

**GAZI UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

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**AN IMPROVED SYLLABUS
FOR ENGINEERING PREPARATORY
CLASSES OF GAZI UNIVERSITY**

M.A. Thesis

**T.C. YÖKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ**

by
Arzu ŞARLANOĞLU VURAL

**Supervisor
Assist.Prof.Dr. Nurgun AKAR**

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CHAPTER I

INTRODUCTION

1.0 Overview

In this chapter, the background to the present study, the aim, the scope of the study, the methodology and the assumptions will be discussed.

1.1 General Background to the Study

English is being widely used around the world by people of different nations to communicate with one another. Due to fast developments in science, technology and commerce after the Second World War, people began to learn English not only for other reasons but also for getting access to technology and commerce.

Nowadays, English teaching has gained great importance; therefore, many studies have been carried out to make this branch of teaching more efficient. Many universities in Turkey have also been subjected to such a process and they have started preparatory classes such as Gazi University, Preparatory School.

At first, at Gazi University, a proficiency test is administered to the students who get a right to register at the Faculty of Engineering because they come from different educational backgrounds and their level of English varies. The students whose entry test results are below the suggested level have to attend the preparatory classes.

Throughout the thirty-two week programme, the students are trained in the four major language skills as well as the structure of English with an integrated approach. However, in order to be capable of following successfully those faculty courses taught in English, students must also be taught subskills and study skills. Therefore, the students who succeed in the proficiency examination given at the beginning of the academic year, or the students who attend preparatory classes for a year may not be proficient enough in language skills and their sub skills, which are necessary for them to be able to follow those faculty courses studied in English. In fact, all kinds of examinations in such institutes should include listening, reading, speaking and writing parts with other study skills as a 'must' of the syllabus.

1.2 Problem

It is undoubtedly a handicap for the Preparatory School of Gazi University that it does not have a tailor-made syllabus for the teaching of English. If we examine the existing situation, we see that the content of the present textbooks has become the syllabus for the ELT teachers.

It is natural that the authors of these textbooks do not consider the specific needs, expectations, goals and interests of our particular students. The present textbooks have not been written or designed for the students of the Faculty of Engineering at Gazi University; therefore, they do not meet the needs of the learners. What has been found, as a result of some studies, is that to have a to-the-point syllabus enables the lesson to become more attractive to the students by satisfying the needs of the learners. Hence, a carefully designed syllabus is extremely necessary for the English learners and teachers.

1.2 Aim of the Study

The process of preparing a syllabus is not simply finding and identifying the structures and functions of a language. However, preparing it should depend on the basic needs of the learners so that it would be attractive and motivating for the students.

The aim of this study is to re-form a new syllabus in parallel to the existing one for the students of the Faculty of Engineering in order to help them overcome the difficulties that they may encounter during those faculty courses that are taught in English.

1.3 Scope of the Study

Students at the Faculty of Engineering have been found to be inadequate when language skills and learning strategies have been taken into account. The possible way to tackle this problem while preparing a syllabus is to find out about the needs of the students.

1.4 Methodology

As all courses are based on a need of some sort, the identification of language needs of learners plays an important role in the learning process. Therefore, the first aim of this study is to collect data concerning the language needs of the engineering students, and to find out about the problems and difficulties that they may encounter during their faculty courses in English.

In order to carry out an analysis of the needs of the students, a total of 100 questionnaires have been administered to the students who are

attending the Faculty of Engineering at Gazi University with random selection. The reason for not administering the questionnaire to the students of the preparatory class is that they may not be aware of the likely problems and difficulties that they will encounter one year later, when they start to attend their faculty courses which are given in the target language.

The teaching staff of the mentioned faculty who lecture in the target language have been interviewed to benefit from their opinions in order to find out about the needs and difficulties of the students.

In the light of the needs analysis, a syllabus has been designed by improving the existing one.

1.5 Assumptions

The following assumptions have been considered throughout this study.

- a) The data collection devices that are used in the study are valid and reliable.
- b) Although the main source of this study is the preparatory classes for the students at the Faculty of Engineering at Gazi University, the results can be generalized, and the same syllabus can be applied to engineering colleges all over Turkey.
- c) Although my scope covers C-level students here, the suggested supplementary techniques could be employed in all other levels as well.

CHAPTER II

REVIEW OF LITERATURE

2.0 Overview

Chapter 2 is designed to review the studies that have been carried out on our subject. 2.1 introduces the definitions of curriculum and syllabus. 2.2 deals with the approaches to syllabus design and the differences between synthetic and analytic approaches. 2.3 presents types of syllabuses, and 2.4 briefly summarizes shapes of syllabuses

2.1 Curriculum and Syllabus

2.1.1 Curriculum

There are many varied definitions of 'curriculum'. Scholars in the curriculum field have sometimes become lost in arguments about the semantic meanings of curriculum.

A definition commonly used during the thirties and forties was "the curriculum of a school is all the experiences that students have under the guidance of that school".

As Ornstein et al. (1988: 6) state,

"A curriculum can be defined as a plan for action or a written document, which includes strategies for achieving desired goals and ends."

As Brumfit et al (1983: 49) point out,

"A curriculum provides the knowledge, skills and insights that the students will be expected to acquire through a series of in-class or out-of-school tasks and activities to help learning."

Analysing curriculum in terms of development is the most common approach to the field. Curriculum development is based on how the curriculum is planned, implemented and evaluated, and it also shows what various people, processes and procedures are involved in constructing the curriculum. Such development is generally examined in a logical way. Shortly, it may be said that the principles are generalizable.

Saylor et al (1981: 195) have presented a four-step planning model:

1. Goals, Objectives and Domains: According to this model, curriculum developers start their work by identifying the major goals and objectives that are addressed. Each major goal describes a curriculum domain. There are four major domains that should get attention: personal development, human relations, continued learning skills, and specialization. Nevertheless, the reader is cautioned about not limiting the school by just these domains.

2. Curriculum Design: After identifying the goals, objectives and domains, the curriculum planners are ready to design the curriculum. Here they reach a decision about the content, its organization, and appropriate learning opportunities for the content selected. The manner of delivering these learning opportunities and tying them into a particular domain are considered at this

period of time. The current philosophical views are also taken into consideration.

3- Curriculum Implementation: At this stage, instructional plans are created by teachers, and they select the methods and materials to use to help the students learn the content.

4- Curriculum Evaluation: Curriculum planners and teachers choose the most suitable evaluation techniques. Evaluation should focus on the curriculum plan, the quality of the instruction and the learning behaviours of the students. After such comprehensive evaluation, it is determined whether to keep the programme, change it or discard it.

Taba (1962: 194) presents seven major steps for curriculum development:

- a) Diagnosis of needs
- b) Formulation of objectives
- c) Selection of content
- d) Organization of content
- e) Selection of learning experiences
- f) Organization of learning Activities
- g) Evaluation and means of evaluation

There are more complicated curriculum development models; however, all of these models illustrate the relationship of curriculum to various decisions, activities, and processes. They help us to clarify our thinking.

2.1.2 Syllabus

Curriculum includes the goals, objectives, content, processes, resources and a way of evaluation of all the learning experiences planned for students both in and out of school. On the other hand, syllabus is regarded as the content or the subject matter of a certain course. It covers the selection and ordering of linguistic data and provides information about what should be studied, and how that particular content should be selected, sequenced and through which modes it should be applied in class.

'Curriculum' is concerned with the planning, implementation, evaluation, management and administration of education programmes, but 'syllabus' focuses more narrowly on the selection, grading and application of content.

White (1995: 3) cites Brumfit (1984a) on this issue as follows:

1. A syllabus is the specification of the work of a particular department in a school or college and it defines the work of a particular group or class.
2. It is often linked to time and specifies a starting point and ultimate goal.
3. It will specify some kind of sequence based on
 - a) sequencing intrinsic to a theory of language learning or the structure or specified material relatable to language acquisition;
 - b) sequencing constrained by administrative needs, eg. materials.
4. It is negotiable and adjustable.
5. It can only identify what is taught; it cannot organize what is learnt.
6. It is a public document.

2.2 Approaches to Syllabus Design

2.2.1 Synthetic Approaches

Syllabuses can be characterized as being either synthetic or analytic. It was Wilkins who first drew attention to the distinction between synthetic and analytic syllabuses. He described the synthetic approach in the following terms (1976: 2):

"A synthetic language teaching strategy is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up."

In planning a syllabus based on this approach, the language is broken down into a list of grammatical structures and probably a list of lexical items. At any one time the learner is exposed to a limited sample of the target language. The learner's job is to resynthesize the language that has been broken down into a number of smaller pieces. This synthesis generally takes place only in the final stages. A teacher who follows this syllabus may use the grammar translation method, the audio-lingual method or a combination, but in each one, the priority is given to teaching 'the grammar' or 'structure' of the language.

2.2.2 Analytic Approaches

In the analytic approach, the starting point for syllabus design is not the grammatical system of the language but the communicative purposes for which language is used. The analytic approach is based on non-linguistic units such as topics, themes, settings or situations. Learners are exposed to

holistic 'chunks' of language and are required to extract patterns and regularities from them.

While analytic approaches take some none-linguistic units as their point of departure, it does not mean that analytic syllabus designers never use grammatical points in selecting and grading content. Some designers may ignore to use the grammatical system of the language; on the other hand, some of them take grammatical items as a second order activity after the topics, situations, and so forth.

Theoretically, it is likely to witness language courses considered as being only synthetic or only analytic. However, a combination may also be observed, yet in practice, language courses are classified as more-or-less synthetic or more-or-less analytic according to the importance that is given to separate elements in the selection and grading of input.

2.3 Types of Syllabuses

2.3.1 The Structural Syllabus

The structural syllabus is centred around items such as tenses, articles, adverbial forms and the like. It is assumed, in such a syllabus, that the learner's need is a grammatical demand.

In the structural syllabus, structures are not selected but ordered since all of the target language structures must be taught sooner or later. Staging and sequencing are carried out according to the criteria of simplicity, regularity, frequency and difficulty.

The structural syllabus also has its shortcomings. For example, it is very difficult for many learners to appreciate the applicability of the

knowledge they gain through such as approach. The process of being taken systematically through the grammatical system often decreases the motivation of students who need to see some immediate practical return for their learning, and also, the communicative value of language is neglected. Such a syllabus focuses on the language rather than the learning process or the learner himself.

2.3.3 The Situational Syllabus

The situational syllabus focuses on the idea that language always occurs in a social context and it should not be isolated from its context when it is being taught. This kind of syllabuses answer the questions "when" or "where". When and where will the learner need the target language?

In such a syllabus, both the learner and his needs should be considered. We should predict the situations in which the learner is likely to need the language, and then we should teach the language in those situations. The units in the syllabus will have situational instead of grammatical labels; for instance, 'At the post office', 'Buying a theatre ticket', 'Asking the way'.

However, the situations in which the learner is likely to need language are various, and also it is always possible to have unexpected elements in spontaneous conversation. Making complaints, requests, seeking information are not situationally determined language functions and may be encountered in any context. For example, we may not expect an argument at the post office, but it is not impossible.

As a conclusion, we may quote Wilkins (1976: 84), who states that

"A situational syllabus is not suitable for a general language course although it might be valuable in certain narrowly definable contexts of learning. In any case, the diversity of linguistic forms in any one situational unit makes the task of generalizing grammatical learning a difficult one, and without it the learner may acquire no more than a set of responses appropriate to that one situation. He will be learning 'language-like behaviour' rather than 'language'."

2.3.3 The Topical Syllabus

The topical syllabus is similar to the situational syllabus. However, topical or theme-based syllabuses are organized by themes or topics. What is a topic? A topic is simply what is being talked or written about.

Textbook authors select the topics according to their sense of the importance of the topic or themes to the life of the students for whom the text is designed. The sequencing is based on textbook authors' perceived importance or the basis of the difficulty of the reading passages. The main topics are environment, crime, friendship, health, and so on.

2.3.4 The Functional Syllabus

The functional syllabus was developed alongside the notional syllabus with various attempts to combine the two. It focuses on the social functions of language as the central unit of organization. Thus, a functional syllabus is concerned with elements such as invitations, suggestions, apologies, refusals, and so forth.

For this type of syllabus, the objectives are stated primarily in terms of communicative functions, not in terms of linguistic items. In this approach, the objectives determine the functions needed and the functions determine the selection and sequencing of lexical and grammatical materials.

The functional syllabus also has its shortcomings. Firstly, one language function may be expressed in many different ways and secondly, one exponent may express more than one function. Shortly, there is not a one-to-one relationship between context and function or function and exponent. This may be clarified by the following example (White, 1995: 76):

We are thinking of going to see the new Woody Allen film tonight.

- How about going to see the new Woody Allen film to night?
- If you are free tonight, shall we go and see the new Woody Allen film?
- Would you like to see the new Woody Allen film tonight?
- Have you seen the new Woody Allen film? Because if you have not, you could come with us tonight

All of the sentences above will immediately be recognized as forms of "invitation" although some of them might also be interpreted as forms of "making a suggestion". If we do not have further knowledge of the text, it is not possible to decide which function is being expressed. Hence, there is a possible deficiency in appropriacy between form and function.

2.3.5 The Notional Syllabus

The terms "function" and "notion" are often confused. In general, functions may be described as the communicative purposes for which we use language, while notions are the conceptual meanings (objects, entities, states of affairs, logical relationships, and so on) expressed through language.

The notional syllabus is different from the other syllabuses (grammatical and situational syllabuses) because it takes the desired communicative capacity as the starting point. Instead of asking the questions "when and where will the learner need the target language", it is preferable in the notional syllabus to ask the question "What are the notions that the learner will expect to be able to express through the target language?".

A notional syllabus can be divided into two types: One type deals with semantico-grammatical categories and the other comprises categories of communicative functions (Wilkins, 1987: 86).

The first one aims to cope with the interrelationship between form and meaning. These are categories which deal significantly with grammatical categories. There are six of these categories:

1- Time

- a) Point of time
- b) Duration
- c) Time relations
- d) Frequency
- e) Sequence
- f) Age

2- Quantity

- a) Grammatical number
- b) Numerals
- c) Quantifiers
- d) Operations

3- Space

- a) Dimensions
- b) Location
- c) Motion

4- Matter

Reference to the physical world is principally a matter of deciding the semantic fields within which the learner will operate. A notional syllabus is less valuable than an analysis in terms of situations or subject-matter

5- Case

- a) Agentive
- b) Objective
- c) Dative
- d) Instrumental
- e) Locative
- f) Factitive
- g) Benefactive

6- Deixis

- a) Person
- b) Time
- c) Place
- d) Anaphora

The second set of notional categories may be described as categories of communicative function. They deal with the use of language. The speaker's intentions and attitudes are also taken into consideration. The list of these categories is as follows:

7- Modality - That is, utterances in which the truth value of the propositional content is modified in some way

- a) Certainty
- b) Necessity
- c) Conviction
- d) Volition
- e) Obligation incurred
- f) Obligation imposed
- g) Tolerance

8- Moral evaluation and discipline - That is, utterances involving assessment and judgement

- a) Judgement
- b) Release
- c) Approval
- d) Disapproval

9- Suasion - That is, utterances designed to influence the behaviour of others

- a) Suasion**
- b) Prediction**

10- Argument - That is, categories relating to the exchange of information and views

- a) Information asserted and sought**
- b) Agreement**
- c) Disagreement**
- d) Denial**
- e) Concession**

11- Rational enquiry and exposition - That is, categories relating to the rational organization of thought and speech

For example: Implication, hypothesis, verification, conclusion, condition, result, explanation, definition, cause, and the like

12- Personal emotions - That is, expression of personal reactions to events

- a- Positive**
- b- Negative**

13- Emotional relations - That is, expression of response to events usually involving interlocutor

- a) Greeting**
- b) Sympathy**
- c) Gratitude**
- d) Flattery**
- e) Hostility**

14- Interpersonal relations - That is, selection of forms appropriate to relationship of participants in the event

- a) Status (formality)**
- b) Politeness**

The importance of the notional approach is that it forces one to consider the communicative value of everything that is taught. It aims to expand the communicative competence of the learner. The learner's goal may be a generalized or a specialized ability to use the language. That is why there is the set of categories which provides us with a language for describing the communication needs of different types of learners. The information in the notional syllabus has greater practical value than the grammatical information, and it is more complete than the situational information.

2.3.6 The Task-based Syllabus

This kind of syllabus is also known as the procedural syllabus. The task-based syllabus is associated with the work of Prabhu. He has developed a learning-centred (as opposed to learner-centred) approach to

language teaching. He hypothesizes that structure can best be learned when attention is focused on meaning.

The main classroom work in the task-based syllabus focuses on the performance of the tasks rather than the language. Tasks include map reading, the interpretation of timetables, solving detective puzzles, listening to stories and completing dialogues with appropriate exchanges, and the like.

