

T. C.  
GAZİANTEP UNIVERSITY  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION  
ENGLISH LANGUAGE TEACHING PROGRAM

## **ADOPTING CDIO METHOD ON ENGLISH LANGUAGE TEACHING**

**MASTER'S OF ART THESIS**

AHMET YUSUF

GAZİANTEP  
MAY 2020

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AHMET YUSUF

Supervisor: Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

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MAY 2020

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## RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the university's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the university's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances, which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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Date: 29.06.2020

## DEDICATION

I dedicate this this work to the person who believed in me and supported me from the childhood, to the prettiest word that anyone can pronounce, my mother Hatice YUSUF.



## ACKNOWLEDGMENTS

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Ahmet YUSUF

May, 2020.

## ÖZET

### KTUİ YÖNTEMİNİ İNGİLİZCE DİL ÖĞRETİMİNE UYARLAMA

YUSUF, Ahmet

Yüksek Lisans Tezi

Yabancı Diller Eğitimi Ana Bilim Dalı

İngiliz Dili ve Eğitimi Bilim Dalı

Tez Danışmanı: Doç. Dr. Filiz YALÇIN TILFARLIOĞLU

Mayıs-2020, 239 sayfa

Bu deneysel çalışma, KTUİ (Kavrama, Tasarlama, Uygulama ve İşletim) ilkelerini kullanılmasıyla İngiliz Dili ve Eğitimi alanına yeni bir bakış açısı getirme girişimidir. KTUİ yöntemi, Türkiye, Diyarbakır'daki özel bir lisede 11. sınıflara uygulandı. Söze konu araştırma deney grubunda 60 ve kontrol grubunda 60 olmak üzere toplam 120 katılımcı yer almıştır. KTUİ uygulamasından önce katılımcılara öntest, uygulama sonrasında ise sontest verildi. Uygulama süreçleri ve materyaller KTUİ müfredat ve standartlarına göre hazırlandı. Kontrol grubu KTUİ öğretim yöntemi olmaksızın İngilizce öğrenmeye devam ettiği süreç, deney grubu için on beş hafta sürdü. Daha sonra toplanan veriler, KTUİ metodolojisinin öğrencilerin performansı üzerinde etkili olup olmadığını görmek için IBM SPSS İstatistik 23.0 programı yardımıyla analiz edildi. Veri toplanıp analiz edildikten sonra sonuçlar öntest ortalama puanları 71.66 sontest ortalama puanlarıysa 86.23 olan ve KTUİ kullanarak İngilizce öğrenen deney grubu öğrencilerinin %14.45 oranında daha başarılı olduklarını gösterdi. Dahası, öğrencilerin öntest sonucu %29.80 olan dil bilgisi yeterliliklerini sontestte %34.20'ye çıkarttığını, yani katılımcıların dil bilgisi yeterliliklerini de %4.60 oranında geliştiğini göstermektedir. Benzer şekilde katılımcıların öntest sonucu %32.00 olan kelime hazinesi yeterliliklerini %36.20'ye çıkartarak kelime hazinesi yeterliliklerini %4.20 oranında arttırdığı gösterdi. Aynı zamanda, öntest sonucu %10.06 olan genel performansları %15.80'e çıktı, dolayısıyla öğrencilerin genel performansları %5.73 oranında arttı. Deneysel grubun performansında büyük bir gelişme olduğu gözlemlendi. Sonuçlar, KTUİ'nin öğrencilerin seviyesini geliştirmede büyük rol oynadığını ve İngilizce öğrenmede olumlu bir etki gösterdiğini açığa çıkarmaktadır. Araştırmanın, okulların ve İngilizce öğretim kurumlarının KTUİ yaklaşımını benimsemesi ve programlarına uygulaması için kapı açması beklenmektedir. Ayrıca, araştırmanın Türk okullarının ve üniversitelerinin İngilizce öğretmek için bu yeni yöntemi benimsemesi ve sonuçlarını geliştirmesi için bir başlangıç olması beklenmektedir.

**Anahtar kelimeler:** KTUİ yöntemi, KTUİ standartları, dilbilgisi, kelime bilgisi, okuma becerileri, deneysel araştırma.

## ABSTRACT

### ADOPTING CDIO METHOD ON ENGLISH LANGUAGE TEACHING

YUSUF, Ahmet

MA Thesis

Foreign Languages Education Department

English Language Teaching Discipline

Supervisor: Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

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This experimental study is an attempt to bring a new perspective and a new teaching method CDIO (Conceiving, Designing, Implementing and Operating) to the ELT field. The CDIO method was applied on the 11<sup>th</sup> grade in a private high school in Diyarbakir, Turkey. The total number of the participants in this experimental research is 120 students, 60 in the experimental group and 60 in the control group. The students were subjected to a pretest before the treatment process and to a posttest after the process. The treatment procedures and materials were prepared according to the CDIO curriculum and standards. The treatment process lasted for fifteen weeks for the experimental group while the control group continued learning English without being exposed to CDIO teaching method. Subsequently the collected data was analyzed with the assistance of IBM SPSS Statistics 23.0 to see whether the CDIO methodology has effective results on the students' performance or not. After the data was collected and analyzed, the results showed that the students performed better after learning English using CDIO in the rate of 14.45%, where the mean score of the pretest was 71.66 while the mean score of the posttest was 86.23. Moreover, the results exhibit that the participants' fulfillment developed in grammar in a rate of 4.60% where it was 29.80% in the pretest and it increased to 34.20% in the posttest. Similarly, the participants' achievement developed in vocabulary in a rate of 4.20% where it was 32.00% in the pretest and it increased to 36.20% in the posttest. On an equal footing, the participants' performance raised in a rate of 5.73% where it was 10.06% in the pretest and it promoted to 15.80% in the posttest. Accordingly, there is a great improvement in the students' performance of the experimental group. Also, the outcomes show that the CDIO has played a big role in developing the students' level and has showed a positive effect in learning English. It is expected from this research to open the door for schools and faculties of teaching English to adopt the CDIO approach and apply it in their programs. Besides, it is expected from this research to be the start whistle for the Turkish schools and universities to adopt this new method for teaching English and cultivate the outcomes of it.

**Key words:** CDIO method, CDIO standards, grammar, vocabulary and reading skills, experimental research.

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## LIST OF ABBREVIATIONS

- ALLT:** Applied Linguistic Language Teaching  
**ALM:** The Audio-Lingual Method  
**CA:** The Communicative Approach  
**CDIO:** Conceive Design Implement and Operate  
**CLL:** Community Language Learning  
**DM:** The Direct Method  
**EFL:** English as a Foreign Language  
**ELT:** English Language Teaching  
**GTM:** The Grammar Translation Method  
**ID:** Individual Differences  
**KTH:** The Royal Institute of Technology  
**MIT:** The Massachusetts Institute of Technology  
**OUP:** Oxford University Press  
**SLA:** Second Language Acquisition  
**TPR:** The Total Physical Response Method  
**UK:** United Kingdom  
**WTC:** willingness to communicate  
**EAP:** English for Academic Purposes  
**ESP:** English for Specific Purposes

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. PRESENTATION**

This chapter presents a backdrop of the study and provides a detailed information about the aims and the importance of the research. It contains the statement of the problem and then it explains the assumptions and limitations of the study. Moreover, the research questions will be cleared and lastly the key words and the abbreviations will be illustrated.

#### **1.2. BACKGROUND OF THE RESEARCH**

To learn a language is something hard and to teach a language is harder. In the current life, many people tend to learn languages for many reasons like work, immigration, interact with different cultures and so many other reasons. After decades of the technological developments and the modernity the world has become more Interconnected than ever, that is what we call it globalization. The conception of globalization refers to the interdependence of the countries economically, culturally and pedagogically (Mir & Hassan & Qadri, 2014). Moreover, the people need to learn languages to keep pace with the other generations. It is no hidden to anybody that the English language is the dominant language by far. Therefore, educators have been concerning about how to teach English and how to find appropriate teaching methods to assist the students to learn English in an effective way.

Scholars have different views on the best way of teaching and learning languages. Some teaching approaches require learning grammar rules and vocabularies lists, other approaches Stimulate the students to memorize and imitate

sentences in dialogues (rote learning), yet some others motivate students to use natural language among each other in a task or a project (Lightbown & Spada, 2013). While Holliday focused on culture in second language acquisition (SLA) and sees it as an instrument in language learning, more than that Holliday looks at the classroom as a culture and through it knowledge and skills are transferred (Holliday, 1994). Additionally, the dispute about the authentic vs the artificial language in applied linguistic language teaching (ALLT) took a place from 1970s afterwards. Where Waters (2009) stated that using authentic language (real language by natives) may increase the learners' motivation and may have a significant pedagogic function. While Richards (2006) has a different standpoint:

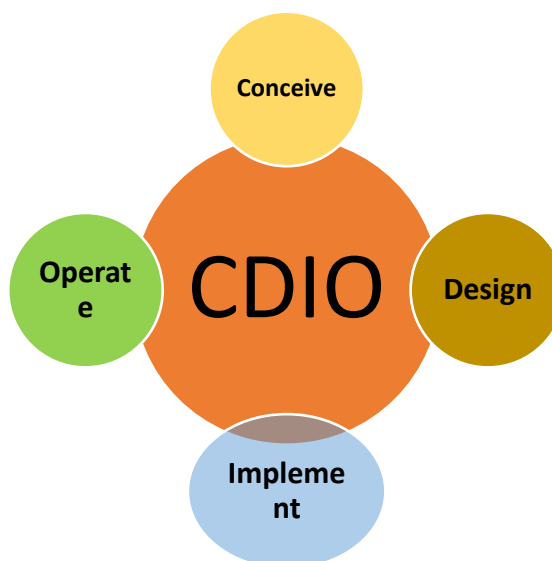
“What is important in writing materials for EFL learners is not necessarily native speaker usage, but rather what will provide the means of successful communication both within and outside the classroom. This means providing learners with a repertoire of well selected vocabulary, sentence patterns and grammar, as well as a stock of communication strategies. . . . how native-speakers ask for and give directions is largely irrelevant. . . . my goal is to give them the resources to have successful experiences using English for simple classroom activities. Whether or not they employ native speaker-like language to do so is irrelevant” (p. 22).

Furthermore, some scholars alerted the educators that they should not forget about the individual differences (ID) of the learners and their different capacities. Dörnyei (2005) talked about that in detail and he mentioned many factors that affect the psychology of the learners in SLA like: language aptitude, personality, motivation and self-motivation, willingness to communicate , learner beliefs, anxiety, self-esteem, creativity, intelligence, temperament, mood, learning styles, language learning strategies and self-regulatory capacity etc. Some other researchers like Ur (2011) went that it is not only the methodology of teaching plays a big rule but also further factors influence the process of teaching such as education ministries, school principals, classroom management, socio cultural background, the learners relationships and their preferences, time available for preparation, personalities and motivation. Then Ur adds that these features have impacts on learning more than how languages are taught.

As we see there are controversial discussions about learning languages and these discussions are not going to end, that is because every educational society has its own properties. As a result, inventing new methods for teaching English is a continuous case. Community Language Learning (CLL), The Direct Method (DM), The Grammar Translation Method (GTM), The Audio-Lingual Method (ALM), Suggestopedia, The Total Physical Response Method (TPR), The Communicative Approach (CA) etc. these are the most famous ELT methods. However, the new trend is some academics are trying to bring some new methods from different fields and apply them to English language teaching, and one of these methods is LEAN.

LEAN is a conception of maximizing values and minimizing wastes that was used firstly in cars industrial in the last century (Womack & Jones, 1996). Additionally, LEAN can be successfully applied in education and it can save time and money (Tılfarlıoğlu & Anwer, 2017; Tılfarlıoğlu & Faraj, 2017; Karagücük, 2018). Then Tılfarlıoğlu (2017) adds that LEAN can offer a big benefaction to education system through standardization of the institution.

Another example, which is our topic, is CDIO, which stands for conceive, design, implement and operate. CDIO is an innovative approach for engineering teaching and for preparing successful future engineers. It was originated at the onset of 2000s by (KTH) the Royal Institute of Technology, (MIT) the Massachusetts Institute of Technology of the USA, Linköping University and Chalmers University of Technology of Sweden (Berggren et al., 2003). And after that many universities started to adopt CDIO methodology in their curriculums, and currently more than 120 schools are using CDIO approach (<http://cdio.org/>).



*Figure 1.1. The CDIO pillars*

Even though CDIO is an approach for engineering field, it is increasingly adopted in many other fields like business, art, food, science and library science (Malmqvist, Huay, Kontio & Minh 2016). And some educators began to adopt CDIO strategy for teaching languages and get the practical benefits of it, Wenwen and Yunfei (2018) confirm that applying CDIO model in English teaching field can improve some students' skills and capabilities like the practical grasp of English, esprit de corps (team spirit), self-learning talent, renovation ability, critical thinking competence and job related skills. Moreover, Tang (2009) said that integrating English with CDIO approach builds strong foundations and help to cultivate the practicable abilities of the English graduates.

At first, only the engineering programs applied CDIO teaching model but now language-teaching programs are adopting it as a practical way in teaching. CDIO teaching method takes the notion as a transporter in Successive steps: from the conception, investigation and improvement, operating, recycling then leading the learners to learn actively, inducing the students to naturally connect the learned material with the professional knowledge and finally sharpening their capabilities to produce outcome and involve in the practical society effectively (Gu, Lu, & Shen, 2008).

### 1.3. STATEMENT OF THE PROBLEM

The demand of English is remarkably increasing all over the world, not only in the field of teaching but also in many other fields like translating, trading, communicating with the outside world, business, tourism and so on and so forth. And as a matter of fact, learning English theoretically and through traditional methods does not help too much in the practical life, as a result the employers cannot find the qualified graduates that they need in their work. Moreover, many English graduates cannot find the good job after graduating because they lack the experience and the qualifications (Wenwen & Yunfei, 2018). This means that there is a gap between the real world demands and the English graduates; therefore, this gap must be closed. So finding a practical way of teaching English is necessary and crucial to cover the demands of English in the real life. More than that, integrating English teaching in other fields could assist as well. One of the newest methods is CDIO, a method adopted for teaching engineering for many years and it stands for conceiving, designing, implementing and operating. “The CDIO™ initiative is an innovative educational framework for producing the next generation of engineers”. (<http://www.cdio.org> ).

However, some other fields started to adopt CDIO and use it as a new teaching method. Some researchers pointed out that CDIO method can be applied to non-engineering domains (Malmqvist, Huay, Kontio & Minh, 2016). Moreover, according to the CDIO initiative, this method is presently in use in Engineering, Food Sciences, Chemistry, Applied Physics, Aerospace faculties, and Mechanical Engineering areas. Furthermore, more than 120 schools use CDIO method in 7 different regions; North and Latin Americas, Africa, Asia, Europe , Australia, UK and New Zealand. (<http://www.cdio.org> ). Furthermore, Zhu (2010) thinks that teaching languages should combine between the linguistic skills and the professional skills, and he believes that the interdisciplinarity of the CDIO can achieve that. Crawley, Malmqvist, Östlund, Brodeur, and Edström (2014) note that most of the CDIO features are related to experiential learning.

Therefore, we can understand from the above, it is expected from CDIO, through its practicability and interdisciplinarity, to fill the gap between what is awaited from the English graduates and what is achieved in reality. In addition, it is expected

from CDIO as well to add something new to the field of ELT and helps to find the shortest and the idealist way of teaching English.

#### **1.4. PURPOSE AND SIGNIFICANCE OF THE STUDY**

The aim of this thesis is from the first hand to develop a new method in the field of English language teaching ELT, and from the second hand to prepare qualified and practical English language graduates. In addition to that, this research tries to find a balance between the real world needs and the qualifications of the English graduates. Uniquely, this experimental study will be the first not only in Turkey but also in the region of Middle East and the west of Asia, therefore this research will open the door for faculties of teaching English to adopt the CDIO approach and apply it in their programs. Besides, this research looks forward to be the start whistle for the Turkish school and universities to adopt this new method of teaching English and cultivate the outcomes of it.

Another purpose for this research is to show how CDIO can be applied in ELT and how successful it is in raising the qualifications of the learners; coupled with this, the outcomes of this study may give futuristic ideas to English teachers and education foundations in respect of methodology, curriculum, the materials used in instructing and the job related knowledge.

The importance of this study comes from its relation to many fields of life like education, human health, social relationships, economics, business, tourism, politics and many others. For health, doctors need English; for communicating with foreigners, people need English; for diplomatic issues politicians need English; for trading with other countries, traders need English and so on and so forth. The importance of English is not hidden on anyone, thus teaching English in an appropriate way is something important and critical. Accordingly, keeping updating English teaching methodology and English learning approaches is an inevitable path that we need to pass through. Hence, adopting CDIO for teaching English will improve the student's abilities as Wenwen and Yunfei (2018) suggested.

## 1.5. STATEMENT OF THE RESEARCH QUESTIONS

**Research Question # 1** To what extent does CDIO method raise the students' total scores?

**Research Question # 2** To what extent can using CDIO in the English lessons boost the eleventh grade students' skills in:

1. Grammar
2. Vocabulary
3. Reading.

**Research Question # 3** Does the gender factor have an effect on the students' results before and after applying CDIO teaching method?

**Research Question # 4** Is there a difference between the experimental group and control group in terms of total scores?

## 1.6. ASSUMPTIONS OF THE STUDY

The study was carried out in a private science high school in Diyarbakir, Turkey. The participants of the study are juniors i.e. the 11<sup>th</sup> grade from Ortadoğu College. The students had mixed abilities because the school did not make a placement test to put the students in the classrooms according to their levels. A test from Oxford University Press (OUP) was used as pretest; therefore, it was presumed to be valid and reliable test.

The experimental study lasted for one educational term and at the end of the first term of the academic year 2019- 2020, a posttest was used to identify whether there were improvements in the students' level or not. Likewise, both tests were prepared by OUP according to the students' level, thus they are presumed valid and reliable. It was expected from this experimental study to bear fruits and to have successful outcomes in learning English innovatively and effectively.

## 1.7. LIMITATIONS OF THE STUDY

The early limitation of this study was being carried out in one school, Ortadoğu College, a private science high school, consequently the population was limited.

Moreover, the study was applied only on the 11<sup>th</sup> grade, thereupon the data will be collected from only six classrooms, in each class there is about 20 students.

One more limitation, the study was applied in a high school not in a university; therefore, the results maybe cannot be generalized on the older learners and on the higher levels.

## 1.8. DEFINITIONS OF THE TERMS

To make it easier for the readers to understand the hard jargons, all the acronyms, the terms, the idioms and the abbreviations that have been used in this thesis will be cleared here:

**Authentic Language:** the language of the native speakers of a language.

**CDIO Method:** an innovative approach for engineering teaching and for preparing successful future engineers.

**The CDIO™ INITIATIVE:** it is an international innovative and contemporary educational organization, it organizes an Annual International Conference yearly, and its main office located in Sweden, the formal website is: (<http://cdio.org/>).

**Esprit de corps:** Originally, from French and it means team spirit

**LEAN:** an innovative teaching method focuses on maximizing values and minimizing wastes.

**Rote Learning:** it is a way of learning by memorizing and repeating.

**Homogeneity of variance:** it means that all the members of a group have equal characteristics and it usually measured by the ANOVA test.

**IBM SPSS:** A statistical software package helps in analyzing data and helps the researchers to make descriptive statistics and inferential statistics.

**Independent-samples t-test:** it is a statistical evaluation used for comparing data and means between two groups or more (for instance experimental and control group).

**Levene's test for equality of variance:** it is an instrument and inferential test used to see if two clusters have similar or alike variances or not.

**Mean:** it is the average of grades or scores.

**Paired-samples t-test:** it is a numerical and statistical evaluation used for comparing data within the same group and used to see if the means have a significant value or not (for example pretest and posttest).

**Random assignment:** it is a procedure in the experimental researches to put the participants into groups on the grounds of chance and luck.

**Research instruments:** the equipment that the research used to collect data (as an example interviews, tests, questionnaires and surveys).

**Suggestopedia:** it is a combine from two words suggest and pedagogy and it is a method for teaching languages, it cares about the physical relaxation of the learners and music.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. PRESENTATION**

This chapter will commence with latest English language teaching methods and how the process of teaching English has been changing through time. Then it will explain CDIO history and how it was started as an engineering teaching method at first and as a teaching method for non-engineering fields later. After that, this chapter will clarify the 12<sup>th</sup> standards of CDIO and its rubrics, thereafter the CDIO syllabus will be clarified. Eventually in this chapter, how can CDIO approach be applied on English language teaching will be explained.

#### **2.2. ENGLISH LANGUAGE TEACHING METHODS**

Educators have seen numerous and various methods of teaching languages during the last sixty years. One method focuses on grammar and rules; another asks for having a lot of vocabularies for translating. Yet another concentrates on imitating and memorizing full sentences and dialogues. Some allow using the first language to instruct the second language while others prohibit that. Some approaches use storytelling as way to teach English for young learners whilst some others use listening techniques to teach them. And in this situation teachers used to evaluate new methods through their experiences and through their knowing of their students' needs and capabilities (Lightbown & Spada, 2013).

To know more about that, we need to have a look at the history of teaching languages; approximately sixty percent of the people on this earth are multilingual, for that reason teaching languages has had a big concern throughout the history.

Nowadays the English language is the dominant one as the Latin language was the dominant language before five hundred years ago. Some languages like English, French and Italian in the 16<sup>th</sup> century started to earn some importance at the expense of Latin because of the political changes in the western world. In the 17<sup>th</sup> century, there were grammar schools in Europe for teaching Latin language by means of rote learning of grammar, lists of words, translation, declensions and writing. In the 18<sup>th</sup> century, some modern languages started to enter the curriculums in Europe and it was taught in the same way of teaching Latin. Between the 1840s-, 1940s the Grammar Translation way of teaching languages was the dominant of all. In the late of the 19<sup>th</sup> century, the need of communication and oral proficiency became more important than grammar; therefore, an opposition appeared against the Grammar Translation in Europe. These reclamation movements started to put the basis and the foundations of new styles of teaching languages and aroused disputes and discussions that have carried on until the present day (Kelly 1969; Howatt; 1984 Richards & Rodgers 2001).

One of the reformers is Frenchman Gouin (1831-1896), who developed a method for teaching the second languages based on his monitoring of how children use languages. He thinks that learning languages should be simplified through using sequences of sentences and actions, he has a well-known “series” and he used it in teaching languages. Frenchman Gouin established schools and he used his approach, which was well known at that time, for teaching foreign languages:

|                            |                |
|----------------------------|----------------|
| I walk toward the door.    | I walk.        |
| I draw near to the door.   | I draw near.   |
| I draw nearer to the door. | I draw nearer. |
| I get to the door.         | I get to.      |
| I stop at the door.        | I stop.        |

(Titone 1968, p. 35)

Gouin focused on learning the new words in context to make their meanings more lucid; in addition to that, he used body gestures and actions to ensure the meaning.

Now in these days, Richards and Rodgers (2001) said that because of the proliferation of the methods of teaching second languages, the classroom teachers could choose the appropriate method according to their students' preferences,

constraints of the society and the education system and other important factors. Therefore, we need to make an overview of some of the most famous methods and approaches in English language teaching that have been developed in the last few decades.

### **2.2.1. Suggestopedia**

Suggestopedia is a portmanteau word that combines the meaning of two words ‘suggest’ and ‘pedagogy’. Suggestopedia is a languages teaching method that founded by the Bulgarian scholar Georgi Lozanov in the 70s of the last century. A commission from UNESCO in 1978 formally observed this method; the commission was consisted from 25 experts. The commission evaluated Suggestopedia as a supreme teaching method and they recommended the educational academies to adopt it on the international level (Lozanov 1979; Bancroft 1979; Bancroft 1992; Schiffler 1995; Schiffler 2003; Osman, 2017).

In Suggestopedia lessons it is important to have freedom, relax, fun, calming music, comfortable chairs and breathing exercise; however, the best outcomes of Suggestopedia are not due to these techniques as some authors claim but to the entire knowledge of the psychophysiological mechanisms of personal stocks (<http://www.lozanov.org/>).

### **2.2.2. The Audio-Lingual Method**

The audio-lingual method or the Army method was created because of three historical factors. The first one is that the American linguists at the beginnings of the 20<sup>th</sup> century wanted to notarize all the domestic languages in the United States of America, and due to the lack of the professional instructors of these languages who can give precise information about their native languages, the American linguists depended on the observation. Therefore, they developed a way of learning languages, which is the audiolingual, which focuses on the oral drills like repetition, replacement, restatement, inflection (Decoo, 2001).

Harmer talked about these oral drills and here is an example:

*Inflection:*

Teacher: I ate the sandwich.

Student: I ate the sandwiches.

*Replacement:*

Teacher: He bought the car for half-price.

Student: He bought **it** for half-price.

*Restatement:*

Teacher: Tell me not to smoke so often.

Student: Do not smoke so often!

The following example illustrates how more than one sort of drill can be incorporated into one practice session:

“Teacher: There's a cup on the table ... repeat

Students: There is a cup on the table

Teacher: Spoon

Students: There is a spoon on the table

Teacher: Book

Students: There is a book on the table

Teacher: On the chair

Students: There is a book on the chair (Harmer, 2001, p. 79-80).

The other factor for creating the audio lingual method was the Behaviorist Theory, where the behaviorist psychologists like B.F. Skinner believed that all behaviors (including language) are learned through reiteration and intensification (Skinner, 2014). The third factor was the breakout of the Second World War, and the soldiers needed to learn the verbal contact talents of the Target Language (TL) not the grammar nor the writing, so the best way to achieve that was through repetition and memorization. And under these circumstances the audio lingual was known as the army method as well (Brown, 2007).

### **2.2.3. Community Language Learning (CLL)**

In the community language learning method, a great deal of importance is given to counseling learning. Charles Curran (1972) suggests that before teaching anything the teacher should make a good relationship with the students so that can facilitate the learning process and can reduce the anxiety of the students. Then Charles Curran adds that the teacher's first role is as a counselor and his existence in the classroom should not make the atmosphere of the tension, threat, boundaries and limits. In CLL method, they do not look at the learners as a class but as a group and among this group, there should be interpersonal relationships (Krashen & Terrel, 1983; Brown, 2007).

### **2.2.4. Communicative Approach**

The alternate name is Communicative Language Teaching (CLT) and this method encourages the learners to speak in the wanted language if they want to learn it successfully. In another words, the learners need to interact and practice the TL among each other, with the teachers, and with the people around them in and outside the class (Nunan, 1991). The communicative approach is a broad way of teaching and its techniques located in taking a part from each side from the language such as sociolinguistics, discourse, communication, grammar, etc. What is special about the CLT method is the practical, functional and pragmatic use of the language. More than that the fluency is a little above the accuracy and that is to get the learners engaged and confident in using the language (Canale & Swain, 1980; Savignon, 1997; Brown, 2007).

Rosamond Mitchell commented on the communicative approach and she explained that many learners are struggling with grammar, rules and translation for learning a language but that needs a lot of time and some learners are adults and they are busy and do not have the time to do so. Therefore, the educators thought about another method which gives quick results and immediate outcomes to motivate the learners and they started to use the communicative language teaching method, which focuses on the communication ability and gives fast consequences (Mitchell, 1988). Finally, there is something that cannot be passed without mentioning it, which is the CLT method needs very qualified and proficient teachers in the second language and

sometimes it is hard for the nonnative teachers to teach effectively and efficiently (Swan, 1985).

#### **2.2.5. Total Physical Response (TPR)**

The TPR method is mostly used for teaching the young learners and it depends on the body physical movements and actions corresponding with the speech so the learners connect between the language and the actions. The TPR method is inspired from the way the infants learn their mother language (Asher, 1969; Celestino, 1993; Asher, 1996; Rosenthal, 2000; Byram, 2000; cook, 2008). An example for TPR the teacher says 'wash the fruits' 'cut the fruits' 'mix the fruits' and the children do the actions. Through this mechanism, the learners match between the instructions and the sounds and learn the language.

#### **2.2.6. Whole Language Education**

The whole language education is a pedagogical philosophy looks at the language as a whole not as separate parts like listening, reading, and understanding, writing and speaking. Rigg says if a language is not taught as a whole then it is not called a language (Rigg, 1991). According to the whole language method, if you teach the language as parts the learners will not grasp the language fully, therefore the four skills writing, reading, speaking and listening must be taught simultaneously. The whole language approach uses real and authentic materials for teaching a language, it has real purposes, and it can be used in and outside the classroom. That is why the whole language is suitable for both young and adult learners. In addition to that the whole language focuses on the social side of the language and focuses on the meaning because it is the aim of each conversation (Edelsky, 1993; Adams, 1996; Brown, 2007; Seidenberg, 2013; McDonald, 2014; Ludden, 2019).

#### **2.2.7. The Direct Method (DM)**

The direct way or the natural way because it stimulates the natural way the way children learn their first language. The direct way was popular in the private education and not in the public education and that's due to the time, the classroom

population, and the budget limit (Brown, 2007). Furthermore, the DM focuses on the TL and almost the translation to the mother language is rare here, and instead of the translation; pictures, actions, body movements and demonstrations are used to explain the meaning. Correspondingly, the oral communications, pronunciation and grammar are centered and paid attention (Krause, 1916; Chomsky, 1975; Bussmann, 1996; Richards & Rodgers, 2001; Brown, 2007).

#### **2.2.8. Grammar-Translation Method (GTM)**

It is one of the oldest methods for teaching languages and it was used to teach Latin and Greek through learning the grammar rules and making grammar drills then translate vocabularies, clauses and written works from and to the target language. The communication and speaking were not paid attention nor given too much importance, more than that the lessons were given by the mother language and very little use of the TL. Likewise, the lists of isolated vocabularies were memorized by heart without focusing on the pronunciation. And in spite of the drawbacks of the GTM, it lasted in use for centuries and surprisingly it is still used in the present time because most of the educational school books are using mainly grammar and translation in the curriculums (Brown, 2007; Bonilla Carvajal, 2013; Zhou & Niu, 2015).

#### **2.2.9. The Silent Way**

The mathematics educator Caleb Gattegno invented this method, and it concentrates on the learners' autonomy in learning and consider the silent as a tool for teaching a language (Gattegno, 1972). Unlike the GTM, the pronunciation is paramount in the silent way, moreover; memorization and repetition do not have a place in this method (Jin & Cortazzi, 2011). The silent way is a student-centered method where the teacher does not interfere too much in the learning process. Instead of that, the learners solve the problems by themselves and cooperate among each other in a cooperative form, not a competitive one. One more thing to add is that the silent way uses special materials like Cuisenaire rods, word charts, Fidel charts and sound-color charts and they use these materials for learning pronunciation and new vocabularies from the target language. And by the same token, this method has been

criticized like the other methods for being the teacher far from the students and cannot give them enough motivation and encouragement (Stevick, 1974; Brown, 2007).

#### **2.2.10. Cognitive Code Approach**

The cognitive code approach is a language learning method include mental activities and cognitivist psychology emerged in the 1960s. In this method, the concentration is on the grammatical and the lexical structures but after being displayed to some examples (Carroll, 1966; Chastain, 1971).

#### **2.2.11. Task-Based Language Teaching (TBLT)**

Also called Task based instruction (TBI) which is considered as a bough of the communicative language teaching. The TBI method focuses on using authentic language by the means of doing some tasks, for instance: do shopping, calling a tourism office, interviewing a tourist, visiting a doctor and talking to a radio station, etc. (Loschky & Bley-Vroman, 1993; Plews & Zhao, 2010). Skehan talked about the kinds of the tasks that promote the learning like problem solving tasks, open ended tasks, structured tasks, group work, pair work, teacher fronted, etc. (Skehan, 2003). Further, in the opinion of Rod Ellis any task should emphasize the pragmatic meaning, and should have a kind of gap, and the learners should take the needed linguistic materials to finish the task (Ellis, 2003). Not only this but also Prabhu disused about the division of the task gaps such as the Information-gap activity, the Reasoning-gap activity and the Opinion-gap activity (Prabhu, 1987).

#### **2.2.12. Content-Based Instruction (CBI)**

In this method the students learn both a content and a language integrated in each other. In fact, the CBI method can be used for specific purposes of learning and by the way of example, learning computer science, engineering and medicine in the target language. Therefore, in this situation the students should be familiar with the content (Brinton, Snow, & Wesche, 1989). What is good about this method is that the intrinsic motivation of the learners is usually high as they are learning a language through studying the content, which they need in their life; in other words, two birds

with one stone. Besides this, the content-based approach can make the learning process more interesting since the learners can choose the topic that they like such as pop stars or films, etc. Much more than this, the CBI is ideal for the EAP (English for Academic Purposes) and ESP (English for Specific Purposes) as well as it help to gain wider knowledge about the world (Grabe & Stoller, 1997; Peachey, 2010).

However, on the other side, the CBI might have some disadvantages like the students may feel confused or they may use their mother language as the lessons do not focus on the language mainly. Lastly, indeed, it is difficult to find suitable topics or texts for low levels of the learners and it is hard to share information in the target language (Littlewood, 1981; Brown, 2007).

## **2.3. CDIO METHODOLOGY**

### **2.3.1. Brief History of CDIO Method**

CDIO is an innovative approach based on the CDIO Initiative interested in engineering teaching and preparing successful future engineers. It was originated at the onset of 2000s by five universities- (MIT) Massachusetts Institute of Technology of the USA, Chalmers University of Technology of Sweden, (MIT) the Massachusetts Institute of Technology of Cambridge, (KTH) the Royal Institute of Technology and Linköping University (Berggren et al., 2003). And after that the number started to expand and many universities started to adopt CDIO methodology in their curriculums, and currently more than 120 universities are using CDIO approach in 7 different regions; North and Latin Americas, Africa, Asia, Europe , Australia, UK and New Zealand. In addition, according to the CDIO initiative, the CDIO method is presently in use in engineering, food sciences, chemistry, applied physics, aerospace faculties, and mechanical engineering areas, and some other fields. (<http://cdio.org/>).

So the CDIO did not emerge out all of a sudden, rather then it was built upon researches and contributions of many universities around the world. The CDIO method demands to establish and regulate an international framework and stimulate to use an open resource and common work body on the global scale. The CDIO is a practical teaching method and in the CDIO, nothing is prescriptive, on the contrary,

the CDIO method should adapt and fit the program goals, contexts and conditions. Crawley et al (2014) talked about the CDIO features:

“The essential feature of the CDIO approach is that it creates dual-impact learning experiences that promote deep learning of technical fundamentals and of practical skill sets. It applies modern pedagogical approaches, innovative teaching methods, and new learning environments to provide concrete learning experiences. These concrete learning experiences create a cognitive framework for learning the abstractions associated with the technical fundamentals, and provide opportunities for active application that facilitates understanding and retention. Thus, they provide the pathway to deeper working knowledge of the fundamentals. These concrete experiences also impart learning in personal and interpersonal skills, and product, process, and system building skills” (p.7).

### **2.3.2. CDIO as an Engineering Teaching Method**

The CDIO initiative is a worldwide engineering specialized method aims to transfer the graduates of engineering from study to work and to improve their professional, personal, interpersonal, process, teamwork, system establishing, product and communication skills and to reform the engineering teaching ideology. The conceiving, designing, implementing and operating method (CDIO) pursues to educate the students with deep work knowledge and job related skills and pursues to graduate engineers with full understanding of the stakeholders and the society needs (Malmqvist, Hugo & Kjellberg 2015).

The CDIO believes that every engineer has to know the essentials of engineering, communicate efficiently, perform ethically, and able to conceive, design, implement and operate engineering values in a team based circumference. The CDIO model has three main comprehensive goals (Crawley et al. 2014):

- To graduate engineers with plenty functional knowledge of the businesslike essentials. The CDIO model does not encourage memorization and transmitting knowledge to the students while they passively listening to the lectures, instead it encourages the students to build their own knowledge and

come face to face with their misapprehensions and solve their own problems to reach to what is essential in engineering which is “conceptual understanding”.

- To prepare engineers that can preside the process of producing, creating and building system; engineers that have the personal and interpersonal skills. The personal skills include critical thinking, problems solving skills, dictates of conscience, moral codes, inventive thinking skills, dexterity and knowledge discovery. Whereas, the interpersonal skills involve the communication in foreign languages, social relations and the colleagues’ interactions, cooperative interaction, synergy, partnership and teamwork.
- To educate students with full understanding about the technological development and research importance. Sustainable Technology and Applied science are fundamental for our future life and the society is depending on the engineers and the scientists to achieve that. Therefore, the CDIO approach is aware of this responsibility and it aims to graduate engineers that can be researchers, inventors, designers, developers, creators and innovators to fulfill this liability (Crawley et al. 2014).

### **2.3.3. Applying CDIO on Non Engineering Fields**

It is true that the CDIO approach is prepared specifically for engineering, but on account of its success, it became wider, more universal and multidisciplinary method. And that led the other academic disciplines outside of engineering to adopt the CDIO. Crawley et al. (2014) discussed this and they asserted that non-engineering programs can apply the CDIO model through:

- Putting a clear description of the wanted field from a professional point of view and use it as a starting phase to design suitable curricula (corresponds the first standard of CDIO, it will be explained later).
- Coordinate with the employers and the stakeholders about their demands and requirements from the graduates (corresponds the second standard of CDIO).
- Adjusting the educational parts and the curricula of CDIO to the program needs (standards from 3-11).
- Putting the CDIO curriculum improvements and excellence certainty under implementation (standard 12).

Subsequently, Malmqvist et al. (2016) made some studies to show how CDIO can be applied to fields outside of engineering in practice; the studies included science, business, art, food processing and library science. These case studies took a place at Singapore Polytechnic faculty in Singapore, Finland and Vietnam National University-Ho Chi Minh City, Vietnam, Turku University of Applied Sciences. And after finishing these studies they talked about the modifications on the CDIO, the benefits, the motives, the challenges and the drawbacks. Some of the benefits are the students improved their thinking abilities, responsibility traits, ethics and related job abilities from one hand, and the programs have been repaired systematically and pedagogically from the other hand.

Another example, Martin and Wackerlin (2016) made a case study at Sheridan College to examine if (Crawley et al., 2014) CDIO curriculum can be suitable for non-engineering disciplines. And these disciplines are: Health Sciences, Computing, Applied Health, Architecture, Business, Fine Arts and Accounting. Besides, they arose some questions about that like can the CDIO model widen itself to cover non-engineering fields? Could we adjust and map other fields' curriculum to the CDIO syllabus and standards? How does applying CDIO on non-engineering programs inform the next refinement of the syllabus revision? In addition, they finally concluded that it is possible to map non-engineering programs to the CDIO syllabus and they claimed that applying CDIO on non-engineering programs can inform the next refinement of the syllabus revision and helps the curriculum designers in the next revisions.

Moreover, Yew, Anwar & Maniam (2016) conducted a study in the faculty of Singapore Polytechnic (SP) about Diploma in Engineering with Business (DEB), and DEB is a three-year program after the secondary school. Moreover, the aim form this program is to output graduates who are acquainted with engineering and business. Therefore, they prepared a curriculum based on the CDIO standards and they integrated the CDIO skills with the engineering and business. Later, they conducted a survey with the students and the results were like in the Table 2.1.

Table 2.1

*PS Survey's results about integrating CDIO skills* (Yew, Anwar & Maniam, 2016. P. 7)

---

SA= strongly agree, A= agree, N=neutral, D=disagree, SD= strongly disagree

---

|                                                                                                                                                                                | SA  | A   | N   | D  | SD |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|----|----|
| 1. The learning experience in the DEB program has assisted me to implement understanding and information from one subject to another.                                          | 36% | 53% | 8%  | 0% | 3% |
| 2. The learning experience in the DEB curriculum has helped me to make connections and see large pictures of engineering.                                                      | 25% | 61% | 11% | 0% | 3% |
| 3. The learning experience in the DEB curriculum have helped me to implement and include what I comprehended in my engineering courses with the other courses and reciprocally | 19% | 67% | 11% | 0% | 3% |

---

To put it differently, more than 80% of the students agreed that using this program has helped to widen their knowledge and experience and helped them to get the multidisciplinary skills of CDIO. Over all, after the successful application of the CDIO model to some non-engineering programs, the number of the programs have been increased to more than 25 further programs. Furthermore, applying CDIO can boost the students and the faculty members' competencies and enhance their qualifications. (Hanson & Fors, 2009; Thi Doan, Pham & Doan, 2012; Nguyen et al., 2015 a&b; Tangkijviwat et al., 2018).

## 2.4. CDIO STANDARDS

In the year 2004 the CDIO initiative created twelve standards, these standards describe the features of CDIO program and they present the guiding lines of the educational system and they display the wanted goals and achievements of the CDIO

program (CDIO Standards v. 2.0. 2010) for further information, visit ( <http://www.cdio.org> ).

For each standard there will be:

Description: It explains the connotation and the significance of the standard, elaborates the important terms and expressions, and gives background information.

Rationale: It points out the causes of adopting this standard, and these causes are depended on educational research. In addition to that, the rationale shows up how this standard is differentiating CDIO method from the other educational methods.

#### **2.4.1. Standard 1: The Context**

“Adopting the following principle: product, process, and system lifecycle development and deployment (Conceiving, Designing, Implementing and Operating) are the context for education” (CDIO Standards v. 2.0, 2010, p.3).

Description: The lifecycle system consists from four stages, the conceiving stage comprises the plans, and the customer needs analysis, the project strategy and developing conceptual ideas. The designing stage concerns about making the designs, the layouts, the patterns, the styles and the delineation of what is going to be implementing. The third stage, the Implementing stage, focuses on the conversion of the design into output and produce, in addition to that, it focuses on the processing, the manufacturing process, testing and the training session. The last phase, the operating stage, uses the product to reach to the wanted goal and worth.

Rationale: The alumni of CDIO (the graduates) must be able to conceive, design, implement and operate values, process and product in a team group circumference. The students who are using CDIO should participate in operating the processes and in developing the product while they are learning and do the same when move to the professional life in any organization they work for.

#### **2.4.2. Standard 2: CDIO Learning Outcomes**

“Specific, detailed learning outcomes for personal and interpersonal skills, product, process, and system building skills, as well as disciplinary knowledge, consistent with program goals and validated by program stakeholders” ( CDIO Standards v. 2.0, 2010, p.4).

Description: According to the CDIO syllabus, the learning outcomes are the skills and the knowledge that the students should know and can be able to apply when they finish the education program. In the first section of the CDIO syllabus, the learning findings are divided into personal and interpersonal dexterities. In the second section, the personal learning outcomes emphasize the critical thinking, problems solving skills, dictates of conscience, moral codes, inventive thinking skills, dexterity and knowledge discovery. While in the third section of the CDIO syllabus, the interpersonal learning outcomes concentrate on the communication in foreign languages, social relations and the colleagues' interactions, cooperative interaction, synergy, partnership and teamwork. In contrast, the fourth section the system building skills concentrate on the four pillars of CDIO conceiving, designing, implementing and operating. All of the above will be checked and reviewed by the stakeholders after graduation from the CDIO program; therefore, the stakeholders play a crucial role in determining the success criteria in CDIO learning outcomes.

Rationale: Building accurate learning outcomes can help the students in gaining strong foundations that may help them in their professional future.

### **2.4.3. Standard 3: Integrated Curriculum**

“A curriculum designed with mutually supporting disciplinary courses, with an explicit plan to integrate personal and interpersonal skills, product, process, and system building skills” (CDIO Standards v. 2.0, 2010, p.5).

Description: Producing, processing, system establishing competence, personal and interpersonal dexterity and professional knowledge intermingling with experience learning is the essence of the integrated curriculum of CDIO program.

Rationale: Producing, processing, system establishing competence, personal and interpersonal dexterity, professional knowledge and experiences learning must not be an extra part from a full-completed curriculum but rather it must be an integral part of the curriculum. In addition, to get the best possible results from the integrated curriculum and the disciplinary knowledge, the curriculum should exploit the time in dual use ordinance. Another key point, the educational institution plays a big function in making the suitable incorporated curriculum through adding the proper disciplinary skills.

#### **2.4.4. Standard 4: Introduction to Education**

“An introductory course that provides the framework for education practice in product, process, and system building, and introduces essential personal and interpersonal skills” (CDIO Standards v. 2.0, 2010, p.6).

Description: In Fact, the beginning is always important, therefore, the preparatory course for learning anything needs to be well prepared and it should give a framework for the whole program. The framework must show the tasks and the plans of the whole educational program and it must prepare the students starting from simple to hard technique. In other words, the students should be prepared to solve problems that are more advanced and to produce advanced expressions in the aimed language.

Rationale: The first goal of the introductory course is to increase the motivation of the learners and engage their interests in learning the target language.

#### **2.4.5. Standard 5: Design-Build Experiences**

“A curriculum that includes two or more design-implement experiences, including one at a basic level and one at an advanced level” (CDIO Standards v. 2.0, 2010, p.7).

Description: The expression design-implement indicates that there is inventing and producing some new activities, new ideas, and new techniques in learning a language. Moreover, the producing here passes through two stages, the first one is the conceiving stage and the second stage is designing-implementing stage. To rephrase it, the learners convert what is conceptual to something tangible, what is on paper to practical activities to the target language.

Rationale: The environment, which depend on hands on approach learning, create fantastic atmosphere for learning and producing from one hand and designing and building from the other hand.

#### **2.4.6. Standard 6: CDIO Workspaces**

“Education Workspaces and laboratories that support and encourage hands-on learning of product and system building, disciplinary knowledge, and social learning” (CDIO Standards v. 2.0, 2010, p.8).

Description: Physical learning atmosphere comprises classical education stuff like schoolrooms, halls, auditoriums, laboratories and workplaces. These workplaces and workshops focus on hands-on learning and practical learning. Where the students interact and work together, share the learning process and that is what we call social learning.

Rationale: The workplaces, workshops and any learning atmosphere that focus on hands-on learning and practical learning are essential resources for conceiving, designing, implementing and operating.

#### **2.4.7. Standard 7: Integrated Learning Experiences**

”Integrated learning experiences that lead to the acquisition of disciplinary knowledge, as well as personal, interpersonal, and product and system building skills” (CDIO Standards v. 2.0, 2010, p.9).

Description: Integrated learning experiences are educational methods that boost the disciplinary knowledge learning at the same time with personal and interpersonal dexterity and system establishing dexterity.

Rationale: The second and the third standards i.e. the curriculum designing and learning outcomes can be perceived only if there are congruous educational methods that exploit the students' time in a dual use ordinance. The educational institutions with the help of integrated expertise learning are capable to help the students to grasp the target language effectively and efficiently.

#### **2.4.8. Standard 8: Active Learning**

“Teaching and learning based on active experiential learning methods” (CDIO Standards v. 2.0, 2010, p.10).

Description: Active learning approaches catch the students' thinking and their ability for problem solving and decision-making, analyzing and evaluating ideas, group debating and feedback among one another.

Rationale: By means of catching the learners in contemplating about fresh notions and concepts, the learners not only learn but also realize and understand what and how they learned. Moreover, using the active learn manners motivate the learners to learn the language smoothly and make them shape learning lifelong habits.

#### **2.4.9. Standard 9: Enhancement of CDIO Based Educational Institutions Competence**

“Actions that enhance school competence in personal, interpersonal, and product and system building skills” (CDIO Standards v. 2.0, 2010, p.11).

Description: CDIO programs supply assistance for educational institutions to upgrade their own adequacy in the personal, interpersonal, individual, social, product and system building skills as explained in the second standard. They improve these ingenuities in the context of teaching and learning languages in professional way.

Rationale: The teaching languages schools can integrate the skills of CDIO with the disciplinary knowledge and that is to keep pace with fast technological development and to keep updating the language teaching and learning skills.

#### **2.4.10. Standard 10: Enhancement of Faculty Teaching Competence**

“Actions that enhance faculty competence in providing integrated learning experiences, in using active experiential learning methods, and in assessing student learning” ( CDIO Standards v. 2.0, 2010, p.12).

Description: CDIO programs supply assistance for the educational institutions to upgrade their competence in three aspects. Firstly, in the integrated learning experiences as illustrated in the seventh standard, secondly, in the lively and experimental learning as explained in the eighth standard, thirdly, in evaluating students learning as it clarified in the eleventh standard.

Rationale: If CDIO program wants to assure the significance of the three following fields teaching, learning and evaluation, it should adopt sufficient resources for the schools’ development in these fields.

#### **2.4.11. Standard 11: Learning Assessment**

“Assessment of student learning in personal, interpersonal, and product and system building skills, as well as in disciplinary knowledge” (CDIO Standards v. 2.0, 2010, p.13).

Description: Assessing the learners’ achievement means measuring to what extent the learners have fulfilled the wanted level in grasping the target language. Evaluating the learning outcomes declaim the CDIO skills, producing, processing, system

establishing competence, personal and interpersonal dexterity, professional knowledge and experiences learning. The assessment process may contain rating scales, spoken or written tests, watching the students' performance, colloquies and self-appraisal.

Rationale: If we give a value to the CDIO skills, producing, processing, system establishing competence, personal and interpersonal dexterity, professional knowledge and experiences learning then we have to assess and evaluate them. Sometimes different results need different kinds of assessment for example, we can evaluate with verbal or written tests for the disciplinary knowledge outcomes, and we can use recorded observations design-implement skills and so on and so forth. Last thing to add is that using different ways of evaluation enhance the assessment's reliability and validity.

#### **2.4.12. Standard 12: CDIO Program Evaluation**

“A system that evaluates programs against these twelve standards, and provides feedback to students, faculty, and other stakeholders for the purposes of continuous improvement” (CDIO Standards v. 2.0, 2010, p.14).

Description: A CDIO program has to be evaluated in relation to the 12<sup>th</sup> CDIO Standards. An overall evaluation of the CDIO should be done and compare it to the awaited outcomes. More than that, the report or the evidence of the whole evaluation can be presented as feedback to the students, teachers, alumni, employers and the educational institution's administration.

Rationale: All in all, the main goal of the evaluation is to decide the program's efficiency and effectiveness according to the planned aims. The evidence that has been collected through the program evaluation is considered as criteria of the program development. Even more, if a big number of the learners claim that they did not reach to some of the intended results, an initiative to search for the reasons and making the required changes could be launched.

### **2.5. CDIO SYLLABUS**

The first version of CDIO syllabus was designed in 2001 and it has proved its successfulness in more than 100 program in international level. The general aim of the CDIO syllabus is to build a collection of knowledge, abilities and skills, which the

stakeholders and the society want from the next generations. To add more, the syllabus can be also used as a foundation base for building new educational processes and curriculums for specific purposes (Crawley 2001; Crawley, Lucas, Malmqvist & Brodeur 2011).

