example, the aim of having to reach a jointly agreed decision can give a discussion more point and encourage the participation of all members. Requiring learners to report to the class on their discussion is also an effective way of ensuring a greater degree of commitment to the task. A competitive element – such as turning the task into a competition – can also help.

4) **Interactivity** – activities should require learners to take into account the effect they are having on their audience. If not, they can hardly be regarded to be good preparation for real-life language use. Even formal, monologic speaking tasks such as talks and presentations should be performed in situations where there is at least the possibility of interaction, e.g. where there is an audience present, one which can demonstrate interest, understanding, and even ask questions or make comments at the end.

5) **Collaboration** – collaborative learning, particularly through the use of collaborative tasks, fosters language development since learners can see a reason to use language in order to interact.

6) **Socialization** – the concept of socialization is similar to the concept of collaboration. Interaction does not only promote language development but it also fosters the development of social skills, e.g. politeness, or respect for others, that people need to operate successfully in any culture.

7) **Challenge** – the task should strain the learners so that they are forced to draw on their available communicative resources to achieve the outcome. This will help them experience the sense of achievement, even excitement that is part of autonomous language use. However, if the degree of challenge is too high, this can be counterproductive, inhibiting learners or reducing them to speaking in their native language. The teacher needs to be sensitive to the degree of difficulty a task presents individual learners and to adjust the task accordingly.

8) **Motivation** – motivation is a fundamental aspect of successful learning; therefore, tasks need to motivate learners to a great extent. Interaction gives learners the opportunity to use language successfully and to measure their progress which in turn should lead to an increase in motivation.

9) **Safety** – while learners should be challenged, they also need to feel confident that, when meeting those challenges and attempting autonomous language use, they can do so without too much risk. The classroom has to provide the right conditions for experimentation, including a supportive classroom dynamic and a non-judgmental attitude towards error on the part of the teacher. The learners also need to be secure in the knowledge that the teacher will always be there to take over if things get seriously out of hand.

10) **Authenticity** – speaking tasks should have some relation to real-life language use; otherwise, they are poor preparation for autonomy. Many classroom activities, such as drills and language games, can be justified on the grounds that they serve the needs of awareness-raising or appropriation. But learners also need to experience a quality of communication in the classroom that is essentially the same as communication outside the classroom. This means that they will have to perform in real operating conditions, e.g. spontaneously, unassisted, with minimal preparation, and having to do with their existing resources. It also means that the kinds of topics, genres, and situations that are

selected for speaking tasks should bear some relation to the learners' perceived needs and interests.

11) **Maximizing practice time** – learners need to practice as much as possible if they are to be successful in language. Interaction through pair and group work maximizes the opportunities to practice for more of the time in class.

#### 4.4 FUNCTIONS OF SPEAKING

According to Richards (2008) when designing speaking activities and instructional materials for second or foreign language teaching, one has to recognize the different functions of speaking. Richards suggests three functions: *talk as interaction*, *talk as transaction* and *talk as performance*. He argues that these three functions are “...quite distinct in terms of form and function and require different teaching approaches” (p. 19).

**Talk as interaction** refers to as what teachers call “conversation”. It describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, talk about recent experiences, and so to establish a interaction with others. The main features of such talk as interaction can be summarized as follows (Brown and Yule, 1999):

- Has a primarily social function
- Reflects role relationships
- Reflects speaker's identity
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed

According to Richards (2008, p. 23), the following are some of the skills involved in using talk as interaction. These skills involve knowing how to:

- Opening and closing conversations
- Choosing topics
- Making small-talk
- Joking
- Recounting personal incidents and experiences
- Turn-taking
- Using adjacency pairs (ex. complain – apologize, compliment –accept)
- Interrupting
- Reacting to others
- Using an appropriate style of speaking

**Talk as transaction** refers to situations in which the focus is on what is said or done. The main focus is on the message given and making oneself understood clearly and accurately. According to Jones (1996, p. 14), in such transactions,

. . . talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

Burns (1998) presents talk as transaction in two different types. The the focus of the situations in the first type involves giving and receiving information such as asking someone for directions. If the information is successfully conveyed, accuracy may not be a priority. The second type focuses on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

According to Richards (2008, p. 26), the main features of talk as transaction are:

- It has a primarily information focus.
- The main focus is on the message and not the participants.
- Participants employ communication strategies to make themselves understood.

- There may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson.
- There may be negotiation and digression.
- Linguistic accuracy is not always important.

Richards (2008, p. 26) also talks about some of the skills involved in using talk for transactions are:

- Explaining a need or intention
- Describing something
- Asking questions
- Asking for clarification
- Confirming information
- Justifying an opinion
- Making suggestions
- Clarifying understanding
- Making comparisons
- Agreeing and disagreeing

**Talk as performance** refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Jones (1996, p. 16) describes spoken texts of this kind as:

. . . often have identifiable generic structures and the language used is more predictable. . . . Because of less contextual support, the speaker must include all necessary information in the text – hence the importance of topic as well as textual knowledge. And while meaning is still important, there will be more emphasis on form and accuracy.

Talk as performance is different than talk as interaction or transaction as it is not in the form of dialogues, rather it tends to be in the form of monolog. It is also closer to written language than conversational language.

Richards (2008, p. 28) describes the main features of talk as performance as follows:

- A focus on both message and audience

- Predictable organization and sequencing
- Importance of both form and accuracy
- Language is more like written language
- Often monologic

According to Richards (2008, p. 28) the skills involved in using talk as performance are as follows:

- Using an appropriate format
- Presenting information in an appropriate sequence
- Maintaining audience engagement
- Using correct pronunciation and grammar
- Creating an effect on the audience
- Using appropriate vocabulary
- Using an appropriate opening and closing

Talk as interaction can perhaps be called the most difficult skill to teach. For this reason, the Framework provides clear descriptors for each level describing the proficiency levels as well as the strategies. These different focuses of speaking can be best taught with different types of speaking activities which will be discussed next.

#### **4.5 ACTIVITIES TO PROMOTE SPEAKING**

In today's world, the goal of teaching speaking necessitates improving students' communicative skills so that students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. The best way possible to teach second language learners how to speak can be done by using a variety of speaking activities.

Ur (1996) lists the characteristics of a successful speaking activity as follows:

- **Learners talk a lot.** As much as possible of the period of time allotted to the

activity is in fact occupied by learner talk.

- **Participation is even.** Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- **Motivation is high.** Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- **Language is of an acceptable level.** Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

#### 4.5.1 Information Gaps

In an information gap activity, students are supposed to be working in pairs. Each pair has different parts of information and there is a gap between them (Harmer, 1998). In this activity type, all students are involved in the process equally and they are all moving towards a specific purpose. Information gap activities serve many purposes such as solving a problem or collecting information. These activities are effective because everybody has the opportunity to talk extensively in the target language. Information Gap activities are also useful since they are very meaningful. What is more, these activities help move the students from working in a more structured environment into a more communicative environment.

(<http://www2.education.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/info%20gap%20activities.html>)

The following is an example of an information gap activity:

Student A's Information:

Person's Name	From	Occupation	Weekends	Movies
1. Jill (female)		doctor		romance
2.		professor	go fishing	
3. Jared (male)	Cincinnati			action
4.	Cleveland	banker	play cards	
5. Janet (female)	Dayton			

Student B's Information:

Person's Name	From	Occupation	Weekends	Movies
1.	Toledo		relax at home	
2. Jason (male)	Columbus			horror
3.		mechanic	play baseball	
4. Jenny (female)				drama
5.		lawyer	read novels	comedy

(adapted from: [http://www.eslgold.com/speaking/information\\_gap.html](http://www.eslgold.com/speaking/information_gap.html))

The students here are expected to ask each other the following questions and answer them:

What is the first person's name?

How do you spell it?

Where is he/she from?

What is his/her occupation?

What does he/she do on weekends?

What kind of movies does he/she like?

### 4.5.2 Surveys

Another type of activity is the surveys which involve learners asking and answering questions in order to complete a questionnaire or survey. They are generally based on a topic that is suggested by the teacher or the coursebook. This activity can be conducted as a pairwork or groupwork (Thornbury, 2005).

The following is an example of a survey:

#### **Find Someone Who:**

...has eaten sushi \_\_\_\_\_

...has never flown on a plane \_\_\_\_\_

...has been to Paris \_\_\_\_\_

In such an activity, students mingle asking questions and giving short answers. Then they write the names of people who say “yes.”

### 4.5.3 Games

A game is an activity with rules, a goal and an element of fun. In some kinds of games, the players or teams race to be the first to reach the goal and in the others the palyers or teams work together toward a common goal (Hadfield, 1987). Games have five basic characteristics. They are competitive, governed by rules, goal-defined, engaging in that they challenge the participants and they have a pre-determined point at which they are finished. While games create a sense of fun, they also help students learn English. In an English class, games can be used as warm-ups, for team building or wake up sleepy students (Shoemaker&Shoemaker, 1991).

One example for games is called “Guessing Game” . One learner thinks of a job and the others ask him yes/no questions to guess what it is:

Do you work indoors or outdoors?

Do you work with your hands?

Do you wear a uniform?

This is a two-way interaction and the game takes place in real time in which the focus is the outcome (Thornbury, 2005).

#### **4.5.4 Presentations and Talks**

A popular kind of activity is the prepared talk in which a student makes a presentation on a topic. These talks are not designed for informal spontaneous conversation. This is because they are prepared, they are more ‘writing-like’ than spoken orally. However, Harmer (2001) suggests that if it is possible, students should speak from notes rather than from a script.

#### **4.5.5 Story Telling**

According to Thornbury (2005, p. 95) “Storytelling is a universal function of a language and one of the main ingredients of casual conversation.....learners not only practise an essential skill, but they can also get to know one another..”. To practise this activity, students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling develops creative thinking. “A Chain Story” in which the learners take turns to tell a story can be an example. Each student contribute to the story by taking it over from friends and building on (Thornbury, 2005).

Students can also tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class.

#### **4.5.6 Role Play and Simulation**

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Students may be given roles as being a guest at a party, travel agent answering customer's questions, etc.

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Moreover, in a simulation, students play themselves. Students may simulate a situation in which he arranges a night out with his friends.

According to Harmer (2001), many students benefit from simulations and role-playing since students simulate a real life encounter (such as checking into a hotel) as if the situation is real. He adds that simulation and role play can be used together to encourage oral fluency or to train students for specific situations.

#### **4.5.7 Discussions and Debates**

In a discussion or a debate, the students may aim to arrive at a conclusion, share ideas about an event, or find solutions. Here the teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class. Teachers believe that the best discussions in class are the ones that arise spontaneously. A topic or a text in a coursebook can easily trigger some debate since the students may report something personal about the topic (Thornbury, 2005). In other words, knowing the learners and their interests will help the teacher choose appropriate topics for discussion.

## 4.6 COMMUNICATIVE ACTIVITIES AND STRATEGIES IN THE CEFR

Fluency and accuracy in communication are the most expected outcomes in language learning and teaching. This requires developing a wide range of communicative skills and attitudes. To carry out communicative tasks, users have to take part in communicative activities. Learners need to develop communicative strategies as well to convey the messages and to comprehend them accurately. The CEFR describes strategies as “a means the language user exploits to mobilize and balance his or her resources, to activate skills and procedures, in order to fulfill the demands of communication in context and successfully complete the task in question in the most comprehensive or most economical way feasible depending on his or her precise purpose” (Council of Europe, 2001a, p.57).

Using of communication strategies can be seen as the application of the metacognitive principles: *Pre-planning*, *Execution*, *Monitoring*, and *Repair Action* to the different kinds of communicative activity: Reception, Interaction, Production and Mediation.

In the CEFR, the communicative activities are outlined as follows:

### 1. Productive activities and strategies

- oral production
- written production

Production strategies:

- mobilizing resources,
- balancing between different competences

### 2. Receptive activities and strategies

- aural reception (listening)
- visual reception (reading)
- audio-visual reception

Reception strategies:

- identifying the context and knowledge of the world relevant to it

3. Interactive activities and strategies

- Spoken interaction
- Written interaction

Interaction strategies

- Includes all production strategies
- encompasses both receptive and productive activity

4. Mediating activities and strategies

- oral mediation
- written mediation
- Non-verbal communication

Mediation strategies

- reflect ways of coping with the demands of using finite resources to process information
- establish equivalent meaning

(Council of Europe, 2001a)

In terms of **oral production**, the framework describes the overall spoken production, sustained monologue, describing experience, sustained monologue, putting a case (e.g. in debate), public announcements, addressing audiences in six levels as follows:

**Table 7**

*Illustrative Scale for Overall Spoken Production. (Council of Europe, 2001a, p. 58)*

	<b>OVERALL ORAL PRODUCTION</b>
<b>C2</b>	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
<b>C1</b>	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
<b>B2</b>	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
<b>B1</b>	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
<b>A2</b>	<i>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</i>
<b>A1</b>	Can produce simple mainly isolated phrases about people and places. Common European Framework of Reference for Languages: learning, teaching, assessment

**Table 8***Illustrative Scale for Sustained Monologue: Describing Experience**(Council of Europe, 2001a, p. 59)*

	<b>SUSTAINED MONOLOGUE: Describing experience</b>
<b>C2</b>	Can give clear, smoothly flowing, elaborate and often memorable descriptions.
<b>C1</b>	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
<b>B2</b>	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.
<b>B1</b>	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g. an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.
<b>A2</b>	<i>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.</i>
	<i>Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.</i>
<b>A1</b>	Can describe him/herself, what he/she does and where he/she lives

**Table 9***Illustrative Scale for Sustained Monologue: Putting a case**(Council of Europe, 2001a, p. 59)*

	<b>SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate)</b>
<b>C2</b>	No descriptor available
<b>C1</b>	No descriptor available
<b>B2</b>	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.
	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>B1</b>	Can develop an argument well enough to be followed without difficulty most of the time.
	Can briefly give reasons and explanations for opinions, plans and actions.
<b>A2</b>	<i>No descriptor available</i>
<b>A1</b>	No descriptor available

**Table 10**

*Illustrative Scale for Public Announcements (Council of Europe, 2001a, p. 60)*

<b>PUBLIC ANNOUNCEMENTS</b>	
<b>C2</b>	No descriptor available
<b>C1</b>	Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.
<b>B2</b>	Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.
<b>B1</b>	Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.
<b>A2</b>	<i>Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.</i>
<b>A1</b>	No descriptor available

**Table 11**

*Illustrative Scale for Addressing Audience (Council of Europe, 2001a, p. 60)*

	<b>ADDRESSING AUDIENCES</b>
<b>C2</b>	<p>Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.</p> <p>Can handle difficult and even hostile questioning</p>
<b>C1</b>	<p>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can handle interjections well, responding spontaneously and almost effortlessly.</p>
<b>B2</b>	<p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</p> <p>Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p>
	<p>Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.</p> <p>Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</p>
<b>B1</b>	<p>Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p> <p>Can take follow up questions, but may have to ask for repetition if the speech was rapid.</p>
<b>A2</b>	<p><i>Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.</i></p> <p><i>Can cope with a limited number of straightforward follow up questions.</i></p>
	<p><i>Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</i></p>
<b>A1</b>	<p>Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.</p>

In terms of **spoken interaction**, the framework describes the overall spoken interaction, understanding a native speaker interlocutor, conversation, informal discussion, formal discussion and meetings, goal-oriented co-operation, transactions to obtain goods and services, information exchange, interviewing and being interviewed in six levels as follows:

**Table 12**

*Illustrative Scale for Overall Spoken Interaction (Council of Europe, 2001a, p. 74)*

	<b>OVERALL SPOKEN INTERACTION</b>
<b>C2</b>	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.
<b>C1</b>	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
<b>B2</b>	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
<b>B1</b>	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
<b>A2</b>	<i>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</i>
	<i>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.</i>
<b>A1</b>	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

**Table 13***Illustrative Scale for Understanding a Native Speaker Interlocutor**(Council of Europe, 2001a, p. 75)*

	<b>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR</b>
<b>C2</b>	Can understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent or dialect.
<b>C1</b>	Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.
<b>B2</b>	Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.
<b>B1</b>	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.
<b>A2</b>	<i>Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</i>
	<i>Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.</i>
<b>A1</b>	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.

**Table 14**

*Illustrative Scale for Conversation (Council of Europe, 2001a, p. 76)*

	<b>CONVERSATION</b>
<b>C2</b>	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.
<b>C1</b>	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
<b>B2</b>	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.
<b>B1</b>	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
<b>A2</b>	<i>Can establish social contact: greetings and farewells; introductions; giving thanks.</i> <i>Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</i> <i>Can participate in short conversations in routine contexts on topics of interest.</i> <i>Can express how he/she feels in simple terms, and express thanks.</i> <i>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.</i> <i>Can use simple everyday polite forms of greeting and address.</i> <i>Can make and respond to invitations, suggestions and apologies.</i> <i>Can say what he/she likes and dislikes.</i>
<b>A1</b>	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.

**Table 15**

*Illustrative Scale for Informal Discussion (with friends)*

*(Council of Europe, 2001a, p. 77)*

	<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>
<b>C2</b>	As C1
<b>C1</b>	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
<b>B2</b>	Can keep up with an animated discussion between native speakers. Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.
	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
<b>B1</b>	Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.
	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). Can express belief, opinion, agreement and disagreement politely.
<b>A2</b>	<i>Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly.</i> <i>Can discuss what to do in the evening, at the weekend.</i> <i>Can make and respond to suggestions</i> <i>Can agree and disagree with others.</i>
	<i>Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.</i> <i>Can discuss what to do, where to go and make arrangements to meet.</i>
<b>A1</b>	No descriptors available

**Table 16***Illustrative Scale for Formal Discussion and Meetings**(Council of Europe, 2001a, p. 78)*

	<b>FORMAL DISCUSSION AND MEETINGS</b>
<b>C2</b>	Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers.
<b>C1</b>	Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.
<b>B2</b>	Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
	Can participate actively in routine and non-routine formal discussion. Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.
<b>B1</b>	Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. Can put over a point of view clearly, but has difficulty engaging in debate. Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.
<b>A2</b>	<i>Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.</i>
	<i>Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.</i>
<b>A1</b>	No descriptor available

**Table 17**

*Illustrative Scales for Goal-Oriented Co-Operation (Council of Europe, 2001a, p. 79)*

	<b>GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)</b>
<b>C2</b>	As B2
<b>C1</b>	As B2
<b>B2</b>	<p>Can understand detailed instructions reliably.</p> <p>Can help along the progress of the work by inviting others to join in, say what they think, etc.</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p>
<b>B1</b>	<p>Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.</p> <p>Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p> <p>Can give brief comments on the views of others.</p> <p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> <p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can invite others to give their views on how to proceed.</p>
<b>A2</b>	<p><i>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</i></p> <p><i>Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</i></p> <p><i>Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.</i></p> <p><i>Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</i></p>
<b>A1</b>	<p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask people for things, and give people things.</p>

**Table 18***Illustrative Scales for Transactions to Obtain Goods and Services**(Council of Europe, 2001a, p. 80)*

	<b>TRANSACTIONS TO OBTAIN GOODS AND SERVICES</b>
<b>C2</b>	As B2
<b>C1</b>	As B2
<b>B2</b>	Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident. Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.
	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.
<b>B1</b>	Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit. Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. Can make a complaint. Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination.
<b>A2</b>	<i>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, nonspecialised nature.</i>
	<i>Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices, etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal.</i>
<b>A1</b>	Can ask people for things and give people things. Can handle numbers, quantities, cost and time.

**Table 19**

*Illustrative Scales for Information Exchange (Council of Europe, 2001a, p. 81)*

	<b>INFORMATION EXCHANGE</b>
<b>C2</b>	As B2
<b>C1</b>	As B2
<b>B2</b>	Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.
	Can pass on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure. Can synthesise and report information and arguments from a number of sources.
<b>B1</b>	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can describe how to do something, giving detailed instructions. Can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.
	Can find out and pass on straightforward factual information. Can ask for and follow detailed directions. Can obtain more detailed information.
<b>A2</b>	<i>Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere</i>
	<i>Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.</i>
<b>A1</b>	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock.

**Table 20***Illustrative Scales for Interviewing and Being Interviewed**(Council of Europe, 2001a, p. 82)*

<b>INTERVIEWING AND BEING INTERVIEWED</b>	
<b>C2</b>	Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with complete fluency as interviewer or interviewee, at no disadvantage to a native speaker.
<b>C1</b>	Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.
<b>B2</b>	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.
	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.
<b>B1</b>	Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.
	Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.
<b>A2</b>	<i>Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.</i>
	<i>Can answer simple questions and respond to simple statements in an interview.</i>
<b>A1</b>	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct nonidiomatic speech about personal details.

## CHAPTER 5

### THE SUGGESTED SPEAKING SYLLABUS FOR A2 (WAYSTAGE) LEVEL

This study intended to provide language teachers and learners at preparatory schools of Turkish universities with a speaking syllabus designed for A2 (Waystage) level as defined in the CEF. Therefore, the CEF and ELP descriptors for A2 level are the basis of this study. The suggested syllabus in this study aims to suit the language policy of the Council of Europe. The suggested syllabus has also been developed to improve students' speaking skills integrated with the other skills so as to help learners to use the target language to communicate and share ideas with people from other nations. Each unit mainly emphasizes on speaking and listening skills through motivational activities and variable exercises. As vocabulary knowledge has a great importance in communication, each unit starts with vocabulary study as a warm-up.

The topic of each unit has been chosen parallel with the domains presented in the CEF at A2 level. Most importantly, tasks in this study are communicative on the grounds that they require learners to comprehend, negotiate and express meaning so as to achieve a communicative goal which is also one of the criteria of the CEF. That is why, role-plays and dialogues are given great importance since they help automatization of language knowledge. Tasks suggested in this study offer opportunities to develop spoken interaction skills. Therefore, the basic principles of this study are to provide learners with activities the objectives of which are in line with the CEF descriptors, to help learners interact, listen and communicate.

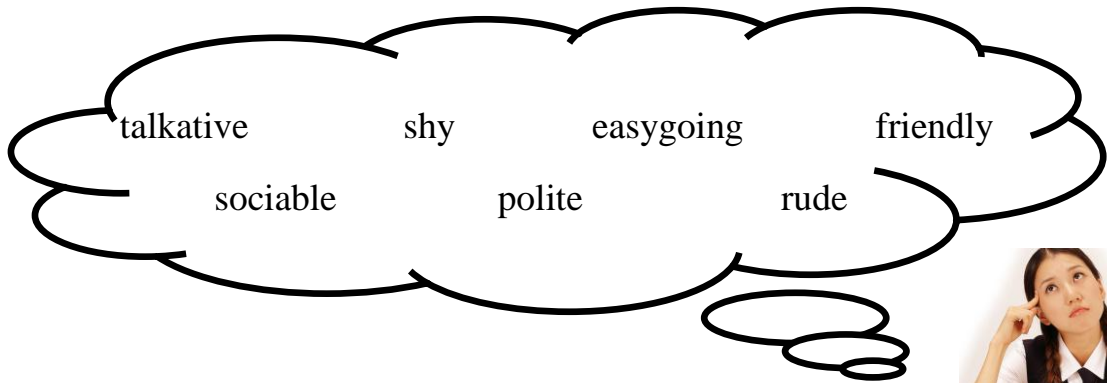
The suggested syllabus is comprised of 10 units each of which has a main topic. The tasks are designed according to these topics. Each unit is divided mainly into three parts. The units open with "Before you start" part in which related vocabulary is revised for warm up and for students to raise their schemata. In most of the units topic related pictures are added. Finally, the answers of all exercises have been presented in the "Teacher's Manual" part.

UNIT NUMBER	TOPIC	OBJECTIVES	SKILLS
<b>1</b>	<b>Meeting People</b>	<ul style="list-style-type: none"> <li>✓ Establish social contact: greetings and farewells; introductions; giving thanks.</li> <li>✓ Introduce yourself in formal/informal situations.</li> <li>✓ Use simple everyday polite forms of greeting and address.</li> <li>✓ Ask and answer questions about basic personal questions.</li> <li>✓ Begin a social conversation and respond appropriately.</li> <li>✓ Ask how people are and react to news.</li> <li>✓ Understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</li> </ul>	<p><b>Listening</b> <b>Writing</b> <b>Speaking</b></p>
<b>DURATION</b>	2 hours		

# UNIT 1: MEETING PEOPLE

## Before you start:

When you meet someone for the first time how do you feel? Look at the adjectives below, think about yourself and circle the one/s that describe you the best.



<http://www.ebr.lib.la.us/teens/images/test%20prep-use%20this%20one.jpg>

## Speaking: Introducing yourself

1. Study the dialogues. Which conversation (a or b) is more formal? .....

**A.**

**KENNY:** Hi!

**ZACH:** Hello! My name is Zach. This is my brother Joseph and we are from Ireland.

**JOSEPH:** Nice to meet you. Where are you from?

**ZACH:** I'm from Italy.



<http://jobs.aol.com/articles/2008/12/30/six-jobs-for-associate-degrees/>



**B.**

**JAKE:** Hi. I'm Jake.

**TERESA:** Hi, Jake. I'm Teresa. Pleased to meet you.

**JAKE:** Pleased to meet you, too.

<http://cursoingles.ning.com/profiles/blog/list?start=20>

2. **Group work.** Read the dialogues again and work in groups of four. Take turns in introducing yourself to the group.

## **Listening:**

Listen to Emma, Geena and Alex talk about themselves. Complete the chart. (Track 1)

	is from...	lives in...	is a....
<b>Emma</b>			
<b>Geena</b>			
<b>Alex</b>			

### **Ways of saying *Hello!***

Use the words to complete the following conversations. Decide which conversation is formal which conversation is informal.

*well*      *bad*      *things*      *How*      *going*      *fine*

- A: Hi there. How's it.....?

B: Not too....., thanks.
- A: Hello! How are.....?


B: ....., thanks.
- A: Good morning Ms. Ellis. .... are you?

B: I'm very ....., thank you. And you?

**Listening: Asking for personal information**

Olivia is calling the doctor’s office. She wants an appointment. Listen to the conversation and complete the form below. (Track 2)




 **Personal Information**

First Name:..... Last Name: .....

Nationality: ..... E-mail: .....

Appointment Date:..... Telephone number:.....

<http://docelectricnj.com/contact.html>

 **Study: Asking for personal Information**

What’s your name?                      What is your nationality? / Where are you from?

What is your (e-mail) address?                      What is your telephone number?

How do you spell that? / Can you spell it?

**Writing:**

Complete the conversation.

YOU: Hello. This is Dr. Ali’s office. How can I help you?

STUDENT: Hi. I’d like to have an appointment.

YOU: \_\_\_\_\_

STUDENT: Amy Blackwell.

YOU: \_\_\_\_\_

STUDENT: B-L-A-C-K-W-E-L-L.

YOU: \_\_\_\_\_

STUDENT: I'm Canadian.

YOU: \_\_\_\_\_

STUDENT: [awell@hotmail.com](mailto:awell@hotmail.com)

YOU: \_\_\_\_\_

STUDENT: 038-434-95

YOU: *Thank you. You can see Dr Ali at 1 o'clock on Wednesday.*

STUDENT: Thanks. Bye.



**Study: *Asking people to repeat things.***

Sorry, could you repeat that please?

I'm sorry.

Could you say that again?