Such task-based teaching has been summarized by White (1995: 102) as follows:

Task	→ Learners' cognitive process	→ Task completion
Conscious	→ Meaning - building	→ Meanings understood or conveyed
Unconscious	→ System - building	→ Grammatical system developed

As it is understood above, the conscious mind is working out some of the meaning-content, and some subconscious part of the mind perceives or acquires some of the linguistic structuring embodied in those entities.

Since repeated failure would be demoralizing for the learner, it is important that there should be reasonable challenge in the tasks. This does not mean that learners should be able to meet the challenge too easily, but they should be able to meet it after some effort.

There are two stages in task-based teaching: pre-task and a task. In the pre-task, there is teacher-direction and oral interaction. The teacher-directed task has a different procedure from the task. It is not the same as the task, yet it is fairly similar to the task the learners will themselves do later in the lesson.

The pre-task helps the teacher to have an idea about the learners' comprehension of what is involved, so the teacher can break the task down into smaller and more comprehensible units. The idea in the second stage, the task, is 'private' and it will be completed individually although the student can get help from peers or the teacher.

2.3.7 Skill-based Syllabus

This is a kind of syllabus in which the content of the language teaching is a collection of specific abilities, which may play a role in using the language. Skills are entities that people must be able to do to be competent. While situational syllabuses group functions together into specific settings of language use, skill-based syllabuses group linguistic competencies (pronunciation, vocabulary, grammar and discourse) together into generalized types of behaviour, such as 'listening for the main idea', 'writing well-formed paragraphs', 'giving oral presentations', 'reading for specific information' and so on. The main purpose of this syllabus is to teach the specific language skills. Developing more general competence in the language may be considered as the secondary purpose.

2.3.8 Mixed (Layered) Syllabus

Although the seven types of syllabuses are defined here in isolated contexts, it is rare for one type of syllabus to be used exclusively in actual teaching settings. They are usually combined in more or less integrated ways. One type is used as the organizing basis and the others are arranged

and related around it. This kind of type is called 'mixed (layered) syllabus', such as that in the Headway series.

2.4 Shapes of Syllabuses

What course planners should keep in mind is that a syllabus must be finite although language is infinite. This finite or selected content should have some kind of organization or format in a shape which is parallel to the objectives of the particular project. Dubin and Olshtain (1986: 51) discussed five possible types for the syllabus.

2.4.1 The Linear Format

The format that is designed according to a structural or grammatical content is the linear shape. After isolating the learning points, grammar or structure, this process presents them one by one in some order, practises them in detail before moving on to the following one. The order of the items is determined by the help of linguistic and pedagogical principles. Once the sequence has been determined, teachers cannot change the order of units since internal grading of each unit and among units follows from it, resulting in an organization which must be maintained in its original format.

A strict linear shape does not work well with the notional or functional content categories or the ordering in them.

2.4.2 The Modular Format

The modular format is often used with the courses which integrate thematic or situational language content. It suits well to syllabuses in which the materials are used flexibly. The modular format is better for ESP.

2.4.3 The Cyclical Format

This format is an organizational principle which gives learners and teachers more than one opportunity to work on the same topic. The structures are being 'recycled' from time to time during the term or year, but each time, the content becomes more complex and difficult. That is, a new subject is not introduced once in a syllabus and does not disappear, but it is reintroduced in different manifestations at various times in the course.

2.4.4 The Matrix Format

There is a table of contents in a random order in this format. The users may select the topics and utilise them whenever they want. It is better to use this kind of syllabus shape with situational content. It is very difficult for the syllabus designer to prepare this kind of format.

2.4.5 The Story-Line Format

In this format, it is important to maintain coherence in a syllabus, and it is designed according to the introduction of a story line, which will ensure thematic continuity and help to resolve questions of the ordering of categories in relation to one another. Since it is based on narration, it is different from the previous ones.

CHAPTER III

ANALYSIS OF THE PRESENT SYSTEM

3.0 Overview

In this chapter, the existing syllabus, materials, teachers, students and resources will be discussed.

3.1 Survey of the Existing ELT System

Before the Foreign Language Centre at Gazi University was established in the academic year of 1997-1998, there had existed preparatory classes in some faculties for some time. The preparatory classes in the Faculty of Engineering were started in the academic year of 1995-1996.

3.1.1 The Syllabus

It is necessary to define the present and future needs of the learners in order to design an appropriate syllabus. If we examine the existing situation, we see that the contents of the present textbooks have become the syllabus for the ELT teachers, and they are not based on the needs of the students. That is why the existing syllabus does not seem to be sufficient and to meet the needs of the learners. A syllabus should be prepared in the light of a needs analysis in order to be more adequate.

3.1.2 The Materials

When this thesis was started, the Headway series were being used in the preparatory classes. This is the reason why it has been decided to analyse the contents of the Headway series according to the needs of the learners.

The ELT materials that were being used in the preparatory classes in level C were as follows:

Headway Elementary

Student's Book

Teacher's Book

Workbook

Video Activity Book

Video Guide Book

Class Cassettes

Video Cassettes

Headway Pre-Intermediate

Student's Book

Teacher's Book

Workbook

Video Activity Book

Video Guide Book

Class Cassettes

Video Cassettes

New Headway Intermediate	Student's Book
	Teacher's Book
	Workbook
	Video Activity Book
	Video Guide Book
	Class Cassettes
	Video Cassettes

Success at First Certificate	Student's Book
	Teacher's Book
	Workbook
	Class Cassettes

The Headway series carry some features from the following syllabuses:

1. **Structural Syllabus:** The coursebooks introduce grammar points under a structural heading.
2. **Situational Syllabus:** Certain situations are used to introduce new language patterns and lexis.
3. **Functional Syllabus:** Language functions are introduced under a functional heading.
4. **Task-based Syllabus:** Students are given tasks which highlight the new language.

In addition, a 'cyclical format' is used in 'Headway'.

After the contents of the Headway series have been analysed, it has been found out that the grammar, functions, situations and tasks have

properly been introduced, but the coursebooks do not emphasize the academic skills that engineering students need.

The ELT materials which are being used in the preparatory classes at present are the 'True Colors' series. When these books are overviewed for face validity, it is seen that 'True Colors' also possess lack of emphasis on the academic skills to meet the needs of the learners at the Faculty of Engineering.

3.1.3 The Teachers

There are 45 language teachers in the Preparatory School at Gazi University. It can be said that the quality of the language teachers is fairly adequate. 43 of them have graduated from Language Teaching Departments. 2 of them have graduated from Literature Departments. 30 out of 45 instructors have MA degrees. Only one of them has a PhD. degree. The others are still carrying on with their MA studies.

Most of the teachers are experienced and all of them are competent in handling a great variety of teaching situations.

3.1.4 The Students

The students in the Preparatory School of Gazi University are young adults. They come from different educational backgrounds and their level of English varies. Thus, a proficiency test is given to the students on entry. The students whose entry test results are below the suggested level have to attend the preparatory classes. The entry test results are also used to group the students according to their linguistic levels.

3.1.5 The Resources

There are morning and afternoon classes in the Preparatory Class. Afternoon classes begin just after morning classes. There are 25 teaching hours per week. The day is made up of five 50-minute classes.

The classroom facilities in the preparatory classes are close to the ideal situation since the number of students in the classes ranges between 20-25. Moreover, the seats can be easily rearranged for group work activities and the like.

There are two classrooms with technical and visual equipments such as tape-recorders, television sets, videos and computers. These classrooms are specially used for video lessons. Each class has two-hour-video lessons per week.

Each teacher has a cassette recorder and they do the listening activities of the books in their own classrooms.

CHAPTER IV

DATA COLLECTION AND ANALYSIS

4.0 Overview

Chapter four aims to analyze and evaluate the results of the interview and the questionnaire collected as data from the teachers and students.

4.1 The Analysis and Interpretation of the Teacher Interview

An interview has been held with five teachers who lecture in English at the Faculty of Engineering of Gazi University. It has aimed to specify the nature of the language needs of the learners and it may be a guide to prepare a syllabus for the Preparatory School of this faculty.

Six questions were asked of the teachers. The first question inquired how much of their students' present education is based on English. Four teachers stated that it is 30 % of the present education. Only one of the teachers, who is the Head of the Department of Machinery - Chemistry Engineering stated that the percentage of their English medium - courses range between 30 % and 60 %. This probably reveals that since their courses are more related to mathematics, they are able to focus their education on English more than the other departments.

The second question aimed to find out the situations in which the students needed English most in their education. The teachers agreed that during their present education their students need English to understand the textbooks, to read reference books for preparing projects, to listen to the

instructors and takes notes during lectures, to do surveys in libraries, and to ask and answer questions.

The teachers were asked whether their students would need English in their career; and if 'yes', for what purpose they would need it. The teachers claimed that they would need English to a great degree in their career to follow periodicals, to communicate with foreign people, to write formal documents, to write reports and to prepare projects. Also, they would probably find a job easily if they knew English.

The teachers expressed almost similar opinions about the level of their students. Although the students had studied for one year in Preparatory School and passed the proficiency exam, the teachers felt that they were not at the desired level.

The teachers were required to order the fields of language the students most likely needed, and the analysis of the answers shows that they need reading most, listening second, and these skills are followed by speaking and writing. According to this, the students should be able to acquire the reading skills and should become proficient readers and digest the strategies of reading, followed by the strategies of listening, speaking and writing.

The sixth question aimed to detect the difficulties of language skills that the students encounter during their present education. When considering 'reading skills', the teachers have noted that the students are very weak in finding the idea of the given passage. Also, they are not good at understanding the passage because they always get stuck with unknown vocabulary. They cannot make inferences while reading either.

As for the listening skills, the teachers think that understanding the instructors and the subject matter in lectures and taking relevant notes simultaneously is the factor which causes the greatest problem to the students in their education; that is why the students generally prefer being given the Turkish summary of the subject matter.

As for the aspect of writing, the teachers believe that their students have difficulty in making grammatically correct sentences, note-taking during lectures and writing reports. They do not know how to combine sentences by using suitable conjunctions and how to use punctuation rules.

The teachers have some similar opinions about the problems of the students for speaking skills: Their students do not ask questions and speak about the subject matter. They seem to listen and understand the instructors; in fact, they do not. They are afraid of speaking English. The students insist that the teachers give the lecture in Turkish.

Lastly, the teachers have given their comments on language education. One of the teachers thinks that there should always be contact between the teachers in the Preparatory School and the ones in the Faculty of Engineering. All of them think that there should be an emphasis on writing reports and speaking activities. They believe the students should be exposed to reading skills most, and they have added that unsuccessful students must repeat in the Preparatory School.

4.2 The Analysis and Interpretation of the Student Questionnaire

The questionnaire has been administered to 100 students who are attending the Faculty of Engineering at Gazi University. It has aimed to

collect data on their felt needs. To avoid possible misinterpretations, it has been administered in Turkish.

Frequency counts have been used for analysing the results after gathering information about the subjective needs of the students. Below, the English version of it has been given. (See Appendix 3 for the original).

1. Do you use English in your current education?

() a- Yes

() b- No

(If 'No', move on to Question '4')

a %	b %
100	-

As it can be seen, all of the students have stated that they use English in their current education.

2. How much of your present education is based on English?

() a- 0 % - 25 %

() b- 26 % - 50 %

() c- 51 % - 75 %

() d- 76 % - 100 %

a %	b %	c %	d %
10	80	10	-

80 % of the students have stated that their present education is based on English at a rate of between 26 % and 50 %.

3. In which field do you use English in your present education? (You can choose more than one item).

- () a- To listen and understand the lectures in English
- () b- To take notes during lectures
- () c- To ask and answer questions during lectures
- () d- To read reference books for preparing projects, reports or assignments
- () e- To do translation for preparing projects, reports or assignments
- () f- To write projects, reports or assignments
- () g- To understand the questions in examinations held in English.
- () h- To answer the questions in examinations held in English.

a %	b %	c %	d %	e %	f %	g %	h %
70	80	70	33	35	70	28	63

Item 3 aims at finding the fields where the students need to use English, in their present education. The results have shown that they especially need English while listening (70 %) and taking notes during lectures (80 %). In addition to asking and answering questions during lectures (70 %), they feel the necessity of English to write projects, reports or assignments.

4. Do you expect to use English in your career?

- () a- Yes () b- No

(If 'No', move on to Question '7')

a %	b %
100	-

All of the students think that they will use English in their careers.

5. How often do you expect to use English in your career?

- () a- Very often () b- Quite often
() c- Sometimes () d- Rarely

a %	b %	c %	d %
50	45	5	-

As it can be seen, half of the students have stated that they will use English in their careers very often.

6. What purpose do you expect to use English in your career for? (You can choose more than one item).

- () a- To follow English periodicals related to my profession
() b- To translate reference books related to my profession
() c- To prepare projects, reports or contracts
() d- To understand projects, reports, or correspondence
() e- To communicate with foreign people about daily circumstances
() f- To communicate and discuss with foreign people about occupational issues
() g- To write formal letters
() h- To understand formal letters

a %	b %	c %	d %	e %	f %	g %	h %
80	28	80	40	70	75	75	42

80 % of the students have pinpointed that they will use English in their career especially to follow English periodicals related to their profession and to prepare projects, reports or contracts.

75 % of the students have also stated that they will probably need English to communicate with foreign people about occupational subjects and to write formal letters.

7. Which language skill/s do you consider necessary to succeed in your classes? Please put them in order of importance, marking the most important as number 1.

() a- Reading

() c- Speaking

() e- Translation

() b- Listening

() d- Writing

Rank order	a %	b %	c %	d %	e %
1	54	40	6	-	-
2	28	52	16	2	2
3	14	8	64	6	8
4	-	-	6	80	14
5	4	-	8	12	76

The students have been asked to number in order of importance the five language skills they need to acquire to succeed in their classes. The highest ranking (54 %) has been attributed to reading. The second is listening (52 %); the third is speaking (64 %) and the fourth and the fifth are writing and translation. The results have shown that the students are to be trained as far as the listening skill is concerned, followed by the skills of speaking and writing.

8. Put the following reading subskills in order of importance, considering their necessity for enabling you to succeed in your classes? ('1' is the most important one).

- () a- To find and understand the gist of the reading passage
- () b- To skim and scan the reading passage
- () c- To guess the meaning of unknown vocabulary in the reading passage
- () d- To find in the passage the ideas supporting each other
- () e- To detect and ignore unimportant and unnecessary details in the passage
- () f- To make correct inferences about the parts that cannot easily be understood
- () g- To find the related sections by skimming the 'index' in books
- () h- To express the information in diagrams and charts

Rank order	a %	b %	c %	d %	e %	f %	g %	h %
1	28	52	8	-	2	6	4	-
2	50	12	12	6	2	14	-	4
3	8	6	54	22	-	6	-	4
4	4	10	12	26	-	42	4	2
5	4	10	8	40	20	14	-	2
6	2	4	4	2	52	10	8	18
7	-	6	2	-	6	8	30	48
8	4	-	-	4	18	-	54	20

Reading the passage by skimming and scanning has been chosen as the most important reading subskill by 52 % of the students. The

results indicate that the students feel a necessity for reading a passage and understanding the gist of the passage as the second important activity (50 %). In addition to this, they have difficulty in dealing with unknown vocabulary; therefore, there should also be an emphasis on the activity of guessing the meaning of unknown vocabulary items (54 %).

9. Put the following listening subskills in order of importance, considering their contribution to your success in your classes. ('1' is the most important one).

- () a- To understand the teachers during lectures
- () b- To choose the main subject matter from among the issues being talked about
- () c- To understand oral questions
- () d- To guess at the parts that cannot be understood and make inferences about them
- () e- To follow mutual discussions

Rank order	a %	b %	c %	d %	e %
1	74	14	4	4	4
2	10	56	12	10	12
3	4	18	12	56	10
4	6	8	16	20	50
5	6	4	56	10	24

As for the ranking of various listening subskills, what the students wish to have about listening is to understand the teachers during lectures (74 %), to be able to choose the important information from among the

issues being talked about (56 %) and to guess at the parts that cannot be understood and make inferences about them (56 %).

10. Put the following speaking subskills in order of importance, considering their necessity for enabling you to succeed in your classes. ('1' is the most important one)

- () a- To participate in class discussions
- () b- To present oral reports
- () c- To ask and answer questions
- () d- To paraphrase the words that you cannot recall during your speech
- () e- To reword the sentences that you cannot complete
- () f- To use suitable expressions for specific situations
- () g- To pronounce words and phrases correctly
- () h- To use correct intonation and stress while pronouncing words

Rank order	a %	b %	c %	d %	e %	f %	g %	h %
1	24	44	8	6	10	6	2	-
2	46	14	8	10	4	6	-	12
3	12	8	46	14	12	2	4	2
4	2	4	20	-	-	54	16	4
5	-	16	10	50	14	4	6	-
6	8	10	2	10	52	16	-	2
7	4	4	6	4	2	10	62	8
8	4	-	-	6	6	2	10	72

In responding to Item 10, 44 % of the respondents have admitted that presenting oral reports is the most important activity they are involved. Moreover, they wish to be trained to participate in class discussions (46 %) and to ask and answer questions (46 %).