There is a consensus about CDIO syllabus, which is a catalog of some topics that are suitable for the learners' skills, comprehension, understanding and knowledge. Also, the CDIO syllabus represents the store and the resource for the educational institutions trying to apply the CDIO program and it represents the final upshots of the program and the skills that the learners should have when they graduate (Bankel et al., 2003).

### 2.5.1. The CDIO Syllabus Levels of Details

The syllabus has five levels of details; the following table (Table 2.2) resembles the CDIO syllabus at the first level of detail:

Table 2.2

*The CDIO syllabus at the first level of detail* (Crawley et al., 2011, p, 6)

| The first level of detail                                     |
|---------------------------------------------------------------|
| 1. Technical Knowledge And Logics                             |
| 2. Personal and Professional Skillfulness                     |
| 2. Personal and Professional Skillfulness                     |
| 4. Conceiving, Designing, Implementing and Operating ( CDIO ) |

Nevertheless, the first version of the syllabus was successful, there was a need to change it and that was emerging from two reasons. The first was because of the knowledge's classification changing, and the second was because of the inquiring of the users of the syllabus about the missing skills and competences (Delors et al., 1996; Passow, 2007; Crawley et al., 2014). The table below shows the CDIO syllabus at the second level of details:

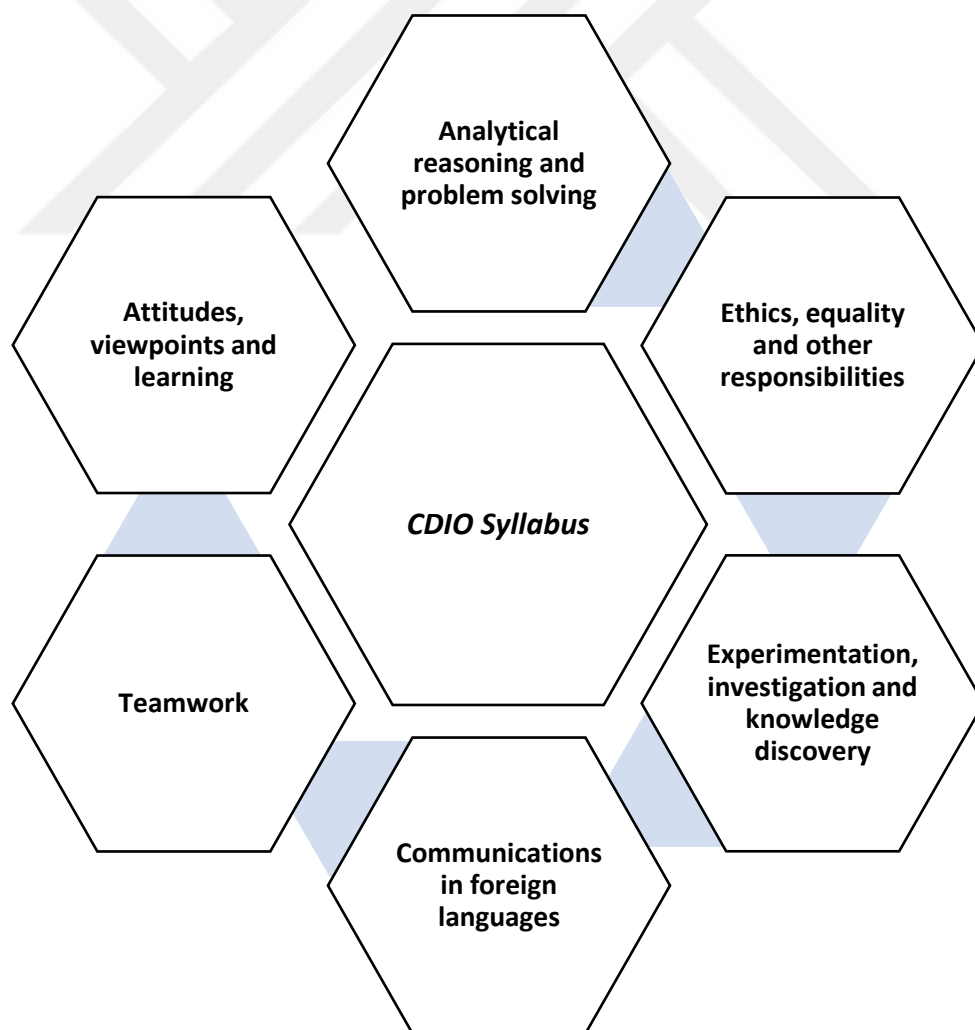
Table 2.3

*The CDIO syllabus at the second level of detail* (Crawley et al., 2011, p, 5)

| The second level of detail                                        |                                                               |
|-------------------------------------------------------------------|---------------------------------------------------------------|
| 1. disciplinary knowledge and reasoning                           | 3. interpersonal skills: teamwork and communication           |
| 1.1 knowledge of language use and science                         | 3.1 teamwork                                                  |
| 1.2 core fundamental knowledge of engineering                     | 3.2 communications                                            |
| 1.3 advanced engineering fundamental knowledge, methods and tools | 3.3 communications in foreign languages                       |
| 2 personal and professional skills and attributes                 | 4 conceiving, designing, implementing, and operating          |
| 2.1 analytical reasoning and problem solving                      | systems in the enterprise, societal and environmental context |
| 2.2 experimentation, investigation and knowledge discovery        | 4.1 external, societal and environmental context              |
| 2.3 system thinking                                               | 4.2 enterprise and business context                           |
| 2.4 attitudes, thought and learning                               | 4.3 conceiving, systems engineering and management            |
| 2.5 ethics, equity and other Responsibilities                     | 4.4 designing                                                 |
|                                                                   | 4.5 implementing                                              |
|                                                                   | 4.6 operating                                                 |

The first information of the syllabus was collected from some categories, focus group discussions, workshops, document research, peer reviews and surveys. So the initial pace of collecting the content of the CDIO syllabus was focus group discussions which included: industry chiefs in the USA, high-ranking scholars from USA universities, MIT faculty and current MIT faculty students. Through the discussion the groups were introduced to the following question “what are the skills and the knowledge the learners should know when they finish their course or school?” By the same token, the surveys were applied in for precincts: old graduates, young graduates, MIT faculty and industry leaders in the USA. So these surveys and discussing equally with the peer reviews and workshops help to improve the CDIO syllabus in related to the clarity and conciseness, comprehensiveness and productiveness (Bankel, Berggren, Blom, Crawley, Östlund & Wiklund 2003; Bankel et al., 2005).

The syllabus is consisted from four sections, in the first section of the syllabus the disciplinary knowledge identifies the learning results as personal and impersonal dexterities, system establishing dexterity, producing and processing. While in the second section the personal learning results emphasize the critical thinking, problems solving skills, dictates of conscience, moral codes, inventive thinking skills, and dexterity and knowledge discovery. Yet in the third section of the CDIO syllabus, the interpersonal learning outcomes concentrate on the communication in foreign languages, social relations and the colleagues' interactions, cooperative interaction, synergy, partnership and teamwork. In contrast, the fourth section the system building skills concentrate on the four pillars of the CDIO (conceiving, designing, implementing and operating). To see the third and fifth level of details of the CDIO syllabus go to Appendix G.

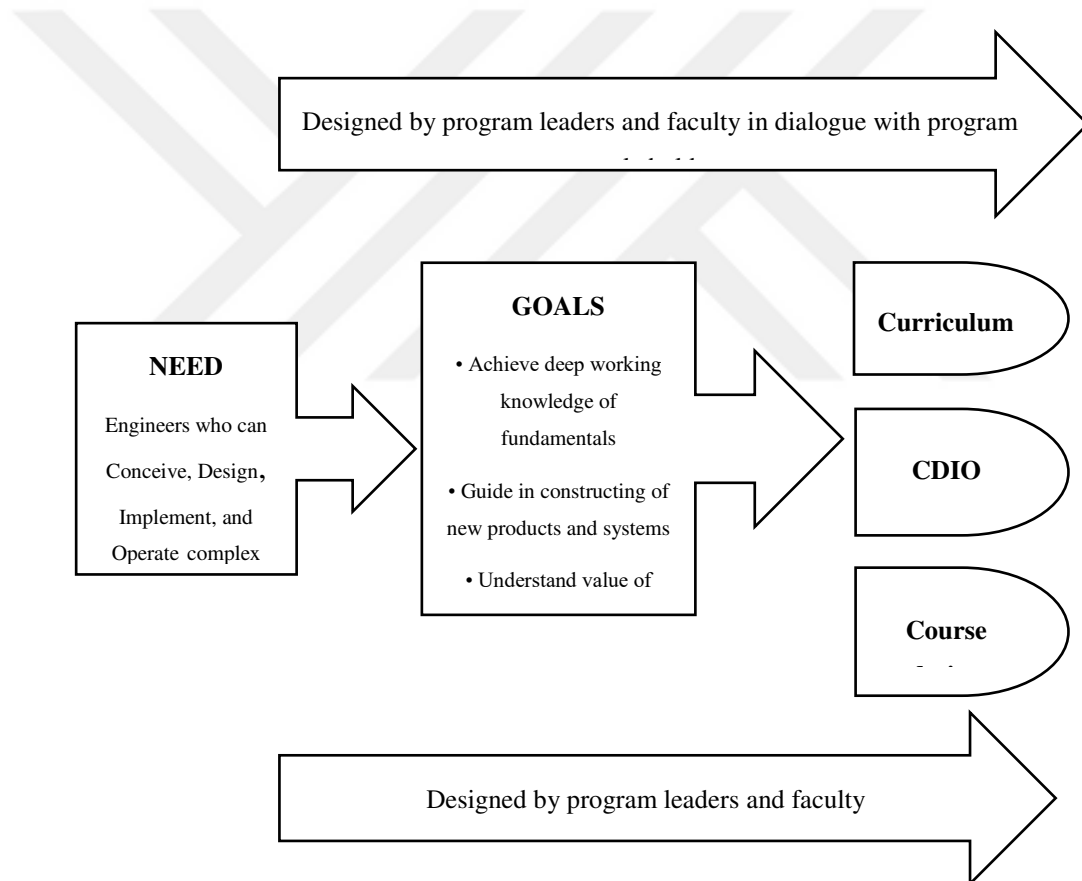


*Figure 2.1. The CDIO skills and values*

One more thing to add is that the CDIO syllabus focuses on the moral values as it is displayed in the Figure 2.1. These moral values are important for career life since they mirror the responsibility in the professional life. These ethics are righteousness, integrity, persistence, stamina, professional behavior, honesty and truthfulness in the work.

### 2.5.2. Development and Integration of the CDIO Syllabus

The following Figure (2.2) displays the improvement of the CDIO syllabus from the need to the goal, and it displays the CDIO modification to the program aims and the combination of the program aims to the curriculum.



*Figure 2.2. The improvement of the CDIO syllabus from the need to the goal*

(Crawley et al., 2014, p. 52)

### 2.5.3. The Possibility of Customizing the CDIO Syllabus for a Specific Program

When an educational institution starts to prepare a curriculum, it can select the general CDIO syllabus or it can customize it according to their program goals. It is a matter of fact that there are utilities from customization the syllabus in the aspects of becoming more related to the school and the stakeholder's views and visions. Therefore, the customized syllabus should stand with visions and the goals of the schools. Nevertheless, they should be careful when they customize the second, the third and the fourth sections because specialized and skilled experts choose the vocabularies carefully. Another thing should be paid attention to, is that the learning outcomes and the graduates proficiency level have to be seen by the employers who are interested in the improvement that the alumni have achieved. It is clear from the above that the CDIO scheme focuses on the real life of the learners after graduation and their future job and how they can be useful to the society and how they can reach their goals after finishing the study stage. More than that, the CDIO program prepares the students for the future so they can be compatible with practical life. And as long as the CDIO is a practical method, it gives importance to the stakeholders' needs and visions as exhibited in the Figure 2.3.

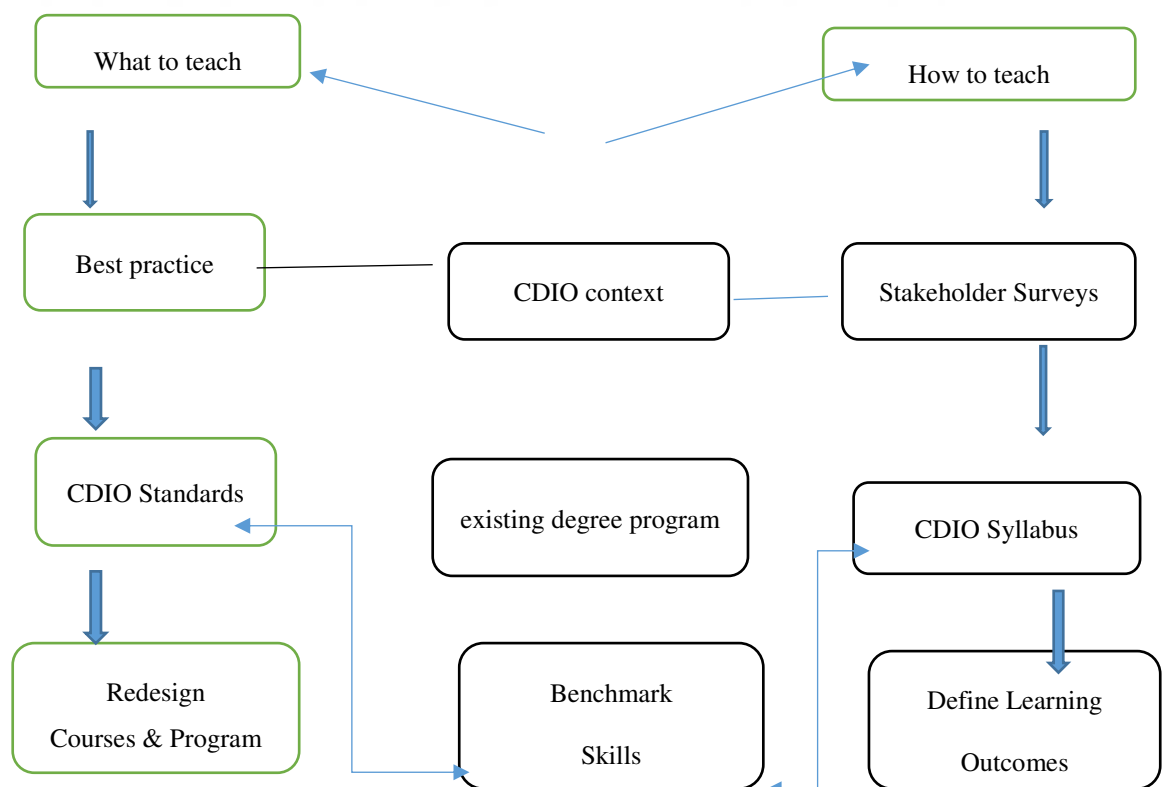


Figure 2.3. Implementing the CDIO approach (Crawley et al., 2014, p. 35)

## 2.6. APPLYING CDIO ON ENGLISH LANGUAGE TEACHING

Applying CDIO on English Language Teaching can be done through applying seven practical abilities improved by CDIO teaching mode according to CDIO syllabus and standards. Leshan Normal University in China shows how the CDIO teaching method improves different abilities of English major students. (Wenwen, Yunfei, 2018):

### 2.6.1. Practical knowledge of English:

As in the seventh standard of CDIO (Integrated Learning Experiences) and in the first fraction of CDIO syllabus (Disciplinary Knowledge and Reasoning), in CDIO teaching method the students acquire practical knowledge from doing some projects under the direction of the teacher. In order to proceed the projects the students firstly need to understand the text, search about the project, implement the project and absorb the knowledge by themselves. In addition, if they face some problems they need to solve them by discussing the problems in-group and in case they still have some unsolved parts, the teacher gives them some clues for help.

### 2.6.2. The Capability of Finding and Solving Problems:

This ability matches with the eighth standard of CDIO (Active Learning). The students learn how to find out the problems and try to solve them; the teacher will be just the guide for the projects. CDIO approach urges the students to solve their problems in many ways like:

*Research:* The students start to research about the problem causes, collect information and be familiar with it; the researching process could be online or asking the older colleagues or the more experienced people around them. So the CDIO builds problem solvers who can depend on themselves to find solutions for the problems they face from one hand and builds problem solvers who can avoid the problem before it happens in the future from the other hand.

*Decision-making:* Eventually, the students have to make decisions to solve the problems and in this case, they improve their own decision-making capabilities.

*Analysis:* The opening move for solving any problem will start with analyzing and the students need to use their analytical tact to comprehend the problem and promote solutions.

*Communication:* For finding out a solution, you need to communicate with the others, and even when you find a solution, you need to communicate it in a proper way to avoid the misunderstanding and to fasten carrying out the solutions.

### **2.6.3. Self-Learning Ability:**

Unlike the other methods of teaching English, in the CDIO method students are motivated to understand the text by themselves to improve their self-learning abilities and collect extra information about the topic to enrich their understanding. The self-driven learning process gives the learning more meaning because it comes from a personal willingness. Additionally, self-learning becomes more enjoyable and bring better outcomes since the students are working hard for the sake of learning not for being their responsibility. Moreover, self-learning lead to curiosity and when you have the curiosity, that means you will search more and learn new information. So that you increase your qualifications. Actually to learn by self successfully you have to specify your goals, your tools and the way to assess yourself and to be ready to face the obstacles. (Karanja, 2017).

### **2.6.4. Related job Ability:**

The students make projects related to their future employment field and practice them; this will help them to increase their abilities like teaching abilities, translating abilities, communication abilities etc. This part matches with the second standard of CDIO (CDIO Syllabus Outcomes). The related job skills are significant for the CDIO method as it focuses on the stage after graduation, and it aims to graduate students with qualified job-related skills. English is almost used in each labor domain and it has become a passport through it you can enter any job country (Sri Durga, 2018). So having the communication skills in English and the job qualifications is the essence of what CDIO is seeking.

### **2.6.5. Teamwork Spirit:**

The CDIO syllabus focuses in the third section (Interpersonal Skills: Teamwork and Communication) on teamwork and the idea of sharing joy and thought with the others. In the CDIO method, the teacher gives the students some projects and tasks related to their topic in the course book and the students need to do them in teams and groups, such activities will increase their unity, cooperation and teamwork spirit. In other words, the CDIO concept stems from “Coming together is the beginning. Keeping together is progress. Working together is success” Henry Ford.

### **2.6.6. Critical Thinking Ability:**

In the CDIO approach, students have not just to memorize the existence knowledge in their curriculum, but they should have their own thinks and beliefs. Thereupon, the CDIO teachers do not expect from the students to remember the whole details rather they expect them to think, observe, conceptualize, analyze, evaluate, communicate, give decisions and gain experience. The students are taught that there is not only one specific answer for each question, instead, they are taught that there are open ended questions which they need you to think critically about them. This will help the students to establish their own opinions and ideas and help them to take hard decisions and to continue improving their own intellectual skills after graduation.

### **2.6.7. Innovation Ability:**

The students should not only improve their professional knowledge but also they have to improve their abilities of innovation. Accordingly, the CDIO method tries to create the innovation atmosphere and works to avail the individual inventiveness of the students. To be innovative you need to be ready for change and you should not stop at any point of success. The innovative people do not have a limit for their successfulness, they are not satisfied with what they have achieved, and they always seek for better options and alternatives. The philosophy of the innovative people is “you commit suicide when you settle for second best.”

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. PRESENTATION**

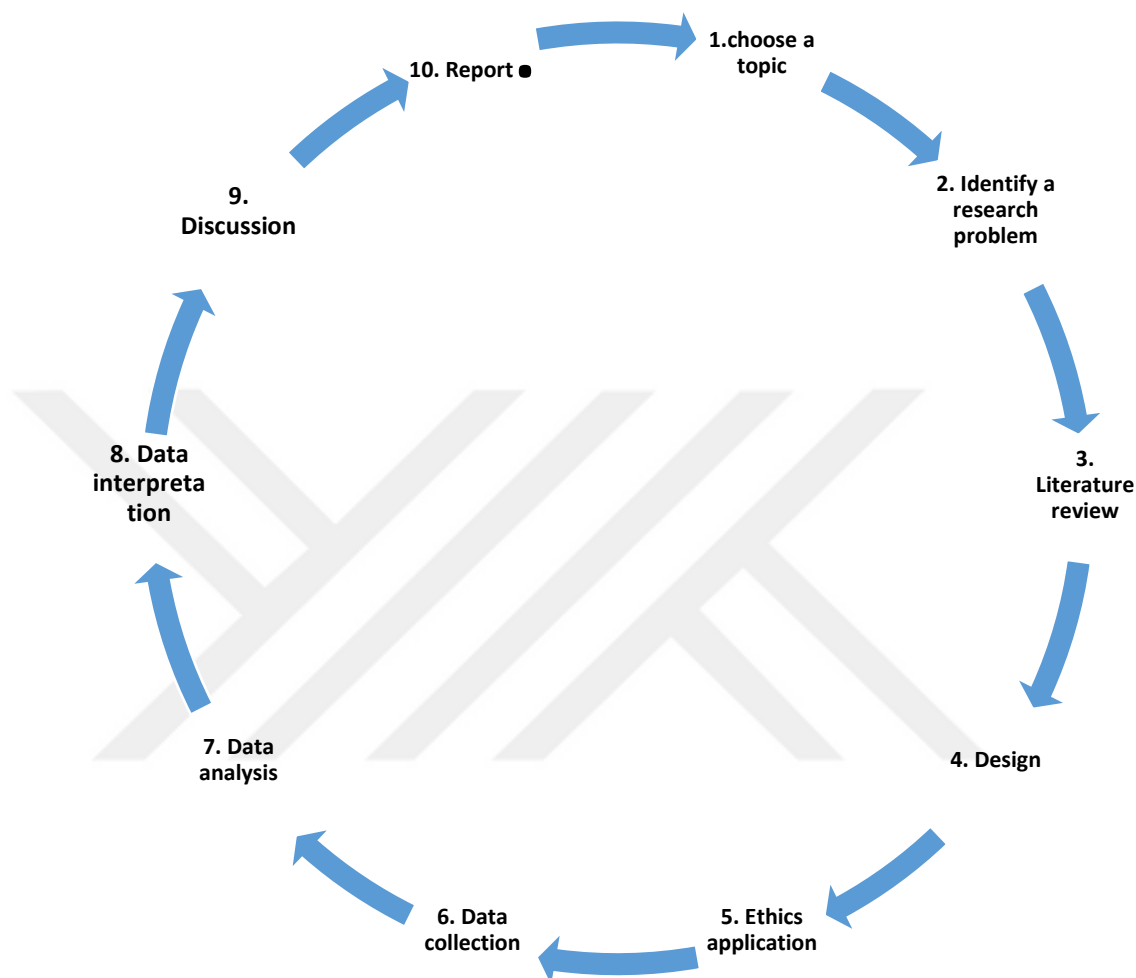
This chapter will commence with explaining the research design, methodology, and it will describe the experimental studies in general and the experimental research methods in language learning in particular. Then it will demonstrate the research population and the process of sampling and randomization. After that, it will dissect the materials and the treatment process in details. Finally, it will expound the pilot study, the procedures and the data analysis.

#### **3.2. METHODOLOGY and RESEARCH DESIGN**

This research is an experimental method based research, and it depends on its procedures and principles to complete this study. Maybe the first impression comes to the readers when they read or hear the word ‘experimental’ is a group of scientists in a laboratory adding and mixing some liquids to each other, then watching the results before and after and subsequently analyzing the results and coming up with some consequences. Actually, it is the same for language learning studies based on experimental methods. They, however, try to investigate the learners’ aspects of learning and see whether a specific strategy of teaching can boost the learner’s performance and achievements or not (Phakiti, 2014).

Phakiti (2014) explains the process of experimental research; where it starts in choosing a topic then recognizing the research problem, making a literature review, designing an experimental study, considering morals, collecting data, analyzing data,

explaining data, debating findings, and finally writing a report. In fact, they look sequential in the Figure below but practically they are interactive.



*Figure 3.1. The process of experimental research*

(Phakiti, 2014, p. 46).

As there are two kinds of research methods of learning languages, cross-sectional and longitudinal research, our current study is longitudinal experimental research. The cross-sectional research is when the researchers collect data at one point of time like interviewing the learners, filling a questionnaire or giving a test for once. The advantages of this kind of researches come for being economical in time and budget, fast and can cover big numbers of samples in a short time; moreover, it can generalize findings on a wider percent of population. While the disadvantages of the cross-sectional research come from being, only a snip of information at one stage of

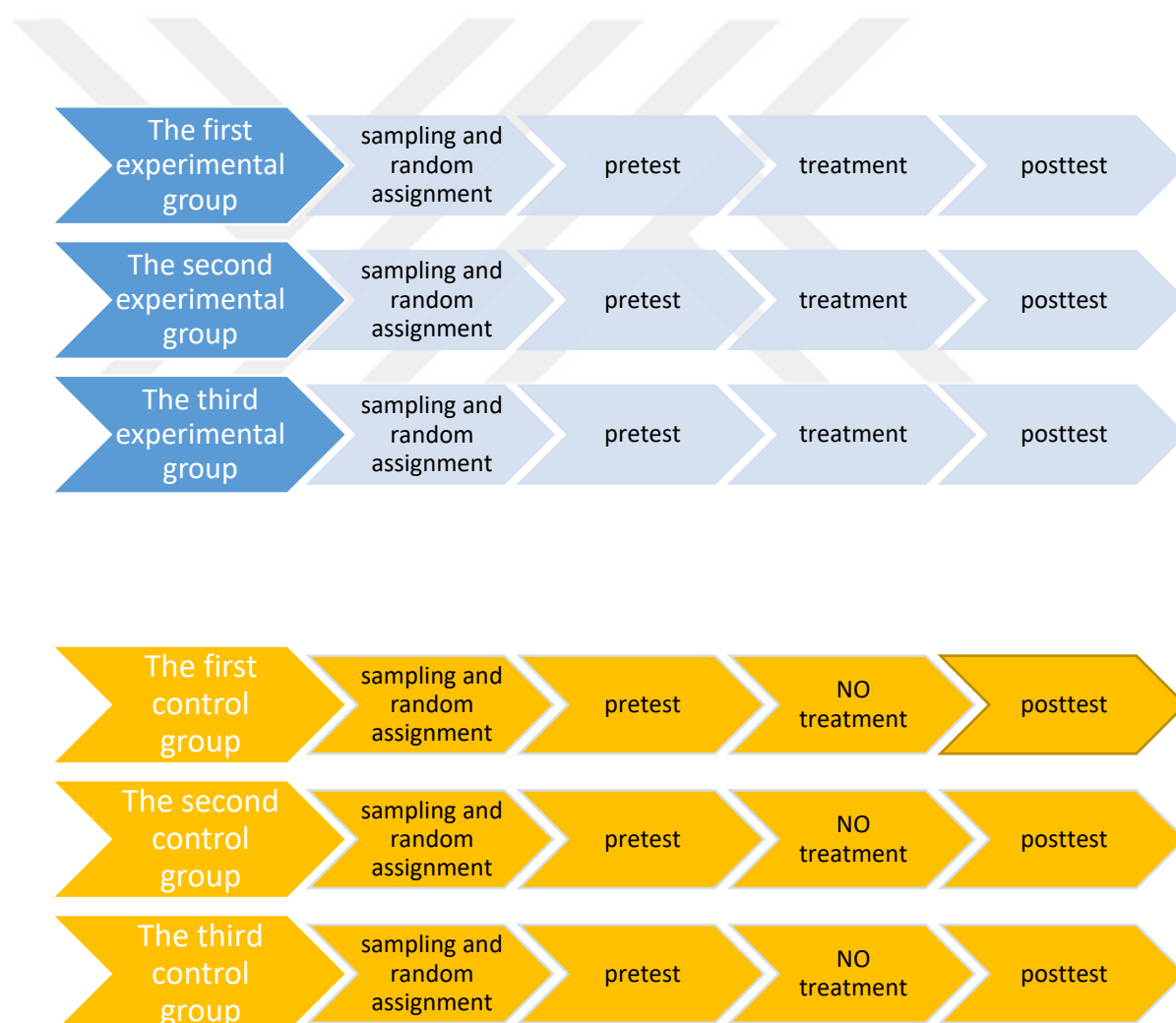
time and it does not allow knowing what is before and after collecting the data (Dörnyei, 2007). Whereas, the longitudinal research can collect data from participants over a period of time, and it allows the researchers to notice the changes and the improvements in the results or behaviors. There is no clear length of time for the longitudinal research, so an experimental study that lasts for more than two months or one educational term and uses a pretest and posttest is considered as a longitudinal research (Ortega & Iberri-Shea 2005).

It is important in the experimental study to choose an appropriate kind of randomization, and the best kind for the experimental studies is random assignment. Random assignment is a mechanism for putting the participants of the study in groups (experimental and control) in an equal way and on a chance basis. Moreover, random assignment can be considered as an objective process to reduce the subjectivity and increase the validity of the study (Phakiti, 2014).

In the experimental studies, you need to theorize two kinds of variables: independent and dependent. The independent variables are variables that can stand alone, and presumed to have influences on some other dependent variables (Phakiti, 2014). In our study, the independent variables are: (1) Implementing the CDIO method in the English language lessons, and to be more specific, it is implementing CDIO on the eleventh grade in a private school in Diyarbakir, Turkey; (2) and does the gender factor play a role in the learners' language success. In addition, the dependent variable is the students' grammar, vocabulary and reading skills, and to be more specific, the results of the pretest and posttest of both groups experimental and control groups.

This experimental study is comprised of two groups: experimental one, which is consisted of 60 students from the 11th grade, distributed to three classrooms. In addition, another group called control group that has the same number of students and the same grade. The experimental group is consisted of three subgroups, which they had given a treatment in accordance to CDIO teaching approach standards. The control group did not take any treatment because it was created for comparisons goals. Both groups experimental and control took a pretest at the beginning of the first semester of the educational year 2019-2020. In addition, after finishing the treatment of CDIO teaching method they were subjected to a posttest.

The treatment procedures and materials were prepared from the required books (English File intermediate plus the third edition, Oxford University Press) according to the CDIO curriculum and standards. The treatment process lasted for fifteen weeks for the experimental group while the control group continued learning English from the same books but in the traditional way without exposing to CDIO teaching method. The students had six lessons per week each lesson 40 minutes, so in total they had been treated for 90 course hours. After finishing the treatment and the posttest the data were collected and analyzed with the help of IBM SPSS Statistics 23.0 to see whether the CDIO has effective results on the students' performance or not. The map of the study is shown in the following Figure (3.2):



*Figure 3.2. The map of the study*

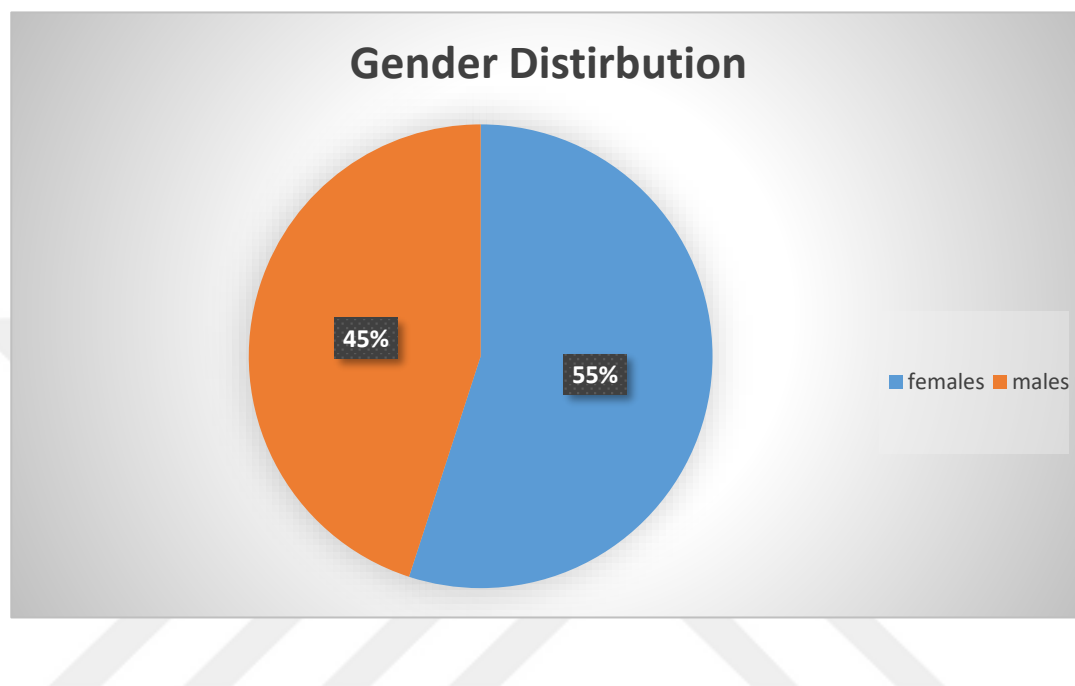
### 3.3. RESEARCH POPULATION, SAMPLING and RANDOMIZATION:

The participants of this study are juniors, 11<sup>th</sup> graders from Ortadoğu College, a private school in Diyarbakir / Turkey in the 2019 / 2020 academic year. The total number of the 11<sup>th</sup> grade students at the school was 162 divided into 8 classrooms, 20 students in each classroom. The researcher needed to choose 120 students for the study purposes. Moreover, for the reason that the students are in large percentage homogeneous mixture and they are already divided into groups (classrooms), and for the reason that the population is available it was easy for the researcher to use convenience sampling technique to minimize the number and choose six classrooms, i.e. 120 students. Phakiti (2014) states that the random assignment is a prerequisite in the real experimental studies because it boosts the research internal validity and it helps to reduce the subjectivity potential and increase the objectivity concept in the research. Then he reminds that the random assignment happens after the random sampling in order to position the participants in groups (e.g. experimental or control groups) on the basis of luck where all the participants have the same opportunity to be placed in either group. Due to that, the researcher needed to randomize the students into experimental and control groups after the sampling process using random assignment technique.

Accordingly, this research was designed to have two big groups: the first is experimental which is consisted of 60 students and divided into three subgroups in each 20 students (Ex1, Ex2, and Ex3). Moreover, the second is control group, which is consisted of 60 students and divided into three subgroups in each 20 students (C1, C2, and C3). Each group took six English lessons per week; the duration of the lesson was 40 minutes.

The subgroups Ex1, Ex2 and Ex3 were chosen as an experimental group therefore they were exposed to a treatment based on CDIO strategies for almost one full educational semester. Nevertheless, before the treatment the students were subjected to a pretest (an intermediate level test prepared by Oxford university press). Similarly, the students were subjected to another test as a posttest after finishing the treatment. While the subgroups C1, C2 and C3 were chosen as a control group, therefore the students did not have a treatment and they learned English in the way that the school follows for many years. Similarly, like the experimental group the control group was subjected to the same pretest and posttest for comparisons purposes.

The total number of the participants in this experimental research is 120 students, the males number was 54 which forms 45% of the population of the study, while the females number was 66 which forms 55% of the total number of the participants. Figure 3.3:



*Figure 3.3. Gender Distributions of the Participants*

### 3.4. DATA COLLECTION INSTRUMENT

The data collection tool in this experimental study was the results collected from the Oxford University Press pretest and the posttest. The level of these two tests is intermediate, the tests have similar form but they are completely different from each other's. (Please check Appendix A and B). The pretest and the posttest are composed of three parts, the first part is testing the grammar skulls and it has 20 items for each item 2 marks, the vocabulary part has 20 items as well for each item 2 marks. Further, the reading comprehension part is simply an article; the students need to read the article and understand it then answer 5 items for each item 4 marks. To explain more, the grammar part's total score is 40 points, and the total score of the vocabulary section is 40 points, thirdly, the reading comprehension part's total score is 20 points. The duration of the exam is 60 minutes. Moreover, at the beginning of the first semester of the academic year 2019 / 2020, the students were subjected to the pretest. And after



|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives:</b>     | <ol style="list-style-type: none"> <li>1. Students will be able to use the subject pronouns, object pronouns, possessive pronouns and the possessive adjectives in their writings and conversations.</li> <li>2. Students will be able to identify the vowels and know how to pronounce them.</li> <li>3. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios, songs, drama, power point presentations, worksheets, home works, short films related to the topic.</li> <li>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</li> <li>6. Organizing field trips so the students learn everyday English, social English and practical English.</li> <li>7. Extra resources for the students for repetition like: 1: i Tutor ( a digital companion to the student's book)where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</li> </ol> |

(Continue Table 3.1)

### **3.6. THE TREATMENT PROCESS**

Firstly, only the experimental group received the CDIO treatment, while the control group did not receive any treatment from CDIO. Both groups used the same book (English File) for learning English but the difference is that the experimental group used the CDIO techniques and standards whereas the control group used the traditional learning way. In here, the researcher explains how to apply CDIO and explains some techniques that have been used in the treatment process.

#### **3.6.1. The Four Stages of the CDIO Lesson Technique**

The CDIO lesson has four stages and for each stage, there are two periods in the class and after the class and sometimes one additional period, which is before the class. It should be noted that the researcher benefitted from the Leshan University study's ideas and techniques in using CDIO in the language lessons as explained in (Wenwen & Baoguo 2020).

**Conceive:** In this stage, there is an overall preparation for the lesson where the students go into their groups for each group there is a name (names of some poets) and a leader. The groups will have a short time to check the topic of the lesson according to the instructions of the teacher. Here the students are allowed to use the internet, the google research engine, the translator and any software platform that can help them. Moreover, after the class the students make group discussion and make a plan.

**Design:** In this stage, the students collect information, learn in a cooperative way and the teacher act as an observer, help the students to understand the topic and solve any possible problem. To give an example of the design stage in practice, let us see a sample from the first week of the treatment, the pronouns (please check Appendix G, the treatment weekly plan); here each group introduces one kind of the pronouns (subject pronouns, object pronouns, possessive pronouns and the possessive adjectives) and gives some sentences as examples. For instance, Shakespeare group introduces the possessive pronouns (theirs, hers, ours, his, hers, yours, mine) and put them in sentences, etc. After the class, the group leaders divide the project into the members and the members do their utmost to complete their portions.

**Implement:** This is the stage of converting the collected data by the students into a presentation, where the group members discuss and exchange opinions until they

reach to a consensus to the ultimate presentation. The teacher in this stage assist the students in case of any obstacle or problem. In addition, after the class, the students try to relate what they have learnt to their social life, and put what they have learnt into practice.

Operate: in this stage, each group present their project to the classroom, the materials they used, the information they collected and the strategy they used. Lastly, the final step is the evaluation, which it goes through three phases. The first evaluation occurs within the group itself where the members sit, discuss and evaluate themselves. The second evaluation is among the other groups, after watching one group presentation the other groups evaluate it on the evaluation notepaper. The last one is the instructor evaluation; the instructor evaluates each group and gives them some notes and comments so they can improve their next projects. In the Table 3.2, there are specific details about the in class and after class activities and proceedings.

Table 3.2

*The four stages of the CDIO lessons (Wenwen & Baoguo 2020.p. 4)*

| The four stages of the CDIO lessons |             |                           |                                  |                         |                             |  |
|-------------------------------------|-------------|---------------------------|----------------------------------|-------------------------|-----------------------------|--|
| Conceive                            | In class    | Get information           | Determine the requirements       |                         |                             |  |
|                                     | After class | Make group discussion     | Arrange the labor division       | Predict the achievement | Make a plan                 |  |
| Design                              | In class    | Study independently       | Cooperate to research            |                         |                             |  |
|                                     | After class | Sub-divide the project    | Analyze the sub-projects         | Process data            | Learn related technique     |  |
| Implement                           | In class    | Actively participate      | Be guided by the teacher         |                         |                             |  |
|                                     | After class | Implement technology      | Integrate data                   | Shape the achievement   | Present the achievement     |  |
| Operate                             | In class    | Solve the problem         | Present the achievement in class |                         |                             |  |
|                                     | After class | Practice the presentation | Evaluate within each group       | Evaluate other groups   | Be evaluated by the teacher |  |

### 3.6.2. The Five Minutes Fast Share Technique

The five minutes fast share is a presentation at the beginning of the lesson given by a student about any topic the student chooses. The presentation must be installed into the classroom smart board before the lesson. The student must finish on time, neither longer nor shorter than five minutes. Sometimes, two students could prepare the fast share and present it together. In this technique, the students improve their speaking skills and raise their vocabulary size; moreover, they increase their self-confidence and self-learning skills (Zheng, 2013). Furthermore, the researcher has prepared a rubric for evaluating the five minutes fast share as in the Table 3.3.

Table 3.3

*The rubric of the five minutes fast share*

| Criteria   | Admirable<br>(2 points)                                                    | Agreeable<br>(1 point)                                 | Not agreeable<br>(0 point)                                                                  |
|------------|----------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Delivering | When the student deliver the information effectively                       | When the student deliver the information in a fair way | When the student does not deliver the information effectively                               |
| Preparing  | When the student is well prepared                                          | When the student is prepared in a fair way             | When the student is not well prepared                                                       |
| Timing     | When the student comes on time finishes on time neither longer nor shorter | .....                                                  | When the student comes late or when the student finishes before or after the specified time |
| Content    | When the content is rich and prosperous                                    | When the content is good and fair                      | When the content is poor and inadequate                                                     |

### 3.6.3. The Group Lecturing Technique

In the required book, which is English File, in each unit there are about two small articles or texts, and in the group lecturing technique, one group will present one article to the classroom. It is also expected from the group to prepare a presentation or handouts, Moreover, the members of the group need to explain the new vocabularies

and the hard sentences to the classroom i.e. they will play the teacher's role in lecturing the articles of each unit in the required book. In some occasions, presenting the article needed two lessons to be finished (Zheng, 2013). Likewise, the fast share technique, the researcher has prepared a rubric to evaluate the students singly and as a group.

#### **3.6.4. The Social Interviewing Technique**

In this technique each group need to find an English speaker and make an interview with him or her about any suitable topic. The group members should prepare a sketch before the interview and each member should speak in the interview. After that, the students need to prepare a video and the transcript of the dialogue and present it in the classroom. Later on, the other groups evaluate the interview and the teacher evaluate and give some suggestions. The aim of the social interviewing technique is to improve the students speaking and listening skills (Zheng, 2013).

#### **3.6.5. The Impact of each Unit Technique**

This technique aims to improve the writing skills and the vocabulary size of the students. At the end of each unit, the researcher asks the students to write their impact on the unit. The students may relate the topics of the units to their life, they can give their opinions about the topics of the unit, or whatever they write about their favorite topics is acceptable. It is expected from the students to write at least on page with 12 font and the space between the lines is 1.5. Again, they will have an evaluation from the teacher and the teacher saves their writings in the portfolio of each student in the experimental group.

#### **3.6.6. The Class Dojo Technique**

Class dojo is a remote learning and communication platform and application specialized for the schools and the education usages; moreover, it is a tool for the students to have a self-assessment and a tool to reward the hard working students in the classroom. In addition, class dojo provide a way of sharing among a whole classroom with connection with the parents under the supervision of the teacher in a save way. In class dojo there is a password for each student provided by the teacher,

what is more, the teacher can connect the parents so they can see their children activities in school. One more thing to add is class dojo is most suitable in the primary and secondary level and to some extent in the high school level. The researcher has noticed positive effects of this technique and he recommend it.

### **3.6.7. The Portfolio Technique**

The portfolio is combination of the students' assignments and works through the treatment of this experimental study. There is a separate portfolio for each student and in the portfolio; there are the four stage of CDIO documents and evaluations, the fast share documents, the group lecturing of the unit articles, the reflections of each unit, the social interviewing reports and all the students' works during the treatment process.

It is very important here to mention that these techniques were prepared according to the CDIO standards and the researcher used these techniques to teach the experimental group only i.e. the control group did not see any of the CDIO techniques.

### **3.7. PILOT STUDY PROCEDURE**

It is necessary to make a pilot study before starting the experimental study and that is for ensuring that the instrument is feasible and workable. More than that, to promote the research instrument validity, it is good to pilot the instrument with a sample of people with similar features and qualities to the participants of the experimental research. Besides, according to Cronbach's alpha reliability test, the reliability estimate of the language tests is above 0.80 (Phakiti, 2014).

In this study the piloting procedures were conducted on a sample of 35 five students that have similar characteristics to the participants of the experimental research. The sample was students from another private school in Diyarbakir, Turkey from the same grade. The pretest and the posttest were subjected to 35 students and the results were analyzed through IBM SPSS Statistics 23.0 software system. In the analysis process of the data, Cronbach's alpha reliability statistic was found as  $r = .85$ . Which is considered good according to the reliability scales for the language tests.

### **3.8. PROCEDURE and DATA ANALYSIS**

The first step in this experimental study was taking the permission from the general administration of the school (Ortadoğu college, Diyarbakir / Turkey) to apply the CDIO teaching method on the 11<sup>th</sup> grade in the academic year 2019 / 2020. The second step was carrying out the pilot study to see the reliability of the pretest and the posttest. The next step was the process of sampling and randomizing the students into groups (experimental and control) on the basis of equality and luck among the participants. Soon after, the pretest was implemented on the both groups experimental and control. Henceforth, the treatment process was started for the experimental group at the onset of the first academic semester in the educational year 2019 / 2020 and it lasted for 15 consecutive weeks except the holiday week between 18 and 22 November according to the new educational system in Turkey. Later after finishing, the treatment process in the last week of the first semester the posttest was conducted on both groups experimental and control. Subsequently the collected data was analyzed with the assistance of IBM SPSS Statistics 23.0 to see whether the CDIO methodology has effective results on the students' performance before and after the treatment on the experimental group or not. The paired samples t-test was used to see the difference in the means scores between the pretest and the posttest, while the independent samples t-test was used to see the difference in the means scores between the experimental and the control group. Furthermore, the one-way ANOVA was used as well for the analysis of variance and to investigate the effectiveness of CDIO on the grammar, vocabulary and reading comprehension of the students' performance.

## **CHAPTER IV**

### **DATA ANALYSIS AND FINDINGS**

#### **4.1. PRESENTATION**

Initially, this chapter begins with testing the reliability of the pretest, the equality of variances and the homogeneity of the participants before implementing CDIO treatment. Secondly, in this chapter, there will be an answer to the first research question about the capability of CDIO to boost the total scores of the students in English. Thirdly, in this chapter, there will be a demonstration of the upswing of the 11<sup>th</sup> grade students' performance in the grammar, vocabulary and reading comprehension skills. Subsequently, there is a discussion about whether the gender factor plays a role in the study or not. Eventually, there will be an answer to the forth research question about the differences in performance between the learners who received a CDIO treatment and who did not i.e. the difference between the experimental group and the control group.

#### **4.2. The Reliability of the Tests, the Equality of Variance and the Homogeneity of the Participants before Implementing CDIO Treatment**

Before starting the research study, a Cronbach's alpha reliability statistic test was applied to inspect the reliability of the pretest and it was found ( $r=.85$ ) as in the Table 4.1. And according to Bachman 1990, Dörnyei 2007, Brown 2014 and Phakiti 2014, if the reliability estimate is 70 % and upward it is considered as acceptable and as a true score. The researcher did not make Cronbach's alpha reliability statistic test for the posttest because it has the same style, level, criteria and from the same resource of the pretest.

Table 4.1

*Reliability Statistics of the pretest*

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|----------------------------------------------|------------|
| <b>.85</b>       | <b>.86</b>                                   | 45         |

Moreover, to investigate the homogeneity of the participants, and to show that the level of the students in both groups is almost the same before the treatment process, an independent samples t-test was administrated to the all students of the study, the experimental group and the control group. The independent samples t-test results show that the mean scores between the groups are statistically insignificant. The mean score of the control group in the pretest was 72.26 while the mean score of the experimental was 71.66 as shown in the Table 4.2.

Table 4.2

*A comparison between the mean scores of the pretest for the experimental and control groups*

| Test    | Group        | N  | Mean         | Std. Deviation | Std. Error Mean |
|---------|--------------|----|--------------|----------------|-----------------|
| Pretest | Control      | 60 | <b>72.26</b> | 6.91           | .89             |
|         | Experimental | 60 | <b>71.66</b> | 7.83           | 1.01            |

More importantly, the mean difference between the groups is 0,65 and ( $p=.657$   $p > .05$ ) as in the Table 4.3.

Table 4.3

*Independent Samples Test that shows the t and p values of the pretest*

| t-test for Equality of Means |                             |     |        |                |                 |                       |                                           |       |
|------------------------------|-----------------------------|-----|--------|----------------|-----------------|-----------------------|-------------------------------------------|-------|
|                              |                             | t   | Df     | Sig.(2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|                              |                             |     |        |                |                 |                       | Lower                                     | Upper |
| pretest                      | Equal variances assumed     | .44 | 118    | <b>.65</b>     | .60             | 1.34                  | -2.07                                     | 3.27  |
|                              | Equal variances not assumed | .44 | 116.18 | <b>.65</b>     | .60             | 1.34                  | -2.07                                     | 3.27  |

And as a matter of fact, when the value is bigger than .05 this implies that the value has no statistical value. In other words, there is no big difference in the level between the experimental group and the control group before the treatment process.

Furthermore, to make sure that the data is appropriate for the experimental study, levene's test for equality of variances was used. The Table 4.4 shows the F value is .704 and the sig value is .40, which is bigger than .05. To be said differently, both of the groups (the experimental and the control) have similar variance.

Table 4.4

*Levene's Test for Equality of Variances*

| Levene's Test for Equality of Variances |     |            |
|-----------------------------------------|-----|------------|
|                                         | F   | Sig.       |
| Pretest Equal variances assumed         | .70 | <b>.40</b> |

### 4.3. The Impact of Applying CDIO on English Language Learning

This part answers the first research question about the ability of CDIO teaching model to raise the students' total scores after they learn English through CDIO, and to do that the CDIO teaching method was used to teach a sample of 11<sup>th</sup> grade students. Though to reach to our inquisition, a pretest was given to the students (the experimental and the control group). The next step was implementing the treatment according to the CDIO methodology on the experimental group only. After finishing the treatment and carrying out the posttest, the data was collected and a paired samples t-test was applied to compare the outcomes of the pretest and the posttest of the experimental group. The results of the paired samples t-test show that there is a significant difference in the mean scores of the participants. The mean score of the pretest was 71.66 whilst the mean score of the posttest was 86.23 as exhibited in the Table 4.5.

