



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching

A CONTRASTIVE ANALYSIS OF ELEVENTH GRADE CURRICULUM AND
COURSEBOOK FOR ENGLISH LANGUAGE WITHIN CEFR

Handenur COŞKUN

Master's Thesis

Ankara, 2018



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ONBİRİNCİ SINIF İNGİLİZCE MÜFREDATININ VE DERS KİTABININ ADOÇEP
İLE KARŞILAŞTIRMALI ANALİZİ

Handenur COŞKUN

Master's Thesis

Ankara, 2018

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis entitled “A Contrastive Analysis of Eleventh Grade Curriculum and Coursebook for English Language within CEFR” has been approved as a thesis for the Degree of **Master** in the **Program of** English Language Teaching by the members of the Examining Committee.

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This is to certify that this thesis has been approved by the aforementioned examining committee members on 12/01/2018 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of** English Language Teaching by the Board of Directors of the Graduate School of Educational Sciences on/...../.....

Prof. Dr. Ali Ekber ŞAHİN
Director of Graduate School of Educational Sciences

Abstract

Common European Framework of Reference (henceforth CEFR) was published to define what language learner can do at different levels and to provide a common basis for language practitioners to design content and method of language learning across Europe. Since its declaration, member countries of CoE, including Turkey, have oriented their language teaching programs to the CEFR guidelines and have adapted English language curricula and coursebooks accordingly. Thus, this study aims to explore to how successfully this adaptation process has been carried out in Turkey. B2 level, which corresponds to eleventh grade in the ELC, was chosen as the focus of the study and the objectives of the curriculum along with the activities of the coursebooks were compared to the CEFR. The comparison of ELC and the CEFR revealed that although objectives of the ELC for four skills could reflect B2 levels features to some extent, it is essential that certain objectives be revised, and new objectives be added so that full correspondence can be achieved. Regarding the comparison of the relevant coursebooks with B2 levels, it was found that communicative activities in the relevant coursebooks are successfully designed according to B2 levels to some extent although there are a number of activities that are assigned to upper or lower levels and need certain adaptations. As a result, this study presents to what extent MoNE aligns ELC and coursebooks with target levels of the CEFR by exploiting B2 level as a sample. Besides, current study reveals the missing and problematic parts of the curriculum and coursebook so that necessary adaptations can be done. Finally, it contributes to the research on relating coursebooks to the CEFR levels, which is an underestimated area of research; by presenting a method that can be employed to analyze coursebooks in terms of the CEFR.

Keywords: CEFR, English language curriculum, coursebook analysis, Turkish language education system

Öz

Avrupa Dilleri Öğretimi Ortak Çerçeve Programı (ADOÇEP), dil öğrenenlerin farklı seviyelerde neler yapabileceğini detaylı bir şekilde tanımlayarak Avrupa’da dil eğitiminin farklı aşamalarında rol alan bireylere dil öğretim yöntemleri, içerikleri ve çıktılarını tanımlayıp tasarlayabilecekleri kapsamlı bir temel oluşturmak için 2001 yılında yayınlanmıştır. Çerçeve programın ilanından bu yana, Türkiye’nin de içinde bulunduğu Avrupa Konseyi’ne üye ülkeler, dil öğretim programlarını ADOÇEP esasları doğrultusunda düzenlemeye ve İngilizce dil müfredatlarını ve kitaplarını buna uygun olarak tasarlamaya başlamışlardır. Bu bağlamda, bu çalışma Türkiye’deki İngilizce dil müfredatının ve ders kitaplarının, ADOÇEP’in ilgili düzeylerine ne ölçüde uyumlu hale getirilebildiğini araştırmayı amaçlamaktadır. Müfredatta 11. sınıfa takabül eden B2 seviyesi hedef seviye olarak belirlenmiş; ilgili seviyeye ait müfredatın öğrenim çıktıları ve ders kitaplarının aktiviteleri ADOÇEP ilkeleriyle kıyaslanmıştır. İngilizce Dil Müfredatı ve ADOÇEP karşılaştırıldığında; İngilizce Dil Müfredatının dört beceriye yönelik çıktılarının B2 seviyesinin özelliklerini bir dereceye kadar yansıtmaya karşın, tam bir örtüşme sağlanabilmesi için bazı çıktıların revize edilmesi ve yeni çıktıların eklenmesi gerektiği saptanmıştır. İlgili ders kitabının B2 seviyesi ile karşılaştırılması için, kitaptaki okuma metinleri ve aktiviteleri, yazma aktiviteleri ve konuşma aktiviteleri detaylı bir şekilde analiz edilmiştir. Elde edilen sonuçlar, ilgili ders kitabındaki aktivitelerin bir dereceye kadar başarılı bir şekilde B2 seviyesine göre tasarlanmış olmasına rağmen; birçok sayıda aktivitenin bir alt veya üst seviye ile eşleştiğini ve belirli adaptasyonlara ihtiyaç duyduğunu göstermektedir. Sonuç olarak, bu çalışma B2 seviyesini örneklem oluşturması açısından seçerek MEB’in İngilizce dil müfredatlarını ve ders kitaplarını ne derecede ADOÇEP ilkelerine uygun olarak düzenlediğini açıklamaktadır. Buna ek olarak, bu çalışmada, müfredatın ve kitapların eksik ve hatalı kısımları belirlenerek düzenleme imkânı sunulmaktadır. Son olarak, bu çalışmada kitapların ADOÇEP ilkelerine uygunluğunun araştırılması için bir yöntem önerisi sunularak, ihmal edilmiş bir araştırma alanı olan ders kitaplarının ADOÇEP ile uyumunu araştıran çalışmalara katkıda bulunulmuştur.

Anahtar Sözcükler: ADOÇEP, İngilizce dili müfredatı, kitap analizi, Türk dil eğitimi sistemi

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Table of Contents

Abstract	ii
Öz	iii
Acknowledgements	iv
List of Tables	viii
List of Figures	x
Symbols and Abbreviations	xi
Chapter 1 Introduction	1
Background to the Study	2
Aim and Significance of the Study	5
Research Questions	7
Limitations	7
Chapter 2 Literature Review	10
The Common European Framework of Reference	10
CEFR in Europe	27
CEFR in Turkey	32
Chapter 3 Methodology	39
Comparing Eleventh Grade ELC and the CEFR	39
Comparing the Coursebook and the CEFR	43
Chapter 4 Findings and Discussion	51
Comparing Eleventh Grade ELC and B2 Levels of the CEFR	51
Comparing Relevant Coursebooks to B2 Levels of the CEFR	72
Implications for English Language Teachers, Curriculum Designers and Research Studies related to the CEFR	200
Chapter 5 Conclusion	203
Suggestions for Further Studies	206
References	207

APPENDIX-A: English Language Curriculum for Eleventh-Grade.....	212
APPENDIX-B: Options for Describing Reading Activities	222
APPENDIX-C: Specification Forms for Describing Writing Activities	223
APPENDIX-D: Specification Forms for Describing Speaking Activities	224
APPENDIX-E: Listening Objectives of Eleventh Grade ELC	225
APPENDIX-F: Reading Objectives of Eleventh Grade ELC	226
APPENDIX-G: Speaking Objectives of Eleventh Grade ELC	227
APPENDIX-H: Writing Objectives of Eleventh Grade ELC	228
APPENDIX-I: Reading Texts in Yes You Can B2.1 and B2.2	229
APPENDIX-J: Reading Activity 176.....	278
APPENDIX-K: Reading Activity 183	279
APPENDIX-L: Writing Activity 48: CV Form	280
APPENDIX-M: Ethics Board Waiver Form	281
APPENDIX-N: Declaration of Ethical Conduct	282
APPENDIX-O: Thesis Originality Report	283
APPENDIX-P: Yayımlama ve Fikri Mülkiyet Hakları Beyanı	284

List of Tables

Table 1 <i>Common Reference Levels: Global Scale (CEFR, 2001a, p. 24)</i>	15
Table 2 <i>Common Reference Levels: Self-Assessment Grid for B2 (CEFR, 2001a, p. 26)</i>	16
Table 3 <i>Language Use and Language User (Adapted from CEFR, 2001)</i>	18
Table 4 <i>Communicative Activities and Strategies (Adapted from CEFR, 2001)</i> ...	21
Table 5 <i>Language users' competences (Adapted from CEFR, 2001)</i>	22
Table 6 <i>The CEFR and the ELP Practices in Turkey</i>	33
Table 7 <i>Principles of the CEFR (Arikan & Zorba, 2016, p. 17)</i>	35
Table 8 <i>Regrouping of the CEFR Scales According to Four Skills and Numbering</i>	41
Table 9 <i>The CEFR Content Analysis Grid for Reading</i>	47
Table 10 <i>Relating Reading Activities to the CEFR Levels</i>	47
Table 11 <i>Specification Form for Writing</i>	48
Table 12 <i>Specification Form for Speaking</i>	50
Table 13 <i>Comparative Analysis of B2 Levels CEFR Descriptors and Eleventh Grade ELC Objectives in Terms of Listening</i>	52
Table 14 <i>Quantitative Demonstration and Percentages of Correspondence for Listening</i>	54
Table 15 <i>Comparative Analysis of B2 Levels CEFR Descriptors and Eleventh Grade ELC Objectives in Terms of Reading</i>	56
Table 16 <i>Quantitative Demonstration and Percentages of Correspondence for Reading</i>	58
Table 17 <i>Comparative Analysis of B2 Levels CEFR Descriptors and Eleventh Grade ELC Objectives in Terms of Speaking</i>	61
Table 18 <i>Quantitative Demonstration and Percentages of Matching for Speaking</i>	65
Table 19 <i>Comparative Analysis of B2 Levels CEFR Descriptors and Eleventh Grade ELC Objectives in Terms of Writing</i>	68
Table 20 <i>Quantitative Demonstration and Percentages of Matching for Writing</i> ..	69
Table 21 <i>Overall Correspondence Ratio Between ELC and CEFR for Skills</i>	71
Table 22 <i>Estimated CEFR Levels Levels of Reading Texts</i>	73
Table 23 <i>Reading Activities in Yes You Can B2.1 and B2.2</i>	83
Table 24 <i>Estimated CEFR Levels of Reading Activities</i>	108

Table 25 <i>Speaking Activities in Yes You Can B2.1 and B2.2</i>	121
Table 26 <i>Estimated CEFR Levels of Speaking Activities in Yes You Can B2.1 and B2.2</i>	142
Table 27 <i>Writing Activities in Yes You Can B2.1 and B2.2</i>	176
Table 28 <i>Estimated CEFR Levels of Writing Activities in Yes You Can B2.1 and B2.2</i>	186