**Speaking: *Asking for repetition***

You work at a car rental company. Your friend wants to hire a car. Interview your partner and fill in gaps on the form. If you don't understand, ask for repetition. Then take turns.



## Ways of saying *Goodbye!*

Use the words to complete the following conversation. Decide which conversation is formal which conversation is informal.

*Good*            *now*            *Bye*            *See*

- A: ..... then. Have a nice weekend.  
 B: Thanks Joe, bye.
- A: Bye for.....  
 B: Ok, bye mate.....you later.
- A: ..... night. It was good to spend time with you.  
 B: Thanks for coming. Hope to see you again.

## Speaking: *Starting a conversation*

- When you meet someone new, you need to start a conversation. Read the conversation-starters below and match them to the situations.

<http://images.beijing2008.cn/20071206/img214210344.jpg>

[http://bonerbrigade.files.wordpress.com/2009/03/block\\_party\\_afterparty\\_09\\_18.jpg](http://bonerbrigade.files.wordpress.com/2009/03/block_party_afterparty_09_18.jpg)

<http://www.edwebproject.org/andy/blog/working1.jpg>

<http://mta.maryland.gov/images/BusStop%20.jpg>



**a. on the train**



**b. at a party**



**c. at work**



**d. at a bus stop**

- 1. The weather is great today, isn't it? .....
- 2. Excuse me, is this seat taken? .....
- 3. I'm really looking for my next holiday. ....
- 4. Hi. Great music, isn't it? .....

2. **Pair work.** Now it's your turn. Choose one of the situations above. Work with your partner. Start a conversation and exchange personal information.

For Example: You: *Terrible weather today, isn't it?*  
 Your friend: *You're right. I'm .....*  
 You: *Nice to meet you..... I'm..... (continue)*

**Listening:**

1. You are going to listen to Terry and Carla. Listen carefully and circle the topics they talk about. (Track 4)

- |         |          |          |
|---------|----------|----------|
| work    | music    | hometown |
| hobbies | holidays | weather  |
| family  | sport    |          |



2. Complete the following questions with the words from the box.

job                      married                      moment                      do  
weekend                      children                      live

- a. Where are you.....from.....?
- b. Where do you.....?
- c. Are you.....?
- d. Do you like your.....?
- e. What do you.....for a living?
- f. How is work at the.....?
- g. What are your plans for the.....?



### Reminder!!

In a conversation, you can ask the same question by saying:

How about you?      or      What about you?

For Example:      You: Are you married?

Your friend: Yes, I am. How about you?

### Speaking:

Imagine that this is the first day of class. Stand up and mingle with your friends. Introduce yourself and ask questions to know them better. Use all the expressions and questions you've learned so far in this unit.



UNIT NUMBER	TOPIC	OBJECTIVES	SKILLS
<b>2</b>	<b>Daily Life</b>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions about habits and routines.</li> <li>✓ Say what he/she likes and dislikes.</li> <li>✓ Ask and answer questions about what they do at work and in free time.</li> <li>✓ Answer simple questions and respond to simple statements in an interview.</li> <li>✓ Understand the time.</li> </ul>	<p><b>Reading</b></p> <p><b>Writing</b></p> <p><b>Speaking</b></p>
<b>DURATION</b>	2 hours		


# UNIT 2: DAILY LIFE

## UNIT 2: DAILY LIFE

### Before you start:

1. Look at the activities below and match them with the times of the day.

get up	leave home	go to work/school	have breakfast
sleep	have lunch	finish work/classes	study/work
go to bed	have dinner	leave work/school	have dinner
get home			



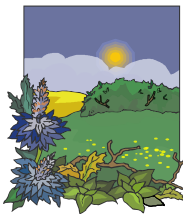
In the morning  
get up, .....

.....

.....



In the evening  
.....



In the afternoon  
.....

.....



At night  
.....

.....

2. Complete the times with these words.

half past      quarter past      o'clock      quarter to

**What time is it?**

a. It is .....ten.



c. It is twelve.....



b. It is.....three.



d. It is..... eleven.



**Speaking: Understanding time**

Complete the times then ask and answer.

For Example:

You: What time is it?

Your friend: It is five to ten. or It is nine fifty-five.



1. ....



4. ....



2. ....



5. ....



3. ....



6. ....

**Reading: Daily Routine**

- a. Look at the photo of Hugh Laurie. What do you think his job is? What do you think his daily routine like?
- b. Read the interview and answer the questions as true(T) or false (F). If it is false correct it.
  - 1. Hugh gets up early because he loves it.
  - 2. Hugh has his breakfast at home.
  - 3. Hugh has an hour for breakfast.
  - 4. Hugh generally goes home before 9.30.
  - 5. Hugh usually has his dinner at home.
  - 6. Hugh's life is very busy.



*BEHIND THE CAMERA—AN ACTOR'S LIFE*

*Many people want to be a film star. Beautiful clothes, parties, expensive cars... This is the glamorous life of an actor. Or is it? We talk to Hugh Laurie, star of Dr. House, about his daily routine.*

Q: Hugh, can you tell our readers about your daily life as a film star?

A: Well, my typical day starts at 5 o'clock. I get up very early because the shootings start early.

Q: Wow. That is really early.

A: It is difficult to get up early for me because I am not a morning person. I arrive at the studio at 5.30 and I have breakfast with some coffee and biscuits. Then, my work starts at 6 o'clock.

Q: When do you have lunch?

A: We have lunch at 12.30 and we start work at 13:30.

Q: What about dinner?

A: I generally have dinner at home but sometimes the work does not finish so we have dinner at 9 o'clock.

Q: Do you work for long hours?



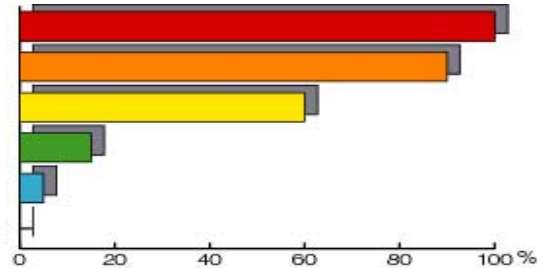
c. Now write ten sentences about your daily routine. Use the phrases from "Before you start" part Ex. 1.

I get up at 7.30.....  
.....  
.....



**Study: Adverbs of frequency**

- I **always** get up early.
- I **usually/generally** drive to work.
- I **often** watch TV at 6 o'clock.
- I **sometimes** play football.
- I **rarely** drive a car.
- I **never** smoke cigarettes.

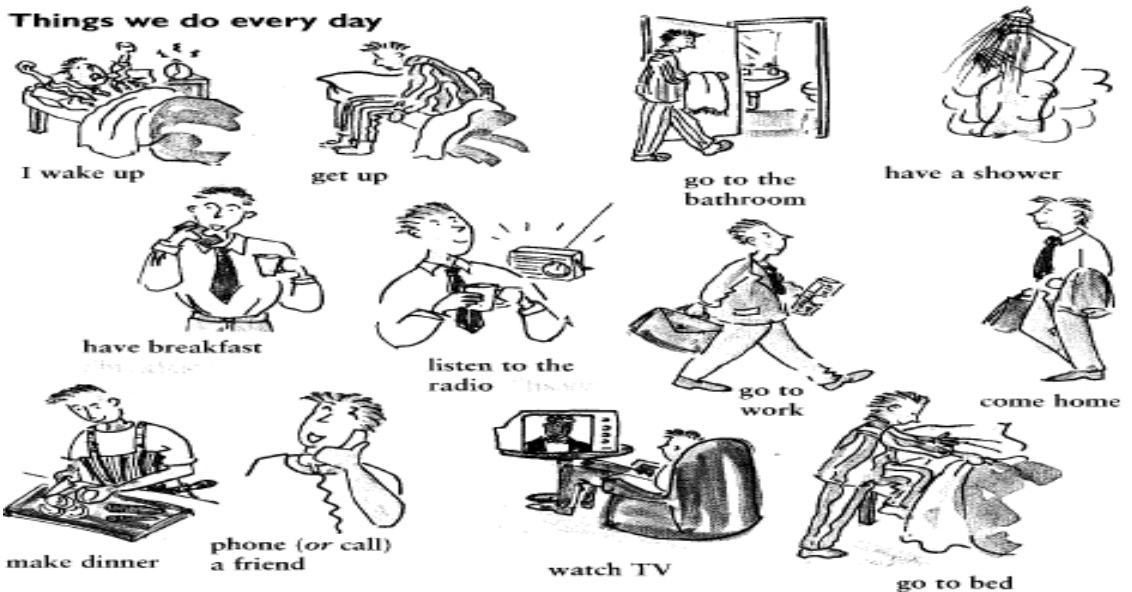


**Speaking: Ask and answer questions about habits and routines.**

1. Look at the things we do every day. Talk about yourself by using frequency adverbs and time.

For Example: I never get up early on Sundays.  
 I usually wake up at 7.30 on weekdays.

**Things we do every day**



2. **Pair work.** Work with your partner. Ask and answer questions about your daily routine/habits.
3. Fill in the questionnaire on your own first, then walk around the class and ask the following questions to find two students for each question.

## Find Two Students Who

Always Usually Sometimes Never

Question	Your answer	Names
How often do you eat fish?		1 2
How often do you drink milk?		1 2
How often do you watch TV?		1 2
How often do you eat chocolate?		1 2
How often do you ride a bike?		1 2
How often do you go swimming?		1 2
How often do you drink tea?		1 2
How often do you read books?		1 2
How often do you brush your teeth?		1 2
How often do you take a shower?		1 2
How often do you wash your face?		1 2
How often do you see a doctor?		1 2
How often do you sing songs?		1 2
How often do you drink coke?		1 2



**Study:** *How to talk about your daily routine- Wh- questions*

Look at the table. Notice the word order in questions.

Question word	Auxiliary	Subject	infinitive	
Where	do	they	have	lunch?
What time	do	you	go	to bed?

Fill in the table with the following questions.

1. When do you get up?
2. What time do they watch TV?

**Speaking:** *Answer simple questions and respond to simple statements in an interview.*

1. Match the questions with the answers.

- |   |                          |
|---|--------------------------|
| I. Where do you work?                   | A. I read a book.        |
| II. What do you do?                     | B. No, I don't.          |
| III. When do you have dinner?           | C. I work in a hospital. |
| IV. Do you have dinner in a restaurant? | D. At half past seven.   |
| V. What do you do in the evening?       | E. I'm a nurse.          |

2. **Pair work.** Interview your partner about his/her daily routine. Add more questions to the following.

- What do you do in the morning?
- When do you go to work/school?
- Do you work in an office?

## Grammar:

**Before you read: Discuss:** Do you work after school? Do students work in your country?

1. Read the text.

My name's Luke and I'm a student. I attend to Windsor University—but I have a job, too. I work in a fast food restaurant as a waiter. I start work at 8.30. In the morning I clean the tables and wash the dishes. During the day, I serve food to customers. I work here four days a week. I don't like the job much but I like meeting new people.



<http://www.thisislondon.co.uk/news/article-23463431-millionaire-lottery-winner-goes-back-to-job-at-mcdonalds-because-he-misses-his-workmates.do>



### **Study: Present simple: Positive and Negative Statements**

#### **Positive Statements**

I <b>work</b> in a bank.	He <b>works</b> in a bank.
You <b>go</b> to work.	She <b>goes</b> to work.
They <b>wash</b> the dishes.	He <b>washes</b> the dishes.

#### **Negative Statement**

I <b>like</b> the job.	I <b>don't</b> like the job.
He <b>likes</b> the job.	He <b>doesn't</b> like the job.

2. Read about Luke again and study the table above then fill in the blanks with suitable verbs.

His name's Luke and He's a student. He .....*goes*.....to Windsor University—but he ..... a job, too. He ..... in a fast food restaurant as a waiter. He ..... work at 8.30. In the morning he ..... the tables and ..... the dishes. During the day, he ..... food to customers. He ..... there four days a week. He ..... the job much but he ..... meeting new people.



1. **Pair work.** Rick is a studio engineer. Work with a partner. Ask questions to complete the diary. Then answer your friend's questions.

**Student A:** Look at diary 1

**Student B:** Look at diary 2

**For Example:**

You: What does Rick do at 8 o'clock?

Your friend: He gets up and has breakfast.

**(Diary 1)**

	<b>Rick Simon's Daily Routine</b>
<b>8.00</b>	Get up and have breakfast
<b>9.00</b>	
<b>9.15</b>	Open the studio
<b>9.30</b>	
<b>10.00</b>	Meet the clients and start recordings
<b>1.00</b>	
<b>2.00</b>	Listen to the recorded CDs and make changes
<b>5.15</b>	
<b>5.30</b>	Finish work
<b>5.45</b>	
<b>6.30</b>	Have dinner
<b>7.00</b>	
<b>9.00</b>	Go out with friends
<b>11.30</b>	

**(Diary 2)**

	<b>Rick Simon's Daily Routine</b>
8.00	
9.00	Drive to work
9.15	
9.30	Make coffee and check the CDs
10.00	
1.00	Order food to studio and eat at his desk
2.00	
5.15	Clean the studio
5.30	
5.45	Get home
6.30	
7.00	Watch TV and read some book
9.00	
11.30	Go to bed

2. Make your own diary and talk about your daily routine.

UNIT NUMBER	TOPIC	OBJECTIVES	SKILLS
<b>3</b>	<b>Shopping</b>	<ul style="list-style-type: none"> <li>✓ Deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</li> <li>✓ Ask about things and make simple transactions at shops, post offices or banks.</li> <li>✓ Say what s/he likes and dislikes.</li> <li>✓ Ask an assistant for help in a shop or market.</li> <li>✓ Make simple purchases by stating what is wanted and asking the price.</li> <li>✓ Give and receive information about quantities, numbers and prices.</li> </ul>	<b>Listening</b>  <b>Writing</b>  <b>Speaking</b>
<b>DURATION</b>	2 hours		

# UNIT 3: SHOPPING

## Before you start:

1. Do you like shopping? Why? Why not?

YES. I  it!

It's  for me.

NO! I  it!

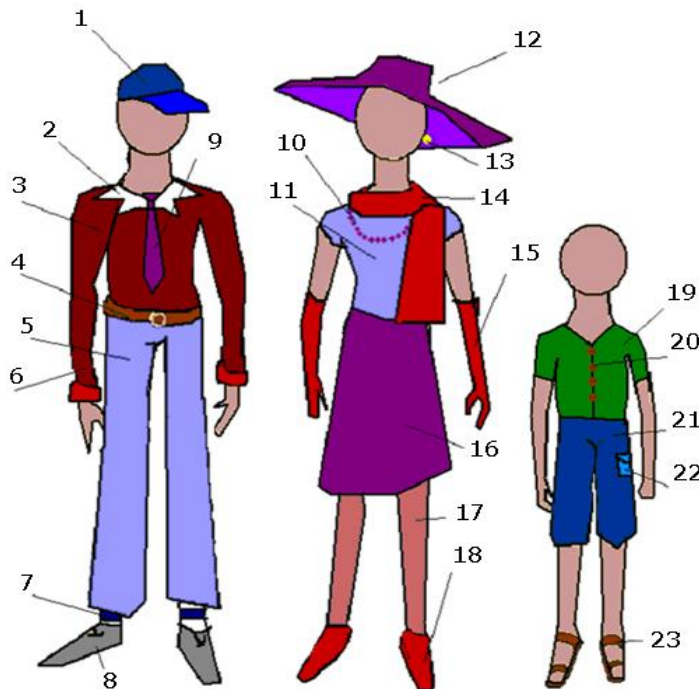
2. When do you usually go shopping?

3. What do you like buying? What do you dislike buying?

4. Do you use internet for shopping? What do you generally buy?

5. Look at the items of clothing. Match them with the correct numbers 1-23.

T-shirt	tights	tie	cap	skirt	sleeve
Trousers	scarf	necklace	button	shorts	
blouse /top	shoe	collar	sandal	glove	hat
jumper	belt	sock	shoe	earring	pocket



**Speaking:**

Match the shops 1-10 with the pictures.

- |                  |                    |
|------------------|--------------------|
| 1. a bookshop    | 6. a clothes shop  |
| 2. a baker's     | 7. a newsagent     |
| 3. a shoe shop   | 8. a greengrocer's |
| 4. a sports shop | 9. a florist's     |
| 5. a supermarket | 10. A butcher's    |



**Pairwork:** 1. Discuss with your partner. Where can you go to buy:

- |                 |               |
|-----------------|---------------|
| 1. boots        | 6. a football |
| 2. trousers     | 7. some meat  |
| 3. magazine     | 8. tomatoes   |
| 4. some bread   | 9. some juice |
| 5. some flowers | 10. a book    |

2. What other things can you buy from each shop?



**Speaking: *Showing you understand***

1. Read the following conversation. Underline the expressions the customer uses to show he understands.

**Assistant:** That shorts is in the sale. Today's the last day.

**Customer:** Oh right. Hmmm..Well, I like the design.

**Assistant:** It's 9.99€ in the sale. The normal price is 35.50€.

**Customer:** Oh, OK. That's quite good.

2. Match the sentences (1-5) with the replies (a-e).

- |  |                                   |
|--|-----------------------------------|
| 1. Yes, we've got this skirt in your size.   | A. Oh, OK. I'll leave it.         |
| 2. I'm afraid we don't accept credit card.   | B. Ok. I'll go and try this on.   |
| 3. The changing rooms are over there.        | C. Oh, right. What size are they? |
| 4. These boots are on the sale.              | D. OK. I'll take it.              |
| 5. I'm sorry. We haven't got this in medium. | E. Oh, right. I'll pay cash.      |

3. Look at the answers (A-E). Which expression means:

- 1. I'll buy it. ....
- 2. I won't buy it. ....

4. Imagine you want to buy some clothes. Listen to the shop assistant and reply with the expressions to show you understand. Say if you want to buy the item or not (Track 7).

**For Example:** You hear: No, I'm sorry. We haven't got this in your size.

You say: Oh, OK. I'll leave it then.





**Listening: *Giving and receiving information about numbers and prices***

1. Before you listen, match the price (1-6) with a price tag (a-f).

- |    |   |   |
|----|---|---|
| 1. | <input type="text" value="£ 4.50"/> <input type="radio"/>   | a. twenty dollars fifty cents .....4..... |
| 2. | <input type="text" value="£ 9.50"/> <input type="radio"/>   | b. twelve euros ninety-nine cents.....    |
| 3. | <input type="text" value="\$ 7.50"/> <input type="radio"/>  | c. seven dollars fifty.....               |
| 4. | <input type="text" value="\$ 20.50"/> <input type="radio"/> | d. four fifty.....                        |
| 5. | <input type="text" value="€ 2.99"/> <input type="radio"/>   | e. nine pounds fifty pence.....           |
| 6. | <input type="text" value="€ 12.99"/> <input type="radio"/>  | f. two ninety-nine.....                   |

2. Listen to a-f and write down the prices of the clothes. (Track 8)

- |                |                  |
|----------------|------------------|
| a. Shoes ..... | d. Shirt.....    |
| b. Jeans.....  | e. Trousers..... |
| c. Jumper..... | f. Skirt.....    |

## *Shop Language*

Fill in the gaps with the words from the box.

~~I'll~~ have that Can cost much buy

### SAYING WHAT YOU WANT

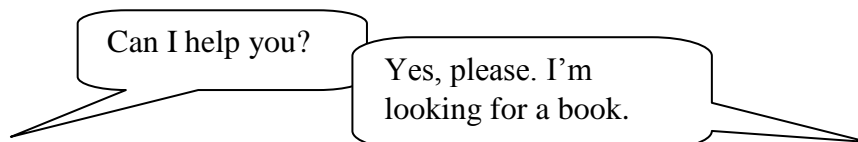
- ...I'll...have this one.
- I'd like to.....a shirt.
- Do you .....travel books?
- .....I have a newspaper, please?

### ASKING ABOUT PRICES

- How.....are those shoes?
- How much is.....?
- How much do they.....?

## Speaking:

1. **Pair work.** Choose a shop and think of three things you want to buy. Take turns to be the shop assistant and the customer. Have a conversation.



2. **Group work.** You and three other friends want to go on a two-day camping trip. You need to buy things. Remember the weather will be cold there. Each of you have €50 (total €200). Discuss with your friends what to buy.

For Example:

A: I want to buy chicken.

B: I don't like eggs but I like meat.

C: Chicken or meat?

D: I like meat.

### **Entertainment**

Mp3 player	€45
CD player	€30
Cell phone	€25
CDs	€5

### **Food (Price for four)**

Bread	€2.5
Milk	€5
Coffee	€4
Tea	€4
Salad	€10
Eggs	€3
Chicken	€15
Meat	€20

### **Clothes**

Socks	€5
Sweater	€10
Raincoat	€10
Jacket	€20

## **Speaking: Asking a shop assistant for help**

1. The following dialogue is in jumbled order. Put the conversation in order (1-6).

..... Oh, OK. Can I try it on?

....1.. Excuse me. Do you think you could help me?

..... How much is this skirt? There's no price tag on it.

..... Sure. How can I help you?

..... Hmm. Let me have a look. It is €25.50

..... Yes, of course. The changing rooms are over there.

2. Read the conversation again. Which statement is the expression that is used to ask a shop assistant for help? The following expressions can also be used for the same purpose. Put the words in correct order.

a. help / me / you / can / me / excuse / please?

.....

b. Please / could / help / you / me?

.....

3. **Pair work.** Look at the role cards below. One of you will be Student A and one of you will be Student B. Follow the instructions in the cards.

**STUDENT A**

You are a customer. You have a shopping list.  
 Try to buy the things in your list. Try to use all the  
 expressions you have learned so far.



**STUDENT B**

You are a shop assistant. Look at the picture of things in your shop. Start the conversation. There are no digital cameras left in your store. Try to use all the expressions you have learned so far.



UNIT NUMBER	TOPIC	OBJECTIVES	SKILLS
<b>4</b>	<b>Free Time</b>	<ul style="list-style-type: none"> <li>✓ Participate in short conversations in routine contexts on topic of interest.</li> <li>✓ Agree and disagree with others.</li> <li>✓ Ask for and provide personal information.</li> <li>✓ Say what s/he likes and dislikes.</li> <li>✓ Ask and answer questions about what they do at work and in free time.</li> <li>✓ Understand enough to manage simple routine exchanges without undue effort.</li> </ul>	<p><b>Reading</b></p> <p><b>Listening</b></p> <p><b>Writing</b></p> <p><b>Speaking</b></p>
<b>DURATION</b>	2 hours		

# UNIT 4: FREE TIME

## Before you start:

1. Match these hobbies with the pictures. Which one/s do you do? Which one/s don't you do?

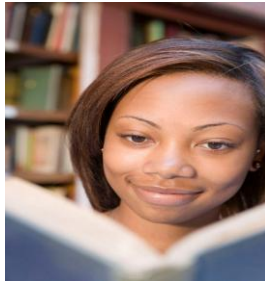
- read a book    watch TV    go for a walk    go to the gym    go to a concert
- surf the internet    play an instrument    go shopping    cook



.....

.....

.....



.....

.....

.....



.....

.....

.....

*I surf the internet and I go shopping but I don't cook.*

Photos from:

<http://www.villamilagrovinyards.com/OurEvents.html>

<http://www.sciencenewsforkids.org/articles/20050928/Feature1.asp>

<http://www.expeditionkilimanjaro.com/preparation.php/money/>

<http://moneyning.com/frugality/13-ways-to-enjoy-your-life-without-spendy-alot-of-money/>

[http://www.wambie.com/tuttifrutti\\_us/all/53](http://www.wambie.com/tuttifrutti_us/all/53)

<http://knockedupcelebs.com/2009/05/20/miley-cyrus-her-sister-go-shopping/>

<http://www.fabulousafter40.com/do-you-hate-going-to-the-gym/>

<http://latimesblogs.latimes.com/technology/2008/10/atts-tv-service.html>

<http://www.nwmissouri.edu/library/essay2010.htm>

3. **Pair Work.** Look at the activities above. Work with your partner. Take turns to ask and answer questions about the free time activities.

Do you surf the internet?

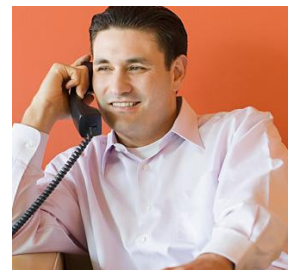
No, never.

Yes, every night.

**Listening:** *Asking and answering questions about work and free time*



1. Daniel is talking to a Dj at the radio. Listen and choose the correct answers. (Track 9)



- a. The Dj's name is.....
- b. Simone is Daniel's.....

[http://news.bbc.co.uk/2/hi/in\\_pictures/6921970.stm](http://news.bbc.co.uk/2/hi/in_pictures/6921970.stm)

<http://www.lesweston.com/virtual.html>

2. Listen again write D (Daniel) or S (Simone) next to each picture.

1.



D



S

2.






3.






4.






5.






Photos from:

- <http://nhrc.nic.in/library/librarymain.html>
- <http://www.astepbehind.com/>
- [http://www.theboatyard.co.nz/sailing\\_guide.php](http://www.theboatyard.co.nz/sailing_guide.php)
- [http://www.renobuild.ie/floor\\_coating\\_services\\_ireland/retail\\_flooring.htm](http://www.renobuild.ie/floor_coating_services_ireland/retail_flooring.htm)
- <http://www.thewineandrosesweddingband.com/musicstyles/dance.php>
- <http://hiphoprepublican.com/category/culture/music/>
- <http://eternallycool.net/2008/01/international-day-of-italian-cuisine/>
- <http://shanghaiist.com/2008/03/12/chineseamerican.php>
- [http://vator.tv/news/contributors/Mark-Cuban?page=2&user\\_id=193](http://vator.tv/news/contributors/Mark-Cuban?page=2&user_id=193)

3. Use your answer in exercise 2 to write sentences about Daniel and Simone.



2. **Pair work.** Look at the activities in “**Before you start**” part. Give your own ideas. Then compare your answers with a partner. Do you like the same things?

I really like cooking.

Me too. / I don't like it at all.

Do you like shopping?

Yes, I love it! / It's OK.  
/ No, not really.

3. Read the game show “Blind Date” Find four things Andre likes and one thing he doesn't like.

**Melanie Sue Jo**

Hello and welcome to our dating show Blind Date! Tonight Andre is with us. He is 32 years old and he is a sales manager. In his free time he takes photos and listens to music. He also plays tennis and basketball every weekend. He loves jazz music and Mexican food but he hates travelling by planes! He also likes films—he has a DVD collection. So, Andre—Melanie, Sue and Jo are here for you tonight. You can only ask six questions. Who do you choose first?



**Andre**



I want to talk to Melanie, please.

4. The following are Andre's questions to the presenter about one of the women. Read and match them with the presenter's answers.

1. What does she do in her free time?	a. Yes, she watches DVD every Friday with her friends.
2. Does she like movies?	b. She's a receptionist.
3. What kind of music does she like?	c. She goes running and she eats out a lot. She loves fast food.
4. Does she watch TV a lot?	d. Yes, she does. She really likes visiting new places.
5. Does she like travelling?	e. She loves pop music but she doesn't like jazz.
6. What does she do?	f. No she doesn't. She hates watching TV.