11. Put the following writing subskills in order of importance, considering their necessity for enabling you to succeed in your classes ('1' is the most important one).

- () a- To take notes during lectures
- () b- To take notes while reading reference books and textbooks
- () c- To summarize the main points of books and articles
- () d- To answer examination questions
- () e- To make grammatically correct sentences
- () f- To use suitable conjunctions and connectors
- () g- To write projects, reports or assignments
- () h- To obey punctuation rules

Rank order	a %	b %	c %	d %	e %	f %	g %	h %
1	76	2	12	6	2	2	-	-
2	4	2	76	6	4	-	4	4
3	6	18	-	2	2	6	64	2
4	-	10	-	18	62	6	2	2
5	4	60	-	6	10	8	6	6
6	4	2	2	48	10	16	10	8
7	6	-	8	6	10	52	10	8
8	-	6	2	8	-	10	4	70

Item 11 is related to the importance of certain writing subskills. Taking notes and writing summaries have been agreed on as the first two important writing activities by 76 % of the students. Besides, writing (preparing) projects, reports or assignments (64 %) should be emphasized, too.

12. Put the following translation subskills in order of importance, considering their contribution to your success in your classes. ('1' is the most important one).

- () a- To translate English into Turkish
- () b- To translate Turkish into English
- () c- To translate according to the 'overall meaning' ideas
- () d- To find suitable equivalences of the words that do not have exact equivalences because of the differences in both culture and language

Rank order	a %	b %	c %	d %
1	14	-	84	2
2	76	10	6	8
3	10	76	10	4
4	-	14	-	86

84 % of the students have ranked as the first ability to translate according to the overall meaning.

13. Put the following study skills in order of importance. ('1' is the most important one).

- () a- To use dictionaries
- () b- To write summaries
- () c- To take notes
- () d- To use the library
- () e- To prepare for examinations
- () f- To skim through footnotes and references
- () g- To survey related resources
- () h- To skim and scan 'index' sections
- () i- To use abbreviations while writing and taking notes
- () j- To do group-work activities

Rank order	a %	b %	c %	d %	e %	f %	g %	h %	i %	j %
1	8	8	72	4	2	-	2	2	2	-
2	6	66	16	8	2	2	-	-	-	-
3	60	12	8	10	-	2	-	2	4	2
4	12	12	4	62	-	6	2	2	-	-
5	2	-	-	2	20	12	12	2	8	42
6	2	-	-	-	60	8	16	2	2	10
7	6	-	-	-	2	10	12	6	50	14
8	2	-	-	6	6	10	6	48	14	8
9	2	-	-	4	6	8	44	18	12	6
10	-	2	-	4	2	42	6	18	8	18

Item 13 is about the importance of certain study skills. Taking notes has been considered the most important one by 72 % of the

students. The second is summarizing (66 %) and the third is using dictionaries (60 %).

14. Do the grammar, language skills and study skills that you learnt in the preparatory grade meet your immediate needs?

() a- Yes

() b- No

a %	b %
6	94

To summarize briefly, the analysis of data collected from the students has revealed the following needs:

- The course should emphasize the receptive skills (reading and listening) and integrate them with productive skills (writing and speaking).
- They need to learn how to look for specific information, so skimming and scanning should be practised when reading a text.
- They need to guess meaning from the context and this will lead them to read faster and more efficiently.
- They need to make correct inferences about the given passage.
- They need to follow language texts related to their study of field.
- They need to understand the teachers during lectures.
- The language course should give the students the chance to communicate through English, to participate in class discussions and to present oral reports.

- In the speaking area, exercises that promote facility in asking and answering questions should be assigned.
- They need to listen to lectures and take notes.
- They need to make notes and summarize the main points of the reference and course books.
- They need to write reports, projects or assignments.
- They need to know how to use dictionaries and the library, although library use may be employed more efficiently in later stages than in the preparatory year.

The result of the Teacher Interview has illustrated that opinions of the teachers at the Faculty of Engineering on nearly all the points are consistent with those of the students. While preparing the proposed syllabus, these needs and suggestions by the teachers will also be taken into account to meet the immediate needs of the students.

CHAPTER V

THE PROPOSED SYLLABUS

5.0 Overview

In this chapter, the suggested syllabus is introduced. It is based on the original syllabus that has been supplemented with additional work drawn upon research data.

5.1 The Suggested Syllabus

As discussed earlier, the aim of this study is to re-form a new syllabus in parallel to the existing one for the C-level engineering students in the Preparatory School of Gazi University.

The content of the coursebooks has become the syllabus at present. The existing syllabus is the combination of structural, situational, functional and task-based syllabuses. Grammar points, functions, situations and tasks have been properly introduced in the existing syllabus, but there is no emphasis on academic skills that engineering students need.

The interpretation of the needs analysis shows that after the Preparatory School, certain academic skills will be needed by the engineering students to succeed in and to follow their courses at the Faculty of Engineering, and apart from ESP lessons, these students will have at least 30 % of the courses in their field of study taught in English. Therefore, the academic skills such as note-taking, summarizing, reading for specific information, listening for the main points and the like should be integrated within the existing preparatory class syllabus.

In the following table, the skills that will be integrated within the existing syllabus have been presented with an underlined, bold and italicised subtitle and they are presented with some explanations when they first appear. Whenever the same skills work appears again, only the subtitle underlined, bold and in italics will be written without a repetition of the explanation. In these tables, details about the four skills are given by quoting the title of the passage, or by summarizing them or by stating the type of the activity. We have chosen to mention only the type of the activity.

It may not always be possible to find the materials that are exactly suitable to a syllabus. In this study, some academic skills have been integrated into the existing syllabus to meet the learner's needs, but in the phase of actual application it will be better for these academic skills to be accompanied with sample materials. Therefore, it would ideal for seminar groups to be formed to prepare materials for the improved syllabus.

ELEMENTARY

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skill work	Grammar	Vocabulary	Writing
1 Hello	Verb to be am/is/are Possessive adjectives my, your, her, his	Names of countries p 8 Using a bilingual dictionary p 10 Everyday objects p 11 stamp, bag, key Keeping a vocabulary book p 11	The alphabet p 12 How do you spell ...?	Listening and speaking p 10 'Hello and goodbye'	a or an? p 8 a boy, an apple	Countries and nationalities p 7 Germany, German Word stress p 7 Turkey, Japan Numbers 1-100 p 9 Telephone numbers p 9	
2 People	Verb to be questions and negatives Possessive 's p 14 Martin's son	Family relationship p 15 mother, uncle Opposite adjectives p 15 old - young, big - small <u>Using a bilingual dictionary</u> Since we aim to make the students form a habit of using dictionaries frequently, vocabulary studies with a bilingual dictionary should be emphasized more in this syllabus. The use of a bilingual dictionary is proposed at this level because a monolingual dictionary may discourage the students, and lead them to give up using dictionaries In this unit the students need to use a bilingual dictionary to learn adjective opposites and the words related to family members.	In a café p 17 Can I have a ...? Food and drink p 17 a ham sandwich, a cup of tea	Reading and listening p 16 Paola's letter Five conversation in Paola's day	Plural nouns p 13 books, buses, countries, people	What's the matter? I'm tired. p 12 Saying prices p 13 £1.50 - one pound fifty	

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skill work	Grammar	Vocabulary	Writing
3 Work p 19	Present Simple (1) 3rd person She teaches French question and negatives p 20	Jobs p 21 A pilot flies a plane. <u>Using a bilingual dictionary</u>	What time is it? p 24 Can you tell me the time, please?	Reading and listening p 22 'The long-distance teacher' Listening and speaking p 23 Five conversation in Frank's day <u>Listening for the gist</u> is suitable for this unit because in the first two units their listening competence is aimed to reach a certain level so that they can get the necessary gist out of the listening texts. This will also be practised in the other units.	Spelling of 3rd person singular p 15 goes, washes, flies Question words p 16 Where? How old?	Daily routines p 15 get up, go to work Verbs and nouns that go together p 17 cook dinner	Personal pronouns and possessive adjectives p 18 I, me, my Rewriting a text
4 Free time p 25	Present Simple (2) all persons On Saturday I get up 9.00. I love cooking! Articles p 27 She's a student. I work for The Times. We go to work by car.	Free time activities p 28 painting, sailing play or go? p 29 play football go dancing	Social English p 30 Excuse me. I'm sorry. Pardon?	Reading and listening p 29 Three people talk about their free time and favourite season. <u>Asking and answering comprehension questions</u> In the first four units, the students have learnt the Simple Present Tense for all subject pronouns. The use of this tense starts with the verb 'to be' and includes helping verbs 'do/does' For this reason, the students need to practise the forms depending on the given reading passage. Thus, they will form questions and give answers based on the reading passage.	Adverbs of frequency p 22 always, never	Opposites p 24 love - hate	An informal letter p 24 A letter to a penfriend

Stop and Check p 32

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skill work	Grammar	Vocabulary	Writing
5 Places p 34	There is/are Prepositions of place p 35 The dog is in front of the fire. some and any with countable nouns p 35 There are some apples. Are there any organs?	Things in the house p 34 living room, armchair, mirror. Place, people, food, and drink p 38 house, children, wine <u>Using a bilingual dictionary</u>	Directions (1) p 39 Excuse me! Is there a chemist's near here?	Speaking and listening p 35 <u>Listening for gist</u> Picture differences: the living room Reading p 37 'Inside Buckingham Palace' <u>Reading for gist:</u> This is the first time the students study a complete reading passage. From now on the students should start reading passages to get the general idea and this will also be practised in the other units. <u>Identifying references:</u> The students need to practice this subskill to get a clear meaning and understanding of reading passages. Therefore, they should start to pay attention to the referents when they read a text. The skill 'reading for gist' and 'finding referents' starts to be practised in Unit 5 because the students are expected to have reached a certain level of reading competence Listening and speaking p 38 'Where I live'	this/those/these/those p 28 Do you like this photograph?	Rooms and objects p 27 bathroom, soap Numbers 100-1,000 p 30	Linking words p 29 and, so, but, because Writing about where you live.

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skill work	Grammar	Vocabulary	Writing
6 What can you do? p 40	can/can't I can speak French but I can't speak Japanese was/were - could p 41 I could swim when I was five.	Skills and abilities I can use a word processor. Words that sound the same p 44 hear/ here, see / sea	At the airport p 45 Can I see your passport, please?	Speaking p 41 What can computers do? Reading and speaking (jigsaw) p 43 'Two teenage geniuses' <u>Skimming and scanning</u> : After they have learned to find the general idea of the reading passage in the previous unit, the students are made to study on scanning. These techniques are believed to make the students find the answers to some specific questions about the passage, so they will learn to read a passage with a high degree of comprehension without wasting time.	How much? p 32 How much was it before?	Saying years p 34 1915 - nineteen fifteen Words that go together p 34 ask - a question	A formal letter p 34 A letter of application for a job
7 Then and now p 47	Past Simple (1) regular verbs She started work in 1916. questions and negatives p 48 When did she die? irregular verbs p 49 He left school in 1982.	Words with silent eight /eit/ listen /lɪsn/	Special occasions p 52 Happy Birthday! Merry Christmas!	Speaking (information gap) p 49 Queen Victoria and Prince Albert <u>Asking and answering questions</u> To master the use of the Simple Past Tense, it would be better to make the students ask questions and answer them accordingly. Reading p 51 <u>Skimming and scanning</u> : 'Charles Dickens'	More irregular verbs p 37 began, wrote	Parts of speech p 40 noun, verb, adjective, preposition	Writing a paragraph p 39 Describing a holiday.

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skill work	Grammar	Vocabulary	Writing
8 How things began p 54	Past Simple (2) negatives and ago People didn't watch TV Time expressions p 56 in 1924, on Tuesday	Odd one out p 57 orange apple <u>Using a bilingual dictionary</u>	Ordinals p 59 first, second, third Dates What's the date It's 4 January	Reading and listening p 55 'How things began' Listening and speaking (a picture story) p 56 A Parisian burglar Listening and speaking p 58 'How we met'	Compounds with some- and any- p 44 somebody, anybody somewhere, anywhere something, anything	Inventions p 44 computer washing machine	Linking words p 45 because, when, Describing your best friend
<u>Asking questions and notetaking:</u> The students should be able to ask questions and take notes from this stage on. In this unit, they ought to be able to ask questions in the Past Tense and note down the answers.							
9 Food and drink p 62	like and would like I like apples. I'd like an apple. some and any with countable and uncountable nouns p 64 There's some sugar There aren't any eggs.	Food and drink p 62 Shops and things to buy p 65 newsagent'st a phone card Word search on food p 67 <u>Using a bilingual dictionary</u>	In a hotel p 67 Could I have a double room? Could you give me the bill?	Speaking p 62 Likes and dislikes Roleplay p 65 Going shopping Reading and listening p 66 'Meals in Britain' Six mealtime conversations <u>Listening for specific information:</u> The students have grown accustomed to listening for the gist and now they are provided with the skill of listening for specific points.	How much ... ? or How many ... ? p 49 How much homework do you get? How many languages do you speak?	Adjectives that describe food and drink p 49 brown bread black coffee	Formal and informal letters p 51 A letter to a hotel and a letter to a friend

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skill work	Grammar	Vocabulary	Writing
10 Describing places p 69	Comparative adjectives cheaper more expensive have got and have p 70 I've got a good job. I have a good job. Superlative adjectives p 71 the oldest the most modern	Opposite adjectives p 69 clean - dirty Town and country words p 73 traffic lights, field <u>Using a bilingual dictionary</u>	Directions (2) p 75 prepositions of movement past, through	Roleplay p 71 A kind and a queen Reading and speaking <u>Identifying references</u> (Jigsaw) (p 74) 'Two capital cities'	Compounds with every- and no- p 55 everybody, nowhere everywhere, nowhere everything, nothing	Compounds nouns p 54 town centre motorway	Relative pronouns p 56 who, that, which Writing about your capital city
11 Describing people p 77	Present Continuous He's wearing glasses. Whose? and possessive pronouns p 79 Whose is this dog? It's mine.	Describing people p 77 He's got long hair. Clothes and colours p 77 She's wearing a red suit. Words than rhyme p 80 steak/weak <u>Using a bilingual dictionary</u>	In a clothes shop p 82 Can I try it on? will for a decision I'll have the blue jumper	Speaking p 79 Picture differences: the hotel pool Listening and writing p 78 Who's who at the party? Listening p 81 'Wonderful tonight' (a song)	Present Simple and Present Continuous p 59 What do they do? What are they doing?	Parts of the body p 61 back, knee	Linking words p 61 although, because of Describing two people in your family

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skill work	Grammar	Vocabulary	Writing
12 Planning the future p 83	going to future I'm going to be a dancer. Infinitive of purpose p 84 I'm going to Holland to see the tulips.	The weather p 88 sunny, windy What's the weather like? <u>Using a bilingual dictionary</u>	Making suggestions What shall we do? Let's have a pizza.	Reading and speaking p 86 <u>Skimming and scanning</u> Dangerous sports 'The Rock Star!' Speaking (information gap) p 88 What's the weather like today?	Auxiliaries p 64 am/is/are do/does/did	Word stress p 64 •• •• airport guitar	Writing a postcard p 66
Stop and Check p 90							
13 Did you know that? p 92	Question forms How many ...? What sort ...? What happened ...? Adverbs p 94 quickly, slowly well, hard	Taking about a book p 95 What sort of story is it? What's it about?	Catching a train p 97 A return ticket, please	Speaking (information gap) p 93 Laurel and Hardy Listening and speaking p 94 'In the middle of the night' Reading and listening p 96 <u>Reading and listening for main points:</u> After learning to read and listen to a passage for specific information, from now on the students are expected to read and listen to a passage for the main points.	Question forms p 68 Which one?	Noun and adjective suffixes p 70 colour - colourful sun - sunny -ing and ed adjectives p 70 bored - boring	Adverbs p 70 happy - happily Writing a story p 71 Once upon a time

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skill work	Grammar	Vocabulary	Writing
14 In my life p 99	Present Perfect with ever and never I've never been to Canada. with yet and just p 100 We haven't seen a show yet. I've just been in Central Park.	Odd one out p 104 waitress grandmother widow	Telephoning p 104 Can I speak to Jo, please?	Listening and speaking p 100 What have you done in your life? Reading and speaking p 102 <u>Guessing meaning from context:</u> Assuming that the students have gained enough vocabulary competence up to unit 14, the skill 'guessing vocabulary meaning from context' should be practised in this unit. In doing this, the students will be able to start to learn how to use this technique in reading passages.	been or gone? p 74 Jane's gone to Portugal. I've been to Portugal.	What is it? p 74 It's very interesting. I've just read chapter 10. It= a book/novel	Filling in a form p 75
15 Thank you and goodbye p 106	Verbs patterns I want to go home. We enjoyed meeting you. It's easy to learn English. say and tell p 107 She said that the party was good. She told me that the party was good.	Multi-word verbs p 108 He took off his coat. The plane took off.	Problems with officials p 111 You can't enter the country. have to for obligation You have to fill in a customs form.	Speaking p 108 Acting out dialogues Reading and listening p 109 <u>Guessing meaning from context</u> 'She's leaving home' (a song)	Obligation p 78 have to/has to Policemen have to wear a uniform.	Noun suffixes and word stress p 78 describe description Word sthat are nouns and verbs in p 79 cook, love	A thank-you letter p 80 paragraphing writing an envelope
Stop and Check p 112							

PRE-INTERMEDIATE

In the Pre-Intermediate syllabus, most of the reading and listening subskills in the Elementary level are repeated since the content of the Pre-Intermediate syllabus is similar to the Elementary syllabus. Therefore, there is no need to explain the subskills that are repeated again in this syllabus. However, the new ones are presented in underlined, bold and italicised titles, and are explained below the title.