List of Figures

<i>Figure 1. General proficiency levels (CEFR, 2001a, p. 23)</i>	<i>14</i>
<i>Figure 2. Narrower general proficiency levels (CEFR, 2001a, p. 31)</i>	<i>14</i>
<i>Figure 3. Overall correspondence ratio between ELC and CEFR for skills</i>	<i>71</i>
<i>Figure 4. Distribution of texts among discourse types</i>	<i>81</i>
<i>Figure 5. Level of vocabulary in reading texts</i>	<i>82</i>
<i>Figure 6. Level of grammar structures in reading texts</i>	<i>82</i>
<i>Figure 7. Estimated levels of reading texts.....</i>	<i>83</i>
<i>Figure 8. Estimated levels of reading activities.....</i>	<i>119</i>
<i>Figure 9. Distribution of themes among speaking activities.....</i>	<i>172</i>
<i>Figure 10. Distribution of speaking activities among activity types</i>	<i>174</i>
<i>Figure 11. Estimated levels of speaking activities</i>	<i>175</i>
<i>Figure 12. Distribution of themes among writing activities.....</i>	<i>197</i>
<i>Figure 13. Distribution of writing activities among activity types</i>	<i>198</i>
<i>Figure 14. Estimated levels of writing activities</i>	<i>199</i>
<i>Figure 15. Percentages matching CEFR descriptors and ELC abjectives.....</i>	<i>204</i>
<i>Figure 16. Percentages of activities that are related to B2 levels according to skills</i>	<i>205</i>

Symbols and Abbreviations

CEFR: Common European Framework of References

CoE: Council of Europe

ELC: English Language Curriculum

MoNE: Ministry of National Education



Chapter 1

Introduction

Foreign language teaching is a multifaceted process which is open to constant changes. Because of this nature of the process, foreign language teaching regulations are inevitably affected by any political, cultural and social developments and changes. One of the biggest political developments which has radical influences on this process is the unification of European countries (charter members of which are Belgium, Denmark, France, Netherlands, United Kingdom, Ireland, Sweden, Italy, and Norway) under the name of Council of Europe (hereafter CoE) in 5 May 1949. As Demirel indicated (2005, p. 1) "The Council aims to improve the living conditions of European citizens by finding solutions to the fundamental problems of European society, such as racism, ethnic discrimination, protection of the environment, to promote mutual understanding among European citizens from different cultures and to make every citizen gain European identity".

To accomplish this aim, CoE has focused on education and culture policies the most and has determined to create a "pluricultural and plurilingual" society for the future of Europe as an indispensable educational goal and has begun to direct member countries to achieve this aim (Demirel, 2005). In 1960s, Language Policy Division and European Center for Modern Languages, which are two bodies of CoE, started to work together to develop and implement language policies (CEFR, 2001a). Subsequent to these studies, Common European Framework of Reference for Languages: Learning, Teaching and Assessment (hereafter CEFR) was officially published in 2001 (CEFR, 2001a).

The CEFR mainly aims to present a common basis for language teaching and learning across Europe and it is recognized by vast majority of policy and decision makers as being a practical tool for teachers, curriculum, test and material developers (CEFR, 2001a). As Turkish Republic is one of the members of CoE since 1949, Turkish Ministry of Education adapts the European education policy including the foreign language teaching practices to its system and for this purpose, it has used the CEFR as a guideline in designing of English language curriculum (hereafter ELC) and coursebooks (Mirici, 2015, p. 2). In this regard, the present study aims to discover to what extent this adaptation process can meet the

expectations. In order to do so, by selecting B2 level to serve as a sample (see Limitations), it is aimed to discover to what extent the objectives of eleventh grade ELC align with the objectives of the CEFR for this level (which corresponds to B2.1. and B2.2.) and to what extent the coursebook, designed by the government, is capable of reflecting outcomes of the curriculum and descriptors of the CEFR regarding the relevant level.

In this thesis, a brief background to the study is presented first and it is followed by aim and significance of the study and research questions respectively. Afterwards, the CEFR is explained comprehensively in the literature review by analyzing each chapter separately. Following this theoretical information, the CEFR is dealt with in terms of practices for adopting it into language education programs and research studies that are conducted for different dimensions of it, namely language learning, teaching and assessment. For this aim, to have a broader viewpoint, the CEFR oriented practices and research studies in Europe is discussed first, which is then narrowed down to certain practices and research studies in Turkey. This part is followed by methodology chapter in which design of the study is provided with the necessary information about the eleventh grade ELC and coursebook as well as the descriptors of the CEFR for communicative activities for the related level. Subsequently, in findings and discussion part, contrastive analysis of the ELC and the CEFR and detailed evaluation of how successfully the coursebook has been aligned with the B2.1. and B2.2 levels of the CEFR are presented. Finally, this thesis is brought to the end by being summarized in the conclusion part along with the limitations of this study and suggestions for further studies.

Background to the Study

Text Concerning the aim of the study, taking the CEFR as one of the important aspects of the background to this thesis is inevitable. For this aim, this section will start with a brief description of the CEFR. The main aim and function of the framework has been declared in text of Council of Europe (2001) as follows:

The Common European Framework provides a basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural

context in which language is set. The framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (p. 1).

In other words, the CEFR provides a comprehensive theoretical approach to modern language learning and teaching to help practitioners (e.g. learners, teachers, parents, course designers, administrators, employers etc.) orient their options and inform each other in a comprehensive, transparent and coherent way (CEFR, 2001a). By having these features, the CEFR does not intend to impose a single uniform system. Contrary, it is open, flexible, multi-purpose, dynamic, user-friendly and non-dogmatic by presenting the chance to be applied to different situations with specific adaptations.

The CEFR is descriptive in nature since it describes language levels and skills comprehensively. Mirici (2015, p. 2) stated that "In the CEFR all language competences (linguistic, communicative and intercultural) are valued and described at six levels from A1 to C2 level for five skills namely, listening, reading, spoken interaction, spoken production and writing".

The CEFR is a detailed document containing nine chapters. Chapter 1 defines the political and educational context of the CEFR and its aims, objectives and functions. Chapter 2 focuses on the action-oriented approach of the framework and gives information about the general and communicative competences that learners need to improve in order to carry out language activities in various contexts under certain conditions and constraints by using some strategies in order to accomplish the tasks. Chapter 3 defines the common reference levels and explains the criteria they must satisfy, clarifies the number and definition of the levels proposed, describes the nature of the descriptors used to define the levels and the ways in which the levels may be used. Following the first 3 explanatory chapters, Chapter 4 provides details concerning the categories to explain the language use and language user according to certain parameters such as domains, situations, conditions, mental context of the interlocutors, themes etc. In chapter 5, communicative and general competences of learners are categorized such as declarative knowledge, existential knowledge, linguistic competence and sociolinguistic competence. Chapter 6 deals with the nature of language teaching and learning and some methodological options. Chapter 7 explores the tasks and their roles in language teaching and learning. In Chapter 8, implications of linguistic

diversification for curriculum design is discussed as well as differentiated learning objectives and principles of curricular design with particular curricular scenarios. Finally, Chapter 9 concerns with different purposes of assessment and their roles in language learning, teaching and evaluation process. In the appendices part, development of descriptors of language proficiency, project for illustrative descriptors in Switzerland, DIALANG Project for self-assessment and The Association of Language Testers (hereafter ALTE) in Europe "Can Do" descriptors are provided respectively.

Having mentioned the CEFR as one of the basis of this thesis, steps taken by Ministry of National Education (hereafter MoNE) in the process of implementing CEFR into the national curriculum and the nature of this curriculum and the coursebook will be clarified respectively. Since they are the other basis of this study, explanations of these concepts play a significant role so as to provide a strong background. By being one of the members of CoE since 1949, Turkish Republic has made many changes in different areas in the process of adaptation to the Council of Europe. Aligning educational policies with those of its European counterparts is one of the most important ones (Demirel, 2005). During this process, the main focus was on developing proficiency of students in foreign languages, particularly in English, and promoting plurilingualism and pluriculturalism as desired outcomes of foreign language learning (Mirici, 2008). For this purpose, MoNE adopted CEFR in 2001 on the European Day of Languages. Pilot studies have been carried out since that year by being started in private colleges and in Anatolian high schools (Demirel, 2008) in order to evaluate applicability of the CEFR into the national curriculum. As a result, curriculum and coursebooks for English language have been designed accordingly for all grades throughout the country (Mirici, 2015).

Having presented information about the process which led to development of the CEFR based curriculum in Turkey, nature and content of this curriculum will be discussed at the rest of this chapter. In the curriculum for Anatolian High Schools, which was analyzed in the scope of the current study, it was revealed that "the selections of the functions for each unit were carried out in accordance with the descriptors of the CEFR" and "the order of CEFR levels (A1 to C2) (CoE, 2011) was adopted to meet the specific needs of high school learners in 9th-12th Grades English Curriculum" (Preparatory Class, 9th- 12th Grades English Curriculum, 2016,

p. 8, 14). By being based on the principles of the CEFR, this curriculum is claimed to be designed around following features:

- Promoting plurilingualism
- Fostering communicative competence
- Presenting four skills in an integrated way
- Promoting collaboration among students
- Facilitating learner autonomy
- Being task-based and project-based
- Targeting authentic assessment
- Promoting experiential learning
- Simulating the natural process of first language acquisition in sequencing (Preparatory Class, 9th- 12th Grades English Curriculum, 2016).

Since the English language curriculum is claimed to be designed according to the principles of the CEFR, the coursebooks for English are also expected to align with it. The English language coursebooks set, *Yes You Can* (Ağırbaş, Bektaş & İşbilen, 2013), which was analyzed in this thesis, was designed by Board of Education and Discipline in 2013. Along with the broad levels (A1, A1.1, B1, B1.1, B2, B2.2, C.1, C1.2), the set also includes a plus level for each broad level. Each book in the set is composed of 10 theme-based units and specified outputs, language areas, structures, and target vocabulary items for each of these units. All in all, this study has its roots in the CEFR, eleventh grade ELC for Anatolian High Schools and the coursebooks for this grade which were created by MoNE.

Aim and Significance of the Study

The aim of this study can be explained in two steps. First of all, it aims to explore to what extent the objectives of each skills for eleventh grade (listening-speaking-writing-reading) match up with the descriptors of the CEFR for the related level (B2.1 and B2.2). Secondly, this study aims to find out to what extent English language coursebooks for eleventh grade (*Yes You Can* B2.1 and B2.2) can reflect the CEFR descriptors for B2.1 and B2.2 level by focusing on each skill separately.