5. **Pair work.** Read the following clues below. Take turns to ask and answer questions about Melanie. Find her answers in exercise 4.

1. What/ do?                      What does she do?
2. like/jazz?
3. What food/like?
4. like/sport?
5. What/do on Fridays?

6. a. **Pair work.** Look at the cards about Sue and Jo. Student A reads the card about Sue and Student B reads the card about Jo. Find answers to Andre's questions.

b. **Pair work.** Take turns to ask and answer questions about Sue and Jo.

c. Tell your partner three more things about Sue or Jo.

**Student A**



**Sue** is 27 years old and she is an architect. In her free time she watches Tv, goes shopping and surfs the internet. On Fridays, she usually goes to cinema and eats out-she really likes Italian food. She doesn't like football and she hates football. Her favourite music is opera and she also likes jazz. She quite likes animals and she has two birds.

**Student B**



**Jo** is 32 years old and she is an actress. She really loves rock music but she doesn't like dance music. She doesn't eat out often and she loves cooking. She loves Chinese food. On Fridays, she likes staying in her home and watching films with her friends. She likes sports and she goes jogging every day. She is Ok with animals but she doesn't like keeping a pet at home.

**Speaking : *Agreeing and Disagreeing with others***

Complete the table with the words from the box.

I agree.	That's not right.	I don't think so.
Of course.	Certainly not.	

Agreeing	Disagreeing
<b>I think so.</b>	(c).....
(a).....	I don't agree.
<b>That's right.</b>	(d).....
(b).....	Of course not.
<b>Certainly.</b>	(e).....

1. **Group work.** Divide into groups of four. Which woman do you want to choose for Andre's first date? Melanie, Sue or Jo? Why?
2. Tell the class which woman your group wants for Andre's first date and why. The class must agree on one person!

UNIT NUMBER	TOPIC	OBJECTIVES	SKILLS
<b>5</b>	<b>At the Restaurant</b>	<ul style="list-style-type: none"> <li>✓ Deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</li> <li>✓ Discuss everyday practical issues in a simple way when addressed clearly slowly and directly.</li> <li>✓ Make simple purchases by stating what is wanted and asking the price.</li> <li>✓ Order a meal.</li> <li>✓ Talk about food and express your opinion.</li> </ul>	<b>Listening</b> <b>Speaking</b>
<b>DURATION</b>	2 hours		

# UNIT 5: AT THE RESTAURANT

## Before you start:

1. Look at the pictures and write their names under the correct heading.



<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>

2. *Pair work.* What do you think of the food above?

For Example: You : What do you think of broccoli?

Your friend: I like it / I hate it / I think it is.....

**Speaking: Asking the price**

1. *Pair work.* Look at the menu. Choose something to eat and drink from the menu. Take turns to ask your friend “How much...?”

How much is the stuffed mushrooms and red wine?

That is thirteen euros, please.

***Blue Stone Restaurant***  
***Tonight's Menu***




---

***Starters***

Stuffed Mushrooms	€7.00
Bruchetta	€5.99
Garlic Bread	€5.50

***Main Course***

Chicken Cordon Bleu	€12.50
Grilled Chicken	€15.00
Salmon	€17,25
Hamburger	€10.00
Vegetarian Pizza	€8.5

***Desserts***

Chocolate Pastry Puff	€8.00
Ice-cream	€3.50

***Beverages***

Coffee	€2.50
Tea	€2.50
Mineral Water	€2.00
Wine	€6.00

---

## Listening & Speaking: Ordering Food

1. Match the words in column A to the words in column B to make sentences.

A	B	
1. <b>Would you like to</b>	a. to order?	<input type="checkbox"/>
2. <b>Can I have the</b>	b. more wine please?	<input type="checkbox"/>
3. <b>How would you</b>	c. see the dessert menu?	<input type="checkbox"/>
4. <b>Are you ready</b>	d. like your steak?	<input type="checkbox"/>
5. <b>Can I have two</b>	e. anything to drink?	<input type="checkbox"/>
6. <b>Could I have some</b>	f. to start with, please.	<input type="checkbox"/>
7. <b>We asked for a table</b>	g. bill, please?	<input type="checkbox"/>
8. <b>Can I get you</b>	h. for two in the non-smoking section.	<input type="checkbox"/>
9. <b>I'll have the garlic bread</b>	i. coffees and tea please?	<input type="checkbox"/>

2. Decide which of the questions/statements are used by a waiter/waitress, which of them are used by a customer? Write (W) for a waiter; write (C) for a customer.

3. You are a customer in a restaurant. Waiter asks you some questions. Listen to him and choose a reply below. (Track 10)

1. Stuffed mushrooms, please.
2. No, thanks. I'm full. I want to have something to drink.
3. I'll have Chicken Cordon Bleu, please.
4. I'll have a can of coke, please.
5. Yes, I am.

4. Listen and complete the dialogues with a word or words. (Track 11)

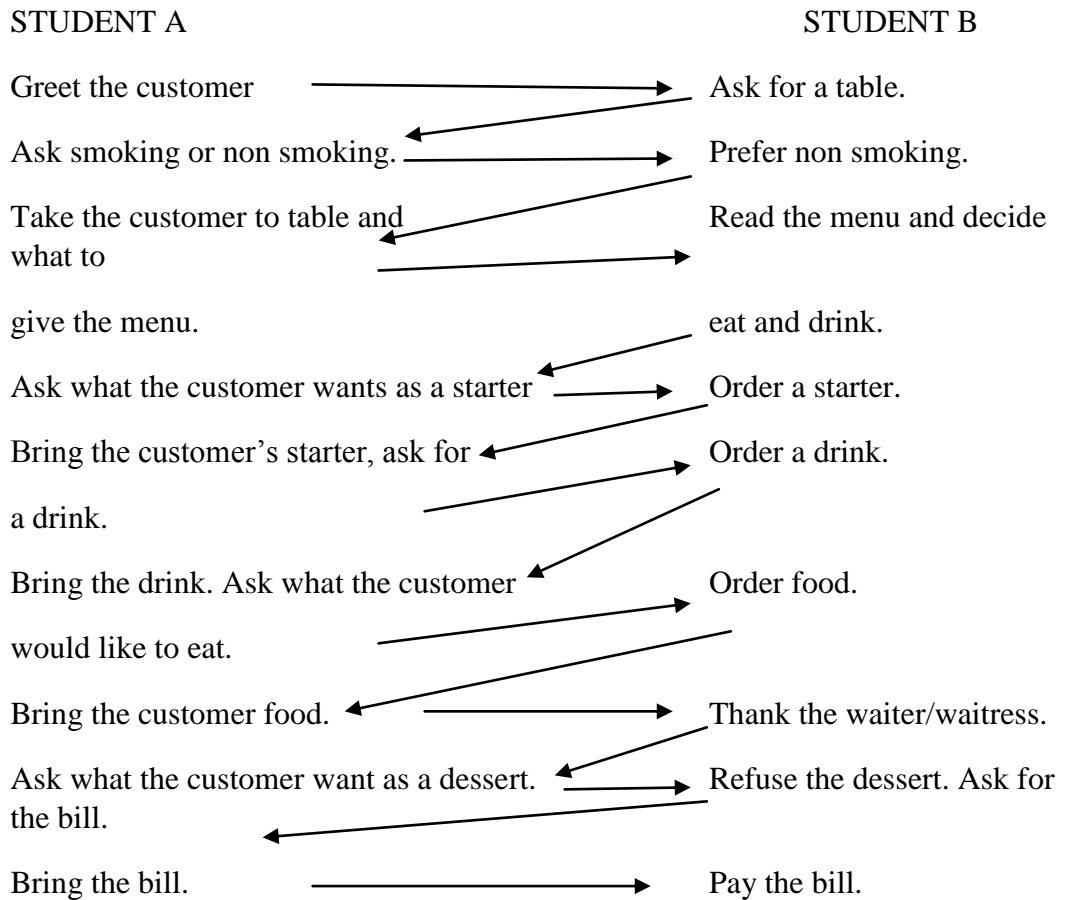
a. C: Table for....., please.

W: Smoking or non smoking?

C: ....., please.

- b. W: Anything to.....?  
C: Yes, a bottle of mineral water, please.
- c. C: Could we have the.....too, please?  
W: Of course.
- d. W: Are you..... to order?  
C: Yes, we are.
- e. C: No beer for me, thank you. Just the.....  
W: Of course. Here you are.

5. **Pair work.** Student A works at the “Blue Stone Restaurant” as a waiter/waitress. Student B is a customer. Follow the directions. After you finish, change roles.



## **Speaking: *Expressing opinion about food***

1. Look at the following adjectives that describe food. Match them with the dishes.

salty	spicy	raw	rich	sweet
tender	creamy	fresh	cooked	hot

**potato leek soup**



**battered vegetables**



**donuts**



**pretzels & chips**



**sushi**



**curry udon soup**



**chicken**



**salad**



**barbeque sauce**



2. **Group work.** Find someone who...

likes spicy food

likes sweet popcorn

doesn't eat salty food

doesn't like raw fish

always eats cooked vegetables

hates barbeque sauce

3. How do you describe food? Look at the photos and match the following expressions.

not very good      really tasty      OK      delicious  
excellent      all right      awful



.....  
.....

.....  
.....

.....  
.....

4. **Pair work.** Look at the pictures (ex.1) of the dishes. Imagine you are at a “Food Competition”. You need to taste the food and discuss it with your friend. Use the following questions and respond by using the expressions from ex. 3.

What is the potato leek soup like?  
How's the potato leek soup ?  
Is the potato leek soup tasty?

It's delicious!

UNIT NUMBER	TOPIC	OBJECTIVES	SKILLS
<b>6</b>	<b>Going Out</b>	<ul style="list-style-type: none"> <li>✓ Identify the topic of discussion around him/her when it is conducted slowly and clearly.</li> <li>✓ Discuss what to do in the evening, at the weekend.</li> <li>✓ Make and respond to invitations, suggestions and apologies.</li> <li>✓ Discuss what to do, where to go and make arrangement to meet.</li> <li>✓ Agree and disagree with others.</li> </ul>	<p><b>Reading</b></p> <p><b>Listening</b></p> <p><b>Speaking</b></p>
<b>DURATION</b>	2 hours		

# UNIT 6: A DAY OUT

## Before you start:

Look at the places below. Read the sentences and decide where the people are going.

Write the names of the places.

cinema



club



concert hall



gallery



museum



restaurant



stadium



theatre



- a. We're going to Barcelona v Turkey match this weekend. .stadium...
- b. I'm going to see a movie. .....
- c. Are you coming to the photograph exhibition? .....
- d. Mark and I are eating out tonight. Do you want to come? .....
- e. Why don't we go out dancing this Saturday? .....
- f. Sarah is taking the kids to see the dinosaur skeletons. .....

- g. I have two tickets for the Symphony Orchestra! .....
- h. There's a Shakespeare play tonight. Shall we go and watch? .....

## **Reading:**

1. *Pair work.* Work with your partner and decide where you can go for a day which is....

relaxing / interesting / exciting

2. Read the articles to answer the questions.

### **Alton Towers**

1. Can you go to Alton Towers on December?
2. What kinds of rides are there in Alton Towers?
3. What is Alton Towers famous for?
4. How can children spend time?
5. How long is the park open every day?

### **Weston Park**

1. How big is the park?
2. What activities can adults do in Weston Park?
3. What activities can children do in Weston Park?
4. Can you buy souvenirs?



## *Alton Towers*

is one the UK's biggest tourist attractions in every way attracting millions of visitors every year.

It is located in the West Midlands. The theme park provides a wide range of activities and adventures to suit people of all ages.

Alton Towers is the home of many of the UK's best known rollercoasters including Nemesis (Europe's first inverted roller coaster), Oblivion (the world's first vertical drop roller coaster), Air, Corkscrew and Rita - Queen of Speed.

Young children can also enjoy the Charlie & The Chocolate Factory ride, visit the Farm or enjoy loads of rides and activities to keep all ages happy including many traditional fairground attractions.

If you are looking for a more relaxing time, you can row on the lake, enjoy beautiful views of the park from the aerial cable car ride, or walk in the scenic gardens.

The park opens in March through to November from 10.00a.m. to 21.00pm. The water park is open all year.

<http://www.tourist-information-uk.com/alton-towers.htm>



## *Weston Park*

was designed and built by Lady Elizabeth Wilbraham in 1671. Weston Park is one of the classic stately homes in England and it sits in 1000 acres of beautiful countryside.

Inside the house you will find an amazing collection of fine art, tapestries and porcelain. The Victorian library holds over 3000 books; the front hall is dedicated to the 3rd Earls love of horses and the dining room has an impressive collection of paintings by various artists.

There is a variety of gardens to explore They are equally impressive. Beyond the formal gardens, there is a Teardrop Garden, Rose Walk, Medieval Deer Park and Temple Wood.

For kids there is a miniature railway, woodland adventure playground, Yew Hedge Maze and courtyard games as well as the hundreds of acres of gardens to run about.

There is a cafe, restaurant, coffee bar and gift shop.

<http://www.tourist-information-uk.com/weston-park.htm>

## **Listening: *Discuss what to do at the weekend***

1. Listen to the Havers family. Write down the places they talk about in order. Which place do they decide to go? (Track 12)
2. Listen again and decide if the statements below are true (T) or false (F). If it is false correct the statement.
  - a. The Havers family went to open air market last week. ....
  - b. Mrs Harvers finds Weston Park uninteresting. ....
  - c. Their daughter wants to go to Alton Towers. ....
  - d. The daughter wants to go there with her friends. ....
  - e. They decided to visit the Weston Park. ....
3. Look at how we ask and answer about a day out.

<i>Ask what to do</i>	<i>Say what you want to do</i>
<b>What do you want to do tomorrow?</b>	<b>I'd like to</b> go to the Alton Towers.
<b>Where would you like to go?</b>	<b>I want to</b> go to the Weston Park.
<b>Do you want to go to cinema?</b>	<b>I'd rather</b> stay at home.

4. ***Pair work.*** Talk with your partner and decide what to do on Saturday.

## Ways of *MAKING ARRANGEMENTS!*

### Making Suggestions

1. Complete the sentences with a suitable word.

Shall            What            ~~like~~            meet            going

1. Would you .....*like*.....to go to the theater?
2. ....we go to the cinema?
3. Let's .....at 8 o'clock.
4. How about.....to a club?
5. .... about playing basketball?

### Responding to suggestions

2. The following expressions are used to respond to a suggestion. Match them with the correct heading.

- |                                  |                                    |
|----------------------------------|------------------------------------|
| a. OK. That sounds like fun.     | f. That sounds great.              |
| b. That's a good idea.           | g. That is fine with me.           |
| c. Yes, Saturday's fine.         | h. It's up to you.                 |
| d. I don't mind.                 | i. I don't really want to do that. |
| e. I'd rather not do that today. | j. I'd rather do something else.   |



.....b.....



.....



.....

### Giving reasons

3. Sometimes when you say “no” to a suggestion, you can give a reason.

**I'm sorry. I can't.** I have to study.

**I'd love to but I can't.** I'm busy that night.

## **Speaking: Making and responding suggestions and apologies**

1. **Pair work.** Look at the role card. Take turns to make conversations. Suggest things to do this weekend.

have a picnic	go out dinner	see a movie
drive somewhere	visit a museum	watch DVDs

A: Suggest a place and a day

B: Say “No” and give a reason.

A: Suggest and say another day.

B: Accept.

A: Suggest a time and a place to meet.

B: Agree

2. **Group work.** Work in groups to organise a night out.
- Talk about the things you can do in your area.
  - Ask your friends’ preferences and make suggestions.
  - Agree on something you all like to do.
  - Make your plan and arrange a time and place to meet.
3. **Pair work.** Divide into two groups. The first group will be the callers and the second group will be the receivers. Each group will get different worksheets. Callers have to check off ten things that they would like to do. Receivers will check off five things that they don't want to do. Callers will make calls and ask receivers to do the activities that the callers checked off. If the receivers are not busy and

they want to do the activity (i.e. the receivers didn't check it off), then the receivers accept the offer and both sides will try to agree on a time and place and record the information on their worksheets.



## Receiver Sheet: Making Plans

**Role-play:** You are on vacation this week. In this role-play, your classmates will call you and try to make plans with you.

Five things I <u>DON'T</u> want to do:	
___ see a movie.	___ go for a hike.
___ see a play.	___ go for a drive.
___ play tennis.	___ go to the beach
___ play golf.	___ go dancing.
___ have lunch.	___ go shopping.
___ have coffee.	___ go swimming.
___ have dinner.	___ go fishing.
___ go to a concert.	___ go skiing.
___ go to a museum.	___ go skating.
___ go to an art gallery.	___ go snorkeling.
___ go for a drink.	___ visit a temple.
	___ watch a soccer match.
	___ study English.

If somebody asks you to do one of the things you checked, make an excuse.

Tell them that you just remembered that you have to work and say good-bye.

Time	Activity/ Who	Where/ When
Monday Afternoon		
Monday Evening		
Tuesday Afternoon		
Tuesday Evening		
Wednesday Afternoon		
Wednesday Evening		
Thursday Afternoon		
Thursday Evening		
Friday Afternoon		
Friday Evening		

[www.bogglesworldesl.com](http://www.bogglesworldesl.com)

### Sample Conversation:

**Jim:** Hello.

**Susan:** Hello. Is Jim there please? (Can I speak to Jim, please?)

**Jim:** Speaking.

**Susan:** Hi, Jim. This is Susan. How are you doing these days?

**Jim:** Good. What's up?

**Susan:** Are you busy on Friday evening?(Are you free on Friday?)/(Are you doing anything on Friday?)

**Jim:** No, I'm free. Why? (Sorry I've got plans for Friday.)

**Susan:** Would you like to have dinner together?

**Jim:** Sounds good. What time would you like to meet? (Oh! I just remembered I have to work.)

**Susan:** How about 7:00?

**Jim:** 7:00 is fine. Where would you like to meet?

**Susan:** Why don't we meet in front of Antico's Italian Restaurant?

**Jim:** Sounds good. See you there.

**Susan:** Great. Bye.



**Caller Sheet: Making Plans**

**Role-play:** You are on vacation this week. In this role-play, you have to call up other classmates and make plans to do something every day.

**Ten things I'd like to do:**

<input type="checkbox"/> see a movie.	<input type="checkbox"/> go for a drink.
<input type="checkbox"/> see a play.	<input type="checkbox"/> go for a hike.
<input type="checkbox"/> play tennis.	<input type="checkbox"/> go for a drive.
<input type="checkbox"/> play golf.	<input type="checkbox"/> go to the beach
<input type="checkbox"/> have lunch.	<input type="checkbox"/> go dancing.
<input type="checkbox"/> have coffee.	<input type="checkbox"/> go shopping.
<input type="checkbox"/> have dinner.	<input type="checkbox"/> go swimming.
<input type="checkbox"/> go to a concert.	<input type="checkbox"/> go fishing.
<input type="checkbox"/> go to a museum.	<input type="checkbox"/> go skiing.
<input type="checkbox"/> go to an art gallery.	<input type="checkbox"/> go skating.
	<input type="checkbox"/> go snorkeling.
	<input type="checkbox"/> visit a temple.
	<input type="checkbox"/> watch a baseball game.
	<input type="checkbox"/> watch a soccer match.
	<input type="checkbox"/> study English.

Time	Activity/ Who	Where/ When
Monday Afternoon		
Monday Evening		
Tuesday Afternoon		
Tuesday Evening		
Wednesday Afternoon		
Wednesday Evening		
Thursday Afternoon		
Thursday Evening		
Friday Afternoon		
Friday Evening		

**Sample Conversation:**

**Jim:** Hello.

**Susan:** Hello. Is Jim there please? (Can I speak to Jim, please?)

**Jim:** Speaking.

**Susan:** Hi, Jim. This is Susan. How are you doing these days?

**Jim:** Good. What's up?

**Susan:** Are you busy on Friday evening?(Are you free on Friday?)/(Are you doing anything on Friday?)

**Jim:** No, I'm free. Why? (Sorry I've got plans for Friday.)

**Susan:** Would you like to have dinner together?

**Jim:** Sounds good. What time would you like to meet? (Oh! I just remembered I have to work.)

**Susan:** How about 7:00?

**Jim:** 7:00 is fine. Where would you like to meet?

**Susan:** Why don't we meet in front of Antico's Italian Restaurant?

**Jim:** Sounds good. See you there.

**Susan:** Great. Bye.

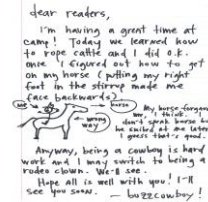
UNIT NUMBER	TOPIC	OBJECTIVES	SKILLS
<b>7</b>	<b>Banks and Post Offices</b>	<ul style="list-style-type: none"> <li>✓ Deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</li> <li>✓ Ask about things and make simple transactions shops, post offices or banks.</li> <li>✓ Ask about and understand services in a bank.</li> <li>✓ Ask about different types of mail in a post office.</li> <li>✓ Ask for and provide everyday goods and services.</li> </ul>	<b>Listening Speaking</b>
<b>DURATION</b>	2 hours		

# UNIT 7: BANKS AND POST OFFICES

## Before you start:

1. Look at the pictures below and match them with the correct word.

- |          |            |            |             |          |
|----------|------------|------------|-------------|----------|
| air mail | a postcard | a stamp    | scales      | a letter |
| a parcel | a postman  | a post box | an envelope |          |



- Do you send letters? How often?
- Which services do you use at your local post office.

**Listening: Asking about services**

1. Listen to the people. Decide where the person is. Tick (✓) the correct alternative.  
(Track 13)

<i>Post office</i>	<i>Bank</i>
a <input checked="" type="checkbox"/>	<input type="checkbox"/>
b <input type="checkbox"/>	<input type="checkbox"/>
c <input type="checkbox"/>	<input type="checkbox"/>
d <input type="checkbox"/>	<input type="checkbox"/>
e <input type="checkbox"/>	<input type="checkbox"/>
f <input type="checkbox"/>	<input type="checkbox"/>
g <input type="checkbox"/>	<input type="checkbox"/>

2. Listen again and write down what each person wants.
- a. buy three.....*stamps*.....
  - b. open a.....
  - c. send a.....to.....
  - d. order a new.....
  - e. check my.....
  - f. send a.....by.....
  - g. send this ..... by.....delivery

**Listening & Speaking: At the post office**

1. Listen to four conversations in a post office. What does each customer want to do?  
Fill in the blanks. Write down the price in the boxes. (Track 14)

a. Send two.....letters.....to.....by.....	€2.15
b. Send a.....to.....by.....	
c. Send a.....to.....by.....	
d. Send a.....to.....by.....	

2. Complete the conversation with these words.

scales      take      cost      that      put      this  
                  air      delivery      send      about

- Customer:** Can I send 1).....parcel special 2) ....., please?
- Cashier:** Sure. Can you 3).....it on the 4).....please?
- Customer:** OK.
- Cashier:** Where do you want to 5).....it?
- Customer:** To France. How much will it 6).....to send it by 7).....mail.
- Cashier:** Then 8)..... is €7.25.
- Customer:** How long will it 9).....?
- Cashier:** 10).....four days.
- Customer:** Oh, OK. Thanks.

3. **Pair work.** Make new conversations with the following information.

<u>You want to send:</u>	<u>Cost:</u>	<u>Arrival time:</u>
1. A parcel to Germany	€ 5.30	one week
2. Three postcards air mail to China	€3.99	six days
3. A birthday card special delivery to Portugal	€2.10	2 days

4. **Group work.** Divide into two groups: post office clerks and customers. Read your role cards. ([www.bogglesworldesl.com](http://www.bogglesworldesl.com))





## Post Office Errands



A: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to Argentina ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in Chile.
- (3) A **letter** to your Aunt. She lives in China.
- (4) A **postcard** to your friends who are in Costa Rica.
- (5) Your cousin's graduation present (**parcel**), which is in two months He is studying in Indonesia.
- (6) A **postcard** to your old teacher who moved to Poland.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in Portugal.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in South Africa.

B: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to Chile ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in China.
- (3) A **letter** to your Aunt. She lives in Costa Rica.
- (4) A **postcard** to your friends who are in Indonesia.
- (5) Your cousin's graduation present (**parcel**), which is in two months He is studying in Poland.
- (6) A **postcard** to your old teacher who moved to Portugal.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in South Africa.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in Argentina.

C: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to China ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in Costa Rica.
- (3) A **letter** to your Aunt. She lives in Indonesia.
- (4) A **postcard** to your friends who are in Poland.
- (5) Your cousin's graduation present (**parcel**), which is in two months He is studying in Portugal.
- (6) A **postcard** to your old teacher who moved to South Africa.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in Argentina.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in Chile.

D: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to Costa Rica ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in Indonesia.
- (3) A **letter** to your Aunt. She lives in Poland.
- (4) A **postcard** to your friends who are in Portugal.
- (5) Your cousin's graduation present (**parcel**), which is in two months He is studying in South Africa.
- (6) A **postcard** to your old teacher who moved to Argentina.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in Chile.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in China.

E: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to Costa Rica ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in Poland.
- (3) A **letter** to your Aunt. She lives in Portugal.
- (4) A **postcard** to your friends who are in South Africa.
- (5) Your cousin's graduation present (**parcel**), which is in two months He is studying in Argentina.
- (6) A **postcard** to your old teacher who moved to Chile.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in China.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in Indonesia.

F: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to Poland ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in Portugal.
- (3) A **letter** to your Aunt. She lives in South Africa.
- (4) A **postcard** to your friends who are in Argentina.
- (5) Your cousin's graduation present (**parcel**), which is in two months He is studying in Chile.
- (6) A **postcard** to your old teacher who moved to China.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in Indonesia.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in Costa Rica.

G: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to Portugal ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in South Africa.
- (3) A **letter** to your Aunt. She lives in Argentina.
- (4) A **postcard** to your friends who are in Chile.
- (5) Your cousin's graduation present (**parcel**), which is in two months He is studying in China.
- (6) A **postcard** to your old teacher who moved to Costa Rica.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in Indonesia.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in Poland.

H: You have to go to the post office to mail some letters, parcels and postcards. Here is a list of errands you have to run:

- (1) A business **letter**: You need it delivered to South Africa ASAP.
- (2) Your friend's birthday presents (**parcel**) which is in 6 days. She lives in Argentina.
- (3) A **letter** to your Aunt. She lives in Chile.
- (4) A **postcard** to your friends who are in China.
- (5) Your cousin's graduation present (**parcel**), which is in two months He is studying in Costa Rica.
- (6) A **postcard** to your old teacher who moved to Indonesia.
- (7) A **letter** to your friend who is going on a very long trip around the world. He leaves in two weeks. He lives in Poland.
- (8) A gift (**parcel**) for your friend who is in the hospital and is very sick. She is in Portugal.

## I'd Like to Send This to Mexico.

### Post Office Clerk Activity Sheet

You are a clerk at a post office. Customers will ask you about rates and schedules for letters and parcels. Find out what the customers want to send and where they want to send it and give the customers the information they need.