Table 4.5

*The mean scores of the pretest and posttest of the experimental group*

|                       | Mean         | N  | Std. Deviation | Std. Error |
|-----------------------|--------------|----|----------------|------------|
|                       |              |    |                | Mean       |
| Pair 1                |              |    |                |            |
| Pretest experimental  | <b>71.66</b> | 60 | 7.83           | 1.01       |
| Posttest experimental | <b>86.23</b> | 60 | 7.81           | 1.00       |

Consequently, the increment in the scores is 14.56 as seen in the Table 4.6. Much more, the p value equals .000 and ( $p=.000$   $p < .05$ ), that is to say that there is statistically significant difference between the results before and after applying CDIO treatment methodology. To put it differently, the students who got CDIO treatment performed better in the posttest than the pretest.

Table 4.6

*The increment value between the pretest and the posttest of the experimental group*

| Paired Samples Test |                          |                        |                                 |                                  |              |              |             |
|---------------------|--------------------------|------------------------|---------------------------------|----------------------------------|--------------|--------------|-------------|
|                     |                          | <u>95% Confidence</u>  |                                 |                                  |              |              |             |
|                     |                          | <u>Interval of the</u> |                                 |                                  |              |              |             |
|                     |                          | <u>Difference</u>      |                                 |                                  |              |              |             |
|                     |                          | <u>Mean</u>            | <u>Std.</u><br><u>Deviation</u> | <u>Std. Error</u><br><u>Mean</u> | <u>Lower</u> | <u>Upper</u> |             |
| Pair1               | Posttest<br>experimental | <b>14.56</b>           | 9.12                            | 1.17                             | 12.20        | 16.92        | <b>.000</b> |
|                     | pretest<br>experimental  |                        |                                 |                                  |              |              |             |

\*p < .05

To sum up, the CDIO method showed efficient outcomes on the students' level in learning English and played a crucial role in increasing their general level in the rate of 14.45%.

#### **4.4. The Impact of Applying CDIO on Vocabulary, Grammar and Reading Comprehension Students' Skills**

This section will answer the second research question with its three sub-questions about the role of the CDIO teaching model in boosting the 11<sup>th</sup> grade students' skills in grammar, vocabulary and reading. It is clear that one of the study aims is to discover the differences between the experimental group and the control concerning the students' performance in grammar, vocabulary and reading comprehension. After finishing the CDIO method treatment process, the data of the pretest and posttest was collected and analyzed with the one-way ANOVA test for comparing means between groups as displayed in Table 4.7.

Table 4.7

*The grammar, vocabulary and reading mean scores and standard deviation in the pretest and posttest of both groups experimental and control*

| <u>ANOVA : Group Statistics</u> |              |    |              |                |                 |
|---------------------------------|--------------|----|--------------|----------------|-----------------|
| TEST                            | GROUPS       | N  | Mean         | Std. Deviation | Std. Error Mean |
| Pretest<br>GRAMMAR              | Control      | 60 | <b>14.81</b> | 2.07           | .26             |
|                                 | Experimental | 60 | <b>14.80</b> | 1.92           | .24             |
| Posttest<br>GRAMMAR             | Control      | 60 | <b>15.18</b> | 1.91           | .24             |
|                                 | Experimental | 60 | <b>17.10</b> | 1.85           | .23             |
| Pretest<br>VOCABULARY           | Control      | 60 | <b>15.95</b> | 1.81           | .23             |
|                                 | Experimental | 60 | <b>16.00</b> | 1.69           | .21             |
| Posttest<br>VOCABULARY          | Control      | 60 | <b>16.03</b> | 1.59           | .20             |
|                                 | Experimental | 60 | <b>18.10</b> | 1.48           | .19             |
| Pretest<br>READING              | Control      | 60 | <b>5.46</b>  | 1.64           | .21             |
|                                 | Experimental | 60 | <b>5.03</b>  | 1.74           | .22             |
| Posttest<br>READING             | Control      | 60 | <b>6.16</b>  | 1.48           | .19             |
|                                 | Experimental | 60 | <b>7.90</b>  | 1.62           | .20             |

#### 4.4.1. The Influence of CDIO on Grammar Skills

Firstly, the one-way ANOVA test (Table 4.7) above shows the grammar scores differences between the both groups in the pretest and posttest. The Table 4.8 shows the following results:  $[F(1,118) = .00, p = .964]$  for the pretest and  $[F(1,118) = 30.93, p = .000]$  for the posttest.

Table 4.8

*The grammar p value of the both tests of the both groups*

|                          |                | Sum of Squares | df  | Mean Square | F   | <b>Sig.</b> |
|--------------------------|----------------|----------------|-----|-------------|-----|-------------|
| Total Grammar<br>Pretest | Between Groups | .00            | 1   | .008        | .00 | <b>.964</b> |
|                          | Within Groups  | 472.58         | 118 | 4.00        |     |             |
|                          | Total          | 472.59         | 119 |             |     |             |

|          |         |                |        |     |        |       |             |
|----------|---------|----------------|--------|-----|--------|-------|-------------|
| Total    | Grammar | Between Groups | 110.20 | 1   | 110.20 | 30.93 | <b>.000</b> |
| Posttest |         | Within Groups  | 420.38 | 118 | 3.56   |       |             |
|          |         | Total          | 530.59 | 119 |        |       |             |

(Continue Table 4.8)

In fact the Sig value refers that the students performed the same in the pretest because the results show that the p value is .964 ( $p = .964$   $p > .05$ ). While in the posttest, the results show that there is a difference in the grammar performance between the groups because p value equals .000 ( $p = .000$   $p < .05$ ).

Secondly, paired samples t-test was applied to the data collected from the grammar section in the pretest and posttest of the experimental group only to see the mean scores differences between the both tests. The results shown in the Table 4.9 indicate that there is an increase in the students' grammar performance.

Table 4.9

*The mean scores of the grammar section in the both tests of the experimental group*  
*Paired Samples Statistics*

|        |                               | Mean         | N  | Std. Deviation | Std. Error Mean |
|--------|-------------------------------|--------------|----|----------------|-----------------|
| Pair 1 | Experimental Grammar Posttest | <b>17.10</b> | 60 | 1.85           | .23             |
|        | Experimental Grammar Pretest  | <b>14.80</b> | 60 | 1.92           | .24             |

The grammar mean score in the pretest was 14.80 later it increased in the posttest to become 17.10. Therefore, the mean difference between the two tests in the grammar section of the experimental group is 2.30. The Table 4.10 demonstrates the sig value as below:

Table 4.10

*The p value and the mean score difference of the grammar section in the both tests of the experimental group*

|      |                              | <u>Paired Differences</u> |                |            |                                           |       |      |    |                 |
|------|------------------------------|---------------------------|----------------|------------|-------------------------------------------|-------|------|----|-----------------|
|      |                              |                           |                |            | 95% Confidence Interval of the Difference |       |      |    | Sig. (2-tailed) |
|      |                              | Mean                      | Std. Deviation | Std. Error | Lower                                     | Upper | T    | Df |                 |
| Pair | Experimental                 |                           |                |            |                                           |       |      |    |                 |
| 1    | Grammar pretest and posttest | <b>2.30</b>               | 2.22           | .28        | 1.72                                      | 2.87  | 8.00 | 59 | <b>.000</b>     |

\*p < .05

The p value is .000 ( $p=.000$   $p < .05$ ) and when the value is smaller than .05 it implies that it has a statistical value. In other words, there is a statistically significant difference in the grammar performance between the pretest and the posttest. Briefly, the students performed better in the posttest after they learned English through the disciplines of CDIO.

#### 4.4.2. The Influence of CDIO on Vocabulary Skills

Again, one-way ANOVA test was applied to show the vocabulary scores differences between the both groups in the pretest and posttest. In the Table 4.11 the Sig value refers that the students performed almost equally in the pretest because the results show that the p value is .877 ( $p = .877$   $p > .05$ ). Conversely, the results in the posttest manifest that there is a difference in the vocabulary performance between the groups because p value equals .000 ( $p=.000$   $p < .05$ ).

Table 4.11

*The vocabulary p value of the both tests of the both groups*

|         |            |                |  | Sum of Squares | Df  | Mean Square | F            | Sig.        |
|---------|------------|----------------|--|----------------|-----|-------------|--------------|-------------|
| Total   | Vocabulary | Between Groups |  | .07            | 1   | .07         | <b>.02</b>   | <b>.877</b> |
| Pretest |            | Within Groups  |  | 364.85         | 118 | 3.09        |              |             |
|         |            | Total          |  | 364.92         | 119 |             |              |             |
|         |            | Between Groups |  | 128.13         | 1   | 128.13      | <b>54.12</b> | <b>.000</b> |

|          |            |               |        |     |      |
|----------|------------|---------------|--------|-----|------|
| Total    | Vocabulary | Within Groups | 279.33 | 118 | 2.36 |
| Posttest |            | Total         | 407.46 | 119 |      |

\* $p < .05$

In a similar manner, the paired samples t-test was applied to the data collected from the vocabulary section in the pretest and posttest of the experimental group only to see the mean scores differences between the both tests. The outcomes displayed in the Table 4.12 signalize that there is an increment in the students' vocabulary performance.

Table 4.12

*The mean scores of the vocabulary section in the both tests of the experimental group*

| <u>Paired Samples Statistics</u> |                                  |              |    |                |                 |
|----------------------------------|----------------------------------|--------------|----|----------------|-----------------|
|                                  |                                  | Mean         | N  | Std. Deviation | Std. Error Mean |
| Pair 1                           | Experimental vocabulary posttest | <b>18.10</b> | 60 | 1.48           | .19             |
|                                  | Experimental vocabulary pretest  | <b>16.00</b> | 60 | 1.69           | .21             |

The vocabulary mean score in the pretest was 16.00 afterward it raised in the posttest to became 18.10. Due to that, the amount of increment between the pretest and the posttest in the vocabulary section of the experimental group is 2.10 as demonstrated in the Table 4.13.

Table 4.13

*The p value and the mean score difference of the vocabulary section in the both tests of the experimental group*

| <u>Paired Samples Test</u> |  |                    |      |
|----------------------------|--|--------------------|------|
|                            |  | Paired Differences | T Df |

|                     |     | Mean        | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |       |         | Sig. (2-tailed) |
|---------------------|-----|-------------|----------------|-----------------|-------------------------------------------|-------|---------|-----------------|
|                     |     |             |                |                 | Lower                                     | Upper |         |                 |
| Pair 1 Experimental |     |             |                |                 |                                           |       |         |                 |
| Vocabulary          |     |             |                |                 |                                           |       |         |                 |
| pretest             | and | <b>2.10</b> | 1.98           | .25             | 1.58                                      | 2.61  | 8.21 59 | <b>.000</b>     |
| posttest            |     |             |                |                 |                                           |       |         |                 |

(Continue Table 4.13)

Additionally, the p value is .000 ( $p=.000$   $p < .05$ ), to put it differently, there is a statistically significant difference in the vocabulary performance of the experimental group between the pretest and the posttest. In short, there is a positive effect of learning vocabulary by using CDIO method and there is an advancement in the students' performance after they received a CDIO treatment.

#### 4.4.3. The Influence of CDIO on Reading Comprehension Skills

Similarly, the one-way ANOVA test displays the reading scores differences between the both groups in the pretest and posttest. In the Table 4.14 the Sig value refers that the students' performance was analogous in the pretest because the results show that the p value is .164 ( $p = .164$   $p > .05$ ). While in the posttest, the results show that there is a difference in the reading performance between the groups because p value equals .000 ( $p=.000$   $p < .05$ ).

Table 4.14

*The reading comprehension p value of the both tests of the both groups*

|                        |                |  | Sum of Squares | df  | Mean Square | F            | Sig.        |
|------------------------|----------------|--|----------------|-----|-------------|--------------|-------------|
| Total Reading Pretest  | Between Groups |  | 5.63           | 1   | 5.63        | <b>1.96</b>  | <b>.164</b> |
|                        | Within Groups  |  | 338.86         | 118 | 2.87        |              |             |
|                        | Total          |  | 344.50         | 119 |             |              |             |
| Total Reading Posttest | Between Groups |  | 90.13          | 1   | 90.13       | <b>37.22</b> | <b>.000</b> |
|                        | Within Groups  |  | 285.73         | 118 | 2.42        |              |             |
|                        | Total          |  | 375.86         | 119 |             |              |             |

By the same logic, the paired samples t-test was used to see the mean scores differences between both tests in the reading section of the experimental group. The results presented in the Table 4.15 point out that there is an advancement in the students' reading performance.

Table 4.15

*The mean scores of the reading section in the both tests of the experimental group*

|        |                                     | Paired Samples Statistics |    |                |                 |
|--------|-------------------------------------|---------------------------|----|----------------|-----------------|
|        |                                     | Mean                      | N  | Std. Deviation | Std. Error Mean |
| Pair 1 | Experimental<br>READING<br>Posttest | <b>7.90</b>               | 60 | 1.62           | .20             |
|        | Experimental<br>READING<br>Pretest  | <b>5.03</b>               | 60 | 1.74           | .22             |

The reading mean score in the pretest was 5.03; subsequently in the posttest, it increased to become 7.90. Thus, the mean difference between the two tests in the reading section of the experimental group is 2.86 as presented in Table 4.16.

Table 4.16

*The p value and the mean score difference of the reading section in the both tests of the experimental group*

|      |                              | <u>Paired Samples Test</u> |                |                 |       |       |       |    |                 |
|------|------------------------------|----------------------------|----------------|-----------------|-------|-------|-------|----|-----------------|
|      |                              | Paired Differences         |                |                 |       |       |       |    |                 |
|      |                              | 95% Confidence             |                |                 |       |       |       |    |                 |
|      |                              | Interval of the            |                |                 |       |       |       |    |                 |
|      |                              | Difference                 |                |                 |       |       |       |    |                 |
|      |                              | Mean                       | Std. Deviation | Std. Error Mean | Lower | Upper | t     | Df | Sig. (2-tailed) |
| Pair | Experimental                 |                            |                |                 |       |       |       |    |                 |
| 1    | Reading pretest and posttest | 2.86                       | 1.48           | .19             | 2.48  | 3.25  | 14.90 | 59 | .000            |

\*p < .05

As well as, the p value is .000 ( $p=.000$   $p < .05$ ) and as the value is smaller than .05 it involves that it has a statistical value. Simply put, there is a statistically significant difference in the reading performance between the pretest and the posttest.

#### 4.5. The Impact of the Gender Factor on the Students' Results in this Experimental Study

This part represents a response to the third research question about the effect of the gender factor on the students' performance before and after applying the CDIO method. To do that, we firstly need to investigate the performance differences between the male and the female students of the experimental group before applying CDIO and after applying it. An independent samples t-test was applied on the pretest and posttest as in the Table 4.17.

Table 4.17

*The mean scores of the male and female students in both tests in the experimental group*

| Test     | gender | N  | Mean         | Std. Deviation | Std. Error |
|----------|--------|----|--------------|----------------|------------|
|          |        |    |              |                | Mean       |
| Pretest  | male   | 22 | <b>73.54</b> | 8.18           | 1.74       |
|          | female | 38 | <b>70.57</b> | 7.52           | 1.22       |
| Posttest | male   | 22 | <b>88.27</b> | 7.15           | 1.52       |
|          | female | 38 | <b>85.05</b> | 8.02           | 1.30       |

The male students' mean score was found as 73.54 while the female students' mean score was 70.57, the mean difference was 2.96 and the p value as presented in Table 4.8 equals .160 ( $p = .160$ .  $p > .05$ ). In other words, there is no statistical significance of the value, and there is no big difference between the boys and the girls' performance in the pretest. On the other hand, the results of the posttest according to the independent samples t-test indicate that the male students' mean score was found as 88.27 while the female students' mean score was 85.05, the mean difference was 3.22 and the p value as provided in Table 4.18 equals .125 ( $p = .125$   $p > .05$ ). As a

consequence of this, there is no effect of the gender factor on the participants' performance.

Table 4.18

*A comparison between the pretest and posttest according to gender in the Experimental group*

|          |                         |                             | t-test for Equality of Means |                 |                       |                                           |       |
|----------|-------------------------|-----------------------------|------------------------------|-----------------|-----------------------|-------------------------------------------|-------|
|          |                         |                             | Sig. (2-tailed)              | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|          |                         |                             |                              |                 |                       | Lower                                     | Upper |
| Pretest  | Equal variances assumed |                             | <b>.160</b>                  | <b>2.96</b>     | 2.08                  | -1.20                                     | 7.13  |
|          |                         | Equal variances not assumed | .171                         | <b>2.96</b>     | 2.12                  | -1.33                                     | 7.26  |
| Posttest | Equal variances assumed |                             | <b>.125</b>                  | <b>3.22</b>     | 2.06                  | -.919                                     | 7.35  |
|          |                         | Equal variances not assumed | .115                         | <b>3.22</b>     | 2.00                  | -.81                                      | 7.25  |

According to the data shown in the tables above, the male and the female participants performed almost the same in the pretest and likewise in the posttest. That means that the gender factor does not have an influence on the results of our current research study.

#### 4.6. The Difference between the Experimental Group and the Control Group

Here there is an answer to the forth research question which is, is there a difference between the experimental group and control group in terms of total scores? And to find an answer to our enquiry the collected data was analyzed with the assistance of IBM SPSS Statistics 23.0 and specifically the one-way ANOVA test for comparing means between groups was applied on the pretest and the posttest with .05 significance level as in the Table 4.19.

Table 4.19

*Variation analysis of the experimental and control groups in the pre and posttests*

|          |                | Sum of Squares | Df  | Mean Square | F     | Sig.        |
|----------|----------------|----------------|-----|-------------|-------|-------------|
| Posttest | Between Groups | 4083.33        | 1   | 4083.33     | 67.13 | <b>.000</b> |
|          | Within Groups  | 7177.46        | 118 | 60.82       |       |             |
|          | Total          | 11260.80       | 119 |             |       |             |
| Pretest  | Between Groups | 10.80          | 1   | 10.80       | .19   | <b>.657</b> |
|          | Within Groups  | 6445.06        | 118 | 54.61       |       |             |
|          | Total          | 6455.86        | 119 |             |       |             |

The results show that p value in the pretest was .657 ( $p = .657$   $p > .05$ ) this means that there is no statistical significance value and there is no statistical difference between the level of the students in the pretest before applying CDIO. Whereas the p value in the posttest was .00 ( $p = .000$   $p < .05$ ) this means that there is a statistical significance value and there is statistical difference between the level of the students in the posttest after applying CDIO. In addition, the Table 4.20 introduces the mean scores of the both groups in the pretest and posttest.

Table 4.20

*The mean scores of the both groups in the both tests*

|            |              | 95% Confidence Interval for Mean |              |                |            |             |             |              |
|------------|--------------|----------------------------------|--------------|----------------|------------|-------------|-------------|--------------|
|            |              | N                                | Mean         | Std. Deviation | Std. Error | Lower Bound | Upper Bound |              |
| Post- test | Experimental | 60                               | <b>86.23</b> | 7.81           | 1.00       | 84.21       | 88.25       | 68.00 100.00 |
|            | Control      | 60                               | <b>74.56</b> | 7.78           | 1.00       | 72.55       | 76.57       | 56.00 100.00 |
| Pre- test  | Experimental | 60                               | <b>71.66</b> | 7.83           | 1.01       | 69.64       | 73.69       | 56.00 92.00  |
|            | Control      | 60                               | <b>72.26</b> | 6.91           | .89        | 70.48       | 74.05       | 58.00 92.00  |

Moreover, the means in the pretest of both groups are very similar to each other (71.66 for the experimental group and 72.26 for the control group) while the means of the posttest prove a considerable increase in the performance of the experimental

group (86.23 for the experimental group and 74.56 for the control group). The Table 4.21 provide us with the mean differences between the experimental group and the control group as below.

Table 4.21

*Variation amounts of pretest and posttest mean differences and sig value*

|           |                             | <u>t-test for Equality of Means</u> |        |                 |                 |                       |                                           |       |
|-----------|-----------------------------|-------------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|-------|
|           |                             | T                                   | Df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|           |                             |                                     |        |                 |                 |                       | Lower                                     | Upper |
| Post-test | Equal variances assumed     | 8.19                                | 118    | .000            | 11.66           | 1.42                  | 8.84                                      | 14.48 |
|           | Equal variances not assumed | 8.19                                | 117.99 | .000            | 11.66           | 1.42                  | 8.84                                      | 14.48 |
| Pretest   | Equal variances assumed     | -.44                                | 118    | .657            | -.60            | 1.34                  | -3.27                                     | 2.07  |
|           | Equal variances not assumed | -.44                                | 116.18 | .657            | -.60            | 1.34                  | -3.27                                     | 2.07  |

To add more, the mean differences between the experimental group and the control group in the pretest was -.60 while the mean differences between the experimental group and the control group in the posttest was 11.66. In other words, the control group performed better in the pretest in a rate of 0.60 and conversely the experimental group performed better in a rate of 11.66 in the posttest after implementing the CDIO treatment.

To put it briefly, there is a slight progression of the control group (2.3%) between the pretest and the posttest; in contrast, there is a considerable progression of the experimental group (14.57%) between the pretest and the posttest, and this lead us to say that this advancement can be seen as consequence of using CDIO teaching method.

## **CHAPTER V**

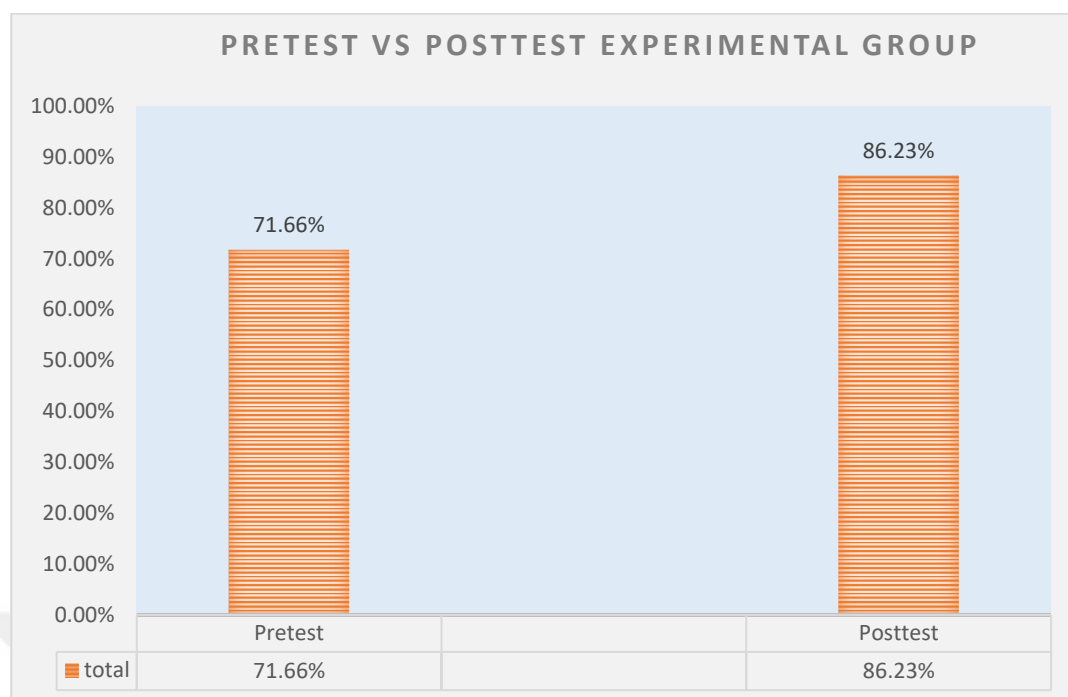
### **DISCUSSIONS**

#### **5.1. PRESENTATION**

This section discusses the results and the findings of the research questions and provide some graph tables, figures shows and diagram illustrates of the reached findings. It should also be pointed out that, this chapter provides the evidences of succeeding this research study to reach to its main aims from one angle, and the succeeding of CDIO to be used as an English language teaching method from another angle.

#### **5.2. DISCUSSION OF THE RESULTS**

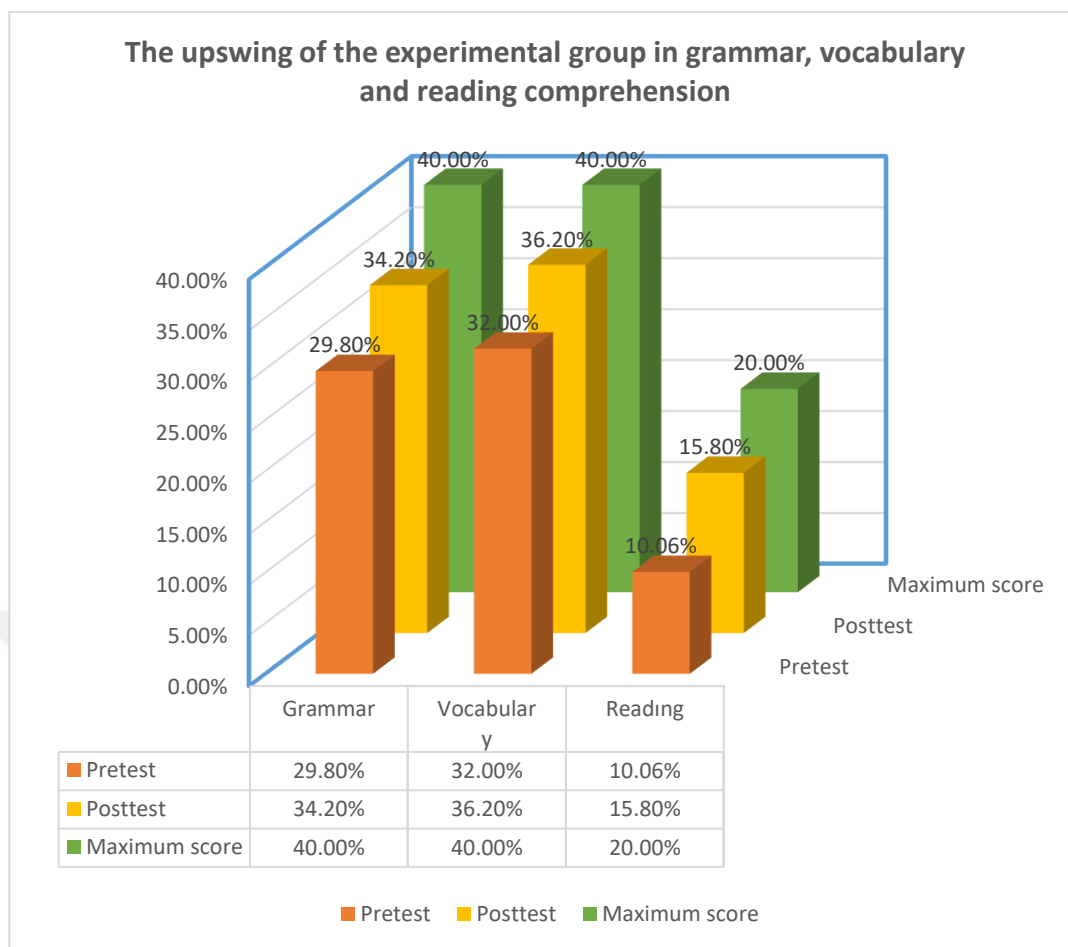
The first discussion point will be the results concerning about the role of CDIO in raising the students' total scores. It was supposed from the first hypothesis to witness an increment in the total scores of the experimental group i.e. the students who got a treatment according to benchmarks of the CDIO. Later on after the data was collected and analyzed, the results showed that the students performed better after learning English using CDIO in the rate of **14.45%** as inferred in the Figure 5.1.



*Figure 5.1. The increase of results between the pretest and posttest of the experimental group*

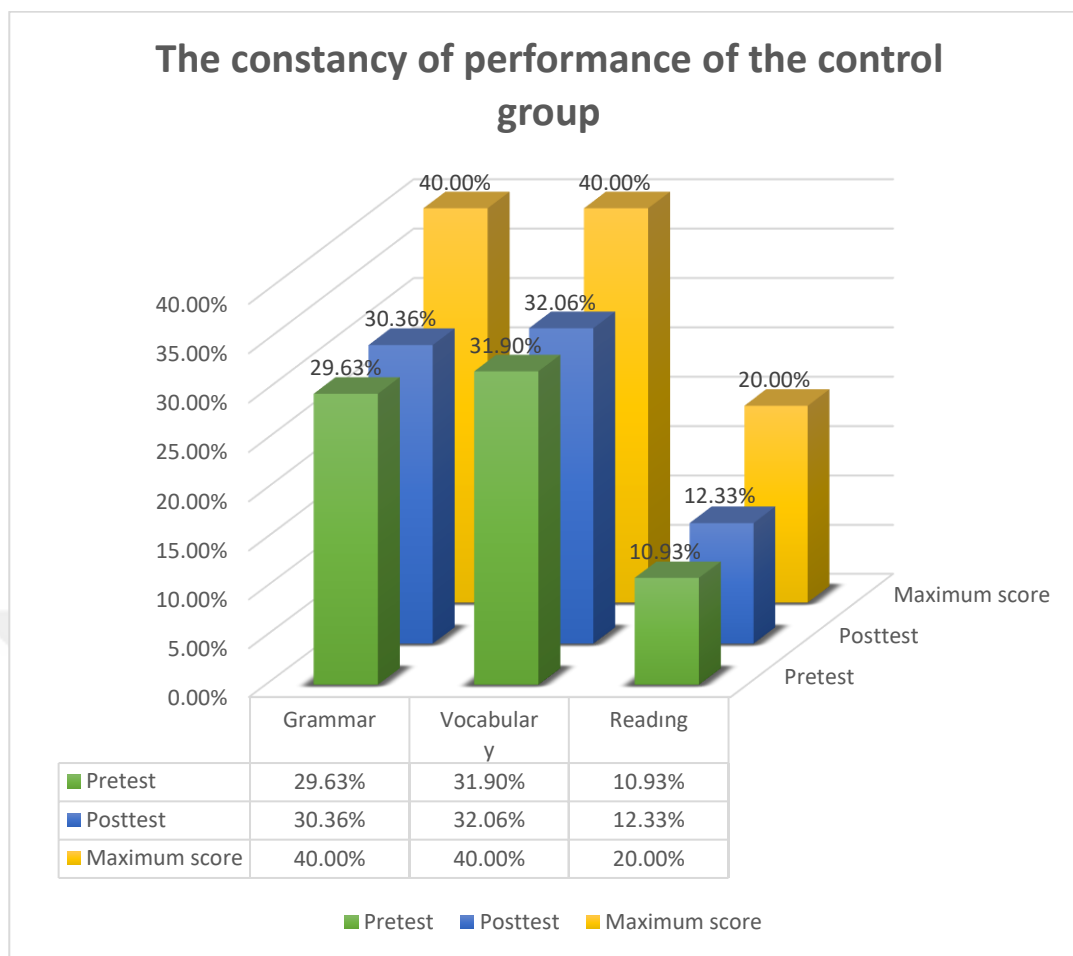
To be said differently, the CDIO method has showed its efficiency in raising the total scores of the 11<sup>th</sup> grade students. Moreover, the increase of the students' achievement proves that the CDIO can help the learners to broaden their knowledge and qualifications in English.

Other important findings of this current study are the results concerning to the role of using CDIO in boosting the students' skills in: grammar vocabulary and reading. In fact, the results exhibit that the participants' fulfillment developed in grammar in a rate of 4.60% where it was 29.80% in the pretest and it increased to 34.20% in the posttest. Similarly, the participants' achievement developed in vocabulary in a rate of 4.20% where it was 32.00% in the pretest and it increased to 36.20% in the posttest. On an equal footing, the participants' performance in reading comprehension raised in a rate of 5.73% where it was 10.06% in the pretest and it promoted to 15.80% in the posttest. See the Figure 5.2.



*Figure 5.2. The experimental group accomplishment in grammar, vocabulary and reading*

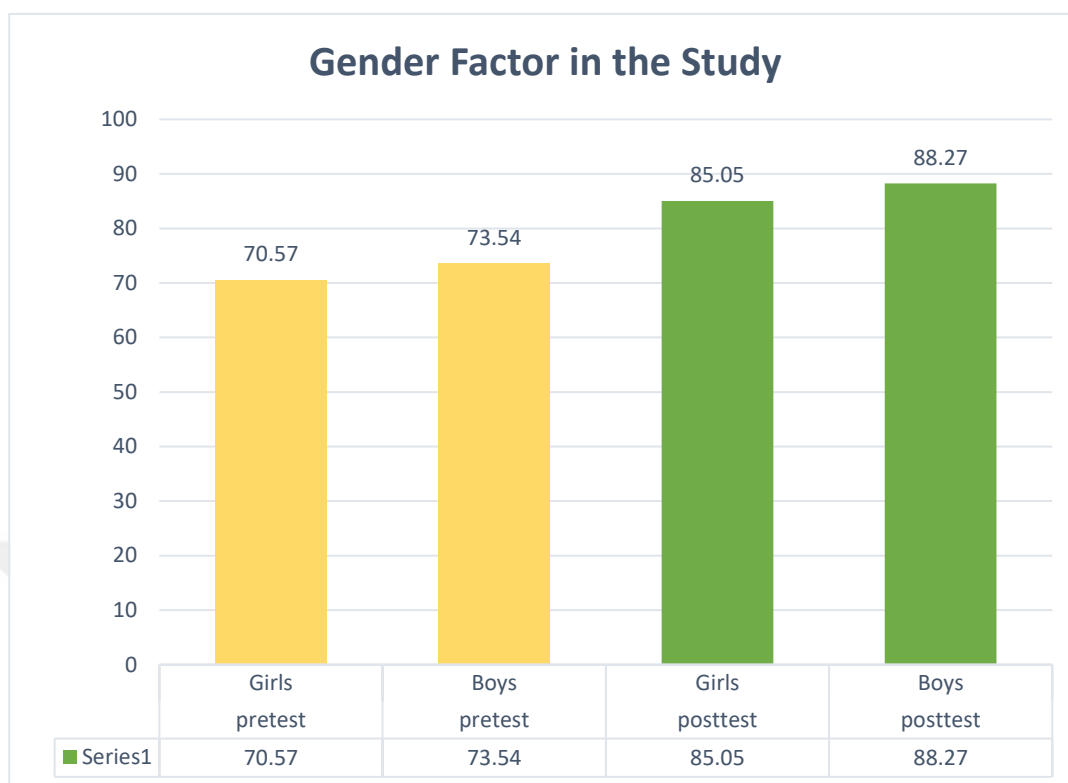
In contrast, the findings of the control group demonstrate that there is no serious improvement in the level of the students. Numerically, their performance in the pretest was 29.63% in the grammar, 31.90% in vocabulary and 10.93% in the reading comprehension; whereas in the posttest their performance was 30.36% in grammar, 32.06% in vocabulary and 12.33% in reading comprehension. Thereby, the growth between the pretest and the posttest is 0.73% in grammar, 0.16% in vocabulary and 1.40% in reading comprehension (see figure 5.3). This is tantamount to saying; there is no real increase in the performance of the students of the control group.



*Figure 5.3. The performance stability of the control group in grammar, vocabulary and reading*

Assuredly, the CDIO played a key role in enhancing the students' performance in the grammar rules, the vocabulary knowledge and the reading comprehension in particular and enhanced the students' general level in English. To be more specific the best improvement was in the reading comprehension skill then the grammar skill then the vocabulary skill. Ultimately, the students who got a CDIO treatment and learned English through the CDIO pedagogics performed better in the posttest and raised their awareness and knowledge profoundly in English.

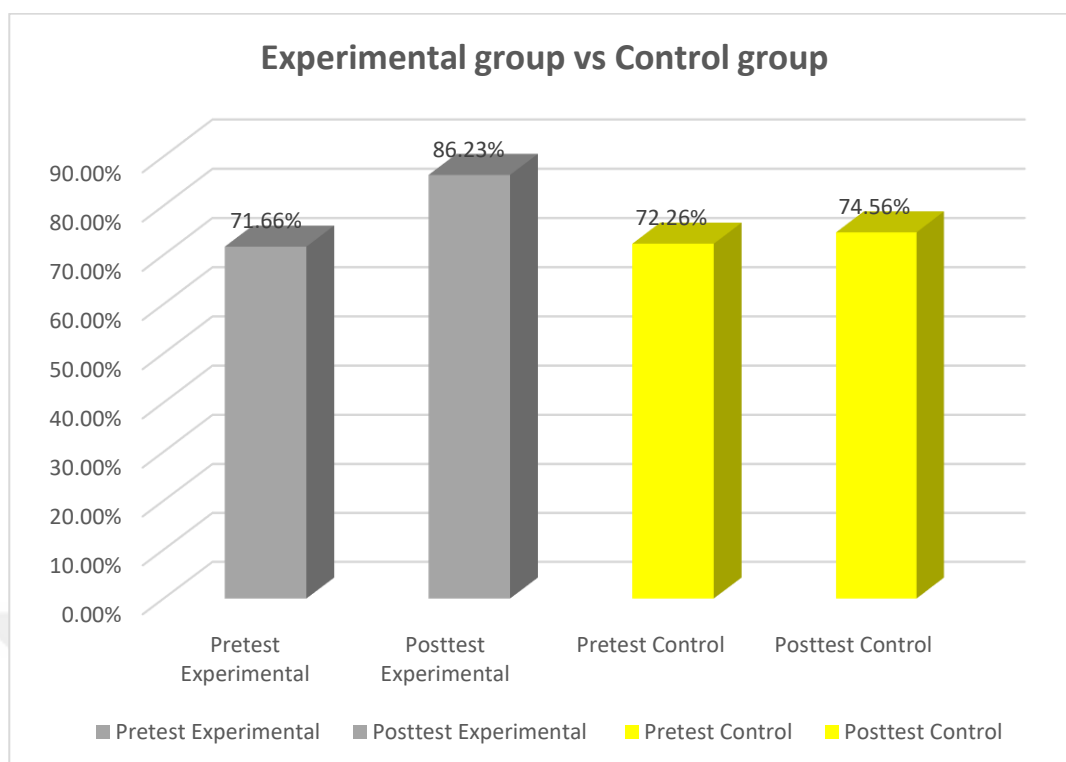
The third point to discuss is the results collected from the role of the gender factor in this experimental study. The results reveal that the difference in the total scores between the male and the female students in the pretest was 2.96%, yet in the posttest, the difference was 3.22% as given in the Figure 5.4.



*Figure 5.4. The gender factor effect on the results of the participants of the study*

Thereupon, the difference rate between the two genders has no significant statistics value, simply put, the male students and the female students performed almost the same in both tests and there was not any effect of the gender factor on the outcomes of the research study.

The last point to discuss is the difference between the experimental group and the control group in terms of total scores. Following that, the Figure 5.5 exhibits that the control group average in the pretest was 72.26% and it stepped up to become 74.56% in the posttest, accordingly, the increment amount is **2.3%**. On the other hand, the experimental group average in the pretest was 71.66 while it jumped up to become 86.23% and as consequence, the increment amount is **14.57%**.



*Figure 5.5. The participants' performance in the pretest and posttest of both groups*

Thus, it is understandable that the progress in the control group was slight, whereas the progress in the experimental group was major. To explain it differently, the students who learned English in consonance with the instructions of CDIO have showed better performance and rendition than those who did not receive a treatment from CDIO. Overall, the CDIO has played a big role in developing the student's level and has showed a positive effect and leverage in learning English.

In fact, there are many studies about using CDIO in the engineering field but there are very few studies about using CDIO in non-engineering fields. In here, we present some studies related to employing CDIO methodology in the engineering field, then some studies about implementing CDIO in non-engineering disciplines, finally, a study related to using CDIO in the language lessons.

On the engineering side, the Linköping University in Sweden made a study to compare between the graduated students before implementing CDIO and the graduated students after implementing CDIO in Linköping University. And they found that the students who studied engineering through CDIO are better in relation to the

project management, the solving problems skill in the intense workload and the teamwork experience (Edvardsson Stiwné & Jungert, 2007).

Another study conducted by Chalmers University of Technology on the alumni of the mechanical engineering who learned according to CDIO. And the data of the study showed that these graduates had skills better than the graduates from other programs at Chalmers University in relation to designing, communication and teamwork skills (Malmqvist, Bankel, Enelund, Gustafsson & Knutson Wedel 2010).

On the non-engineering side, a study on adapting the CDIO framework to biomedicine education in the Department of Experimental and Clinical Medicine, Division of Cell biology, Linköping University, Sweden, with the help of the Department of Electrical Engineering, Linköping University, Sweden. And the study results refer to the successfulness of implementing CDIO in the biomedicine field with regard to the betterment of the students ability to implement and operate disciplinary theory from one hand. And the betterment of the students' skills to meet the requirements of the employers in the biomedicine profession from the other hand (Fahlgren, Thorsell, Kågedal, Lindahl & Gunnarsson, 2018).

One more study, the Faculty of Mass Communication Technology at Rajamangala University of Technology, Thanyaburi, Thailand has adopted CDIO framework as a context for producing professional hands-on graduates. The faculty has adopted CDIO curriculum on six programs; namely, Multimedia, Digital Media, Television and Radio, Photography and Cinematography, Advertisement and Public Relations, and Digital Printing and Packaging Technology. After the application of CDIO, they confirmed that that the CDIO approach can be applied to non-engineering programs, moreover, they confirmed that CDIO-base education can enhance the competency of graduates and faculty members that meet stakeholders' requirements (Tangkijviwat, Sunthorn, Meeusah & Kuptasthien, 2018).

On the English field side, there is a study about applying CDIO in the English courses in a higher education, the School of Foreign Languages, Leshan Normal University, Leshan, China. In this study, Wenwen and Yunfei (2018) confirm that applying CDIO model in English teaching field can improve some students' skills and capabilities. Skills like the innovation ability, the teamwork spirit, the related job knowledge of English, the ability to solve problems, the self-learning ability, the

critical thinking ability, and the professional knowledge of English. Therefore, it is understandable that the Leshan University study supports the results and the findings of our current study.

Overall, all the statistics and analyses considered in this study show that using CDIO in the high school can be successful. Even though, CDIO is primarily an engineering teaching approach but this study approved that it also can be effective in teaching English. Finally, nevertheless, employing CDIO in the English language lessons in a high school is unique, and for the first time, this study has satisfactory results and it can be said that CDIO method can be used in the same context educational institutions.



## **CHAPTER VI**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1. PRESENTATION**

In this eventual chapter, there will be a summary of the study. Thereafter some conclusions, suggestions and recommendations will be offered according to the results and the consequences that have been inferred from this current experimental study.

#### **6.2. SUMMARY OF THE STUDY**

In our experimental study, the CDIO was used as a practical method for teaching English for the 11<sup>th</sup> grade students in Ortadoğu College, a private science high school in Diyarbakir, Turkey. There were two groups in this study, experimental group and control group for comparison purposes. The experimental group was subjected to a pretest and then to a treatment according to CDIO syllabus and standards. The treatment lasted for one semester and at the end of the first semester of the academic year 2019- 2020, a posttest was subjected to the experimental group to identify whether there were improvements in the students' level or not. The pretest and the posttest are composed of three parts, the grammar part and it has 20 items for each item 2 marks, the vocabulary part has 20 items as well for each item 2 marks. Further, the reading comprehension part is simply an article; the students need to read it and understand it then answer 5 items for each item 4 marks.

The main aim of this thesis is from the first hand to develop a new method in the field of English language teaching ELT, and from the second hand to prepare qualified and practical English language graduates. Another purpose for this research

is to show how CDIO can be applied in ELT and how much it is successful in raising the qualifications of the learners. Therefore, according to these aims the research questions were set before starting this experimental research. And they were answered in the forth and fifth chapters after the treatment process and after applying the CDIO on 11<sup>th</sup> grade students.

The CDIO treatment was applied on three classrooms for one semester, 20 students in each classroom, that's 60 students in total and there were another 60 students in the control group for comparing reason. After collecting the data and analyzing it with the help of IBM SPSS Statistics 23.0, the results show that CDIO has played a big role in increasing the students' level in English in general and increased their qualifications in grammar, vocabulary and reading comprehension in particular. Moreover, the CDIO has proved its efficiency in learning English and helping the students to perform better in the posttest.

### **6.3. CONCLUSIONS**

#### **6.3.1. Conclusions Related to the Students**

Notably, the CDIO has a positive effect on the students of the experimental group i.e. on their ability of learning a language. Furthermore, it has a positive effect on their understanding of the English language grammar, the vocabulary size and the reading comprehension skills. In addition, it should be noted that there is a major difference in the students' performance between the pretest and posttest. To be said differently, the students remarkably performed better in the posttest, thanks to the CDIO method and its effectiveness.

CDIO is a flexible method where it can be changed according to the needs of the learners, the environment and the other factors. It is believed that the implementation of CDIO innovative teaching method raises the linguistic competence of the learners and raises the seven following practical skills: the innovation ability, the teamwork spirit, the related job knowledge of English, the ability to solve problems, the self-learning ability, the critical thinking ability, and the professional knowledge of English.

This study proposes that using CDIO concept in English language teaching can significantly strengthen the professional knowledge, studying confidence and activate studying tendency of students. Meanwhile, the studying results of the professional English can also be enhanced through the CDIO framework together with a stable teaching effect of the professional skills of CDIO. It is also noteworthy that with the integration of the CDIO skills of communication, personal, interpersonal and teamwork skills, the students of this study could raise their own skills in English. It not only improves the students' comprehensive ability of communication, reading, writing, listening and speaking, but also promotes the students' deep understanding of project-based teaching and team spirit. With regard to the before mentioned, integrating CDIO with teaching English in our study has achieved the desired effect. Therefore, it is clear that the integration of the CDIO skills with learning English has borne fruits and reached to its goals in this research. In addition to that, the CDIO not only improves the student's abilities but also improves the teacher's abilities, so using CDIO reaps rewards and benefits from students and teachers simultaneously.

### **6.3.2. Conclusions Related to the Teachers**

As long as the researcher and the teacher is the same person in this experimental study, the researcher asserts that the CDIO improved his abilities in teaching English. In addition, CDIO helped him to learn some new teaching techniques, to become more innovative, and always to search for something new and this is supported by the study of Wenwen and Yunfei 2018. Moreover, it inspired him to be more practical and pragmatic. The researcher also learnt from CDIO to create a student centered atmosphere rather than a teacher centered atmosphere in the classroom. Furthermore, the researcher learnt to exploit the technology developments in the best way. The CDIO approach's first aim is to prepare qualified alumni, and the researcher kept that in his mind during the whole treatment process, again this is supported in the study of Wenwen and Baoguo 2020. Each instructor should keep that in his mind while teaching to implant the information in the students mind so they can use this information not only in the near future but also in the far future after graduating. The goal of teaching is not to pass an exam; instead, the teachers need to transfer the knowledge in way to settle in the intellect. Finally, The researcher learned from CDIO to be a 'smart street teacher' which means to be knowledgeable of the

students and the environment and what is going around there, and that is what CDIO demands.

### **6.3.3. Conclusions Related to the Possibility of Using CDIO in the Language Lessons**

It can be inferred from this experimental study that it is very possible to use CDIO in teaching English. Moreover, it is expected that CDIO will seize its place as a successful English language teaching method in the coming years. Coupled with this, the outcomes of this study may give futuristic ideas to English teachers and education foundations in respect of methodology, curriculum, and the materials used in instructing and job related knowledge. Furthermore, it is expected from CDIO, through its practicability and interdisciplinarity, to fill the gap between what is awaited from the English graduates and what is achieved in reality. From the standpoint of the practical life, the students understand what they have learnt through practice and they practice by what they have learnt, so they grasp a strong and solid understanding and they gain vigorous practical skills and that is the exact core of CDIO. Moreover, it is expected from CDIO as well to add something new to the field of ELT and helps to find the shortest and the idealist way of teaching English. In the light of that, we ought to encourage adopting CDIO for teaching on the general range and for teaching languages on the specific range.

## **6.4. RECOMMENDATIONS FOR THE EDUCATIONAL INSTITUTIONS**

CDIO method is in ascending order among the teaching approaches in the education context, and CDIO is in use in more than 120 schools and universities around the world. The researcher is strongly recommend the educational institutions to adopt this methodology. Besides, the Worldwide CDIO Initiative has an open access and channels to adopt the method, and the Figure 6.1 explains the process of adopting CDIO. Moreover, the CDIO Organization supplies, the institutions who wants to adopt the program after the six steps of acceptance, with materials, syllabus, curriculums, adopting guidance without any fee. Furthermore, The CDIO Initiative organizes annual International CDIO Conference in June each year to share

collaboration and policies from one hand and to discuss the outcomes and the challenges of adopting CDIO program from the other hand.