The importance of the present study can be understood from different perspectives. To begin with, CoE has placed much importance on creating plurilingual and pluricultural society and creating a shared European identity ever since its foundation. In order to accomplish this aim, CoE has primarily worked on education, particularly language education, and has had the related institutions in its body create projects on this issue. The CEFR is a product of these studies and it has shaped foreign language policies of member countries. By being one of the members of the Council, Turkey has adopted the CEFR into its curriculum and has aimed to increase the quality of foreign language education to European standards. Since Turkey is in the process of harmonization to EU and foreign language teaching is always a major problem of this country, investigating how successfully ELC and the coursebooks have been aligned with the CEFR is of vital importance so as to increase the quality of English language education by promoting and guiding further studies.

Moreover, when the literature was reviewed, it was found out that many studies were carried out to reveal the applicability of the CEFR into a specific curriculum (Arikan, 2015; Arikan & Zorba, 2016; Doğan, 2007; Tosun, 2007; Yiğit, 2010) and to create CEFR based curricula (Ekşi, 2008; Mut, 2007; Üstünoğlu, Zazaoğlu, Keskin, Sarayköylü & Akdoğan, 2012). There are also numerous studies which aim to link exams to CEFR by exploiting standard setting and benchmarking procedures, (Krieken, 2009; Taylor 2009; Tsagari, 2010). However, although English coursebooks create a huge market and publishers increase their sales by making claims about the relationship between their products and the CEFR, neither is there a validated method to prove this claim (Alderson, 2007), nor are there many studies trying to link the coursebooks to the CEFR. Only a few research studies investigating the effectiveness of alignment of English language coursebooks to the CEFR were encountered in the literature (Dağ, 2008; Karababa, Serbes & Şahin, 2010). Thereby, this thesis contributes the efforts to fill this gap in the literature by seeking the congruence between English language coursebooks and related the CEFR level. Accordingly, it proposes an empirical method which can be used to see uniformity between target CEFR level and the level of the coursebooks. Besides, in Turkey government has distributed all students the same books free of charge within the scope of the Free Textbook Distribution Project since 2006/7 (Karababa, Serbes

& Şahin, 2010). When the socio-economic situation of Turkey is taken into account, it is seen that majority of students have to use these books. Therefore, detailed analysis of the English language coursebooks in terms of its harmony with the CEFR levels gains much significance.

Hence, it is expected that the result of this study will provide a general understanding of the current state of ELC for high schools and coursebooks for English language in terms of their congruence with the CEFR levels by presenting ELC and coursebooks for eleventh grade as sample and it will suggest a more experimental method for linking coursebooks to the CEFR. Subsequent to background to this study and significance of the study, research questions will be presented at the rest of the chapter.

Research Questions

Considering the aim of the study, research questions were determined as follows. The procedures that were carried out to answer these questions will be handled in methodology chapter and the results will be explained comprehensively in findings and discussions.

1. To what extent do the objectives of the eleventh-grade English language curriculum align with the descriptors of B2.1 and B2.2 level of the CEFR?
2. To what extent do the eleventh-grade English language coursebooks (Yes You Can B2.1 and Yes You Can B2.2) align with the descriptors of B2.1 and B2.2 level of the CEFR?

Limitations

At the process of writing present study, a few drawbacks were encountered. To start with, due to the reasons of space and readability, not the curricula and the coursebooks of all grades could be analyzed. To serve as a model, eleventh-grade ELC and coursebooks of this level were selected and it was expected that they provide a general understanding of the situation since curricula and coursebooks for all grades have similar qualities by being produced and approved by the same committee. The reason lying behind choosing the eleventh-grade is that it corresponds to Independent User - B2/B2.2 level, which means that the one who is

in this level has the necessary communicative competence to be able to survive linguistically in multilingual contexts effectively. Moreover, this level is the target set by preparatory classes and most of the institutions in European countries such as Poland, Estonia etc. (Arslan & Coşkun, 2013).

Secondly, due to the reason mentioned above, this thesis does not aim to analyze the congruence between ELC and the CEFR in terms of all principles of the framework such as reinforcing learner autonomy, fostering plurilingualism and pluriculturalism, and task-based learning etc. rather it seeks for how effectively the ELC and the coursebook can meet the B2 levels criteria defined by the CEFR. Moreover, in present research only document review, which is one of the qualitative research techniques, was used as data collection tool. Other techniques such as observation in the target classroom or interview with the teachers could not be applied since the target books have not been being used anymore. For the same reason, listening texts of the coursebooks were not currently available, so they could not be analyzed in present study.

Another limitation is that subsequent to the analysis of congruence between ELC and the CEFR, and between the coursebooks and the CEFR, the correspondence ratio between the coursebooks and ELC could not been assessed. The reason was that by being the most up-to-date ones, the coursebooks, which were published in 2013 and republished in 2016, and the ELC, which was published in 2016, were chosen to be analyzed so that the most current situation could be assessed. Therefore, since the coursebooks were published 3 years earlier, they could not have been designed to cover ELC objectives, which makes the efforts to evaluate to what extent the coursebooks can correspond to the ELC meaningless.

Finally, ELC and the coursebooks were analyzed only by the researcher by using the abovementioned tools (see Manual for Relating Examination to the CEFR) of the Manual (2009), which could have affected the validity of the results negatively. As it was discussed by Alderson et. al (2006), individual analysis of the texts and activities could end up with discrepancy in the results and it was suggested that (Alderson et. al, 2006; Manual for Relating Language Examinations to the CEFR, 2009) to eliminate discrepancy, users should carry out familiarization and training procedures in using the Grid along with the group discussion which follows individual analysis. Considering these suggestions, an extensive familiarization and training

procedure were carried out; however, since this is an individual study, group discussion could not be performed. To rule out this limitation, the tasks in training module that was provided in the online version of the grid (<http://www.lancaster.ac.uk/fss/projects/grid/>) were carried out and analyses of the researcher were compared with experts' analysis.



Chapter 2

Literature Review

In this chapter, first of all the CEFR will be analyzed by included each chapter of the framework respectively. As well as presenting a general perspective for all these chapters of the CEFR, this study discusses chapter 3, 4 and 5 (see Common Reference Levels, Language Use and Language User/Learner, The User/Learner's Competences) more comprehensively since their understanding plays a significant role for ELC-CEFR and coursebooks-CEFR comparisons. Subsequently, the CEFR will be investigated from the perspective of European countries (see CEFR in Europe). With this aim, the steps taken by European countries in the process of adapting the CEFR into their language education policies will be dealt with first, which is followed by research studies for standard setting and benchmarking in these countries. Lastly, evolution process of Turkish language education policies since the day of acceptance of the CEFR will be handled along with CEFR related research studies that are carried out in Turkey (see CEFR in Turkey).

The Common European Framework of Reference

Founded in 1949, European Council concerns with increasing the quality of communication among Europeans from different countries and cultures because of the fact that better communication increases the chance of mobility and more direct contact, which leads to a better understanding and closer co-operation in European countries (CEFR, 2001a). Bearing this aim in mind, the CEFR, a guideline for practitioners for organizing language teaching, learning and assessment, was created as the product of 30-40 years of experience and hard work in 2001. It does not aim to show the practitioners what to do or how to do, rather to ask questions and encourages them to find answers accordingly which they will design language learning and teaching. The questions that should be kept in mind are as follows:

- What will learners need to do with the language?
- What do they need to learn in order to be able to use the language to achieve those ends?
- What makes them want to learn?

- What sort of people are they (age, sex, social and educational background, etc.)?
- What knowledge, skills and experiences do their teachers possess?
- What access do they have to coursebooks, works of reference (dictionaries, grammars, etc.), audio-visual aids, computer hard – and software, etc.?
- How much time can they afford (or are willing, or able) to spend? (CEFR, 2001a, Notes for the user, para. 5)

The framework guides practitioners and provides them with necessary information to be able to answer these questions in 9 chapters, which will be briefly explained in the rest of this chapter.

The Common European Framework in Its Political and Educational Context. The Common European Framework in its political and educational context is the issue that is presented in the first chapter of the CEFR. As indicated in the CEFR (2001) “The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (p. 1). It aims to eliminate the obstacles for communication among language professionals from different European countries by creating them a basis to define the objectives, content and method of language learning, which in turn leads to transparency of courses, syllabuses and qualifications. By using objective criteria for describing language proficiency levels of learners from various educational contexts, uniformity among European countries will be maintained, which creates more flexible conditions for mobility.

In harmony with these perspectives, Council of Europe has given much importance to plurilingualism in its approach to language learning. It suggests that when a person learns more than one language, s/he does not keep these languages separately in his/her mental repertoire, rather s/he develops a communicative competence which consists of experience and knowledge of different languages and where these languages can interact. It has naturally affected the goal of language education; instead of creating language users who are proficient in one or more languages separately, it aims to promote having all linguistic abilities in relation to each other in single, uniformed mental store.

In accordance with these aims, the CEFR was designed to be used in the planning of language learning programs, certification programs and self-directed learning. To perform these functions, the framework needs to have particular features such as being transparent, coherent and comprehensive as well as being open, flexible, user-friendly, non-dogmatic, multi-purpose and dynamic at the same time (CEFR, 2001a).

Approach Adopted in the CEFR. In this self-explanatory chapter of the CEFR, the approach adopted to create this framework is explained with a specific reference to each chapter of the CEFR briefly and some important terminologies, which is defined in a more detailed way in the following chapters, are dealt with. An action-oriented approach is adopted in the CEFR which perceives language users as 'social agents' who have particular tasks to carry out under some conditions in specific domains. More specifically, any type of language use is described as follows;

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

Besides these terms, which will be explained in a detailed way in chapter 4, in chapter 5 general and communicative competences of language users to perform language activities are provided. Preceding these, in chapter 3 ascending series of common reference levels are provided for describing learner proficiency in a vertical dimension. Since language learning is a very long process, calibration plays a very significant role in terms of creating standardization for award of qualification and course planning, which is the main goal of the CEFR.

In chapter 6, the nature of language learning and teaching is discussed by presenting different theoretical assumptions but not suggesting any of them particularly to the practitioners. By being comprehensive and transparent, the framework is open, dynamic and flexible at the same time. Therefore, it is not the function of the CEFR to impose one approach, rather it aims to encourage all those involved as partners to the language learning/teaching process to think about

possible options and make choice for their own theoretical basis and practical procedures.

In chapter 7, the tasks and their roles in language learning and teaching processes are stated. In subsequent chapter, the implications of the ideas which are proposed in chapter 6 and 7 for the diversification of language teaching and educational policies are revealed. In chapter 9, the decisions that needs to be made by the ones who will carry out assessment are argued. The options are stated in contrasting pairs and possible advantages and disadvantages of them are presented.

Common Reference Levels. In the third chapter of the CEFR, common reference levels and the procedure that was carried out to create them were explained comprehensively. The framework has been produced to serve as a reference document for textbook writers, test developers, curriculum and syllabus designers, and teachers. To carry out this function, it reviews all the elements that play a role in language learning, teaching and assessment in a comprehensive way. At the same time, it presents common reference levels for proficiency in order to provide consistency among different constitutions in member countries of EU.