Item	Country	Option Selected	Signature Required
Letter	Mexico	Special Delivery	No

### Sample Conversation:

A= Postal Clerk    B=Customer

**A:** Hi. How can I help you?

**B:** I need to send this letter to Mexico.

**A:** How would you like to send it?

**B:** I'm not sure. What options are there?

**A:** Well, you can send it air, special delivery, or courier.

**B:** What's the difference between each option?

**A:** Let's see. Special delivery to Mexico is \$14.95. And it takes from 2-4 days for delivery.

Airmail is \$2.95 and takes anywhere from 1 week to 10 business days for delivery. And if you need it there quickly, courier is probably your best option. That's \$35.95 for guaranteed overnight delivery.

**B:** So that's \$14.95 for special delivery and it'll take 2-4 days for delivery?

**A:** That's right.

**B:** OK. I'll do that.

**A:** That'll be \$14.95 then. Do you need someone to sign for it?

**B:** No. That won't be necessary.





# Post Office Rates



## Argentina

	Surface		Air		Special Delivery		Courier	
Letters			\$1.50	8-10 days	\$5.95	2-4 days	\$25.50	Overnight
Parcels	\$12.50	4-6 weeks	\$18.00	10-12 days	\$29.50	4-6 days		
Postcards			\$0.50	8-10 days				

## Chile

	Surface		Air		Special Delivery		Courier	
Letters			\$1.75	7-10 days	\$7.40	3-5 days	\$19.50	Overnight
Parcels	\$8.50	4-5 weeks	\$15.00	8-10 days	\$36.00	4-6 days		
Postcards			\$0.60	7-9 days				

## China

	Surface		Air		Special Delivery		Courier	
Letters			\$1.40	1-2 weeks	\$5.50	2-4 days	\$18.75	1-2 days
Parcels	\$12.00	6-8 weeks	\$21.50	1-2 weeks	\$41.00	4-6 days		
Postcards			\$0.70	1-2 weeks				

## Costa Rica

	Surface		Air		Special Delivery		Courier	
Letters			\$1.60	4-6 days	\$14.40	3-5 days	\$22.50	1-2 days
Parcels	\$13.50	5-7 weeks	\$17.50	1-2 weeks	\$29.50	6-8 days		
Postcards			\$0.55	1-2 weeks				

## Indonesia

	Surface		Air		Special Delivery		Courier	
Letters			\$1.20	8-10 days	\$12.90	3-5 days	\$26.00	2-3 days
Parcels	\$12.50	4-6 weeks	\$19.50	7-10 days	\$34.00	4-6 days		
Postcards			\$0.60	2-3 weeks				

## Poland

	Surface		Air		Special Delivery		Courier	
Letters			\$2.10	1-2 weeks	\$14.50	2-4 days	\$32.00	Overnight
Parcels	\$12.00	6-8 weeks	\$21.00	10-14 days	\$36.00	3-5 days		
Postcards			\$0.80	7-10 days				

[www.bogglesworldesl.com](http://www.bogglesworldesl.com)

## Listening & Speaking: In a bank

1. Look at the phrases below and complete them with a suitable word from the box.

order            exchange            send  
 check            cash            ~~open~~

- a. ....*open*.....bank account
- b. ....a letter
- c. ....a new cheque book
- d. ....a cheque
- e. ....foreign currency
- f. .... your balance

2. Look at the pictures below and match them with the correct phrase.

take out/withdraw money            borrow/loan money            pay in cash  
 have a credit card            transfer money            savings account



Photos from

<http://movingtopanama.com/requirements-to-qualify-for-a-self-economic-solvency-visa-in-panama/>  
<http://wealth.moneycontrol.com/showstory.php?id=11511>  
<http://infostudentloan.blogspot.com/>

[http://money.cnn.com/galleries/2009/moneymag/0908/gallery.monthly\\_savings\\_tips.moneymag/38.html](http://money.cnn.com/galleries/2009/moneymag/0908/gallery.monthly_savings_tips.moneymag/38.html)  
<http://www.sevenseasworldwide.com/moneytransfers/default.aspx>

3. Listen to three short conversations in a bank. What service does each customer want? What does the bank clerk want from each customer? (Track 15)

**Customer wants:**

**Bank clerk want the customer to:**

- |                                 |                             |
|---------------------------------|-----------------------------|
| a. ....open a bank account..... | .....                       |
| b. ....                         | .....                       |
| c. ....                         | .....how the bank card..... |

4. Put the words in order to complete each sentence.

a. from / withdraw / account / € 250 / like / my/ to / I'd

.....I'd like to withdraw € 250 from my account.....

b. money / borrow / some / I / need to

.....

c. want / transfer / my / I / to / into / account / € 400 / savings

.....

d. account / like / I'd / open / an / to / please

.....

5. **Pair work.** Make conversations with the following information.

<b><u>You want to:</u></b>	<b><u>Amount</u></b>	<b><u>Bank clerk want the customer to:</u></b>
a. open/account	---	fill in a form
b. pay /account	€600	show bank card
c. cash/cheque	---	write your address
d. transfer	€2800	show you id card

6. **Group work.** Divide into two groups: bank tellers and bank customers. Customers will go to a bank teller and conduct one of the five transactions (pay a bill, cash a check,

withdraw money, deposit money, and exchange some currency).

[www.bogglesworldesl.com](http://www.bogglesworldesl.com)

**Action Sheets for Bank Clients**

Sample Conversation:  
Bank Transactions

**A = Bank Teller    B=Customer**

**A:** Good Afternoon. How may I help you today?

**B:** Hi. I'd like to *cash this check.*  
*deposit this money into my account*  
*withdraw \$500.00 from my account.*  
*change this into American money.*  
*pay this bill.*

**A:** Can I have your bankcard please?

**B:** Ok. Here you are.

**A:** And, I'll need some picture ID as well.

**B:** Is my *driver license* OK?  
*passport*

**A:** That'll be fine. Thanks.  
...Teller counts money/writes a receipt...

**A:** Here is your ID and here is *your money.*  
*your receipt*

**A:** Will there be anything else for you today?

**B:** No, that's all thank you.

**A:** Have a nice day.

**B:** You too.

You are a **bank client** and you have a list of errands to do at the bank today. Go through the list in order. Your teacher will give you a bankcard, some ID, three bills and two checks. Make sure you go to a different bank teller for each transaction. Get the teller's signature when you are finished your transaction.

Teller's Signature	Bank Transaction
_____	Cash your first check.
_____	Deposit your money into your account.
_____	Cash your other check.
_____	Pay your telephone bill.
_____	Withdraw \$600.00.
_____	Pay your electricity bill.
_____	Change \$200 into American money.
_____	Pay your gas bill.
_____	Deposit your remaining money.



Take a vote: The friendliest bank teller was \_\_\_\_\_.

## Banking Role-Play Realia: Bills And Checks

S.W. ENGINEERING 0000

---

FOUR HUNDRED BOGGLE BUCKS \$ 400.00

---

*Jeremy Boggle*

00000000 000 000 0 0000

BMW ADVERTISING 0000

---

THREE HUNDRED BOGGLE BUCKS \$ 300.00

---

*Marc Anthony*

00000000 000 000 0 0000

GIL YOO MEDICAL 0000

---

FIVE HUNDRED BOGGLE BUCKS \$ 500.00

**Void**

---

*Simon Fraser*

00000000 000 000 0 0000

BOGEYMAN INDUSTRIAL 0000

---

TWO HUNDRED BOGGLE BUCKS \$ 200.00

---

*pere fouettard*

00000000 000 000 0 0000

**TELEPHONE BILL**

MONTHLY CHARGES ... \$47.00  
 LONG DISTANCE ... \$53.00  
 TOTAL ... \$200.00

YOU MUST PAY \$200.00  
 BY THE 15TH OF THIS MONTH.

**ELECTRICITY BILL**

MONTHLY CHARGES ... \$26.00  
 ELECTRICITY USED ... \$74.00  
 TOTAL ... \$100.00

YOU MUST PAY \$100.00  
 BY THE 10TH OF THIS MONTH.

**GAS BILL**

MONTHLY CHARGES ... \$26.00  
 GAS USED ... \$174.00  
 TOTAL ... \$200.00

YOU MUST PAY \$200.00  
 BY THE 10TH OF THIS MONTH.

**TELEPHONE BILL**

MONTHLY CHARGES ... \$47.00  
 LONG DISTANCE ... \$53.00  
 TOTAL ... \$100.00

YOU MUST PAY \$100.00  
 BY THE 15TH OF THIS MONTH.

**ELECTRICITY BILL**

MONTHLY CHARGES ... \$26.00  
 ELECTRICITY USED ... \$74.00  
 TOTAL ... \$300.00

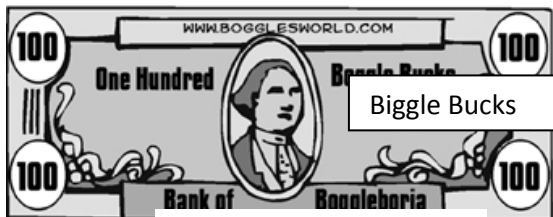
YOU MUST PAY \$300.00  
 BY THE 10TH OF THIS MONTH.

**GAS BILL**

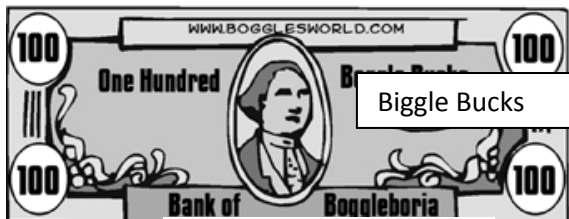
MONTHLY CHARGES ... \$26.00  
 GAS USED ... \$274.00  
 TOTAL ... \$300.00

YOU MUST PAY \$300.00  
 BY THE 10TH OF THIS MONTH.

# Banking Role-Play Realia: Biggle Bucks And Us Dollars



Bank of Boggleboria



Bank of Boggleboria



Bank of Boggleboria



Bank of Boggleboria



Bank of Boggleboria



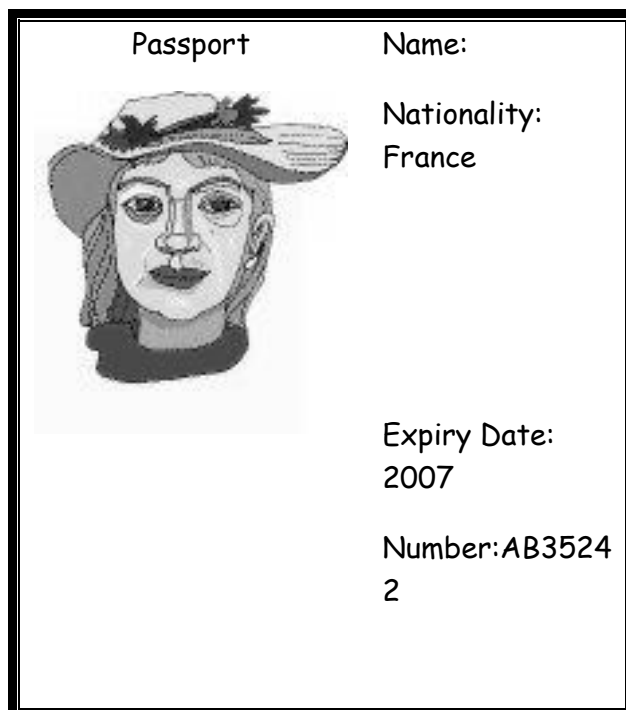
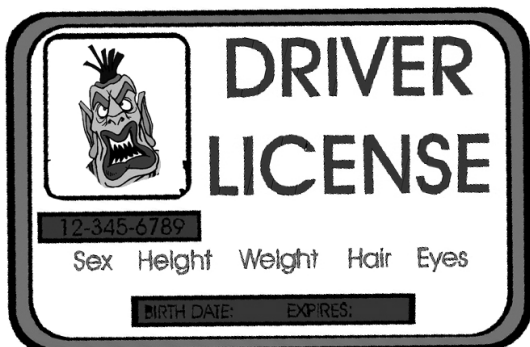
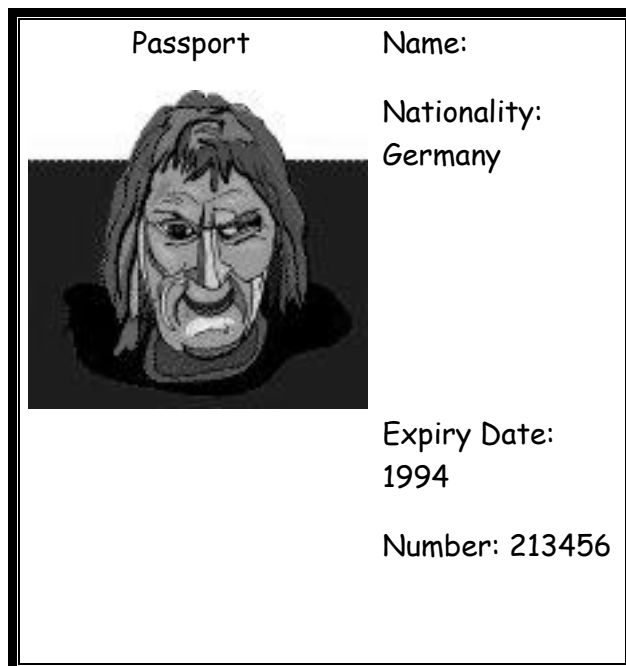
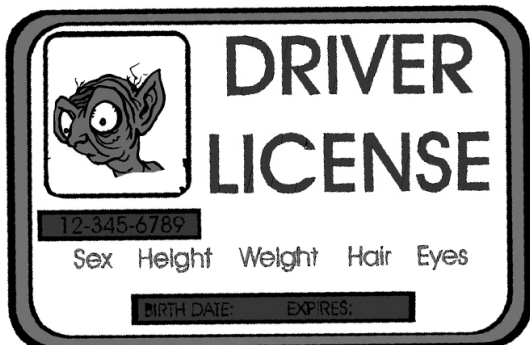
Bank of Boggleboria

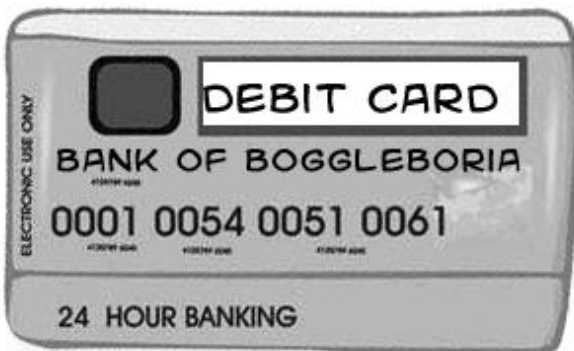
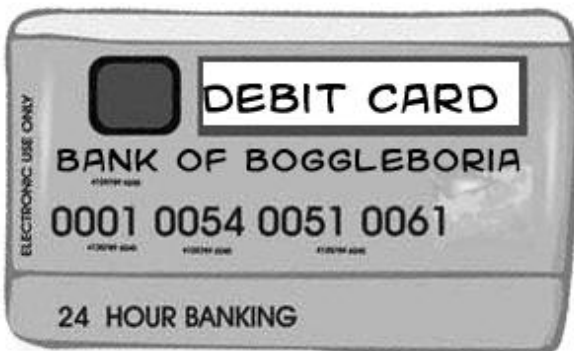
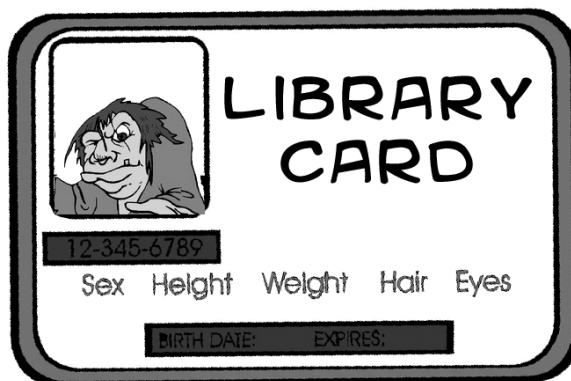
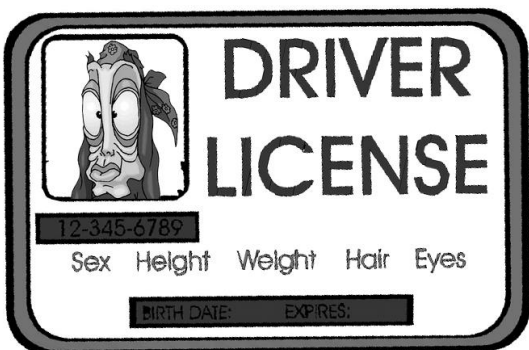
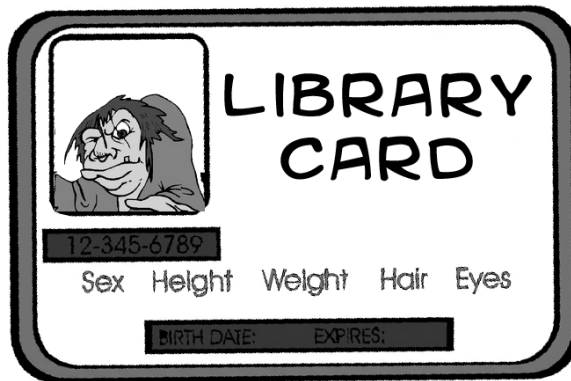
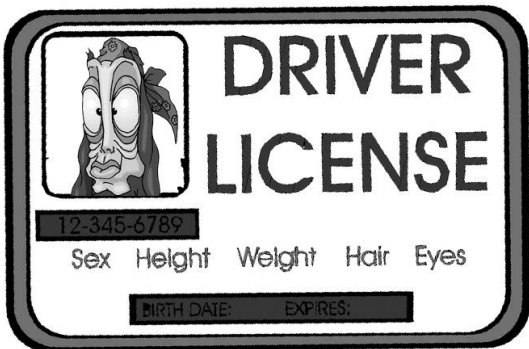


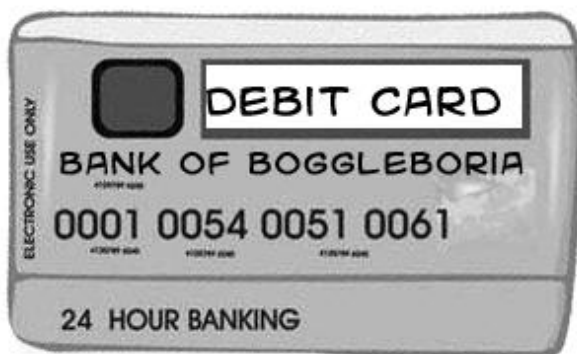
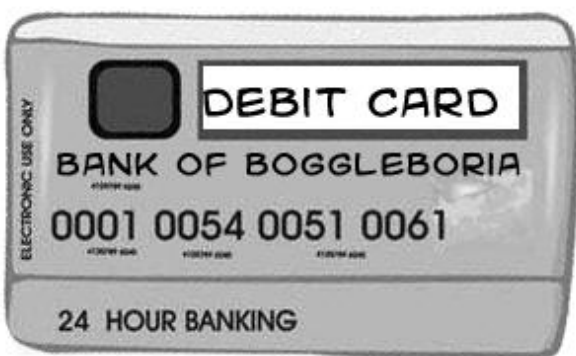
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 Character Id And Bank Cards:
 

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UNIT NUMBER	TOPIC	OBJECTIVES	SKILLS
<b>8</b>	<b>At the Airport</b>	<ul style="list-style-type: none"> <li>✓ Deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</li> <li>✓ Get simple information about travel and buy tickets.</li> <li>✓ Provide information and give clear answers.</li> <li>✓ Indicate time by such phrases as <i>next week, last Monday, in December, at four o'clock.</i></li> </ul>	<b>Listening</b> <b>Speaking</b>
<b>DURATION</b>	2 hours		

# UNIT 8: AT THE AIRPORT

## Before you start:

1. Do you ever travel by plane? Do you like flying? Why? Why not?
2. Look at the pictures below and match them with the correct word or phrase.

aflight number      a visa      customs      a suitcase/bag      passport  
 the gate      hand luggage      boarding pass      the check-in desk



Photos from

<http://www.norway.org.uk/Embassy/visas/visas/vpn/>  
<http://www.coolbusinessideas.com/archives/category/travel-transport/page/2/>  
<http://www.treats4chicks.co.uk/handluggagewhite.htm>  
<http://www.hypercup.org/the-myths-and-facts-when-it-comes-to-same-day-passports-3817/>  
[http://home.wangjianshuo.com/archives/20080804\\_pudong\\_airport\\_t2\\_behind\\_the\\_security\\_gate.htm](http://home.wangjianshuo.com/archives/20080804_pudong_airport_t2_behind_the_security_gate.htm)  
<http://www.marthastewardess.com/2010/07/27/more-jobs-human-contact-eliminated-continental-testing-self-boarding/>  
<http://www.firehow.com/20090309542/how-to-go-through-airport-security-smoothly.html>  
<http://www.malev.com/travelinformation/airport-information/check-in>  
<http://www.johnnyjet.com/folder/archive/WheresJohnny050920072.html>

3. Match each verb (a-e) with an expression (1-5).

- |          |   |                         |
|----------|---|-------------------------|
| a. pack  | → | 1. the plane            |
| b. queue |   | 2. your boarding pass   |
| c. go to |   | 3. your bags            |
| d. show  |   | 4. at the check-in desk |
| e. board |   | 5. the gate             |

**Listening: *At the check-in desk***

1. The following are the possible questions at the check-in desk. Before you listen, look at the questions and guess which words are missing.

- a. Can I have your *.ticket.* and ....., please?
- b. Did you .....your.....yourself?
- c. How many bags are you.....in?
- d. Are there any sharp items in your.....?
- e. Has anyone given you.....to carry?
- f. Would you like an aisle seat or a .....seat?



Photo from: [http://www.airport-technology.com/projects/frankfurt/images/Cde\\_02.jpg](http://www.airport-technology.com/projects/frankfurt/images/Cde_02.jpg)

2. Listen to Jessica checking in and complete the questions in Exercise 1. (Track 16)

3. Listen again and answer the following questions.

- a. When does the flight leave? .....
- b. What gate does Jessica need to go to? .....
- c. What time should she go to the gate? .....

4. Match the questions (a-f) from Ex. 1 with Jessica's answers 1-6.

- |                          |                      |
|--------------------------|----------------------|
| 1) Here you are          | 4) Yes, I did.       |
| 2) An aisle seat, please | 5) No, there aren't. |
| 3) Just this one.        | 6) No, they haven't. |

## Speaking & Listening:

1. Read the following conversation.

**Clerk:** Are you travelling to Johannesburg?

**Passenger:** Yes, I am.

**Clerk:** Can I see your ticket and passport, please?

**Passenger:** Here you are.

**Clerk:** Thank you. How many bags are you checking in?

**Passenger:** Just this one.

**Clerk:** Did you pack the bag yourself?

**Passenger:** Yes, I did.

**Clerk:** Has anyone given you anything to carry?

**Passenger:** No, they haven't.

**Clerk:** Can I see your hand luggage, please?

**Passenger:** Yes, here it is.

**Clerk:** Thank you. That is fine. Now, would you like a window seat or an aisle seat?

**Passenger:** A window seat, please.

**Clerk:** Here is your boarding pass. Boarding is at 16.45 from gate number 23-A.  
Have a nice flight.

**Passenger:** Thank you. Bye.

**Clerk:** Thank you.



2. *Pair work.* Practice the conversation with a partner.
3. Listen to the conversations and complete the following table. (Track 17)

	<u>1</u>	<u>2</u>
<b>Travelling to</b>	<i>Los Angeles</i>	
<b>How many bags?</b>		
<b>Window or aisle seat?</b>		
<b>Boarding time?</b>		
<b>Gate number?</b>		

4. *Pair work.* Use the information in the table to make conversations. Take turns to be the clerk and passenger.

### **Listening: *At the airport security***

1. Listen to Jessica and look at the picture. Where is she now? (Track 18)



Photo from: <http://travel.nytimes.com/2010/01/24/travel/24pracsecurity.html>

2. Listen again and tick (✓) every time you hear these things. (Track 18)

coins	bag	belt	keys
shoes	wallet	mobile phone	laptop

3. Complete the conversations with words from Exercise 2.

**Officer 1:** (1).....?

**Jessica:** I've put them in my (2).....

**Officer 1:** Ok. Is there a (3).....in here?

**Jessica:** No.

**Officer 1:** And your (4)....., please.

**Jessica:** Oh,Ok. I'll take them off.

**Officer 2:** Come forward, please. (5).....(6).....(7).....?

**Jessica:** They are all in my (8).....

**Officer 2:** (9).....?

**Jessica:** That as well.

**Officer 2:** Are you wearing a (10).....?

**Jessica:** Oh yes. Sorry. I forgot that.

**Officer 2:** That's fine. Thank you.

**Jessica:** Thank you.

**Officer 3:** Could you open your (11)....., please?

**Jessica:** Sure.

**Officer 3:** That's fine. Have a nice trip.

**Jessica:** Thanks.

4. Listen again to check your answers.
5. *Pair work.* Practice the conversation with a partner.

**Listening: *At the customs and immigration control***

1. Jessica is arriving at Toronto airport. She is speaking to a customs and immigration officer. Listen and number the questions (a-g) in the order you hear them. (Track 19)



Photo from: <http://www.travelpod.com/travel-photo/kb4fun/1/1216866780/going-through-customs-in-san-pedro-sula.jpg/tpod.html>

- a. Have you been to Canada before? .....
- b. What is the purpose of your visit? .....
- c. How long are you planning to stay? .....
- d. Where are you coming from? .....
- e. Do you have anything to declare? .....
- f. May I see your passport, please? .....**1**.....
- g. Where will you be staying? .....

2. Listen again and tick (✓) True or False for each statement. If the statement is false, correct it.

	True	False	
a) Jessica is in Toronto <del>for holiday.</del>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>...as an exchange student..</i>
b) She is going to stay for three months.	<input type="checkbox"/>	<input type="checkbox"/>	.....
c) She is going to stay with her relatives.	<input type="checkbox"/>	<input type="checkbox"/>	.....
d) She has nothing to declare.	<input type="checkbox"/>	<input type="checkbox"/>	.....

3. **Group work.** Divide into two groups. The first group will be the customs and immigration officers and the other group will be the passengers. Look at our role cards and make a conversation. When you finish, change your roles to make a new conversation. ([www.booglesworldesl.com](http://www.booglesworldesl.com))

# Airport Role-play: Customs Sheet

**Role-play:** You are a customs and immigration officer at an airport. When students try to enter your country find out this information. To the left of the table there are some questions that you might want to ask. Fill in the blanks with a country name.

Name	Nationality	Last Country Visited	Purpose of Visit	Intended Length of Stay	Location of Stay	Anything to Declare (Y/N)	First Time (Y/N)

**Useful Expressions:**

Welcome to \_\_\_\_\_.

May I see your passport?

Where are you coming from?

What is the purpose of your visit?

How long are you planning to stay?

Where will you be staying?

Is this your first time to \_\_\_\_\_?

Do you have anything to declare?

Enjoy your stay.



# Airport Role-play: Passenger Sheet



Role-play: You are going to be a traveler going through customs. Visit as many countries as you can and write down which countries you visited.

A: Welcome to Canada. May I see your passport please?

B: Sure. Here it is.

A: Where are you coming from?

B: I'm coming from Seoul, Korea.

A: What is the purpose of your visit?