There is no additional subskill under speaking and writing skills since the stated subskills are adequate for the students at this level.

PRE-INTERMEDIATE

LANGUAGE INPUT		SKILLS DEVELOPMENT				
Unit	Grammar	Vocabulary	Everyday English	READING Topic	SPEAKING Activity	LISTENING Topic
1 People p. 7	Question forms (1) - What do you do? - Are you married? Present Continuous - I'm enjoying the course.	Animals p. 9 Using a bilingual dictionary p. 10 Words with more than one meaning p. 10 - a book to read to book a room in a hotel.	Social English p. 12 - Have a good weekend. - Same to you!	'Hello, people of the world!'- People, the great communicators p. 9. <u>Reading for gist</u> <u>Identifying references</u>	Discussion - People and animals p. 9 Discussion - Living in capital cities and relationships between parents and children p. 11	Leaving home - A Father and his daughter talk p. 11 (Jigsaw) The writing Input is in the Workbook. The page numbers in this column refer to the Workbook (WB). Writing letters (1) Informal letters WB p. 9

LANGUAGE INPUT			SKILLS DEVELOPMENT			WRITING	
Unit	Grammar	Vocabulary	Everyday English	READING Topic	SPEAKING Activity	LISTENING Topic	Activity
2 Lifestyles p. 13	Present Simple - He comes from majorca Have/have got - Do you have ...? - Have you got ...?	Vocabulary networks p. 17 - electrical goods - a room in your house	Numbers and prices p. 18	How others see the British p. 16 (jigsaw)	Discussion - Tourist in your country p. 16 Discussion - Strict schools p. 18	Life in Japanese school p. 17	Linking words (1) WB p. 13 Describing a person
3 Fact and fiction p. 19	Past Simple - What did you do last night? Past Continuous - The sun was shining.	Irregular verbs p. 23 Verbs and nouns that go together p. 24. - tell a joke Words and prepositions that go together p. 24 - listen to music <u>Using a monolingual dictionary</u> : Apart from a bilingual dictionary, the students will need to use a monolingual dictionary from now on because the students are expected to learn some collocations, compound nouns and word stress.	Time expressions p. 25 - dates - at six o'clock - on Saturday	An extract from a James Bond story, The Man with the Golden Gun p. 22 <u>Guessing meaning from context</u> <u>Reading for main points</u>	Retelling a story from pictures p. 23	An interview with the biographer of Ian Fleming p. 24	Writing a story (1) WB p. 19

Stop and Check WB p. 20

LANGUAGE INPUT					SKILLS DEVELOPMENT			SPEAKING		LISTENING		WRITING
		READING										
Unit	Grammar	Vocabulary	Everyday English	Topic	Activity	Topic	Activity	Topic	Activity	Topic	Activity	
4 Going shopping p. 26	Expression of quantity - some and any - much and many - a lot of - a few and a little Article - a, the and the zero article	Clothes, food, and professions p. 30 Food and cooking p. 30	Polite requests and offers p. 32 - Can/could I ...? - Can/could you ...? - I'll ...	A magazine article about the famous store, Marks & Spencer p. 29 <u>Identifying references</u>	Talking about a favourite store p. 30 Group work - Devising an advertisement p. 31	Five radio advertisement p. 31						Filling in forms WB p. 31
5 Plans and ambitions p. 33	Verb patterns (1) - want/hope/ would like to do - like/enjoy/love doing Going to - I'm going to be a doctor. Will - I'll give you a lift.	Approaches to vocabulary learning p. 37 Word families p. 37 - photograph - photo graphic	Spelling p. 39	A questionnaire - How ambitious are you? p. 36 'The right person for you' - An article from the Today newspaper about computer dating p. 38 (jigsaw) <u>Reading for main points</u>	A class survey - How ambitious are you? p. 36 Discussion - Arranged marriages p. 39	How different learners of English organize their vocabulary learning p. 37 <u>Listening and note taking</u>						Writing postcards WB p. 31
6 Descriptions p. 40	What ... like? - What's Rome like? Comparative and superlative adjectives - big bigger biggest	Synonyms p. 45 - lovely beautiful Antonyms p. 45 - poor wealthy - tidy untidy	Directions p. 47 - prepositions of place opposite behind - prepositions of movement along over	'The richest man in the world' - A newspaper article about the Sultan of Brunei p. 44 <u>Guessing meaning from context</u>	Describing people and places p. 41 Discussion - Who are the rich people in your country? p. 45	Kate Leigh talks about living in Madrid p. 46						Relative clauses (1) WB p. 34 Describing a place
Stop and Check WB p. 36												

LANGUAGE INPUT			SKILLS DEVELOPMENT READING		SPEAKING	LISTENING	WRITING
Unit	Grammar	Vocabulary	Everyday English	Topic	Activity	Topic	Activity
7 Fame p. 48	Present Perfect Simple (1) - to express experience Have you ever been to Russia? - to express unfinished past I've lived here for ten years.	Irregular verbs p. 49 Homophones p. 53 - here hear Adverbs p. 54 - slowly too	Short answers p. 55 - Yes, I do - No, I can't	'Paul Newman - actor, director, racing driver' - A magazine article p. 52 <u>Identifying references</u>	Roleplay - Interviewing a group of musicians p. 55	An interview with Paul Carrack, a pop musician p. 54	Relative clauses (2) WB p. 41 Writing a biography
8 Pros and cons p. 56	Have to - I have to work hard. Should - He should see a doctor Make or do? p. 62 - make a phone call - do the shopping	Professions p. 56 Nouns that go together p. 62 - post office, headache	Invitations Refusing and accepting invitations p. 64	Two special teenagers - David a computer programmer, and Kimora, a top model p. 60 <u>Reading for specific information</u>	Discussion - Teenagers and their parents p. 62 Discussion - Giving advice about visiting your country p. 64	Three people giving advice about visiting country p. 63	Writing letters (2) WB p. 45 Formal letters
9 Life in the 21st century p. 65	Will - It will cost a lot of money. First Conditional - If I do more work, I'll pass my exams. Time clauses - when as soon as	Travelling p. 70 Air travel p. 70	'The road to ruin?' - - at the check - in desk - at a railway ticket office	Discussion - How 'green' An article about the problem of transport p. 69 <u>Guessing meaning from context</u> <u>Reading for main points</u>	John Baines talks about are you? p. 68 Roleplay - How to solve the traffic problems in your town p. 69 A survey on people's travel habits p. 69	Linking words (2) how he tries to be 'green' p. 68 <u>Listening and note taking</u>	WB p. 49 Advantages and disadvantages
Stop and Check WB p. 50							

LANGUAGE INPUT			SKILLS DEVELOPMENT		SPEAKING	LISTENING	WRITING
Unit	Grammar	Vocabulary	Everyday English	Topic	Activity	Topic	Activity
10	The way we were p. 71 Used to - I used to smoke, but I don't any more. Question forms (2) - Who told you that? Questions with a verb + preposition - What are you looking at?	Male and female words p. 75 - actor - bikini - swimming trunks	Question tags p. 76 - It's a lovely day, isn't it?	'Dying for the vote' - An article about the suffragette movement in England p. 74 <u>Passage interpretation and comprehension:</u> They have had enough complicated reading passages up to now, and it is time to make them get used to reading passages on which they make some interpretations. This might be used as a bridge to pass on to more difficult reading subskills such as 'making inferences'	Discussion- The Role of men and women in your country p. 75	The taxi-driver and the Duches - two people talk about when they were young p. 76 (jigsaw)	Making notes to write a composition WB p. 55
11	Read all about it! p. 77 Passive - Coca-Cola is sold all over the world. - It was invented in 1886	Verbs and nouns that go together p. 82 - win a match Words and prepositions that go together p. 82 - laugh at a joke <u>Using a monolingual dictionary</u>	Notices p. 83 - Out of order	Four newspaper articles p. 80 (jigsaw)	Talking about a newspaper article you have read p. 81	A radio programme about the world's most loved car, the Volkswagen Beetle p. 83 <u>Listening for main points</u>	Writing a review of a book or film WB p. 59

LANGUAGE INPUT			SKILLS DEVELOPMENT		SPEAKING	LISTENING	WRITING
Unit	Grammar	Vocabulary	Everyday English	READING Topic	Activity	Topic	Activity
12 Adventure! p. 84	Verb patterns (2) - ask/tell somebody to do - make/let somebody do - decide/start/try/ manage to do Infinitives after adjectives - It's easy to learn a language Infinitive of purpose - I came to Oxford to learn English.	Adverbs p. 90 - clearly carefully -ed and -ing adjectives p. 90 - interested interesting	Time p. 92 - It's twenty past six. - It's 6.20.	Two English heroes, King Arthur and Robin Hood p. 89 (jigsaw) <u>Passage interpretation</u> <u>and comprehension</u>	Heroes from your country p. 88 Discussion - UFOs p. 91 Retelling a story from pictures p. 91 Group work - Devising a story about meeting an alien p. 92	An interview with a man who says he has seen a UFO and spoken to the aliens in it p. 91 <u>Listening and</u> <u>notetaking</u>	Adverbs WB p. 63 Writing a story (2)
Stop and Check WB p. 64							
13 Dreams and reality p. 93	Second Conditional - If I were the Queen, I'd have servants. Might - I might go to university, but I'm not sure.	Multi-word verbs p. 98 - take off look after	Social expressions p. 100 - What a pity! Never mind!	"The Dream Game" - How our dreams can help us to understand our personality p. 96 <u>Identifying references</u> <u>Reading for specific</u> <u>information</u>	Group work - Analysing our dreams p. 96	A radio programme about people of mixed nationality p. 99	Writing letters (3) WB p. 69 Formal and informal letters

LANGUAGE INPUT			SKILLS DEVELOPMENT READING		SPEAKING	LISTENING	WRITING
Unit	Grammar	Vocabulary	Everyday English	Topic	Activity	Topic	Activity
14 Giving news p. 101	Present Perfect Simple (2) - to express present result I've lost my wallet. Present Perfect Continuous - I've been learning English for three years.	Word families and stress p. 108 - celebrate - act - active - acting	Telephoning p. 109	An extract from Airport International about the early days of air travel p. 105 <u>Passage interpretation and comprehension</u>	Talking about your experiences of flying p. 105 Roleplay - Phoning a friend for a chat p. 109	A telephone conversation between Justin and his mother p. 109	Writing letters (4) WB p. 73 Expressions in different kinds of letters
15 All you need is love p. 110	Past Perfect - They had met only one week earlier. Reported statements - She said that she was leaving. Reported questions - She asked me if I had seen John.	Guessing the meaning of known words p. 115 bring/take p. 116 come/go p. 116 get p. 116 - She's getting better.	Saying goodbye p. 118	"The man who could turn back the clock" - A parable with two possible endings p. 114 <u>Making inferences: In units 10, 12, and 13, interpreting what the writer states is emphasized. Now in this unit, the students start to learn how to make inferences, but this is done in a simple way since they have just finished the Pre-Intermediate Book.</u>	Discussion - Parables and fables p. 114 A love poem p. 117	A love song - Elvis Presley's The girl of My Best Friend p. 117	Writing a story (3) WB p. 77

INTERMEDIATE

LANGUAGE INPUT

SKILLS DEVELOPMENT

Unit	Grammar	Vocabulary	Postscript	Reading	Speaking	Listening	Writing
1 What a wonderful world! p 6	Auxiliary verbs do, be, have Naming the tenses Questions and Negatives Short answers	Sounds and spelling meet great /i:/ /e/ Silent letters knee /ni:/ P 12 <u>Using a monolingual dictionary</u> At this level, the students will start using monolingual dictionaries to find not only collocations and word stress but also the meanings of unknown vocabulary items.	Social expressions Never mind! It's my round. You must be joking! p 14	'Wonders of the modern world' p 10 <u>Guessing meaning from context</u>	Information gap - The life of a Times journalist p 9 Discussion - What's the most important invention? p 12	A group of people talk about their wonders of the modern word T.6 p 11	Correcting language mistakes in an informal letter Symbols for correction p 13
2 Happiness!	Present time Present Simple and Continuous Action and state verbs walk know Present passive	Sports and leisure activities play tennis go swimming do aerobics p 22	Numbers Money, fractions, decimals, percentages, phone numbers, dates p 23	'Sister Wendy, TV star' - the nun who is also a TV star p 20 <u>Making inferences</u> <u>Identifying references</u>	Discussion - What's important to you in life? Clothes? Travel? p 21 Talking about your favourite sports p 22	Three people talk about their sport favourite or leisure activity T. 15 p 22	Descriptive writing (1) Describing a person Adverbs of degree quite young rather attractive p 22

Unit	Grammar	Vocabulary	Postscript	Reading	Speaking	Listening	Writing
3 Telling tales p 24	Past time Past Simple and Continuous Past Simple and Past Perfect Past Perfect Past Passive	Art, music and literature chapter orchestra Verbs and nouns that go together paint a portrait p 29	Giving opinions What did you think of the play? It was boring! p 34	'The writer, the painter and the musician' (Jigsaw) <u>Ignoring inessential information</u> This skill motivates the students and obliges them to think about the text, and to draw out only what is essential. Moreover, the students will use this technique later when taking notes from what they read.	Talking about your favourite poem, piece of music, or painting p 29 Exchanging information about a famous writer, painter and musician p 30	'The holiday that wasn't - a frightening holiday experience' T. 23 p 33	Writing a narrative My worst holiday Adverbs suddenly however p 33
Stop and Check 1 Teacher's Book p 136							
4 Doing the right thing p 35	Modal verbs (1) Obligation and permission can, have to, allowed to must, mustn't, should	Adjectives that describe people punctual friendly p 39 Word formation behave - behaviour stranger - strange p 42	Request and offers Could you ...? Can you ...? I'll ... Shall I ...? p 44	'A world guide to good manners' - how to behave properly in different parts of the world p 40 <u>Guessing meaning from context</u>	Talking about school rules p 37 Nationality stereotypes p 39 Discussion - the rules of etiquette in different countries p 41	School days long ago T.26 p 37 Entertaining friends in three different countries T.29 p 42	Filling in a form p 43

Unit	Grammar	Vocabulary	Postscript	Reading	Speaking	Listening	Writing
5 On the move	Future forms going to and will Present Continuous	The weather storm shower chilly freezing p 50	Travelling around Using public transport Request in a hotel p 55	'If it's Tuesday we must be in Munich' - American tourists in Europe p 51 <u>Making inferences</u>	Arranging to meet p 49 Class survey - favourite holidays p 53	The geography of the British Isles T.36 A weather forecast T. 37 p 50	Sending a fax p 54 <u>Preparing a questionnaire</u> Preparing a questionnaire is related to doing a class survey activity. First, the students prepare some individual questions, and then they do a class survey.
6 Likes and dislikes p 56	Question with like Do you like tea? What's she like? Verb patterns want to do enjoy meeting	Words that go together tall people historic town rich food p 59	Signs and soundbites Dry clean only I'm just looking, thank you. p 64	'In search of (good) English food' - a history of English food p 60 <u>Ignoring inessential information</u>	Talking about food, cooking and restaurants p 15 Exchanging information about capital cities p 62	Two English people talk about living in New York; an American gives her impressions of living in London (Jigsaw) T.46 p. 62 <u>Listening for inference</u> The students are used to studying on inferences in reading passages, and now they will listen and make inferences about certain points from the text.	Descriptive writing (2) Describing a room p 63 Relative pronouns who, which, that, where, whose p 64