These reference levels are the best-known features of the CEFR and they are intended to be relevant to learners but not over-specific, and “they should soundly base from a theoretical point of view, yet worded in a way that enables users to understand and apply them to their own situation” (CEFR A guide for user, 2001b.). Since these features are pretty hard to achieve, a very rigorous and systematic combination of intuitive, qualitative and quantitative methods was employed. To begin with, an expert group analyzed the existing scales in the light of categories of description. Then, in intuitive stage, this group adapted the material by formulating new descriptors and discussing the newly generated set based on their experience and accumulation of knowledge. In the next phase, various qualitative methods were used in order to see whether the descriptors actually described the categories they were intended to describe. Finally, the best descriptors were selected as a result of these studies and they were scaled by using quantitative methods. Subsequently, replication projects were carried out to check how accurate this scaling is (CEFR, 2001a, p. 22). Common Reference Levels consist of three main levels and two sub-levels for each:

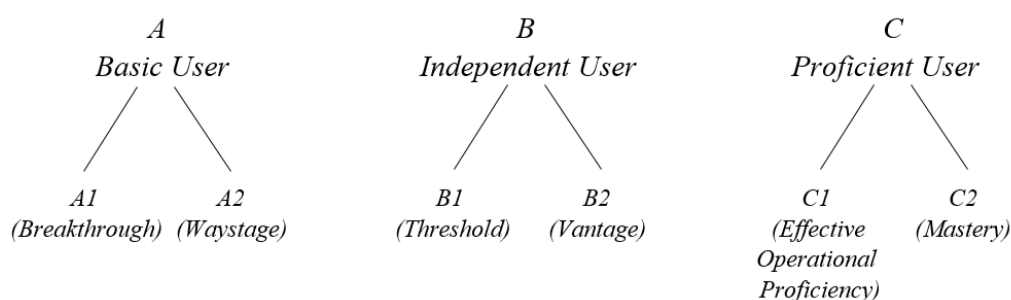


Figure 1. General proficiency levels (CEFR, 2001a, p. 23).

Although this scaling is the most accepted and widely used one, for some practical reasons narrower scaling, which are suggested by Swiss research Project that created the levels in the first place, can be used (see Figure 2).

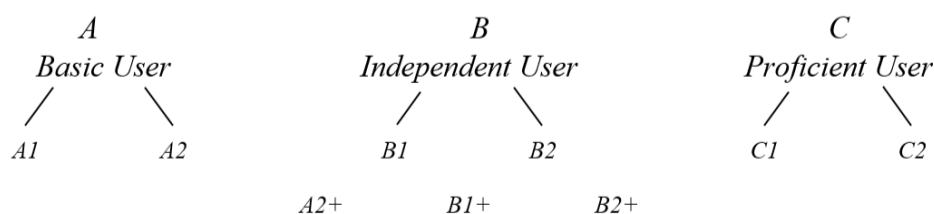


Figure 2. Narrower general proficiency levels (CEFR, 2001a, p. 31).

Reasons for narrower levels are explained as;

- being more suitable for certain groups, institutions or contexts of learning;
- providing appropriate objectives for various school sectors in an easier way;
- being course planning aids to set objectives for shorter periods in settings;
- helping student see their progress more visibly and specifically, which in turn fosters motivation for learning and feeling of accomplishment. (North, 1999).

In terms of presentation of these common reference points, there is no limitation in the ways of different institutions in different cultures to organize or describe their system of common reference points and it is even hoped that the wording and the formulation of descriptors for these levels will enhance in time with the contribution and experience of related foundations in member countries of EU. Different presentations of common reference points for various goals is desired; however, summarizing the set of proposed Common Reference Levels in single holistic paragraphs, as shown in Table 1, is more practical for users of the framework

Table 1

Common Reference Levels: Global Scale (CEFR, 2001a, p. 24)

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

Common Reference Levels can be used by different parties who involve in language learning and teaching process for various reasons. To start with, language learners can make use of these as a reliable evaluation tool to see their progress while teachers may use them to design language teaching process more effectively (Mut, 2007). They also increase the opportunity to adopt a more communicative

approach to language learning and teaching as well as enabling goal-setting and assessment process for learners and teachers. Moreover, they constitute a sound system to which test developers and material designers can relate their work in terms of selecting and classifying the language to be incorporated into courses (Doğan, 2007). Finally, they can be used to determine strengths and weaknesses of textbooks and other learning materials in relation to the communicative demands of the curriculum (Little & Perclova, 2001, p. 14).

B2.1 and B2.2 Levels. Since this study particularly focuses on B2 levels, presenting general information about these levels is of vital importance. To start with, learners in B2.1 level, can understand the content of difficult texts in concrete and abstract subjects, and discussions in his own field. S/he can interact with a native speaker in a natural and fluent way and can express himself/herself clearly in a wide range of subjects. S/he can express his/her opinion on a current topic and list the advantages and disadvantages of different options. When the learner becomes B2.2 level, s/he can contribute to the development of the discussion by giving feedback to the explanations and deductions of the speaker during the conversation. S/he can use the connectors efficiently to ensure the coherence and unity between ideas. S/he can develop his/her argument by focusing on important issues and providing necessary details. In Table 2, what a learner can do at B2.1 and B2.2 levels is shown in terms of different skills as a self-assessment grid.

Table 2

Common Reference Levels: Self-Assessment Grid for B2 (CEFR, 2001a, p. 26)

B2		
RECEPTION	Listening	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand the majority of films in standard dialect.
	Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.
INTERACTION	Spoken Interaction	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Written Interaction	I can write letters highlighting the personal significance of events and experiences.

PRODUCTION	Spoken Production	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	Written Production	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

Language Use and Language User/Learner. Describing and analyzing language user/learner and their aim to use a language plays a very significant role for practitioners in designing and applying efficacious language teaching programs. For this reason, in Chapter 4 of the CEFR the parties who are involved in language teaching and learning practices are presented with comprehensive information about various types of language use and language user. Thus, they are expected to think about the following points and design their teaching practices accordingly;

- teaching conditions
- learner profile
- learners' needs and aims
- what learners should know to act
- what kind of tasks and activities learners need to be involved in so as to accomplish their aims

Before describing language use and language user, it should be kept in mind that in the process of foreign language teaching, the language learner is in the evolution of becoming language user. In accordance with the aim of the language policy of CoE, learners do not acquire a new language independent from the old one, rather s/he gains plurilingual competence and develops interculturality (CEFR, 2001a). In this process, "the linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how as well as an enriched, more complex personality" (CEFR, 2001a, p. 19). Hence, in the framework, language use and language user are described in the light of these assumptions and they are categorized as shown in Table 3.

Table 3

Language Use and Language User (Adapted from CEFR, 2001)

<i>The context of language use</i>	<i>Communicative language activities and strategies</i>
- domains - situations - conditions and constraints - the user/learner's mental context - the mental context of the interlocutor(s)	- productive - oral production (<i>speaking</i>) - written production (<i>writing</i>) - receptive - aural reception (<i>listening</i>) - visual reception (<i>reading</i>) - audio-visual reception - interactive - oral interaction - written interaction - mediating
<i>Communication themes</i> E.g. personal identification house and home, environment daily life free time, entertainment travel relations with other people health and body care	<i>Communicative language processes</i> - planning - execution - production - reception - interaction - monitoring - practical actions - paralinguistic behavior - paratextual features
<i>Communication tasks and purposes</i>	<i>Texts</i> - media - genres and text-types - spoken texts - written texts

The Context of Language Use. The type and the nature of the language which learners are expected to produce depends on the context in which communication takes place. In describing the context of language use, *domains*, *situations*, *conditions and constraints*, which are external factors, and *the user/learner's mental context and the mental context of the interlocutor(s)*, which are internal, are parameters that are used.

“*Domains* are spheres of action and areas of concern in which social life is organized” and selection of the domain, in which language users perform communicative activities, creates a base to choose situations, tasks, activities, texts and themes (CEFR, 2001a, p. 45). Although there is not a specific number of domain, their categorization under four broad title is possible:

- the *personal* domain, in which the person concerned lives as a private individual, centered on home life with family and friends, and engages in individual practices such as reading for pleasure, keeping a personal diary, pursuing a special interest or hobby, etc.;
- the *public* domain, in which the person concerned acts as a member of the general public, or of some organization, and is engaged in transactions of various kinds for a variety of purposes;
- the *occupational* domain, in which the person concerned is engaged in his or her job or profession;
- the *educational* domain, in which the person concerned is engaged in organized learning, especially (but not necessarily) within an educational institution. (CEFR, 2001a, p. 52).

In each of these domains, different external *situations* can develop and they can affect nature of the domains. Locations, institutions, persons, objects, events, operations and texts are the elements that are used to describe the situations and users of the framework need to reflect and determine on these domains to decide on what type of situation they want to deal with according to their students' profile. On the other hand, even in optimum situations, external *conditions*, under which communication takes place, may lead to various constraints on interlocutors' performances or learning. Some physical and social constraints such as ambient noise, the number and familiarity of interlocutors, physical conditions of the classrooms or time pressure can have certain negative effects on both students' ability to learn and their performances. In exams or in classrooms, practitioners should be aware of these constraints and try to eliminate them to create better learning and testing environments.

User/learner's mental context and the mental context of the interlocutor(s) are the last elements which play role in describing *context of language use*. Except

for the external factors mentioned above, some internal factors such as students' readiness to learn, their psychological well-being, previous experiences and personality features can facilitate or impede learning and acts of communication. As well as these, the nature of the communication between teacher and students or among students may create differences on the quality of teaching or interaction.

Communication Themes. In order to be involved in communicative activities, students need a theme to talk, write, listen to or read about. These themes may vary from domain to domain and according to students' needs, interests, characteristics and motivation along with the resources available. Each theme has a sub-theme, which is composed of specific notions. For example, 'free time and entertainment' is a broad theme, which can be subcategorized as leisure, hobbies and interests, radio and TV, cinema, theatre, concert, etc. Hobbies and interests, on the other hand, is a sub-theme and specific notions can be identified for it by creating relation with different situations. All in all, users of the framework, should reflect on domains, situations, conditions and constraints, user/learner's mental context and the mental context of the interlocutor(s) and select themes, sub-themes and specific notions accordingly. Subsequently, bearing these decisions in mind, communicative language activities can be designed and strategies students may need can be determined.