B: I'm *here on business./ visiting relatives. /here as an exchange student. /here as a tourist.*

A: How long are you planning to stay?

B: I'll be staying *for three weeks./for 1 month./ until tomorrow. /until next Tuesday.*

A: Where will you be staying?

B: I'll be staying *at a hotel./ at my aunt's house /at a dormitory.*

A: Have you ever been to Canada before?

B: No, this is my first time.

A: Do you have anything to declare?

B: No, nothing.

A: Enjoy your stay.

B: Thank you.

## Countries Visited:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Character Prompts and Passports

You are a German tourist. You have just come from Brazil. You want to stay for 3 weeks. You are just sightseeing. You are staying at a hotel.

Passport



Name:

Nationality: *Germany*

Expiry Date: 2016

Number: XC09843

You are visiting your uncle who lives in this country. You will be staying for the summer vacation (2 months). You will be staying at your uncle's house.

Passport



Name:

Nationality: France

Expiry Date: 2015

Number: HD09843

You are an exchange student. You will be studying at a language school. You will be staying for 6 months. You will be staying in a dormitory.

Passport



Name:

Nationality: Sweden

Expiry Date: 2012

Number: EG45352

You are on a business trip. You are selling wine. You will be staying for 2 week. You will be staying at a hotel.



## **Speaking:**

**Group work.** Work in groups of four. Imagine you are at an airport. Look at the role cards. Ask and answer questions to complete them. Have two different conversations: one at the check-in desk and one at the airport security check point. When you finish, change your roles and have conversations again.

Student A: You are a check-in clerk. Look at card A.

Student B: You are the airport security. Look at card B.

Student C: You are the customs and immigration officer. Look at card C.

Student D: You are a passenger. Look at card D.

DEPARTURES			
STD	Airlines	Flight no. To	ETD Gate Remarks
00:45	Qantas	QF 0001 LONDON	E6 FINAL CALL
00:50	Kenya Airways	KQ 0231 NAIROBI	08:30 F2 DELAYED
06:30	Mahan Air	W5 5044 TEHRAN	E2A CLOSED
06:50	United	UA 0838 WASHINGTON	06:40 D2 BOARDING
07:00	Indonesia	FD 3612 PHNOM-PENH	F6 FINAL CALL
07:05	Indonesia	FD 3501 SINGAPORE	F2A NEW GATE
		CG 0052 KUALA LUMPUR	07:20 E2 OPEN

Photo from: <http://www.olympus.co.jp/en/gww/kilimanjaro/making/f01.html>

### CARD A

**You work as a clerk at the airport check-in desk.**

Don't forget to:

- check the passenger's ticket and passport.
- give the passenger a boarding pass.
- tell the passenger the gate number and the boarding time.

Use the information on the Departures board. Remember that boarding time is usually 40 mins before departure time.

### CARD B

**You work as an airport security guard and you work at the security gate.**

Don't forget to:

- check the passenger's passport.
- x-ray all hand luggage.
- x-ray shoes.
- check for laptops.
- search the passenger's bag.

**CARD C**

**You are the customs and immigration officer.**

Welcome the passenger and ask to questions to learn about his/her:

nationality, purpose of visit, length of stay, location of stay, having anything to declare.

If there is no problem, wish the passenger a nice holiday.

**CARD D**

**You are a passenger.**

Choose a destination from the “Departures Board”. Decide the number of hand luggage you carry with you. Decide if you have a laptop with you or not.

You need to go to check-in desk first. Then you can go through the security gate.

Finally, you have to stop by customs and immigration desk.

UNIT NUMBER	TOPIC	OBJECTIVES	SKILLS
9	<b>Getting Around</b>	<ul style="list-style-type: none"> <li>✓ Deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</li> <li>✓ Get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.</li> <li>✓ Ask for and provide personal information.</li> <li>✓ give and follow simple directions and instructions, e.g. explain how to get somewhere.</li> <li>✓ Ask for and give directions referring to a map or a plan.</li> <li>✓ Understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</li> <li>✓ Ask for and provide everyday goods and services.</li> </ul>	<p><b>Reading</b></p> <p><b>Speaking</b></p> <p><b>Writing</b></p>
<b>DURATION</b>	2 hours		

# UNIT 9: GETTING AROUND

## Before you start:

1. Match the verbs and expressions with pictures 1-8.

walk	ride a motorbike	get the underground	get a taxi
drive	get the train	cycle	get the bus

.....



.....



.....



.....



.....



.....



.....



.....



Photos from:

- <http://www.1800taxicab.com/static/oc.htm>
- [http://commons.wikimedia.org/wiki/File:Tren\\_renfe\\_470-011-8.jpg](http://commons.wikimedia.org/wiki/File:Tren_renfe_470-011-8.jpg)
- <http://bikehugger.com/2007/06/>
- [http://www.anayurtgazetesi.com/haber\\_resim/ego-otobus.jpg](http://www.anayurtgazetesi.com/haber_resim/ego-otobus.jpg)
- <http://advancement.sdsu.edu/marcomm/features/2007/images/weight/crosswalk.jpg>
- <http://www.carrentalchennai.com/images/compact-car-rental-chennai-tata-indica.jpg>
- <http://image.made-in-china.com/2f0j00RfHTgerhWtuD/Motorcycle-Motorbike-YBR-125-.jpg>

2. **Pair work.** Read the questions below and take turn to ask and answer the following questions. Use the verbs or expressions above.

- a. How do you get to school?
- b. How do you get to the city center?
- c. How do you get to the airport?
- d. How do you get to the shopping mall?
- e. How do you get home?
- f. How do you get to your friend's home?

**Speaking & Writing: Buying a ticket**

1. Jessica is buying a ticket at Toronto airport. Complete the conversation using these questions and statements.



Photo from: <http://english.cri.cn/mmsource/images/2010/09/16/4689ticket.jpg>

What time's the next train?	How long does it take?
Which platform does it leave from?	To the city center
Can I have ticket please?	Single please.

Clerk: Yes?

Jessica:(1).....

Clerk: Where to?

Jessica: (2).....

Clerk: Single or return?

Jessica: (3).....

Clerk: A single ticket to the city center. That's \$6.40

Jessica: (4) Thanks.....

Clerk: Usually about 45 minutes.

Jessica: (5).....

Clerk: The next train is at 4.30.

Jessica: (6).....

Clerk: Platform 1. It's over there.

Jessica: Thank you.

Clerk: You're welcome.

2. **Pair work.** Imagine you are at Madrid Atocha Train station. Look at the role cards. One of you will be the clerk and the other will be the passenger. Make a conversation with your partner using the information below. Take turns to be the clerk and the passenger.

**Student A**

You want to buy a return ticket to Barcelona.

Ask:

The price,

Duration

When/the next train

Which platform

**Student B**

You are a clerk. A passenger wants to buy a ticket. Ask:

Where

Single or return

Answer passenger's questions:

Single: €45.50 Return: €100

Next train: 20.15

**Speaking: Asking for and giving directions**

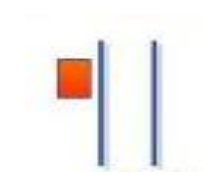
1. Look at the signs and match them with the correct phrases.

turn right	take the first turning on your left	go straight ahead
it's on the/your left	it's opposite	it's on the/your right
on the corner of	take the first turning on your right	turn left

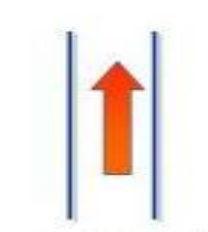
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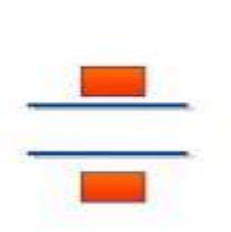
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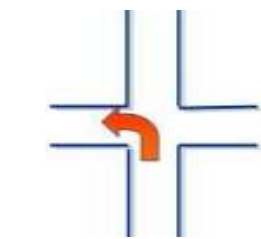
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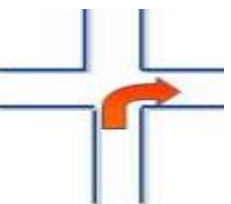
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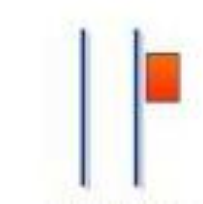
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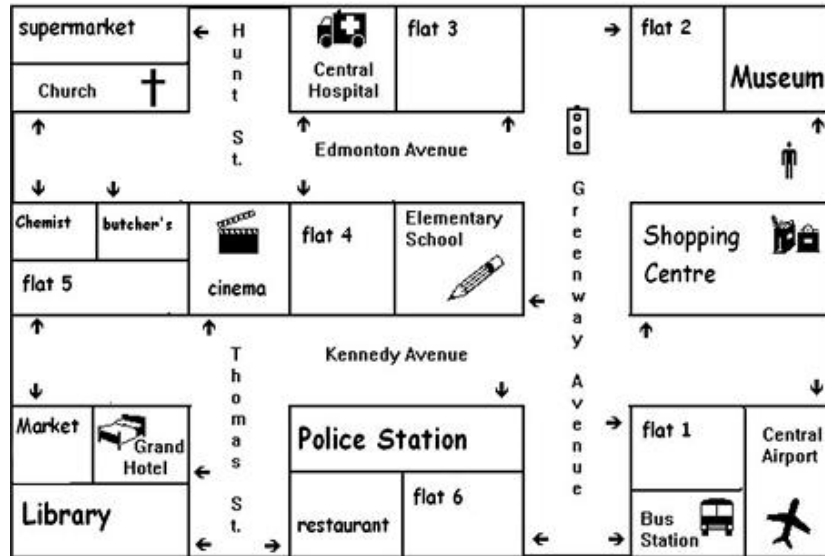
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2. Jessica is now at the central bus station. She is asking for directions. Put each conversation in order.



**a.**

- Jessica  Where's that?
- Man  Yes, there's one in Kennedy Avenue.
- Jessica  No, it's ok. I've got it. Thanks very much.
- Man  Go along this road. Take the first turning on your left. Go past Police Station. It's on the corner of Thomas Street. It's on your left. You can't miss it. Do you want me to repeat?
- Jessica  Excuse me. Is there a hotel near here?

**b.**

- Jessica  Oh yes, I can see it.
- Girl  It's over there, next to the butcher's.
- Jessica  Excuse me, where is the cinema?
- Girl  No problem.

**c.**

- Jessica  Can you repeat that please?
- Girl  That's right.
- Jessica  Excuse me. Could you tell me where the library is?
- Jessica  Yes, I got it. First left, then left again at the lights.
- Girl  It's opposite the New World restaurant on Thomas Street. Take the first left, walk along Kennedy Avenue then turn left at the lights and you can't miss it.
- Jessica  Thank you.
- Girl  Sure I can. Take the first left, walk along Kennedy Avenue then turn left at the lights. It's opposite the New World restaurant on Thomas Street. Is that clear now?

**d.**

- Jessica  Thanks anyway.
- Man  No, I'm sorry, I don't.
- Jessica  Excuse me. Do you know where Hunt Street is?

3. Read the conversations a-d above. Fill in the gaps.

**Asking for Directions**

Excuse me. .... where *the library* is?

..... is *the cinema*?

Is there *a hotel* .....

Do you .....*Hunt Street* is?

**Giving Directions**

There's.....in *Kennedy Avenue*.

Go ..... *this road*.

Take .....on your left.

Go..... *Police Station*.

It's ..... *Thomas Street*.

It's ....., *next to the butcher's*.

It's ..... *the New World restaurant on Thomas Street*.

.....along *Kennedy Avenue*.

Turn ..... at the lights.

You can't ..... it.

**Asking for repetition**

Can you.....that please?

Is that ..... now?

..... want me to repeat?

4. Look at map and decide if each sentence is true (T) or false (F). Correct if it is false.

\_\_\_ 1. The jewelry store is behind the Italian restaurant.

\_\_\_ 2. The bar is on Second Avenue.

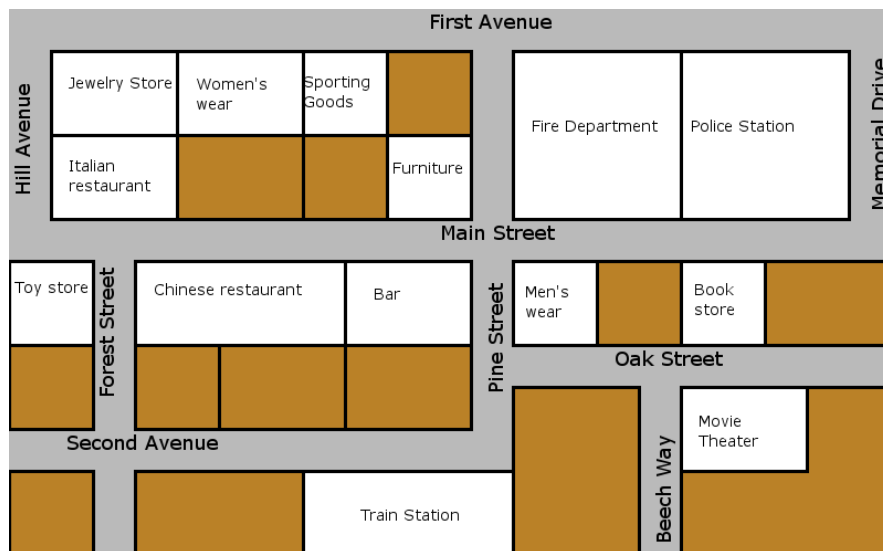
\_\_\_ 3. The police station is next to the Fire Department.

\_\_\_ 4. The toy store is across from the Chinese restaurant.

\_\_\_ 5. The movie theater is opposite the Book store.

\_\_\_ 6. The sporting goods store is behind the Women's wear store.

\_\_\_ 7. The bar is next to the Chinese restaurant.



5. Look at map again, you are at the Beech Way. Choose the correct name of the building.

a. Take the first street on the left. Take the next street on the right. Go straight ahead and cross the road. It's on the left. \_\_\_\_\_

b. Take the first street on the left. Go down the street. Turn right. At the corner, turn left. Go straight ahead and cross the road. It's on your left.

\_\_\_\_\_

- c. Take the first street on the left. Take the next street on the right. Take the next street on the right. Pass the Fire Department. It's on your left. \_\_\_\_\_
6. **Pair work.** Divide into two groups: callers and receivers. Look at your role cards. Use the conversations to practice asking for and giving directions. Ask your partner to repeat if you can't understand. When you finish, change your roles to make a new conversation. ([www.bogglesworldesl.com](http://www.bogglesworldesl.com))



# Why Don't We Check Out the Museum of Modern Art?



## Receiver Activity Worksheet

You are meeting two friends downtown, but one friend, Mike, is coming late so you and the other friend have some time to kill. Your other friend will suggest a place to go and give you some directions.

Friend's Name	Suggestion	Show/ Feature	Directions			
			Go Down	Till	Turn	It'll be on
<i>Jim</i>	<i>Museum of Modern Art</i>	<i>Spanish Painters/ Picasso</i>	<i>Maple</i>	<i>Broad way</i>	<i>Right</i>	<i>Left</i>

**Sample Conversation:**

**A= Receiver      B=Caller**

**A:** Hello.

**B:** Hi, Jack. It's Jim. Where are you?

**A:** I'm already downtown. I'm standing on the corner of Maple and 7<sup>th</sup>. Where are you?

**B:** I'm almost downtown. Have you heard from Mike?

**A:** Mike called and said he was going to be a few hours late. He said he had some work to finish. So we have some time to kill. Got any ideas?

**B:** Why don't we check out the Museum of Modern Art?

**A:** What's on at the Museum of Modern Art?

**B:** They are having a show on Spanish painters. It's featuring Picasso.

**A:** That sounds good. Do you know how to get there? I don't.

**B:** Yes. Let's see. If you are on the corner of Maple and 7<sup>th</sup>, go down Maple till you come to Broadway. Turn right on Broadway. It'll be on your left.

**A:** I'll see you there.

\*Fill in the table with the underlined information

# Why Don't We Check Out the Museum of Modern Art?



## Caller Activity Sheet

You have some time to kill because your friend Mike is coming late. Find out why Mike will be late from another friend. Then suggest a place to go and give that other friend directions to get there.

Friend's Name	Friend's Location	Reason why Mike Will be Late	How Late Will Mike Be
Jack	Corner of Maple and 7th	Had some work to finish	A few hours late

### Sample Conversation:

A= Receiver      B=Caller

A: Hello.

B: Hi, Jack. It's Jim. Where are you?

A: I'm already downtown. I'm standing on the corner of Maple and 7<sup>th</sup>. Where are you?

B: I'm almost downtown. Have you heard from Mike?

A: Mike called and said he was going to be a few hours late. He said he had some work to finish. So we have some time to kill. Got any ideas?

B: Why don't we check out the Museum of Modern Art?

A: What's on at the Museum of Modern Art?

B: They are having a show on Spanish painters. It's featuring Picasso.

A: That sounds good. Do you know how to get there? I don't.

B: Yes. Let's see. If you are on the corner of Maple and 7<sup>th</sup>, go down Maple till you come to Broadway. Turn right on Broadway. It'll be on your left.

A: I'll see you there.

\*Fill in the table with the underlined information


## MUSEUM FLYERS

### **The Museum of Modern Art**



**NOW SHOWING:**  
**IMPRESSIONIST PAINTERS**  
**FEATURING:**  
**THE PAINTINGS OF VINCENT VAN GOGH**  
**ADMISSION: \$12.00**

### **The National Museum of History**



**NOW SHOWING:**  
**THE AGE OF EXPLORATION**  
**FEATURING:**  
**THE VOYAGE OF MAGELLAN**  
**ADMISSION: \$11.00**

### **The Grand Park Aquarium**



**NOW SHOWING:**  
**THE WORLD OF SHARKS**  
**FEATURING:**  
**THE GREAT WHITE SHARK**  
**ADMISSION: \$10.00**

### **The Planetarium**



**NOW SHOWING:**  
**THE FUTURE OF SPACE TRAVEL**  
**FEATURING:**  
**THE EXPLORATION OF MARS**  
**ADMISSION: \$9.00**

### The Museum of Natural History



NOW SHOWING:  
**THE WORLD OF DINOSAURS**  
FEATURING:  
**THE KING OF DINOSAURS, T-REX**

ADMISSION: **\$8.00**

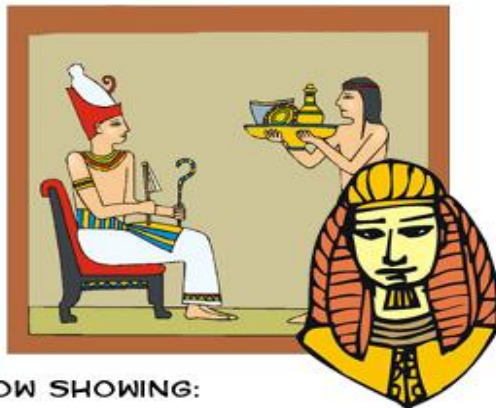
### The National Science Center



NOW SHOWING:  
**THE GREATEST NATURAL DISASTERS**  
FEATURING:  
**THE DESTRUCTION OF POMPEII**

ADMISSION: **\$5.00**

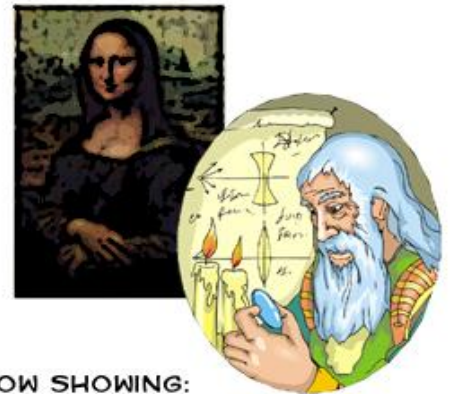
### The Museum of Civilization



NOW SHOWING:  
**THE TREASURES OF ANCIENT EGYPT**  
FEATURING:  
**THE TOMB OF THE PHAROAH RAMSES**

ADMISSION: **\$14.00**

### The National Art Museum



NOW SHOWING:  
**THE RENAISSANCE ARTISTS**  
FEATURING:  
**THE DRAWINGS OF LEONARDO DA VINCI**

ADMISSION: **\$7.00**

## Role Cards for Person Waiting Downtown

You are supposed to meet two friends downtown. You are already downtown. You are standing on the corner of Maple and 7<sup>th</sup>. Your friend Mike just called and said that he was going to be about an hour and a half late because he got a flat tire. Now, you are waiting for your other friend to call.

You are supposed to meet two friends downtown. You are already downtown. You are standing on the corner of Maple and 7<sup>th</sup>. Your friend Mike just called and said that he was going to be about 2 hours late because he woke up late. Now, you are waiting for your other friend to call.

You are supposed to meet two friends downtown. You are already downtown. You are standing on the corner of Oak and 7<sup>th</sup>. Your friend Mike just called and said that he was going to be about 3 hours late because he had to help his parents move some stuff. Now, you are waiting for your other friend to call.

You are supposed to meet two friends downtown. You are already downtown. You are standing on the corner of Oak and 7<sup>th</sup>. Your friend Mike just called and said that he was going to be about 45 minutes late because he had to stop by the hospital to visit a sick friend. Now, you are waiting for your other friend to call.

You are supposed to meet two friends downtown. You are already downtown. You are standing on the corner of Oak and 8<sup>th</sup>. Your friend Mike just called and said that he was going to be about half an hour late because he forgot his wallet and had to go back and get it. Now, you are waiting for your other friend to call.

You are supposed to meet two friends downtown. You are already downtown. You are standing on the corner of Oak and 8<sup>th</sup>. Your friend Mike just called and said that he was going to be about 2 hours late because there was an emergency at work. Now, you are waiting for your other friend to call.

You are supposed to meet two friends downtown. You are already downtown. You are standing on the corner of Maple and 8<sup>th</sup>. Your friend Mike just called and said that he was going to be about an hour and 15 minutes late because he missed the bus and he has to wait for the next one. Now, you are waiting for your other friend to call.

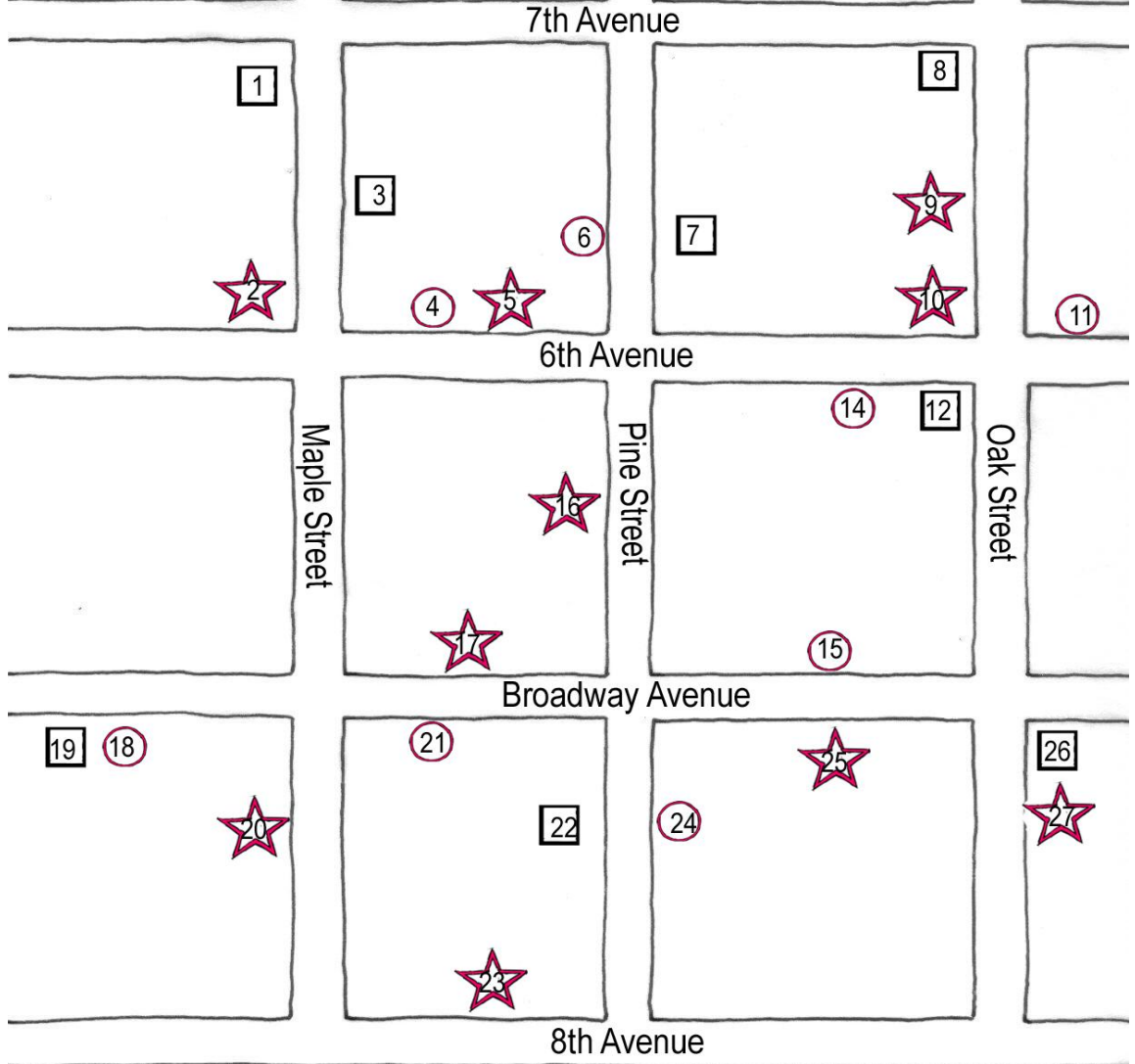
You are supposed to meet two friends downtown. You are already downtown. You are standing on the corner of Maple and 8<sup>th</sup>. Your friend Mike just called and said that he was going to be about 4 hours late because he had some important business to take care of. Now, you are waiting for your other friend to call.