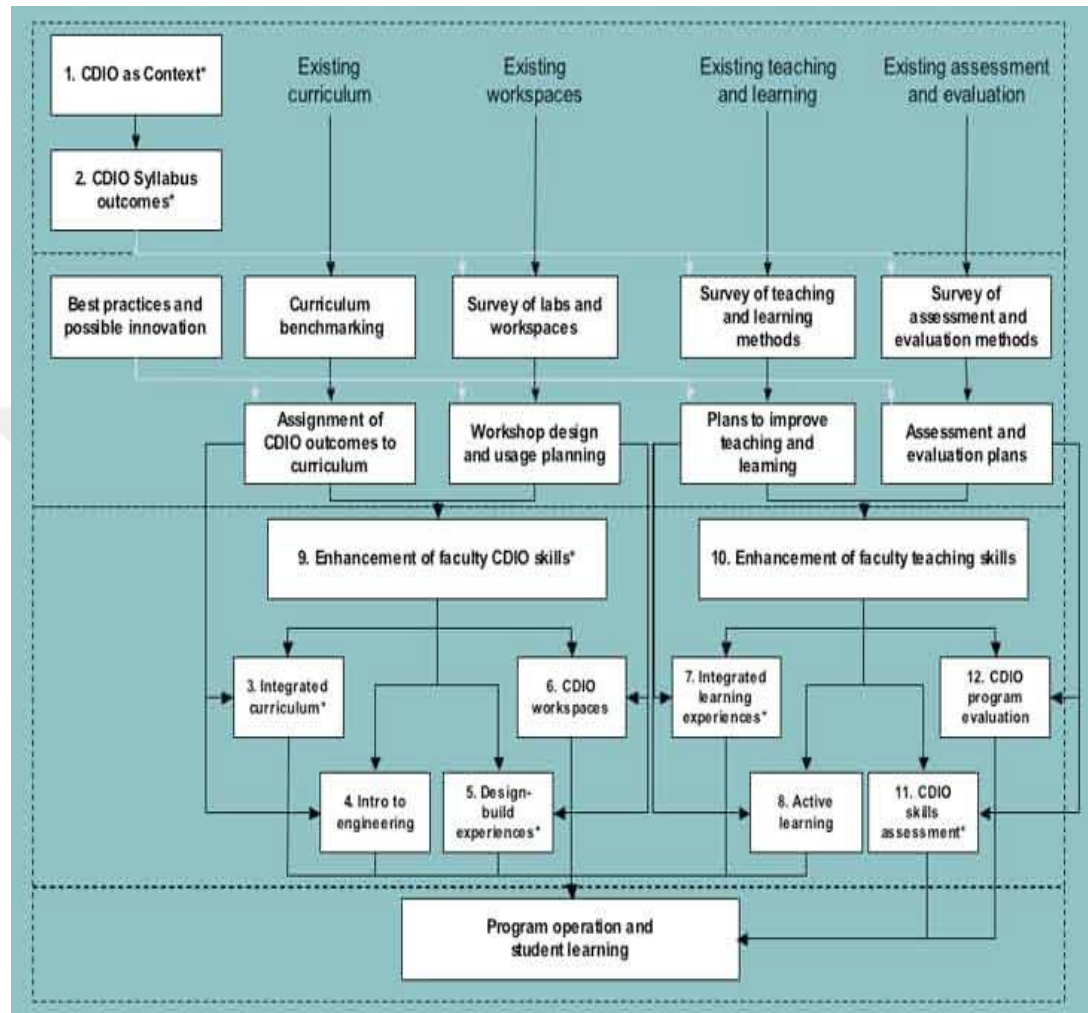
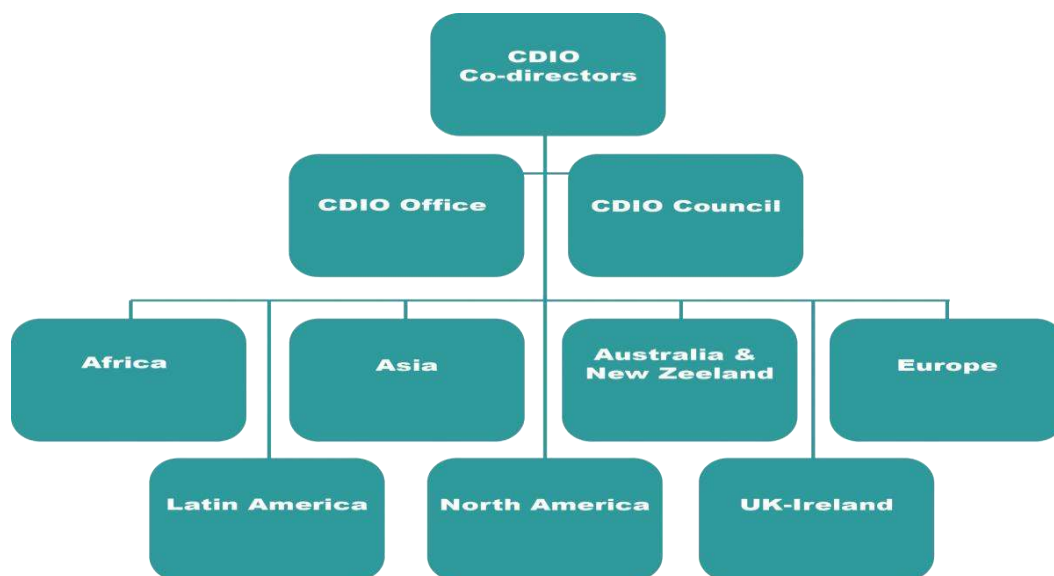


Figure 6.1. The adoption of CDIO process (<http://www.cdio.org/>)

Lastly, the Figure 6.2 presents the seven different regions that CDIO is in use there: North and Latin Americas, Africa, Asia, Europe, Australia, UK and New Zealand (<http://www.cdio.org/>).



*Figure 6.2 The CDIO organization spread (<http://www.cdio.org/>)*

Finally, the researcher of this study looks forward and fervently hopes that this research study will be the start whistle for the Turkish schools and universities to adopt this new method for teaching English and cultivate the outcomes of it. At the end, it is an invite to the Turkish education institutions to think about this innovative practical method for teaching languages and to use it in their curriculum as many big universal universities do around the world.

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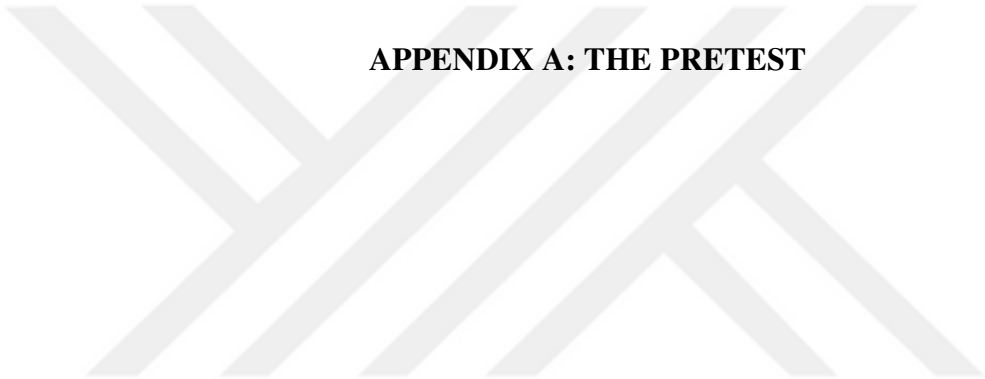
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## **APPENDICES**



## APPENDIX A: THE PRETEST

Name:  
Class:

Intermediate Level Test  
Date: ---- / ---- /-----



## GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

- 1 A What does Adriana do?  
B I think she's \_\_\_\_\_ nurse.  
A — ☐ B a ☐ C an ☐
- 2 There's only a \_\_\_\_\_ milk left. I'll go to the shop.  
A much ☐ B few ☐ C little ☐
- 3 You'll be late for school \_\_\_\_\_ you hurry.  
A unless ☐ B if ☐ C as soon as ☐
- 4 If they \_\_\_\_\_ a map, they wouldn't have got lost.  
A would take ☐ B hadn't taken ☐ C had taken ☐
- 5 It stopped \_\_\_\_\_ an hour ago.  
A snowing ☐ B to snow ☐ C snow ☐
- 6 The book \_\_\_\_\_ in 1990.  
A is written ☐ B was written ☐ C written ☐
- 7 I hate \_\_\_\_\_ enough money to buy a car.  
A to not have ☐ B not having ☐ C not have ☐
- 8 I \_\_\_\_\_ get the bus to work, but now I drive.  
A did used to ☐ B use to ☐ C used to ☐
- 9 We \_\_\_\_\_ wear a uniform. We can wear anything we like.  
A don't have to ☐ B shouldn't ☐ C mustn't ☐
- 10 A What \_\_\_\_\_ at the moment?  
B Nothing. I've just finished my book.  
A do you read ☐ B are you reading ☐ C you reading ☐
- 11 If I \_\_\_\_\_ more money, I would go on holiday.  
A was having ☐ B have ☐ C had ☐
- 12 You \_\_\_\_\_ to use dictionaries in the exam.  
A aren't allowed ☐ B aren't let ☐ C can't ☐
- 13 He told \_\_\_\_\_.  
A we to leave ☐ B us to leave ☐ C to us leave ☐
- 14 I \_\_\_\_\_ for five years now.  
A am studying ☐ B studied ☐ C have been studying ☐
- 15 A We've met before, \_\_\_\_\_?  
B Yes, two years ago.  
A haven't we ☐ B don't we ☐ C didn't we ☐
- 16 A What were you doing when you heard the news?  
B I \_\_\_\_\_ work and I was driving home.  
A was finishing ☐ B finished ☐ C had finished ☐
- 17 He \_\_\_\_\_ be very rich. He lives in a huge house and drives a sports car.  
A must ☐ B can ☐ C should ☐
- 18 The \_\_\_\_\_ time to go on holiday is in the middle of summer.  
A most bad ☐ B worse ☐ C worst ☐

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- 19 She can run \_\_\_\_\_ than her brother.  
A as fast ☐ B faster ☐ C the fastest ☐
- 20 They \_\_\_\_\_ a new shopping centre last year.  
A 've opened ☐ B opened ☐ C had opened ☐

**VOCABULARY****Tick (✓) A, B, or C to complete the sentences.**

- 1 Which team \_\_\_\_\_ the match?  
A drew ☐ B beat ☐ C won ☐
- 2 The bread is \_\_\_\_\_ – I baked it today.  
A frozen ☐ B raw ☐ C fresh ☐
- 3 My sister is \_\_\_\_\_. She always wants to be alone and hates talking to people.  
A spoilt ☐ B shy ☐ C selfish ☐
- 4 I didn't enjoy the work or like my colleagues so I \_\_\_\_\_.  
A resigned ☐ B did overtime ☐ C got promoted ☐
- 5 He \_\_\_\_\_ the exam because he didn't revise.  
A failed ☐ B cheated ☐ C passed ☐
- 6 Charles wants a good job. He wants to \_\_\_\_\_ a lot of money.  
A owe ☐ B earn ☐ C charge ☐
- 7 I never buy clothes \_\_\_\_\_ because I like to try things on.  
A discount ☐ B on credit ☐ C online ☐
- 8 When his rich grandfather died, he \_\_\_\_\_ a lot of money.  
A inherited ☐ B invested ☐ C earned ☐
- 9 I missed the train because I was waiting on the wrong \_\_\_\_\_.  
A station ☐ B platform ☐ C carriage ☐
- 10 You must be so pleased \_\_\_\_\_ your exam results.  
A with ☐ B for ☐ C from ☐
- 11 Matt's an \_\_\_\_\_ child. He doesn't have any brothers or sisters.  
A one ☐ B own ☐ C only ☐
- 12 The banks were closed so I got some money out of the \_\_\_\_\_.  
A mortgage ☐ B loan ☐ C cash machine ☐

- 13 Jorge \_\_\_\_\_ playing football. He couldn't walk properly for weeks.  
A got fit ☐ B got injured ☐ C warmed up ☐
- 14 It's a real \_\_\_\_\_ story. I was frightened from beginning to end.  
A western ☐ B horror ☐ C action ☐
- 15 I \_\_\_\_\_ a lot of money when I went to Madrid. The shops are wonderful.  
A spent ☐ B earned ☐ C kept ☐
- 16 My boyfriend is so \_\_\_\_\_ at the moment. One minute he's happy, the next he isn't.  
A aggressive ☐ B competitive ☐ C moody ☐
- 17 That music is much too loud! Turn it \_\_\_\_\_.  
A in ☐ B down ☐ C out ☐
- 18 My basketball \_\_\_\_\_ told me to train every other day.  
A coach ☐ B fans ☐ C spectators ☐
- 19 Something \_\_\_\_\_ delicious. Are you making a cake?  
A sounds ☐ B tastes ☐ C smells ☐
- 20 We don't have a garden, but we have a \_\_\_\_\_ so we can still sit outside.  
A chimney ☐ B gate ☐ C balcony ☐

Vocabulary

40

## READING

**Read the article about names. Five sentences have been removed. Choose from the sentences A–F the one which fits each gap (1–5). There is one extra sentence which you do not need to use.**

### What's in a name?

The arrival of a baby in the family causes plenty of excitement for all new parents. They have to get a room ready for the little one, buy new clothes, and choose a name. They spend hours looking through thousands of names in baby books before deciding what to call their child. Many also go on to pick something a little bit different from their own or those of their family members.

But, according to new research, parents should really go for traditional names such as Michael, John, Ian, or Andrew if they want their sons to be successful

in life. **1** ☐ There are also more lawyers and politicians with these four names than any other names. And it doesn't stop there – they are well represented across the country's police forces too, with eight of the chief constables in the country's 52 forces named either Michael or Ian.

**2** ☐ However, at present there is not a single person with this name in a senior position in government or the police force. Many top managers are selected through an interview process, and research seems to support the theory that people with straightforward names are the ones who are contacted and invited to come and meet the panel.

Andrew Watson, an author and parenting expert, said the survey highlighted the importance of traditional names over more unusual, trendy ones. He warned parents that the effects of their choice of name for their child will last a lifetime. **3** ☐ And this is not only important in childhood, but also in youth and adulthood. Mr Watson also warned parents to consider the spelling of the name. No child wants to go through life explaining an unusual name over and over again, or repeating it on the phone. The fact is that giving a child a fairly ordinary name can help them do well in life. Mr Watson reminded parents that unusual names come in and out of fashion quite quickly. Names which were trendy 30 years ago are almost unheard of today.

**4** ☐ According to the most up-to-date data from the Office of National Statistics, Michael, Andrew, and Ian are not even among the 50 most popular names of the last few years. Instead, more unusual ones such as Ethan, Noah, Oscar, and Jayden were all preferred by new parents.

While Jack, Harry, Alfie, and Thomas were the four most popular boys' names with new parents last year, it is unclear whether they will make a success of their lives when they get older. **5** ☐ Earlier this year, it was identified as the most popular name in the record books. In total, more than two million boys have been given this name since records began in Britain in 1837.

- A** In the 1970s, one of the most popular boy's names was Jason.
- B** But despite the apparent advantages of solid traditional names, they are currently out of fashion.
- C** Most people like it and it has been popular for many years now.
- D** Only John, it seems, has managed to stand the test of time.
- E** Their name is part of how others see them and feel about them.
- F** These 'power names' are the most common among the top British businessmen.

|         |  |    |
|---------|--|----|
| Reading |  | 20 |
|---------|--|----|

|       |  |     |
|-------|--|-----|
| Total |  | 100 |
|-------|--|-----|

## **APPENDIX B: THE POSTTEST**



Name:  
Gender:

Intermediate Level Test  
Date: ---- / ---- / ----



## GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

- 1 This weather's absolutely awful. It \_\_\_\_\_ for days.  
A 's rained ☐ B rains ☐ C 's been raining ☐
- 2 My idea is good, but yours is much \_\_\_\_\_.  
A better ☐ B best ☐ C good ☐
- 3 \_\_\_\_\_ camping?  
A Do they like ☐ B Are they liking ☐ C Like they ☐
- 4 I often lose my phone, so I never buy \_\_\_\_\_.  
A expensive one ☐ B a expensive one ☐ C an expensive one ☐
- 5 Give him the money. Give \_\_\_\_\_.  
A he it ☐ B it to him ☐ C it to he ☐
- 6 What \_\_\_\_\_ you eaten today?  
A are ☐ B do ☐ C have ☐
- 7 I \_\_\_\_\_ swim well when I was four years old.  
A could ☐ B must ☐ C can ☐
- 8 How many brothers and sisters \_\_\_\_\_ you have?  
A are ☐ B do ☐ C have ☐
- 9 My parents usually visit \_\_\_\_\_ once a month.  
A us ☐ B we ☐ C our ☐
- 10 Where are they? We've been here \_\_\_\_\_ 8 o'clock.  
A for ☐ B since ☐ C by ☐
- 11 You've \_\_\_\_\_ missed Karen. She left two minutes ago.  
A just ☐ B ever ☐ C yet ☐
- 12 Why \_\_\_\_\_ he going home? It's early.  
A does ☐ B is ☐ C has ☐
- 13 My wife has plenty of clothes. She \_\_\_\_\_ buy a new coat.  
A doesn't need to ☐ B should ☐ C must ☐
- 14 I won't become a director \_\_\_\_\_ show more leadership qualities.  
A unless I don't ☐ B if I'll ☐ C unless I ☐
- 15 She \_\_\_\_\_ have passed the exam if she hadn't studied so hard.  
A wouldn't ☐ B didn't ☐ C can't ☐
- 16 We \_\_\_\_\_ our new boss tomorrow morning.  
A are meeting ☐ B go to meeting ☐ C going meet ☐
- 17 When \_\_\_\_\_ the last time you went to a party?  
A did be ☐ B was ☐ C used to be ☐
- 18 We \_\_\_\_\_ in a small village for several years.  
A used to live ☐ B live ☐ C use to live ☐

Oxford University Press © Intermediate Level

- 19 I think I saw a mouse run \_\_\_\_\_ that chair over there.  
A between ☐ B under ☐ C in ☐

20 The bin is beginning to smell. \_\_\_\_\_ it out.

A I take ☐ B I'm going ☐ C I will take ☐

|         |  |    |
|---------|--|----|
| Grammar |  | 40 |
|---------|--|----|

## VOCABULARY

Tick (✓) A, B, or C to complete the sentences.

1 Carrying a lot of money on you can be \_\_\_\_\_.

A risky ☐ B dirty ☐ C noisy ☐

2 Work is very \_\_\_\_\_ at the moment. I'd like to leave.

A profitable ☐ B stressful ☐ C useful ☐

3 I couldn't use my mobile phone on holiday. I forgot the \_\_\_\_\_.

A dryer ☐ B razor ☐ C charger ☐

4 Where can you buy things like pens and paper?

A baker's ☐ B a stationer's ☐ C a chemist's ☐

5 A Excuse me, I'm looking \_\_\_\_\_ a florist's.

B Yes, there's one in the next street.

A for ☐ B out ☐ C to ☐

6 Can I \_\_\_\_\_ on this dress, please?

A have ☐ B try ☐ C wear ☐

7 The girl is sitting on a wall \_\_\_\_\_ of a big tree.

A the front ☐ B at front ☐ C in front ☐

8 If you don't want your old books, \_\_\_\_\_ them away to charity.

A give ☐ B throw ☐ C take ☐

9 to be present at a lecture or meeting

A attend ☐ B apply ☐ C assist ☐

10 You use this sticky substance to keep two edges together.

A padlock ☐ B paint ☐ C glue ☐

11 I made a mistake and had to press '\_\_\_\_\_'.

A enter ☐ B cancel ☐ C type ☐

- 12 the place where actors, musicians, etc. perform  
A stage ☐ B stalls ☐ C score ☐
- 13 the opposite of *curled*  
A straightened ☐ B dyed ☐ C put up ☐
- 14 Emma's expecting to get good \_\_\_\_\_ for her exams.  
A votes ☐ B levels ☐ C marks ☐
- 15 Do you find it easy to \_\_\_\_\_ names?  
A forgetting ☐ B remember ☐ C memory ☐
- 16 I checked my \_\_\_\_\_ to see how much I had in my account.  
A deposit ☐ B balance ☐ C wallet ☐
- 17 the people who like a sports team, musicians, etc.  
A crowd ☐ B viewers ☐ C fans ☐
- 18 You need a lot of these to build a house.  
A curtains ☐ B bricks ☐ C brushes ☐
- 19 You use these to open doors with.  
A screws ☐ B taps ☐ C handles ☐
- 20 You use this machine to make holes in walls.  
A drill ☐ B hammer ☐ C screw ☐

## READING

**Read the article about childhood. Five sentences have been removed. Choose from the sentences A–F the one which fits each gap (1–5). There is one extra sentence which you do not need to use.**

### Happy days

Behind the house where I lived as a child, there was an old caravan. There were trees all around it, the windows were filthy, and inside were some smelly old yellow and brown cushions. But to the gang of small children I was part of it was a special place. It was our camp, where adults never came, nor wanted to.

There were three of us: Roger, the farmer's son who was our leader, and Anne, his sister. 1 ☐ I'll always remember the good times we had together.

I know I was younger than nine at the time because that's how old I was when we moved to a different part of the country due to my father's job. Even now, 50 years later, I haven't forgotten the house we left behind. 2 ☐

That house is the safe place I return to in my mind time after time as I recall the happiest of memories. It was there that I saw my first badger and learned to swim in the river and fish for crabs. It was there that I was given my first pet, too. 3 ☐

My parents let me go out and about to explore, and I loved spending time with my friends. 4 ☐ And if there was nobody around, I would spend my days in the caravan or down by the river doing whatever I wanted. Best of all, though, was the beach. When the tide was out, there was what looked like a beautiful tablecloth of white sand. It stretched across the huge bay and down to the sea. There, horses would gallop, children would sail dinghies, and people would walk their dogs. At high tide, it was covered in seaweed, driftwood, and shells. I called it my beach.

After I had learned to drive, I returned regularly to have a look at my special place. 5 ☐ Some people say it's a mistake to return to the treasured places of our past because they will probably have changed so much that we won't recognize them. Now, decades later, do I want to go back to the house? Well, I'm not sure. Perhaps it's best to leave those memories in my head, untouched and unspoiled. And perhaps it's best not to chase a dream. After all, I'm an adult now with four grown-up children of my own.

- A Often my mother let my classmates from school come and spend the night at our house.
- B But that wasn't the problem, I realized.
- C And best of all, I got to be a bridesmaid at a neighbour's wedding.
- D Then there was little me, the hanger-on, who was allowed, and sometimes even encouraged, to join in.
- E I found myself driving along the country roads every year, just so that I could see the house.
- F There was never another one that meant as much to me.

|         |  |    |
|---------|--|----|
| Reading |  | 20 |
|---------|--|----|

|       |  |     |
|-------|--|-----|
| Total |  | 100 |
|-------|--|-----|



## **APPENDIX C: POSTTEST ANSWER KEYS**

**POST TEST ANSWER KEYS****Grammar**

1. C
2. A
3. A
4. C
5. B
6. C
7. A
8. B
9. A
10. B
11. A
12. B
13. A
14. C
15. A
16. A
17. B
18. A
19. B
20. C

**Vocabulary**

1. A
2. B
3. C
4. B
5. A
6. B
7. C
8. A
9. A

**10. C**

**11. B**

**12. A**

**13. A**

**14. C**

**15. B**

**16. B**

**17. C**

**18. B**

**19. C**

**20. A**

**Reading**

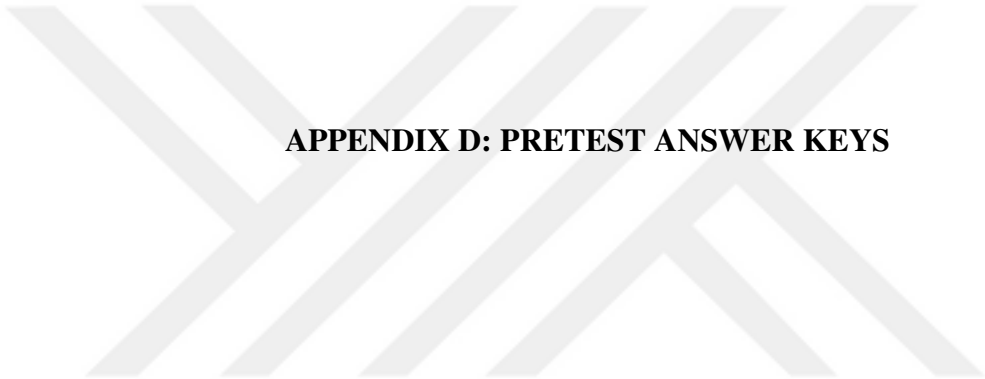
**1. D**

**2. F**

**3. C**

**4. A**

**5. E**



## **APPENDIX D: PRETEST ANSWER KEYS**

**Pretest answer keys****Grammar**

1. B
2. C
3. A
4. C
5. A
6. B
7. C
8. C
9. A
10. B
11. C
12. A
13. B
14. C
15. A
16. C
17. A
18. C
19. B
20. B

**Vocabulary**

1. C
2. C
3. B
4. A
5. A
6. B
7. C
8. A
9. B
10. A

**11. C**

**12. C**

**13. B**

**14. B**

**15. A**

**16. C**

**17. B**

**18. A**

**19. C**

**20. C**

**Reading**

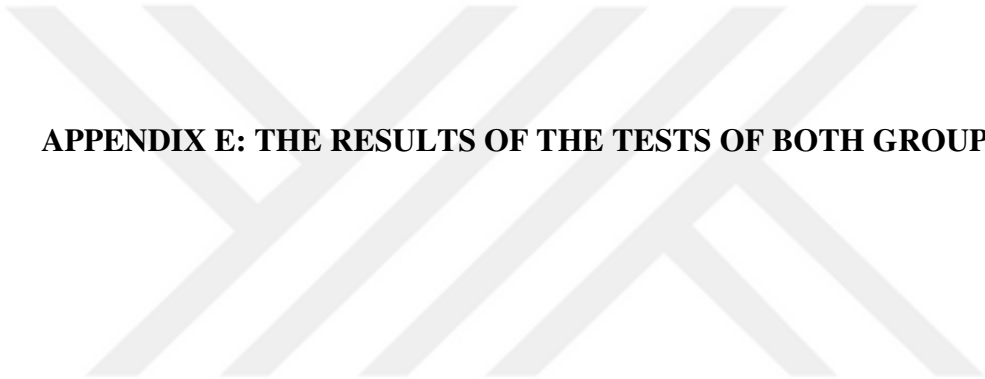
**1. F**

**2. A**

**3. E**

**4. B**

**5. D**



## **APPENDIX E: THE RESULTS OF THE TESTS OF BOTH GROUPS**

### Experimental Group Pretest and Post Test Results

(Girls)

| Exper<br>Group | Gender | Grammar<br>(20 items) |              | Vocabulary<br>(20 items) |              | Reading<br>(10 items) |              | Total<br>(50 items) |              | Final<br>result<br>(100<br>points) |              |
|----------------|--------|-----------------------|--------------|--------------------------|--------------|-----------------------|--------------|---------------------|--------------|------------------------------------|--------------|
|                |        | Pre-<br>test          | Post<br>test | Pre-<br>test             | Post<br>test | Pre<br>test           | Post<br>test | Pre-<br>test        | Post<br>test | Pre-<br>test                       | Post<br>test |
| 1.             | Girl   | 12                    | 16           | 15                       | 18           | 8                     | 10           | 35                  | 44           | 70                                 | 88           |
| 2.             | Girl   | 15                    | 18           | 19                       | 20           | 4                     | 8            | 38                  | 46           | 76                                 | 92           |
| 3.             | Girl   | 14                    | 17           | 18                       | 18           | 4                     | 8            | 36                  | 43           | 72                                 | 86           |
| 4.             | Girl   | 12                    | 17           | 15                       | 17           | 2                     | 6            | 29                  | 40           | 58                                 | 80           |
| 5.             | Girl   | 15                    | 20           | 17                       | 20           | 6                     | 10           | 38                  | 50           | 76                                 | 100          |
| 6.             | Girl   | 14                    | 16           | 15                       | 17           | 4                     | 8            | 33                  | 41           | 66                                 | 82           |
| 7.             | Girl   | 16                    | 17           | 18                       | 20           | 4                     | 10           | 38                  | 47           | 76                                 | 94           |
| 8.             | Girl   | 15                    | 16           | 17                       | 17           | 4                     | 6            | 36                  | 39           | 72                                 | 78           |
| 9.             | Girl   | 13                    | 15           | 14                       | 15           | 4                     | 8            | 31                  | 38           | 62                                 | 76           |
| 10.            | Girl   | 12                    | 18           | 14                       | 19           | 6                     | 8            | 32                  | 45           | 64                                 | 90           |
| 11.            | Girl   | 16                    | 17           | 17                       | 19           | 8                     | 8            | 41                  | 44           | 82                                 | 88           |
| 12.            | Girl   | 16                    | 20           | 15                       | 18           | 6                     | 6            | 37                  | 44           | 74                                 | 88           |
| 13.            | Girl   | 15                    | 16           | 17                       | 17           | 4                     | 6            | 36                  | 39           | 72                                 | 78           |
| 14.            | Girl   | 12                    | 20           | 14                       | 20           | 4                     | 8            | 30                  | 48           | 60                                 | 96           |
| 15.            | Girl   | 17                    | 17           | 17                       | 18           | 4                     | 6            | 38                  | 41           | 76                                 | 82           |
| 16.            | Girl   | 17                    | 18           | 18                       | 19           | 4                     | 6            | 39                  | 43           | 78                                 | 86           |
| 17.            | Girl   | 13                    | 15           | 15                       | 15           | 0                     | 4            | 28                  | 34           | 56                                 | 68           |
| 18.            | Girl   | 14                    | 20           | 15                       | 20           | 6                     | 10           | 35                  | 50           | 70                                 | 100          |
| 19.            | Girl   | 16                    | 16           | 18                       | 18           | 4                     | 6            | 38                  | 40           | 76                                 | 80           |
| 20.            | Girl   | 11                    | 13           | 18                       | 18           | 6                     | 6            | 35                  | 37           | 70                                 | 74           |
| 21.            | Girl   | 16                    | 17           | 15                       | 17           | 4                     | 6            | 35                  | 40           | 70                                 | 80           |
| 22.            | Girl   | 10                    | 13           | 14                       | 16           | 4                     | 8            | 28                  | 37           | 56                                 | 74           |
| 23.            | Girl   | 14                    | 19           | 13                       | 18           | 6                     | 10           | 33                  | 47           | 66                                 | 94           |
| 24.            | Girl   | 12                    | 15           | 15                       | 16           | 4                     | 8            | 31                  | 39           | 62                                 | 78           |
| 25.            | Girl   | 16                    | 17           | 17                       | 17           | 6                     | 8            | 39                  | 42           | 78                                 | 84           |

|     |      |    |    |    |    |    |    |    |    |    |    |
|-----|------|----|----|----|----|----|----|----|----|----|----|
| 26. | Girl | 15 | 14 | 14 | 16 | 6  | 6  | 35 | 36 | 72 | 74 |
| 27. | Girl | 13 | 18 | 15 | 20 | 6  | 10 | 34 | 48 | 68 | 96 |
| 28. | Girl | 16 | 17 | 17 | 18 | 6  | 8  | 39 | 43 | 78 | 86 |
| 29. | Girl | 15 | 16 | 16 | 18 | 4  | 8  | 35 | 42 | 70 | 84 |
| 30. | Girl | 14 | 16 | 16 | 17 | 4  | 6  | 34 | 39 | 68 | 78 |
| 31. | Girl | 16 | 15 | 17 | 18 | 6  | 8  | 39 | 41 | 78 | 82 |
| 32. | Girl | 15 | 19 | 15 | 20 | 6  | 10 | 36 | 49 | 72 | 98 |
| 33. | Girl | 15 | 17 | 13 | 16 | 6  | 10 | 34 | 43 | 68 | 86 |
| 34. | Girl | 18 | 15 | 17 | 19 | 10 | 10 | 45 | 44 | 90 | 88 |
| 35. | Girl | 15 | 16 | 15 | 18 | 4  | 8  | 34 | 42 | 68 | 84 |
| 36. | Girl | 14 | 15 | 17 | 17 | 4  | 6  | 35 | 38 | 70 | 76 |
| 37. | Girl | 14 | 20 | 14 | 20 | 4  | 8  | 30 | 48 | 60 | 96 |
| 38. | Girl | 17 | 16 | 18 | 20 | 6  | 8  | 41 | 44 | 82 | 88 |

**(Boys)**

| Exper<br>Group | Gender | Grammar<br>(20 items) |              | Vocabulary<br>(20 items) |              | Reading<br>(10 items) |              | Total<br>(50 items) |              | Final<br>result<br>(100<br>points) |              |
|----------------|--------|-----------------------|--------------|--------------------------|--------------|-----------------------|--------------|---------------------|--------------|------------------------------------|--------------|
|                |        | Pre-<br>test          | Post<br>test | Pre-<br>test             | Post<br>test | Pre<br>test           | Post<br>test | Pre-<br>test        | Post<br>test | Pre-<br>test                       | Post<br>test |
| 39.            | Boy    | 16                    | 17           | 16                       | 18           | 6                     | 8            | 38                  | 43           | 76                                 | 86           |
| 40.            | Boy    | 13                    | 16           | 16                       | 17           | 4                     | 6            | 33                  | 39           | 66                                 | 78           |
| 41.            | Boy    | 13                    | 18           | 15                       | 18           | 4                     | 10           | 32                  | 46           | 64                                 | 92           |
| 42.            | Boy    | 18                    | 19           | 18                       | 18           | 6                     | 8            | 43                  | 45           | 86                                 | 90           |
| 43.            | Boy    | 15                    | 15           | 17                       | 19           | 4                     | 8            | 36                  | 42           | 72                                 | 84           |
| 44.            | Boy    | 16                    | 17           | 18                       | 18           | 4                     | 8            | 38                  | 43           | 76                                 | 86           |
| 45.            | Boy    | 13                    | 20           | 13                       | 20           | 6                     | 10           | 32                  | 50           | 64                                 | 100          |
| 46.            | Boy    | 13                    | 17           | 13                       | 20           | 4                     | 6            | 30                  | 43           | 60                                 | 86           |
| 47.            | Boy    | 20                    | 19           | 18                       | 19           | 8                     | 10           | 36                  | 38           | 92                                 | 96           |
| 48.            | Boy    | 16                    | 17           | 14                       | 17           | 2                     | 6            | 32                  | 40           | 64                                 | 80           |
| 49.            | Boy    | 16                    | 20           | 19                       | 20           | 4                     | 10           | 39                  | 50           | 78                                 | 100          |

|     |     |    |    |    |    |   |    |    |    |    |     |
|-----|-----|----|----|----|----|---|----|----|----|----|-----|
| 50. | Boy | 16 | 18 | 16 | 15 | 6 | 8  | 38 | 41 | 76 | 82  |
| 51. | Boy | 17 | 18 | 17 | 19 | 4 | 8  | 38 | 45 | 76 | 90  |
| 52. | Boy | 17 | 18 | 17 | 20 | 6 | 6  | 40 | 44 | 80 | 88  |
| 53. | Boy | 13 | 14 | 13 | 16 | 6 | 8  | 32 | 38 | 64 | 76  |
| 54. | Boy | 16 | 18 | 14 | 20 | 8 | 10 | 38 | 48 | 76 | 96  |
| 55. | Boy | 16 | 19 | 18 | 18 | 2 | 6  | 36 | 43 | 72 | 86  |
| 56. | Boy | 13 | 15 | 18 | 19 | 8 | 10 | 39 | 44 | 78 | 88  |
| 57. | Boy | 13 | 20 | 17 | 20 | 6 | 10 | 36 | 50 | 72 | 100 |
| 58. | Boy | 17 | 18 | 15 | 18 | 4 | 6  | 36 | 43 | 72 | 84  |
| 59. | Boy | 14 | 16 | 16 | 16 | 4 | 8  | 34 | 40 | 68 | 80  |
| 60. | Boy | 17 | 20 | 18 | 17 | 8 | 10 | 43 | 47 | 86 | 94  |

### The Control group pretest and post test results

(Girls)

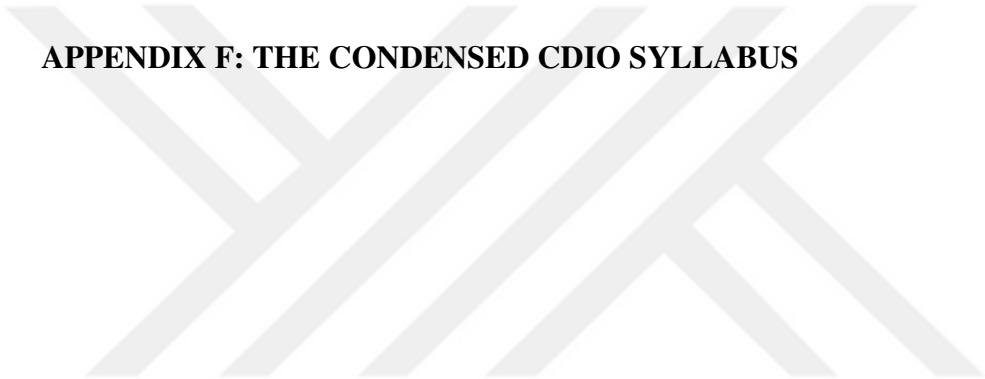
| Control Group | Gender | Grammar<br>(20 items) |           | Vocabulary<br>(20 items) |           | Reading<br>(10 items) |           | Total<br>(50 items) |           | Final result<br>(100 points) |           |
|---------------|--------|-----------------------|-----------|--------------------------|-----------|-----------------------|-----------|---------------------|-----------|------------------------------|-----------|
|               |        | Pre-test              | Post test | Pre-test                 | Post test | Pre test              | Post test | Pre-test            | Post test | Pre-test                     | Post test |
| 1.            | Girl   | 13                    | 12        | 16                       | 17        | 4                     | 6         | 33                  | 35        | 66                           | 70        |
| 2.            | Girl   | 18                    | 18        | 15                       | 16        | 4                     | 4         | 37                  | 38        | 74                           | 76        |
| 3.            | Girl   | 11                    | 12        | 14                       | 15        | 6                     | 6         | 31                  | 33        | 62                           | 66        |
| 4.            | Girl   | 17                    | 16        | 16                       | 15        | 6                     | 8         | 39                  | 39        | 78                           | 78        |
| 5.            | Girl   | 16                    | 20        | 17                       | 20        | 4                     | 10        | 37                  | 50        | 74                           | 100       |
| 6.            | Girl   | 12                    | 14        | 17                       | 16        | 8                     | 8         | 37                  | 38        | 74                           | 76        |
| 7.            | Girl   | 15                    | 15        | 18                       | 17        | 8                     | 10        | 41                  | 42        | 82                           | 84        |
| 8.            | Girl   | 16                    | 15        | 15                       | 15        | 4                     | 4         | 35                  | 34        | 70                           | 68        |
| 9.            | Girl   | 13                    | 14        | 17                       | 16        | 6                     | 6         | 36                  | 36        | 72                           | 72        |
| 10.           | Girl   | 15                    | 16        | 16                       | 14        | 4                     | 6         | 35                  | 36        | 70                           | 72        |
| 11.           | Girl   | 17                    | 16        | 15                       | 16        | 6                     | 6         | 38                  | 38        | 76                           | 76        |
| 12.           | Girl   | 17                    | 16        | 16                       | 17        | 4                     | 6         | 37                  | 39        | 74                           | 78        |
| 13.           | Girl   | 11                    | 13        | 14                       | 15        | 4                     | 4         | 29                  | 32        | 58                           | 64        |
| 14.           | Girl   | 14                    | 15        | 17                       | 17        | 8                     | 8         | 39                  | 40        | 78                           | 80        |
| 15.           | Girl   | 15                    | 15        | 18                       | 16        | 6                     | 6         | 39                  | 37        | 78                           | 74        |
| 16.           | Girl   | 15                    | 16        | 18                       | 17        | 4                     | 6         | 35                  | 37        | 70                           | 74        |
| 17.           | Girl   | 14                    | 15        | 16                       | 14        | 6                     | 6         | 31                  | 30        | 72                           | 70        |
| 18.           | Girl   | 14                    | 16        | 13                       | 15        | 4                     | 6         | 31                  | 37        | 62                           | 74        |
| 19.           | Girl   | 15                    | 16        | 16                       | 19        | 6                     | 8         | 32                  | 43        | 74                           | 86        |
| 20.           | Girl   | 15                    | 16        | 18                       | 17        | 8                     | 6         | 40                  | 38        | 80                           | 76        |
| 21.           | Girl   | 16                    | 14        | 14                       | 15        | 6                     | 6         | 36                  | 35        | 72                           | 70        |
| 22.           | Girl   | 15                    | 16        | 15                       | 14        | 6                     | 4         | 36                  | 34        | 72                           | 68        |
| 23.           | Girl   | 15                    | 14        | 14                       | 16        | 4                     | 6         | 33                  | 36        | 66                           | 72        |
| 24.           | Girl   | 13                    | 15        | 17                       | 16        | 4                     | 6         | 34                  | 37        | 68                           | 74        |

|     |      |    |    |    |    |   |   |    |    |    |    |
|-----|------|----|----|----|----|---|---|----|----|----|----|
| 25. | Girl | 16 | 14 | 17 | 15 | 4 | 8 | 37 | 37 | 74 | 74 |
| 26. | Girl | 12 | 13 | 20 | 18 | 6 | 6 | 38 | 37 | 76 | 74 |
| 27. | Girl | 17 | 15 | 15 | 16 | 6 | 8 | 38 | 39 | 76 | 78 |
| 28. | Girl | 18 | 16 | 14 | 16 | 6 | 8 | 38 | 40 | 76 | 80 |

## (Boys)

| Control Group | Gender | Grammar<br>(20 items) |           | Vocabulary<br>(20 items) |           | Reading<br>(10 items) |           | Total<br>(50 items) |           | Final result<br>(100 points) |           |
|---------------|--------|-----------------------|-----------|--------------------------|-----------|-----------------------|-----------|---------------------|-----------|------------------------------|-----------|
|               |        | Pre-test              | Post test | Pre-test                 | Post test | Pre test              | Post test | Pre-test            | Post test | Pre-test                     | Post test |
| 29.           | Boy    | 15                    | 14        | 16                       | 17        | 6                     | 4         | 37                  | 35        | 74                           | 70        |
| 30.           | Boy    | 15                    | 17        | 15                       | 15        | 6                     | 6         | 37                  | 39        | 74                           | 78        |
| 31.           | Boy    | 16                    | 18        | 19                       | 20        | 10                    | 8         | 45                  | 46        | 90                           | 92        |
| 32.           | Boy    | 15                    | 16        | 20                       | 18        | 4                     | 6         | 39                  | 40        | 78                           | 80        |
| 33.           | Boy    | 15                    | 15        | 16                       | 17        | 4                     | 6         | 35                  | 38        | 70                           | 76        |
| 34.           | Boy    | 15                    | 14        | 16                       | 15        | 4                     | 4         | 33                  | 31        | 66                           | 62        |
| 35.           | Boy    | 12                    | 13        | 17                       | 17        | 4                     | 6         | 33                  | 36        | 66                           | 72        |
| 36.           | Boy    | 16                    | 15        | 15                       | 17        | 8                     | 6         | 39                  | 38        | 78                           | 76        |
| 37.           | Boy    | 19                    | 18        | 17                       | 18        | 10                    | 8         | 46                  | 44        | 92                           | 88        |
| 38.           | Boy    | 13                    | 15        | 13                       | 14        | 8                     | 6         | 34                  | 35        | 68                           | 70        |
| 39.           | Boy    | 19                    | 17        | 16                       | 16        | 4                     | 6         | 36                  | 36        | 74                           | 74        |
| 40.           | Boy    | 14                    | 16        | 18                       | 17        | 6                     | 6         | 38                  | 39        | 76                           | 78        |
| 41.           | Boy    | 16                    | 16        | 13                       | 15        | 4                     | 4         | 33                  | 35        | 66                           | 70        |
| 42.           | Boy    | 14                    | 16        | 18                       | 15        | 4                     | 6         | 36                  | 37        | 72                           | 74        |
| 43.           | Boy    | 18                    | 18        | 18                       | 16        | 4                     | 8         | 40                  | 42        | 80                           | 84        |
| 44.           | Boy    | 11                    | 13        | 14                       | 15        | 6                     | 6         | 31                  | 34        | 62                           | 68        |
| 45.           | Boy    | 10                    | 9         | 16                       | 13        | 6                     | 6         | 32                  | 28        | 64                           | 56        |
| 46.           | Boy    | 15                    | 13        | 18                       | 16        | 8                     | 6         | 41                  | 45        | 82                           | 70        |
| 47.           | Boy    | 15                    | 16        | 15                       | 14        | 4                     | 6         | 34                  | 36        | 68                           | 72        |

|     |     |    |    |    |    |   |   |    |    |    |    |
|-----|-----|----|----|----|----|---|---|----|----|----|----|
| 48. | Boy | 17 | 15 | 15 | 14 | 6 | 6 | 38 | 35 | 76 | 70 |
| 49. | Boy | 12 | 13 | 16 | 16 | 4 | 4 | 32 | 33 | 64 | 66 |
| 50. | Boy | 16 | 15 | 18 | 16 | 4 | 8 | 38 | 39 | 76 | 78 |
| 51. | Boy | 18 | 20 | 19 | 17 | 6 | 6 | 43 | 43 | 86 | 86 |
| 52. | Boy | 13 | 14 | 12 | 13 | 6 | 6 | 31 | 33 | 62 | 66 |
| 53. | Boy | 13 | 15 | 15 | 14 | 6 | 4 | 34 | 33 | 68 | 66 |
| 54. | Boy | 14 | 16 | 14 | 14 | 4 | 4 | 32 | 34 | 64 | 68 |
| 55. | Boy | 14 | 15 | 15 | 16 | 8 | 8 | 37 | 39 | 74 | 78 |
| 56. | Boy | 15 | 19 | 14 | 20 | 6 | 8 | 35 | 47 | 70 | 94 |
| 57. | Boy | 12 | 13 | 14 | 15 | 4 | 4 | 30 | 32 | 60 | 64 |
| 58. | Boy | 13 | 14 | 17 | 17 | 4 | 6 | 34 | 37 | 68 | 74 |
| 59. | Boy | 17 | 16 | 17 | 18 | 4 | 6 | 38 | 40 | 76 | 80 |
| 60. | Boy | 17 | 14 | 13 | 17 | 4 | 4 | 34 | 35 | 68 | 70 |



## **APPENDIX F: THE CONDENSED CDIO SYLLABUS**

**CONDENSED CDIO SYLLABUS v2.0  
JUNE 2011**

**1 DISCIPLINARY KNOWLEDGE AND REASONING**

**1.1 KNOWLEDGE OF UNDERLYING MATHEMATICS AND SCIENCES**

**1.2 CORE ENGINEERING FUNDAMENTAL KNOWLEDGE**

**1.3 ADVANCED ENGINEERING FUNDAMENTAL KNOWLEDGE, METHODS AND TOOLS**

**2 PERSONAL AND PROFESSIONAL SKILLS AND ATTRIBUTES**

**2.1 ANALYTICAL REASONING AND PROBLEM SOLVING**

2.1.1 Problem Identification and Formulation

2.1.2 Modeling

2.1.3 Estimation and Qualitative Analysis

2.1.4 Analysis With Uncertainty

2.1.5 Solution and Recommendation

**2.2 EXPERIMENTATION, INVESTIGATION AND KNOWLEDGE DISCOVERY**

2.2.1 Hypothesis Formulation

2.2.2 Survey of Print and Electronic Literature

2.2.3 Experimental Inquiry

2.2.4 Hypothesis Test and Defense

**2.3 SYSTEM THINKING**

2.3.1 Thinking Holistically

2.3.2 Emergence and Interactions in Systems

2.3.3 Prioritization and Focus

2.3.4 Trade-offs, Judgment and Balance in Resolution

**2.4 ATTITUDES, THOUGHT AND LEARNING**

2.4.1 Initiative and the Willingness to Make Decisions in the Face of Uncertainty

2.4.2 Perseverance, Urgency and Will to Deliver, Resourcefulness and Flexibility

2.4.3 Creative Thinking

2.4.4 Critical Thinking

2.4.5 Self-awareness, Metacognition and Knowledge Integration

2.4.6 Lifelong Learning and Educating

2.4.7 Time and Resource Management

**2.5 ETHICS, EQUITY AND OTHER RESPONSIBILITIES**

2.5.1 Ethics, Integrity and Social Responsibility

2.5.2 Professional Behavior

2.5.3 Proactive Vision and Intention in Life

2.5.4 Staying Current on the World of Engineering

2.5.5 Equity and Diversity

2.5.6 Trust and Loyalty

**3 INTERPERSONAL SKILLS: TEAMWORK AND COMMUNICATION**

**3.1 TEAMWORK**

3.1.1 Forming Effective Teams

3.1.2 Team Operation

3.1.3 Team Growth and Evolution

3.1.4 Team Leadership

3.1.5 Technical and Multidisciplinary Teaming

**3.2 COMMUNICATIONS**

3.2.1 Communications Strategy

3.2.2 Communications Structure

3.2.3 Written Communication

3.2.4 Electronic/Multimedia Communication

3.2.5 Graphical Communication

3.2.6 Oral Presentation

3.2.7 Inquiry, Listening and Dialog

3.2.8 Negotiation, Compromise and Conflict Resolution

3.2.9 Advocacy

3.2.10 Establishing Diverse Connections and Networking

**3.3 COMMUNICATIONS IN FOREIGN LANGUAGES**

3.3.1 Communications in English

3.3.2 Communications in Languages of Regional Nations

3.3.3 Communications in Other Languages

**4 CONCEIVING, DESIGNING, IMPLEMENTING, AND OPERATING SYSTEMS IN THE ENTERPRISE, SOCIETAL AND ENVIRONMENTAL CONTEXT – THE INNOVATION PROCESS**

**4.1 EXTERNAL, SOCIETAL, AND ENVIRONMENTAL CONTEXT**

4.1.1 Roles and Responsibility of Engineers

4.1.2 The Impact of Engineering on Society and the Environment

- 4.1.3 Society's Regulation of Engineering
- 4.1.4 The Historical and Cultural Context
- 4.1.5 Contemporary Issues and Values
- 4.1.6 Developing a Global Perspective
- 4.1.7 Sustainability and the Need for Sustainable Development
- 4.2 ENTERPRISE AND BUSINESS CONTEXT**
  - 4.2.1 Appreciating Different Enterprise Cultures
  - 4.2.2 Enterprise Stakeholders, Strategy and Goals
  - 4.2.3 Technical Entrepreneurship
  - 4.2.4 Working in Organizations
  - 4.2.5 Working in International Organizations
  - 4.2.6 New Technology Development and Assessment
  - 4.2.7 Engineering Project Finance and Economics
- 4.3 CONCEIVING, SYSTEMS ENGINEERING AND MANAGEMENT**
  - 4.3.1 Understanding Needs and Setting Goals
  - 4.3.2 Defining Function, Concept and Architecture
  - 4.3.3 System Engineering, Modeling and Interfaces
  - 4.3.4 Development Project Management
- 4.4 DESIGNING**
  - 4.4.1 The Design Process
  - 4.4.2 The Design Process Phasing and Approaches
  - 4.4.3 Utilization of Knowledge in Design
  - 4.4.4 Disciplinary Design
  - 4.4.5 Multidisciplinary Design
  - 4.4.6 Design for Sustainability, Safety, Aesthetics, Operability and other Objectives
- 4.5 IMPLEMENTING**
  - 4.5.1 Designing a Sustainable Implementation Process
  - 4.5.2 Hardware Manufacturing Process
  - 4.5.3 Software Implementing Process
  - 4.5.4 Hardware Software Integration
  - 4.5.5 Test, Verification, Validation, and Certification
  - 4.5.6 Implementation Management
- 4.6 OPERATING**
  - 4.6.1 Designing and Optimizing Sustainable and Safe Operations
  - 4.6.2 Training and Operations
  - 4.6.3 Supporting the System Life Cycle
  - 4.6.4 System Improvement and Evolution
  - 4.6.5 Disposal and Life-End Issues
  - 4.6.6 Operations Management

**CONDENSED EXTENDED CDIO SYLLABUS:  
LEADERSHIP AND ENTREPRENEURSHIP**

**4.7 LEADING ENGINEERING ENDEAVORS**

Creating a Purposeful Vision

- 4.7.1 Identifying the Issue, Problem or Paradox
- 4.7.2 Thinking Creatively and Communicating Possibilities
- 4.7.3 Defining the Solution
- 4.7.4 Creating New Solution Concepts

Delivering on the Vision

- 4.7.5 Building and Leading an Organization and Extended Organization
- 4.7.6 Planning and Managing a Project to Completion
- 4.7.7 Exercising Project/Solution Judgment and Critical Reasoning
- 4.7.8 Innovation – the Conception, Design and Introduction of New Goods and Services
- 4.7.9 Invention – the Development of New Devices, Materials or Processes that Enable New Goods and Services
- 4.7.10 Implementation and Operation – the Creation and Operation of the Goods and Services that will Deliver Value

**4.8 ENTREPRENEURSHIP**

- 4.8.1 Company Founding, Formulation, Leadership and Organization
- 4.8.2 Business Plan Development
- 4.8.3 Company Capitalization and Finances
- 4.8.4 Innovative Product Marketing
- 4.8.5 Conceiving Products and Services around New Technologies
- 4.8.6 The Innovation System, Networks, Infrastructure and Services
- 4.8.7 Building the Team and Initiating Engineering Processes
- 4.8.8 Managing Intellectual Property



## **APPENDIX G: THE TREATMENT WEEKLY PLAN**

## Week 1

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>File:1</b>          | <p><b>1A.</b> Why did they call you that?</p> <p><b>1B.</b> True colors</p> <p><b>Course Book:</b> English File</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Goals:</b>          | To learn the pronouns and To learn the vowel sounds.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Objectives:</b>     | <ol style="list-style-type: none"> <li>1. Students will be able to use the subject pronouns, object pronouns, possessive pronouns and the possessive adjectives in their writings and conversations.</li> <li>2. Students will be able to identify the vowels and know how to pronounce them.</li> <li>3. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios, songs, drama, power point presentations, worksheets, home works, short films related to the topic.</li> </ol> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</p> <p>6. Organizing field trips so the students learn everyday English, social English and practical English.</p> <p>7. Extra resources for the students for repetition like: 1: i Tutor ( a digital companion to the student's book)where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Sample exercises for the first week

#### 1. Presenting the topic with power point:

1A pronouns

Revise the basics

- I live in London. NOT ~~i live~~
- My** name's Anna.
- My parents don't visit **me** very often.
- They have a flat in north London, but **mine** is in south London.

pronouns and possessive adjectives

| subject pronouns | object pronouns | possessive adjectives | possessive pronouns |
|------------------|-----------------|-----------------------|---------------------|
| I                | me              | my                    | mine                |
| you              | you             | your                  | yours               |
| he / she / it    | him / her / it  | his / her / its       | his / hers          |
| we               | us              | our                   | ours                |
| you              | you             | your                  | yours               |
| they             | them            | their                 | theirs              |

ENGLISH FILE  
Intermediate Plus

GRAMMAR BANK

## 1A pronouns

### direct / indirect object pronouns and word order

- 1 He gave **me** **some money**. 1 8  
 I'm going to lend **her** **my camera**.  
 They've shown **their friends** **their new flat**.  
 I'll send **you** **an email**.  
 We bought **our father** **some books**.