Unit	Grammar	Vocabulary	Postscript	Reading	Speaking	Listening	Writing
7 The world of work p 65	Present Perfect Simple Present Perfect vs Past Simple Present Perfect Passive	Multi-word verbs look after us turn on the light p 72	On the telephone Do you want a hold? Can I take a message?	"The modern servant"- the nanny, the cook and the gardener (jigsaw) p 70	Exchanging information about the lives of three modern servants p 72	Thomas Wilson- a retired man talks to his granddaughter about his life T.51 p 73	Formal letters A letter of application p 74
8 Imagine! p 76	Conditionals First conditional Second conditional Zero conditional Time clauses when as soon as	Base and strong adjectives big huge p 82 Modifying adverbs very big absolutely enormous p 82	Making suggestions Let's go shopping! You ought to ask for a pay rise. p 85	"Who wants to be a millionaire? We do!" - the ups and downs of winning a fortune p 80 <u>Guessing meaning from context</u>	Maze - you've won £5m. Where will your life go from here? p 82 Discussion - Which charity would you give to? p 83 <u>Listening for inference</u>	Song - "Who wants to be a millionaire?" T.57 p 80 Three charity appeals - Which one would you give to? T.59 p 83	Words that join ideas Linking devices and comments adverbs in an informal letter although however actually anyway p 84
9 Relationships p 86	Modal verbs (2) Probability (present and past) must might can't could	Character adjectives sociable easy-going p 91	Agreeing and disagreeing So do I! Neither do I! p 95	"The man who planted trees" - a short story by Jean Glorio, which shows how the actions of one person can change the world p 92 <u>Identifying references</u>	Quiz - What sort of person are you? p 91 Class survey about brothers and sisters p 91	Two people talk about their families - one from a large family, the other an only child T.65 p 91	Sentence combination Describing a person and a place p 94

Unit	Grammar	Vocabulary	Postscript	Reading	Speaking	Listening	Writing
10 Obsessions p 96	Present Perfect Continuous Simple vs. Continuous Present Perfect vs Past Simple Time expression since I left school until I met Jack	Compound nouns postcard post office dining room p 103	Complaining too much not enough The soup's too salty p 106	'Death cigarettes? You must be joking!' - an interview with the man who markets a cigarette called Death p 100	Discussion - the right to smoke? p 102 Exchanging information about two collectors p 104 Guessing game p 104	Collectors and their collections (jigsaw) T.75 p 104	Beginning and ending letters, formal and informal p 105
11 Tell me about it! p 107	Indirect questions I don't know where he lives Question tags It's a lovely day, isn't it?	Verbs and nouns that go together whistle a tune Idioms drop someone a line p 111	Informal language ninety quid What's up with him? p 115	'You ask ... we answer!' - questions and answers from a science magazine p 112 <i>Reading and summarizing paragraphs in noteform</i> After ignoring unnecessary details in a text, the students are able to read the paragraphs within a passage and take notes about the main ideas. This technique will be used as an ascent to writing a complete summary of a passage.	Information gap - Madame Tussaud's p 108 Stories of forgetfulness p 114	'The forgetful generation' - a radio programme T.83 p 114	Producing a classroom poster p 113 For and against - living in the city what is more on the plus side p 114

Unit	Grammar	Vocabulary	Postscript	Reading	Speaking	Listening	Writing
12 Two wedding, a birth and a funeral! p 116	Reported speech Reported statements and questions Reported commands	Words connected with birth, marriage and death honeymoon pram Practice of the phonetic script p 120	Saying sorry Pardon? Excuse me! Social situations p 125	'David Copperfield' - an extract about the day of David's birth from the novel by Charles Dickens p 121	Discussion - What are the customs connected with births, weddings and funerals? p 120 The day I was born! p 120 <u>Giving a short talk</u> This syllabus is full of discussions, but in this last unit, we make the students prepare a short talk since it is time to carry out some individual studies like this. According to the needs analysis, the students require the practical speaking in the class frequently because it is the only environment where they can use spoken language. Apart from discussions, preparing speeches will enable them to improve their speaking ability.		

SUCCESS AT FIRST CERTIFICATE

1

A DOLPHIN AND AN ASTRONOMER

Page 1

FOCUS	EXAM PRACTICE (P1A= Paper 1, Section A etc.)	LANGUAGE STUDY/VOCABULARY
ONE	Picture discussion (P5) Reading (P1B) <u>Reading and summarizing in noteform</u>	say, tell, talk or speak? How structure changes meaning Two types of questions with who
TWO	Use of English (P3A)	Which is the phrasal verb? who, which or whose? stop doing vs. stop to do When do you have to use the?
THREE	Listening (P4) Use of English (P3B)	Giving directions
FOUR	Composition (argument) (P2)	Advantages and disadvantages; link words
FIVE	Revision and extension	Word building (verb to noun)
	<u>Speaking: Giving a short talk</u>	

2

TRAVEL WISELY, TRAVEL WELL

Page 9

ONE	Picture discussion (P5) Reading (P1B) <u>Reading and summarizing paragraphs in noteform</u>	travel, journey, voyage or trip? little, a little, few or a few?
TWO	Use of English (P3B)	may, should, must and will
THREE	Reading (P1B)	Phrasal verbs (position of it and them with phrasal verbs)
FOUR	Composition (speech) (P2)	Welcoming and introducing
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 1 and 2
	<u>Listening for Inference</u>	
	<u>speaking: Discussion</u>	

3

THE INTERVIEW

Page 17

ONE	Picture discussion (P5) Reading (P1B)	Phrasal verbs bored or boring, interested or interesting?
TWO	Use of English 1 (P3A) Role Play (5A) Use of English 2 (P3B) Listening (P4)	Word building (noun to adjective/adverb)
THREE	Reading (P1B)	Word building (advise, adviser, advice etc.)
FOUR	Composition (describing an object) (P2)	Adjective order
FIVE	Revision and extension	do/does or am/is/are doing? will do or is/are doing
	<u><i>Speaking: Class survey</i></u>	

4

SECRET MESSAGES TO OURSELVES

Page 25

FOCUS	EXAM PRACTICE	LANGUAGE STUDY/VOCABULARY
ONE	Picture discussion (P5) Reading (P1B) <u><i>Making inference</i></u>	Small words with big meanings (so, either etc.)
TWO	Listening (P4)	Direct and reported speech
THREE	Use of English (P3A)	Review of verb forms Phrasal verbs (take and run)
FOUR	Composition (narrative) (P2)	Punctuation and layout of direct speech
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 3 and 4
	<u><i>Speaking: Discussion</i></u>	

5

NEIGHBOURS

Page 33

ONE	Picture discussion (P5) Reading (P1B)	Ways of asking for permission (Is ... permitted? Do you mind ...? etc.)
TWO	Use of English (P3A) Listening (P4) <i>Listening and Notetaking</i> Problem Solving (P5)	Asking people not to do things Asking politely Reporting direct speech
THREE	Use of English (P3A)	Word building (noun ↔ verb) Phrasal verbs
FOUR	Composition (semi-formal letter) (P2) <i>Writing a report:</i> The results of the needs analysis show that the students require to learn how to write a report; therefore, in this unit, the students are given necessary information about a topic to write a report. Since writing a report is not a very easy task to carry out, it has been suggested in the First Certificate book for the first time.	Complaining
FIVE	Revision and extension	Review of verb forms (do, did or have done?)
	<i>Speaking: Giving a short talk</i>	

6

DOES HONESTY ALWAYS PAY?

Page 41

ONE	Picture discussion (P5) Reading (P1B) <i>Reading and summarizing paragraph in noteform</i>	I wish and If only
TWO	Reading (P3)	Describing films
THREE	Use of English (P3A) Listening (P4) Speaking (P5)	Regrets with wish (I wish you had/hadn't ...) Word combinations (cassette-player, dish-washer etc.)
FOUR	Composition (formal speech) (P2)	Structure and language for a 'farewell' speech
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 5 and 6

7

LETTERS TO AN ADVICE COLUMN

Page 49

FOCUS	EXAM PRACTICE	LANGUAGE STUDY/VOCABULARY
ONE	Reading (P1B)	money, pay, cash, salary, wages Is it still going on?
TWO	Use of English (P3A)	lend or borrow? fault, error or mistake? Conditionals (1 and 2)
THREE	Listening (P4) Use of English (P3A)	still, yet or already? Another look at reported speech
FOUR	Composition (argument) (P2)	Expressing an opinion
FIVE	Revision and extension	Conditional (1 and 2)

8

SPACE WARRIOR MADNESS

Page 57

ONE	Picture discussion (P5) Reading (P1B) <u>Guessing meaning from context</u>	Three types of past action
TWO	Use of English (P3A)	so or such? ache or pain?
THREE	Speaking (P5) Listening (P4)	used to do or be used to doing? Phrasal verbs
FOUR	Composition (describing people) (P2)	Adjectives describing appearance and character
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 7 and 8

9

THE FACE BEHIND THE MASK

Page 65

ONE	Picture discussion (P5) Reading (P1B) <u>Reading and summarizing</u> In the Pre-intermediate Level, the students have started to learn how to summarize the paragraphs of a passage in note-form, but now they will study on writing a summary based on a whole text.	although and despite
TWO	Reading (P1B) <u>Guessing meaning from context</u> Speaking (P5) Use of English (P3A)	Word building
THREE	Listening (P4)	avoid or prevent? Phrasal verbs mustn't or don't have to?
FOUR	Composition (informal letter) (P2) <u>Writing a report</u>	Phrases, beginnings and endings etc. for informal letters
FIVE	Revision and extension	Word building (noun ⇌ adjective)

10

WORDS AND FEELINGS

Page 73

FOCUS	EXAM PRACTICE	LANGUAGE STUDY / VOCABULARY
ONE	Picture discussion (P5) Reading (P1B)	Comparisons
TWO	Use of English (P3A)	give, cause, make or bring?
THREE	Listening (P4) Role play (P5)	Phrasal verbs Preferences
FOUR	Composition (narrative) (P2)	Use of tenses to suggest sequence
FIVE	Revision and extension (P1A) Listening Test (P4) <u>Listening and note taking</u>	Revision of Units 9 and 10
	<u>Speaking: Presenting oral reports</u>	

11

SCENES FROM A ROMANTIC NOVEL

Page 81

ONE	Picture discussion (P5) Passage for comment (P5) Listening (P4) Use of English (P3B)	Descriptive adjectives wedding or marriage?
TWO	Reading (P1B)	Gerund (going) or infinitive (to go)?
THREE	Use of English (P3A) Listening (P4) Role play (P5)	Who, which of that? More kinds of comparisons
FOUR	Composition (a talk) (P2)	Order and sequence of a descriptive talk
FIVE	Revision and extension	Infinitive with or without to? Gerund (going) or infinitive (to go)?

12

A STUDY IN CONTRASTS

Page 89

ONE	Reading (P1B) <u>Reading and summarizing</u>	Not only ... as well
TWO	Problem Solving (P5)	lie or lay? bring, take, fetch, carry or wear? have something done
THREE	Listening (P4)	Phrasal verbs The passive
FOUR	Composition (argument) (P2)	Arguing for and against
FIVE	Revision and extension (PIA) Listening Test (P4)	Revision of Units 11 and 12

13

A SHOPPER'S NIGHTMARE

Page 97

FOCUS	EXAM PRACTICE	LANGUAGE STUDY / VOCABULARY
ONE	Reading (P1B) <u>Reading and summarizing</u> Role play (P5)	Relative clauses without who
TWO	Picture discussion (P5) Listening (P4) <u>Listening for main points</u>	what clauses
THREE	Use of English (P3A) Role play (P5)	Phrasal verbs
FOUR	Composition (describing places) (P2)	Using with, who and which to combine adjectives
FIVE	Revision and extension	The passive Forming opposites (with prefixes)
	<u>Speaking: Presenting oral reports</u> Here, the students will not only write a report but also present it orally.	

14

MYSTERIES OF MEMORY

Page 105

ONE	Picture discussion (P5) Reading (P1B) <u>Making inference</u>	Words connected with memory
TWO	Listening (P4) <u>Listening and notetaking</u> Use of English (P3A)	should have, must have or might have? whose, which or that?
THREE	Use of English (P3A)	Word combinations
FOUR	Composition (giving directions) (P2 and P5) <u>Writing a report</u>	Follow the signs to ... When you get to ... etc.
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 13 and 14
	<u>Speaking: Discussion</u>	

15

THE MAN IN THE PARK

Page 113

ONE	Picture Discussion Reading (P1B) <u>Identifying references</u>	Taking about a long time ago
TWO	Use of English (P3A)	Reporting suggestions cost, value, expense, price or worth?
THREE	Use of English (P3A) Listening (P4)	if or unless? until or by? Word combinations
FOUR	Composition (sequence) (P2)	Use of link words and time expressions for a sequence of events
FIVE	Revision and extension	Further forms of the future Four types of infinitive Review of tenses

16

SERVANTS OF THE FUTURE

Page 121

FOCUS	EXAM PRACTICE	LANGUAGE STUDY / VOCABULARY
ONE	Picture discussion (P5) Reading (P1B) <u>Guessing meaning from context</u>	false or artificial? clean or wash? needs doing myself, yourself etc.
TWO	Listening (P4) Use of English 1 (P3A) Use of English 2 (P3B)	small enough ... or too small ...?
THREE	Use of English (P3A)	Phrasal verbs do or make? to or with? -ing clauses as the subject of sentence
FOUR	Composition (giving advice) (P2)	Positive and negative advice
FIVE	Revision and extension (P1A) Listening Test (P4) <u>Listening and notetaking</u>	Revision of Units 15 and 16
	<u>Speaking: Discussion</u>	

17

DEATH-TRAP

Page 129

ONE	Picture discussion (P5) Reading (P1B) <u>Reading and summarizing</u>	More about the passive
TWO	Listening (P4)	could, managed to and couldn't must have been done must be done
THREE	Use of English (P3A and P3B)	Giving advice
FOUR	Composition (argument) (P2)	Discussing different points of view
FIVE	Revision and extension	Modals
	<u>Speaking: Giving a short talk</u>	

18

THE WOMAN WITHOUT A NAME

Page 137

ONE	Reading (P1B) <u>Identifying references</u>	in case and if
TWO	Picture discussion (P5)	Phrasal verbs with make careful or careless? if or whether? a, an or some?
THREE	Use of English (P3A)	had better / had better not
FOUR	Composition (describing a process) (P2)	Use of the passive to avoid repetition
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 17 and 18
	<u>Speaking: Presenting oral reports</u>	

19

LEAVING HOME

Page 145

FOCUS	EXAM PRACTICE	LANGUAGE STUDY / VOCABULARY
ONE	Picture discussion (P5) Reading (P1B)	Phrasal verbs Cause and result in conditional sentences
TWO	Use of English (P3A)	between or among It's time ...
THREE	Use of English (P3B) Listening (P4)	Prefixes
FOUR	Composition (letter and narrative) (P2) <u>Writing a report</u>	Formal and informal letter styles
FIVE	Revision and extension	if, unless, when or in case? Conditional 3 Conditional 1, 2 and 3 Mixed tense forms

20

THE LOST CIVILIZATION

Page 153

ONE	Picture discussion (P5) Reading (P1B) <u>Reading and summarizing in noteform</u>	Revision transformations 1
TWO	Listening (P4) Use of English (P3A)	Review of phrasal verbs 1
THREE	Reading (P1B) Passages for comment (P5)	Revision transformation 2 Review of phrasal verbs 2
FOUR	Composition (narrative) (P2)	An account of an event
FIVE	Revision and extension (P1A) <u>Speaking: Discussion</u>	Revision of Units 19 and 20

GRAMMAR SUMMARY

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CHAPTER VI

CONCLUSION

6.1 Summary, Conclusion and Suggestions

In this study, a syllabus for the C-level engineering students in the Preparatory School of Gazi University has been presented. The aim of this study is to re-form a new syllabus which is in parallel to the existing one in order to help the students overcome the difficulties that they may encounter during the faculty courses in their field of study taught in English.

To this end, the writer has carried out a survey of literature and has administered a questionnaire to the students, and has held an interview with the teaching staff. When recent methodologies are examined, it is obvious that the issue of the needs of the learners has gained importance. Therefore, the needs of the students at the Preparatory School have been defined by means of the analysis and interpretation of the data acquired from two main sources: the questionnaire conducted to one hundred students attending the Faculty of Engineering at Gazi University and the interview given to the teaching staff who lecture in the target language at the mentioned faculty.

Upon having analysed and examined the results of the data, the thesis writer has pinpointed that the failure of the present syllabus is that although grammar points, functions, situations and tasks have been properly introduced, it does not emphasize the academic skills that engineering students need. Thus, it has been decided that the type of the suggested syllabus would stay the same, that is, a mixed (layered) one; however, the primary emphasis would be placed on the academic skills.

The background, the research and the suggestions have been presented in the following format. In the first chapter, the background to the present study, the aim, the scope of the study, the methodology and the assumptions have been introduced. The second chapter dwells upon the review of literature and introduces the definitions of 'curriculum' and 'syllabus'. Then the approaches to syllabus design and the differences between synthetic and analytic approaches have been presented. Also, the types and shapes of syllabuses have been summarized. In the third chapter, the existing syllabus, materials, teachers, students and resources have been discussed. The student's questionnaire and the teacher interview have been analyzed and their interpretation have been given in the fourth chapter, and finally, the proposed syllabus has been presented in the fifth chapter.