Communicative Language Activities and Strategies. People need to involve in communicative activities and use communication strategies to be able to carry out communicative tasks in-and-out of the classrooms. These activities are commonly classified under four skills: listening, reading, writing and speaking. However, in this framework they are examined under categories of reception, interaction and production (see Table 4) and different type of activities in each category are provided with scales of proficiency as well as an analysis of the strategies used by a language user in carrying out an activity. More precisely, in this chapter, users of the framework are presented illustrative scales through which they can understand what type of language activities and how much of them language users can perform at different levels. Because of this mission, chapter 4 of CEFR is quite important and widely used.

Table 4

Communicative Activities and Strategies (Adapted from CEFR, 2001)

<i>Communicative Activities</i>			
	<i>Reception</i>	<i>Interaction</i>	<i>Production</i>
SPOKEN	Overall listening comprehension	Overall spoken interaction	Overall spoken production
	Understanding interaction between native speakers	Understanding a native speaker interlocutor	Sustained monologue: describing experience
	Listening as a member of a live audience	Conversation	Sustained monologue: putting a case
	Listening to announcements & instructions	Informal discussion	Public announcements
	Listening to radio & audio recordings	Formal discussion (meetings)	Addressing audiences
		Goal-oriented co-operation	
		Obtaining goods and services	
		Information exchange	
		Interviewing & being interviewed	
	Overall reading comprehension	Overall written interaction	Overall written production
WRITTEN	Reading correspondence	Correspondence	Creative writing
	Reading for orientation	Notes, messages & forms	Writing reports and essays
	Reading for information and argument		
	Reading instructions		
AUDIO/ VISUAL	Watching TV & Film		
<i>Communicative Strategies</i>			
	<i>Reception</i>	<i>Interaction</i>	<i>Production</i>
	Identifying cues and inferring	Taking the floor	Planning
		Co-operating	Compensating
		Asking for clarification	Monitoring and repair

The User/Learner's Competences. After describing what language learners/users are expected to perform to be able to communicate, chapter 5 of the CEFR deals with what makes it possible for human beings to be involved in acts of communication and what kinds of knowledge they need to possess. To be able to

perform tasks and activities in communicative situations, people benefit from certain competences such as linguistic and pragmatic, which is the set of various kinds of knowledge and skill they develop throughout their life (CEFR, 2001a). Although all the competences of human beings play a role in their ability to communicate, thus in the creation of communication, a classification can be made between communicative language competences and general competences. In designing language teaching programs, practitioners need to decide on what kind of knowledge learners already have and what kind of knowledge they need to acquire in order to perform specific communicative tasks. To serve this purpose, chapter 5 provides a comprehensive map by presenting a detailed classification of different kinds of competences as shown in the following table.

Table 5

Language users' competences (Adapted from CEFR, 2001)

<i>General competences</i>	<i>Communicative language competences</i>
• declarative knowledge (<i>savoir</i>) ○ <i>knowledge of the world</i> ○ <i>sociocultural knowledge</i> ○ <i>intercultural awareness</i> • skills and know-how (<i>savoir-faire</i>) ○ <i>practical skills and know-how</i> ○ <i>intercultural skills and know-how</i> • existential competence (<i>savoir-être</i>) • ability to learn (<i>savoir-apprendre</i>) ○ <i>language and communication awareness</i> ○ <i>general phonetic skills</i> ○ <i>study skill</i> ○ <i>heuristic skills</i>	• linguistic competences ○ <i>lexical competence</i> ○ <i>grammatical competence</i> ○ <i>semantic competence</i> ○ <i>phonological competence</i> ○ <i>orthographic competence</i> ○ <i>orthoepic competence</i> • sociolinguistic competence ○ <i>markers of social relations</i> ○ <i>politeness conventions</i> ○ <i>expressions of folk-wisdom</i> ○ <i>register differences</i> ○ <i>dialect and accent</i> • pragmatic competences ○ <i>discourse competence</i> ○ <i>functional competence</i> ○ <i>schematic design competence</i>

The Process of Language Learning and Teaching. After describing what a proficient language user is expected to do in order to engage in communicative activities and what types of competence s/he needs to possess to carry out these activities, in Chapter 6 of the framework, the questions of language learning and

teaching processes will be dealt with. The first issue is deciding on the objectives of this process. The global scale for common reference levels, presenting the criteria to be accomplished at each level, may be regarded as simplified statements of objectives, which are detailed in preceding chapters. The decision can be made about what competences of learner should be assumed as already existing, which one of them should be implicitly supported and which one of them should be explicitly taught regarding the target student profile. Among them, plurilingual competence can be seen as the most significant one and can be set as the main goal of most of the institutions when the political, educational and social balances in the world are taken into account.

After raising consciousness about selecting the objectives of language learning and teaching, the framework presents some theoretical assumptions about the nature of language learning and invites users of the framework to think about these assumptions, which significantly affects the practices in language learning and teaching process. Following these, some methodological options, which should be adopted according to the educational context, aim of language learning, and students' profile are provided for the teachers and organizing bodies. Although the framework does not aim to present a strict and uniform method, which is against the nature of the CEFR, it states some preferred options and takes up its position by also showing drawbacks of problematic ones.

Options for methodological issues are categorized under sub-categories which are about the components of language education and parties involved in this process. Users of the framework are asked some questions and presented choices in each of the following categories and they are invited to take their stand by evaluating them:

- General approaches
- The relative roles of teachers, learner and media
- Texts
- Tasks and activities
- Communicative strategies
- General competences

- Linguistic competences
- Sociolinguistic competence
- Pragmatic competences (CEFR, 2001a)

Tasks and Their Role in Language Teaching. In Chapter 7 of the CEFR, tasks that are an indispensable element of daily life in any domain and may show difference in the extent to which requiring communication are handled comprehensively. They can be effectively drawn upon in language teaching for communicative purposes and there is a developing tendency in using them within the communicative approach. Tasks can dramatically differ in nature; they can reflect real life use or pedagogic purposes, they can be extremely difficult or easy, they may require individual work or group of people, they can need high level or low-level competences etc. Therefore, when they are used for language education purposes, tasks (their conditions and constraints) need to be planned carefully by considering the target learner profile, their competences and characteristics and there can be a logical balance between form and meaning as well as fluency and accuracy.

Since the main function of the framework is to guide practitioners in terms of planning language teaching practices, presenting characteristics of different task types in everyday language use and in the language-teaching classroom is inevitable. The CEFR classifies tasks under three main categories; real-life tasks, communicative pedagogic tasks, and pre-communicative pedagogic tasks. *Real-tasks* are selected according to learners' needs outside the classroom, *communicative pedagogic tasks* "have their basis in the social and interactive nature and immediacy of the classroom, where learners engage in a willing suspension of disbelief and accept the use of the target language and such communicative pedagogic tasks have identifiable outcomes" (CEFR A Guide for User, 2001b, p. 130), and *pre-communicative pedagogic tasks* are short exercises before the real tasks in order to focus on decontextualized practice of forms which will be used to carry out the task. Successful completion of these tasks depends on the task difficulty, which is decided by;

- *conditions and constraints* under which tasks are performed,
- *learner characteristics* and competences,

- the nature of the *tasks* themselves. (CEFR, 2001a)

Hence, curriculum and syllabus designers, textbook writers, material developers and teachers should keep these factors in mind while creating and applying tasks. Deeper analysis of these components is one of the objectives of CEFR and they can be summarized as follows:

- cognitive characteristics of learners
- affective characteristics of learners
- linguistic competence of the learners
- the presence or absence of support
- time available
- the nature of the task goal
- predictability
- physical conditions
- the nature of participants
- task support (the presence/ absence of instructions)
- text characteristics
- type of response required (CEFR, 2001)

Linguistic Diversification and the Curriculum. After a detailed analysis of the components of language learning and teaching process, in Chapter 8 of the CEFR, implications of these for language policies will be reviewed. To begin with, it should be remarked that, educating citizens of Europe as plurilingual and pluricultural individuals is one of the most primary goals of Council of Europe. As indicated in the CEFR (2001a);

“Plurilingual and pluricultural competence can be described as the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures” (p. 177).

In the framework, it is included that language policies of the member countries should be designed by taking this aim into consideration. However, it is worth noting the *de facto* idea -to express the rationale which should be behind the

process of curriculum designing in a more complete way- that based on the target students profile, their language proficiency level and the context in which language learning and teaching process is carried out, selection and ordering of the objectives can differ to a great extent.

Assessment in the CEFR. Since the CEFR is a framework for learning, teaching and assessment; previous chapters of it deal with the issues related to learning and teaching and Chapter 9 of the CEFR is devoted to assessment dimension of language education. Generally speaking, the CEFR can be used in 3 different ways for assessment:

- For the specification of the content of tests and examinations: what is assessed

In order to specify the content of the tests, chapter 4 of the CEFR (see Language Use and Language User/Learner) can be consulted since language use and language user are dealt with the help of illustrative descriptors in it. Chapter 7 can also be helpful to guide the test developers in terms of the nature of the tasks and according the task difficulty for examinee.

- For stating the criteria to determine the attainment of a learning objective: how performance is interpreted

The scales provide a source for the development of rating scales for the assessment of the attainment of a particular learning objective and the descriptors may assist in the formulation of criteria (CEFR, 2001a, p. 189).

- For describing the levels of proficiency in tests and examinations thus enabling comparisons to be made across different systems of qualifications existing: how comparisons can be made.

After stating the use of the CEFR for assessment purposes, the framework presents various types of assessment which vary based on the context and the purposes. It cannot be said that one type of assessment is superior to the other one; they all have certain types of advantages and disadvantages which are explained by the CEFR, thanks to which different types of assessment can also be related to each other.

CEFR in Europe

After presenting comprehensive information about the CEFR, in this section of the study, changes that have been made by European countries in the process of adapting the CEFR into their language education programs will be dealt with. Subsequently, studies that are related to linking exams, curriculum and coursebooks to the CEFR levels in European countries are discussed.

CEFR Oriented Practices in Europe. Since declaration of the CEFR in 2001, most of the member countries of CoE has started investigating this framework and incorporate it into their national curriculum with multiple adaptations. Estonia is one of the members of CoE which used the CEFR as the framework in planning foreign language teaching policy of the country (Estonia Country Report, 2008). Along with English, Russian, German and French are also taught in this country. As the primary goal of language education, making students proficient in these languages so that they can solve their problems independently in the natural language environment, communicate with people from different cultures, and see the differences between their mother tongue and the target language are determined. Taking students' both academic and daily language needs into account and including cultural elements of the country where the language is spoken are prioritized in planning language teaching programs. In addition, language assessment tools are designed according to the CEFR criteria and students are supposed to be in B2 level while graduating from a higher education institution (Estonia Language Education Policy Profile, 2010).

Lithuania is another country who adopted the CEFR while designing foreign language policy of the country. As a reflection of this approval, they give much importance to facilitating communicational, social, problem-solving and critical thinking skills of learners along with cultural and linguistic abilities. Foreign language teaching practices are shaped with this aim in mind and in order to maintain the coherence between teaching and assessment processes, common reference levels are embraced both in teaching and assessment of for language skills (Lithuania Country Report, 2003-2004).