- 1 Some verbs can have two objects, usually a thing (the **direct object**) and a person (the **indirect object**). If the direct object is a noun (*some money, a digital camera, etc.*), we usually use verb + indirect object + direct object.

## 1A pronouns

### direct / indirect object pronouns and word order

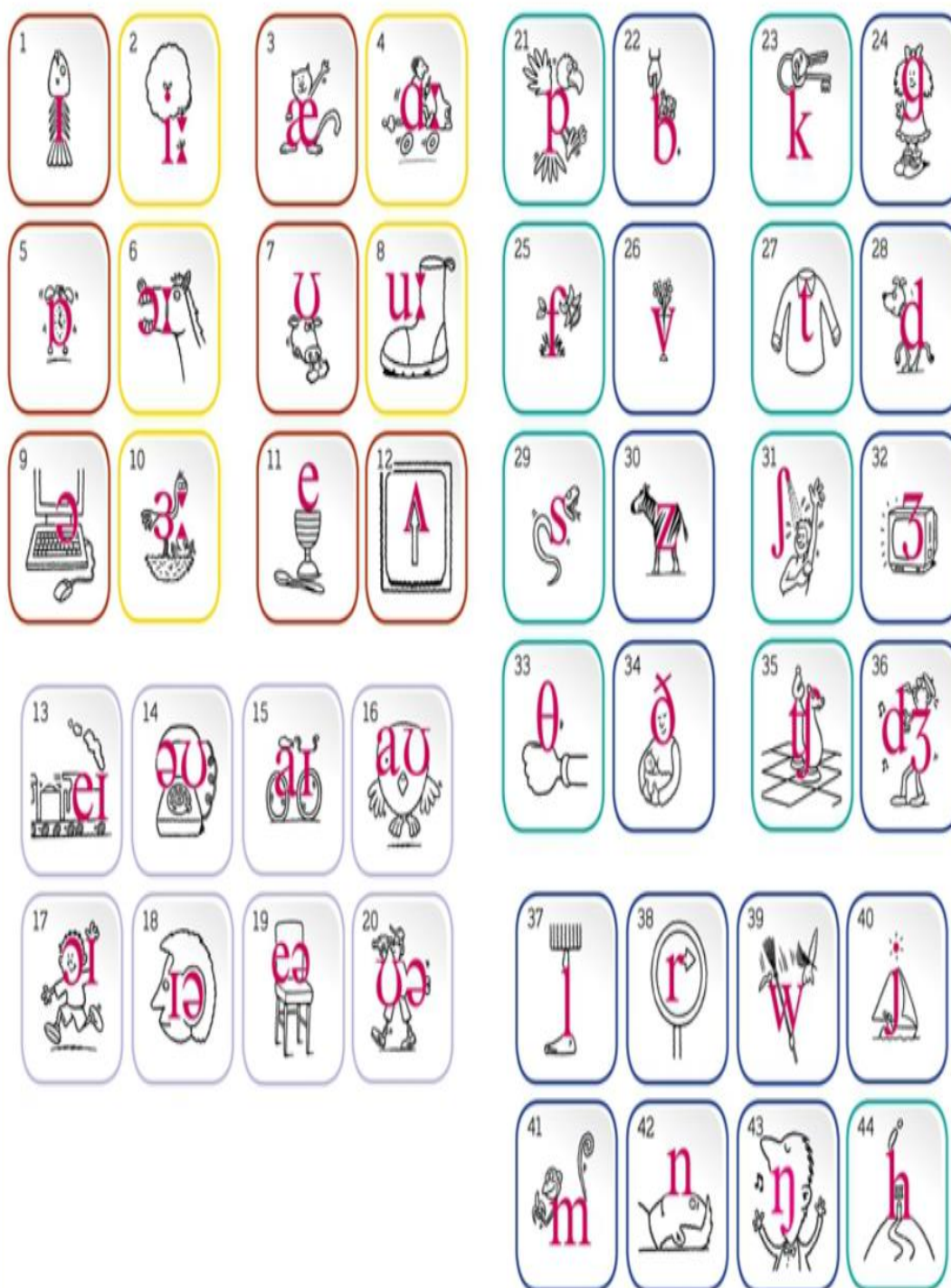
- 2 He gave **it to me**. 1 8  
 I'm going to lend **it to her**.  
 They've shown **it to them**.  
 I'll send **it to you**.  
 We bought **them for him**.

- 2 If the direct object is a pronoun (*it, them*), we usually use verb + direct object + indirect object, with either *for* or *to* before the indirect object – it depends on the verb. Some common verbs which can have two objects are:

*bring (for / to), buy (for), cook (for), find (for), get (for), make (for)*

*give (to), lend (to), offer (to), read (to), sell (to), send (to), show (to), take (to), write (to)*

X



○ short vowels    ○ long vowels    ○ diphthongs

○ voiced    ○ unvoiced

## 2. Sample of the grammar exercises for the first week:

### 1A GRAMMAR pronouns

- a Complete the dialogues with the correct **subject pronoun**, **object pronoun**, **possessive pronoun**, or **possessive adjective**, e.g. *I / me / my / mine*. Write the answers in the column on the right.



- |                                                                                  |            |
|----------------------------------------------------------------------------------|------------|
| 1 A Hey! Those are <input type="text"/> coffees!                                 | <u>our</u> |
| B I'm sorry, we thought they were <input type="text"/> .                         | _____      |
| 2 A Sara got a new smartphone for <input type="text"/> birthday.                 | _____      |
| B Wow! <input type="text"/> always gets fantastic presents.                      | _____      |
| 3 A What are <input type="text"/> names?                                         | _____      |
| B He's Ryan, and I think <input type="text"/> wife's name is Jessica.            | _____      |
| 4 A Tom! Are these <input type="text"/> keys?                                    | _____      |
| B No, I've got <input type="text"/> here.                                        | _____      |
| 5 A <input type="text"/> name's Joanna W. Evans.                                 | _____      |
| B Do <input type="text"/> know what the W stands for?                            | _____      |
| 6 A Where's Sylvia? I think these are <input type="text"/> glasses.              | _____      |
| B No, they're not Sylvia's. Ask Ben, they might be <input type="text"/> .        | _____      |
| 7 A Is this car <input type="text"/> , sir?                                      | _____      |
| B Of course not! <input type="text"/> car is a Ferrari.                          | _____      |
| 8 A What about Mark and Sue? Have you invited <input type="text"/> to the party? | _____      |
| B She's coming, but I haven't asked <input type="text"/> .                       | _____      |

- b Complete the dialogues with object pronouns and *for* or *to*. Write the answers in the column on the right.

- |                                                                                                            |                                 |
|------------------------------------------------------------------------------------------------------------|---------------------------------|
| 1 A What beautiful flowers!                                                                                |                                 |
| B Yes, my boyfriend sent <input type="text"/> <input type="text"/> <input type="text"/> .                  | <u>them</u> <u>to</u> <u>me</u> |
| 2 A Did John give you his old bicycle?                                                                     |                                 |
| B No, he sold <input type="text"/> <input type="text"/> <input type="text"/> for £20.                      | _____                           |
| 3 A Where did you buy those headphones?                                                                    |                                 |
| B My friend got <input type="text"/> <input type="text"/> <input type="text"/> in New York.                | _____                           |
| 4 A Is that your tennis racquet?                                                                           |                                 |
| B No, it's my brother's. He lent <input type="text"/> <input type="text"/> <input type="text"/> .          | _____                           |
| 5 A Have you seen our new offices?                                                                         |                                 |
| B Yes, the Sales Director showed <input type="text"/> <input type="text"/> <input type="text"/> yesterday. | _____                           |
| 6 A I didn't think George could afford designer sunglasses.                                                |                                 |
| B He can't. His parents bought <input type="text"/> <input type="text"/> <input type="text"/> .            | _____                           |
| 7 A I love your daughter's sweater.                                                                        |                                 |
| B Her grandmother made <input type="text"/> <input type="text"/> <input type="text"/> .                    | _____                           |
| 8 A Where did you buy that hat?                                                                            |                                 |
| B My wife found <input type="text"/> <input type="text"/> <input type="text"/> online.                     | _____                           |

### 3. Sample pronunciation exercise for the week:

## 2 PRONUNCIATION vowel sounds

a Write the names in the chart.

|       |      |      |       |       |     |       |        |
|-------|------|------|-------|-------|-----|-------|--------|
| Adele | Alex | Bill | Chris | Emily | Eve | James | Joe    |
| Kate  | Leo  | Mike | Paula | Ryan  | Sam | Sean  | Sophie |

|                                                                                          |                                                                                          |                                                                                           |                                                                                            |
|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1<br>   | 2<br>   | 3<br>   | 4<br>   |
| _____                                                                                    | _____                                                                                    | <u>Adele</u>                                                                              | _____                                                                                      |
| _____                                                                                    | _____                                                                                    | _____                                                                                     | _____                                                                                      |
| 5<br> | 6<br> | 7<br> | 8<br> |
| _____                                                                                    | _____                                                                                    | _____                                                                                     | _____                                                                                      |
| _____                                                                                    | _____                                                                                    | _____                                                                                     | _____                                                                                      |

#### 4. Sample of the communicative and speaking exercises:

**1A COMMUNICATIVE** Talk for a minute

The best cook I know is *my mum*. She cooks dinner every day, and most of *her* dishes are fantastic, especially *her* desserts – I love *them*!

**START**

- the best cook you know
- a TV series you love
- your parents
- a favourite relative
- a female singer you think is good
- your favourite month / season
- the first live group you ever saw
- one of your best friends
- a town or city you really like
- animals / insects you're afraid of
- a favourite school teacher
- a sport you play or like watching
- your first English teacher
- a computer game or app you use a lot
- an actor you like
- a piece of music that you're listening to a lot at the moment

**FINISH**

**Have another go!**

**Have another go!**

**Have another go!**

## 5. Sample of the listening and understanding exercises:

### 1A SONG Rio



#### Rio

Moving on the floor now babe, you're a bird of paradise  
 1 Cherry ice cream smile, I suppose it's very nice *(a fruit)*  
 With a step to your left and a flick to the right you catch that  
 mirror way out 2 \_\_\_\_\_ *(a point of the compass)*  
 You know you're something special and you look like you're  
 the best

#### CHORUS

Her name is Rio and she dances on the 3 \_\_\_\_\_  
*(sth you find at the beach)*  
 Just like that river twisting through a dusty land  
 And when she shines she really shows you all she can  
 Oh Rio, Rio, dance 4 \_\_\_\_\_ the Rio Grande  
*(a preposition of movement)*

I've seen you on the 5 \_\_\_\_\_ and I've seen you on TV  
*(a place where you can sunbathe)*  
 Two of a billion 6 \_\_\_\_\_ – it means so much to me  
*(things that you can see in the sky)*  
 Like a 7 \_\_\_\_\_ or a pretty view *(an important day)*  
 But then I'm sure that you know it's just for you

#### CHORUS

Hey now, look at that, did she nearly run you down?  
 At the end of the drive the lawmen 8 \_\_\_\_\_  
*(to get there)*  
 You make me feel alive, alive, alive  
 I'll take my chance 'cause luck is 9 \_\_\_\_\_  
 \_\_\_\_\_ or something *(agrees with me)*  
 I know what you're thinking, I tell you something, I know what  
 you're thinking  
 Her name is Rio, she don't need to understand  
 And I might find her if I'm looking like I can  
 Oh Rio, Rio, hear them 10 \_\_\_\_\_ across the land  
*(to speak loudly)*  
 From 11 \_\_\_\_\_ in the north down to the Rio Grande  
*(big hills)*  
 Do do do do, etc.

- Listen to the song and write the missing words 1–11. Use the clues in brackets to help you.
- Read the lyrics with the glossary and answer the questions.
  - Who is Rio?
  - What do you think she looks like?
  - Is she a woman who is confident about her looks? If so / not, where does it say this in the song?
  - How do you think the singer feels about her?
  - How do you think she feels about the singer?

#### GLOSSARY

flick = a quick or sudden smile or look at sb  
 twisting = bending and changing direction often  
 dusty = full of dust (dry dirt)  
 run sb down = hit sb in a vehicle and knock them to the ground  
 lawman = a (US) officer responsible for keeping law and order  
 'cause = because  
 she don't need to = she doesn't need to

#### SONG FACTS

*Rio* was the single from Duran Duran's album of the same name. It was released worldwide on 1<sup>st</sup> November 1982 and reached number 9 in the UK singles charts in December. Since then, groups like Goldfinger and Nirvana have made cover versions of this song and it's appeared in music video games such as *Band Hero* and *Dance Dance Revolution*. Manchester United football fans sing 'His name is Rio, Rio, Rio Ferdinand' (like the first line of the chorus) whenever the footballer is playing in a match!

## 6. Sample reading and vocabulary exercise for the week:

### 1 READING & VOCABULARY

a Read the text once. What are the three main reasons the article gives for why people want to change their names?

b Read the text again and mark the sentences T (true) or F (false).

- 1 More people change their names today than in the past. T
- 2 Elton John changed his name because it wasn't very masculine. —
- 3 Elle Macpherson changed her name because it wasn't very fashionable. —
- 4 Some ordinary people change their names to the name of a celebrity. —
- 5 The name 'Amy Winehouse' is more popular than the name 'Wayne Rooney'. —
- 6 Shaun McCormack is happy with his new name. —
- 7 Not everybody changes their name in search of fame. —
- 8 Wafah Dufour changed her name because she separated from her husband. —
- 9 A deed poll is an official document that says you have changed your name. —
- 10 British people have to pay a lot of money to change their names. —



### DON'T LIKE YOUR NAME? THEN CHANGE IT!

These days, more and more people are changing their names. Last year in the UK, around 58,000 people decided that they wanted a different one. So why do people make this choice, and how easy is it to do so?

Celebrities change their names because they need to **create a new image** for themselves. In the past, male actors needed to have a masculine name, which is why Marion Robert Morrison chose to call himself John Wayne. Singers look for a name that their fans will remember, which explains why Reginald Kenneth Dwight decided to become Elton John. In the world of fashion, Eleanor Nancy Gow did not become successful until she changed her name to something more stylish: Elle Macpherson.

However, it is not only the famous who **seek to** change their name. Today, ordinary people do it too, and some of them do it **for fun**. They often find inspiration in their favourite singers or sporting heroes. In the past few years, 30 men have changed their names to Michael Jackson, 15 more to Wayne Rooney, and five women have become Amy Winehouse. But you have to **feel sorry** for Liverpool fan Shaun McCormack who changed his name to Fernando Torres six months before the Spanish footballer moved to a different club.

Other people have more serious reasons for changing their names. In many cases, they want to have more privacy, so they choose a name that will not **stand out**. John Smith is the most popular of these names, and recently, over 300 people have chosen it. Women who separate from their husbands often want to change their children's surnames to their own. Others want to escape the past or unwanted connection. After the events of 11 September 2001, US-born model Wafah Dufour took her mother's **maiden name** because she did not want to be associated with her uncle. His name was Osama bin Laden.

Match the **highlighted** words and expressions in the text to the definitions below:

- 1 change the general impression of yourself that you give to other people create a new image
- 2 start trying to do something \_\_\_\_\_
- 3 information that shows that something is true  
\_\_\_\_\_
- 4 try to do something \_\_\_\_\_
- 5 be easily seen or noticed \_\_\_\_\_
- 6 a lawyer who prepares legal documents  
\_\_\_\_\_
- 7 not seriously \_\_\_\_\_
- 8 the official document that states the date and place where you were born \_\_\_\_\_
- 9 feel sadness or pity for someone \_\_\_\_\_
- 10 a woman's family name before she gets married

### 7. A video about the pronouns:



## Week 2

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>File:1</b>          | <p><b>1A.</b> Why did they call you that?</p> <p><b>1B.</b> True colors</p> <p><b>Course Book:</b> English File</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Goals:</b>          | To learn the adjectives and the adjective suffixes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Objectives:</b>     | <ol style="list-style-type: none"> <li>1. Students will be able to use the adjectives in their writings and speaking.</li> <li>2. Students will be able to add suffixes to the nouns and make adjectives like –ive, –less –able, –ish.</li> <li>3. The students will be able to make comparative and superlative forms of the adjectives.</li> <li>4. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios,</li> </ol> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>songs, drama, power point presentations, worksheets, home works, short films related to the topic.</p> <p>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</p> <p>6. Organizing field trips so the students learn everyday English, social English and practical English.</p> <p>7. Extra resources for the students for repetition like: 1: i Tutor ( a digital companion to the student's book)where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</p> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Sample exercises for week 2

### 1. Presenting the topic with power point:

**1B** adjectives

**Revise the basics**  
**comparative and superlative adjectives**

| adjective   | comparative      | superlative           |
|-------------|------------------|-----------------------|
| tall        | taller           | the tallest           |
| hot         | hotter           | the hottest           |
| modern      | more modern      | the most modern       |
| busy        | busier           | the busiest           |
| dangerous   | more dangerous   | the most dangerous    |
| interesting | less interesting | the least interesting |
| good        | better           | the best              |
| bad         | worse            | the worst             |
| far         | further          | the furthest          |

**ENGLISH FILE**  
 Intermediate Plus

**GRAMMAR BANK**

## 1B adjectives

### more rules for comparatives and superlatives



- 1 I feel **more tired** than I did yesterday.  
She's **the most stressed** person in the office.
- 2 She's **the cleverest** girl in the class.  
The old road was much **narrower** than the new one.  
It would be **simpler** to go back to the beginning.

1 17

- 1 One-syllable adjectives which end in *-ed* always use *more* and *the most* for comparatives and superlatives, e.g. *bored*, *pleased*, *shocked*, *stressed*, *tired*.
- 2 Some two-syllable adjectives can make comparatives and superlatives with *-er* and *-est*. Common examples are *clever*, *narrow*, *polite*, *quiet*, *simple*, *stupid*.
  - A good dictionary will tell you the usual comparative and superlative form for a two-syllable adjective.

## 2. Samples of the grammar exercises:

- a Write the comparative and superlative forms of the adjectives.

|             | comparative    | superlative         |
|-------------|----------------|---------------------|
| 1 light     | <i>lighter</i> | <i>the lightest</i> |
| 2 addictive |                |                     |
| 3 bad       |                |                     |
| 4 lucky     |                |                     |
| 5 clever    |                |                     |
| 6 expensive |                |                     |
| 7 tired     |                |                     |
| 8 far       |                |                     |
| 9 tidy      |                |                     |
| 10 narrow   |                |                     |

b Use a comparative or superlative adjective from a to complete the sentences.



1 My brother is the luckiest person I know.

2 She's \_\_\_\_\_ than anyone else.



3 It's \_\_\_\_\_ street in the city.

4 Coffee is much \_\_\_\_\_ than people think.



5 It's \_\_\_\_\_ they've ever driven in one day.

6 German cars are often much \_\_\_\_\_ than Japanese ones.



7 Her desk is much \_\_\_\_\_ than mine.

8 She's \_\_\_\_\_ girl in her class.



9 The silver laptop is a bit \_\_\_\_\_ than the black one.

10 It's \_\_\_\_\_ pizza she's ever had.



### 3. A sample of the communicative exercises:

Here we have two students A students and B student, they ask and answer each other.

## 1B COMMUNICATIVE Good, better, best

### Student A

**a** Complete the questions with a comparative or superlative of the adjective in brackets.

- 1 Do you think that a family holiday is \_\_\_\_\_ than one with your friends? (enjoyable)
- 2 Who's the \_\_\_\_\_-looking celebrity in your country? (bad)
- 3 What's the \_\_\_\_\_ meal you've had recently? (delicious)
- 4 Are you \_\_\_\_\_ during the week or at weekends? (busy)
- 5 Who's the \_\_\_\_\_ person you know? (old)
- 6 In general, do you think women are \_\_\_\_\_ than men? (bossy)
- 7 What's the \_\_\_\_\_ holiday you've ever had? (good)
- 8 Who's the \_\_\_\_\_ person in your family? (lazy)
- 9 How often do you see the friends you had when you were \_\_\_\_\_? (young)
- 10 When you feel stressed, what do you do to feel \_\_\_\_\_? (calm)
- 11 What's the \_\_\_\_\_ you've ever travelled? (far)
- 12 If you want to get \_\_\_\_\_ than you are now, what should you do? (fit)



**b** Ask **B** your questions. Ask for more information.

### Student B

**a** Complete the questions with a comparative or superlative of the adjective in brackets.

- 1 What's the \_\_\_\_\_ country you've ever visited? (beautiful)
- 2 What do you think is \_\_\_\_\_ for you – restaurant food or home-cooked food? (good)
- 3 Do you think buying something online is \_\_\_\_\_ than buying it from a shop? (risky)
- 4 Who are you \_\_\_\_\_ to, your mother or your father? (close)
- 5 What's the \_\_\_\_\_ thing about your lifestyle? (unhealthy)
- 6 How important is it to you to have the \_\_\_\_\_ gadgets? (late)
- 7 Are you \_\_\_\_\_ in the mornings or in the evenings? (active)
- 8 What's the \_\_\_\_\_ website you've ever used? (annoying)
- 9 Who's your country's \_\_\_\_\_ sports person? (great)
- 10 Apart from English, what would be the \_\_\_\_\_ language for you to learn? (useful)
- 11 What do you think is the \_\_\_\_\_ form of transport? (safe)
- 12 Do you think vegetarians are \_\_\_\_\_ than people who eat meat? (healthy)



#### 4. Samples of the vocabulary exercises:

### 1B VOCABULARY Adjective suffixes

#### Definitions

- a Read the definitions and choose a suitable word from the list.  
Write adjectives in the column on the right.

act assert attract cheer create envy glamour help impulse  
mood possess power rely self sense style

- |                                                                         |              |
|-------------------------------------------------------------------------|--------------|
| 1 He's happy one minute and bad-tempered the next, often for no reason. | <u>moody</u> |
| 2 She's really good at painting and writing poetry.                     | _____        |
| 3 He can be trusted to do something well.                               | _____        |
| 4 She can express her opinions clearly and confidently.                 | _____        |
| 5 He wants something that somebody else has.                            | _____        |
| 6 He's always busy doing things, especially physical activities.        | _____        |
| 7 She likes to offer solutions if you have a problem.                   | _____        |
| 8 He has lots of control and influence over people and events.          | _____        |
| 9 She does things suddenly, without thinking about what might happen.   | _____        |
| 10 She's beautiful, exciting, and different from ordinary people.       | _____        |
| 11 He doesn't like lending or sharing things with others.               | _____        |
| 12 She cries easily if you criticize her.                               | _____        |

.....

...

Complete the sentences with the correct form of the words in **bold**.  
Write your answers in the column on the right.

- |    |                                                                                                          |                             |
|----|----------------------------------------------------------------------------------------------------------|-----------------------------|
| 1  | Zaha Hadid's buildings are really <b>impress</b> – they've won lots of awards.                           | <u>impressive</u>           |
| 2  | My idea of a perfect holiday is to stay at a <b>luxury</b> 5-star hotel.                                 | <u>                    </u> |
| 3  | Marie's class is very <b>noise</b> . I can hear them from the next floor!                                | <u>                    </u> |
| 4  | Selling clothes from our own website is very <b>profit</b> .                                             | <u>                    </u> |
| 5  | Ruth's very <b>care</b> – she never checks what she's written.                                           | <u>                    </u> |
| 6  | Is travelling with a low-cost airline <b>risk</b> or is it as safe as any other?                         | <u>                    </u> |
| 7  | The flat is quite <b>space</b> and has lots of natural light.                                            | <u>                    </u> |
| 8  | The government is <b>hope</b> that the financial crisis will end soon.                                   | <u>                    </u> |
| 9  | Jake left school with no qualifications but now he's a <b>success</b> businessman.                       | <u>                    </u> |
| 10 | A 'PG13' film is not <b>suit</b> for people under the age of 13.                                         | <u>                    </u> |
| 11 | This translation app is really <b>use</b> for looking up words in English.                               | <u>                    </u> |
| 12 | At the school reunion my geography teacher was instantly <b>recognize</b> . He still had the same beard! | <u>                    </u> |

## 5. A sample reading exercise for the week:

### 4 READING

- a Read the text and complete it with the missing headings.

A **WHAT RESULTS CAN YOU EXPECT?**

B **WHO CAN BENEFIT FROM IT?**

C **IS THERE ANY EVIDENCE THAT IT WORKS?**

D **WHAT IS IT?**

E **WHERE DID IT ORIGINATE?**

- b Read the text again and choose a, b, or c.

- Experts think that colour therapy...
  - is good for patients' minds and bodies.
  - helps people who are under a lot of pressure.
  - should only be done in one way.
- According to Ingrid Collins, colour therapy can make people feel...
  - hungrier.
  - less moody.
  - more active.
- Dr Max Lüscher used colour therapy to treat his patients'...
  - medical problems.
  - psychological problems.
  - family problems.
- June McLeod thinks that colour therapy...
  - should only be used by certain people.
  - can be used by people of all ages.
  - shouldn't be used by very ill people.
- In general, colour therapy makes people feel...

## COLOUR THERAPY

Colour therapists believe that the seven colours of the rainbow relate to the body's seven main energy centres. So, if you're feeling blue, a multi-coloured treatment could be just what you need.

1 D

According to the experts, the different colours in the spectrum affect the body's inner vibrations. If your vibrations are not **synchronized**, colour therapy can help to restore the balance. This will improve your mood and your physical health. There are different types of colour therapy. Many therapists shine coloured lights on the body, and some give their patients coloured silks to wear. Others use different coloured liquids in bottles, or small **torches** to shine coloured light at the relevant pressure points on the body.

2       

Several studies have been done on the effects of colour. In 1958, an American scientist called Robert Gerard did some research which showed that the colour red can make us feel anxious, while the colour blue **promotes** calm. The results also **revealed** that colour can affect appetite, blood pressure, and aggression. Consultant psychologist Ingrid Collins believes that colour therapy can affect our energy levels. The atoms in all the **cells** of the human body consist of particles of energy that are always moving. When colour is applied to the body, the cells receive more energy.

- a more assertive.  
b less aggressive.  
c more ambitious.
- c Match the **highlighted** words in the text to the definitions below.
- 1 small electric lamps that you hold in your hand torches
  - 2 showed \_\_\_\_\_
  - 3 working at the same time or speed \_\_\_\_\_
  - 4 a meeting with somebody to get advice \_\_\_\_\_
  - 5 sad, depressed \_\_\_\_\_
  - 6 helps something to develop \_\_\_\_\_
  - 7 ill people \_\_\_\_\_
  - 8 something that is done to make somebody look good or feel better \_\_\_\_\_
  - 9 the smallest units of living matter that can exist on their own \_\_\_\_\_
  - 10 long rolls of a kind of paper with writing on them \_\_\_\_\_



3 \_\_\_\_\_

**Papyrus scrolls** dating back to 1550BC suggest that the ancient Egyptians used colour to treat **the sick**. Colour therapy also appears in Ancient Chinese texts. The **treatment** became more common during the 20th century, when Swiss psychologist Dr Max Lüscher developed the Lüscher-Colour-Diagnostic test. During the test, a person is asked to rank eight colours in order of preference. The results are said to show your worries and their solutions.

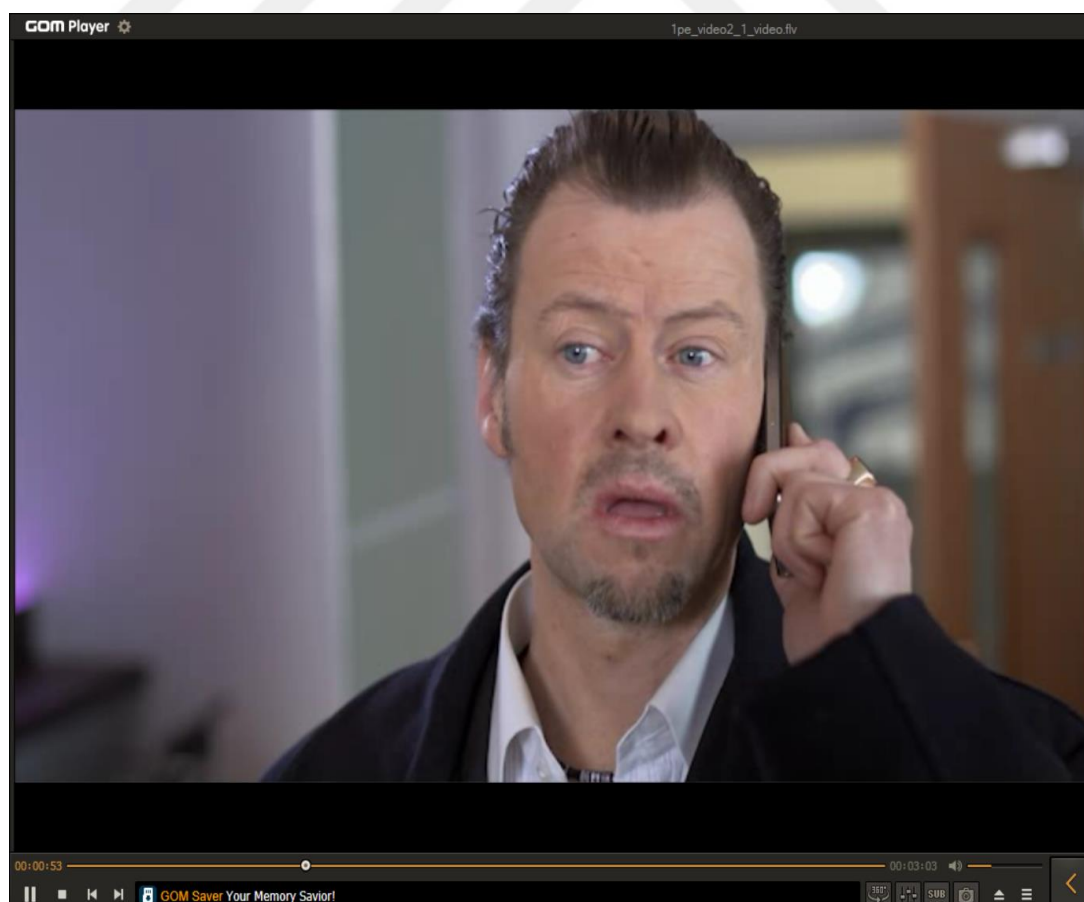
4 \_\_\_\_\_

According to therapist June McLeod, colour therapy is suitable for everyone, from the young to the old. She suggests that it can help people suffering from all sorts of problems, including stress, insomnia, and even serious illnesses.

5 \_\_\_\_\_

After a session of colour therapy, people usually feel more positive and more in control of their lives. In addition to your strengths, it may also show you your weaknesses, so that you can do something about them. According to the experts, when people leave a **consultation**, they have a feeling of freshness and a sense of power that they have never experienced before.

## 6. A video about the adjectives:



## Week 3

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>File:1</b>          | <p><b>1A.</b> Why did they call you that?</p> <p><b>1B.</b> True colors</p> <p><b>Course Book:</b> English File</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Goals:</b>          | To learn the word stress, to elicit the words' meaning from the context                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Objectives:</b>     | <ol style="list-style-type: none"> <li>1. Students will be able to identify the stressed syllable in the words.</li> <li>2. Students will be able to work out the meaning of the unfamiliar words from the context.</li> <li>3. The students will improve their reading and understanding abilities.</li> <li>4. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios,</li> </ol> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>songs, drama, power point presentations, worksheets, home works, short films related to the topic.</p> <p>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</p> <p>6. Organizing field trips so the students learn everyday English, social English and practical English.</p> <p>7. Extra resources for the students for repetition like: 1: i Tutor ( a digital companion to the student's book)where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</p> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Sample exercises for week 3

#### 1. Presenting the topic with power point:

##### ► 8 Word Stress Rules to Improve Your English Pronunciation

#### 1. Nouns and adjectives with two syllables

The rule: When a noun (a word referring to a person, thing, place or abstract quality) or an adjective (a word that gives information about a noun) has two syllables, the stress is usually on the first syllable.

Examples:

table /TA-ble/

scissors /SCI-ssors/

pretty /PRE-tty/

clever /CLE-ver/

► 2. Verbs and prepositions with two syllables

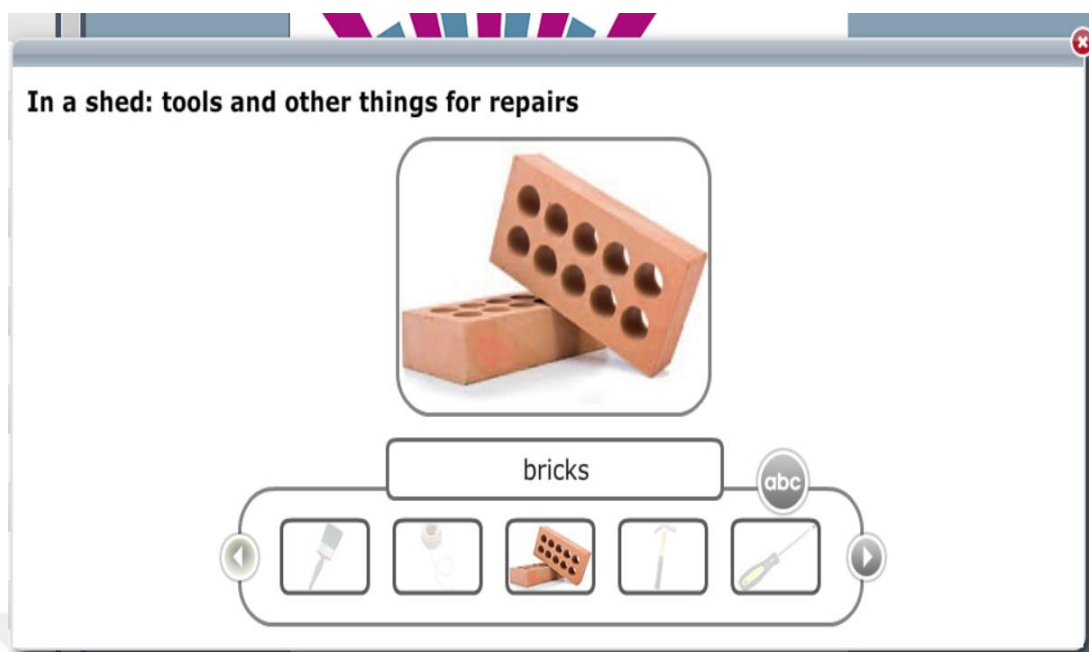
The rule: When a verb (a word referring to an action, event or state of being) or a preposition (a word that comes before a noun, pronoun or the “-ing” form of a verb, and shows its relation to another word or part of the sentence) has two syllables, the stress is usually on the second syllable.

Examples:  
 present /pre-SENT/  
 export /ex-PORT/  
 aside /a-SIDE/  
 between /be-TWEEN/

2. Presenting the vocabularies of the week digitally:

In a shed: tools and other things for repairs





3. Samples of the pronunciation exercises:

## PRONUNCIATION

### Word stress

Underline the stressed syllable.

- |                 |               |
|-----------------|---------------|
| 1 insecure      | 9 association |
| 2 applicant     | 10 effect     |
| 3 efficient     | 11 aware      |
| 4 research (v.) | 12 account    |
| 5 old-fashioned | 13 contradict |
| 6 glamorous     | 14 unpopular  |
| 7 irrelevant    | 15 dramatic   |
| 8 attitude      |               |

## 2 PRONUNCIATION word stress

- a Underline the stress on the words. Then write them in the correct column in the table.

active ad|dic|tive ag|gres|sive de|sir|able  
 en|vi|ous in|ex|pen|sive ir|re|spon|sible re|belli|ous  
 sens|ible styl|ish un|at|trac|tive un|suc|cess|ful

| Stress on<br>first syllable | Stress on<br>second syllable | Stress on<br>third syllable |
|-----------------------------|------------------------------|-----------------------------|
| <u>active</u>               |                              |                             |
|                             |                              |                             |
|                             |                              |                             |
|                             |                              |                             |
|                             |                              |                             |

4. Reading exercise where the students try to work out the meaning of the words from the context:

## Is your name helping or hurting you?

**M**ost of us never think about our names. They're just names and they usually don't mean much – or do they? New research has come out which suggests that our names can affect everything from our emotional well-being to our career paths, and even how long we live.

**1** A recent **survey** asked 6,000 people in the UK to **rank** common names for men and women in three categories: successful, lucky, and attractive. The results showed a strong preference for certain names. People called James and Elizabeth were seen as the most successful, Jack and Lucy were the luckiest, and Sophie and Ryan were the most attractive. **Overall**, it seems that the best name for men is James, which came near the top in all three categories. The least desirable ones were George and Ann, which ranked near the bottom in all categories.

**2** The potential effects of your name go **beyond** perceptions. According to several studies, teachers give higher marks to children with attractive names. In the US, where grades are given on a **scale** from A (excellent) to D (poor), another study found that students with first names beginning with A or B received higher marks than students whose first names started with C or D.

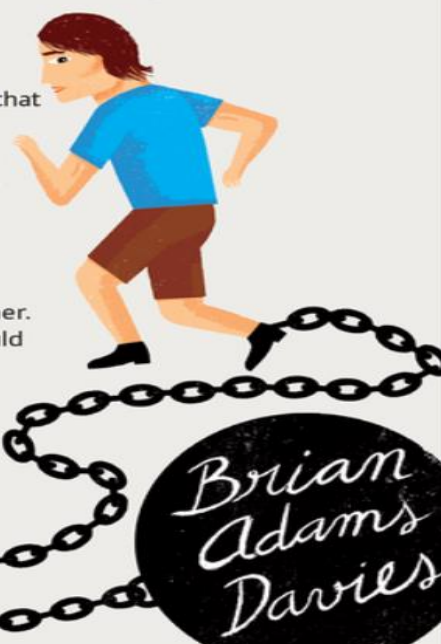
**3** Some experts also believe that people are attracted to jobs that sound like their names. One study found that people called Dennis and Denise are more **likely** to become dentists. There are hairdressers called Harry, artists called Art, and even a lawyer called Sue Yoo\*. Even if your name and job don't match, your name could affect your job prospects. A study found that American employers were more likely to consider the CVs of applicants who have 'normal-sounding' names. **Researchers** also say that companies are more likely to promote people if their names sound successful.

**4** It may seem incredible, but there is **evidence** that your name could affect how long you live. Researchers compared the death certificates of people with 'positive' initials (such as J.O.Y. or F.U.N.) and people with 'negative' ones (such as D.I.E. or S.A.D.). The results? People with positive initials live about four years longer than **the average**, while people with negative initials die about three years sooner.

So if you have an 'undesirable' name, should you change it to a new one? Most experts say no. For most people, having a positive attitude will help more than giving yourself a new name.

\* The name Sue Yoo sounds like the phrase 'sue you', which means to make a claim against somebody in court.

Wendy  
Isabel  
Nichols



d Look at the **highlighted** words or phrases in the article which are related to research. Try to work out what they mean, and how they are pronounced.

e Now match them with 1–9.



- 1 \_\_\_\_\_ *noun* people who study something carefully to discover new facts about it
- 2 \_\_\_\_\_ *noun* the facts that make you believe something is true
- 3 \_\_\_\_\_ *noun* an investigation of the opinions of a particular group of people
- 4 \_\_\_\_\_ *noun* the number you get when you add two or more numbers and then divide the total by the number of figures you added
- 5 \_\_\_\_\_ *noun* different levels or numbers

**5. A video about working out the meaning from the context of the speech and word stress changes in speaking:**



## Week 4

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>File:2</b>          | <p><b>2A.</b> pack and go!</p> <p><b>2B.</b> Opening up or closing down?</p> <p><b>Course Book:</b> English File</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Goals:</b>          | To learn the present tense.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Objectives:</b>     | <ol style="list-style-type: none"> <li>1. Students will be able to use present tense in their writing and speaking.</li> <li>2. The Students will be able to talk about habitual actions and general truths using present tense.</li> <li>3. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios, songs, drama, power point presentations, worksheets, home works, short films related to the topic.</li> <li>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</li> </ol> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>6. Organizing field trips so the students learn everyday English, social English and practical English.</p> <p>7. Extra resources for the students for repetition like: 1: i Tutor (a digital companion to the student's book) where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Sample exercises for week 4

#### 1. Presenting the topic with power point:

**2A** present tenses

**Revise the basics**

**present simple and frequency**

- 1 **She goes** abroad a lot. NOT ~~She go~~
- 2 **Does he know** how to ski? NOT ~~Do he know~~
- 3 **We don't like** camping. NOT ~~We not like~~
- 4 **They never go** swimming. NOT ~~Never they go~~
- 5 **He's always late**. NOT ~~Always he's late~~
- 6 **I go for a walk every morning**. NOT ~~I go every morning for a walk~~

**present continuous**

- 7 **He's working** today. NOT ~~He working~~
- 8 **They aren't / They're not** sunbathing. NOT ~~They not sunbathing~~
- 9 **Are you going** away this weekend? NOT ~~Do you go / You are going~~

**ENGLISH FILE**  
Intermediate Plus

**GRAMMAR BANK**

**2A** present tenses

**present continuous for future arrangements**

👉 I'm leaving tomorrow. **1 35**  
 👉 We're seeing our grandparents this weekend.  
 👉 When are they coming to see us?  
 👉 She isn't going out tonight, she's staying in. 🗣️

- We often use the present continuous for future arrangements.

**present simple for 'timetable' future**

👉 The train leaves at 6.30 in the morning. **1 36**  
 👉 Our flight doesn't stop in Hong Kong, it stops in Singapore. 🗣️  
 👉 When do you arrive in New York?

- We can use the present simple to talk about things which will happen according to a timetable, especially travel times and arrangements. The present continuous is usually possible as well.

**ENGLISH FILE**  
Intermediate Plus

**GRAMMAR BANK**

## 2. Samples of the grammar exercises:

### 2A GRAMMAR present tenses

a Right (✓) or wrong (X)? Correct the mistakes in the **bold** phrases.

1 **Their flight arrives** at Terminal 4 at 16.45.

✓

2 **I'm not knowing** where to go on holiday.

*I don't know*

3



**They usually go hiking** in Scotland in the summer.

4 **I'm really wanting** to try waterskiing.

5 Hurry up! **We only have** 30 minutes to get to the airport!

6 What **is the guidebook saying** about this museum?

7 We'd love to go surfing, but **it's depending on** the weather.

8 **The airport bus leaves** at 6.00 tomorrow morning.

9 What **do you think** we should do this evening?

10 **We swap** houses with an Australian family this winter.

11



**Do you come** for a swim or not?

12 I'm sorry, **I'm not seeing** what you mean.

13 You're very quiet – what **are you thinking** about?

14 **£500 is seeming** very expensive for a flight to Madrid.

15 What time **does your train leave** tomorrow?

16 **We go** camping in the Pyrenees next summer.

17 **They're preferring** sunbathing to climbing mountains.

18



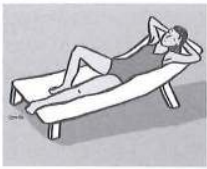
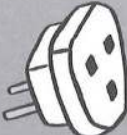
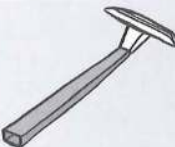
I don't think **we're needing** to take a hairdryer.

19 **She has** a massage at the moment – can you call back later?

20 **Do you remember** the name of the hotel?

## 3. Sample of the vocabulary presentation exercises:

**2A VOCABULARY** Holidays

|                                                                                                                          |                                                                                                               |                                                                                                                    |                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <br><b>(to) sunbathe</b>                | <br><b>flip flops</b>        | <br><b>(to) go scuba diving</b>  | <br><b>a hairdryer</b>      |
| <br><b>(to) pack your bags</b>          | <br><b>a phone charger</b>   | <br><b>(to) climb a hill</b>     | <br><b>a towel</b>          |
| <br><b>a guidebook</b>                 | <br><b>insect repellent</b> | <br><b>(to) see a show</b>      | <br><b>swimming trunks</b> |
| <br><b>(to) watch the sunset</b>      | <br><b>a wash bag</b>      | <br><b>(to) go waterskiing</b> | <br><b>an adaptor</b>     |
| <br><b>(to) get bitten by insects</b> | <br><b>a razor</b>         | <br><b>(to) go sailing</b>     | <br><b>nail scissors</b>  |
| <br><b>make-up</b>                    | <br><b>a raincoat</b>      | <br><b>(to) get sunburnt</b>   | <br><b>a toothbrush</b>   |

#### 4. Sample of the listening and understanding exercises:

### 2A SONG Destination: Anywhere



### Destination: Anywhere

- 1 Said to the man at the **railroad** / railway station
- 2 'I want a ticket just for **me** / **one**'
- 3 He **said** / **replied**, 'Well, if you insist
- 4 But where you wanna go, **Mrs** / **Miss**'

#### CHORUS

- 5 'Destination: anywhere – east or west, I don't **mind** / **care**
- 6 You see, my baby don't **want** / **love** me no more
- 7 And this **sad** / **old** world ain't got no back door'
- 8 He looked at me with a **serious** / **funny** face and said
- 9 'Are you sure you wanna go just **anyplace** / **anywhere**'?
- 10 I said, 'If you ever loved **somebody** / **someone** the way I loved that man
- 11 Surely, Mr Ticket Agent, you **could** / **would** understand?'

#### CHORUS

- 12 'Cause if it did, it would swing **two** / **both** ways
- 13 And I'd go right back to happy **yesterdays** / **years**
- 14 When I loved him tenderly and all he did was **go** / **leave**
- 15 As I **looked** / **stared** through the window of the train
- 16 I thought I heard my baby **call** / **shout** my name
- 17 But it was **only** / **just** the conductor saying
- 18 'Which stop **do** / **would** you prefer?'

#### CHORUS

- a Listen to the song and number the pictures in the correct order.
- b Listen again and circle the correct word.

#### GLOSSARY

wanna = want to  
tenderly = in a kind and gentle way  
conductor = a person who is in charge of a train and checks tickets

#### SONG FACTS

The Marvelettes met while they were at school and decided to form an all-girl group in 1960. They stayed together until 1970 and had a hit with *Destination: Anywhere* in 1968 when it reached number 63 in the US pop charts. However, the song was never a hit in the UK. All the surviving members of the group were recently interviewed for an episode of their lives on the TV programme *Unsung*. They were inducted into the Official R&B Music Hall of Fame in 2013.

## 5. Sample of the communicative exercises:

The students do this exercise in a group work and each one asks his/her partner 6 questions.

### 2A COMMUNICATIVE Ask me a question

a Complete the questions with the present simple or continuous of the verb in brackets.

b Choose six questions to ask your partner.