In conclusion, we believe that the suggested syllabus will help the engineering students solve their problems in following their courses, and lead them to complete their faculty courses successfully because it attempts at compensating for the lacking feature in the current syllabus; in other words, the fact that it fails to supply the learners with the necessary academic skills. We also believe that our study will provide the teachers of the Preparatory School with further insight into the issue of training the students within the domain of academic skills and their acquisition via relevant activities embedded in their syllabus.

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APPENDICES

APPENDIX 1 The Existing Syllabus

TERM I
LEVEL - C

1st week HEADWAY ELEMENTARY Units: 1, 2 W.B.: 1, 2	2nd week Units: 3, 4, 5 W.B.: 3, 4, 5 Quiz 1	3rd week Units: 5, 6, 7 W.B.: 5, 6 Video: Unit 1 G.S.: Quiz 2 Quiz 3	4th week Units: 8, 9, 10 W.B.: 7, 8, 9 Video: Unit 2 G.S.: Quiz 4
5th week Units: 11, 12 W.B.: 10, 11 Video: __ G.S.:	6th week Units: 13, 14, 15 W.B.: 12, 13, 14 Video: Unit 3 G.S.:	7th week HEADWAY PRE-INTERMEDIATE Units: 1, 2, 3 W.B.: Elementary WB: 15 Pre-Intermediate 1, 2 Video: Unit 4 G.S.: Extensive Reading (The Elephant Man)	8th week Units: 4, 5, 6 W.B.: 3, 4, 5 Video: Unit 5 G.S.:
MID-TERM I 23rd of October, Friday	Quiz 5 Quiz 6	Quiz 7 Quiz 8	Quiz 9 Quiz 10
9th week Units: 7, 8, 9 W.B.: 6, 7, 8 Video: Unit 6 G.S.:	10th week Units: 10, 11 W.B.: 9, 10 Video: G.S.:	11th week Units: 12, 13, 14 W.B.: 11, 12, 13 Video: G.S.: Extensive Reading (New Yorkers)	12th week HEADWAY INTERMEDIATE Units: 15, 1, 2 W.B.: 14, 15, 1 Video: G.S.:
Quiz 11 (The Elephant Man) Quiz 12	MID-TERM II 27th of November, Friday	Quiz 13 Quiz 14	Quiz 15 Quiz 16 Quiz 17

13th week Units: 3, 4, 5 W.B.: 2, 3, 4 Video: G.S.:	14th week Units: 6, 7 W.B.: 5, 6 Video: G.S.:	15th week Units: 8, 9, 10 W.B.: 7, 8, 9 Video: G.S.:	16th week Units: 11, 12 W.B.: 10, 11, 12 Video: G.S.:
Extensive Reading (The Picture of Dorian Gray)			
Quiz 18 (New Yorkers) Quiz 19	MID-TERM III 22nd of December, Quiz 21 Tuesday	Quiz 20	Quiz 22 (The Picture of Dorian Gray) Quiz 23
		MID-TERM IV 14th of January, Thursday	

TERM II
LEVEL - C

17th week <i>SUCCESS AT FIRST CERTIFICATE</i> Units: 1, 2 W.B.: 1 G.S.:	18th week Units: 3, 4 W.B.: 2, 3 G.S.: Extensive Reading: Sherlock Holmes	19th week Units: 4, 5 W.B.: 4 G.S.:	20th week Units: 5, 6 W.B.: 5 G.S.:
Quiz 31 Quiz 32	Quiz 33 Quiz 34	Quiz 35 Quiz 36	Quiz 37 (Sherlock Holmes) Quiz 38 Quiz 39

21st week Units: 6 W.B.: 6 G.S.:	22nd week Units: 7, 8 W.B.: 7 G.S.: Extensive Reading Great Expectations	23rd week Units: 8, 9 W.B.: 8 G.S.:	24th week Units: 9, 10 W.B.: 9 G.S.:
MID-TERM V 9th of March, Tuesday	Quiz 40 Quiz 41	Quiz 42 Quiz 43	Quiz 44 Quiz 45

25th week
Units: 10, 11
W.B.: 10
G.S.:

26th week
Units: 11
W.B.: 11
G.S.:

27th week
Units: 12, 13
W.B.: 12
G.S.:
Extensive Reading:
Jane Eyre

28th week
Units: 13, 14
W.B.: 13, 14
G.S.:

Quiz 46 (Great Expectations)
Quiz 47

MID-TERM VI
14th of April,
Wednesday

Quiz 48
Quiz 49

29th week
Units: 15, 16
W.B.: 15
G.S.:

30th week
Units: 16, 17
W.B.: 16
G.S.:
Quiz (Jane Eyre)

31st week
Unit: 17
W.B.: 17
G.S.:

32nd week
Units: 18, 19 Unit: 20
W.B.: 18, 19 W.B.: 20
G.S.:

MID-TERM VII
17th of May, Monday

MID-TERM VIII
4th of June,
Friday

APPENDIX 2 The Content Lists of the Present Coursebook

1. Elementary

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skills work	Grammar	Vocabulary	Writing
1 Hello	Verb to be am/is/are Possessive adjectives my, your, her, his	Names of countries p 8 Using a bilingual dictionary p 10 Everyday objects p 11 stamp, bag, key Keeping a vocabulary book p 11	The alphabet p 12 How do you spell ...?	Listening and speaking p 10 'Hello and goodbye'	a or an? p 8 a boy, an apple	Countries and nationalities p 7 Germany, German Word stress p 7 Turkey, Japan Numbers 1-100 p 9 Telephone numbers p 9	
2 People	Verb to be questions and negatives Possessive 's p 14 Martin's son	Family relationship p 15 mother, uncle Opposite adjectives p 15 old - young, big - small —	In a café p 17 Can I have a ...? Food and drink p 17 a ham sandwich, a cup of tea	Reading and listening p 16 Paola's letter Five conversation in Paola's day	Plural nouns p 13 books, buses, countries, people £1.50 - one pound fifty	What's the matter? I'm tired. p 12 Saying prices p 13	
3 Work p 19	Present Simple (1) 3rd person She teaches French question and negatives p 20	Jobs p 21 A pilot flies a plane.	What time is it? p 24 Can you tell me the time, please?	Reading and listening p 22 'The long-distance teacher' Listening and speaking p 23 Five conversation in Frank's day	Spelling of 3rd person singular p 15 goes, washes, flies Question words p 16 Where? How old?	Daily routines p 15 get up, go to work Verbs and nouns that go together p 17 cook dinner	Personal pronouns and possessive adjectives p 18 I, me, my Rewriting a text

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skills work	Grammar	Vocabulary	Writing
4 Free time p 25	Present Simple (2) all persons On Saturday I get up 9.00. I love cooking! Articles p 27 She's a student. I work for The Times. We go to work by car.	Free time activities p 28 painting, sailing play or go? p 29 play football go dancing	Social English p 30 Excuse me. I'm sorry. Pardon?	Reading and listening p 29 Three people talk about their free time and favourite season. Speaking p 29 What's your favourite season?	Adverbs of frequency p 22 always, never	Opposites p 24 love - have	An informal letter p 24 A letter to a penfriend
Stop and Check p 32							
5 Places p 34	There is/are Prepositions of place p 35 The dog is in front of the fire. some and any with countable nouns p 35 There are some apples. Are there any oranges?	Things in the house p 34 living room, armchair, mirror. Place, people, food, and drink p 38 house, children, wine	Directions (1) p 39 Excuse me! Is there a chemist's near here?	Speaking and listening p 35 Picture differences: the living room Reading p 37 'Inside Buckingham Palace' Listening and speaking p 38 Where I live	this/that/these/those p 28 Do you like this photograph? p 30	Rooms and objects p 27 bathroom, soap Numbers 100-1,000 where you live.	Linking words p 29 and, so, but, because Writing about

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skills work	Grammar	Vocabulary	Writing
6 What can you do? p 40	can/can't I can speak French but I can't speak Japanese was/were - could p 41 I could swim when I was five.	Skills and abilities I can use a word processor. Words that sound the same p 44 hear/ here, see / sea	At the airport p 45 Can I see your passport, please?	Speaking p 41 What can computers do? Reading and speaking (Jigsaw) p 43 'Two teenage geniuses'	How much? p 32 How much was it before? Words that go together p 34	Saying years p 34 1915 - nineteen fifteen application for a job ask - a question	A formal letter p 34 A letter of
7 Then and now p 47	Past Simple (1) regular verbs She started work in 1916. questions and negatives p 48 When did she die? irregular verbs p 49 He left school in 1982.	Words with silent eight /ei/ listen /lɪsn/	Special occasions p 52 Happy Birthday! Merry Christmas!	Speaking (Information gap) p 49 Quenn Victoria and Prince Albert Reading p 51 'Charles Dickens'	More Irregular verbs p 37 began, wrote	Parts of speech p 40 noun, verb, adjective, preposition	Writing a paragraph p 39 Describing a holiday.
8 How things began p 54	Past Simple (2) negatives and ago People didn't watch TV Time expressions p 56 in 1924, on Tuesday	Odd one out p 57 orange apple	Ordinals p 59 first, second, third Dates What's the date It's 4 January	Reading and listening p 55 'How things began' Listening and speaking (a picture story) p 56 A Parisian burglar Listening and speaking p 58 'How we met'	Compounds with some- and any- p 44 somebody, anybody somewhere, anywhere something, anything	Inventions p 44 computer washing machine	Linking words p 45 because, when, Describing your best friend

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skills work	Grammar	Vocabulary	Writing
9 Food and drink p 62	like and would like I like apples. I'd like an apple. some and any with countable and uncountable nouns p 64 There's some sugar There aren't any eggs.	Food and drink p 62 Shops and things to buy p 65 newsagents a phone card Word search on food p 67	In a hotel p 67 Could I have a double room? Could you give me the bill?	Speaking p 62 Likes and dislikes Roleplay p 65 Going shopping Reading and listening p 66 'Meals in Britain' Six mealtime conversations	How much ...? or How many ...? p 49 How much homework do you get? How many languages do you speak?	Adjectives that describe food and drink p 49 brown bread black coffee	Formal and informal letters p 51 A letter to a hotel and a letter to a friend
10 Describing places p 69	Comparative adjectives cheaper more expensive have got and have p 70 I've got a good job. I have a good job. Superlative adjectives p 71 the oldest the most modern	Opposite adjectives p 69 clean - dirty Town and country words p 73 traffic lights, field	Directions (2) p 75 prepositions of movement past, through	Roleplay p 71 A kind and a queen Reading and speaking (jigsaw) p 74 'Two capital cities'	Compounds with every- and no- p 55 everybody, nowhere everywhere, nowhere everything, nothing	Compounds nouns p 54 town centre motorway	Relative pronouns p 56 who, that, which Writing about your capital city

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skills work	Grammar	Vocabulary	Writing
11 Describing people p 77	Present Continuous He's wearing glasses. Whose? and possessive pronouns p 79 Whose is this dog? It's mine.	Describing people p 77 He's got long hair. Clothes and colours p 77 She's wearing a red suit. Words than rhyme p 80 steak/weak	In a clothes shop p 82 Can I try it on? will for a decision I'll have the blue jumper	Speaking p 79 Picture differences: the hotel pool Listening and writing p 78 Who's who at the party? Listening p 81 'Wonderful tonight' (a song)	Present Simple and Present Continuous p 59 What do they do? What are they doing?	Parts of the body p 61 back, knee Describing two people in your family	Linking words p 61 although, because of Describing two people in your family
12 Planning the future p 83	going to future I'm going to be a dancer. Infinitive of purpose p 84 I'm going to Holland to see the tulips.	The weather p 88 sunny, windy What's the weather like?	Making suggestions What shall we do? Let's have a pizza.	Reading and speaking p 86 Dangerous sports 'The Rock Star' Speaking (information gap) p 88 What's the weather like today?	Auxiliaries p 64 am/is/are do/does/did	Word stress p 64 airport guitar	Writing a postcard p 66
Stop and Check p 80							
13 Did you know that? p 92	Question forms How many ...? What sort ...? What happened ...? Adverbs p 94 quickly, slowly well, hard	Taking about a book p 95 What sort of story is it? What's it about?	Catching a train p 97 A return ticket, please	Speaking (information gap) p 93 Laurel and Hardy Listening and speaking p 94 'In the middle of the night' Reading and listening p 96	Question forms p 68 Which one?	Noun and adjective suffixes p 70 colour - colourful -ing and ed adjectives bored - boring	Adverbs p 70 happy - happily Writing a story sun - sunnyp 71 Once upon p 70a time

STUDENT'S BOOK

WORKBOOK

Unit	Grammar	Vocabulary	Everyday English	Skills work	Grammar	Vocabulary	Writing
14 In my life p 99	Present Perfect with ever and never I've never been to Canada. with yet and just p 100 We haven't seen a show yet. I've just been in Central Park.	Odd one out p 104 waitress grandmother widow	Telephoning p 104 Can I speak to Jo, please?	Listening and speaking p 100 What have you done in your life? Reading and speaking p 102 'Three amazing grandmas'	been or gone? p 74 Jane's gone to Portugal. I've been to Portugal.	What is it? p 74 It's very interesting. I've just read chapter 10. It= a book/novel	Filling in a form p 75
15 Thank you and goodbye p 106	Verbs patterns I want to go home. We enjoyed meeting you. It's easy to learn English. say and tell p 107 She said that the party was good. She told me that the party was good.	Multi-word verbs p 108 He took off his coat. The plane took off.	Problems with officials p 111 You can't enter the country. have to for obligation You have to fill in a customs form.	Speaking p 108 Acting out dialogues Reading and listening p 109 'She's leaving home' (a song)	Obligation p 78 have to/has to Policemen have to wear a uniform. Words that are nouns	Noun suffixes and word stress p 78 describe description envelope and verbs in p 79 cook, love	A thank-you letter p 80 paragraphing writing an

Stop and Check p 112

Tapescript section p 114

Word list p 123

Appendix 1 - Irregular verbs p 127

Appendix 2 - Verbs patterns p 127

Phonetic symbols - Inside back cover

2. Pre-Intermediate

LANGUAGE INPUT			SKILLS DEVELOPMENT		SPEAKING	LISTENING	WRITING
Unit	Grammar	Vocabulary	Everyday English	Topic	Activity	Topic	Activity
1 People p. 7	Question forms (1) - What do you do? - Are you married? Present Continuous - I'm enjoying the course.	Animals p. 9 Using a bilingual dictionary p. 10 Words with more than one meaning p. 10 - a book to read to book a room in a hotel.	Social English p. 12 - Have a good weekend. - Same to you!	'Hello, people of the world'- People, the great communicators p. 9.	Discussion - People and animals p. 9 Discussion - Living in capital cities and relationships between parents and children p. 11	Leaving home - A Father and his daughter talk p. 11 (jigsaw)	The writing input is in the Workbook. The page numbers in this column refer to the Workbook (WB). Writing letters (1) Informal letters WB p. 9
2 Lifestyles p. 13	Present Simple - He comes from majorca Have/have got - Do you have ...? - Have you got ...?	Vocabulary networks p. 17 - electrical goods - a room in your house	Numbers and prices p. 18	How others see the British p. 16 (jigsaw)	Discussion - Tourist in your country p. 16 Discussion - Strict schools p. 18	Life in Japanese school p. 17	Linking words (1) WB p. 13 Describing a person
3 Fact and fiction p. 19	Past Simple - What did you do last night? Past Continuous - The sun was shining.	Irregular verbs p. 23 Verbs and nouns that go together p. 24. - tell a joke Words and prepositions that go together p. 24 - listen to music	Time expressions p. 25 - dates - at six o'clock - on Saturday	An extract from a James Bond story, The Man with the Golden Gun p. 22	Retelling a story from pictures p. 23	An interview with the biographer of Ian Fleming p. 24	Writing a story (1) WB p. 19

Stop and Check WB p. 20						
LANGUAGE INPUT						
SKILLS DEVELOPMENT			SPEAKING		LISTENING	
READING			Activity	Topic	Activity	
Unit	Grammar	Vocabulary	Everyday English	Topic	Activity	
4 Going shopping p. 26	Expression of quantity - some and any - much and many - a lot of - a few and a little Article - a, the and the zero article	Clothes, food, and professions p. 30 Food and cooking p. 30	Polite requests and offers p. 32 - Can/could I ...? - Can/could you ...? - I'll ...	A magazine article about the famous store, Marks & Spencer p. 29	Talking about a favourite store p. 30 Group work - Devising an advertisement p. 31	Filling in forms WB p. 31
5 Plans and ambitions p. 33	Verb patterns (1) - want/hope/ would like to do - like/enjoy/love doing Going to - I'm going to be a doctor. Will - I'll give you a lift.	Approaches to vocabulary learning p. 37 Word families p. 37 - photograph - photo graphic	Spelling p. 39	A questionnaire - How ambitious are you? p. 36 'The right person for you' - An article from the Today newspaper about computer dating p. 38 (jigsaw)	A class survey - How ambitious are you? p. 36 Discussion - Arranged marriages p. 39	How different learners of English organize their vocabulary learning p. 37 <u>Listening and note taking</u> Writing postcards WB p. 31
6 Descriptions p. 40	What ... like? - What's Rome like? Comparative and superlative adjectives - big bigger biggest	Synonyms p. 45 - lovely beautiful Antonyms p. 45 - poor wealthy - tidy untidy	Directions p. 47 - prepositions of place opposite behind - prepositions of movement along over	'The richest man in the world' - A newspaper article about the Sultan of Brunei p. 44	Describing people and places p. 41 Discussion - Who are the rich people in your country? p. 45	Relative clauses (1) WB p. 34 Describing a place