Luxembourg, on the other hand, decided to investigate the foreign language studies of CoE in 2005 in order to improve foreign language policy of the country.

At the end of the research which was conducted by a group of experts, using the CEFR as the framework to regulate the foreign language teaching and assessment processes was agreed. Methods, strategies and techniques, used for facilitating learners' communicative language skills, were found quite beneficial and they were decided to be incorporated in language classes. Moreover, adapting the tools that are used to assess learners' foreign language skills according to common reference levels was prioritized. Finally, integrating ELP, a process-based self-assessment tool produced by CoE, into the foreign language teaching program of the country was determined in order to give students the chance to observe their progress in foreign language learning (Grand Duchy of Luxembourg Language Education Policy Profile, 2005-2006).

Austria is another country which has a center called "European Language Proficiency Center" in order to follow the developments and innovations in other countries. This center is also responsible with enhancing foreign language policy of the country. The CEFR and ELP were incorporated into the national curriculum as a result of its efforts and foreign language teaching practices were designed accordingly with strong adherence to common reference levels (Austria Language Education Policy Profile, 2008).

Hungary is another European country which gives much importance to students' specific vocational language needs in order to make them more qualified in terms of finding a job. That's why raising multilingual and multicultural citizens is one of the objectives of the foreign language teaching programs and in order to accomplish this aim, the CEFR and English Language Portfolio (hereafter ELP) were incorporated into the curriculum successfully (Hungary Language Education Policy Profile, 2002-2003).

Poland, on the other hand, has a national core foreign language teaching program to fulfill language needs of the students. This country also integrated the CEFR principles into the curriculum and use common reference levels in deciding students' language proficiency levels (Poland Language Education Policy Profile, 2005.) Besides, like in Estonia, being in B2 level was decided as the goal to graduate from university in this country.

Finally, in Slovenia it is believed that foreign language curriculum should reflect the country's language education policy, which is the case in Poland (Slovenia Country Report, 2003). Process-based approach focusing on four language skills in an integrated way is the general feature of the program, which is also supported by the CEFR. That may be the reason for selecting coursebooks and materials that are prepared according to the CEFR principles is more common and feasible.

CEFR Related Research Studies in Europe. Having presented the CEFR oriented practices that have been carried out in Europe, in this section research studies that have been conducted to link exams, curriculum and coursebooks to CEFR will be discussed. To begin with, Trinity College of London performed a calibration project in 2005-2006 in order to link the Graded Examinations in Spoken English (GESE) and the Integrated Skills in English (ISE) suites of language examinations to the CEFR levels by exploiting the pilot linking Manual (Manual for Relating Language Examinations to the CEFR, 2009) (Taylor, 2009). GESE is a speaking exam that comprises one-to-one interview with the examinee and is divided into 12 levels equally divided into 4 stages from beginner to proficient user whereas ISE was designed to assess four skills in an integrated way benefiting from traditional spoken and written techniques and portfolio. Only the results of GESE were discussed in the paper due to the space limit. To carry out this project, 12 judges who were all involved in examination either by being item writer and test designer or working in validation and quality assurance processes were employed. In the project, the process suggested by the Manual was followed; familiarization, specification, standard setting and benchmarking, and lastly empirical validation. Firstly, the judges got familiar with the exams, the CEFR itself and its scales, then they specified the test content in relation with the CEFR categories by using specification tables. After that, in standard setting and benchmarking, every judge was given different grades from GESE to assign them a CEFR level by using at least 3 scales. This process was followed by group discussion which was concluded with high level of consistency among judges' decisions. It was concluded that while 7 of 12 grades were in the CEFR level as they were intended to be, 5 of them needed revision to reflect features of target CEFR level.

Another benchmarking study was carried out in Scotland by a small panel of people who were ESOL practitioners or examiners (Krieken, 2009). SQA ESOL Higher Course, which was claimed to be at C1 level, was benchmarked to prove that it really reflected descriptors of C1 level in the CEFR. For this aim, candidates studied one mandatory and one optional unit. Their success was evaluated according to the grades they got from external exams of reading, writing, listening and their performances for speaking during the courses. The first linking process was conducted in 2007 by a small group of 4. Firstly, like in the previous study, they familiarized with the CEFR scales and then they scrutinized the courses objectives, unit specifications, and sample exams. It was concluded that although course objectives aligned with descriptors of C1 level, unit specifications were too general to reflect the outcomes of target level and texts were generally below C1. The second linking process was carried out in 2008 by 10 judges who also participated in familiarization process. In the second process, items and tasks in the listening and reading exams, and candidates' performances for writing and speaking exams were analyzed. In terms of listening, it was concluded that 1 of 3 texts was in C1 while 2 of them were in B2 level. As for items, while there was no item in C1, 11 of them were revealed to be in B2 and 14 of them were in B1 level. In terms of reading, it was concluded that one of 2 texts were in C1 while the other showed features of B2. Regarding reading items, it was found out that there were 3 items in C1, 16 items in B2 and 2 items in B1 level. With respect to speaking, it was concluded that 4 of 5 candidates performed in C1 level while 1 of them is in B2. Lastly, for writing it was seen that 1 of the products was in C1, 6 of them were in B2 and 3 of them were in B1 for 2 pieces of writing for each of 5 candidates. All in all, it was found out that unit objectives were too general to reflect C1 level descriptors and tasks for all skills were lower than C1 level.

Cito and Dutch Institute for Curriculum Development, on the other hand, conducted an international project to benchmark videotaped oral performances of participants from various contexts against the CEFR levels (Maris, Noijons & Reichard, 2009). Participants were recruited from teenagers and adults by taking their levels into account; it was tried to be ensured that there were participants from all levels (pre-judged). Oral performances of these participants were videotaped, which included interaction between one native and one non-native speaker. Judges

who were among the members of ALTE and European Association for Language Testing and Assessment (hereafter EALTA) organizations were first asked to be involved in familiarization process as suggested by the Manual. Subsequently, in the first step, they were asked to decide upon what level (A1-A1-B1-B2-C1-C2) the task is at and in the second step, what level the performance is at. While deciding on the level of the task, it was concluded that there was no strong agreement among the judges' decisions. However, a modal level was determined for each task by examining the majority of verdicts. Besides, it was revealed that providing a broader classification of levels (A-B-C) had been used, a stronger consensus could have been achieved among decisions of judges. In terms of relating performances to the CEFR levels, the judges were asked to decide whether a candidate performed at the level of the task, under the level of task or above the level of the task. As for deciding performances, it was also revealed that judges had difficulty in deciding upon the exact level of the performances, and coarser levels (A-B-C) were preferred also to have a more overwhelming agreement.

Tsagari (2010) conducted a project which was named "Linking Textbooks to the CEFR: A Collaborative Approach" and presented it in the 7th Annual EALTA Conference, Netherlands. It was suggested that although English coursebooks created a huge market and publishers commercialized their books claiming that they were at certain levels of the CEFR, there was little empirical evidence to support these claims. Therefore, in the project, it was aimed to benchmark coursebooks which were introduced in the Greek State School system for levels A1 to B1 against related CEFR levels. For this purpose, pre-use and post-use analysis of the coursebooks were carried out by making use of the CEFR Content Analysis Grids (Manual for Relating Language Examinations to the CEFR, 2009) which were originally invented to analyze exams (see Manual for Relating Examination to the CEFR). For pre-use evaluation, 22 pre-/in-service English language teachers were employed. As suggested in the Manual, 4 hours of familiarization with the CEFR itself and the CEFR scales was performed along with 5 monitoring meetings. Subsequent to this procedure, teachers were asked to scrutinize texts and tasks collaboratively by using the Content Analysis Grids and come to an agreement about the level of them. For post-use evaluation, 147 in-service English language teachers were expected to fill the same checklist which had been used in the pre-

use evaluation. As a result, it was revealed that collaboration of teachers in analyzing textbooks was quite beneficial in terms of achieving reliability. Besides, a collaborative CEFR textbook manual was suggested to be produced so that claims of textbooks about the levels of text and tasks can be empirically proven.

All in all, there are numerous research studies that have been carried out to benchmark coursebooks, exams, curricula and learners' performances against relevant CEFR levels. To do so, different methods have been employed with the aim of achieving validity in common. Besides, in all of these studies, familiarization with the CEFR and its scales are regarded as the first and most important step.

CEFR in Turkey

Subsequent to presenting an overview of the CEFR by analyzing the case in various countries in Europe, in this section, it is scrutinized in Turkey setting by explaining the steps taken by Turkey Ministry of Education in the process of adapting the CEFR into its language education system. Besides, several research studies that have been conducted for making use of the CEFR in language learning, teaching and assessment are discussed.

CEFR Oriented Practices in Turkey. As mentioned in the previous chapters, CoE, founded in 1949, has placed much emphasis on language education in order to raise plurilingual and pluricultural citizens who share a common European identity and has had many research done for this aim. As a result of these studies, between 15-17 October 2000, member countries of CoE conducted a meeting so as to celebrate European Day of Languages in Krakow, Poland. In accordance with the decisions made here, ministries of member nations decided to adopt and implement the CEFR and ELP into their language education system. In Turkey, this project was initiated by a Ministry approval of Education and Training Board in 2001. Within this context, it was decided to conduct pilot studies until 2004-2005, especially in private Turkish schools, training in foreign language, and Anatolian high schools and gradually extend its use to all schools and grades (Demirel, 2005). As a result, Turkish Ministry of Education designed the English language curricula in accordance with the CEFR principles and guidelines in 2002, and made adaptations in 2011 and 2013 (Mirici, 2015, p. 5). Besides, since 2006/07 the government has published and distributed the coursebooks to all students within Free Textbook Distribution Project and it has designed the coursebooks for English according to

the CEFR principles (New Bridge to Success, Breeze, Yes you Can). To present a comprehensive scheme for the CEFR and ELP oriented practices, from the approval of the CEFR to these days, Mirici (2015, p. 6) presented the following table in his study.

Table 6

The CEFR and the ELP Practices in Turkey

Number	Institution / Organization	CEFR & ELP Based Implementation
1	Ministry of Education	Two ELP models for 10-14 and 12-18 years of age groups are accessible at the Ministry website. EFL programs have been developed through the CEFR principles. Several in-service training programs have been conducted.
2	Council of Higher Education	Foreign language teacher training programs of Education Faculties were redesigned and the CEFR was placed in the related programs as one of the topics in the Special Teaching Techniques 1 courses. In addition, preparatory class students at some universities such as Süleyman Demirel University, Cukurova University and Usak University are using an ELP model to self-assess their progress.
3	Private College Schools	Most private schools adapted CEFR based EFL curricula in their system and promote the use of ELP in their schools. E.g. Sinav schools, American Culture schools, Maya schools, etc.
4	Private Language Schools	The Association of the Private Language Schools in Turkey has started to promote the use of ELP in their CEFR oriented programs.
5	Professional Competency Organization	CEFR descriptors have become standards in determining professional language proficiency and the language and language passport has become a requirement as a standard document.