- 1 How often do you go to the hairdresser's? And to the dentist's? (go)
- 2 Are you happy with your lifestyle or \_\_\_\_\_ you \_\_\_\_\_ it could be healthier? (think)
- 3 Why exactly \_\_\_\_\_ you \_\_\_\_\_ English? (learn)
- 4 What \_\_\_\_\_ you \_\_\_\_\_ after today's class? (do)
- 5 \_\_\_\_\_ anybody in your family \_\_\_\_\_ a foreign language really well? (speak)
- 6 What important things \_\_\_\_\_ you \_\_\_\_\_ to do before the weekend? (need)
- 7 \_\_\_\_\_ you \_\_\_\_\_ of doing any official English exams in the near future? (think)
- 8 When \_\_\_\_\_ this course \_\_\_\_\_? (finish)
- 9 \_\_\_\_\_ anyone you know \_\_\_\_\_ for a job at the moment? (look)
- 10 \_\_\_\_\_ you \_\_\_\_\_ away this weekend? (go)
- 11 \_\_\_\_\_ you usually \_\_\_\_\_ seeing films which are dubbed or subtitled? (prefer)
- 12 What \_\_\_\_\_ your best friend \_\_\_\_\_ like? (look)
- 13 What book \_\_\_\_\_ you \_\_\_\_\_ at the moment? (read)
- 14 What \_\_\_\_\_ you \_\_\_\_\_ this Saturday night? (do)
- 15 What clubs, organizations, or charities \_\_\_\_\_ you \_\_\_\_\_ to? (belong)
- 16 How often \_\_\_\_\_ your family \_\_\_\_\_ together? (get)
- 17 \_\_\_\_\_ you \_\_\_\_\_ anybody who \_\_\_\_\_ married soon? (know, get)
- 18 \_\_\_\_\_ you \_\_\_\_\_ to buy anything at the moment? (save)
- 19 What time \_\_\_\_\_ this class \_\_\_\_\_ and \_\_\_\_\_? (start, finish)
- 20 When \_\_\_\_\_ you next \_\_\_\_\_ your best friend? (see)
- 21 What kind of things \_\_\_\_\_ you \_\_\_\_\_ your phone for? (use)
- 22 Who \_\_\_\_\_ tonight in your house? (cook)



## 6. Reading exercise of the week:

### 6 READING

- a Think of some times when you have seen or met tourists from another country. Discuss the questions.
- Where were the tourists from?
  - Where were they and what were they doing?
  - What was your impression of them?
- b You are going to read an article about two tourism surveys. Before you read, discuss the questions with a partner. Choose answers from the nationalities in the list.

#### Which nationality or nationalities...?

|               |              |              |             |
|---------------|--------------|--------------|-------------|
| the Americans | the British  | the French   | the Germans |
| the Greeks    | the Italians | the Japanese | the Spanish |

- enjoy doing sport on holiday
  - love sunbathing
  - almost never sunbathe on holiday
  - drink more alcohol than usual on holiday
  - are the world's best tourists
  - are considered very polite
  - leave the worst tips
  - leave the most generous tips
  - make a lot of noise
  - dress well when they are on holiday
- c Read the article once, and compare your answers to the findings in the surveys. How many did you guess correctly?
- d Read the article again. Look at the **highlighted** words and phrases. With a partner, work out their meanings.

### What different nationalities

#### do on holiday...

A new survey of holidaymakers in Europe and the USA has found that the holiday you enjoy may depend on the country you come from. Some holiday destinations were popular among all nationalities. The beach, for instance, was the **undisputed** leader among all destinations in the survey.

Activity holidays are also popular, for example, cycling, sailing, or trekking holidays. Even when their main **aim** is to relax, travellers said that they enjoyed seeing the sights and visiting places of interest in and around their holiday destination.

There are, however, country-specific differences:

- The Greeks are particularly **keen on** sport during their holidays, with 75% engaging in some kind of sporting activity.
- Sunbathing is extremely popular with the Germans. Almost 50% named it as their favourite holiday activity, especially on Spanish beaches – in fact 25% of high-income Germans are planning to go to Spain in the next 12 months. Going hiking and eating out in **upmarket** restaurants came second and third for Germans.
- Citing concerns about skin cancer, only one in ten Americans said sunbathing was something they would do on holiday. **Eager to soak up** the history and culture that they can't find at home, 46% of Americans prefer to go on tours of museums, historic buildings, and other places of interest.
- About 60% of UK travellers admitted drinking more while away than they would normally do, with 28% saying they had five or more alcoholic drinks every day.

### ... and what the locals

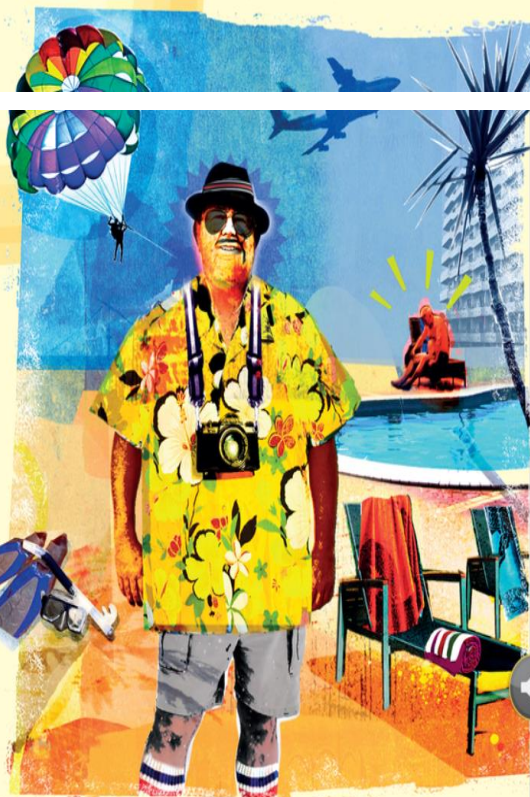
#### think of them

Another survey, conducted by Expedia, an online travel company, has ranked the Japanese as the world's best tourists. The British and the Canadians rank second and third among the 27 nationalities in the survey. The survey also revealed that the French have the reputation for being the world's worst tourists.

Around 4,500 **hoteliers** across the globe gave their opinions on the best travellers overall, as well as on specific categories including politeness, generosity, behaviour, fashion sense, tidiness, and how much they complain.

The survey found that:

- The Japanese, British, Canadians, Germans, and Australians are considered the most polite tourists. The French were considered the most impolite.
- Hoteliers also found the French to be the most **frugal** and the meanest tippers. The biggest tippers were the Americans, followed by the British, the Germans, and the Japanese.
- The top three loudest nations were the Americans, the Italians, and the Spanish. The Japanese were ranked as the quietest.
- The Americans were **at the bottom** of the list for fashion sense, with the stylish Italians and French taking top prize.
- The Japanese, Germans, and British were considered the tidiest tourists. The Americans ranked at the bottom here as well.
- The Japanese were ranked as the least likely to complain, followed by the Canadians and the Swiss. The nationalities who complained the most were the Americans, the Germans, and the French.



## 7. A video about the present tense:



## Week 5

|                    |                                                                                                                                                                                     |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>File:2</b>      | <p><b>2A.</b>                      pack                      and                      go!</p> <p><b>2B.</b> Opening up or closing down?</p> <p><b>Course Book:</b> English File</p> |
| <b>Goals:</b>      | <p>A. To learn some phonics rules and pronunciation rules</p> <p>B. To learn reading comprehension strategies.</p>                                                                  |
| <b>Objectives:</b> | <p>1. The students learn 25 reading comprehension strategies.</p> <p>2. Students will be able to know the pronunciation differences between “s” and “z”.</p>                        |

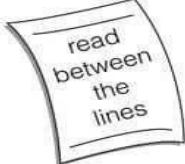
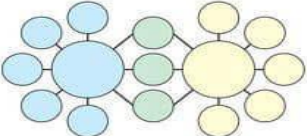
|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <ol style="list-style-type: none"> <li>3. The students will be able to pronounce the letter “s” in the plural words and identify whether to pronounce it as the sound “s” or as the sound “z”.</li> <li>4. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student’s online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios, songs, drama, power point presentations, worksheets, home works, short films related to the topic.</li> <li>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</li> <li>6. Organizing field trips so the students learn everyday English, social English and practical English.</li> <li>7. Extra resources for the students for repetition like: 1: i Tutor ( a digital companion to the student’s book)where the audios and the videos can be transferred to the students’ mobile devices. 2: i checker (a digital companion to the workbook) where the students can</li> </ol> |

check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.

### Sample exercises for week 5

#### 1. Some reading comprehension strategies:

## Reading Comprehension Strategies

|                                                                                                             |                                                                                                                     |                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <p>Re-read the Text</p> <p><b>more information = more understanding</b></p>                                 | <p>Activate Prior Knowledge</p>  | <p>Use Context Clues</p>                |
| <p>Infer Meaning</p>     | <p>Think Aloud</p>               | <p>Summarize the Story</p> <p><b>Characters</b></p> <p>↳ <b>Setting</b></p> <p>↳ <b>Problem</b></p> <p>↳ <b>Solution</b></p> |
| <p>Locate Key Words</p>  | <p>Make Predictions</p> <p>think → pair → share</p>                                                                 | <p>Use Word Attack Strategies</p> <p><b>rereading</b></p> <p><b>re · read · ing</b></p> <p>prefix   root   suffix</p>        |
| <p>Visualize</p>         | <p>Use Graphic Organizers</p>    | <p>Evaluate Understanding</p>           |

## 2. Sample reading exercise of the week:



- c Read about three of their sellers. Write the questions in the right place. There is one question you do not need.

- A *What are your ambitions for the future?*  
 B *What sort of products do you make and sell?*  
 C *How does the place where you live influence your products?*  
 D *Do you also sell in shops or only from the website?*  
 E *How is your health now?*  
 F *Where did you start your company and where do you work now?*  
 G *When did you set up your business and why?*



- d Read about the sellers again. Answer the questions with KW, AB, or EC.

Which seller...?

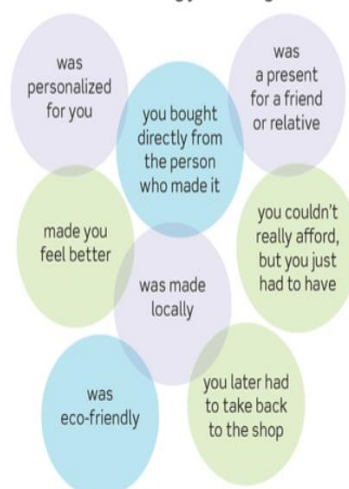
- 1 makes things that people specifically ask her for ☐
- 2 gives some of the money she makes to a good cause ☐
- 3 started her business after she moved house ☐
- 4 would like her business to be more international ☐
- 5 started working again after a period of not being able to ☐
- 6 creates products out of unwanted things ☐

- e Look at the **highlighted** words related to crafts and work out their meanings.  
 f If you were able to buy one thing from one of the sellers, what would you buy? Who would you buy it for?

## 6 SPEAKING

Choose three of the topics and tell a partner about them. Give as much information as you can.

Talk about something you've bought which...



GIFTS HOME GARDEN PICTURES & PRINTS JEWELLERY FASHION BABY & CHILD PETS WEDDINGS SEE MORE

FIND

### SOME OF OUR SELLERS

#### KRESSE WESLING

1 \_\_\_\_\_?

My husband and I have built our entire business around 'upcycling' – recycling old materials to make something new. We take old fire hoses\* and create belts, wallets, phone cases, and bags from them.

*What inspired you to start your business?*

Recycling has always been a passion of ours. As soon as I saw some of the London Fire Brigade's old hoses, I instantly fell in love with them. We now collect old hoses across the country and 50% of the profits go to the Fire Fighters Charity.

2 \_\_\_\_\_?

It started in a single room where we lived in Brixton, London. Now we have a large workshop. We've recycled over 170 tonnes of hoses.

\*hose = a long tube made of rubber used for putting water onto a fire, gardens, etc.



#### ABIGAIL BRYANS

*Describe your product range. What makes it unique?*

I make **wooden** signs with clever sayings. 'Champagne is the answer' is one of my most popular signs. I also get many fantastic requests for **personalized** signs from customers.

3 \_\_\_\_\_?

About ten years ago, I was on my own with three small children and no job. Over the years I had made small **gifts** like **photo frames** and sold them to friends, and it was a friend of mine who told me, 'Don't be frightened to fail'. Hearing those words inspired me to start the business. Now I'm working full-time at my kitchen table in south London.

4 \_\_\_\_\_?

I would just love my designs to be sold around the world. I'd also love a little **workshop** so that I didn't have to work in my kitchen!



#### EDWINA COOPER

*What inspired you to create your business?*

I'd always enjoyed painting, but about ten years ago I had a stroke\*. I couldn't speak or move my right hand, which I use to paint. The doctors said I'd never paint again, but I slowly got better. A few years later, a friend asked me to do an illustration for her business. She liked what I did and it inspired me to start painting again.

5 \_\_\_\_\_?

Much better. I'm fully recovered now and I'm selling my **hand-painted** cushions on NotOnTheHighStreet.com. I'm so happy that people like what I do.

6 \_\_\_\_\_?

My husband, son, and I moved to the Isle of Wight about seven years ago, which is when I started painting cushions at home. I'm inspired by the island, and my customers say my paintings make them feel like they're on the island with me.

\*stroke = a sudden serious illness when a blood vessel (= tube) in the brain bursts or is blocked



### 3. Samples of the pronunciation exercises:

## 2 PRONUNCIATION /s/ and /z/

a Circle the word with a different sound.

|                                                                                        |                                                                                        |                                                                                        |                                                                                          |                                                                                          |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1<br> | 2<br> | 3<br> | 4<br> | 5<br> |
| flip-flops<br><u>shoes</u><br>socks<br>sights                                          | clothes<br>pyjamas<br>shorts<br>towels                                                 | cruise<br>massage<br>passport<br>sunset                                                | razors<br>phones<br>liquids<br>belts                                                     | books<br>bottles<br>laptops<br>jackets                                                   |

## 4 PRONUNCIATION 's; linking

a Right or wrong? Tick (✓) if the pronunciation of 's is right and cross (X) if it is wrong.

|                        |      |   |
|------------------------|------|---|
| 1 Ella's phone         | /z/  | ✓ |
| 2 my friend's daughter | /s/  | X |
| 3 their aunt's house   | /s/  | — |
| 4 Louise's flat        | /z/  | — |
| 5 my boss's desk       | /s/  | — |
| 6 Rory's laptop        | /z/  | — |
| 7 my niece's wedding   | /ɪz/ | — |
| 8 Mike's girlfriend    | /ɪz/ | — |
| 9 Beth's children      | /s/  | — |
| 10 my nephew's car     | /ɪz/ | — |

## 4. Sample of the vocabulary exercises:

## 2B VOCABULARY Shops and services

|                                                                          |                                                                                |                                                                   |                                                                     |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>A</b>                                                                 | <b>B</b>                                                                       | <b>C</b>                                                          |                                                                     |
| You can buy interesting old furniture in an <u>antique</u> shop.         | Vegetarians don't usually buy anything in this shop!<br>_____                  | The Body Shop and Zara are examples of _____ stores.              |                                                                     |
| <b>D</b>                                                                 | <b>E</b>                                                                       | <b>F</b>                                                          |                                                                     |
| The place you take clothes to be cleaned.<br>_____                       | You can buy or rent a house here.<br>_____                                     | This shop is very popular on Valentine's Day!<br>_____            |                                                                     |
| <b>G</b>                                                                 | <b>H</b>                                                                       | <b>I</b>                                                          | <b>J</b>                                                            |
| It's the name of the shop where they sell fruit and vegetables.<br>_____ | This is a very large out-of-town store.<br>_____                               | If you can't see your size, you can ask if they have it<br>_____. | People might get their wedding rings here.<br>_____                 |
| <b>L</b>                                                                 | <b>M</b>                                                                       | <b>N</b>                                                          | <b>O</b>                                                            |
| You can wash and dry your own clothes in this place.<br>_____            | A small shop with an open front. It often sells fruit and vegetables.<br>_____ | Newspapers, magazines, and sweets are sold here.<br>_____         | The shop where it's illegal for under 18s to buy alcohol.<br>_____  |
| <b>P</b>                                                                 | <b>Q</b>                                                                       | <b>R</b>                                                          | <b>S</b>                                                            |
| This shop sells a variety of goods, all at one cheap price!<br>_____     | Sometimes you have to wait in one when you want to pay for something.<br>_____ | Another way of saying 'have a look' in a shop is 'look _____'.    | Students might buy pens and exercise books from this shop.<br>_____ |
| <b>T</b>                                                                 | <b>U</b>                                                                       | <b>V</b>                                                          | <b>W</b>                                                            |
| A cruise, a package holiday, or a safari? Book it here!<br>_____         | Another way of saying 'start a new business' is 'open _____'.                  | You can buy multi-_____ from a health food store.                 | Another name for a DIY store is a hard_____ store.                  |

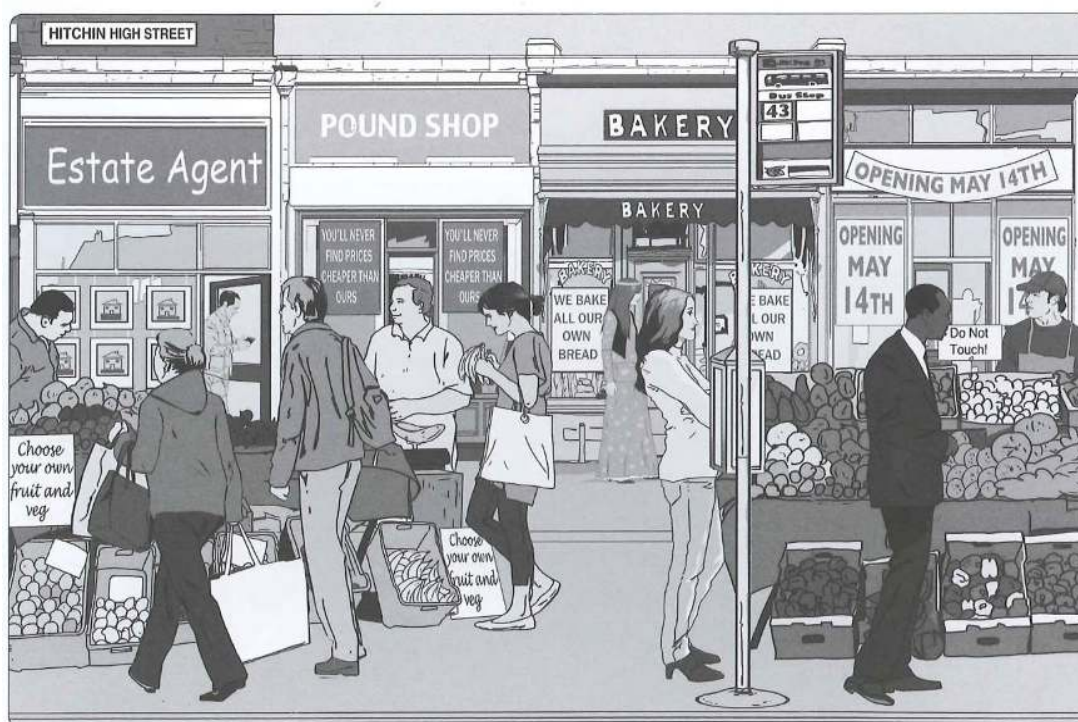
## 5. Sample of the communicative exercises:

### 2B COMMUNICATIVE Spot the difference

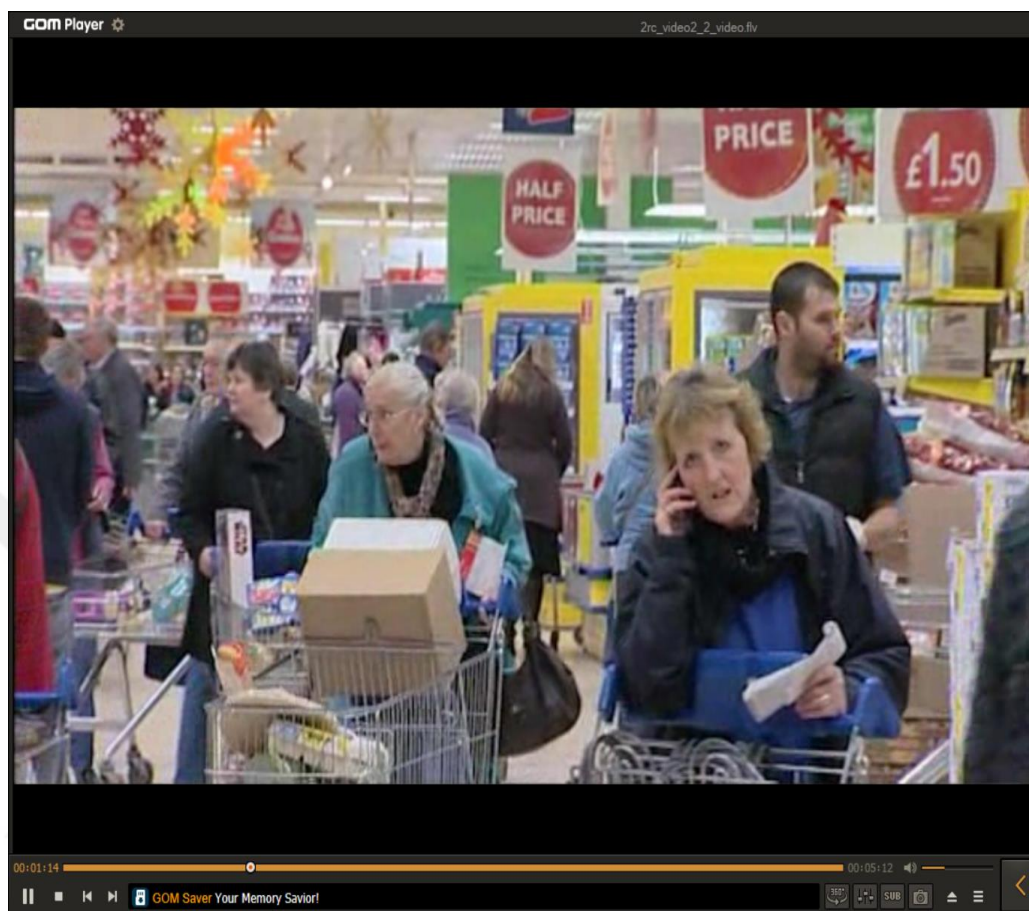
#### Student A



#### Student B



## 6. A video about the pronunciation differences between “s” and “z”:



## Week 6

|                    |                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>File:2</b>      | <p>2A.                      pack                      and                      go!</p> <p>2B. Opening up or closing down?</p> <p><b>Course Book:</b> English File</p>                                                                                                                                                                                                             |
| <b>Goals:</b>      | <p>To learn possessive rules.</p>                                                                                                                                                                                                                                                                                                                                                 |
| <b>Objectives:</b> | <ol style="list-style-type: none"> <li>1. The students will be able to express possessive in different ways like possessive's, of to show possessive, possessive pronouns etc.</li> <li>2. The students will be able to link's to make possession phrases.</li> <li>3. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</li> </ol> |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios, songs, drama, power point presentations, worksheets, home works, short films related to the topic.</li> <li>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</li> <li>6. Organizing field trips so the students learn everyday English, social English and practical English.</li> <li>7. Extra resources for the students for repetition like: 1: i Tutor (a digital companion to the student's book) where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</li> </ol> |

## Sample exercises for week 6

### 1. Presenting the topic with power point:

2B

possessives

possessive 's

1 41

1 That's **Mark's** jacket.

Have you seen **Andrew's** phone?

He's my **sister's** boyfriend.

2 I asked **Chris'** advice. / I asked **Chris's** advice.

2 We usually use possessive 's to show possession after the names of people, animals, organizations: *Have you seen the dog's lead? What do you think of the government's plans for education reform?*

2 If a name ends with -s, we make the possessive with ' or 's. Both are pronounced /ɪz/.

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GRAMMAR BANK

2B

possessives

possessive 's

1 41

3 This is a photo of my **parents'** house.

That's the **children's** bedroom.

4 We spent the weekend at **Paul's**.

I went to my **grandmother's** yesterday.

3 Possessives are different for regular and irregular plurals.

• After a plural noun ending in -s, we make the possessive with a final ' (but no extra s).

• After an irregular plural not ending in -s, we make the possessive with 's.

4 We can use *name / person + 's* to mean that person's house or flat.

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GRAMMAR BANK

2B

possessives

of to show possession

1 42

1 What's the **name of the street** where you live?

They sat at the **back of the bus**.

I've found the **top of the shampoo bottle**.

2 That man over there is a **friend of mine**.

This is an **interesting book of Sarah's**.

Tell me about **this plan of theirs**.

Where's that **husband of yours**?

1 With other nouns (not people or animals), we often use *of*.

2 We often use *noun + of + possessive pronoun or name / noun + 's* after *a / an* or *this / that*, not 's.

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GRAMMAR BANK

## 2B possessives

### own



- I'd love to have **my own** business.  
 That's my magazine – you can get **your own**.  
 Our town is going to get **its own** shopping centre.  
 Small bakers often sell **their own** bread and cakes.

1 43

We can use *own* after a possessive adjective for emphasis.

ENGLISH FILE  
Intermediate Plus

GRAMMAR BANK

## 2. Samples of the grammar exercises:

# Possessive -'s

Known as *possessive -'s*, *genitive -'s* or *Saxon genitive*. We use it to show that something belongs to somebody. Read about the different uses in the boxes and do the exercises.

### SINGULAR NOUNS

We add -'s to a singular noun:  
*the boy's ball*  
*the girl's father*  
*the pupil's classroom*

### PLURAL NOUNS

We add an apostrophe (') to a plural noun:  
*the boys' ball*  
*the girls' father*  
*the pupils' classroom*

### PROPER NOUNS (NAMES)

Both uses in the examples are allowed:  
*Chris' dog* and/or *Chris's dog*  
*Doris' cat* and/or *Doris's cat*  
**BUT:** *Moses' and Jesus'*

### IRREGULAR NOUNS

*the child's / children's dog*  
*the mouse's / mice's food*  
*the man's / men's car*  
*the hero's / heroes' fear*  
*the wolf's / wolves' den*

### -'s vs of

We can use *of* instead of -'s, but -'s is more usual and natural:  
*the mother of my son*  
*my son's mother*

Notice that the number of balls does not matter. The structure is influenced by the possessor and not the possessed.  
 (www.englishclub.com)

|                   | one ball                                                                                                | more than one ball                                                                                       |
|-------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| one boy           | <br>the boy's ball | <br>the boy's balls |
| more than one boy | <br>the boys' ball | <br>the boys' balls |

### Rewrite these using the genitive case

- The father of my daughter. \_\_\_\_\_
- The owner of the car. \_\_\_\_\_
- He is the boss of my wife. \_\_\_\_\_
- They are the children of my uncle. \_\_\_\_\_
- The car belongs to my sister. \_\_\_\_\_
- The phone belongs to Louis. \_\_\_\_\_
- The bike and bat is owned by my neighbor. \_\_\_\_\_
- The writers of the books are Tom and Jerry. \_\_\_\_\_
- My aunt is the one who owns the shop. \_\_\_\_\_
- The two women are the owners of the houses. \_\_\_\_\_

## 2B GRAMMAR possessives

a Circle the correct form.

- 1 She's at the front of the queue / the queue's front.
- 2 I drove to **my parent's** / **my parents'** house. They live just outside Southampton.
- 3 What's **the name of the village** / **the village's name** where you were born?
- 4 What are **the childrens'** / **the children's** names?
- 5 I never buy meat at **the butcher's** / **the butchers'**. I get it at the supermarket.
- 6 We all had **our own** / **ours own** bedrooms when we were children.
- 7 I'll wait on **the street's corner** / **the corner of the street**.
- 8 Do you want to borrow this book **of mine** / **of me**?
- 9 That **chemists** / **chemist's** is open 24 hours a day.
- 10 I live in **the centre of London** / **London's centre**.
- 11 Are they friends **of you** / **of yours**?
- 12 I don't get on with **my brother's** / **my brothers'** wife.
- 13 My cousins have **their own** / **their owns** computers.
- 14 Where's **my** / **mine** phone gone?
- 15 He does all **her own** / **his own** cooking.
- 16 They go to **France's south** / **the south of France** every year.



b Complete the dialogues with the phrases you circled in a. Write the correct phrases in the column on the right.

- |                                                                           |                             |
|---------------------------------------------------------------------------|-----------------------------|
| 1 A Why doesn't he buy <input type="text"/> flat?                         | <u>his own</u>              |
| B He wants to live in <input type="text"/> but he can't afford it.        | <u>                    </u> |
| 2 A I've got a headache. Is there a <input type="text"/> near here?       | <u>                    </u> |
| B Yes, there's one on <input type="text"/> .                              | <u>                    </u> |
| 3 A I spend half my life doing <input type="text"/> homework.             | <u>                    </u> |
| B You should tell them to do <input type="text"/> .                       | <u>                    </u> |
| 4 A I went to <input type="text"/> for lunch yesterday.                   | <u>                    </u> |
| B What's <input type="text"/> where they live?                            | <u>                    </u> |
| 5 A I really don't like <input type="text"/> job.                         | <u>                    </u> |
| B Neither do I. Maybe we should start <input type="text"/> business.      | <u>                    </u> |
| 6 A Have you finished shopping or are you still at <input type="text"/> . | <u>                    </u> |
| B I'm still waiting, but I'm nearly at <input type="text"/> .             | <u>                    </u> |
| 7 A Who are you going to <input type="text"/> with next summer?           | <u>                    </u> |
| B With some friends <input type="text"/> .                                | <u>                    </u> |
| 8 A Has that car <input type="text"/> broken down again?                  | <u>                    </u> |
| B Yes, I'm borrowing <input type="text"/> this week. He doesn't need it.  | <u>                    </u> |

## 3. Reading and understanding exercise:

**CAN YOU UNDERSTAND THIS TEXT?**

- a Read the article once. Do you agree that the kind of holiday you enjoy depends on your personality?

**Make sure your holiday matches your personality**

'Choosing the right holiday is more than just picking a place or experience that sounds fun or interesting,' says Arthur Hoffman of Expedia Asia Pacific. 'Travellers should think carefully about what they and their travel companions are like, and then research travel destinations,' he says. 'This will help ensure the right holiday for the right person and their personality.'

So here's some advice on what different personality types should look for when picking their next holiday.

**Extrovert / introvert**

Extroverts enjoy holiday experiences that provide high levels of excitement, novelty, risk-taking, and social interaction. <sup>1</sup> \_\_\_\_\_, restaurants, and crowded cafés rather than art galleries and temples or churches. They love action-packed holidays that never stop.

Introverts are the opposite: they like activities that promote reflection and intellectual or spiritual experiences.

**Nervous / relaxed**

Nervous individuals tend to prefer destinations, cultural activities, and food types that remind them of home or of past travel experiences. When travelling overseas, they often choose restaurants that serve food similar to their country of origin. Unusual experiences tend to worry them. <sup>2</sup> \_\_\_\_\_, they can find resorts or holiday experiences with high levels of socialising and activities stressful.

Relaxed people are just the opposite. They are OK with trips involving unknowns, and take new challenges in their stride.

**Open / closed**

Open people will rarely go back to the same destination unless they have fallen in love with the place and want to explore it further. They enjoy big cities that offer lots of variety, such as Mumbai, London, Paris, New York, or Sydney.

Closed people visit places they have fond memories of, such as their hometowns. <sup>3</sup> \_\_\_\_\_.

**Conservative / eccentric**

Conservative types will often take holidays that others will be impressed by within their immediate social circles. <sup>4</sup> \_\_\_\_\_ and showing them their latest holiday photos.

Eccentrics take holidays that might not win them much social approval, such as bird-watching in Siberia!

**Careful / spontaneous**

Careful people like to plan well in advance – way before a holiday even begins. They want to know the exact where, when, and why of their holiday, and often have a long list of must-sees.

<sup>5</sup> \_\_\_\_\_ and will spend a lot of time researching on the internet and reading travel guides. They often record their holidays through photos, videos, travel diaries, or blogs.

Spontaneous people don't make plans and will go along with the flow.

**b** Read the article again and complete it with phrases A–F. There is one phrase you do not need.

- A They tend to have strict time and money budgets
- B They often go back to the same holiday destination again and again
- C They tend to prefer busy, lively places
- D They love telling others where they have been
- E They often go on holiday with large groups of friends
- F Although they prefer not to travel alone

**4. A video about expressing possessive in different ways:**



## Week 7

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>File: 3</b>         | <p><b>3A.</b> The generation gap</p> <p><b>3B.</b> In the picture</p> <p><b>Course Book:</b> English File</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Goals:</b>          | To learn simple past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Objectives:</b>     | <ol style="list-style-type: none"> <li>1. The students will be able to talk about completed actions happened at a specific time in the past.</li> <li>2. The students will be able to talk about past habits and generalizations.</li> <li>3. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios, songs, drama, power point presentations, worksheets, home works, short films related to the topic.</li> </ol> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</p> <p>6. Organizing field trips so the students learn everyday English, social English and practical English.</p> <p>7. Extra resources for the students for repetition like: 1: i Tutor (a digital companion to the student's book) where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Sample exercises for week 7

#### 1. Presenting the topic with power point:

**3A** past simple, past continuous, or used to?

**Revise the basics**

**past simple**

- 1 When I **was** young I **loved** playing outside.
- 2 We **didn't live** in a big city.
- 3 Where **did** you **go** to school?

**past continuous**

- 4 I **was watching** TV when you arrived.
- 5 She **wasn't studying** when I called her.
- 6 What **were** you **doing** at 9.00 this morning?

**used to**

- 7 He **used to have** long hair.
- 8 They **didn't use to live** in London.
- 9 What music **did** you **use to like** when you were young?

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**3A** past simple, past continuous, or used to?

**past simple and past continuous**

1 I saw him two minutes ago. Humans **didn't live** in cities until about 8,000 years ago. Where **did** you **grow up**? 2 3

1 We use the past simple for finished past actions or states (when we say, ask, or know when they happened). We can use the past simple for things which happened at any time in the past – very recently, or a long time ago. The important thing is that we see them as finished.

> For irregular past simple verbs see *Irregular verbs*, SB p.165.

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## 3A past simple, past continuous, or *used to*?

### past simple and past continuous

- 2 What **were** you **doing** at 7.00 this morning? 23  
 He **was** **texting** a friend when the accident **happened**.  
 Sorry, what **did** you **say**? I **wasn't** **listening**.

- 2 We use the past continuous:
- to talk about an action in progress at a specific time in the past.
  - to describe a past action which was interrupted by another action (expressed in the past simple).

## 3A past simple, past continuous, or *used to*?

### *used to*

- 1 We **used to** **live** in Rome. 24  
 I **used to** **have** very long hair.  
 2 I **often** **went** to the cinema **when** I **lived** in London.  
 He **never** **wore** a suit and tie **when** he **was** a student.

- 1 We use *used to* (not the past continuous) to describe a habit or state that was true for a significant period in the past, and that has now finished.
- We don't say *We used to live in Rome* if:
    - we only lived in Rome for a short period of time, e.g. three weeks (= *We **lived** in Rome for three weeks*).
    - we still live in Rome. (= *We've **lived** / We've **been** **living** in Rome for the last three years*).
- 2 We can also often use the past simple with an adverb of frequency instead of *used to*.

## 2. Sample exercises of the simple past:

# PAST SIMPLE - WORKSHEET<sup>1</sup>

### A – FILL IN THE BLANKS WITH THE **PAST SIMPLE** OF THE VERBS IN BRACKETS:

- ✓ When I \_\_\_\_\_ (be) in Japan I \_\_\_\_\_ (find) everything very different.
- ✓ Two years ago my parents \_\_\_\_\_ (buy) a new car.
- ✓ Last summer Peter \_\_\_\_\_ (spend) his holidays in a summer camp with his friends.  
They \_\_\_\_\_ (go) swimming, they \_\_\_\_\_ (play) football and golf they \_\_\_\_\_  
(visit) many interesting places.
- ✓ My sister \_\_\_\_\_ (get) a good job in a bank.
- ✓ Susan and her cousins \_\_\_\_\_ (come) to Portugal ten years ago.

### B – COMPLETE THE SENTENCES WITH THE **PAST SIMPLE (AFFIRMATIVE / NEGATIVE / INTERROGATIVE)** OF THE VERBS IN BRACKETS:

- ✓ My sister and her husband \_\_\_\_\_ (come) from Greece.
- ✓ I \_\_\_\_\_ (not like) the U2 concert.
- ✓ My cousin \_\_\_\_\_ (phone) from France yesterday evening.
- ✓ On Monday Johann \_\_\_\_\_ (go) to school on foot.
- ✓ (they / leave) \_\_\_\_\_ the country last Saturday?
- ✓ (you / like) \_\_\_\_\_ the film?
- ✓ They \_\_\_\_\_ (not finish) the homework yesterday.
- ✓ (she / go) \_\_\_\_\_ to the cinema with her parents last night?  
No, she didn't. She \_\_\_\_\_ (stay) at home. She \_\_\_\_\_ (get) a cold.
- ✓ We \_\_\_\_\_ (go) to Spain y car.
- ✓ I \_\_\_\_\_ (have) a wonderful holiday with my family last July.
- ✓ (you / travel) \_\_\_\_\_ to Madrid by car or by plane?
- ✓ Many years ago it \_\_\_\_\_ (be) very difficult to live without electricity.
- ✓ Last year they \_\_\_\_\_ (buy) a house at the seaside.
- ✓ I \_\_\_\_\_ (meet) him the day before yesterday.



# Simple Past



1. Write the simple past form of the verbs below:

|              |                |
|--------------|----------------|
| meet- _____  | collect- _____ |
| go- _____    | paint- _____   |
| drive- _____ | invent- _____  |
| sleep- _____ | stop- _____    |
| think- _____ | hug- _____     |
| ride- _____  | jump- _____    |
| come- _____  | see- _____     |
| fly- _____   | become- _____  |
| be- _____    | fight- _____   |
| sing- _____  | cry- _____     |

2. Separate the verbs from exercise 1 into the columns:

| Regular Verbs | Irregular Verbs |
|---------------|-----------------|
|               |                 |

3. Change the sentences into Negative or Interrogative forms:

a. Anne played tennis yesterday. (-) \_\_\_\_\_

b. Your friends ate some hamburgers last night. (?) \_\_\_\_\_

c. Alex and Chris were in Rio in October. (-) \_\_\_\_\_

d. Betina read a whole book yesterday. (?) \_\_\_\_\_

4. Complete the sentences with the past of the verbs in ( )::

a. I didn't \_\_\_\_\_ coffee today! (make)

b. My friend \_\_\_\_\_ the day at home. (spend)

c. Wallace \_\_\_\_\_ his mother a beautiful present. (give)

d. \_\_\_\_\_ the students \_\_\_\_\_ the tickets for the show? (buy)

5. Complete the text using one of the verbs from the box:

arrive - take - be(2x) - break - call - see - decide - notice - cross - go

Last weekend \_\_\_\_\_ very funny: first, I \_\_\_\_\_ my friend to go to the shopping and then we \_\_\_\_\_ to the bus stop to take the bus, but when we \_\_\_\_\_ there the bus had just gone and so we \_\_\_\_\_ a taxi. In the middle of the way the taxi \_\_\_\_\_ down and we \_\_\_\_\_ to go walking. After about twenty minutes, we \_\_\_\_\_ the shopping and when we \_\_\_\_\_ the street we \_\_\_\_\_ it had closed !! The only thing to do : laugh and laugh a lot!!!

### 3. Sample of the communicative exercises:

#### 3A COMMUNICATIVE When you were younger

- a Tick three circles in each group that you can talk about. Write something in each circle.
- b Compare the circles you've ticked with a partner. Take turns to tell each other about them.

##### Past habits

some food you  
used to love eating

☐

some clothes you  
used to hate wearing

☐

a TV programme  
you used to love  
watching

☐

a bad habit  
you used to have

☐

someone who used to be a  
good friend who isn't anymore

☐

what you used to want to  
be when you were little

☐

a computer game  
you used to play a lot

☐

*I'm going to tell you  
about some clothes I used  
to hate wearing...*



##### Past events

a time when you were  
ill / hurt yourself

☐

a memorable  
celebration you once had

☐

an embarrassing situation  
you once had at school

☐

a childhood holiday  
you always remember

☐

the first live concert  
you ever went to

☐

your first day  
at a new school

☐

the first time you spent a  
few nights away from home

☐

## 4. Sample of the listening exercises:

### 3A SONG Young folks

#### Young folks

If I told you things I did before, told you how  
I <sup>1</sup>us ed to be

Would you go along with <sup>2</sup>so \_\_\_\_\_  
like me?

If you knew my story word for word, had all  
of my <sup>3</sup>hi \_\_\_\_\_

Would you go along with <sup>4</sup>so \_\_\_\_\_  
like me?

I did <sup>5</sup>be \_\_\_\_\_ and had my share,  
it didn't lead nowhere

I would go along with someone like you  
It doesn't <sup>6</sup>ma \_\_\_\_\_ what you did,  
who you were hanging with

We could stick around and see this  
<sup>7</sup>ni \_\_\_\_\_ through

#### CHORUS

And we don't care about the young folks  
Talking 'bout the young style  
And we don't care about the old folks  
Talking 'bout the old style too  
And we don't care about our own faults  
Talking 'bout our own style  
All we care about is talking  
Talking only me and you

<sup>8</sup>Us \_\_\_\_\_ when things have gone this far,  
people tend to disappear

No one will surprise me <sup>9</sup>un \_\_\_\_\_ you do  
I can tell there's something going on, hours seem  
to <sup>10</sup>di \_\_\_\_\_

<sup>11</sup>Ev \_\_\_\_\_ is leaving, I'm still with you  
It doesn't matter what we do, where we are going to  
We can stick around and see this night through

#### CHORUS (x 2)

Talking only me and you  
Talking only me and you



- Read the song lyrics and think about what the missing words could be. Don't write them in yet.
- Listen to the song and complete the gaps.
- Read the lyrics with the glossary. Match the **highlighted** phrases with definitions 1–7.

- \_\_\_\_\_ there's sth happening
- \_\_\_\_\_ happen often or usually
- \_\_\_\_\_ stay, wait for sth to happen
- \_\_\_\_\_ spending a lot of time with sb
- \_\_\_\_\_ had no successful result
- \_\_\_\_\_ exactly, in detail
- \_\_\_\_\_ agree with sb / sth

#### GLOSSARY

my share = my part  
care about = feel that sth is important  
and worth worrying about  
folks = people in general

#### SONG FACTS

*Young Folks* was the first single from Peter Bjorn and John's third album, *Writer's Block*. It was originally released in 2006 and it reached number 33 in the UK charts. However, in 2007 it was re-released and this time it got to number 13. The song has appeared in several TV series, like *Gossip Girls* and *How I Met Your Mother*, as well as featuring in the *SingStar* game series and Xbox 360. *Rolling Stone* magazine listed it as 'one of the 15 best whistling songs of all time'!

### 5. A video about the simple past:



## Week 8

|                    |                                                                                                                                           |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>File:3</b>      | <p>3A. The generation gap</p> <p>3B. In the picture</p> <p><b>Course Book:</b> English File</p>                                           |
| <b>Goals:</b>      | <p>To learn the past continuous and used to.</p>                                                                                          |
| <b>Objectives:</b> | <p>1. The students will be able to talk about actions happened and continued for a certain time in the past by using past continuous.</p> |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <ol style="list-style-type: none"> <li>2. The students will be able to know whether to use: used to or past continuous when they talk about the past.</li> <li>3. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios, songs, drama, power point presentations, worksheets, home works, short films related to the topic.</li> <li>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</li> <li>6. Organizing field trips so the students learn everyday English, social English and practical English.</li> <li>7. Extra resources for the students for repetition like: 1: i Tutor (a digital companion to the student's book) where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and</li> </ol> |

|  |                                                                                                                         |
|--|-------------------------------------------------------------------------------------------------------------------------|
|  | have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear. |
|--|-------------------------------------------------------------------------------------------------------------------------|

### Sample exercises for week 8

#### 1. Sample exercises of the grammar:

## What kind of child were you... and have you changed?



**Nick** I'd say I was a pretty well-behaved child. I loved toy cars, and <sup>1</sup> *I was spending / I used to spend* hours lining them up to create traffic jams. I was an only child so I didn't have as much opportunity to be naughty as other kids! I think I'm still someone who avoids conflict but sadly I don't have as much of an imagination as I used to.



**Laura** I was a good mix between girly girl and tomboy. I loved playing outside – but I didn't like jeans, I liked pretty clothes. For example, I remember once when I climbed a really high tree but I couldn't get down, because <sup>2</sup> *I was wearing / I used to wear* a pink frilly dress and it got caught in the branches! In that sense I haven't changed much. I still love wearing pretty clothes and I still love going for walks in the country.



**Sarah** As a child <sup>3</sup> *I used to be / I was being* very shy. My dad was in the army so my family moved around a lot, a different school almost every year. I became a lot more confident after <sup>4</sup> *I started / I used to start* university. A lot of the people at uni didn't know anybody else, so it was easier to make friends. In fact nowadays many people see me as outgoing!

### 3A GRAMMAR past simple, past continuous, or *used to*?

a Complete the dialogues with the past simple, past continuous, or *used to* form of the verb in brackets.



- |                                                   |                                                                                        |
|---------------------------------------------------|----------------------------------------------------------------------------------------|
| 1 What do you do now that you've retired?         | I do a lot of gardening. I <u>didn't use to like</u> it, but now I love it! (not like) |
| 2 We've just been to Granada on holiday.          | Really? I _____ there! (live)                                                          |
| 3 You didn't answer my text yesterday.            | Sorry, I _____ it till nearly midnight. (not read)                                     |
| 4 Where were you at 9.00 last night?              | I _____ dinner with some friends. (have)                                               |
| 5 What happened to your finger?                   | I _____ lunch and I _____ myself. (make, cut)                                          |
| 6 Do you go to the cinema much?                   | Not any more. We _____ a lot, but then we _____ a home cinema. (go, buy)               |
| 7 Why weren't you here at 8.30?                   | I only _____ at 8.00. At 8.30 I _____ breakfast! (get up, have)                        |
| 8 How long did you spend in Ireland?              | We _____ there for a week. (stay)                                                      |
| 9 Robert's really changed since he was a student. | Yes, he _____ much longer hair then. (have)                                            |
| 10 Why did the police stop you?                   | I don't know, I _____ very fast. (not drive)                                           |
| 11 When did you last go to London?                | I _____ the weekend there last month. (spend)                                          |
| 12 She used to play the piano when she was young. | Why _____ she _____? (stop)                                                            |
| 13 Your dad doesn't do much exercise, does he?    | No, he _____ football, but he _____ his leg two years ago. (play, break)               |
| 14 Were you good friends at university?           | Yes, we _____ the same flat for two years. (share)                                     |
| 15 Didn't you hear what I said?                   | No, sorry, I _____ to the radio. (listen)                                              |

Name: \_\_\_\_\_

Mark: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Teacher: \_\_\_\_\_

# Past Simple and Past Continuous



1 Circle the correct verb form in each of the following sentences.

- a) Mary **prepared** / **was preparing** lunch when they **came** / **was coming**.
- b) Tom was very unlucky. It **rained** / **was raining** every day during his holidays.
- c) Who was that nice girl you **talked** / **were talking** to when I **walked** / **was walking** by the pub?
- d) Last weekend Susan **fell** / **was falling** and **broke** / **was breaking** her leg.
- e) When I **entered** / **was entering** the cafeteria Mary **had** / **was having** lunch with Peter.
- f) We **drove** / **were driving** to Berlin in Robert's new car.
- g) The sun **shone** / **was shining** brightly when I **got up** / **was getting up** this morning.
- h) Ann finally **told** / **was telling** us the whole story about Peter.



2 Read the following sentences and put the verbs in brackets in either the Past Simple or the Past Continuous. Put any other words in brackets in the correct place.

- a) As Sophie \_\_\_\_\_ (walk) up Regent Street she \_\_\_\_\_ (meet) an old friend from college.
- b) When \_\_\_\_\_ (father/arrive) yesterday?  
He \_\_\_\_\_ (arrive) late. The train \_\_\_\_\_ (be) delayed due to an accident.
- c) Who \_\_\_\_\_ (you/ speak) to on the phone when I \_\_\_\_\_ (come) in?
- d) Mary \_\_\_\_\_ (read) in bed when she \_\_\_\_\_ (hear) a strange noise downstairs.
- e) When Mr. Lawrence \_\_\_\_\_ (leave) home at 8.30 this morning, the sun \_\_\_\_\_ (shine) brightly. However, by 10 o'clock it \_\_\_\_\_ (rain) heavily.
- f) Sebastian \_\_\_\_\_ (arrive) at Susan's house a little before 11 a.m., but she \_\_\_\_\_ (not/be) there. She \_\_\_\_\_ (study) at the library.
- g) The fireman \_\_\_\_\_ (rescue) a 75-year-old woman who \_\_\_\_\_ (be) trapped on the second floor of the burning building.
- h) \_\_\_\_\_ (you/do) any shopping yesterday?
- i) Yesterday Jane \_\_\_\_\_ (fall) and \_\_\_\_\_ (hurt) herself when she \_\_\_\_\_ (ride) her bicycle.
- j) What \_\_\_\_\_ (Peter / do) when you \_\_\_\_\_ (knock) on his door?
- k) Helen \_\_\_\_\_ (wear) her dress to the party last night.

## Used to

Compare what Amy said five years ago to what she says today.

### Five years ago

I play the violin.

I go shopping once a week.

I don't like apples.

I don't like tea.

I work in a restaurant.

I only read the newspaper.

I go jogging every day.

I go to bed early.

I live in London.



### Today

I eat lots of apples now.

I haven't played the violin for years.

I work in a hotel now.

I hardly ever go shopping.

I go to bed late now.

I read books often.

Tea's great! I like it now.

I live in New York.

I only go jogging once a week.



Ex. She **used to** play the violin, but she hasn't played it for years.

1. She used \_\_\_\_\_, but \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Write a few sentences about this cartoon using **used to**.




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## 2. Sample of the vocabulary exercises:

### 3B VOCABULARY Photography

#### Student A

- a Listen to B describing his / her photo.
- b Describe your photo to B. Say what you can see in the foreground, background, and in the distance, and where the people are.
- c Now answer the questions together.
  - 1 What do you think are the advantages and disadvantages of being:
    - a a paparazzo / a?
    - b a war photographer?
    - c a wildlife photographer?
    - d a portrait photographer?
  - 2 If you were a professional photographer, what kind of photos would you like to take? Why?



#### Student B

- a Describe your photo to A. Say what you can see in the foreground, background, and in the distance, and where the people are.
- b Listen to A describing his / her photo.
- c Now answer the questions together.
  - 1 What do you think are the advantages and disadvantages of being:
    - a a paparazzo / a?
    - b a war photographer?
    - c a wildlife photographer?
    - d a portrait photographer?
  - 2 If you were a professional photographer, what kind of photos would you like to take? Why?