Stop and Check WB p. 36

LANGUAGE INPUT

		SKILLS DEVELOPMENT			
		READING		SPEAKING	LISTENING
Unit	Grammar	Vocabulary	Everyday English	Activity	Topic
7 Fame p. 48	Present Perfect Simple (!) - to express experience Have you ever been to Russia? - to express unfinished past I've lived here for ten years.	Irregular verbs p. 49 Homophones p. 53 - here hear Adverbs p. 54 - slowly too	Short answers p. 55 - Yes, I do - No, I can't	Roleplay - Interviewing a group of musicians p. 55	An Interview with Paul Carrack, a pop musician p. 54
					Relative clauses (2) WB p. 41 Writing a biography
8 Pros and cons p. 56	Have to - I have to work hard. Should - He should see a doctor Make or do? p. 62 - make a phone call - do the shopping	Professions p. 56 Nouns that go together p. 62 - post office, headache	Invitations Refusing and accepting invitations p. 64	Discussion - Teenagers and their parents p. 62 Discussion - Giving advice about visiting your country p. 64	Three people giving advice about visiting country p. 63
					Writing letters (2) WB p. 45 Formal letters
9 Life in the 21st century p. 65	Will - It will cost a lot of money. First Conditional - If I do more work, I'll pass my exams. Time clauses - when as soon as	Travelling p. 70 Air travel p. 70	'The road to ruin?' - - at the check - in desk - at a railway ticket office	John Baines talks about are you? p. 68 Roleplay - How to solve the traffic problems in your town p. 69 A survey on people's travel habits p. 69	Linking words (2) how he tries to be 'green' p. 68
					WB p. 49 Advantages and disadvantages

Stop and Check WB p. 50												
LANGUAGE INPUT			SKILLS DEVELOPMENT				SPEAKING		LISTENING		WRITING	
Unit	Grammar	Vocabulary	Everyday English	Topic	Activity	Topic	Activity	Topic	Activity			
10	The way we were p. 71 Used to - I used to smoke, but I don't any more. Question forms (2) - Who told you that? Questions with a verb + preposition - What are you looking at?	Male and female words p. 75 - actor actress - bikini swimming trunks	Question tags p. 76 - It's a lovely day, isn't it?	'Dying for the vote' - An article about the suffragette movement in England p. 74	Discussion-The Role of men and women in your country p. 75	The taxi-driver and the Duches - two people talk about when they were young p. 76 (jigsaw)	Making notes to write a composition WB p. 55					
11	Read all about it! p. 77 Passive - Coca-Cola is sold all over the world. - It was invented in 1886	Verbs and nouns that go together p. 82 - win a match Words and prepositions that go together p. 82 - laugh at a joke	Notices p. 83 - Out of order	Four newspaper articles p. 80 (jigsaw)	Talking about a newspaper article you have read p. 81	A radio programme about the world's most loved car, the Volkswagen Beetle p. 83	Writing a review of a book or film WB p. 59					

LANGUAGE INPUT			SKILLS DEVELOPMENT		SPEAKING	LISTENING	WRITING
Unit	Grammar	Vocabulary	Everyday English	READING Topic	Activity	Topic	Activity
12 Adventure! p. 84	Verb patterns (2) - ask/tell somebody to do - make/let somebody do - decide/start/try/ manage to do Infinitives after adjectives - It's easy to learn a language Infinitive of purpose - I came to Oxford to learn English.	Adverbs p. 90 - clearly carefully -ed and -ing adjectives p. 90 - interested interesting	Time p. 92 - It's twenty past six. - It's 6.20.	Two English heroes, King Arthur and Robin Hood p. 89 (jigsaw)	Heroes from your country p. 88 Discussion - UFOs p. 91 Retelling a story from pictures p. 91 Group work - Devising a story about meeting an alien p. 92	An interview with a man who says he has seen a UFO and spoken to the aliens in it p. 91	Adverbs WB p. 63 Writing a story (2)
Stop and Check WB p. 64							
13 Dreams and reality p. 93	Second Conditional - If I were the Queen, I'd have servants. Might - I might go to university, but I'm not sure .	Multi-word verbs p. 98 - take off look after	Social expressions p. 100 - What a pity! Never mind!	"The Dream Game" - How our dreams can help us to understand our personality p. 96	Group work - Analysing our dreams p. 96	A radio programme about people of mixed nationality p. 99	Writing letters (3) WB p. 69 Formal and informal letters

LANGUAGE INPUT			SKILLS DEVELOPMENT			SPEAKING	LISTENING	WRITING
Unit	Grammar	Vocabulary	Everyday English	Topic	Activity	Topic	Activity	
14 Giving news p. 101	Present Perfect Simple (2) - to express present result I've lost my wallet.	Word families and stress p. 108 - celebrate cele'bration - act active acting	Telephoning p. 109	An extract from Airport International about the early days of air travel p. 105	Talking about your experiences of flying p. 105 Roleplay - Phoning a friend for a chat p. 109	A telephone conversation between Justin and his mother p. 109	Writing letters (4) WB p. 73 Expressions in different kinds of letters	
15 All you need is love p. 110	Past Perfect - They had met only one week earlier. Reported statements - She said that she was leaving. Reported questions - She asked me if I had seen John.	Guessing the meaning of known words p. 115 bring/fake p. 116 come/go p. 116 get p. 116 - She's getting better.	Saying goodbye p. 118	'The man who could turn back the clock' - A parable with two possible endings p. 114	Discussion - Parables and fables p. 114 A love poem p. 117	A love song - Elvis Presley's The girl of My Best Friend p. 117	Writing a story (3) WB p. 77	

3. Intermediate

Contents LANGUAGE INPUT

SKILLS DEVELOPMENT

Unit	Grammar	Vocabulary	Postscript	Reading	Speaking	Listening	Writing
1 What a wonderful world! p 6	Auxiliary verbs do, be, have Naming the tenses Questions and Negatives Short answers	Sounds and spelling meet great /i:/ /eɪ/ Silent letters knee /ni:/ P 12	Social expressions Never mind! It's my round You must be joking! p 14	'Wonders of the modern world' p 10	Information gap - The life of a Times journalist p 9 Discussion - What's the most important invention? p 12	A group of people talk about their wonders of the modern word T.6 p 11	Correcting language mistakes in an informal letter Symbols for correction p 13
2 Happiness!	Present time Present Simple and Continuous Action and state verbs walk know Present passive	Sports and leisure activities play tennis go swimming do aerobics p 22	Numbers Money, fractions, decimals, percentages, phone numbers, dates p 23	'Sister Wendy, TV star - the nun who is also a TV star' p 20	Discussion - What's important to you in life? Clothes? Travel? p 21 Talking about your favourite sports p 22	Three people talk about their sport favourite or leisure activity T.15 p 22	Descriptive writing (!) Describing a person Adverbs of degree quite young rather attractive p 22
3 Telling tales p 24	Past time Past Simple and Continuous Past Simple and Past Perfect Past Passive	Art, music and literature chapter orchestra Verbs and nouns that go together paint a portrait p 29	Giving opinions What did you think of the play? It was boring! p 34	'The writer, the painter and the musician' (jigsaw) p 30	Talking about your favourite poem, piece of music, or painting p 29 Exchanging information about a famous writer, painter and musician p 30	'The holiday that wasn't - a frightening holiday experience' T. 23 p 33	Writing a narrative My worst holiday Adverbs suddenly however p 33
Stop and Check 1 Teacher's Book p 136							

Unit	Grammar	Vocabulary	Postscript	Reading	Speaking	Listening	Writing
4 Doing the right thing p 35	Modal verbs (1) Obligation and permission can, have to, allowed to must, mustn't, should	Adjectives that describe people punctual friendly p 39 Word formation behave - behaviour stranger - strange p 42	Request and offers Could you ...? Can you ...? I'll ... Shall I ...? p 44	'A world guide to good manners' - how to behave properly in different parts of the world p 40	Talking about school rules p 37 Nationality stereotypes p 39 Discussion - the rules of etiquette in different countries p 41	School days long ago T.26 p 37 Entertaining friends in three different countries T.29 p 42	Filling in a form p 43
5 On the move	Future forms going to and will Present Continuous	The weather storm shower chilly freezing p 50	Travelling around Using public transport Request in a hotel p 55	'If it's Tuesday we must be in Munich' - American tourists in Europe p 51	Arranging to meet p 49 Class survey - favourite holidays p 53	The geography of the British Isles T.36 A weather forecast T. 37 p 50	Sending a fax p 54
6 Likes and dislikes p 56	Question with like Do you like tea? What's she like? Verb patterns want to do enjoy meeting	Words that go together tall people historic town rich food p 59	Signs and soundbites Dry clean only I'm just looking, thank you. p 64	'In search of (good) English food' - a history of English food p 60	Talking about food, cooking and restaurants p 15 Exchanging information about capital cities p 62	Two English people talk about living in New York; an American gives her impressions of living in London (jigsaw) T.46 p 62	Descriptive writing (2) Describing a room p 63 Relative pronouns who, which, that, where, whose p 64
Stop and Check 2 Teacher's Book p 138							

Unit	Grammar	Vocabulary	Postscript	Reading	Speaking	Listening	Writing
7 The world of work p 65	Present Perfect Simple Present Perfect vs Past Simple Present Perfect Passive	Multi-word verbs look after us turn on the light p 72	On the telephone Do you want a hold? Can I take a message?	'The modern servant'- the nanny, the cook and the gardener (Jigsaw) p 70	Exchanging Information about the lives of three modern servants p 72	Thomas Wilson- a retired man talks to his granddaughter about his life T.51 p 73	Formal letters A letter of application p 74
8 Imaginel p 76	Conditionals First conditional Second conditional Zero conditional Time clauses when as soon as	Base and strong adjectives big huge p 82 Modifying adverbs very big absolutely enormous p 82	Making suggestions Let's go shopping! You ought to ask for a pay rise. p 85	'Who wants to be a millionaire? We do!' - the ups and downs of winning a fortune p 80	Maze - you've won £5m. Where will your life go from here? p 82 Discussion - Which charity would you give to? p 83	Song - 'Who wants to be a millionaire?' T.57 p 80 Three charity appeals - Which one would you give to? T.59 p 83	Words that join ideas Linking devices and comments adverbs in an informal letter although however actually anyway p 84
9 Relationships p 86	Modal verbs (2) Probability (present and past) must be might have been can't go could have gone	Character adjectives sociable easy-going p 91	Agreeing and disagreeing So do I! Neither do I! p 95	'The man who planted trees' - a short story by Jean Giono, which shows how the actions of one person can change the world p 92	Quiz - What sort of person are you? p 91 Class survey about brothers and sisters p 91	Two people talk about their families - one from a large family, the other an only child T.65 p 91	Sentence combination Describing a person and a place p 94

Unit	Grammar	Vocabulary	Postscript	Reading	Speaking	Listening	Writing
10 Obsessions p 96	Present Perfect Continuous Simple vs. Continuous Present Perfect vs Past Simple Time expression since I left school until I met Jack	Compound nouns postcard post office dining room p 103	Complaining too much not enough The soup's too salty p 106	'Death cigarettes? You must be joking!' - an interview with the man who markets a cigarette called Death p 100	Discussion - the right to smoke? p 102 Exchanging information about two collectors p 104 Guessing game p 104	Collectors and their collections (jigsaw) T.75 p 104	Beginning and ending letters, formal and informal p 105
11 Tell me about it! p 107	Indirect questions I don't know where he lives Question tags It's a lovely day, isn't it?	Verbs and nouns that go together whistle a tune Idioms drop someone a line p 111	Informal language ninety quid What's up with him? p 115	'You ask ... we answer' - questions and answers from a science magazine p 112	Information gap - Madame Tussaud's p 108 Stories of forgetfulness p 114	'The forgetful generation' - a radio programme T.83 p 114	Producing a classroom poster p 113 For and against - living in the city what is more on the plus side p 114
12 Two wedding, a birth and a funeral! p 116	Reported speech Reported statements and questions Reported commands	Words connected with birth, marriage and death honeymoon pram Practice of the phonetic script p 120	Saying sorry Pardon? Excuse me! Social situations p 125	'David Copperfield' - an extract about the day of David's birth from the novel by Charles Dickens p 121	Discussion - What are the customs connected with births, weddings and funerals? p 120 The day I was born! p 120	Two people give statements to the police (jigsaw) T. 88 p 119 A poem - 'Funeral blues' by W H Auden T. 90 p 123	Correcting language mistakes in an informal letter p 124

Stop and Check 4 Teacher's Book p 142

4. Success at First Certificate

1

A DOLPHIN AND AN ASTRONOMER

Page 1

FOCUS	EXAM PRACTICE (P1A= Paper 1, Section A etc.)	LANGUAGE STUDY/VOCABULARY
ONE	Picture discussion (P5) Reading (P1B)	say, tell, talk or speak? How structure changes meaning Two types of questions with who
TWO	Use of English (P3A)	Which is the phrasal verb? who, which or whose? stop doing vs. stop to do When do you have to use the?
THREE	Listening (P4) Use of English (P3B)	Giving directions
FOUR	Composition (argument) (P2)	Advantages and disadvantages; link words
FIVE	Revision and extension	Word building (verb to noun)

2

TRAVEL WISELY, TRAVEL WELL

Page 9

ONE	Picture discussion (P5) Reading (P1B)	travel, journey, voyage or trip? little, a little, few or a few?
TWO	Use of English (P3B)	may, should, must and will
THREE	Reading (P1B)	Phrasal verbs (position of it and them with phrasal verbs)
FOUR	Composition (speech) (P2)	Welcoming and introducing
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 1 and 2

3

THE INTERVIEW

Page 17

ONE	Picture discussion (P5) Reading (P1B)	Phrasal verbs bored or boring, interested or interesting?
TWO	Use of English 1 (P3A) Role Play (5A) Use of English 2 (P3B) Listening (P4)	Word building (noun to adjective/adverb)
THREE	Reading (P1B)	Word building (advise, adviser, advice etc.)
FOUR	Composition (describing an object) (P2)	Adjective order
FIVE	Revision and extension	do/does or am/is/are doing? will do or is/are doing

4

SECRET MESSAGES TO OURSELVES**Page 25**

FOCUS	EXAM PRACTICE	LANGUAGE STUDY/VOCABULARY
ONE	Picture discussion (P5) Reading (P1B)	Small words with big meanings (so, either etc.)
TWO	Listening (P4)	Direct and reported speech
THREE	Use of English (P3A)	Review of verb forms Phrasal verbs (take and run)
FOUR	Composition (narrative) (P2)	Punctuation and layout of direct speech
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 3 and 4

5

NEIGHBOURS**Page 33**

ONE	Picture discussion (P5) Reading (P1B)	Ways of asking for permission (Is ... permitted? Do you mind ...? etc.)
TWO	Use of English (P3A) Listening (P4) Problem Solving (P5)	Asking people not to do things Asking politely Reporting direct speech
THREE	Use of English (P3A)	Word building (noun ⇌ verb) Phrasal verbs
FOUR	Composition (semi-formal letter) (P2)	Complaining
FIVE	Revision and extension	Review of verb forms (do, did or have done?)