CEFR Related Research Studies in Turkey. Since the CEFR is a comprehensive framework for organizing language teaching, learning and assessment process, it has implications for every component of language education. That's why it has been investigated from many different aspects such as curriculum, testing, teacher training etc. in the member countries of EU, including Turkey. In this section of the study, several studies conducted in Turkey will be reviewed.

One of the most important functions of the CEFR is guiding curriculum designers in the process of planning their curriculum and not surprisingly many researchers have investigated the effectiveness of the application of the CEFR to language teaching programs. Doğan (2007) is one of them who carried out a study

to see the applicability of the CEFR principles regarding language teaching methods and techniques to the English language program of the primary state schools in Turkey. For this study, principles of the CEFR were compared to teaching Training Committee Resolutions in successive years regarding language teaching in primary schools which have been published by MoNE and the congruence between them was assessed by creating frequency-density tables. It was found out there have been constant changes in the techniques and methods of MoNE among years and because of this inconsistent attitude, MoNE has difficulties in providing approved and embraced method. However, it was explored that principles of MoNE align with the ones of the CEFR more in recent years and many criteria can be matched. Besides, it was revealed that compared to the CEFR, which provides many options to be selected regarding target learners profile, context and the conditions of the language teaching, English program of MoNE presents a stricter method which is closed to interpretations. It was also uncovered that MoNE uses vague statements the meaning of which cannot be understood thoroughly.

A similar study was conducted by Tosun (2007) who also investigated the applicability of CEFR principles to the Anatolian High Schools English program. In order to make comparison process more reliable and easier, criteria of the CEFR and English language curriculum of primary education and Anatolian High Schools were simplified in a way that each statement proposes just one proposition. Specific tables which were created for each grade, containing criteria of MoNE, and for each level of the CEFR, containing criteria of the framework for A1-A2-B1-B2.1 levels were compared and statistical analysis was carried out. At the end of the study, the degree of applicability of the CEFR in English program of Anatolian High schools was found quite high and satisfactory, which shows parallelism with Doğan's (2017) study who also indicated that many criteria of the CEFR and curriculum of primary level overlap. Another common finding of these two studies is that some of the statements that MoNE provides in its curriculum express unclear objectives and grasping the meaning is difficult.

Arikan and Zorba (2016) conducted a more specific study, compared to the other studies mentioned previously, in order to see to what extent Anatolian high schools ninth-grade English language curriculum is successful in meeting the principles of the CEFR and to what extent gains for the five language skills of ninth-

grade match up with the gains of these skills in A2 level of the CEFR, which is set as the goal for this grade. To carry out this study, the researchers firstly determined the most prominent features of the CEFR as follows:

Table 7

Principles of the CEFR (Arikan & Zorba, 2016, p. 17)

Plurilingualism	Task-based learning	Self-assessment
Pluriculturalism	Interculturality	The use of the ELP
Communicative language teaching (CLT)	Learner autonomy	Learner-centeredness

After that, these principles were compared with the general features of the curriculum and it was concluded that 7 out of 9 principles of the CEFR correspond to the features of the curriculum although 2 of them remain in the background. In terms of gains of the skills, most strong congruence was found out in listening and writing skills with the percentages of 42.10 % and 46.2 % respectively, which is quite below the expectations. Besides, it was revealed that there is an unequal distribution in gains for skills. The coursebook which is used for this grade was also analyzed by getting ideas of the students and it was explored that one third of the students have negative feelings for the book. Moreover, researchers called for studies to examine coursebooks in terms of the CEFR principles in future studies, which is the case in this thesis. All in all, the results of this study show parallelism with the studies of Doğan (2007) and Tosun (2007), who concluded that applicability of the CEFR principles into Turkish curriculum for English language is satisfactory, which is the case in this one with the proportion of congruence of 7 out of 9 principles.

Yiğit (2010) conducted a study in order to find out the consistency between the CEFR and 6th grade EFL curriculum prepared by MoNE. It was explored that the curriculum perfectly matches with the CEFR in terms of four language skills; however, it only meets 36% of linguistic competence defined by the CEFR as A2 level descriptors.

Dağ (2008) carried out a more comprehensive study in secondary school A2 level with the aim of revealing whether students' proficiency level is really A2 according to the CEFR, as stated in the curriculum, and whether their coursebook is efficient regarding the CEFR principles. Students' performances were assessed and it was concluded that they were not even close to A2. Likewise, their coursebook

is insufficient when compared to the CEFR criteria and it does not meet the expectations in terms of teaching methodology, content and course hours proposed in the curriculum. Sarica (2009) made a similar study and analyzed 210 8th grade students' language levels in relation to the CEFR. It was found out that although they were expected to be A2 level students according to MoNE criteria, 95% of them are actually A1 level, which shows parallelism with Dağ's (2008) study.

Karababa, Serbes and Şahin (2010) addressed the CEFR only from one angle and conducted a study in order to evaluate the textbook Breeze which is published by MoNE for the ninth-grade English language course. The book is claimed to be in A2 level according to the CEFR proficiency levels and the writers made a both qualitative and quantitative analysis in order to see the validity of this claim. The book was analyzed firstly in terms of total number of tasks, their distribution among five skills, learner autonomy, pair/group work, communicative approach, student-centeredness, and authentic text use. After that, each activity in the book were analyzed by using a checklist which is composed of ELP descriptors for A2 level. It was concluded that the skills are distributed equally and only 25% of the activities meets A2 level criteria. The findings suggest that coursebook does not promote learner autonomy and student centeredness. Moreover, the tasks do not serve communicative purposes although it is claimed to do so. Thus, it can be stated that the textbook Breeze does not meet the expectations in terms of being compatible with the CEFR, which is the case in Dağ's (2008) study.

Another way that researchers draw upon the CEFR is using it as a guideline for designing syllabus for specific skills and a target learner profile in mind. As one of them, Mut (2007) developed a suggested reading syllabus for B2 level. In this process, criteria for reading comprehension in B2 level was set as learning outcomes and eclectic approach was adopted in terms of syllabus type because of various aims to be achieved. A number of syllabi were combined for different purposes; namely situational syllabus to provide authentic situations, contexts and aims; functional-notional syllabus to facilitate communicative competence, language awareness and plurilingualism; and finally, skill-based syllabus to develop reading skills with sub skills.

Ekşi (2008) also conducted a study in order to develop a syllabus for B2 level preparatory class students in Department of English Language Teaching at Gazi

University. At first, to define the student profile, a skill questionnaire, B2 “Can Do” statements and an interest checklist, was carried out. In the light of the findings, the drawbacks of the current syllabus were detected and a new syllabus in accordance with the CEFR objectives was originated. The syllabus was intended to be learner-centered, by fostering learner-autonomy and making students to take more responsibility for their learning, and at the same time to promote plurilingual and pluricultural competences.

Gürocak and Çağatay (2016) approached the issue from a different perspective and carried out a study to reveal the perspectives of instructors from private universities and from state schools about their current teaching practices in terms of the CEFR and CEFR based curriculum at the university level. They discovered that both teachers in private university and in the state school have the same knowledge about the CEFR and they all believe that English language curriculum of universities should be based on the CEFR. Moreover, both groups expressed that implications of CEFR should be seen more in curriculum as well as in teacher training. Kır and Sülü (2014) conducted a similar study in order to explore teachers’ knowledge about the CEFR and their thoughts about the applicability of this framework. Their participants are from 11 different cities in Turkey who work in different levels and institutions such as university, primary school, high school and private language center. They concluded that more than half of the teachers have read the document although they do not follow the current practices and they believe that the CEFR should be incorporated in both pre-service and in-service teacher training programs. However, most of the teachers do not apply the CEFR principles in their teaching, and the ones who do cannot make use of the CEFR ideally; they only apply the issues related to four skills by excluding the points which is about culture.

To sum up, the CEFR is a comprehensive framework which was created to guide practitioners for curriculum and syllabus development, textbook and exam writing, teacher training and self-assessment (see Common European Framework of Reference). Since the day of declaration of the CEFR, member countries of CoE, including Turkey, have gone through adaptation processes in the way of adopting the CEFR into their language education system and plenty of research studies have been carried out for different dimension of the CEFR; namely language learning

teaching and assessment. Thus, linking language education system of a country to the CEFR effectively plays a significant role in achieving quality language education, which in return helps gaining common European identity, which is one of the most important goals of CoE. Therefore, in this study, it is aimed to explore to what extent ELC for Anatolian high schools and coursebooks for these grades can be aligned with the descriptors of the CEFR for the related level. In the following section, the methodology that is employed to carry out this study will be presented with comprehensive information about the tools and changes that were made in the process adapting these tools.



Chapter 3

Methodology

This study employs mixed method including qualitative and quantitative ways as the research technique. As the qualitative method, *document analysis*, which is a systematic procedure for reviewing or evaluating documents, such as organizational or institutional reports, books and program proposals, was utilized (Bowen, 2009). Document analysis requires data to be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Bowen, 2009, p. 27). In this study, after analyzing and interpreting the documents, the findings were also presented quantitatively by means of frequency and percentage tables. CEFR, eleventh grade ELC and Yes You Can B2.1 and B2.2 coursebooks (Ağırbaş, Bektaş & İşbilen, 2013) are the documents that were analyzed and compared in order to seek the congruence both between the CEFR and ELC, and between the CEFR and the coursebooks.

At the rest of this section, the methods which were used to answer each research question are presented respectively by providing information about the relevant document, data collection tool and data analysis procedure. Research questions that will be answered in this thesis are;

1. To what extent do the objectives of the eleventh-grade curriculum align with the descriptors of B2.1 and B2.2 level of CEFR?
2. To what extent does the eleventh-grade English language coursebooks (Yes You Can B2.1 and Yes You Can B2.2) align with the descriptors of B2.1 and B2.2 level of CEFR?

Comparing Eleventh Grade ELC and the CEFR

For the purpose of the study, choosing the most current ELC for high school was necessary to be able to reveal out the most current situation. That's why, the curriculum that was published in 2016 was chosen (*Preparatory Class, 9th-12th Grades English Curriculum*, MoNE, 2016) and eleventh grade was decided as the target grade to serve as a model (see Limitations). Since the eleventh grade is claimed to achieve B2.1 and B2.2 levels, descriptors of these level were chosen

from the CEFR for the benchmarking process that will be explained elaborately in the following sections.