### 3. Sample of the communicative exercises:



Speaking and listening - Pre-intermediate - Upper-intermediate

## Let's talk about the PAST



### Conversation cards

What did you do yesterday?  
Describe your day.

What were you doing at 10 p.m.  
yesterday evening?

How is life today different from  
life 100 years ago?  
Give examples.

Where were you born?  
Where did you grow up?  
Talk about your childhood.

When was the last time you went  
on holiday?  
Talk about it. (where, who, when,  
how long, with whom, what see/do)

Think of a major news story of  
the recent past.  
Tell it in your own words.

Think of three things that didn't  
exist 20 years ago. What did  
people do without them?  
Could you live without them?

Talk about your last birthday.  
What did you do? Did you have a  
party? Who was there?

Think of a relative or a celebrity  
who passed away. (=died)  
Talk about them.

When was the first time you  
went to the cinema?  
Talk about this experience.

Think about the last time you  
had a lot of fun with friends.  
What did you do?  
Talk about it.

Think about the first pet you  
ever had. What was it?  
Tell the class about it.

Ask a friend some questions  
about their last shopping trip.  
(when, how/get there, where/go, what/buy,  
go/with who, how much/spend)

Did you watch the 2008 Beijing  
Olympics? What do you  
remember?  
Talk about them.

Nowadays many families have a  
car. How did your grandparents  
get around?

Older people sometimes talk  
about 'the good old days'.  
What do they mean? Discuss.

Christopher Columbus is one of  
the most famous explorers ever.  
What do you know about him?

'You have to know the past to  
understand the future.' (Carl  
Sagan) Do you agree? Explain.

### Interview a friend

When was the last time you ...

... (buy) an ice cream?

... (come) home late?

... (do) housework?

... (drink) orange juice?

... (eat) fast food?

... (get) up late?

... (go) swimming?

... (have) a party?

... (meet) your grandparents?

... (play) basketball?

... (speak) English?

... (visit) a museum?

### Talking about the past

| Ago              | Other time markers       |
|------------------|--------------------------|
| five minutes ago | yesterday                |
| one hour ago     | the day before yesterday |
| three days ago   | last week                |
| two weeks ago    | last month               |
| six months ago   | last year                |
| a few years ago  |                          |
| a long time ago  |                          |

- Whatever your past has been, you have a spotless future.
- No man is rich enough to buy back his past. (Oscar Wilde)
- For the majority of us, the past is a regret, the future an experiment. (Mark Twain)

Do you agree? Discuss.

#### 4. Sample reading exercise for the week:

### 5 READING

- a In your country, do young people sometimes do part-time jobs in the evening or at weekends, or while they're at university? What sort of part-time jobs are common where you live?
- b Read the newspaper article about Saturday jobs. Who is most positive about the job they did?
- c Read the article again. Answer with A–E.

#### Which person...?

- 1 \_\_\_\_ felt that the job was badly paid
- 2 \_\_\_\_ liked the parts of the job where he / she could rest
- 3 \_\_\_\_ started very early and finished very late
- 4 \_\_\_\_ enjoyed spending time with the other workers
- 5 \_\_\_\_ was very unsuccessful in one of his / her jobs
- 6 \_\_\_\_ learned the importance of enjoying the work that you do
- 7 \_\_\_\_ learned the importance of punctuality
- 8 \_\_\_\_ got practice in something that later became his / her job
- 9 \_\_\_\_ and \_\_\_\_ aren't sure if they learned anything

## The best Saturday job I ever had...

**Shelf-stacker**, dog-walker, and baby-sitter — most of us would have one of these classic Saturday jobs at the bottom of our CVs, if we were being strictly accurate. For the teenagers of today, however, it is far more difficult to find part-time work.



#### A Sir Ranulph Fiennes, explorer

When I was 16, I wanted to buy a canoe and needed £85. I washed the buses at Midhurst bus station between 3.00 a.m. and 7.00 a.m. during the week. Then I washed the dishes at the Angel Hotel from 6.00 p.m. to 10.00 p.m. I was paid £11 per week in all, and that's how I got the cash. It is too long ago to know if I actually learnt anything from the experience.



#### B Russell Kane, comedian

I did two humiliating Saturday jobs. The first was **selling** vacuum cleaners **door to door**. I didn't sell a single one. The other job was working with my granddad for a frozen-food **delivery service**. I doubt that a Saturday job really teaches you anything. Where I come from, it's automatic: at age 11 you get a job. It wasn't, 'Hey man, I'm really learning the value of work.' It was, 'If I want money, I must work for it.' My dad never gave me a penny of pocket money after the age of 11.



#### C Tony Ross, illustrator and author

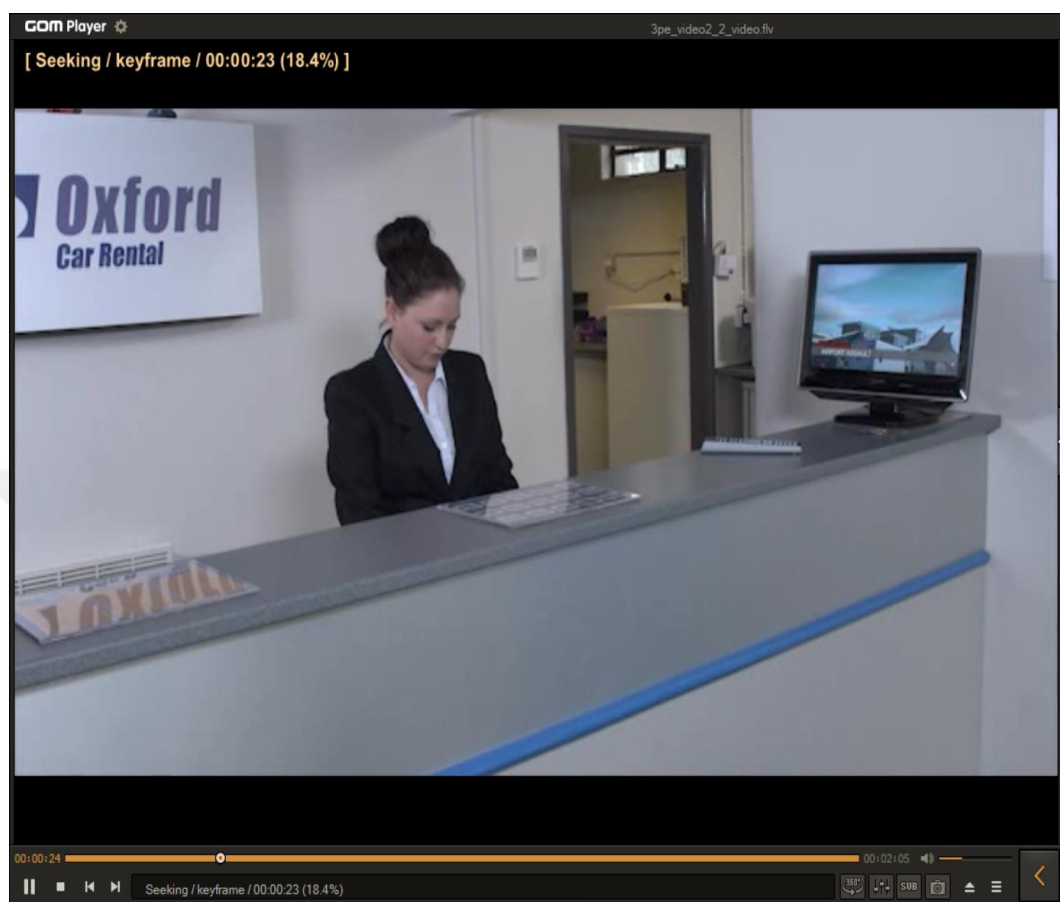
In the fifties, when I was a boy, I used to work at the Post Office over Christmas. Many of us did it, and it was fantastic fun. I earned enough to buy an old motor scooter. My favourite part was going in the lorry to collect the mail bags from the station, because you didn't have to walk the streets all day. The other good thing was doing **a round** with your own house in it, because then you could stop for a cup of tea. I learnt the basics of working for money like arriving on time, and enjoying it no matter what. It was a good introduction because very few people work for fun. I think I'm probably the only one.



#### D Clive Stafford Smith, lawyer

I worked for a sand and gravel\* company when I was 16. It was cold, damp, and so boring that I cried. I've learned various important things from that job. First, I know I'm very lucky to have a job now that I truly love. I also learned that it's crazy to pay bankers millions while paying **minimum wage** to people

#### 4. A video about the past continuous:



## Week 9

|                |                                                                                                 |
|----------------|-------------------------------------------------------------------------------------------------|
| <b>File: 3</b> | <p>3A. The generation gap</p> <p>3B. In the picture</p> <p><b>Course Book:</b> English File</p> |
| <b>Goals:</b>  | To learn the prepositions, word stress and different pronunciations of the -ed endings.         |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives:</b>     | <ol style="list-style-type: none"> <li>1. The students will be able to use prepositions of place, prepositions of movement, prepositions of time and the dependent prepositions after the adjectives and verbs.</li> <li>2. The Students will be able to identify the stressed syllable in the words.</li> <li>3. The students will learn that the simple past ending with –ed could be pronounced in 3 distinct manners: “t”, “d” and “id”.</li> <li>4. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student’s online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios, songs, drama, power point presentations, worksheets, home works, short films related to the topic.</li> <li>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</li> <li>6. Organizing field trips so the students learn everyday English, social English and practical English.</li> </ol> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>7. Extra resources for the students for repetition like: 1: i Tutor (a digital companion to the student's book) where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Sample exercises for week 9

#### 1. Presenting the topic of the week with power point:

**3B** prepositions

**prepositions of place**

She sat **in** the square and watched the tourists. **2 20**

There's a box **under** your bed.

You'll find some cash **inside** my purse.

The cups are **on** that shelf there.

There's a man standing **in front of** the gate.

- Prepositions that describe place, like *in* and *on*, have an independent meaning. They can be used with different verbs and places and the meaning doesn't change.

**ENGLISH FILE**  
Intermediate Plus

**GRAMMAR BANK**

**3B** prepositions

**prepositions of movement**

They flew **over** the city. **2 21**

He ran **across** the road.

He walked **through** the door.

Go **along** the street, **past** the supermarket.

Don't run **down** the steps. You'll fall.

- Prepositions that describe movement, like *over* and *through*, have an independent meaning. They can be used with different verbs of movement and the meaning doesn't change.

**ENGLISH FILE**  
Intermediate Plus

**GRAMMAR BANK**

## 2. Samples of the grammar exercises:

**5 GRAMMAR** prepositions

- a** With a partner, complete the gaps with a preposition from the list.

at (x2)   from   in   of (x2)   over   next to

I took this photo when we were flying <sup>1</sup> \_\_\_\_\_ the Andes – I was going <sup>2</sup> \_\_\_\_\_ Argentina to Chile. Luckily, I was sitting <sup>3</sup> \_\_\_\_\_ the window, so I had a perfect view. I'm not usually very good <sup>4</sup> \_\_\_\_\_ taking photos, but I think this one is beautiful, and I'm quite proud <sup>5</sup> \_\_\_\_\_ it. Later on during the flight, we had a lot of turbulence, and by the time we finally arrived <sup>6</sup> \_\_\_\_\_ Santiago I was feeling quite nervous. But when I look <sup>7</sup> \_\_\_\_\_ this photo it reminds me <sup>8</sup> \_\_\_\_\_ the feeling of calm that mountains always give me.



- b** Which preposition(s) in the text...?

- 1 show where a person or thing is
- 2 show where a person or thing is moving
- 3 are examples of prepositions used after certain verbs
- 4 are examples of prepositions used after certain adjectives

## 3B GRAMMAR prepositions

a Choose the correct preposition. Write the answers in the column on the right.

- 1  He ran  the road and  the park.  
(opposite / across, into / onto) across into
- 2 I'm very interested  painting, but I'm not very good  it.  
(in / on, for / at) \_\_\_\_\_
- 3 Don't worry  the bill – I'll pay  everything.  
(about / for, to / for) \_\_\_\_\_
- 4  The train went  the bridge and  the church. (under / through, past / along) \_\_\_\_\_
- 5 The receptionist asked  me if I was waiting  a taxi.  
(to / -, for / about) \_\_\_\_\_
- 6 My sons are very different  each other, but they never argue  anything. (from / of, about / with) \_\_\_\_\_
- 7  She came  the bank and walked  the supermarket. (out / out of, along / towards) \_\_\_\_\_
- 8 You shouldn't be angry  him. He's not responsible  what happened. (for / with, for / to) \_\_\_\_\_
- 9  The cycle path goes  the river and  the car park. (over / up, round / through) \_\_\_\_\_
- 10 She's married  a Frenchman and they're both keen  cooking. (to / with, on / for) \_\_\_\_\_
- 11 I'm tired  applying  jobs – I never get an interview.  
(with / of, for / to) \_\_\_\_\_
- 12  They sat  a bench  a tree.  
(in / on, under / down) \_\_\_\_\_
- 13 He was very rude  me – I don't know what he was so angry . (with / to, about / from) \_\_\_\_\_
- 14  I'm still  the bus, but we're nearly  the bus stop. (on / into, in / at) \_\_\_\_\_
- 15 The professor talked  his research, and then we discussed  our own work. (about / around, - / about) \_\_\_\_\_

### 3. A communicative exercise about the prepositions:

#### 3B COMMUNICATIVE What's the preposition?

- a Look at the questions. Write the missing preposition for each circle.
- b Take turns to choose a group of questions to ask a partner.

*of*

1

- If you had to speak in front  a large audience, how would you feel?
- Do you know anyone who has a phobia, or is really afraid  something?
- When was the last time you felt proud  something you had done?
- What food and drink remind you  your childhood?

2

- Who can you rely  when you have a problem? Can they rely  you too?
- What do you always have  your desk at home?
- Would you prefer to live in a flat  the top floor or  the ground floor?
- Which gadgets do you completely depend  in your everyday life?

3

- What sport or activity would you like to be really good ?
- Why do you think some people are bad  learning languages?
- If someone arrives  a concert / film late, should they be let in?
- Do you like telling jokes? Do people laugh  the jokes you tell?

4

- What sports clubs or organizations do / did you belong ?
- What kinds of things do you object  people doing a) on a plane, b) at the cinema?
- What two things are you most looking forward  this year?
- What advantages or disadvantages are there to being married  someone from another country?

5

- What period of history are you most interested ?
- Have you (or has anyone you know) ever succeeded  passing a difficult exam?
- When you arrive  a new city / country, what's the first thing you usually try to find out?
- Do you often waste time looking for things  your bag?

6

- What are some of the typical things couples argue ?
- What would you warn visitors  before they visit your city / country?
- When was the last time you felt angry  something a friend did to you?
- When you were younger, did you get excited  your birthday? How did you use to celebrate it?

7

- Do you feel pleased  your progress in English this term?
- Can people still be friends if they don't agree  each other about, e.g. politics?
- Is there anyone in your family that you are a bit fed up  at the moment?
- Have you ever been given a present that you were really disappointed ?

8

- How do you feel about waiting  people when they're late?
- Should a man pay  a woman on a first date?
- Are you (or is anyone you know) applying  a job / course at the moment?
- Who's responsible  doing the housework in your house?

#### 4. Samples of the -ed pronunciation exercises:

## 2 PRONUNCIATION & SPEAKING

-ed endings; sentence rhythm

- a **2 5**))) Listen to the three different pronunciations of the -ed ending.

1  I used to be shy. I liked animals.

2  I've changed a lot. I enjoyed exams.

3 **/ɪd/** I started school. It ended in tears.

- b **2 6**))) Listen to some more regular past simple verbs. How is the -ed ending pronounced? Tick (✓) the right box.

|                              | <b>/t/</b>               | <b>/d/</b>               | <b>/ɪd/</b>              |
|------------------------------|--------------------------|--------------------------|--------------------------|
| 1 I hated eating vegetables. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 We looked alike.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I tried everything.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 We lived abroad.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I hoped to pass.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 We decided to move.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- c Practise saying the sentences.

.....

...

## 2 PRONUNCIATION -ed endings

- a Write the past simple forms of these regular verbs in the chart according to the pronunciation of the *-ed* ending.

ask change decide end hate hope live miss  
play start study travel want wash watch

| 1                                                                                 | 2                                                                                 | 3                                         |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------|
|  |  | /ɪd/                                      |
| <u>asked</u><br>_____<br>_____<br>_____<br>_____                                  | _____<br>_____<br>_____<br>_____<br>_____                                         | _____<br>_____<br>_____<br>_____<br>_____ |

### 5. Sample of the word stress exercises:

## 2 PRONUNCIATION word stress

- a  **2 16** Underline the stress in the words beginning with *photo*. Listen and check. Practise saying the words.

- 1 pho|to|graph      4 pho|to|gra|phic  
2 pho|to|gra|pher      5 pho|to|ge|nic  
3 pho|to|gra|phy      6 pho|to|co|py

- b Now underline the stressed syllable in the multi-syllable words in 1–7 below.

- 1 There's a tree in the **back|ground**.  
2 In the **fore|ground** there's a girl.  
3 You can see a house in the **dis|tance**.  
4 There's a man **be|hind** her.  
5 It's a **close-up** of a watch.  
6 It's out of **fo|cus**.  
7 Is your **cam|era au|to|ma|tic**?

- c  **2 17** Listen and check. Practise saying the sentences.

## 6. A Sample of the vocabulary exercises:

### 3 VOCABULARY stages of life



a Which stage of life is each person in? Match the people and the photos.

- |                                     |                                                                |
|-------------------------------------|----------------------------------------------------------------|
| <input type="checkbox"/> a baby     | <input type="checkbox"/> in his / her early twenties (= 20–23) |
| <input type="checkbox"/> a toddler  | <input type="checkbox"/> in his / her mid-thirties (= 34–36)   |
| <input type="checkbox"/> a child    | <input type="checkbox"/> in his / her late forties (= 47–49)   |
| <input type="checkbox"/> a pre-teen | <input type="checkbox"/> a pensioner                           |
| <input type="checkbox"/> a teenager |                                                                |



## 7. Sample reading exercise of the week:

### 5 READING

- a How long have you had your mobile phone? When do you think you'll get a new one? What will you probably do with your old phone?
- b Read the article about mobile phone recycling. Find two reasons why recycling mobiles is better than throwing them away.

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## Got a new mobile? Think twice before you throw the old one away!

Recycling our old mobile phones is something we often mean to do. But by the time we remember to do it, we decide that they're so old they're **worthless**, and we throw them away. But are they really?

1 \_\_\_\_\_ 'Only about 3–4 per cent of the phones we receive can't be repaired,' says Simon Walsh, Sales and Marketing Director for a British phone recycler.

As a phone arrives at a recycling centre, it goes through a rigorous testing process, which starts with a check to ensure that it's not been lost or stolen.

2 \_\_\_\_\_ Many phones are then passed to specialized repair centres.

Even mobiles that can't be repaired are valuable. 3 \_\_\_\_\_ Batteries contain nickel, which can be used to make stainless steel for saucepans. The plastics in phones can be **melted down** to be made into traffic cones.

Of the phones that can be reused, about 20% stay in the UK. The rest of them are sent to places in Asia and Africa where they are specially needed because there are few landlines.

But there's more to it than that. It's good to recycle and reuse **second-hand** mobiles from the UK, but the countries which receive the mobiles also need to recycle them. 4 \_\_\_\_\_

This is a growing problem because some mobile phone parts contain **dangerous chemicals**. 5 \_\_\_\_\_. The phone's electrical circuits contain lead, which can cause brain damage.

It's estimated that there are more than 500 million used mobile phones around the world. If we send all of them to landfills, over 130,000 kilos of lead will be **released into the soil**. 6 \_\_\_\_\_

The even greener alternative to recycling seems almost unthinkable. It's to keep your current phone for more than the usual 12 months!

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

**Glossary**

**nickel** /nikl/ a hard, silver-white metal

**lead** /led/ a soft, heavy, grey metal used in the past for water pipes or to cover roofs




- c Read the article again and complete it with A–F.
- A They contain small quantities of metals such as platinum, which are used to make jewellery.
  - B If they don't, the phones will still end up in landfill.
  - C As demand for mobiles and smartphones increases, the problem is going to get even worse.
  - D Some phone batteries have cadmium, a metal which can cause lung cancer.
  - E Then components such as the keypad are checked.
  - F In fact, most mobiles can be repaired and sold again.
- d Look at the **highlighted** words and phrases connected with recycling and the environment. Work out their meaning from the context.
- e What other electronic gadgets and appliances do you think people could recycle? Do they do it where you live?

## 8. A video about the prepositions:



## Week 10

|                |                                                                                                   |
|----------------|---------------------------------------------------------------------------------------------------|
| <b>File: 4</b> | <p>4A. That is rubbish</p> <p>4B. Degrees and careers</p> <p><b>Course Book:</b> English File</p> |
| <b>Goals:</b>  | <p>To learn the future forms: will, shall and going to and present continuous.</p>                |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives:</b>     | <p>1.The students will be able to express future in many ways using models like will, would; shall, should or using be going to or using present continuous.</p> <p>2. The Students will be able to differentiate the future kinds like near, far, planned, organized, promises, suggestions, instant decisions, predictions and future facts.</p> <p>3. The students will be able to use the contracted forms of will like: 'll and won't after the pronouns.</p> <p>4. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios, songs, drama, power point presentations, worksheets, home works, short films related to the topic.</li> <li>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</li> </ol> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>6. Organizing field trips so the students learn everyday English, social English and practical English.</p> <p>7. Extra resources for the students for repetition like: 1: i Tutor (a digital companion to the student's book) where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Sample exercises for week 10

#### 1. Presenting the topic with power points:

4A

future forms: *will / shall* and *going to*

**will / shall**

1 Predictions 2 38

Who do you think **will win** tomorrow's game?

The climate probably **won't change** much in the next five or ten years.

2 Future facts

I'll **be** at work on Monday.

The election **will be** on 6 May.

3 Instant decisions

A Is that the phone ringing?

B Yes, I think so. I'll **get** it.

We use *will / won't* + infinitive:

1 to ask for or make predictions about what we think or believe will happen.

2 for future facts.

3 for instant decisions.

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## 4A future forms: *will / shall* and *going to*

### *will / shall*

- 👉 4 **Promises** 2 38  
 A Have you been using my laptop? You didn't switch it off. 📞  
 B Sorry. I'll **remember** next time. 📞  
 A The battery's almost run down!  
 B Sorry. I promise I **won't do** it again. 📞
- 👉 5 **Offers and suggestions**  
 I'll **cook** dinner tonight.  
 Shall I **throw away** this bread?  
 What **shall** I **do** with my old phone?  
 Where **shall** we **go** for lunch today?

We use *will / won't* + infinitive:

- 4 to make promises.
- 5 to offer to do something. If the offer is a question, we use *Shall I / we...?*  
 We also use *shall* with *I* and *we* to ask for suggestions.

## 4A future forms: *will / shall* and *going to*

### *going to*

- 👉 1 **Plans** 2 39  
 I'm **going to buy** a new phone this weekend.  
 He's **going to make** pizza for dinner.
- 👉 2 **Predictions**  
 England **aren't going to win** – they're 3–0 down and there are only ten minutes left.  
 It's getting cloudy – the weather forecast says it's **going to rain** this afternoon.

We use *going to* + infinitive:

- 1 when there is a plan to do something – a decision has been made.
- 2 to make predictions when we feel more sure of the future, for example if we can see what's going to happen.

We can often use either *will* or *going to* for predictions.

## 4A future forms: *will / shall* and *going to*

### *going to*

#### **Present continuous for future arrangements**

We use the present continuous when there is an arrangement to do something – something has been organized.

*We're having Liz and Nick round for dinner tonight.*

*I'm meeting my bank manager tomorrow.*

There is sometimes very little difference between a plan and an arrangement, and we can often use either *going to* or the present continuous.

### 2. Samples of the grammar exercises:



### 3. A Sample of the vocabulary exercises:

#### 4A VOCABULARY Rubbish and recycling

##### What's the word?



- 1 There's a **jar** of mayonnaise in the fridge if you want some.
- 2 I can't get the **lo** off the honey. It's stuck.
- 3 Do you want a **co** of Coke or do you prefer Fanta?
- 4 Shall we get a **po** of my favourite biscuits?
- 5 Most supermarkets don't give away **po** **bo** any more – they charge for them.
- 6 Please don't drink milk out of the **co**. Use a glass!
- 7 Paolo cut himself really badly when he was opening a **to** of tuna.
- 8 Is this yoghurt safe to eat? The **so**-**bo** **do** says 16th July!
- 9 We have a special **bo** in the kitchen where we put all our polystyrene trays and plastic.
- 10 What day of the week do the **do** come to take away your rubbish?
- 11 The **wo**-**po** **bo** in my office is always full. I never remember to empty it!
- 12 **A** Is there any ice cream left? **B** There's a whole new **to** in the freezer.
- 13 Don't drop that sweet **wo** on the floor, Kirstie. I've just finished tidying!
- 14 I usually **go** **ao** my old clothes to Oxfam – it's a charity that works in developing countries.
- 15 Have you got any **co** **bo**? We're moving house next week and we need them to pack things in.
- 16 You look exhausted. I'll **to** **oo** the rubbish tonight. You stay there and relax.
- 17 If you want to change your mobile phone, don't **to** it **ao** – give it to someone.
- 18 This new lipstick lasts for eight hours. You don't have to **reo** it.
- 19 If it rains tomorrow, we'll have to **reo** our idea of going to the beach.
- 20 Some people say you shouldn't **reo** plastic water bottles because they contain dangerous chemicals.

## 4. A sample of the communicative exercise:

### 4A COMMUNICATIVE How green are you?

- 1 When you vote, how important to you are the parties' policies on the environment?
  - a Not important. It's something I never think about.
  - b A bit. But I think that there are more important issues.
  - c Very important. The environment affects everybody.
- 2 Do you try and encourage your friends and family to be 'greener'?
  - a No, I have more important things to worry about!
  - b Sometimes I remind them to recycle bottles or use less water.
  - c All the time! It's our responsibility to protect our planet.
- 3 Where do you buy your clothes?
  - a The shops which are the cheapest, e.g. Primark.
  - b It depends. I try not to buy from companies that exploit their workers.
  - c I buy most of my clothes in second-hand shops.
- 4 How many of your light bulbs at home are energy-saving?
  - a None / Very few of them.
  - b About half of them.
  - c Most / All of them.
- 5 How many cars does your family have?
  - a Two or more.
  - b One.
  - c We don't have a car. We walk, cycle, or use public transport.
- 6 If you or your family have a car, what car is it?
  - a A 4x4 / a Hummer / a sports car.
  - b A fuel-efficient car which uses unleaded petrol.
  - c A hybrid or electric car.
- 7 What cleaning products does your family use?
  - a Whatever is cheapest in the supermarket or the ones I think work best.
  - b Eco-friendly products which protect the environment.
  - c I make my own, e.g. with lemon, soda, and vinegar.
- 8 How do you feel about organic food?
  - a I'm not sure what it actually is.
  - b It's difficult to buy it, but I get it when I can.
  - c It's the only food I buy, even though it's expensive.
- 9 What did you have for lunch yesterday?
  - a Fast food or a takeaway, e.g. a pizza, hamburger, or sandwich.
  - b A pre-packaged / ready-cooked meal.
  - c A meal I cooked myself with natural ingredients.
- 10 What's your attitude to packaging?
  - a I want it to look good and protect the product.
  - b I think some packaging is necessary.
  - c I try to avoid buying things with a lot of packaging.
- 11 Do you try to save water?
  - a Never. It's not something I worry about.
  - b I sometimes remember to turn off the water while I brush my teeth.
  - c I'm very careful about water. I only have showers and I never leave the tap running.
- 12 What do you do with books, clothes, and other things you don't need any longer?
  - a I throw them away.
  - b I sell them on eBay or to friends.
  - c I give them to charities.
- 13 How much of your rubbish do you recycle?
  - a I can't be bothered to recycle. I throw everything into the same bin.
  - b I separate my rubbish and take the glass to the bottle bank.
  - c I'm very good at recycling glass, paper, and plastic.
- 14 What's your attitude to travelling by plane?
  - a I love flying. It's my favourite form of transport.
  - b I fly when necessary but I choose other forms of transport wherever possible.
  - c I hardly ever fly because I know it's bad for the environment.
- 15 When you go to the supermarket, how often do you take a shopping bag with you?
  - a I never remember.
  - b I sometimes remember.
  - c I always remember.



#### SCORES

**Mostly a's** You are a little selfish when it comes to the environment! Your actions have a negative impact on the world, so why not try and change a few things about your lifestyle? The planet will be a much better place if you do!

**Mostly b's** You're worried about the environment and the planet, so you try and do things to improve it. However, you could make more of an effort.

**Mostly c's** Congratulations. If only more people thought like you! Everything you do in life is directed at making the planet a better place to live. But don't be too forceful with your ideas. Think about how you can realistically and gently persuade others to be 'greener'.

## 5. A sample of the listening exercises:

### 4B SONG 5 o'clock world

- a Write the words from the list in the correct column according to the vowel sound.

away blows x2 brain  
clothes day drain fine  
get ~~gone~~ job know  
mind mob OK on  
time x2 way yet

|                                                                                   |                                                                                   |                                                                                    |                                                                                     |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |
| gone                                                                              |                                                                                   |                                                                                    |                                                                                     |                                                                                     |

- b Listen to the song and complete the gaps with words from a.

#### 5 o'clock world

Up every morning just to keep a <sup>1</sup> job  
I gotta fight my way through the bustling <sup>2</sup> \_\_\_\_\_  
Sounds of the city pounding in my <sup>3</sup> \_\_\_\_\_  
While another day goes down the <sup>4</sup> \_\_\_\_\_

But it's a 5 o'clock world when the whistle <sup>5</sup> \_\_\_\_\_  
No one owns a piece of my <sup>6</sup> \_\_\_\_\_  
And there's a 5 o'clock me inside my <sup>7</sup> \_\_\_\_\_  
Thinking that the world looks <sup>8</sup> \_\_\_\_\_, yeah  
Holiday, yeah...

Trading my time for the pay I <sup>9</sup> \_\_\_\_\_  
Living on money that I ain't made <sup>10</sup> \_\_\_\_\_  
Gotta keep going, gotta make my <sup>11</sup> \_\_\_\_\_  
But I live for the end of the <sup>12</sup> \_\_\_\_\_

And it's a 5 o'clock world when the whistle <sup>13</sup> \_\_\_\_\_  
No one owns a piece of my <sup>14</sup> \_\_\_\_\_  
And there's a long-haired hippie girl who waits,  
I <sup>15</sup> \_\_\_\_\_

To ease my troubled <sup>16</sup> \_\_\_\_\_, yeah  
Holiday, yeah...

In the shelter of her arms everything's <sup>17</sup> \_\_\_\_\_  
She talks and the world goes slipping <sup>18</sup> \_\_\_\_\_  
And I know the reason I can still go <sup>19</sup> \_\_\_\_\_  
When every other reason is <sup>20</sup> \_\_\_\_\_

In my 5 o'clock world she waits for me  
Nothing else matters at all  
'Cause every time my baby smiles at me  
I know that it's all worthwhile, yeah  
Holiday, yeah  
Holiday, yeah

- c Answer the questions with a partner.

- 1 What do you think the singer means by his '5 o'clock world'?
- 2 What compensates for it?

#### GLOSSARY

bustling = full of people moving in a busy way  
mob = a large crowd of people, esp. one that may cause trouble  
go down the drain = be wasted  
trading = exchanging sth for sth else  
ain't made = haven't made  
gotta = have got to  
ease my troubled mind = make me less worried  
worthwhile = of value or importance

#### SONG FACTS

Bowling for Soup is an American pop-punk band which formed in Texas in 1994. *5 o'clock world* is a track from the group's 2005 album, *Bowling for Soup goes to the Movies*. It's a cover of an original 1965 song recorded by The Vogues. The song is about a city worker who doesn't enjoy his job.



## 6. A video about the future forms:



## Week 11

|                    |                                                                                                                          |
|--------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>File: 4</b>     | <p>4A. That is rubbish</p> <p>4B. Degrees and careers</p> <p><b>Course Book:</b> English File</p>                        |
| <b>Goals:</b>      | To learn the first and the second conditional sentences.                                                                 |
| <b>Objectives:</b> | 1. The students will be able to use the first conditional to talk about a possible future situation and its consequence. |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>2. The Students will be able to use the second conditional to talk about a hypothetical or imaginary situation, or one that we do not think is a possible.</p> <p>3. The students learn to use other modal verbs instead of will, e.g. can, might, may, must, or should. And by the same token, they learn to use might or could instead of would.</p> <p>4. The students will learn the forms of the first and the second conditional sentences:</p> <p>A) If + present simple, will / won't + infinitive.</p> <p>B) If + past simple, would / wouldn't + infinitive.</p> <p>5. The students will be able to use <b>unless</b> instead of (<b>if... not</b>) in conditional sentences.</p> <p>6. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</p>                                                                 |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios, songs, drama,</li> </ol> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>power point presentations, worksheets, home works, short films related to the topic.</p> <p>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</p> <p>6. Organizing field trips so the students learn everyday English, social English and practical English.</p> <p>7. Extra resources for the students for repetition like: 1: i Tutor (a digital companion to the student's book) where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Sample exercises for week 11

#### 1. Presenting the topic with power points:

**4B** first and second conditionals

**first conditional**

1 If I **have** time, I'll **write** my CV tonight. 2 45  
 If you **don't work** hard, you **won't get** promoted.

2 If he **does** well at school, he **can go** to a good university.  
 I **might (may) go back** to college if I **can't find** a job.  
 If you **apply** for that job, you **must prepare** an up-to-date CV.  
 If they **fail** their exams, they **should take** them again.

3 If you **get** an interview, **think** carefully about what to wear.

We use the first conditional to talk about a possible future situation and its consequence.

1 The first conditional normally uses *if* + present simple, *will* / *won't* + infinitive.

2 We can also use other modal verbs instead of *will*, e.g. *can*, *might*, *may*, *must*, or *should*.

3 We can also use an imperative instead of *will*.

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## 4B first and second conditionals

### second conditional

- 2 46
- 1 If I **had** more money, I **wouldn't need** evening work.  
If they **offered** you a part-time job, **would** you **accept** it?
  - 2 I **might meet** more people if I **lived** in a hall of residence.  
You **could apply** for a scholarship if you **got** a place to study in the US.
  - 3 If he **was** (were) here, he'd **know** what to do.  
I'd **take** it back to the shop if I **were** you.

We use the second conditional to talk about a hypothetical or imaginary situation, or one that we don't think is a possibility.

- 1 The second conditional normally uses *if* + past simple, *would* / *wouldn't* + infinitive.
- 2 We can use *might* or *could* instead of *would*.
- 3 When we use *be* in the *if* clause, we can use *was* or *were* after *I* / *he* / *she* / *it*. However, in the phrase *if I were you*, which is often used to give advice, only *were* is used. NOT ~~*if I was you*~~.

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## 2. Samples of the grammar exercises:

### 4B GRAMMAR first and second conditionals

a Complete the second sentence to mean the same as the first.

- 1 I think the trial period will go well, and then they'll offer me a permanent job.  
They 'll offer me a permanent job if the trial period goes well.
- 2 I can't help you – I don't have time.  
If I had time, I 'd help you.
- 3 He needs to work harder – then he'll pass his exams.  
He will pass his exams unless he works harder.
- 4 I need a part-time job because I don't have any money.  
If I had more money, I would a part-time job.
- 5 He doesn't have many skills, so he won't get promoted.  
He will promoted if he has more skills.
- 6 The sun might come out later, and we'll go to the pool.  
If the sun comes later, we will to the pool.
- 7 I think you should try to get a new job.  
If I asked you, I would to get a new job.
- 8 You'll need to have a good CV to get an interview.  
You will an interview unless you have a good CV.
- 9 She can't work in France because she doesn't speak French.  
If she spoke French, she could in France.
- 10 My computer's so slow. The film is taking ages to download.  
If my computer was so slow, the film would ages to download.



### activation

b Complete the sentences so that they are true for you. Compare with a partner.

If the weather's good this weekend...  
If my English improves a lot...  
I'll be really happy if...

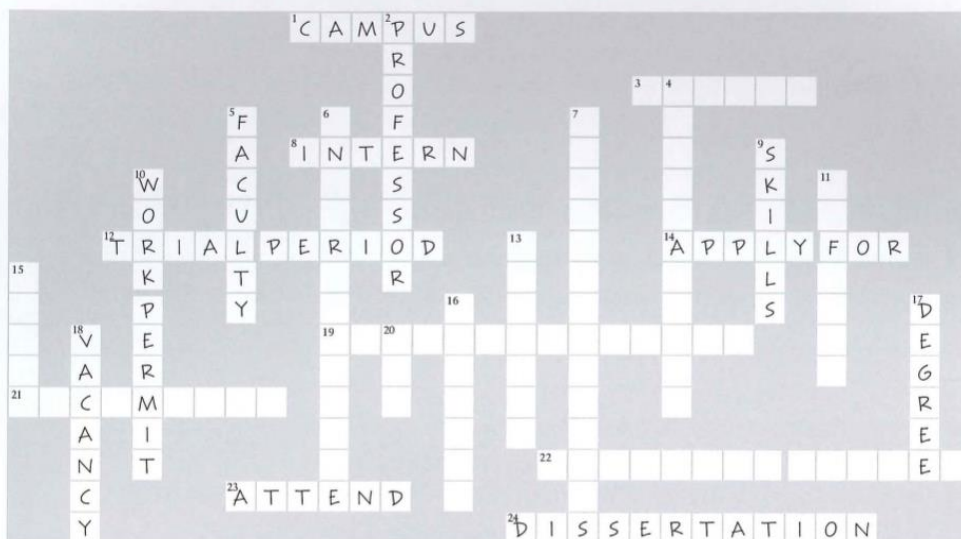
If I got a job in the UK...  
I'd never forgive myself if...  
If I had a year off...

### 3. A Sample of the vocabulary exercises:

## 4B VOCABULARY Study and work

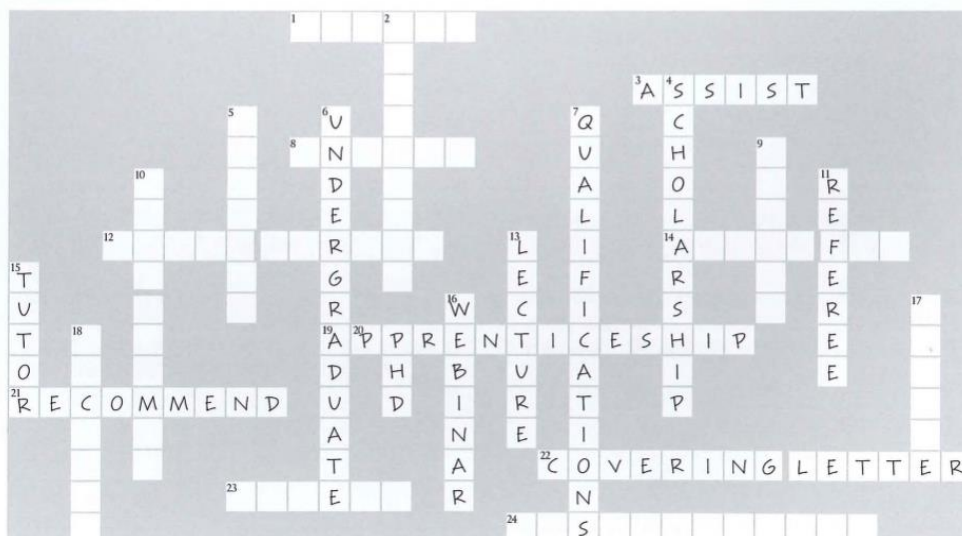
### Student A

- Look at your crossword and make sure you know the meaning of all the words you have.
- Now ask **B** to define a word for you. Ask, for example, *What's 4 down?*  
Listen to **B**'s definition and write the word in your grid.
- Now **B** will ask you to define a word.



### Student B

- Look at your crossword and make sure you know the meaning of all the words you have.
- Now **A** will ask you to define a word.
- Now ask **A** to define a word for you. Ask, for example, *What's 1 across?*  
Listen to **A**'s definition and write the word in your grid.



#### 4. A sample of the communicative exercise:

### 4B COMMUNICATIVE Job interviews

#### Student A

**Roleplay 1** You're unemployed. B is going to interview you.

You finished college last year and you've been looking for a job since you left. You're desperate! Today you have an interview at a hotel in London to work as a receptionist. It's the ideal job for you, as you studied Tourism. You don't have any experience, but you have lots of enthusiasm and energy (remember to show this at the interview). You want this job!

- Answer B's questions about:
  - your studies.
  - your qualifications.
  - languages you speak.
- Ask B what exactly you have to do in the job, and about the hours. You don't mind working different shifts, but you don't really want to work at weekends as that's the only time when your partner is off and you can be together.
- Answer B's questions about why you want the job and say why you think you'd be a good receptionist.
- Ask B when you will know if / when you have got the job.



Begin the roleplay. B will start the conversation.

**Roleplay 2** You're a well-known musician and you're looking for a PA (Personal Assistant). B is the candidate you're going to interview.

You're doing the interviews yourself because you like to be in control! You're a very busy person. You've interviewed nine people and none of them are suitable. You're waiting for the last person to come (Sam Barker) for an interview and he / she is already 20 minutes late. Just as you're getting ready to leave, there's a knock on the door. It's B (Sam Barker).

- Greet B and listen to the excuse.
- Ask B what he / she had to do in his / her last job. Do the answers match what you're looking for?
- Ask B about his / her family. You need to see if B has the flexibility to travel (but don't tell him / her about it yet).
- Answer B's questions about what the job involves.
- If you like B, decide if it would be possible to offer him / her the job. You are desperate for a new PA and you didn't like any of the other candidates.

#### What you are looking for in a PA

Ideally you want someone to:

- organize your meetings, tours, and interviews with the media
- answer your fan mail

You want someone who:

- is sociable and extrovert
- can work irregular hours and travel abroad with you for four months of the year

Begin the roleplay. You start the conversation: *Are you Sam Barker? You are very late.*

## 4B COMMUNICATIVE Job interviews

### Student B

**Roleplay 1** You're the manager of a hotel in London. You're going to interview **A** for the job of receptionist.

The ideal candidate doesn't need to have any experience because he / she will get training. However, he / she should have finished secondary school / college successfully, want to learn new things, and above all, be hard-working.

- Ask A about:
  - her / his studies and qualifications.
  - the languages he / she speaks (How many? How well? Has he / she passed any language exams?)
- Answer all A's questions using information in the job description.
- Ask A why he / she wants the job.
- If you like A and think he / she will make a good receptionist, then offer her / him a temporary contract with the possibility of a permanent contract after three months.

#### Job description

##### Main duties

- answering the phone and taking reservations by email / phone
- preparing bills
- helping customers with problems

##### Hours

Receptionists have to work:

- different shifts (mornings / afternoons / evenings / nights)
- one weekend a month

Begin the roleplay. You start the conversation: *Good morning. Please come in and take a seat.*

**Roleplay 2** You are Sam Barker. You have an interview today for your dream job – PA (Personal Assistant) to an internationally well-known musician (**A**).

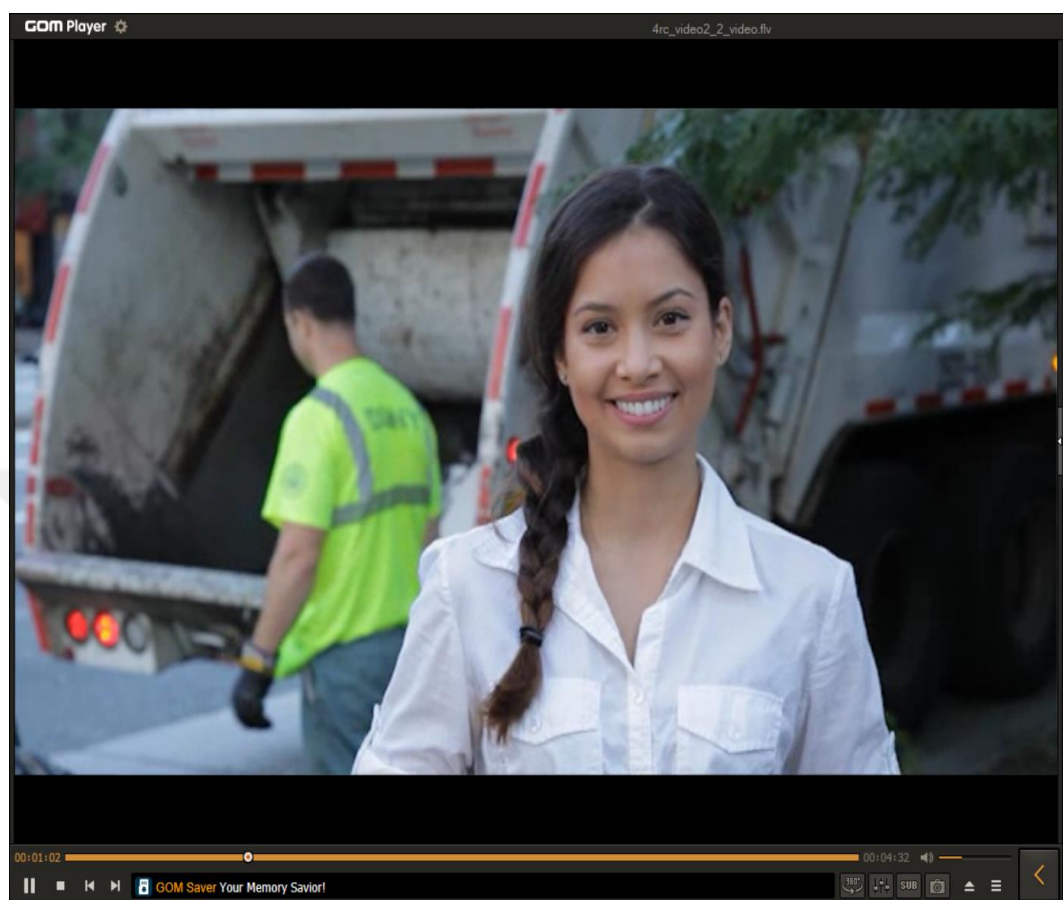
You're a bit nervous because people say A is very difficult to work for. You love all kinds of music (especially A's). On the day of the interview, someone knocks you over and steals your mobile phone. You arrive 20 minutes late.

- Immediately apologize for being late.
- Answer A's questions about your previous job (you had a temporary six-month contract as PA to a fashion designer. You organized your boss's business trips and all of his / her meetings, answered letters and emails, and occasionally went with him / her to social events).
- Answer A's questions about your family.
- Ask A what the job involves. You hope it doesn't involve too much travelling, because you hate flying – in fact, it's almost a phobia. However, you really want the job.
- If A offers you the job, decide if you think you'd be able to accept it.



Begin the roleplay. **A** will start the conversation.

### 5. A video about the future forms:



## Week 12

|                    |                                                                                                                        |
|--------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>File: 5</b>     | <b>5A.</b> What is on?<br><b>5B.</b> The country in other countries<br><b>Course Book:</b> English File                |
| <b>Goals:</b>      | To learn the present perfect simple tense form, rules and uses.                                                        |
| <b>Objectives:</b> | 1. The students will be able to use the present perfect for experiences when they do not say when they happened. While |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>if they say when they happened (five minutes ago, yesterday, last week, etc.) they use the past simple.</p> <p>2. The students learn to use <b>just</b> with the present perfect to give news, especially if something has happened very recently.</p> <p>3. The students learn to use the present perfect with <b>yet</b> to ask if something has happened, or to say that it has not happened but that it will.</p> <p>4. The students will learn to use the present perfect with <b>already</b> to say that something has happened earlier than expected.</p> <p>5. The students will be able to use the present perfect to talk about situations that started in the past and have continued to the present (not the present simple or the present continuous).</p> <p>6. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</p> |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games</li> </ol>                                                                          |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>and puzzles, reading handouts, videos, audios, songs, drama, power point presentations, worksheets, home works, short films related to the topic.</p> <p>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</p> <p>6. Organizing field trips so the students learn everyday English, social English and practical English.</p> <p>7. Extra resources for the students for repetition like: 1: i Tutor (a digital companion to the student's book) where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Sample exercises for week 12

#### 1. Presenting the topic with power point:

5A present perfect simple

Revise the basics

| +                 |                 | -                    | past participle |
|-------------------|-----------------|----------------------|-----------------|
| I have            | I've            | I haven't            | seen the news.  |
| You have          | You've          | You haven't          |                 |
| He / She / It has | He / She / It's | He / She / It hasn't |                 |
| We have           | We've           | We haven't           |                 |
| They have         | They've         | They haven't         |                 |

Have you seen the news? Yes, I have. / No, I haven't.

Has he seen the news? Yes, he has. / No, he hasn't.

ENGLISH FILE  
Intermediate Plus

GRAMMAR BANK

## 5A present perfect simple

- 1 I've been to Brazil but I haven't been to Argentina. **3 10**  
 Have you ever lost your suitcase?  
 She's never liked skiing.
- 2 I don't believe it! We've won £500 on the lottery! 📞  
 He's just sent me a text – I'll tell you what it says.
- 3 Have / Haven't you had breakfast yet?  
 I haven't talked to her yet – I'm calling her later.
- 1 We use the present perfect for past experiences when we don't say when they happened. If we say when they happened (*five minutes ago, yesterday, last week, etc.*) we use the past simple, e.g. *I've been to Brazil a few times. I went to Rio in 2013.*
- 2 We use the present perfect to give news. If something has happened very recently, we often use *just*.
- 3 We use the present perfect with *yet* to ask if something has happened, or to say that it hasn't happened but that it will.

ENGLISH FILE  
Intermediate Plus

GRAMMAR BANK

## 5A present perfect simple

- 4 A Have you painted the kitchen?  
 B Yes, and I've already done the bathroom too. **3 10**
- 5 She's known him for 20 years.  
 I've only worked here since last week.  
 He's been out all morning.
- 4 We use the present perfect with *already* to say that something has happened earlier than expected.
- 5 We can use the present perfect to talk about situations that started in the past and have continued to the present. We don't use the present simple or the present continuous, e.g. *I've lived here for three months.*  
 NOT ~~I live here for three months / I'm living here for three months.~~

ENGLISH FILE  
Intermediate Plus

GRAMMAR BANK

## 5A present perfect simple

- To express a period of time we often use *for* or *since*.  
 We use *for* + a period of time, e.g. *for two minutes / ten years / ages / a long time.*  
 We use *since* + a time in the past, e.g. *since this morning / 5.00 / September / 2004 / I was a child.*
- We can use phrases with *all* to express a period of time, e.g. *all my life, all day, all year, etc.* We don't use *for* with *all*, e.g. *I've been here all day.* NOT ~~I've been here for all day.~~

ENGLISH FILE  
Intermediate Plus

GRAMMAR BANK

## 2. Sample of the grammar exercises:

### 5A GRAMMAR present perfect simple

a Make sentences / questions with the present perfect simple or past simple.