# Tourist Map of the Downtown Area

(c) 2005 www.bogglesworld.com



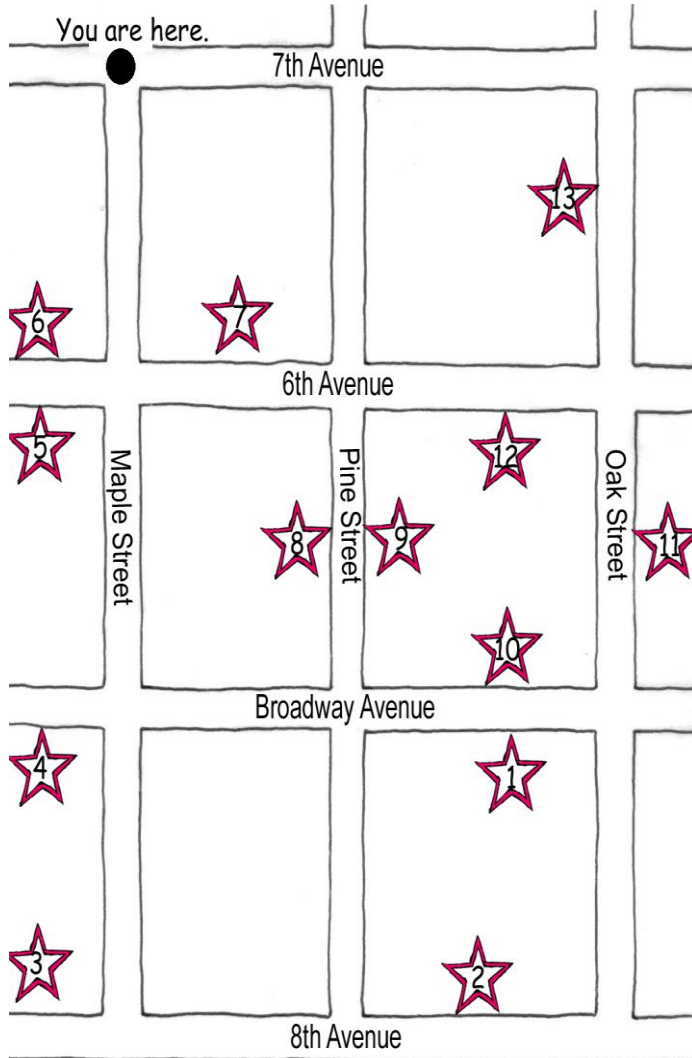
-  Museum/Gallery
-  Restaurant
-  Hotel



- |                                |                        |                                   |                             |                                |
|--------------------------------|------------------------|-----------------------------------|-----------------------------|--------------------------------|
| 1. Rimidi Hotel                | 7. The Villa Hotel     | 14. The Museum of Natural History | 19. The Central Hotel       | 24. The Museum of Civilization |
| 2. Angelo's Pizza              | 8. The Cherryton Hotel | 15. The National Science Center   | 20. Kung Pao Chinese        | 25. Cheesecake Cafe            |
| 3. Plaza Hotel                 | 9. Ike's Steakhouse    | 16. Greek House                   | 21. The Nat'l Museum of Art | 26. Fiddle Hotel               |
| 4. The Nat'l Museum of History | 10. Kim's Korean BBQ   | 17. Tomale's Mexican              | 22. Viet Noodles            | 27. Neptune's Seafood          |
| 5. Yamaha Sushi                | 11. The Planetarium    | 18. Museum of Modern Art          | 23. Mark Burger             |                                |
| 6. Grand Park Aquarium         | 12. Brandon Hotel      |                                   |                             |                                |

**Student A**

Use this map to give your partner directions.



Fill in the name of the buildings that belong in the blanks:

**Ask your partner how to get to the following places:**

- Central Park*
- Lu's Italian Restaurant*
- Speed Athletics*
- Bilbo's Jewellery Shop*
- The Galaxy Theater*
- Delmore Travel*

- (1) Star Hotel
- (2) \_\_\_\_\_
- (3) The Starry Café
- (4) \_\_\_\_\_
- (5) Hez Department Store
- (6) \_\_\_\_\_
- (7) Sauron's Bookstore
- (8) \_\_\_\_\_
- (9) The Aquarium
- (10) \_\_\_\_\_
- (11) Museum of History
- (12) \_\_\_\_\_
- (13) Superior Supermarket

**Student B**

**Ask your partner how to get to the following places:**

*Sauron's Bookstore*

*The Aquarium*

*Superior Supermarket*

*Museum of History*

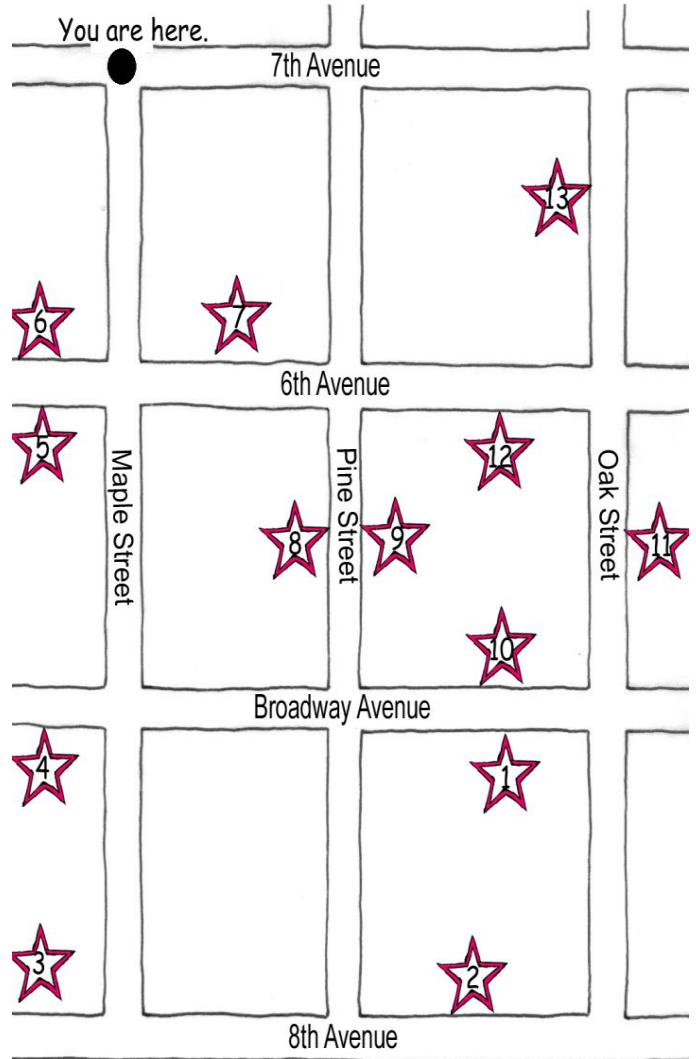
*The Starry Café*

*Hez Department Store*

Fill in the name of the buildings that belong in the blanks:

- (1) Star Hotel
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) Central Park
- (5) \_\_\_\_\_
- (6) Lu's Italian Restaurant
- (7) \_\_\_\_\_
- (8) Delmore Travel
- (9) \_\_\_\_\_
- (10) Bilbo's Jewellery Shop
- (11) \_\_\_\_\_
- (12) Speed Athletics
- (13) \_\_\_\_\_

Use this map to give your partner directions.



UNIT NUMBER	TOPIC	OBJECTIVES	SKILLS
<b>10</b>	<b>Journeys</b>	<ul style="list-style-type: none"> <li>✓ Get all the information needed from a tourist office, as long as it is of a straightforward, non-specialized nature.</li> <li>✓ Ask for and provide personal information.</li> <li>✓ Ask and answer questions about pastimes and past activities.</li> <li>✓ Ask for and provide everyday goods and services.</li> <li>✓ Indicate time by such phrases as <i>next week, last Monday, in December, at four o'clock.</i></li> </ul>	<p><b>Listening</b></p> <p><b>Speaking</b></p> <p><b>Writing</b></p>
<b>DURATION</b>	2 hours		

# UNIT 10: JOURNEYS

## Before you start:

1. Match the pictures with the correct word or expression.

- |                 |          |            |
|-----------------|----------|------------|
| a street market | a museum | a statue   |
| a castle        | a palace | a monument |



Photos from:  
[http://blog.mobissimo.in/uploads/8\\_Mysore\\_Palace\\_View\\_117kb.JPG](http://blog.mobissimo.in/uploads/8_Mysore_Palace_View_117kb.JPG)  
<http://www.singingquilter.com/t-fall%202005/Bodian%20Castle%20front.jpg>  
<http://media-cdn.tripadvisor.com/media/photo-s/00/16/1b/e7/leonidas-bronze-statue.jpg>  
<http://developmentalidealism.org/img/spain/ChristopherColumbusMonumentBarcelona.jpg>  
<http://www.richard-seaman.com/Travel/UK/London/Highlights/BritishMuseumFront.jpg>  
<http://www.johnharveyphoto.com/HongKong/StreetMarketNearHelensGrandparentsHg.jpg>

2. Match each verb (a-e) with a word (1-5).

- |            |   |                |
|------------|---|----------------|
| a. visit   | ↘ | 1. guided tour |
| b. buy     |   | 2. a seat      |
| c. go      |   | 3. souvenirs   |
| d. go on a |   | 4. sightseeing |
| e. book    |   | 5. a palace    |

**Listening & Speaking: At the tourist office**

1. Sophie is visiting Barcelona. She doesn't know the city well. She wants some information so she is at the Tourist Information Office now. Match the words or expressions with the questions.

museums                      guided tour                      monument                      go shopping



- a. Are there any good..... *street markets*..... here?
- b. What.....do you recommend?
- c. Where's the best place to .....?
- d. Is there a .....I can go on?
- e. Is there a famous.....I can visit near here?

<http://www.barcelona-tourist-guide.com/images/int/airport/facilities-t2/barcelona-airport-w4d35-1613.jpg>

2. Listen to the assistant in the Tourist Information Office and match each answer (1-5) with a question (a-e). (Track 20)

1....d...                      2.....                      3.....                      4.....                      5.....

3. About what other things can you ask in a tourist office? Add two more.

a city map      travel passes                      .....                      .....

4. **Pair work.** Divide into two groups: student A and student B. Look at the role cards. Have a conversation in the tourist office. After you finish, change roles and have another conversation.

### Student A

Tell Student A the name of the city you know well.

You work in a Tourist Information Office. Think of five things to recommend and how to get there.

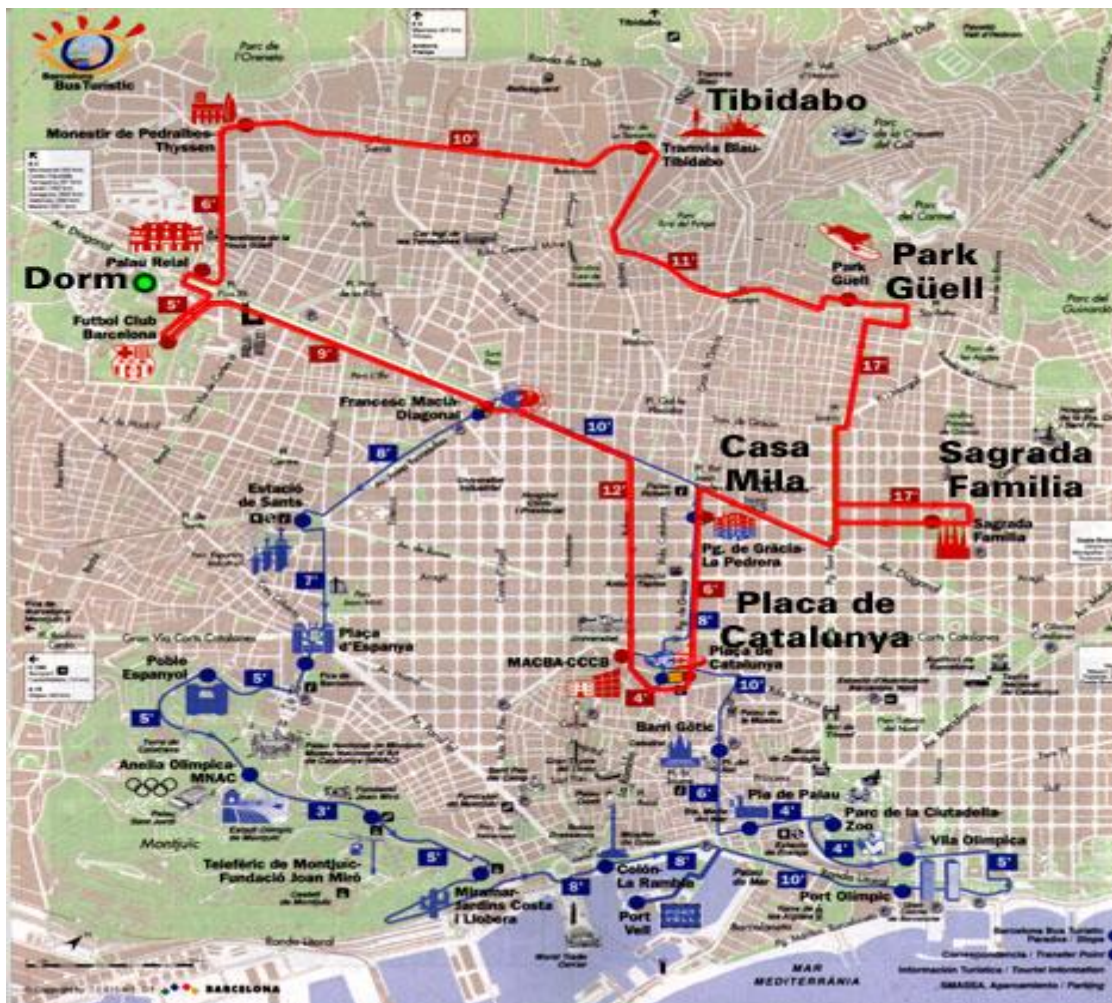
Answer A's questions.

### Student B

Student B will tell you the name of the place you are visiting. It is your first time there. You need information.

Ask five questions.

## Listening: *Taking a guided tour*



1. Look at the map and listen to the tour guide on a tour bus in Barcelona. Which tour does the bus take; red or blue?..... (Track 21)

<http://www.bus-and-coach-photos.com/picture/number2099.asp?intent=redo>

2. Listen again and complete the statements.

- a. Placa Catalunya is at .....of the city.
- b. La Ramblas is.....long.
- c. Casa Battlo is an example of .....
- d. Casa Mila’s walls are like a .....
- e. Casa Mila was originally an.....
- f. The construction of Sagrada Familia started in.....



**Speaking: Taking about a trip**

1. **Pair work.** Think of places tourists go to in your country. What can they do there? Discuss with your partner.
2. A. You are in Los Angeles. Look at the pictures. Where can you do these activities?
  - a. Go shopping..... **The Rodeo Isles Beverly Hills**.....
  - b. Climb a mountain.....
  - c. Go surfing.....
  - d. Rent a car.....
  - e. Go fishing.....
  - f. Sunbathe.....
  - g. Go for walks.....



The Rodeo Isles Beverly Hills

Redondo beach

Sandstone Peak

<http://www.buyukcopluk.com/manzara-resimleri/88572-los-angeles.html>

<http://www.west-coast-beach-vacations.com/images/Redondo-beach-irfaned.jpg>

[http://cache.virtualltourist.com/3944763-The Beautiful Santa Monica Mountains-Los Angeles.jpg](http://cache.virtualltourist.com/3944763-The%20Beautiful%20Santa%20Monica%20Mountains-Los%20Angeles.jpg)

[http://4.bp.blogspot.com/\\_HUjYSmsnxvc/TIPJUHsiIwI/AAAAAAAAADp0/ZQSCn\\_9CRRw/s1600/BeverlyHillsRodeoDrive.JPG](http://4.bp.blogspot.com/_HUjYSmsnxvc/TIPJUHsiIwI/AAAAAAAAADp0/ZQSCn_9CRRw/s1600/BeverlyHillsRodeoDrive.JPG)

**B. Pair work.** Which of the things do you usually do on holiday? Discuss with your partner.

3. Make questions with these words.

1. last / holiday / your / was / When?

....*When was your last holiday?*.....

2. you / Where / did / go?

.....

3. did / go / Who / you / with?

.....

4. Where / stay / did / you?

.....

5. at / What / nights / you /do /did?

.....

6. How / you / travel / did / around?

.....

7. have / Did / you /good / a / time?

.....


8. was / best / What / the / about / thing / holiday / your?

.....

4. **Pair work.** By using the questions above talk with your partner about your last holiday. Take turns to ask and answer questions about your last holiday.



When was your last holiday?



It was in July

## CHAPTER 6

### CONCLUSION

The aim of the Common European Framework of Reference for Languages is to achieve harmony in the field of languages and comparability of language qualifications within the European Community (Council of Europe, 2001a). The core of the CEF consists of descriptions of communicative activities and matching descriptions of communicative language competence at six levels. Three types of language users are distinguished: Basic user (A1, A2), Independent user (B1, B2) and Proficient user (C1, C2). These levels of proficiency described in the framework furnish a basis for the mutual recognition of language qualifications. They provide a system for describing the language skills of learners (Beacco & Bayram, 2003, p. 32).

The focus of this study has been the level A2-Waystage which was designed for learners who are interested in acquiring a general basic ability in the target language. Thus, this study aims to provide a suggested speaking syllabus for A2 level language learners defined in the Common European Framework of Reference for Languages. Therefore, objectives of the units and the activities are all designed in accordance with A2 level descriptors. The suggested speaking syllabus is designed to develop the speaking skills in integration with mainly listening, reading and writing skills. It is expected that this study could set an example for further studies and meet the demands of A2 learners in terms of oral interaction skills.

This study is composed of six chapters; namely, introduction, review of literature, common reference levels of proficiency, spoken interaction skills at a2 level, the suggested speaking syllabus for A2 (waystage) level and conclusion. The first chapter opens with a brief introduction. A background of the study and the statement of the problem are mentioned next. Then, purpose of the study is given. Afterwards, hypothesis and method of the study are the next points. The unit ends with the definitions of the key concepts.

The second chapter is about the literature review. The historical background of the Common European Framework of Reference for Languages is explained. Then, the

reasons why the CEF is needed are stated. Basic principles of the CEF are mentioned next. The uses of the Common European Framework and the new language education policy: plurilingual education are also the focus of Chapter 2. The European Language Portfolio is defined in the next part. Finally, the approach adopted in the CEF and the descriptive scheme of the CEF are stated.

The third chapter is devoted to Common Reference Levels of Proficiency. First, the requirements for good descriptors are discussed briefly. Finally, before the conclusion of the unit, common reference levels are explained and content coherence of common reference levels is provided.

Speaking about the fourth chapter, this chapter is devoted to the speaking skills. After the role of speaking skill in language classes is discussed, guidelines for development of speaking skills and criteria for speaking tasks are provided. Moreover, functions of speaking are reviewed. Activities to promote speaking are the focus of the next part. As the purpose of the study is to prepare a suggested speaking syllabus for A2 level, the illustrative scales of oral production and interaction skills are provided in communicative activities and strategies part.

As for chapter 5, a ten-unit-syllabus for A2 level as defined in the CEF is suggested. At the beginning of each unit contents of the unit, its objectives, skills used and allocated time are explained. As for the units suggested it should be mentioned that a detailed teacher's manual is provided. This manual allows teachers to comprehend the content of the units, purposes of the activities and to follow the interaction patterns of the activities. Extra ideas that help teachers with weaker classes are also presented in the manual.

## **6.1 RECOMMENDATIONS**

Having reviewed what has been covered in each chapter of this study, it would be better to state what has driven the researcher to work on this specific topic, in other words, designing a spoken interaction syllabus for A2 levels. Due to the fact that speaking skill has been neglected, teachers find it difficult to find a suitable syllabus for speaking skills, especially at this particular level. Likewise, students also suffer from the

consequences of such syllabi. According to Brown and Yule (1983), dozens of problems can be encountered when spoken language is taught. Brown and Yule say that not having a sound foundation and background to rely on is one of the reasons of those problems. Therefore, the researcher believes that having a ready-made book that is convenient for the particular kind of learner in mind will help students and teachers focus more on the intended skill. Furthermore, it is no secret that there are a limited number of books devoted to speaking skill and more specifically for the basic users, namely A2 level students. What is more, most of those books do not meet the needs of the learners in full owing to the fact that they are not mainly designed in accordance with the descriptions of the Framework. As a result, the researcher thinks that preparatory schools in Turkey lack necessary spoken interaction syllabus in line with the CEF. So, the researcher prepared a ten-unit syllabus to meet the needs of both teachers and students as a recommendation.

In conclusion, this study intends to be a guide for the teachers who want to develop their own syllabus in line with the objectives of the CEF and the ELP at A2 level. Since this study only offers a suggested syllabus, the first recommendation, relating to this study, can be the implementation of the suggested units in class so that it would be possible to find out if it caters the needs of the learners. To do this, the researcher can first develop a questionnaire with can-do statements which is to be applied at the beginning and at the end of the course so that the researcher, at the end, can evaluate if the students benefit from the units. Furthermore, evaluating the success of the students will help the researcher see the extent to which the objectives are attained. In addition, after the implementation of the syllabus suggested in this study, a new syllabus may be designed according to the feedback received from students and teachers. Another recommendation can be the one about having some modifications concerning the length of the teaching hours for which the syllabus is suggested. To illustrate, the units suggested in the syllabus of this research are designed according to a two-hour course. However, since speaking is a very important skill in especially lower levels, a similar study may be designed for a three-hour course, that is a spoken course for 15 hours per week. The next recommendation for further studies may be integrating technology, specifically internet, into the units. That is to say, videos, podcasts and websites offering

artificial intelligences in which students can chat with a machine are the tools to develop speaking skills. Responding to a video that is found on the internet can be used as a homework which will also help students extend their speaking skills. One final recommendation is that for further research similar syllabi can be designed for different skills such as listening or reading.

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## APPENDIX 1

### TEACHER'S MANUAL

#### UNIT 1 MEETING PEOPLE

Each unit starts with “Before you Start” section. It takes no more than five to ten minutes to finish this part. It is a good way of getting the class to speak as well as reviewing what students already know and recycling related vocabulary.

#### **Before You Start:**

This activity reviews vocabulary. Students think about themselves and circle the adjective that best describes them. Make sure that the students understand all the vocabulary.

#### **Extra Idea**

*If students know each other well, make students give themselves false identities of famous people. Then make them mingle and introduce themselves.*

#### **Speaking: Introducing Yourself:**

1. Focus on the dialogues. Elicit the formal and informal language.

#### ***Answer:***

Which conversation (a or b) is more formal?

.....**b**.....

2. Demonstrate the conversations with a few confident students. Then ask students to practice the conversations with their partners.

**Listening:**

Focus on Emma, Geena and Alex. Ask them to guess where they are from. Play the recording (Track 1). Students fill in the blanks. Play the recording again. You may wish to pause after each sentence so that students repeat.

***Answers:***

Emma is from FRANCE. She lives in PARIS. She is a TEACHER.

Geena is from ITALY. She lives in ROME. She is a SALES MANAGER.

Alex is from JAPAN. He lives in TOKYO. He is a REPOTER.

***Ways of saying Hello!***

Students use the words to complete the conversations. After checking the answers make students discuss which conversation is formal which conversation is informal.

***Answers:***

1. A: Hi there. How's it *going*?

INFORMAL

B: Not too *bad*, thanks.

2. A: Hello! How are *things*?

INFORMAL

B: *Fine*, thanks.

3. A: Good morning Ms. Ellis. *How* are you?

FORMAL

B: I'm very *well*, thank you. And you?

**Listening: *Asking for personal information***

Before you start listening teach "appointment". Play the recording (Track 2). Students listen and fill in the blanks. Play the recording again if necessary.

**Answers:****Personal Information**First Name: *Olivia*Last Name: *Silva*Nationality: *Brazilian*E-mail: *olisil@gmail.com*Appointment Date: *4 o'clock on Monday*. Telephone number: *00-244-756-983***Study: *Asking for personal Information***

The table here will help students complete the conversation in the next section. Drill the questions with the class, then practice with individual students.

**Writing:**

Make students complete the conversation and check it with class. When it is finished assign the roles to students to practice the conversation.

**Answers:**YOU: *Hello. This is Dr. Ali's office. How can I help you?*

STUDENT: Hi. I'd like to have an appointment.

YOU: *What is your name?*

STUDENT: Amy Blackwell.

YOU: *How do you spell that? / Can you spell it?*

STUDENT: B-L-A-C-K-W-E-L-L.

YOU: *What is your nationality? / Where are you from?*

STUDENT: I'm Canadian.

YOU: *What is your e-mail address?*STUDENT: *awell@hormail.com*

YOU: *What is your telephone number?*

STUDENT: 038-434-95

YOU: *Thank you. You can see Dr Ali at 1 o'clock on Wednesday.*

STUDENT: Thanks. Bye.

**Study:** *Asking people to repeat things*

The table here will help students repeat the things they do not understand in a conversation. Drill the questions with the class, then practice with individual students. In the next section, students will be able to use these expressions in a dialogue.

**Speaking:** *Asking for repetition*

Pre-teach “hire”. Students interview their partners and fill in gaps on the form. Then they take turns. Students are expected to use the questions from the dialogue in the “writing” section.

***Answers:***

FIRST NAME:.....

ADDRESS:.....

SURNAME:.....

**Students' own  
answers**

NATIONALITY:.....

E-MAIL:.....

TELEPHONE NUMBER:.....

**Speaking:** *Responding with interest*

1. Go over the expressions to clear their meanings.  
Play the recording (Track 3) and pause after each expression so that students can repeat them.
2. Play the recording (Track 4). Students tick the

**Extra Idea**

*Ask students to write down situations like they have just heard. They should respond each other's situations.*

expressions they hear. In this part, you can also ask the students which news the speakers react to.

**Answers:**

Oh, really?      That's interesting.      Oh yes.

3. Focus on the example. Play the recording (Track 5) and ask individual students to respond with a suitable expression.

### **Ways of saying *Goodbye!***

Students use the words to complete the conversations. After checking the answers make students discuss which conversation is formal which conversation is informal.

1. A: **Bye** then. Have a nice weekend.

B: Thanks Joe, bye.

INFORMAL

2. A: Bye for **now**

B: Ok, bye mate **see** you later.

INFORMAL

3. A: **Good** night. It was good to spend time with you.

B: Thanks for coming. Hope to see you again.

FORMAL

### **Speaking: *Starting a conversation***

1. Focus on the pictures and ask students to describe the pictures. Ask students how they start a conversation in their native language in the given situations. Then, students match the conversation-starters with the situations.

**Answers:**

1. The weather is great today, isn't it?      **at the bus stop**
2. Excuse me, is this seat taken?      **on the train**
3. I'm really looking for my next holiday.      **at work**
4. Hi. Great music, isn't it?      **at a party**

After checking the answers, brainstorm with the students some other possible ways of starting a conversation.



**Speaking:** Ask students to stand up and mingle with their friends. They should introduce themselves and ask questions. Remind them to use all the expressions and questions they have learned so far in this unit.

Each unit generally ends with a “Speaking” section which covers all the objectives of the lesson. It is a good way of getting the class to speak as well as reviewing what students have already learned.

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## UNIT 2 DAILY LIFE

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### **Before You Start:**

1. This activity reviews the words/phrases related with the daily routines as well as the times of the day. Pre-teach *in the morning/afternoon/evening* and *at night*. Point out that we do not use “in” for **night**. Students work on their own and match the words/phrases with the times of the day.

### ***Answers:***

In the morning: *get up, have breakfast, leave home, go to work/school, study/work*

In the afternoon: *have lunch, study/work, finish work/classes*

In the evening: *leave work/school, get home, have dinner*

At night: *go to bed, sleep*

2. This activity reviews time expressions and how to ask time. Pre-teach *half past, quarter past, quarter to* and *o'clock*. Students work on their own and fill in the blanks.
  - a. It is *half past* ten
  - b. It is twelve *o'clock*.
  - c. It is *quarter past* three.
  - d. It is *quarter to* eleven

### **Speaking:***Understanding time*

Focus on the example. Tell students that there are two ways to tell the time in English. Students write down the times they see in the pictures. Check answers with the class. Then students work in pairs to drill the times.

**Reading: Daily Routine**

- a. Focus students on the photos. Ask students what Hugh Laurie's job is (he's a film actor). Ask students to guess his daily routine.
- b. Tell students to read the article and answer the questions as true or false. Students should correct the false statements.