6

DOES HONESTY ALWAYS PAY?**Page 41**

ONE	Picture discussion (P5) Reading (P1B)	I wish and If only
TWO	Reading (P3)	Describing films
THREE	Use of English (P3A) Listening (P4) Speaking (P5)	Regrets with wish (I wish you had/hadn't ...) Word combinations (cassette-player, dish-washer etc.)
FOUR	Composition (formal speech) (P2)	Structure and language for a 'farewell' speech
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 5 and 6

7

LETTERS TO AN ADVICE COLUMN

Page 49

FOCUS	EXAM PRACTICE	LANGUAGE STUDY/VOCABULARY
ONE	Reading (P1B)	money, pay, cash, salary, wages Is it still going on?
TWO	Use of English (P3A)	lend or borrow? fault, error or mistake? Conditionals (1 and 2)
THREE	Listening (P4) Use of English (P3A)	still, yet or already? Another look at reported speech
FOUR	Composition (argument) (P2)	Expressing an opinion
FIVE	Revision and extension	Conditional (1 and 2)

8

SPACE WARRIOR MADNESS

Page 57

ONE	Picture discussion (P5) Reading (P1B)	Three types of past action
TWO	Use of English (P3A)	so or such? ache or pain?
THREE	Speaking (P5) Listening (P4)	used to do or be used to doing? Phrasal verbs
FOUR	Composition (describing people) (P2)	Adjectives describing appearance and character
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 7 and 8

9

THE FACE BEHIND THE MASK

Page 65

ONE	Picture discussion (P5) Reading (P1B)	although and despite
TWO	Reading (P1B) Speaking (P5) Use of English (P3A)	Word building
THREE	Listening (P4)	avoid or prevent? Phrasal verbs mustn't or don't have to?
FOUR	Composition (informal letter) (P2)	Phrases, beginnings and endings etc. for informal letters
FIVE	Revision and extension	Word building (noun ↔ adjective)

10

WORDS AND FEELINGS

Page 73

FOCUS	EXAM PRACTICE	LANGUAGE STUDY / VOCABULARY
ONE	Picture discussion (P5) Reading (P1B)	Comparisons
TWO	Use of English (P3A)	give, cause, make or bring?
THREE	Listening (P4) Role play (P5)	Phrasal verbs Preferences
FOUR	Composition (narrative) (P2)	Use of tenses to suggest sequence
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 9 and 10

11

SCENES FROM A ROMANTIC NOVEL

Page 81

ONE	Picture discussion (P5) Passage for comment (P5) Listening (P4) Use of English (P3B)	Descriptive adjectives wedding or marriage?
TWO	Reading (P1B)	Gerund (going) or infinitive (to go)?
THREE	Use of English (P3A) Listening (P4) Role play (P5)	Who, which of that? More kinds of comparisons
FOUR	Composition (a talk) (P2)	Order and sequence of a descriptive talk
FIVE	Revision and extension	Infinitive with or without to? Gerund (going) or infinitive (to go)?

12

A STUDY IN CONTRASTS

Page 89

ONE	Reading (P1B)	Not only ... as well
TWO	Problem Solving (P5)	lie or lay? bring, take, fetch, carry or wear? have something done
THREE	Listening (P4)	Phrasal verbs The passive
FOUR	Composition (argument) (P2)	Arguing for and against
FIVE	Revision and extension (PIA) Listening Test (P4)	Revision of Units 11 and 12

13

A SHOPPER'S NIGHTMARE**Page 97**

FOCUS	EXAM PRACTICE	LANGUAGE STUDY / VOCABULARY
ONE	Reading (P1B) Role play (P5)	Relative clauses without who
TWO	Picture discussion (P5) Listening (P4)	what clauses
THREE	Use of English (P3A) Role play (P5)	Phrasal verbs
FOUR	Composition (describing places) (P2)	Using with, who and which to combine adjectives
FIVE	Revision and extension Here, the students will not only write a report but also present it orally.	The passive Forming opposites (with prefixes)

14

MYSTERIES OF MEMORY**Page 105**

ONE	Picture discussion (P5) Reading (P1B)	Words connected with memory
TWO	Listening (P4) Use of English (P3A)	should have, must have or might have? whose, which or that?
THREE	Use of English (P3A)	Word combinations
FOUR	Composition (giving directions) (P2 and P5)	Follow the signs to ... When you get to ... etc.
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 13 and 14

15

THE MAN IN THE PARK**Page 113**

ONE	Picture Discussion Reading (P1B)	Talking about a long time ago
TWO	Use of English (P3A)	Reporting suggestions cost, value, expense, price or worth?
THREE	Use of English (P3A) Listening (P4)	if or unless? until or by? Word combinations
FOUR	Composition (sequence) (P2)	Use of link words and time expressions for a sequence of events
FIVE	Revision and extension	Further forms of the future Four types of infinitive Review of tenses

16

SERVANTS OF THE FUTURE

Page 121

FOCUS	EXAM PRACTICE	LANGUAGE STUDY / VOCABULARY
ONE	Picture discussion (P5) Reading (P1B)	false or artificial? clean or wash? needs doing myself, yourself etc.
TWO	Listening (P4) Use of English 1 (P3A) Use of English 2 (P3B)	small enough ... or too small ...?
THREE	Use of English (P3A)	Phrasal verbs do or make? to or with? -ing clauses as the subject of sentence
FOUR	Composition (giving advice) (P2)	Positive and negative advice
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 15 and 16

17

DEATH-TRAP

Page 129

ONE	Picture discussion (P5) Reading (P1B)	More about the passive
TWO	Listening (P4)	could, managed to and couldn't must have been done must be done
THREE	Use of English (P3A and P3B)	Giving advice
FOUR	Composition (argument) (P2)	Discussing different points of view
FIVE	Revision and extension Speaking: Giving a short talk	Modals

18

THE WOMAN WITHOUT A NAME

Page 137

ONE	Reading (P1B)	in case and if
TWO	Picture discussion (P5)	Phrasal verbs with make careful or careless? if or whether? a, an or some?
THREE	Use of English (P3A)	had better / had better not
FOUR	Composition (describing a process) (P2)	Use of the passive to avoid repetition
FIVE	Revision and extension (P1A) Listening Test (P4)	Revision of Units 17 and 18

19

LEAVING HOME

Page 145

FOCUS	EXAM PRACTICE	LANGUAGE STUDY / VOCABULARY
ONE	Picture discussion (P5) Reading (P1B)	Phrasal verbs Cause and result in conditional sentences
TWO	Use of English (P3A)	between or among It's time ...
THREE	Use of English (P3B) Listening (P4)	Prefixes
FOUR	Composition (letter and narrative) (P2)	Formal and informal letter styles
FIVE	Revision and extension	if, unless, when or in case? Conditional 3 Conditional 1, 2 and 3 Mixed tense forms

20

THE LOST CIVILIZATION

Page 153

ONE	Picture discussion (P5) Reading (P1B)	Revision transformations 1
TWO	Listening (P4) Use of English (P3A)	Review of phrasal verbs 1
THREE	Reading (P1B) Passages for comment (P5)	Revision transformation 2 Review of phrasal verbs 2
FOUR	Composition (narrative) (P2)	An account of an event
FIVE	Revision and extension (P1A)	Revision of Units 19 and 20

GRAMMAR SUMMARY

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APPENDIX 3 Turkish Version of the Student Questionnaire

Sayın öğrenci,

Bu anket Gazi Üniversitesi Mühendislik Fakültesi öğrencilerinin kendi bölümlerinde İngilizce ve İngilizce olarak verilecek olan derslerini başarı ile takip edebilmelerini sağlamak amacıyla, hazırlık sınıfları için hazırlanacak programın içeriğini belirlemek amacı ile yapılmaktadır. Bu anket master tezi çalışmalarına ışık tutacağı için lütfen sorulara dürüst olarak cevap veriniz.

Katkılarınız için teşekkür ederim.

Arzu Ş. VURAL

1. İngilizceyi şu andaki eğitiminizde kullanıyor musunuz?

() a- Evet () b- Hayır

(Cevabınız 'Hayır' ise 4 no'lu soruya geçiniz).

2. Şu andaki eğitiminizin ne kadarı İngilizce olarak yapılıyor?

() a- % 0 - % 25 () b- % 26 - % 50

() c- % 51 - % 75 () d- % 76 - % 100

3. Şu andaki eğitiminizde İngilizceyi hangi alanlarda kullanıyor sunuz? (Birden çok şık işaretleyebilirsiniz).

() a- İngilizce anlatılan meslek derslerini dinleyip anlamada

() b- Ders esnasında not tutmada

() c- Ders esnasında öğretim elemanına soru sorma ve cevap vermede

() d- Proje, rapor veya ödev hazırlamak için kaynak kitap okumada

() e- Proje, rapor veya ödev hazırlamak için çeviri yapmada

() f- Proje, rapor ve ödev yazmada

() g- İngilizce yapılan sınavlarda soruları anlamada

() h- İngilizce yapılan sınavlarda soruları cevaplamada

4. Mezuniyetinizden sonra meslek hayatınızda İngilizceyi kullanacağınızı düşünüyor musunuz?

() a- Evet () b- Hayır

(Cevabınız 'Hayır' ise 7 no'lu soruya geçiniz).

5. Mezuniyetinizden sonra meslek hayatınızda İngilizceyi ne sıklıkla kullanacağınızı düşünüyor sunuz?
- ☐ a- Çok sık
 - ☐ b- Oldukça sık
 - ☐ c- Ara sıra
 - ☐ d- Oldukça seyrek
6. Mezuniyetinizden sonra meslek hayatınızda İngilizceyi ne amaçla kullanacağınızı düşünüyor sunuz? (Birden çok şık işaretleyebilirsiniz).
- ☐ a- Mesleğimle ilgili İngilizce kaynakları takip etmede
 - ☐ b- Mesleğimle ilgili İngilizce kaynakları çevirmede
 - ☐ c- Proje, rapor ve/ya anlaşma yazma/hazırlamada
 - ☐ d- Proje, rapor ve/ya anlaşmaları anlamada
 - ☐ e- Yabancılarla günlük kavramlarda sohbet etmede
 - ☐ f- Yabancılarla mesleki konularda konuşma ve tartışma yapmada
 - ☐ g- Resmi yazışmalar yapmada
 - ☐ h- Resmi yazışmaları anlamada
7. Dersleri anlamanızda ve derslerde daha başarılı olmanızda rol oynayan aşağıdaki dil becerilerini önem sırasına göre diziniz (En önemlisi 1 olarak).
- | | | |
|-----------------------------------|-------------------------------------|-------------------------------------|
| ☐ a- Okuma | ☐ b- Dinleme | ☐ c- Konuşma |
| ☐ d- Yazma | ☐ e- Çeviri | |
8. Dersleri anlamanızda ve derslerde daha başarılı olmanız açısından aşağıdaki okuma becerisinin alt becerilerini önem sırasına koyunuz (En önemlisi 1 olarak).
- ☐ a- Metnin ana fikrini bulma ve anlama
 - ☐ b- Metni tarama yoluyla okuma
 - ☐ c- Metinde karşılaşılan kelimelerin anlamlarını tahmin etme
 - ☐ d- Metinde birbirlerini destekleyen fikirleri bulma ve anlama
 - ☐ e- Metinde önemsiz ve/ya gereksiz ayrıntıları anlama
 - ☐ f- Metinde anlaşılmayan kısımlar hakkında doğru akıl yürütme
 - ☐ g- Kaynakların 'içindekiler' ve/ya 'index' kısımlarına bakarak ilgili bölümü bulabilme
 - ☐ h- Metinlerde tablo, şema, şekil vs.'yi doğru olarak okuma ve anlama

9. Dersleri anlamanızda ve derslerde daha başarılı olmanız açısından aşağıdaki dinleme becerisinin alt becerilerini önem sırasına koyunuz (En önemli 1 olarak).
- () a- Ders esnasında öğretim elamanını anlama
 - () b- Anlatılanlar içinden önemli bilgileri seçme
 - () c- Sözlü soruları anlama
 - () d- Dinleme esnasında anlaşılmayan kısımları tahmin etme ve/veya onlar hakkında akıl yürütme
 - () e- Karşılıklı konuşma ve/veya tartışmaları takip edebilme
10. Dersleri anlamamızda ve derslerde daha başarılı olmanız açısından aşağıdaki konuşma becerisinin alt becerilerini önem sırasına koyunuz (En önemlisi 1 olarak).
- () a- Sınıf içi tartışmalara katılma
 - () b- Sözlü sunuş yapma
 - () c- Soru sorma ve cevap verme
 - () d- Konuşma esnasında bulamadığımız bir kelimeyi başka şekilde ifade etme
 - () e- Konuşma esnasında bitiremediğimiz bir cümleyi başa dönüp onu farklı bir şekilde ifade etme
 - () f- Konuşma esnasında duruma uygun ifadeleri kullanma
 - () g- Kelime ve kelime gruplarını doğru telaffuz etme
 - () h- Doğru vurgu ve tonlama yapma
11. Dersleri anlamanızda ve derslerde daha başarılı olmanız açısından aşağıdaki yazma becerisinin alt becerilerini önem sırasına koyunuz (En önemlisi 1 olarak).
- () a- Ders esnasında not tutmak
 - () b- Ders kitabı ve/veya diğer kaynakları kullanarak not çıkarmak
 - () c- Ders kitabı ve/veya diğer kaynakları okurken önemli fikirleri kullanarak özet çıkarmak
 - () d- Sınav sorularını cevaplamak
 - () e- Dilbilgisi kurallarına göre doğru cümle yapmak
 - () f- Cümleler arası geçiş yapmak için uygun bağlaçları kullanmak
 - () g- Proje, rapor ve/veya ödev hazırlamak - yazmak
 - () h- Yazım kurallarına uymak

12. Dersleri anlamanızda ve derslerde daha başarılı olmanız açısından aşağıdaki çeviri becerisinin alt becerilerini önem sırasına koyunuz (En önemlisi 1 olarak).

- () a- İngilizce - Türkçe çeviri yapma
- () b- Türkçe - İngilizce çeviri yapma
- () c- Cümleleri kelime - kelime değil, bahsedilen fikre uygun çevirme
- () d- Kültür - dil farklılığı yüzünden tam karşılığı olmayan öğelere uygun karşılık bulma

13. Aşağıdaki çalışma becerilerini önem sırasına koyunuz (En önemlisi 1 olarak).

- () a- Sözlük kullanma
- () b- Özet çıkarma
- () c- Not çıkarma
- () d- Kütüphane kullanma
- () e- Sınava hazırlama
- () f- Dipnot ve referansları tarama
- () g- İlgili kaynakları araştırıp bulma
- () h- 'İçindekiler' - 'Index' listelerini tarama
- () i- Yazarken / not tutarken kısaltma kullanma
- () j- Grup çalışmaları yapma

14- Hazırlık okulundan edindiğiniz dilbilgisi, dil becerileri ve çalışma becerileri şu andaki ihtiyaçlarınızı karşılayabiliyor mu?

- () a- Evet
- () b- Hayır

ABSTRACT

The aim of this study is to re-form a new syllabus which is in parallel to the existing one in order to help the engineering students in the Preparatory School of Gazi University to overcome the difficulties that they may encounter later during those faculty courses in their field of study which are taught in English. To realize this aim, the needs of the students at the Faculty of Engineering have been specified.

The interpretation of the needs analysis have shown that after the Preparatory School, some academic skills will be needed by the engineering students to succeed in and to follow a number of their courses in their field of study taught in English. Thus, the academic skills such as note-taking, summarizing, writing a report, reading for specific information and the like have been integrated within the existing Preparatory Class syllabus. The first chapter gives a general background to the study and states its aim and the scope and makes some assumptions about it. The second chapter deals with the definitions of the terms 'syllabus' and 'curriculum'. Also, the types of and shapes of syllabuses have been summarized. In chapter three the present system has been discussed. The student's questionnaire and the teacher interview have been analyzed and interpreted in chapter four. The suggested syllabus has been presented in chapter five. In the sixth chapter a brief summary has been given.

ÖZET

Bu çalışmanın amacı Gazi Üniversitesi Hazırlık Okulu Mühendislik Fakültesi öğrencilerinin, İngilizce verilen fakülte derslerinde karşılaşılabilecekleri zorlukların üstesinden gelebilmeleri için, var olan müfredat programını yeniden şekillendirmektir. Bu amacı gerçekleştirmek için, fakültedeki öğrencilerin ihtiyaçları yüz öğrenciye uygulanan anket ve Mühendislik Fakültesi'nde görevli beş öğretim elemanına uygulanan görüşme yöntemleri kullanılarak belirlenmiştir. Elde edilen veriler incelenmiş, sonuçları yorumlanmış ve öğrencilerin ihtiyaçları saptanmıştır.

İhtiyaç analizinin yorumlanması sonucunda, mühendislik öğrencilerinin, hazırlık okulundan sonra İngilizce anlatılan bölüm derslerinde başarılı olabilmek ve bu dersleri takip edebilmeleri için, bazı akademik becerilerine ihtiyaç olduğu saptanmıştır. Bu yüzden, özet yazmak, not tutmak, rapor yazmak, belirli bir amaca yönelik okumak gibi akademik beceriler var olan hazırlık okulu müfredatı programına eklenmiştir. Bu çalışmanın birinci bölümünde, mevcut problem tanımlanır; çalışmanın amacı ve alanı ve ileriye dönük tahminler üzerinde durulur. İkinci bölümde 'program' ve 'müfredat' terimleri tanımlanır; program şekilleri ve çeşitleri özetlenir. Üçüncü bölümde, var olan sistemin yorumu yapılır. Öğrenci anketleri ve öğretmen röportajları dördüncü bölümde incelenir ve yorumlanır. Önerilen müfredat programı beşinci bölümde sunulur. Son bölümde ise çalışmanın kısa bir özeti verilir.