1 A When / you / start working here?  
When did you start working here?

B Only a few weeks ago.

A you / meet everyone in the office?

B Well, I / not see the director yet!

2 A you / have breakfast?

B Not yet.

A What time / you / get up?

B Only ten minutes ago.

3 A How long / you / know Alex?

B For about ten years.

A Where / you / meet?

B At university.



4 A Do you want a coffee?

B No, thanks. I / already / have three cups this morning.

A you / ever / think / about cutting down?

5 A When / you / start learning the piano?

B Three years ago.

A you / play in any concerts?

B No, I'm not good enough yet.



6 A you / ever / be to the States?

B Yes, three times. What about you?

A We / just / come back from Florida.

7 A you / enjoy the concert on Saturday?

B we / not go / because our daughter / be ill.

A Oh no! Is she OK now?

B Yes, she / be much better since the weekend.

8 A you / ever / live abroad?

B Yes, I / teach in Italy for a few years. Now I teach in London.

A How long / be a teacher?

B Since 2009.

### 3. A Sample of the vocabulary exercises:

## 5A VOCABULARY Television

### Vocabulary race

a Read the definitions and write the words.

- 1 If you're sitting on the sofa and want to change channels, you use this. R E M O T E
- 2 It's the part of a TV where you can see the picture.
- 3 There are usually two and the sound comes out of them.
- 4 You can put your TV on the wall, or on a table, or on one of these.
- 5 It's another way of saying 'change channels'.
- 6 You do this to the volume on the TV if it's too loud.    I T
- 7 When you can't hear the TV you do this to the volume.    I T
- 8 Before going to bed most people do this to a TV.    I T
- 9 You can't watch anything unless you do this first.    I T
- 10 The verb we use to say when something is being shown on TV.

b Read the speech bubbles. Write the type of programme.

- 1 'Hey Marge, what time does Bart get home tonight?' C A R T O O N
- 2 'Buy two, get one free.'
- 3 'With me in the studio is Sir Paul McCartney, who'll be talking about his new album.'
- 4 'For this recipe you'll need 250g flour, two eggs and some sugar.'
- 5 'Elephants live in groups and are very sociable animals.'
- 6 'In tonight's show we're investigating education in UK schools.'
- 7 'And now, for €500, what's the capital of Australia?'
- 8 'What a surprise! Kylie's nominated Barry to leave the Big Brother house.'
- 9 'Tomorrow it'll be sunny and dry.'
- 10 'But if Leo's my brother, how can he also be my uncle?'
- 11 'It's Federer to serve for the match.'
- 12 'My Lady, the carriage is at the door and His Majesty awaits us at noon.'

#### 4. A sample of the communicative exercise:

### 5A COMMUNICATIVE Soap opera

#### The characters

**Lizzie**



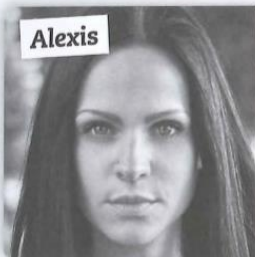
Lizzie Blake is the 44-year-old 'head' of the family. She has several properties she rents out and so she doesn't have to work. She will protect her family at all costs.

**Charlie**



Charlie Blake is Lizzie's 45-year-old husband. He's being investigated for fraud at the moment. He's only interested in himself and making 'fast' money. He has never worked and was married before.

**Alexis**



Alexis is Charlie's 21-year-old daughter from a previous marriage. She had a baby at the age of 19 and has always refused to say who her daughter's father is. She has always had a bad relationship with Lizzie. She and Talia live with Lizzie and Charlie. She works as a PA to a fashion designer.

**Talia**



Talia is Alexis's two-year-old daughter.

**Gloria-Mae**



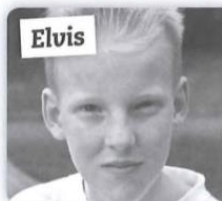
Gloria-Mae is Lizzie and Charlie's 18-year-old daughter. She doesn't get on with Alexis. She's studying computing at college and is very attractive. She's engaged to Jackson and is desperate to get married and leave home as soon as possible.

**Jackson**



Jackson is Gloria-Mae's boyfriend. He lives with her and the rest of her family. He's unemployed, so he volunteered to look after Talia while Alexis is at work. He's engaged to Gloria-Mae but he's not in love with her. He's attracted to Alexis!

**Elvis**



Elvis is Lizzie and Charlie's 10-year-old son. He's jealous of Talia because he thinks she gets all the attention. He hates Jackson and would like him to leave the house forever.

- Read the information about the characters. Draw a family tree showing the relationship between the people.
- An independent television company is planning to make a one-hour pilot for a soap opera. If it's successful, a series will be made. The TV company wants you to write a plot outline for the pilot, based on the descriptions of the people you've just read about.  
  
The soap opera will begin on Lizzie's 45th birthday. She has organized a big family dinner and she wants everyone to be there. Discuss:
  - the relationship between the people.
  - incidents that might happen before, during, and after the dinner.
- Write notes explaining what happens in the pilot episode.
- Now read out your plan for the episode to the class, and listen to other groups' plans. Which pilot do you think is the best?

## 5. A sample of the listening exercises:

### 5B SONG Country boy



#### Country boy

- |                                 |              |
|---------------------------------|--------------|
| 1 Have you read the story       | <u>heard</u> |
| 2 Of the simple country boy     | _____        |
| 3 He is normally happy          | _____        |
| 4 And full of fun               | _____        |
| 5 Something in this world       | _____        |
| 6 That he's thinking about      | _____        |
| 7 What he really cares for      | _____        |
| 8 Is the woman he loves         | _____        |
| 9 And the sky above             | _____        |
| 10 Stars around, Heaven above   | _____        |
| 11 This is all he's thinking of | _____        |
| 12 Now you know my story        | _____        |
| 13 Dearest, can't you see       | _____        |
| 14 That simple country boy      | _____        |
| 15 Has to be me                 | _____        |

- a Listen to the song carefully.  
Underline one wrong word in each line.
- b Listen again and write the correct words in the column on the right.



#### SONG FACTS

Antoine 'Fats' Domino was born in New Orleans in 1928. His father was a well-known violinist. Although his first language was Creole, not English, he became famous as an R&B / rock and roll pianist and singer-songwriter. *Country boy* was one of his biggest hits and reached number 25 in the US Hot 100 in 1960. In August 2005, when Hurricane Katrina hit New Orleans, Fats Domino decided to stay at home with his family. After the hurricane he and his family were rescued, but the house had been destroyed by the hurricane. He lost everything.

## 6. A video about the topic of the week:



## Week 13

|                    |                                                                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>File: 5</b>     | <b>5A.</b> What is on?<br><b>5B.</b> The country in other countries<br><b>Course Book:</b> English File                              |
| <b>Goals:</b>      | To learn the present perfect continuous tense form, rules and uses.                                                                  |
| <b>Objectives:</b> | 1. The students will be able to use the present perfect continuous with 'action verbs' for repeated actions that started in the past |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>and have continued till now with time expressions like <b>recently</b> / <b>lately</b>.</p> <p>2. The students learn to use the present perfect continuous for continuous actions, which have present results.</p> <p>3. The students learn to use the present perfect continuous to ask or talk about situations, which started in the past and are still happening now. Using <b>for</b> / <b>since</b> or time expressions like <b>all day</b> / <b>all morning</b> / <b>all week</b> (not the present continuous or the present simple).</p> <p>4. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</p>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios, songs, drama, power point presentations, worksheets, home works, short films related to the topic.</li> <li>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</li> </ol> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>6. Organizing field trips so the students learn everyday English, social English and practical English.</p> <p>7. Extra resources for the students for repetition like: 1: i Tutor (a digital companion to the student's book) where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Sample exercises for week 13

#### 1. Presenting the topic with power points:

**5B** present perfect continuous

### Revise the basics

| +                        |                 | -                           |                                          |
|--------------------------|-----------------|-----------------------------|------------------------------------------|
| I <b>have</b>            | I've            | I <b>haven't</b>            | I <b>have been living</b> here all year. |
| You <b>have</b>          | You've          | You <b>haven't</b>          |                                          |
| He / She / It <b>has</b> | He / She / It's | He / She / It <b>hasn't</b> |                                          |
| We <b>have</b>           | We've           | We <b>haven't</b>           |                                          |
| They <b>have</b>         | They've         | They <b>haven't</b>         |                                          |

**Have you been playing** much tennis? Yes, I **have**. / No, I **haven't**.  
**Has he been playing** much tennis? Yes, he **has**. / No, he **hasn't**.

**ENGLISH FILE**  
Intermediate Plus
 **GRAMMAR BANK**

**5B** present perfect continuous

**1 A** What **have you been doing** lately? **3 16**  
**B** I've **been playing** a lot of tennis.  
 She's **been going** for a walk every morning this week.  
 My friends **have been coming round** a lot recently.

**2 A** You look tired.  
**B** I've **been working** in the garden.  
**A** You're covered in paint.  
**B** Yes, I've **been decorating** the kitchen all day.

**1** We use the present perfect continuous with 'action verbs' for repeated actions that started in the past and have continued till now. We often use time expressions like *recently / lately*.  
**2** We use the present perfect continuous for continuous actions which have present results.

**ENGLISH FILE**  
Intermediate Plus
 **GRAMMAR BANK**

## 2. A sample of the grammar exercises:

### 5B GRAMMAR present perfect continuous

- a Complete the dialogues with the present continuous or present perfect continuous of the verb in brackets.



- 1 A Sorry I'm late! Have you been waiting long? (wait)  
B Yes, I \_\_\_\_\_ here for nearly 20 minutes! (stand)



- 2 A And how long \_\_\_\_\_ you \_\_\_\_\_, madam? (stay)  
B Two nights. I \_\_\_\_\_ on Friday. (leave)



- 3 A Why are you so dirty?  
B We \_\_\_\_\_ Dad in the garden. (help)



- 4 A It looks beautiful outside.  
B Yes, it \_\_\_\_\_ since we got up this morning. (snow)



- 5 A You look well!  
B Yes, I \_\_\_\_\_ a lot of exercise at the moment. (do)



- 6 A How long \_\_\_\_\_ you \_\_\_\_\_? (sunbathe)  
B Not long.



- 7 A Is Mike still in his room?  
B Yes, he \_\_\_\_\_ computer games all afternoon. (play)



- 8 A Is that the TV I can hear?  
B Yes, Mum. I \_\_\_\_\_ my homework all afternoon,  
and now I \_\_\_\_\_ the news. (do, watch)

#### activation

- b Cover the dialogues and look at the pictures. In pairs, try to remember the dialogues.

### 3. A Sample of the vocabulary exercises:

#### 5B VOCABULARY The country

#### What are the missing consonants?

- |                                                                      |         |
|----------------------------------------------------------------------|---------|
| 1 A word for soft, wet earth.                                        | M U D   |
| 2 A green plant in fields that sheep and cows eat.                   | A       |
| 3 If you throw this for a dog, it'll run after it and bring it back! | I       |
| 4 It's similar to a door but outside in the garden.                  | A E     |
| 5 The word for a baby sheep.                                         | A       |
| 6 This male farm bird wakes you up very early in the morning.        | O E E   |
| 7 What farmers do when fruit or vegetables are ready to eat.         | I THEM  |
| 8 Walking up one can sometimes be difficult. Walking down is easy!   | I       |
| 9 They grow on trees and are green in spring and brown in autumn.    | E A E   |
| 10 It's like a lake, but smaller. Ducks love swimming in it.         | O       |
| 11 It's similar to a stone, but bigger.                              | O       |
| 12 A small, narrow river.                                            | E A     |
| 13 The name for an area of land between two mountains.               | A E     |
| 14 A place where farmers store grain, etc.                           | A       |
| 15 A common female bird that lays eggs.                              | E       |
| 16 Plants that are grown in large quantities, especially as food.    | O       |
| 17 An adjective to describe a fruit that's ready to eat.             | I E     |
| 18 An area of trees which is smaller than a forest.                  | O O     |
| 19 The opposite of the 'city'.                                       | O U I E |
| 20 You can grow this to stop people looking into your garden.        | E E     |



#### 4. A sample of the communicative exercise:

### 5B COMMUNICATIVE Why did you write...?

#### Student A

- Read your instructions and write your answers in the correct place in the chart.
- Swap charts with B. Explain your answers.
- Ask B to explain the information in his / her chart. Ask for more information.

Why did you write 'Coke' in circle 1? *Because it's a drink I've been trying to cut down on.*

How long have you been trying to cut down? *...*

#### Instructions

In circle 1, write the name of a sport / activity you've been doing a lot recently.

In triangle 2, write an adjective which describes how you've been feeling this week.

In square 3, write something which you've been looking forward to for a long time.

In circle 4, write how long you've been living in your present house / flat.

In triangle 5, write the name of a TV series you've been watching since it started.

In square 6, write the name of a social network you've been using for a long time, e.g. Facebook.

In circle 7, write the name of a friend you've been seeing a lot of recently.

In triangle 8, write the time you've been going to bed this week.

In square 9, write something you've been doing to improve your English this term.

In circle 10, write the name of a book you've been reading but haven't finished yet.

#### Student A Chart

Why did you write...?

## 5B COMMUNICATIVE Why did you write...?

### Student B

- a Read your instructions and write your answers in the correct place in the chart.
- b Swap charts with A. Ask A to explain the information in his / her chart.  
Ask for more information.

Why did you write 'tennis' in circle 1?

Because it's a sport I've been doing a lot recently.

How long have you been playing?

- c Explain your answers.

#### Instructions

In circle 1, write the name of a food / drink you've been trying to cut down on.

In triangle 2, write the name of someone who's been helping you a lot this year.

In square 3, write an activity you've been learning to do but which you don't really enjoy.

In circle 4, write the name of a gadget that you've been using a lot.

In triangle 5, write something that's been worrying you recently.

In square 6, write the number of years you've been studying English.

In circle 7, write the name of something you've been saving to buy.

In triangle 8, write the name of a sport you've been interested in since you were young.

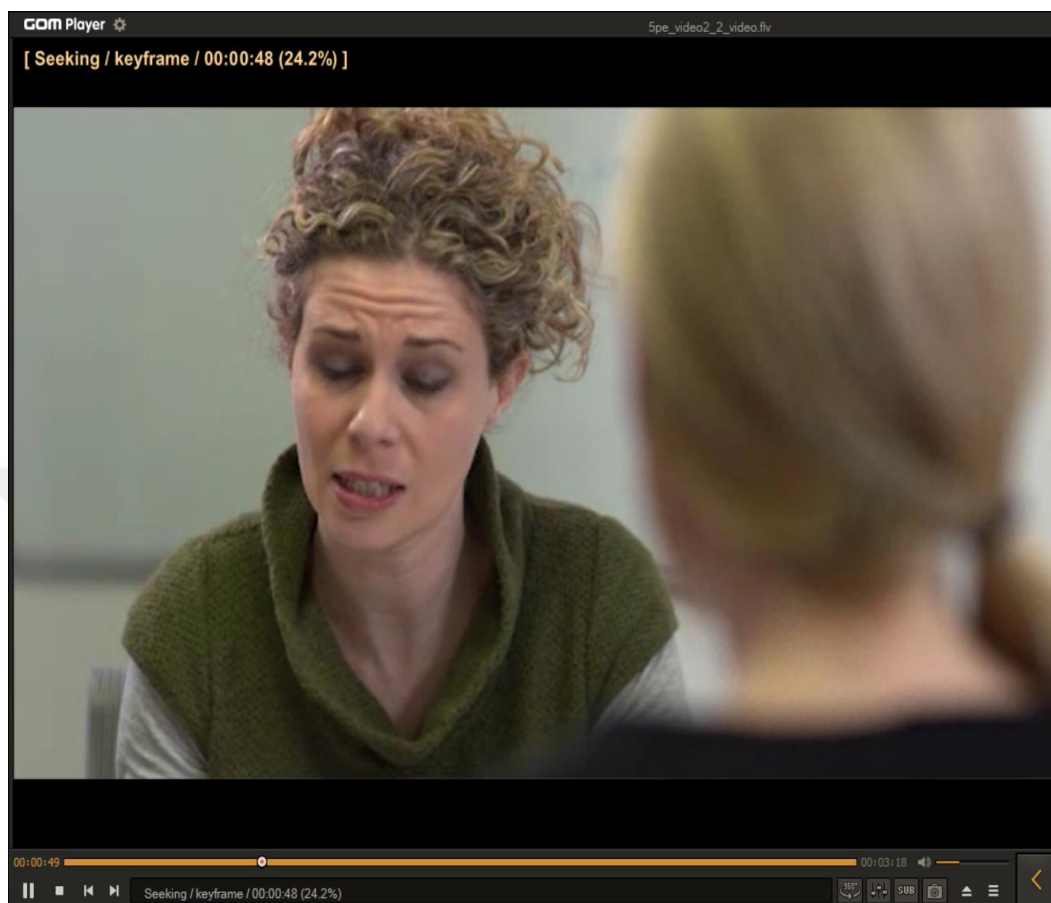
In square 9, write a holiday you've been hoping / planning to go on for a long time.

In circle 10, write the name of a restaurant or bar you've been going to for a long time.

### Student B Chart

Why did you write...?

### 5. A video about the topic of the week:



## Week 14

|                    |                                                                                                            |
|--------------------|------------------------------------------------------------------------------------------------------------|
| <b>File: 6</b>     | <p><b>6A.</b> Do it yourself</p> <p><b>6B.</b> At your service</p> <p><b>Course Book:</b> English File</p> |
| <b>Goals:</b>      | <p>To learn how to express obligation, necessity, prohibition and advice.</p>                              |
| <b>Objectives:</b> | <p>1. The students will be able to use <i>have to</i> to talk about all kinds of obligation.</p>           |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>2. The students learn to use <b>must</b> to talk about obligation. The meaning is similar to have to, but must is usually used when the speaker sees something as a personal obligation.</p> <p>3. The students learn to use <b>need to</b> to talk about things that are necessary (Need to can be used in all tenses).</p> <p>4. The students learn to use <b>must not</b> when there is an obligation not to do something.</p> <p>5. The students learn to make advice using <b>should / should not</b> to give someone advice, or to say what we think is the right thing for ourselves or for someone else to do.</p> <p>6. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</p>                                                                                                                                                                                                                       |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios, songs, drama, power point presentations, worksheets, home works, short films related to the topic.</li> </ol> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</p> <p>6. Organizing field trips so the students learn everyday English, social English and practical English.</p> <p>7. Extra resources for the students for repetition like:<br/> 1: i Tutor (a digital companion to the student's book) where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Sample exercises for week 14

#### 1. Presenting the topic with power point:

**6A** obligation, necessity, prohibition, advice

**obligation and necessity**

1 I **have to** fix the kitchen tap. **3 33**  
Do you **have to** do it yourself?  
She **had to** buy new curtains.

1 We use *have to* to talk about all kinds of obligation.  
*Have to* can be used in all tenses.

**have got to**  
We often use *have got to* instead of *have to*, e.g. *I've got to phone him tomorrow.*

**ENGLISH FILE**  
Intermediate Plus

**GRAMMAR BANK**

## 6A obligation, necessity, prohibition, advice

### obligation and necessity

- 2 You **must** be more careful. 3 33  
 Must I go to bed now?  
 You **must** pay him back as soon as possible.
- 3 I **need to** buy an extra tin of paint.  
 Did they **need to** ask someone to help them?

- 2 We also use *must* to talk about obligation. The meaning is similar to *have to*, but *must* is usually used when the speaker sees something as a personal obligation.

Compare:

*I **have to** start work at 9.00.* (A general obligation, the company rule.)

*I **must** remember to buy some batteries.* (A personal obligation, one that the speaker imposes.)

- 3 We can use *need to* to talk about things that are necessary. *Need to* can be used in all tenses.

ENGLISH FILE  
Intermediate Plus

GRAMMAR BANK

## 6A obligation, necessity, prohibition, advice

### prohibition

- You **mustn't** change the bulb with the electricity switched on. 3 35  
 You **mustn't** touch that door. The paint's wet.

We use *mustn't* when there is an obligation *not* to do something.

*Mustn't* and *don't have to* are completely different.

Compare:

You **mustn't** come tomorrow.

= *Don't come.* (An obligation not to do something.)

You **don't have to** come tomorrow.

= *It's not necessary to come.* (No obligation.)

ENGLISH FILE  
Intermediate Plus

GRAMMAR BANK

## 6A obligation, necessity, prohibition, advice

### advice

- 1 You **should** sell your car. 3 36  
 They **shouldn't** pay him before he's done the work.
- 2 You **ought to** get a smartphone.  
 She **oughtn't to** spend so much on clothes.
- 3 If you feel really ill, you **must** go to the doctor's.  
 When you're in Venice, you **have to** have a drink at Harry's Bar!

- 1 We use *should* / *shouldn't* to give someone advice, or to say what we think is the right thing for ourselves or for someone else to do.

- 2 We can also use *ought to* / *oughtn't to* to give advice.  
 The meaning is the same as *should*.

- 3 We can use *must* and *have to* to give strong advice when we think it's very important that someone does something.

ENGLISH FILE  
Intermediate Plus

GRAMMAR BANK

## 2. Samples of the grammar exercises:

### 6A GRAMMAR obligation, necessity, prohibition, advice

- a Complete the second sentence with **one** word to mean the same as the first. Contractions (e.g. *can't*) count as one word.

- 1 She should sell her house. It's much too big for her.  
She ought to sell her house.
- 2 Is it necessary to use a ladder? Can't you just stand on a chair?  
Do you \_\_\_\_\_ to use a ladder?
- 3 I must remember to buy new light bulbs. I like to have some spares.  
I \_\_\_\_\_ forget to buy new light bulbs.
- 4 You ought to be more careful. You've made ten spelling mistakes.  
You \_\_\_\_\_ be so careless.
- 5 You can't mend it without a screwdriver. I'll go and get one.  
You \_\_\_\_\_ to use a screwdriver to mend it.
- 6 It would be a good idea to buy rechargeable batteries. They're more eco-friendly.  
You \_\_\_\_\_ buy rechargeable batteries.
- 7 You should eat less fast food. It's not good for you.  
You \_\_\_\_\_ to eat so much fast food.
- 8 It's really important not to wash this jumper in the washing machine.  
You \_\_\_\_\_ wash this jumper in the washing machine.
- 9 What time do you think I ought to arrive?  
What time do you think I \_\_\_\_\_ arrive?
- 10 It's not necessary to use glue. Just use a piece of Sellotape™.  
You \_\_\_\_\_ use glue.
- 11 I needn't go yet. It's still quite early.  
I don't \_\_\_\_\_ to go yet.
- 12 You can't visit India without a visa. You'll have to apply for one.  
You \_\_\_\_\_ have a visa to visit India.



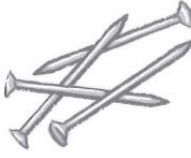
#### activation

- b Complete the sentences so they are true for you. Compare with a partner.

I have to...  
I mustn't...  
I ought to...  
I needn't...  
I don't have to...  
I shouldn't...

### 3. A Sample of the vocabulary exercises:

#### 6A VOCABULARY DIY and repairs

|                                                                                                               |                                                                                                                        |                                                                                                                      |                                                                                                               |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <p>a bucket</p>              | <p>(to) put up curtains</p>           | <p>nails</p>                       | <p>(to) change a tyre</p>  |
| <p>a screwdriver</p>         | <p>(to) stick something together</p>  | <p>a penknife</p>                  | <p>a handle</p>            |
| <p>(to) tie shoelaces</p>  | <p>bricks</p>                       | <p>a tap</p>                     | <p>Sellotape™</p>        |
| <p>a hammer</p>            | <p>a padlock</p>                    | <p>(to) fix a broken window</p>  | <p>string</p>            |
| <p>batteries</p>           | <p>(to) drill a hole</p>            | <p>a torch</p>                   | <p>a ladder</p>          |
| <p>a light bulb</p>        | <p>(to) set up a home cinema</p>    | <p>a paintbrush</p>              | <p>a needle</p>          |

#### 4. A sample of the communicative exercises:

### 6A COMMUNICATIVE Strange but true?

- Read the tips and decide which ones you think are true.
- Compare your answers with a partner and discuss why you think the tips are true or false.

#### In the house

- If you **need to** disinfect sponges and cloths in a hurry, wash them in hot water and then put them in the microwave for one minute. They'll be 100% germ-free.
- Artificial flowers made of material can get very dirty. No problem! All you **have to** do is put them in a large plastic bag, add one spoon of salt, and then shake the bag for a few minutes.
- Do you have a dirty computer screen? Then this is what you **should** do. Mix 10ml of lemon juice with 100ml of mineral water. Wipe the screen gently with this mixture. You **must** remember to disconnect your computer first, of course!



- You **needn't** ever worry about chopping onions again. It's well-known that wearing swimming goggles while you're cutting onions will stop the tears. But if you don't have any goggles, you **should** simply eat some bread while you're cutting.
- Have you been cooking with garlic or cleaning with bleach? If you want your hands to smell fresh again, all you need is a stainless steel spoon. You wash your hands with water as usual, but you've **got to** hold the spoon in both hands. Then your hands won't smell anymore!



#### Beauty

- Oh no! There's a spot on your nose the day before a big event. You **don't need to** worry though, because there's an easy solution. Just put some toothpaste onto the spot and leave it overnight. The next morning, the spot will be less visible.
- Did you know that you **shouldn't** dye your hair just before you go to hospital for an operation? If you do, your hair might turn a strange colour.
- When you see a grey hair on your head, you **mustn't** ever pull it out. If you do, two more grey hairs will grow in its place.

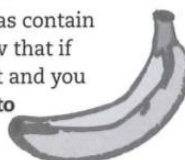


- Are you suffering from spots or acne, even though you are no longer a teenager? If so, the problem might be your favorite treat. Doctors often say that people **mustn't** eat chocolate if they want to have a good complexion.
- Are you going on a beach holiday soon? Do you want to save some money by making yourself a cheap, safe suntan lotion? All you **have to** do is mix 100ml of your favourite body lotion with four tablespoons of lemon juice or white wine vinegar and two teaspoons of iodine. Reapply every two hours.



#### Health and fitness

- Everyone knows that bananas contain potassium. But did you know that if you're trying to get pregnant and you want a baby girl, you **ought to** eat a banana for breakfast every day? Eating a banana will increase your chances of a girl by 11%!
- Those of you who do sports know that you **oughtn't to** stretch before doing exercise. You should only do it afterwards.
- How many times did you ask your parents, 'Can I go swimming now?' after having lunch on the beach? You probably **had to** wait an hour until your food had 'gone down'.

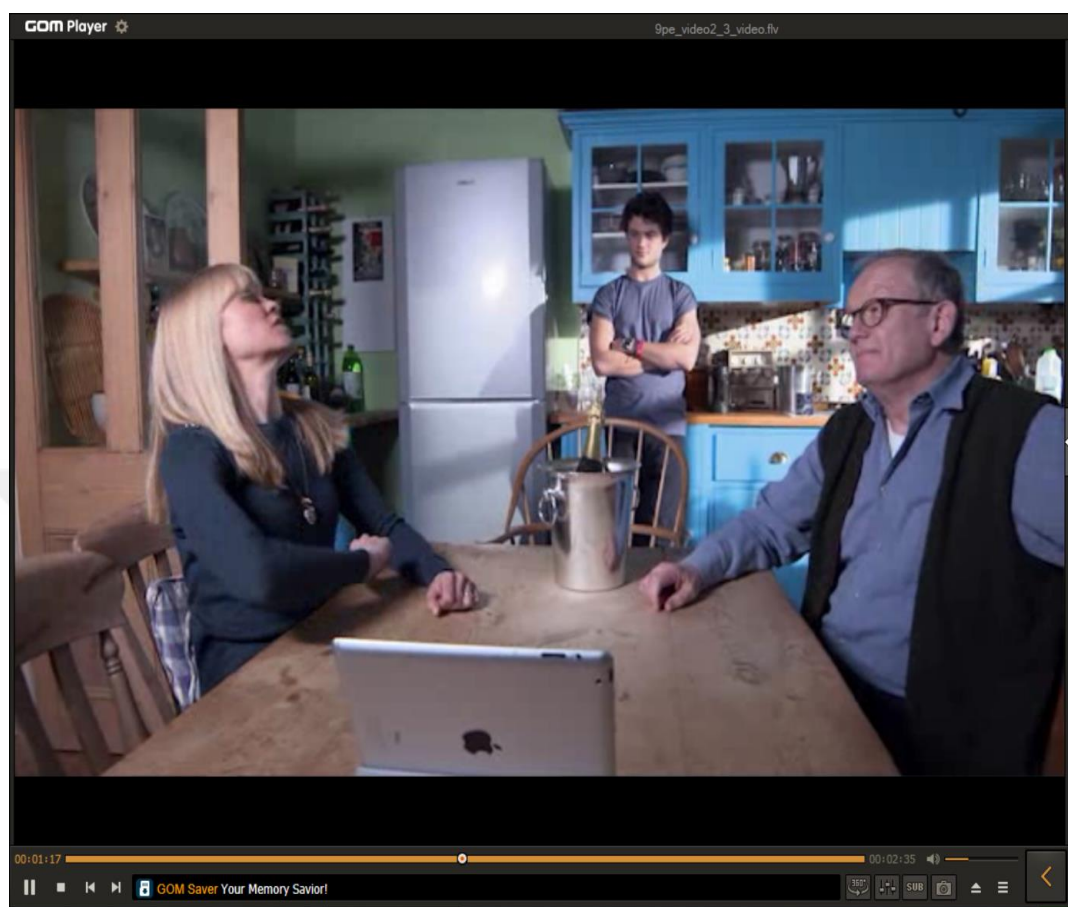


However, research shows that you **don't have to** wait. It's not dangerous to go into the water after a meal.

- People who want their brains to work well and grow healthily **should** eat fish at least twice a week. Fish contains Omega 3 and 6, which are both essential for our brains to work well.
- Something you **shouldn't** do is go outside with wet hair. If you do, then you'll catch a cold. So be careful when you wash your hair in December, especially if you are in a hurry!



## 6. A video about the future forms:



## Week 15

|                |                                                                                                            |
|----------------|------------------------------------------------------------------------------------------------------------|
| <b>File: 6</b> | <p><b>6A.</b> Do it yourself</p> <p><b>6B.</b> At your service</p> <p><b>Course Book:</b> English File</p> |
| <b>Goals:</b>  | <p>To learn how to express deduction, requests, ability, possibility, and permission.</p>                  |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives:</b>     | <ol style="list-style-type: none"> <li>1. The students will be able to use <b>can</b> to talk about ability, possibility, and permission. Can is a modal verb, and it only has a present form (which can be used to talk about the future) and a past / conditional form (could).</li> <li>2. The students learn to use <b>Can I...?</b> or <b>Could I...?</b> To make requests. Could I...? Is more polite.</li> <li>3. The students learn to use <b>could / could not</b> to talk about general ability or possibility in the past. We can also use was / were able to but it is more formal.</li> <li>4. The students also learn to use <b>be able to, was / were able to + infinitive</b> to express ability in all tenses if they want to be more formal.</li> <li>4. The students will grow their vocabulary knowledge and learn new ones that related to the topic.</li> </ol> |
| <b>Allocated Time:</b> | 6 lessons (each 40 minutes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Procedure:</b>      | <ol style="list-style-type: none"> <li>1. Application of the seven techniques of the treatment process as explained in the third chapter.</li> <li>2. Application of the seventh practical abilities of CDIO program (practical knowledge of English, self-learning ability, teamwork Spirit, the capability of finding and solving problems, related job ability, critical thinking ability, innovation Ability).</li> <li>3. The students check the student's online site of the book and have an idea about the topic before studying it at school.</li> <li>4. Presentation of the subject using the i-tools of the book, communicative activities, pronunciation skill activities, practical English and useful phrases exercises, listening exercises, grammar exercises, vocabulary games and puzzles, reading handouts, videos, audios, songs, drama,</li> </ol>              |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>power point presentations, worksheets, home works, short films related to the topic.</p> <p>5. Practicing the learnt information in groups so the students can develop and practice their speaking skills.</p> <p>6. Organizing field trips so the students learn everyday English, social English and practical English.</p> <p>7. Extra resources for the students for repetition like: 1: i Tutor (a digital companion to the student's book) where the audios and the videos can be transferred to the students' mobile devices. 2: i checker (a digital companion to the workbook) where the students can check their progress and have self-test and self-assessment. 3: the pronunciation app of the book where the students can speak, record and hear.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Sample exercises for week 15

#### 1. Presenting the topic with power points:

**6B** *can, could, and be able to*

**ability, possibility, and permission**

1 He **can** cook really well. **3 37**  
 I **can't** come to class next week. I have an exam.   
 You **can't** park here, it's a no-parking zone.   
 2 **Can** I try this on?  
**Could** I try it in a large?

1 We use *can* to talk about ability, possibility, and permission. *Can* is a modal verb, and it only has a present form (which can be used to talk about the future) and a past / conditional form (*could*).  
2 We often use *Can I...?* or *Could I...?* to make requests. *Could I...?* is more polite.

**ENGLISH FILE**  
Intermediate Plus

**GRAMMAR BANK**

## 6B *can, could, and be able to*

### ability, possibility, and permission

- 3 I've **been able to** drive since I was 18. 3 37  
 You'll **be able to** get it cheaper if you wait for the sales.  
 I'd love **to be able to** afford that jacket.  
 I like **being able to** try clothes on, so I never buy things online.  
 I'm afraid I **wasn't able to** speak to the manager about the new project.

- 3 For all other tenses and forms, we use *be able to* + infinitive. We also sometimes use *be able to* in the present and past if we want to be more formal.

## 6B *can, could, and be able to*

### ability, possibility, and permission

- 4 She **could** ski when she was three years old. 3 37  
 They **couldn't** come to the concert last night.  
 He **was able to** read at a very young age.  
 5 I **couldn't** find it in the shops but I **was able to** buy it online.  
 The current was very strong, but he **was able to** swim to the shore.

- 4 We use *could* / *couldn't* to talk about general ability or possibility in the past.  
 We can also use *was* / *were able to* but it is more formal.  
 5 If we want to talk about ability on **one specific occasion** in the past, we can use *couldn't* but **not** *could*. Instead we use *was* / *were able to*.  
 • We can also use *managed to* instead of *was* / *were able to*, e.g.  
*I managed to buy it online.*

## 6B *can, could, and be able to*

### deduction

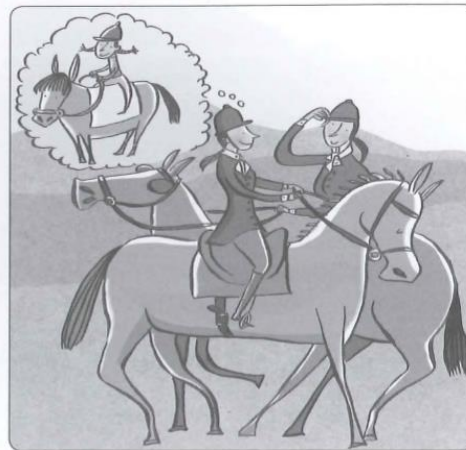
- The supermarket **can't** be closed – it's only 4.00 o'clock. 3 38  
 They **can't** be back yet. They said they were coming home on Sunday.

- We use *can't* to say we are sure that something is impossible / not true.
- In this sense the opposite of *can't* is *must*. Compare:  
*She can't be at work now. It's only 7.30 a.m.*  
 (= I'm sure it's not true.)  
*She must be at work now. It's 9.30 a.m.*  
 (= I'm sure it's true.)

## 2. Sample of the grammar exercises:

### 6B GRAMMAR *can, could, and be able to*

- a Complete the sentences with the correct form of *can* or *be able to*. Sometimes two answers are possible.



- 1 Will I be able to change this for a larger size if it's too small?
- 2 She \_\_\_\_\_ never find clothes that she likes.
- 3 I \_\_\_\_\_ do my homework last night. It was too difficult.
- 4 He \_\_\_\_\_ speak very good French – nobody seems to understand a word he's saying!
- 5 They \_\_\_\_\_ come to the conference because there weren't any flights.
- 6 \_\_\_\_\_ you tell me where the nearest supermarket is?
- 7 He used to \_\_\_\_\_ play tennis quite well, but he's hopeless now.
- 8 She needs to \_\_\_\_\_ swim if she wants to go sailing.
- 9 I love \_\_\_\_\_ buy everything I need in the local shops.
- 10 You \_\_\_\_\_ be tired – it's only 9.00!
- 11 I might \_\_\_\_\_ leave work early on Friday.
- 12 If I got a pay rise, I \_\_\_\_\_ afford a new laptop.
- 13 I spent hours looking for my wallet but I \_\_\_\_\_ find it.
- 14 The shoe shop didn't have her size, but she \_\_\_\_\_ find a pair online.
- 15 She's \_\_\_\_\_ ride a horse since she was six years old.

#### activation

- b Complete the sentences so they are true for you. Compare with a partner.

I can... really well.  
 When I was a child I could...  
 The last time I went clothes shopping I couldn't...  
 I'd really like to be able to...  
 In the next five years I might be able to...  
 I hope I'll be able to...

### 3. A Sample of the vocabulary exercises:

## 6B VOCABULARY At a restaurant

### Right or wrong?

Look at the word / phrase in **bold**. Right (✓) or wrong (X)?

If you think it's wrong, write the correct word / phrase in the column on the right.



- |                                                                                                    |                                     |              |
|----------------------------------------------------------------------------------------------------|-------------------------------------|--------------|
| 1 We use paper <b>napkins</b> at home. It saves on the washing!                                    | <input checked="" type="checkbox"/> | _____        |
| 2 You usually eat soup with a <b>teaspoon</b> .                                                    | <input checked="" type="checkbox"/> | <i>spoon</i> |
| 3 Would you like a <b>cup</b> of champagne before dinner?                                          | <input type="checkbox"/>            | _____        |
| 4 Screw-top wine bottles don't have to be opened with a <b>corkscrew</b> .                         | <input type="checkbox"/>            | _____        |
| 5 This <b>fork</b> doesn't cut very well. Could you change it, please?                             | <input type="checkbox"/>            | _____        |
| 6 That new waitress is nervous. There's more coffee in the <b>saucer</b> than in the cup.          | <input type="checkbox"/>            | _____        |
| 7 Would you like me to bring you some <b>oil and vinegar</b> for your salad?                       | <input type="checkbox"/>            | _____        |
| 8 Mary actually serves tea from a <b>teapot</b> ! Most people use tea bags.                        | <input type="checkbox"/>            | _____        |
| 9 We had three <b>plates</b> every night on our holiday – a starter, a main course, and a dessert. | <input type="checkbox"/>            | _____        |
| 10 What's your favourite <b>dish</b> of the day? Mine's breakfast.                                 | <input type="checkbox"/>            | _____        |
| 11 Excuse me, could you <b>clean</b> the table? These glasses are from the previous customers.     | <input type="checkbox"/>            | _____        |
| 12 Can you get one more soup <b>bowl</b> from the cupboard, please?                                | <input type="checkbox"/>            | _____        |
| 13 My husband has cereal and two <b>jugs</b> of coffee for breakfast.                              | <input type="checkbox"/>            | _____        |
| 14 Shall I carry that <b>serving dish</b> of drinks for you? It looks a bit heavy.                 | <input type="checkbox"/>            | _____        |
| 15 I really hate it when people serve hot food on cold <b>plates</b> , don't you?                  | <input type="checkbox"/>            | _____        |
| 16 This fish tastes horrible! I'm going to <b>take it back</b> .                                   | <input type="checkbox"/>            | _____        |
| 17 You know more about wine than I do. Would you like to <b>try</b> it?                            | <input type="checkbox"/>            | _____        |
| 18 In New York, if you don't <b>put a tip</b> in restaurants, the waiters get angry.               | <input type="checkbox"/>            | _____        |
| 19 For my 50 <sup>th</sup> birthday, I've <b>booked a table</b> in my favourite restaurant.        | <input type="checkbox"/>            | _____        |
| 20 Look at the time! It's really late. Shall we <b>ask the bill</b> ?                              | <input type="checkbox"/>            | _____        |
| 21 I'm starving. Are we all ready to <b>order our food</b> ?                                       | <input type="checkbox"/>            | _____        |
| 22 Dinner's nearly ready. Can you <b>put the table</b> ?                                           | <input type="checkbox"/>            | _____        |

#### 4. A sample of the communicative exercises:

### 6B COMMUNICATIVE What's the problem?

#### Student A

**Roleplay 1** You're a waiter / waitress in a restaurant. **B** is a customer.

It's Saturday night and you think that you're going to be very busy. This is good because the restaurant hasn't been very full recently. If the restaurant closes, you'll lose your job and so you always do everything you can to keep your customers happy and make good tips. You smile a lot, listen, and remember that the customer is always right! It's 8.20 in the evening and **B** walks into the restaurant with his / her partner.



- Greet **B**. Ask his / her name, if he / she has a reservation, and at what time. Apologize and explain why **B** can't have the table he / she wants (**B**'s 20 minutes late, the restaurant's busy, it's Saturday night. You gave the table to another couple.).
- The only table that you have left is one at the back of the restaurant in a corner next to the kitchen. Offer it to **B**. Convince **B** to take it (it's intimate, dark, quiet, perfect for a romantic evening).
- A short time later **B** calls you back to the table. He / She has several problems. Try to deal with them politely. You don't want **B** to leave. However, bear in mind the following:
  - There are no other free tables, though there should be one in 30 minutes.
  - Most customers really like the music.
  - The kitchen is very busy because one of the cooks is ill, and **B** arrived at the same time as a lot of other customers.

Begin the roleplay. You start the conversation: *Hi. Can I help you?*

**Roleplay 2** You're a customer. **B** is a shop assistant.



You recently bought a pair of jeans from a shop you go to regularly. When you tried the jeans on in the shop, you loved them! But when you wore them out to an Italian restaurant last night, you didn't like how they looked. You've also seen that there's something red on one of the legs. You're 90% sure you didn't spill anything on the jeans, so the mark must have been there when you bought them. You decide to take them back to the shop. You don't want another pair, you want your money back, as the jeans don't suit you. Unfortunately you threw away the receipt. You go into the shop. **B** is the only shop assistant and not the person who served you before.

- Explain you're a regular customer, how long you've been coming to the shop, and that you have a problem with a pair of jeans you bought here.
- Tell **B** when you bought the jeans exactly (date, time, physical description of the shop assistant who served you). Don't mention the mark yet.
- When **B** asks you what's wrong with the jeans, explain about the mark on them, and that you want a refund.
- If **B** asks you if you have worn the jeans, tell the truth.
- Tell **B** you'll never come to the shop again if you don't get your money back.

Begin the roleplay. **B** will start the conversation.

## 6B COMMUNICATIVE What's the problem?

### Student B

**Roleplay 1** You're a customer in a restaurant. **A** is a waiter / waitress.

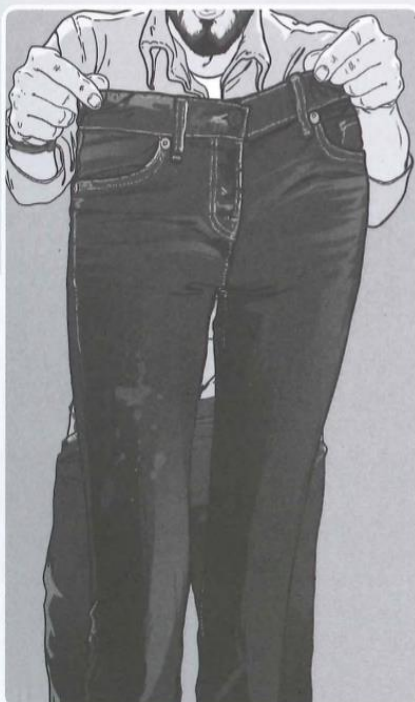
You're excited because you're on a first dinner date and you've organized the perfect evening, so nothing could go wrong... or could it? You arrive at the restaurant at 8.20.

- Ask for your table. Your booking was for 8 p.m. and you know that you're only 20 minutes late.
- You are unhappy because:
  - the table you've got is next to the kitchen which means it's noisy and hot.
  - the music is too loud; you're getting a headache and you can't hear your date speak.
  - your food hasn't arrived although you're sure you ordered it 20 mins ago.
- Call **A** and ask him / her to deal with your problems. You don't really want to leave, because it's Saturday night and you probably wouldn't find anywhere else, but you want a good explanation and compensation of some kind.



Begin the roleplay. **A** will start the conversation.

**Roleplay 2** You're a temporary shop assistant in a clothes shop and **A** is a customer.



The shop hasn't been selling many clothes recently. Is it because of the financial crisis? Your main objective is to keep all your customers happy. If you have customers, the shop stays open and you have a job! Today, you've been working for eight hours and your feet are killing you! The shop closes in ten minutes and you just want to get home and relax. A customer (**A**), has just walked through the door and is coming towards you.

- Ask **A** when he / she bought the jeans. Try to get him / her to be quick and not give you irrelevant information. Smile a lot.
- Ask **A** what the problem is and see what solution he / she would like. Does **A** have the receipt?
- You examine the mark and it looks like tomato sauce! You think **A** has worn the jeans! Ask politely if he / she has worn them and when.
- You can't give **A** his / her money back without a receipt, or if the customer caused the problem with the jeans. The most you can do is exchange them.
- Try to find a solution. You don't want to lose a customer!

Begin the roleplay. You start the conversation: *Hello, can I help you?*

## 5. A sample of the listening exercises:

### 6B SONG Hit 'em up Style (Oops!)

#### Hit 'em up Style (Oops!)

While he was scheming  
I was beaming in the beamer just beaming  
Can't believe that I <sup>1</sup> caught my man cheating  
So I <sup>2</sup> \_\_\_\_\_ another way to make him pay for it all  
So I <sup>3</sup> \_\_\_\_\_ to Neiman-Marcus on a shopping spree-ah  
And on the way I grabbed Soley and Mia  
And as the cash box <sup>4</sup> \_\_\_\_\_  
I <sup>5</sup> \_\_\_\_\_ everything away

#### CHORUS

There goes the dreams we used to say  
There goes the times we <sup>6</sup> \_\_\_\_\_ away  
There goes the love we <sup>7</sup> \_\_\_\_\_  
But you <sup>8</sup> \_\_\_\_\_ on me and that's for THAT now  
There goes the house we <sup>9</sup> \_\_\_\_\_ a home  
There goes you'll never leave me alone  
For all the lies you <sup>10</sup> \_\_\_\_\_ this is what you owe

Hey ladies,  
When your man wanna get buck wild  
Just go back and hit 'em up style  
Get your hands on his cash and  
Spend it to the last dime for all the hard times  
Oh, when you're cold and everything goes  
From the crib, to the ride, and the clothes  
So you better let him know that  
If you mess up you got to hit 'em up

While he was bragging  
I was coming down the hill just dragging  
All of his pictures and his clothes in the bagging  
I <sup>11</sup> \_\_\_\_\_ everything else till there was  
just nothing left  
And I <sup>12</sup> \_\_\_\_\_ all the bills about a month too late  
It's a shame we have to play these games  
The love we had just <sup>13</sup> \_\_\_\_\_  
away, away

#### CHORUS

All of the dreams you <sup>14</sup> \_\_\_\_\_  
<sup>15</sup> \_\_\_\_\_ me out in the cold  
What <sup>16</sup> \_\_\_\_\_ to the days  
when we used to trust each other  
And all of the things I <sup>17</sup> \_\_\_\_\_  
Will take you until you get old  
To get 'em back without me  
'Cause revenge is better than money  
you'll see

#### CHORUS

Hey ladies...



- a** Listen to the song and complete the gaps with the correct verbs in the past simple. Use some verbs more than once.

catch cheat fade find go  
happen have leave make pay  
ring sell spend tell think

- b** Read the lyrics with the glossary. Choose the best summary.

- 1 The singer isn't happy in the relationship because she's in love with someone else. She buys lots of things because she's sad.
- 2 The singer's partner has been unfaithful, so she spends all his money to get her revenge and make herself feel better.
- 3 The singer and her partner aren't happy and have decided to separate. The song tells us about all the things they have to do together before they can do this.

#### GLOSSARY

beaming = having a big happy smile on your face  
beamer = (slang) a BMW or any nice car  
Neiman-Marcus = an expensive US department store  
get buck wild = (slang) go crazy, out of control  
hit 'em up style = (slang) ask sb for money in lots of different ways  
dime = a US coin, worth 10 cents  
crib = (slang) home  
ride = (slang) vehicle  
'Cause = because

#### SONG FACTS

*Hit 'em up Style (Oops!)* is the debut single by American R&B singer Blu Cantrell. It has been her only single to enter the US Top 40, where it reached number 2 in July 2001. Blu Cantrell said that she did not really like the song, but decided to include it on her album *So Blu* because of some very angry feelings she was experiencing at the time.

**6. A video about the topic of the week:**



## VITAE

Ahmet YUSUF was born in Qamishli city, Syria in 1989. He graduated from the Department of English Literature, Faculty of Arts and Humanities, Damascus University in 2012. He has been teaching English since 2014 in a private school in Diyarbakir, Turkey. He knows Arabic and English in advanced level and Turkish in medium level. He is interested in the English Literature, Applied Linguistics and the ELT field. He is married with two children.

## ÖZGEÇMİŞ

Ahmet YUSUF 1989 yılında Suriye, Qamishli’de doğdu. Şam Üniversitesi Fen Edebiyat Fakültesi İngiliz Edebiyet Bölümü’nden 2012 yılında mezun oldu. . 2014 yılından beri Diyarbakır’da özel bir okulda İngilizce öğretiyor. Arapça ve İngilizceyi ileri düzeyde, Türkçe’yi orta düzeyde bilmektedir. İngiliz Edebiyatı, Uygulamalı Dilbilim ve ELT alanı ile ilgilenmektedir. Evli ve iki çocuk babasıdır.