***Answers:***

1. Hugh gets up early because *he loves it*. (F)..... **the shootings start early...**
2. Hugh has his breakfast *at home*. (F).....**at the studio.....**
3. Hugh has *an hour* for breakfast. (F).....**half an hour.....**
4. Hugh generally goes home before 9.30. (T)
5. Hugh usually has his dinner at home. (T)
6. Hugh's life is very busy. (T)

- c. So far students have learned useful words/phrases about daily routine and time. They read an article of a famous person's daily routine.

Ask them to brainstorm about their daily routine. Write the phrases *in the morning/afternoon/evening* and *at night* on the board. Tell students to take notes under each phrase. Then they add the time. When they finish outlining tell them to write their daily routine.

**Study: Adverbs of frequency**

Before you go on with the next part, check the "Study" box with the students. Focus students on the line and check they have noticed 100% and 0% at each end. Model and drill the adverbs of frequency.

**Speaking: Ask and answer questions about habits and routines.**

1. Focus students on the examples. Then ask students to make sentences about themselves by using the frequency adverbs.

2. Ask students to ask each other questions about their daily routines. You can model the question & answer activity with a few confident students first. Then students can work with their partners.
3. Focus students on the questionnaire. Read the questions and check if students understand them all. Students fill in the questionnaire on their own first. Then they walk around the class and interview two students and write their names on their sheet.

**Study: *How to talk about your daily routine- Wh- questions***

The table here will help students understand the formation of “ Wh- questions” which is essential in asking someone’s daily routine. Draw the table on the board and write in example questions. Then students fill in the table with the questions. Check answers with the class

**Speaking: *Answer simple questions and respond to simple statements in an interview.***

1. The first part of this speaking activity is more guided. Students study both Wh- questions and their answers.

**Extra Idea**

*When students finish interviewing each other, you may wish to ask students to report their answers to the class.*

***Answers:***

I. C      II. E      III. D      IV. B      V. A

2. Before you start with the activity, brainstorm with the students the topics that students may ask. Then students work with their partners, add at least 5 more questions. When they finish preparing question, the students take turns in asking and answering questions.

**Grammar:****Before you read: Discuss:**

1. Discuss the questions with the students. Read the text aloud so that students can follow you. Focus the students on the verbs. Make them underline the verbs. Elicit the rule of forming negative and positive statements in Present Simple. Study the table with the students. Point out the change in the verb when it is used with “he/she”.

In positive sentences with he/she/it, we add –s or –es to the verb.

In negative sentences with he/she/it, we use doesn't+infinitive.

In negative sentences, we don't add –s or –es to the infinitive.

We use doesn't in negative sentences with he/she/it.

We use don't in negative sentences with I/you/we/they.

2. Students read the text again and fill in the blanks with suitable verbs from the text.

***Answers:***

His name's Luke and He's a student. He **attends** to Windsor University—but he **has** a job, too. He **works** in a fast food restaurant as a waiter. He **starts** work at 8.30. In the morning he **cleans** the tables and **washes** the dishes. During the day, he **serves** food to customers. He **works** there four days a week. He **doesn't like** the job much but he **likes** meeting new people.

**Speaking : Ask and answer questions about what they do at work and in free time.**

1. Pre-teach “studio engineer”. Talk about Rick's job. Then students work with their partner. One student looks at Diary 1 and the other students look at Diary 2. Student A asks questions to complete the table and Student B answers his/her questions. Then Student B asks questions and Student A answers them.

---

**Rick Simon's Daily Routine**

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<b>8.00</b>	Get up and have breakfast
<b>9.00</b>	Drive to work
<b>9.15</b>	Open the studio
<b>9.30</b>	Make coffee and check the CDs
<b>10.00</b>	Meet the clients and start recordings
<b>1.00</b>	Order food to studio and eat at his desk
<b>2.00</b>	Listen to the recorded CDs and make changes
<b>5.15</b>	Clean the studio
<b>5.30</b>	Finish work
<b>5.45</b>	Get home
<b>6.30</b>	Have dinner
<b>7.00</b>	Watch TV and read some book
<b>9.00</b>	Go out with friends
<b>11.30</b>	Go to bed

---

2. Students prepare their own diary by taking Rick Simon's diary as an example. Then they report it to class.

---

## UNIT 3 SHOPPING

---

### **Before You Start:**

Discuss the questions 1-4 with the students. Question 5 reviews their knowledge of clothes vocabulary. Students can do the exercise on their own or with their partners.

### ***Answers:***

- |                |             |
|----------------|-------------|
| 1. Cap         | 13. Earring |
| 2. Collar      | 14. Scarf   |
| 3. Jumper      | 15. Glove   |
| 4. Belt        | 16. Skirt   |
| 5. Trousers    | 17. Tights  |
| 6. Sleeve      | 18. Shoe    |
| 7. Sock        | 19. T-shirt |
| 8. Shoe        | 20. Button  |
| 9. Tie         | 21. Shorts  |
| 10. Necklace   | 22. Pocket  |
| 11. Blouse/top | 23. Sandal  |
| 12. Hat        |             |

### **Speaking:**

In this activity, students match the pictures with the shops. Then make students discuss in pairs where to buy the objects.

### ***Answers:***

- |              |                |                   |
|--------------|----------------|-------------------|
| 1. A baker's | 2. A shoe shop | 3. A clothes shop |
|--------------|----------------|-------------------|

4. A florist                                      5. A greengrocer's                                      6. A sports shop  
 7. A butcher's                                      8. A newsagent                                      9. A bookshop  
 10. A supermarket

**Pair work:**

***Answers:***

1. Boots: a shoe shop                                      2. Trousers: a clothes shop  
 3. Magazine: a bookshop/a newsagent                                      4. Some bread: a baker's  
 5. Some flowers: a florist                                      6. A football: a sports shop  
 7. Some meat: a butcher's                                      8. Tomatoes: a greengrocer's  
 9. Some juice: a supermarket                                      10. A book: a bookshop

**Listening: Asking about things to make simple transactions**

1. Tell students that they are going to listen to three dialogues between Susan and three different shop assistants. Play the recording (Track 6). Students listen and find which shops Susan goes.

***Answers:***

a sports shop                                      a book shop                                      a shoe shop

2. Play the recording again. Students listen to the dialogues and write down what Susan buys.

***Answers:***

A tennis racket, one pack of tennis balls, a travel book, a pair of shoes

3. In this part, if necessary, you can play the recording once more.

***a. Answers:***

1. A      2. A      3. A      4. S      5. S      6. S      7. A

**b. Answers:**

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

4. Focus students on “how much” and “how many” in questions. Write the questions on the board and elicit the use of “how much” and “how many”. Then write more examples on the board.

**Answers:**

expressions do you use to ask about the price of something:

How much is this one?                      How much are they?

expressions do you use to ask about the number of things?

How many would you like?

**Speaking: Showing you understand**

1. Tell the students that they are going to read a conversation between a customer and a shop assistant. Students read the conversation on their own and decide on the expressions. Check the answers with class.

**Answers:**

Showing you understand:      Oh, right. / Oh, Ok.

2. Pre-teach “accept” and “cash”. Students match the sentences with their replies.

**Answers:**

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

3. Students match the correct expressions with their meanings.

**Answers:**

I'll buy it: .....OK. I'll take it.....

I won't buy it: ..... Oh, OK. I'll leave it.....

4. Before students listen, name the clothes in the pictures. Focus the students on the example. Play the recording (Track 7). Students respond by using one of the expressions they have just practiced.

**Listening: Giving and receiving information about numbers and prices**

1. Before you start, write on the board €,£,\$. Elicit their meanings. Then, students match the price tags with the correct price.

*Answers:*

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

2. Play the recording (Track 8). Students write down the prices on their own. Check the answers with the class.

*Answers:*

- a. Shoes : **twenty euros ninety-nine**              d. Shirt: **seven dollars and fifty cents**  
 b. Jeans: **fifteen dollars ninety**              e. Trousers: **twenty-nine pounds ninety-five**  
 c. Jumper: **ninety and eighty-nine euros**      f. Skirt: **thirty euros**

***Shop Language***

Students do the exercise on their own or in pairs. Then check answers with class.

*Answers:*

- *I'll* have this one.                                      How *much* are those shoes?
- I'd like to *buy* a shirt.                                      How much is *that*?
- Do you *have* travel books?                                      How much do they *cost*?
- *Can* I have a newspaper, please?

**Speaking:**

1. **Pair work.** Ask students to choose a shop and three things they want to buy from that shop. Students work in pairs and practice conversation. Ask students to change roles when they finish one conversation. Monitor the students while they are having their conversations.

**Extra Idea**

*With weaker classes, if necessary, ask students to look at the audio scripts part, Track 6. You may even play the recording again and ask students repeat the conversation.*

2. **Group work.** Tell students that they are going to work as groups of four. Each has €50 and a total of €200. They are going on a camping trip. Go through the list and elicit some ideas of the things they might need. Focus the students on the example. Put the students in groups of four and ask them to discuss about their list.

**Extra Idea**

*When students finish talking about their shopping list, they may walk around the class and try to convince their friends that their list the best .*

**Speaking: Asking a shop assistant for help**

1. Students do the exercise on their own or in pairs. Then check answers with class.

**Answers:**

.....5..Oh, OK. Can I try it on?

....1.. Excuse me. Do you think you could help me?

.....3.. How much is this skirt? There's no price tag on it.

.... 2.. Sure. How can I help you?

.....4.. Hmm. Let me have a look. It is €25.50

.....6.. Yes, of course. The changing rooms are over there.

2. Students read the dialogue again and find the expression that is used for asking a shop assistant for help. Then they work on their own and put the words in correct order.

**Answers:**

Excuse me. Do you think you could help me?

Excuse me. Can you help me, please?

Please, could you help me?

3. **Pair work.** Put students into pairs, student A and student B. Each student looks at their own role card. Let students read the information in the card. Focus students on the prompts. Students do the role play with their partners. As a shop assistant, student B starts the conversation. Monitor the students while they are having their conversations.

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## UNIT 4 FREE TIME

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### **Before You Start:**

1. Students read the words/phrases in the box and then match them with the correct picture. Focus the students on the example sentence and ask them to make sentences about themselves.

### ***Answers:***

cook	go for a walk	go to a concert
go to the gym	read a book	watch TV
go shopping	surf the internet	play an instrument

2. ***Pair Work.*** Focus the students on the speech bubbles. Students ask each other questions and get answers about the activities from the first part.

### **Listening: *Asking and answering questions about work and free time***

1. Focus students on the pictures. Talk about radio shows and Djs. Play the recording (Track 9). Students listen and fill in the blanks.

### ***Answers:***

- a. The Dj's name is ***Libby.***
  - b. Simone is Daniel's ***wife.***
2. Play the recording again (Track 9). Students listen and match Simone or Daniel with the pictures.

### ***Answers:***

1. D/S    2. D/S    3.D/S    4. S/D    5. S/D
3. Focus students on the example sentence. Ask students write similar sentences about Simone and Daniel.
4. ***Pair work.*** Students look at the "audio scripts part" (Track 9). They study the dialogue with their partner. Then they take turns to be the Dj and the caller.

**Reading & Speaking: Talking about likes and dislikes**

1. Students work on their own and put the phrases in order. Then check they check their answers from the table. Model and drill the phrases.
2. **Pair work.** Focus students on the speech bubbles. Point out how you respond to “I like..” sentences and “Do you like...” questions. Students work in pairs and discuss what they like and don’t like. Students can share their answers with the class.
3. Focus on the pictures and ask what kind of a programme “Blind Date” is (a TV dating programme). Students read and find four things Andre likes and one thing he doesn’t like.

**Answers:**

Andre likes: taking photos, listening to jazz music, playing tennis and basketball, Mexican food, films

Andre doesn’t like: travelling by planes

4. Pre-teach “presenter”. Elicit which woman he is asking about in questions 1-6 (Melanie). Students work on their own and match the questions with the presenter’s answers.

**Answers:**

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

5. **Pair work.** Students work on their own and write questions using the prompts. Check answers with the class.

**Answers:**

Does she like jazz?

What food does she like?

Does she like sport?

What does she do on Fridays?

6. a. **Pair work.** Ask students the names of the other contestants (Sue and Jo). Divide the class into pairs: student A and student B. Student A looks at the card about Sue and student B looks at the card about Jo. Students find the answers to Andre's question from ex. 4.

b-c. Students work with their partner and take turns to ask and answer questions about Sue and Jo. Students tell their partners three more things about the woman they read. Check answers with the class.

**Speaking : Agreeing and Disagreeing with others**

Before students discuss about Andre's date, they should learn how to agree or disagree with the others. Elicit the answers with the class.

***Answers:***

Agreeing: I agree, of course

Disagreeing: That's not right, I don't think so, Certainly not

1. **Group work.** Students work in groups and discuss which woman would be the best date for Andre. Students should think about their reasons as well.
2. The groups share their opinions with the class and give their reasons. The whole class must agree on one person.

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## UNIT 5 AT THE RESTAURANT

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### **Before You Start:**

1. Students look at the pictures and then match them with the correct heading.

### *Answers:*

<b><u>Breakfast</u></b>	<b><u>Lunch</u></b>	<b><u>Dinner</u></b>	<b><u>Snacks</u></b>
Milk	hamburger	sushi	ice cream
Eggs	French fries	pizza	pop corn
Bread	salad	vegetables	sandwich
Coffee	cola	fruit juice	sweets
	Chicken		carrot
			Banana
			melon

2. Focus the students on the example sentence and ask them to make sentences about themselves. Here students revise talking about likes and dislikes.

### **Speaking: Asking the price**

1. **Pair work.** Focus students on Blue Stone Restaurant menu. Model and drill the prices. Ask questions with “How much...?” about some of the items on the menu to check if students can say prices. Then students work with their partners. They take turns to choose something to eat and drink and then ask their partner how much it is. Before they start focus students on the speech bubbles.

### **Listening & Speaking: Ordering Food**

1. Before students learn how to order food, this activity helps them get familiar with the language. Students work on their own and match column A with column B.

### *Answers:*

1. c    2. g    3. d    4. a    5. i    6. b    7. h    8. e    9. f

2. Pre-teach customer and waiter/waitress. Students work on their own or in pairs to decide which statements/questions are used by a customer (C) and which of them are used by a waiter/waitress (W).

**Answers:**

1. W    2. C    3. W    4. W    5. C    6. C    7. C    8. W    9. C

3. Play the recording (Track 10). Students listen and choose a suitable reply.

**Answers:**

- |                                       |  |
|---------------------------------------|--|
| a. Can I get you anything to drink?   | I'll have a can of coke, please.                         |
| b. Are you ready to order?            | Yes, I am.   |
| c. What would you like for a starter? | Stuffed mushrooms, please.                               |
| d. And for your main course?          | I'll have a Chicken Gordon Blue, please.                 |
| e. Would you like a dessert?          | No, thanks. I'm full. I want to have something to drink. |

4. Play the recording (Track 11). Students listen and fill in the blanks.

**Answers:**

a. C: Table for two, please.

W: Smoking or non smoking?

C: **Non smoking**, please.

b. W: Anything to **drink**?

C: Yes, a bottle of mineral water, please.

c. C: Could we have the **bill** too, please?

W: Of course.

d. W: Are you **ready** to order?

C: Yes, we are.

e. C: No beer for me, thank you. Just the **mineral water**.

W: Of course. Here you are.

Ask students if they can guess the meaning of “bill” from the context.

5. **Pair work.** Divide the class into pairs: student A and student B. Student A works at the “Blue Stone Restaurant” as a waiter/waitress. Student B is a customer. They follow the directions. Then they take turns to be the customer and the waiter/waitress.

### **Extra Idea**

*With weaker classes, if necessary, students can first write down the conversation in their notebooks. You can check the dialogue and correct if there are any mistakes. Then they can practice the conversation until they remember it. Later on, they can close their notebooks and role-play the conversation in front of the class.*

### **Speaking: Expressing opinion about food**

1. Students look at the pictures and match the adjectives with the dishes. Pre-teach “tender” and “raw”. Make sure students understand the meaning of “hot”.

#### **Answers:**

potato leek soup: rich

buttered vegetables: fresh

donuts: sweet

pretzels & chips: salty/tender

sushi: raw

curry udon soup: spicy/hot

chicken: cooked/tender/spicy

salad: fresh

barbecue sauce: creamy/rich

2. **Group work.** Students walk around the classroom and ask each other questions. Tell them to find at least three people for each question.

3. Focus the student on the pictures. Ask them how each person feel in each picture (1. Unhappy 2. Confused 3. Very happy). Students work on their own or in pairs and match the photos with the expressions. Make sure students understand the meaning of “tasty”.

**Answers:**

1. Not very good, awful
2. Ok, all right
3. Really tasty, delicious, excellent
4. **Pair work.** Students look at the pictures of dishes in ex. 1. Tell them they will taste each food and give their opinion about it. Before they start, focus the students on the speech bubbles. Model and drill the questions and answers. Then students work with their partners.

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## UNIT 6 GOING OUT

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### **Before You Start:**

Students look at the pictures and then read sentences a-h to match them with the correct places.

- |            |           |                 |               |
|------------|-----------|-----------------|---------------|
| a. stadium | b. cinema | c. gallery      | d. restaurant |
| e. club    | f. museum | g. concert hall | h. theatre    |

### **Reading:**

1. **Pair work.** Students work with their partner and think about a place for each adjective. Students can discuss places in their country. Ask students to share their ideas with the class.
2. Focus students on the pictures and articles. Ask if they have ever heard of these places and if they have any information about them ( these are two places that people in England often go). Students read the articles to answer the questions. Set a time limit of three or four minutes. Check the answers with the class.

### ***Answers:***

**Alton Towers:** 1. No, you can't. 2. Nemesis, Oblivion, Air, Corkscrew and Rita - Queen of Speed, the Charlie & The Chocolate Factory 3. Rollercoasters  
4. Children can enjoy the Charlie & The Chocolate Factory ride, visit the Farm or enjoy loads of rides and activities 5. Eleven hours

**Weston Park:** 1. It is 1000 acres 2. See the collection of fine art, tapestries and porcelain, visit the Victorian library, see the paintings, explore the gardens 3. For kids there is a miniature railway, woodland adventure playground, Yew Hedge Maze and courtyard games as well as the hundreds of acres of gardens. 4. Yes, you can.

**Listening: Discuss what to do at the weekend**

1. Set the context of the recording. Havers family are trying to decide where to go for a day out. Play the recording (Track 12). Students write down the places they hear. They should also listen for which place the family decides to go.

***Answers:***

open air market, Weston Park, the gardens, Victorian library, Alton Towers, woodland adventure playground

They decide to go to Weston Park.

2. Give students time to read the sentences. Play the recording again. Students decide if the sentences are true or false. Check the answers with the class.

***Answers:***

- a. T
  - b. F      Mrs Harvers finds Weston Park interesting.
  - c. T
  - d. F      Her friends went there last week.
  - e. T
3. Study the table with students. Point out that “would like” is more formal than “want”. Model and drill the questions and answers.
  4. ***Pair work.*** Put the students in pairs. They take turns to suggest plans for Saturday. While they are working, monitor and correct any mistakes you hear.

***Ways of MAKING ARRANGEMENTS!***

1. Students use the words to complete the sentences. Students do the exercise on their own or in pairs. Then check answers with class.

**Answers:**

2. *Shall* we go to the cinema?
3. Let's *meet* at 8 o'clock.
4. How about *going* to a club?
5. *What* about playing basketball?

Check students understand the meaning of suggestions and the headings in the tables. Teach "How about...?" as an alternative to "What about...?"

2. Students match the expressions with the headings.

**Answers:**

I AGREE: a, b, c, f, g

I DON'T AGREE: e, j, i

YOU CAN CHOOSE: d, h

3. Tell students that sometimes you need to give reasons when you say no to a suggestion. Study the example sentences. Model and drill the expressions.

**Speaking: Making and responding suggestions and apologies**

1. **Pair work.** Divide the class into pairs: student A and student B. Let students read the information in the card. Focus students on the prompts. Students do the role play with their partners. Monitor the students while they are having their conversations.

**Extra Idea**

*With weaker classes, if necessary, students can first write down the conversation in their notebooks. You can check the dialogue and correct if there are any mistakes. Then they can practice the conversation until they remember it. Later on, they can close their notebooks and role-play the conversation in front of the class.*

2. Students work in groups of four to organize a night out. Students, if necessary, can look at the audio scripts part, Track 12 for a model paragraph.
3. Divide the class into two groups: callers and receivers. Give each group their respective worksheets. Callers have to check off ten things that they would like to do. Receivers will check off five things that they **don't** want to do. Callers will make calls and asks receivers to do the activities that the callers checked off. If the receivers are not busy and they *want* to do the activity (i.e. the receivers **didn't** check it off), then the receivers accept the proposal and both parties negotiate a time and place and record the information on their worksheets.

When the caller finishes his/her conversation with a receiver, s/he tries the conversation with another receiver. As more and more phone calls are being made the schedules should start filling up and it will become harder and harder for the students to negotiate a time to meet. This will force them to use the expressions of “giving reasons”.

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## UNIT 7 BANKS AND POST OFFICES

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### **Before You Start:**

1. Students read the words/phrases in the box and then match them with the correct picture.

### ***Answers:***

a stamp	an envelope	a letter
a parcel	airmail	a postman
a post box	scales	a postcard

- 2- 3. Discuss questions with the students.

### **Listening: Asking about services**

1. Tell students that they are going to hear a set of statements (a-g). They should decide where each person is. Play the recording (Track 13). Pause after each statement. Check the answers with the class.

### ***Answers:***

b. bank	c. post office	d. bank
e. bank	f. post office	g. post office

2. Students listen to the statements again and fill in the blanks. Check the answers with the class. Make sure students understand “account” and “registered mail”.

### ***Answers:***

- b. open a bank account
- c. send a parcel to Canada
- d. order a new credit card
- e. check my account
- f. send a letter by registered mail
- g. send this parcel special delivery

**Listening & Speaking: *At the post office***

1. Tell students that they are going to hear four conversations. Students will listen to them and fill in the blanks. They will also write down the price of each activity. Play the recording (Track 14). Check the answers with the class.

***Answers:***

- a. Send two *letters to France by airmail. €2.15.*
  - b. Send a *parcel to the Ukraine by airmail. €16.20.*
  - c. Send a *postcard to Italy by airmail €1.70.*
  - d. Send a *letter to America by special delivery. €10*
2. Students work on their own or in pairs to complete the conversation with the words from the box. Check the answers with the class.

***Answers:***

- |         |             |         |           |          |
|---------|-------------|---------|-----------|----------|
| 1) this | 2) delivery | 3) put  | 4) scales | 5) send  |
| 6) cost | 7) air      | 8) that | 9) take   | 6) about |

Before you continue with the next activity, model and drill the conversation. Students practice it until they remember it.

3. ***Pair work.*** By using the example paragraph in ex. 2, students make new conversations with the information given. Divide the class into pairs.
4. ***Group work.*** Divide the class into two groups: post office clerks and customers. The customers need a customer activity sheet and an errand list. Post office clerks need a post office clerk activity sheet and a complete schedule of postal rates. Customers go from one post office clerk to another post office clerk mailing one item on their errand list at a time. While doing this, they should record the prices and delivery times on the customer activity sheet. Post office clerks wait for customers to come into their post offices. The clerks then give the customers the required information and fill out their postal clerk activity sheets.

**Listening & Speaking: In a bank**

1. Students work on their own or in pairs to fill in the blanks with the words from the box. Make sure students understand the word “exchange”, “currency” and “balance”. Remind that the word “cash”, here, is used as a verb. Check the answers with the class.

***Answers:***

- b. send a letter      c. order a new cheque book      d. cash a cheque  
 e. Exchange foreign currency      f. check your balance

2. Students work on their own or in pairs and match the pictures with the phrases from the box. Make sure students understand the meaning of the phrases. Check the answers with the class.

***Answers:***

- savings account      take out/withdraw money      borrow/loan money  
 pay in cash      transfer money      have a credit card

**Extra Idea**

*With weaker classes, if necessary, you can write the definitions of the verbs on the board and ask students to match the meanings with the verbs. Then you can continue with the activity.*

3. Tell students that when you go to a bank you ask for a service and that they are going to hear three different conversations that take place in a bank. They are going to write down what service the customer wants and what the bank clerk want from the customer to do. Play the recording (Track 15). Play the recording again if necessary. Check the answers with the class.

*Answers:*

**Customer wants:** open a bank account, cash the cheque, transfer some money

**Bank clerk want the customer to:** fill in the form, write the address (on the back), show the bank card

4. To focus more on the language used in a bank, students put the words in order to make sentences. Check the answers with the class.

*Answers:*

- b. I need to borrow some money.
  - c. I want to transfer € 400 into my savings account.
  - d. I'd like to open an account, please.
5. **Pair work.** By using the example dialogues in audio scripts part, Track 15, students make new conversations with the information given. Divide the class into pairs: customers and bank clerks. Check the answers with the class.
  6. **Group work.** Divide the class into two groups: bank tellers and customers. Give bank tellers the Bank Teller Activity Sheet and a supply of Biggle Bucks and American Dollars. Bank clients will visit the bank tellers and conduct transactions. Each bank client will need a Bank Client Activity Sheet, A Bank Card, One Piece of Photo ID, Two Checks, and Three Bills (gas, electricity, and telephone). Bank clients will go to a bank teller and conduct one of the five transactions (pay a bill, cash a check, withdraw money, deposit money, and exchange some currency). When they are finished, they go to another bank teller and conduct another transaction. Each time the students go to a teller, they should get a signature. The students can use the conversation as a guide. If you have time remaining, have the students switch roles and do the role playing again.

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## UNIT 8 AT THE AIRPORT

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### **Before You Start:**

1. Before you start with this activity ask students if they have ever been anywhere by plane. Put them into groups with at least one person in each group who has flown before. Tell them to talk about their experiences – where they went, when, why, what the flight was like, etc. Discuss the questions with the class.
2. Students work on their own or in pairs to match the pictures with the correct word or phrase. Check the answers with the class.

### *Answers:*

a visa	a suitcase/bag	hand luggage
passport	customs	boarding pass
the gate	the check-in desk	a flight number

3. Students work on their own or in pairs to match the verbs with the correct word or phrase. Check the answers with the class.

### *Answers:*

- b. queue at the check-in desk
- c. go to the gate
- d. show your boarding pass
- e. board the plane

### **Listening: At the check-in desk**

1. Before students begin, put them into pairs to discuss the picture. Tell them to describe where the people are and what they are doing. Ask students to guess which words are missing.
2. Play the recording (Track 16). Students check their guesses and complete the questions. Check answers with the class.

**Answers:**

- |                 |               |             |
|-----------------|---------------|-------------|
| a. passport     | b. pack, bags | c. checking |
| d. hand luggage | e. anything   | f. window   |

3. Play the recording again. Students answer the questions. If necessary, play the recording the third time.

**Answers:**

- |            |            |            |
|------------|------------|------------|
| a. at 5.20 | b. to 302A | c. at 4.20 |
|------------|------------|------------|

4. Students work on their own or in pairs to match the questions (a-f) from ex. 1 with the answers 1-6. You can play the recording again to check the answers.

**Answers:**

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

**Extra Idea**

*After checking answers, put students into pairs to write a conversation at an airport. Give them time to practice, then put students into groups and tell them to role play their conversations to each other.*

**Speaking & Listening:**

- 1-2. Ask students to read the conversation. Students work in pairs and study the conversation until they learn it. You can demonstrate the conversation in front of the class with a few confident students.

- Tell students that they are going to hear two conversations that take place at the check-in desk. They will listen and fill in the table. Play the recording (Track 17). Play the recording again, if necessary. Check the answers with the class.

**Answers:**

- Los Angeles, four bags, window seat, at 9:45, gate number 32
- Milano, two bags, aisle seat, at 10: 15, gate number 10B

**Extra Idea**

*With weaker classes, if necessary, ask students to look at the audio scripts part, Track 17. They can practice the conversations until they learn it well.*

- Pair work.** Ask students to use the information in the table to make two different dialogues. Students change roles in each conversation.

**Listening: At the airport security**

- Focus students on the picture. Ask where these people are and what they are doing. Play the recording (Track 18). Ask where Jessica is and what she is doing.

**Answers:**

Jessica is at security. She is putting things through X-ray.

- Play the recording again. Students listen and tick each time they hear one of the words. Make sure students understand meanings of all the vocabulary in the box.

**Answers:**

bag: three times

keys: twice

other objects: once each

- Students work on their own and fill in the blanks to complete the conversations with words from ex. 2.

**Answers:**

- |                 |           |           |          |
|-----------------|-----------|-----------|----------|
| 1. keys         | 2. bag    | 3. laptop | 4. shoes |
| 5. keys         | 6. wallet | 7. coins  | 8. bag   |
| 9. mobile phone | 10. belt  | 11. bag   |          |

- Play the recording again, pausing after each conversation to check the answers.
- Pair work.** Students practice the conversation with a partner until they learn it.

**Listening: At the customs and immigration control**

- Tell students that Jessica is now at the customs and immigration control. Make sure students know the meanings of these two words. Play the recording (Track 19). Students listen and order the questions. Check the answers with the class.

**Answers:**

- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| 2. d | 3. b | 4. c | 5. g | 6. a | 7. e |
|------|------|------|------|------|------|

- Play the recording again. Ask students to complete the exercise. To check the answers you can play the recording pausing after each answer.

**Answers:**

- |                            |                            |         |
|----------------------------|----------------------------|---------|
| b. False (for three weeks) | c. False ( at a dormitory) | d. True |
|----------------------------|----------------------------|---------|
- Group work.** Divide the class into two groups: customs and immigration officers and passengers. Hand out the custom officer role-play sheet to the customs and immigration officers. Each custom officer represents a country of their choosing and they will briefly interview each traveler before letting them into the country. Handout the passports and traveler role-play prompts to the travelers. Have the travelers read their prompts. As travelers get interviewed, the customs agents take

down the travelers' information. The travelers write down what countries they visited. Finally, if time permits have the students change roles.

**Speaking:**

*Group work.* Students form in groups of four: student A, student B, student C and student D. Each student looks at their own role card. Let students read the information in their cards. Focus students on the prompts. Students do the role play with their groups. They have two conversations. When students finish, they should change their roles and have the conversations again.

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## UNIT 9 GETTING AROUND

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### **Before You Start:**

1. Students read the verbs/expressions in the box and then match them with the correct picture.

### ***Answers:***

get a taxi	get the train	cycle
get the underground	get the bus	walk
drive	ride a motorbike	

2. ***Pair work.*** Students work together with their partners, ask and answer the questions given. Monitor the students and correct their mistakes.

### **Speaking & Writing: *Buying a ticket***

1. Tell students that Jessica is at the Toronto airport trying to buy a train ticket to the city center. Students work on their own or with their partners and complete the conversation using the questions and statements. Make sure the students understand “single” and “return”. Check the answers with the class.

### ***Answers:***

1. Can I have ticket please?
  2. To the city center
  3. Single please.
  4. How long does it take?
  5. What time's the next train?
  6. Which platform does it leave from?
2. ***Pair work.*** Divide the class into two: student A and student B. Tell the students that they will play the roles of clerks and passengers. Each student looks at their own

role card. Let students read the information in the card. Focus students on the prompts. Students do the role play with their partners. Students can use the conversation in ex. 1 as a model. Monitor the students while they are having their conversations. When they finish, students switch their roles.

**Speaking: Asking for and giving directions**

1. Student work on their own and match the phrases with the signs. Check the answers with the class. Point out that we can say “it’s on the left/right” or “it’s on your left/right”. Make sure students understand the meaning of “opposite”. Model and drill the phrases.

***Answers:***

on the corner of                      it’s on the/your left      go straight ahead  
 it’s opposite                      turn left                      take the first turning on your left  
 take the first turning on your right      it’s on the/your right      turn right

2. Ask students to look at the map and find where the bus station is. Tell students that Jessica is there and asking for directions. Students work on their own and put each of the four conversations in order. Check the answer with the class.

***Answers:***

a. 3, 2, 4, 1                      b. 3, 2, 1, 4                      c. 3, 6, 1, 5, 2, 7, 4                      d. 3, 2, 1

3. Students fill in the blanks on their own referring back to the conversations (a-d) in ex. 2. Check the answers with the class.

***Answers:***

**Asking for Directions:** Could you tell me, Where, Is there, know where

**Giving Directions:** one, along, the first turning, past, on the corner of, over there, opposite, walk, left, miss

**Asking for repetition:** repeat, clear, Do you

4. Students work on their own or with their partners. They look at the map and decide if the sentences are true or false. Check the answers with the class.

**Answers:**

1. T      2. F (on the Main Street)      3. T      4. T  
5. T      6. F (next to)      7. T

5. Students look at the map again. Tell the students to find the Beech Way. Starting from that point, students read the statement and find their way, then write the name of the building they arrive. Students work on their own or with their partners. Check the answers with the class.

**Answers:**

- a. Furniture Store                      b. Toy Store                      c. Police Station

6. **Pair work.** The class is divided into two groups: callers and receivers. The callers and receivers are friends. The caller, the receiver, and a third friend Mike are supposed to meet downtown, but Mike called the receiver and said he would be late. The receiver has to convey this message to the caller. The caller will then suggest a place to go to kill some time. The caller will also give the receiver some directions to get there.

Callers will receive an activity sheet, a museum flyer, and a tourist museum map. Receivers will receive an activity sheet and a role-card. Make sure that receivers do not get a tourist museum map. Receivers will need some time to read and digest their role-cards. Callers will need some time to read their museum flyers and locate their museum on the map.

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## UNIT 10 JOURNEYS

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### **Before You Start:**

1. Students read the verbs/expressions in the box and then match them with the correct picture. Check the answers with the class.

#### *Answers:*

A palace                      a castle                      a statue  
 A monument                a museum                    a street market

2. Pre-teach “souvenirs” and “sightseeing”. Students match the verbs with the words. Check the answers with the class.

#### *Answers:*

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

### **Extra Idea**

*Ask students what cities they have visited as a tourist and what they like to do when they visit a new city. Encourage students to use the words and expressions they have just learned in this part. If students come up with more words or phrases connected with holidays write them on the board so that students can copy them in their notebooks.*

### **Listening & Speaking: At the tourist office**

1. Tell students that Sophie is visiting Barcelona and she doesn't know the city well so she wants some information from the Tourist Information Office. Students match the words or expressions with the questions. Check the answers with the class.

#### *Answers:*

b. museums      c. go shopping                      d. guided tour                      e. monument

2. Tell students that they are going to hear the assistant in the Tourist Information Office answering Sophie's questions. Ask students to match each answer (1-5) with a question (a-e). Play the recording (Track 20). To check the answers play the recording again after pausing after each reply.

**Answers:**

b. 5      c. 4      d. 3      e. 1

3. Ask students about the information Sophie got from the tourist information office. Brainstorm with the students what else you can learn from a tourist information office. Students write down their own answers (best/cheapest hotels, restaurants..etc).
4. **Pair work.** Put students into pairs, student A and student B. Each student looks at their own role card. Let students read the information in the card. Focus students on the prompts. Students do the role play with their partners. Monitor the students while they are having their conversations.

**Extra Idea**

*You can use this role playing activity as a revision for "giving directions" as well. Student B should draw a map and give the directions to get to the place Student A is asking. If necessary you can draw a map on the board and demonstrate students what to do.*

**Listening: Taking a guided tour**

- 1-2. Play the recording (Track 21) and ask students to complete the exercises. After checking answers, put students into pairs and tell them to close their books. Ask students to talk about what they can remember about Barcelona.

**Answers:**

1. Red line
2. a. the center    b. two kilometers    c. modernist art  
d. wave            e. office building    f. 1882

**Speaking: *Taking about a trip***

1. ***Pair work.*** Students work with their partners and think of places tourists go to in their country. What can they do there? Discuss with your partner.
2. A. Focus students on the pictures. Ask students what they know about Los Angeles. Tell them that The Rodeo Isles Beverly Hills, Redondo Beach and Sandstone Peak are the famous places to visit in Los Angeles. Ask students to read the activities and match them with the correct picture.

Answers:

- |                     |   |
|---------------------|---|
| b. Climb a mountain | <b><i>Sandstone Peak</i></b>                |
| c. Go surfing       | <b><i>Redondo Beach</i></b>                 |
| d. Rent a car       | <b><i>The Rodeo Isles Beverly Hills</i></b> |
| e. Go fishing       | <b><i>Redondo Beach</i></b>                 |
| f. Sunbathe         | <b><i>Redondo Beach</i></b>                 |
| g. Go for walks     | <b><i>Sandstone Peak</i></b>                |

B. ***Pair work.*** Ask student what kind of holiday they like most and which of the activities (ex. 2. A) they usually do on holiday? Students discuss it with their partners.

3. Students complete the exercise on their own. Check the answers with the class. When they finish the exercise, model and drill the questions. Elicit more possible questions from students. Write them on the board.
  2. Where did you go?
  3. Who did you go with?
  4. Where did you stay?
  5. What did you do at nights?

6. How did you travel around ?
  7. Did you have a good time ?
  8. What was the best thing about your holiday?
4. **Pair work.** Tell students that they are going to work with their partners. They are supposed to ask and answer questions about their last holiday. Focus students on the speech bubbles. Monitor students and correct their mistakes if they have any.

**Extra Idea**

*With weaker classes, if necessary, you can write a sample conversation on the board with the whole class. Then students can work with their partners and talk about their own holiday.*

## AUDIO SCRIPTS

### Track 1

**Kevin** So, Emma. Where are you from?

**Emma** I'm from France.

**Kevin** Really? And where do you live?

**Emma** In Paris. It's the capital.

**Kevin** Great. What do you do there?

**Emma** I'm a teacher. I teach math's.

**Kevin** Nice to meet you Geena. So, where are you from?

**Geena** I'm from Italy.

**Kevin** I see. And where do you live?

**Geena** In Rome. It's a great place. You should visit some time.

**Kevin** Oh yes? What do you do there?

**Geena** I'm a sales manager for a small computer company.

**Kevin** Hello Alex. Are you from China?

**Alex** No, actually I'm from Japan.

**Kevin** Oh, sorry. Japan. So do you live in Tokyo?

**Alex** Yes, that's right.

**Kevin** That's great. What do you do there?

**Alex** I'm a reporter.

### Track 2

**SECRETARY:** Good morning. Dr Marco's office. How can I help you?

**OLIVIA:** Good morning. I'd like to have an appointment.

**SECRETARY:** Sure. What's your name?

**OLIVIA:** Olivia Silva.

**SECRETARY:** How do you spell your last name?

**OLIVIA:** S-I-L-V-A.

**SECRETARY:** Thanks. Where are you from, Olivia?

- OLIVIA:** I'm from Brazil. I'm Brazilian.
- SECRETARY:** Ok. You can see Dr Marco at 4 o'clock on Monday.
- OLIVIA:** Thanks.
- SECRETARY:** I need some more information about you because I must fill in your form. What's your e-mail address?
- OLIVIA:** [olisil@gmail.com](mailto:olisil@gmail.com)
- SECRETARY:** Sorry? Could you repeat that please?
- OLIVIA:** Olisil.
- SECRETARY:** How do you spell it?
- OLIVIA:** O-L-I-S-I-L
- SECRETARY:** Good. And finally, your telephone number?
- OLIVIA:** It is 00-244-756-983
- SECRETARY:** Thank you, Olivia. Don't forget. 4 o'clock on Monday.
- OLIVIA:** Ok. Thanks. Bye.

### **Track 3**

- Oh yes.
- Oh really?
- That's interesting.
- That's good.
- I didn't know that.
- How amazing.

### **Track 4**

- Terry** Terrible weather today, isn't it?
- Carla** Yes, it is. I hope it gets better soon. I want to start playing tennis.
- Terry** Oh, really? I like playing tennis, too. Who is your favorite player?
- Carla** Maria Sharapova, for sure.
- Terry** Where do you play?
- Carla** Near my home in Barcelona, there is a tennis court.
- Terry** So, you live in Barcelona. That's interesting. It's an exciting place, isn't it?

- Carla** Yes, there is so much happening these days. It's amazing. How about you? Where are you from?
- Terry** I'm from Italy. I live in Rome, the capital.
- Carla** Oh yes. I've never been there.
- Terry** You should go there. It's a beautiful city.

### Track 5

- a** I'm from the Ukraine.
- b** I'm going on a holiday next Friday.
- c** I'm starting a new job tomorrow.
- d** I like football.
- e** I'm going to a concert tonight.
- f** My brother lives in Australia.

### Track 6

#### 1

- Shop assistant:** Hi! Do you need some help?
- Susan:** Well, I'd like a new tennis racket. But I don't know how to choose one.
- Shop assistant:** Well, all of them are good but I prefer this one.
- Susan:** Hmm..It looks good...OK, I'll take this one.
- Shop assistant:** Ok, great.
- Susan:** Err, I also need some tennis balls of course.
- Shop assistant:** How many would you like? They are in packs of six.
- Susan:** Oh, I think one pack is enough.
- Shop assistant:** Fine. Is that everything?
- Susan:** Yes, that's all. How much is that?
- Shop assistant:** It is 20.99, please.
- Susan:** Ok..Here you are
- Shop assistant:** Thanks.
- Susan:** Thanks for your help. Bye.
- Shop assistant:** Bye

2

- Susan:** Hi, I'm looking for the new book by Gabriel Garcia Marquez.
- Shop assistant:** Gabriel who?
- Susan:** Marquez. M-A-R-Q-U-E-Z.
- Shop assistant:** Let me check. Sorry madam. We don't have it at the moment. It should be in next week on Monday.
- Susan:** Monday? OK, thanks. Do you have any travel books? About Spain?
- Shop assistant:** Yes, they are over there.
- Susan:** Oh, OK. How much is this one?
- Shop assistant:** It's 8.50.
- Susan:** Ok, I'll have it, thanks.

3

- Susan:** Could I try these shoes on, please?
- Shop assistant:** Yes, sure.
- Susan:** I think I need a bigger size.
- Shop assistant:** Ok just a moment. Let me check....There you are..
- Susan:** Thanks..This is much better.
- Shop assistant:** Are you sure?
- Susan:** Yeah, absolutely. How much are they?
- Shop assistant:** They're 65.99.
- Susan:** Great. I'll have them.
- Shop assistant:** Would you like anything else?
- Susan:** No, that's fine, thanks.

Track 7

- a** No, I'm sorry. We haven't got this T-shirt in medium.
- b** Yes, here you are. We've got your size.
- c** We've got this jacket in brown, but not in black.
- d** I'm afraid we haven't got it in blue, but we've got it in green.
- e** These jeans are in sale. They're half price.

**f** Yes. You're in luck. This is the last pair we've got, and they're in your size.

### **Track 8**

**a** All the shoes here are twenty euros ninety-nine.

**b** Those jeans are in the sale. They're fifteen dollars ninety.

**c** No, this jumper isn't in the sale, I'm afraid. It's ninety and eighty-nine euros.

**d** **A:** Is this shirt in the sale?

**B:** That shirt? Let me just find the price for you. Yes, it's seven dollars and fifty cents.

**e** Let me have a look. Yes, these trousers are twenty-nine pounds ninety-five.

**f** That black skirt? It's thirty euros.

### **Track 9**

**DJ:** It's Saturday afternoon and this is the Libby's show on Radio Fire. On the line is Daniel Skipper. Good afternoon Daniel.

**Daniel:** Hello.

**DJ:** Now, you want a song for your wife, Simone right?

**Daniel:** Yes, it's our anniversary today.

**DJ:** Oh, happy anniversary then. Where do you work Daniel?

**Daniel:** I work in a library.

**DJ:** I see, what about your wife? Where does she work?

**Daniel:** She works in a clothes shop.

**DJ:** And what do you do in your free time Daniel?

**Daniel:** I go sailing.

**DJ:** Does Simone go with you?

**Daniel:** No, she doesn't. she doesn't like sailing.

**DJ:** So, what does she do?

**Daniel:** She does aerobics.

**DJ:** I see. Now, what do you do after work in the evening?

**Daniel:** I usually watch TV.

**DJ:** Ok, what things do you and Simone watch?

**Daniel:** Oh, Simone doesn't like watching TV. She surfs the internet.

- DJ:** So, you like sailing but Simone doesn't. and you like watching TV but she likes surfing the net. What things do you do together? Do you go to restaurants?
- Daniel:** No, we don't. Simone likes Chinese food but I don't. I don't like such food.
- DJ:** What kind of food do you like?
- Daniel:** I like Italian food.
- DJ:** Well, what about music?
- Daniel:** Oh yes, we both like listening to music.
- DJ:** Oh, finally, great!! What kind of music do you like?
- Daniel:** Well, I like Jazz.
- DJ:** Does Simone like Jazz too?
- Daniel:** To tell the truth, no, she doesn't. She likes rock music.
- DJ:** Ok, well, thanks for that, Daniel. I'm not going to play jazz or rock music but I hope you will like it. Bye for now.
- Daniel:** Thank you. Bye.

### **Track 10**

- a** Can I get you anything to drink?
- b** Are you ready to order?
- c** What would you like for a starter?
- d** And for your main course?
- e** Would you like a dessert?

### **Track 11**

- a.** C: Table for two, please.  
W: Smoking or non smoking?  
C: Non smoking, please.
- b.** W: Anything to drink?  
C: Yes, a bottle of mineral water, please.
- c.** C: Could we have the bill too, please?  
W: Of course.

d. W: Are you ready to order?

C: Yes, we are.

e. C: No beer for me, thank you. Just the mineral water.

W: Of course. Here you are.

### **Track 12**

**Father** What do you want to do tomorrow?

**Mother** Well, I'd like to go to the open air market.

**Daughter** Oh no. Not the open air market again. I'd rather go somewhere different.

**Father** She is right. We went to the open air market last weekend.

**Mother** Would you like to go to Staffordshire then?

**Father** Yeah, that's a good idea.

**Mother** We can spend the day at Weston Park. It's really beautiful in summer and there's a lot to do there.

**Father** Do you want to do that?

**Daughter** Do what, Dad?

**Father** Do you want to go to Weston Park?

**Daughter** Sounds boring. I'd rather stay at home.

**Mother** It isn't boring. You can explore the gardens, see many famous paintings and there is a really good Victorian library there.

**Daughter** Mmm.

**Father** So where would you like to go?

**Daughter** I want to go to Alton Towers.

**Father** Oh, I don't think so. It's a long way.

**Daughter** But my friends went there last week. There are lots of rides there. It is so fun.

**Father** But you can play games in woodland adventure playground at Weston Park. Look, your Mum is right, the park sounds good. Let's go there. You can bring a friend with you.

**Daughter** Yeah, OK. Can I ask Jamie?

**Mother** Fine. Tell her to be at the bus stop tomorrow at 10.

**Track 13**

- a. Can I buy three stamps, please?
- b. I'd like to open a bank account.
- c. How much is it to send a parcel to Canada?
- d. I want to order a new credit card.
- e. I'd like to check my account, please.
- f. I'd like to send a letter by registered mail.
- g. I'd like to send this parcel special delivery, please.

**Track 14****a.**

**Customer:** Oh, er, hello. Can I send this by airmail, please?

**Clerk:** One letter? Where do you want to send it?

**Customer:** To France. Oh, I have two actually.

**Clerk:** Two letters will be €2.15.

**Customer:** Ok, thanks.

**b.**

**Customer:** How much is it to send this parcel by airmail?

**Clerk:** Where is it going to go?

**Customer:** To the Ukraine.

**Clerk:** How much does it weigh?

**Customer:** Sorry, I don't know.

**Clerk:** If you put it on the scales, I'll weigh it for you.

**Customer:** Oh, yes. Thank you.

**Clerk:** Let me see. It is €16.20.

**Customer:** Ok, thanks.

**c.**

**Customer:** Can I send this postcard by airmail, please?

**Clerk:** Of course. Where is it going to go?

**Customer:** To Italy. How much is it please?

- Clerk:** That is €1.70.  
**Customer:** Ok, thanks. How long will it take?  
**Clerk:** About two days.  
**Customer:** Ok. Thanks a lot.

**d.**

- Customer:** Hello. I'd like to send this letter to America, please. It's quite urgent.  
**Clerk:** Ok. If it is urgent, you should probably send it by special delivery.  
**Customer:** How much will that cost?  
**Clerk:** That will be €10.  
**Customer:** Ok, no problem. Thanks a lot.

**Track 15****a.**

- Customer:** I'd like to open an account.  
**Clerk:** Certainly. Can you fill in this form? Our new Accounts manager will see you shortly.

**b.**

- Customer:** I want to cash this cheque, please.  
**Clerk:** Please can you write your address on the back?

**c.**

- Customer:** I need to transfer some money to my savings account.  
**Clerk:** No problem. Can you show me your bank card, please?

**Track 16**

- Check-in-clerk:** Can I have your ticket and passport please?  
**Jessica:** Yes, of course. Here you are.  
**Check-in-clerk:** Did you pack your bags yourself?  
**Jessica:** Yes I did.  
**Check-in-clerk:** How many bags are you checking in?

- Jessica:** Just this one. I'm taking this hand luggage.
- Check-in-clerk:** Are there any sharp items in your hand luggage?
- Jessica:** No, there aren't.
- Check-in-clerk:** Has anyone given you anything to carry?
- Jessica:** No, they haven't.
- Check-in-clerk:** Would you like an aisle seat or a window seat?
- Jessica:** An aisle seat please.
- Check-in-clerk:** Ok. Here you are. This is your boarding card. The flight leaves at 5.20. Go to gate 302A around 4.20. Have a nice flight.
- Jessica:** Thank you.

### Track 17

#### 1.

- Clerk:** Are you travelling to Los Angeles?
- Passenger:** Yes, I am.
- Clerk:** Can I see your ticket and passport, please?
- Passenger:** Here you are.
- Clerk:** Thank you. How many bags are you checking in?
- Passenger:** Four.
- Clerk:** Did you pack the bags yourself?
- Passenger:** Yes, I did.
- Clerk:** Has anyone given you anything to carry?
- Passenger:** No, they haven't.
- Clerk:** Can I see your hand luggage, please?
- Passenger:** Yes, here it is.
- Clerk:** Thank you. That's fine. Now would you like a window seat or an aisle seat?
- Passenger:** A window seat, please.
- Clerk:** Here is your boarding card. Boarding is at 9:45 from gate number 32. Have a nice flight.
- Passenger:** Thank you. Goodbye.
- Clerk:** Goodbye.

2.

- Passenger:** Do I check here for Milano?
- Clerk:** Can I see your ticket and passport, please?
- Passenger:** Here you are.
- Clerk:** Thank you. How many bags are you checking in?
- Passenger:** Two.
- Clerk:** Did you pack the bags yourself?
- Passenger:** Yes, I did.
- Clerk:** Has anyone given you anything to carry?
- Passenger:** No, they haven't.
- Clerk:** Can I see your hand luggage, please?
- Passenger:** Yes, here it is.
- Clerk:** Thank you. That's fine. Now would you like a window seat or an aisle seat?
- Passenger:** An aisle seat, please.
- Clerk:** Here is your boarding card. Boarding is at 10:15 from gate number 10B. Have a nice flight.
- Passenger:** Thank you. Goodbye.
- Clerk:** Goodbye.

Track 18

- Officer 1:** Keys?
- Jessica:** I've put them in my bag.
- Officer 1:** Ok. Is there a laptop in here?
- Jessica:** No.
- Officer 1:** And your shoes, please.
- Jessica:** Oh, Ok. I'll take them off.
- Officer 2:** Come forward, please. Keys? Wallet? Coins?
- Jessica:** They are all in my bag.
- Officer 2:** Mobile phone?
- Jessica:** That too.

**Officer 2:** Are you wearing a belt?

**Jessica:** Oh yes. Sorry. I forgot that.

**Officer 2:** That's fine. Thank you.

**Jessica:** Thank you.

**Officer 3:** Could you open your bag, please?

**Jessica:** Sure.

**Officer 3:** That's fine. Have a nice trip.

**Jessica:** Thank you.

### **Track 19**

**Clerk:** Welcome to Canada. May I see your passport please?

**Jessica:** Sure. Here it is.

**Clerk:** Where are you coming from?

**Jessica:** I'm coming from Tokyo, Japan.

**Clerk:** What is the purpose of your visit?

**Jessica:** I'm here as an exchange student.

**Clerk:** How long are you planning to stay?

**Jessica:** I'll be staying for three weeks.

**Clerk:** Where will you be staying?

**Jessica:** I'll be staying at a dormitory.

**Clerk:** Have you ever been to Canada before?

**Jessica:** No, this is my first time.

**Clerk:** Do you have anything to declare?

**Jessica:** No, nothing.

**Clerk:** Enjoy your stay.

**Jessica:** Thank you.

### **Track 20**

1. Yes, Columbus Monument is very popular. It is about five minutes from here.

2. Yes, there are lots. Spain is famous for markets. Saint Miguel Mercat is very popular and there is a good night market in de Sant Joseph in front of the Barcelona Cathedral.
3. Yes. A tour bus leaves from just across the road every fifteen minutes.
4. You can find good shops everywhere but Passeig de Garcia and Old Town are worth visiting.
5. There are many good ones. There is the Sagrada Familia Museum, La Pedrera by Antoni Gaudi, there is a very good art museum in Figueres- the Dali Museum and Museu Football Club Barcelona is popular too.

### **Track 21**

We are now in Placa Catalunya, at the center of the city and to your left you can see the start of La Ramblas, a long street of two kilometers, where you can find shops, bars, restaurants, markets and great theaters...everything! you should walk down La Ramblas while you are in Barcelona.

...Ladies and gentlemen, we are coming to one of the most famous sights of Barcelona, La Casa Batllo. It is an excellent example of modernist art. Antoni Gaudi designed the building and everything inside, even the furniture....

...Here on the right you can see Casa Mila, also called La Pedrera, which is perhaps the most famous of all his buildings. There is no straight line anywhere and even the walls aren't straight but like a wave. It was built between 1905 and 1910 as an apartment block and office building.

....and now you can see Sagrada Familia, the unfinished cathedral of Barcelona. Building began in 1882 and they are still working to finish it. Gaudi spent over 40 years working on this cathedral. On the right you can see.....