ELC for Anatolian High School. ELC for high school embraces eclectic approach, comprising mostly elements of functional and skill-based syllabus. The curriculum is composed of 10 units which are organized around interrelated themes, chosen regarding learner profile, their interest and language level. “In addition to the thematic organization of the units, language functions, all four language skills (listening, reading, writing, speaking), and limited focus on language structures as well as some focus on explicit pronunciation are included in each unit” (ELC for Anatolian High Schools, 2016, p. 8). Materials and tasks are claimed to be authentic by addressing real-life needs and interests of students. They are also intended to foster the intake of English via various channels by appealing multiple senses of students. Besides, materials and tasks are designed with the purpose of supporting the presentation and practice of language skills in an integrated way. In terms of assessment, the curriculum supports the integration of traditional (multiple choice, true/false, and/or fill-in-the blanks) and performance based assessment (portfolios, projects, and/or communicative activities) with a strong emphasis on assessing production of language and communicative assessment tasks. Besides, objectives for each unit are decided according to four skills (listening, reading, speaking and writing) and pronunciation (see Appendix-A). Since the CEFR does not contain any descriptors related to pronunciation, objectives of pronunciation were excluded from the analysis. For each skill, there are different numbers of objectives; there are 22 objectives for writing, 39 for speaking, 40 for reading and 22 for listening. Regarding the first research question, to be able to explore to what extent these objectives can match up with the descriptors of the CEFR for the target level (B2.1 and B2.2), *illustrative scales for communicative activities* of the framework was utilized for the comparison.

The CEFR Descriptors. The CEFR includes 53 illustrative scales for different communicative activities, communication strategies, working with text and communicative language competences for each level (see Table 4). All of these scales describe language learners’ abilities in each of broad six levels and plus levels (A1.1, A2.1, A2.2, B1.1., B1.2., B2.1., B2.2., C1.1., C2.1.). Regarding the aim of this study, 31 of the scales, which are for communicative language activities, were

selected to be compared with the objectives of the ELC. Unlike eleventh grade ELC, which includes objectives for four skills (listening, reading, speaking and writing), scales of the CEFR are grouped under three categories (reception, interaction and production) and they are separated according to being written, spoken or audio/visual activities (see Table 4). To make the comparison process easier and more reliable, illustrative scales of the CEFR were regrouped according to four skills (see Table 8).

Numbering Objectives of ELC and Descriptors of the CEFR. Objectives of ELC and descriptors of the CEFR are numbered as follows in order to mention specific descriptors and objectives in an easier way while being analyzed. While each descriptor of the CEFR starts with “1”, each objective of ELC starts with “2”. The second number gives information about the skill that objectives or descriptors belong to; “1” indicates listening, “2” indicates reading, “3” indicates speaking and “4” indicates writing. For the CEFR scales, the third number gives information about the illustrative scales for communicative activities that a descriptor refers to. For example, while the first descriptor of *Reading for Orientation* is numbered as “1.2.3.1.”, the first descriptor of *Reading for Instructions* is numbered as “1.2.5.1.”. As for the objectives of eleventh grade ELC; whereas the first objective in the listening was numbered as “2.1.1.”, the first objective of writing was numbered as “2.4.1.”.

Table 8

Regrouping of the CEFR Scales According to Four Skills and Numbering

1. CEFR
1.1. Listening
1.1.1. Overall Listening Comprehension
1.1.2. Understanding Interaction between Native Speakers
1.1.3. Listening as a Member of a Live Audience
1.1.4. Listening to Announcements & Instructions
1.1.5. Listening to Radio Audio & Recordings
1.1.6. Watching TV & Film
1.2. Reading
1.2.1. Overall Reading Comprehension
1.2.2. Reading Correspondence

	1.2.3. Reading for Orientation
	1.2.4. Reading for Information and Argument
	1.2.5. Reading Instructions
1.3.	Speaking
	1.3.1. Overall Spoken Interaction
	1.3.2. Understanding a Native Speaker Interlocutor
	1.3.3. Conversation
	1.3.4. Informal Discussion
	1.3.5. Formal Discussion (Meetings)
	1.3.6. Goal-oriented Co-operation
	1.3.7. Obtaining Goods and Services
	1.3.8. Information Exchange
	1.3.9. Interviewing & Being Interviewed
	1.3.10. Overall Spoken Production
	1.3.11. Sustained Monologue: Describing Experience
	1.3.12. Sustained Monologue: Putting a Case (e.g. Debate)
	1.3.13. Public Announcements
	1.3.14. Addressing Audiences
1.4.	Writing
	1.4.1. Overall Written Interaction
	1.4.2. Correspondence
	1.4.3. Overall Written Production
	1.4.4. Creative Writing
	1.4.5. Writing Reports and Essays
2.	ELC
	2.1. Listening
	2.2. Reading
	2.3. Speaking
	2.4. Writing

Note. Scale “Notes, Messages & Forms” was not used because it does not include any descriptors for B2/B2.2 levels.

After this grouping, descriptors of B2.1 and B2.2 levels (which are the target set by ELC objectives) are extracted from these scales and one to one correspondence between these descriptors and eleventh grade ELC objectives was looked for. The number of the matching objectives and descriptors, and their percentages were also presented in the tables to make more reliable comments.

Comparing the Coursebook and the CEFR

As for the coursebooks to be analyzed, “Yes You Can B2.1” and “Yes You Can B2.2” (Ağırbaş, Bektaş & İşbilen, 2013), approved in 2013 and republished in 2016, were selected since at the time of writing this thesis they were the most current coursebooks published by the government with the aim of accomplishing B2.1 and B2.2 levels in the eleventh grade. While being analyzed, these coursebooks were dealt with as one complied book because the objectives of the relevant grade in ELC were also written in a way to cover the descriptors of B2.1 and B2.2 level. Besides, as indicated in the previous section (see Comparing Eleventh Grade ELC and the CEFR), descriptors of B2.1 and B2.2 levels were combined to be compared also with the ELC objectives.

Subsequent to deciding the coursebooks to be analyzed, the method for the comparison of the CEFR and the coursebooks was decided. Since there is not an empirical method that is produced by Language Policy Unit of CoE for relating coursebooks to the CEFR, the tools that were created for relating examination to the CEFR (Manual for Relating Examination to the CEFR, 2009) were adapted to analyze reading, speaking and writing tasks. Listening tasks of these coursebooks were not able to be analyzed since the coursebooks were not in use any more and listening texts could not be obtained (see Limitations). The nature of Manual, the tools that it suggests and the selection and adaptation process of these tools will be examined elaborately in the following sections of this chapter.

Manual for Relating Examination to the CEFR. The Dutch CEFR Construct Project created a user-friendly manual that can be used by test developers and item writers to analyze and relate texts, tasks, items and specifications in a test to the CEFR levels (Manual for Relating Examination to the CEFR, 2009). Along with this definition, it is also indicated in the Manual (2009) that “a single use or method was never intended for these Grids and it is not possible to give comprehensive instructions for their use” (p. 171), which suggests that these grids can also be exploited for different purposes. This manual was created on the basis of the CEFR by adding important dimensions that each test specification needs to possess (Alderson, Figueras, Kujiper, Nold, Takala & Tardieu, 2006). Manual offers two different tools that can be used for analysis of tests; (i) Specification Tables and

Forms for communicative language activities and aspects of communicative language competences and (ii) the CEFR Content Analysis Grid for Listening & Reading and the CEFR Content Analysis Grids for Speaking & Writing (Manual for Relating Examination to the CEFR, 2009). To begin with, there are 24 specification tables and forms in total, while analyzing a test, all of them can be employed or certain forms can be chosen based on the aim of benchmarking. Content analysis grids, on the other hand, provides a chance to carry out the relating process in a lot more detailed way and they are found more useful for their purposes by the users of the manual. Regardless of the tool that will be employed, the Manual proposes four stages for the benchmarking process which are (i) Familiarization, (ii) Specification, (iii) Standardization Training and Benchmarking and (iv) Standard Setting Procedures. Familiarization and specification are two steps that were carried out in the current study and these processes will be explained in the following sections (3.2.1.1 and 3.2.2.2). However, the last two will not be mentioned since they are not relevant for the aim of the study.

Familiarization to the CEFR. Familiarization process is the first step that should be carried out to guarantee that the person who will conduct the benchmarking process has a comprehensive knowledge about the CEFR itself, the tools to be employed and the activities to be undertaken (Manual for Relating Examination to the CEFR, 2009). The Manual suggests four steps for the familiarization process and it proposes various activities for each of these steps, one of which can be chosen regarding the aim of the benchmarking. Therefore, to enhance validity and reliability of the findings in this study, a comprehensive familiarization stage was carried out by benefiting from CEF Train Project website ([http://www.helsinki.fi/project/ceftrain /index.php.73.html](http://www.helsinki.fi/project/ceftrain/index.php.73.html)), which was produced by Language Policy Division of CoE and proposed by the Manual. In this site, there is each and every suggested activity and they were performed by the researcher of this study. The activities are as follows:

- Getting familiar with all the CEFR levels (A1-A2-A2.2-B1-B1.2-B2-B2.2-C1-C2);
- Working on the distinguishing features of the levels;

- Analyzing the illustrative scales for communicative language activities, strategies and competences;
- Assessing researchers' own foreign language proficiency;
- Reconstructing scales for listening comprehension, reading comprehension, spoken interaction, spoken production and written production;
- Assessing level of tasks and performance for different language skills;

Following familiarization, the activities in the training area that are suggested by the CEF Train Project site were also carried out with the aim of increasing validity. In this section, there are approximately 10 activities for four language skills. While the activities include communicative language tasks and texts for receptive skills, they also include tasks and performances for productive ones. Trainees are expected to assign a level to tasks, texts and performances by using relevant illustrative scales of the CEFR.

After familiarization and training, the tools that would give the most valid and effective results while relating communicative tasks of skills to a CEFR level were determined and adapted, which will be dealt with in the following section.

Selection of Tools. As stated above, the Manual proposes two different tools that can be employed to relate examinations to a CEFR level; (i) Specification Forms and Tables and (ii) the CEFR Content Analysis Grid for Listening & Reading and the CEFR Content Analysis Grids for Speaking & Writing. Since these are the tools that were created for examinations, using them without any changes for relating books to the CEFR would yield certain practical issues. Therefore, selecting the tool and making necessary adaptations so that it can give valid and effective results for benchmarking coursebooks against the CEFR was of vital importance. The first tool includes forms in which there are questions about certain dimensions of the CEFR for communicative activities and competences along with references to scales that can be used to answer these questions. On the other hand, the second tool provides grids that consist of parts which necessitate the user to decide on the features of the texts, items, tasks and performances in terms of various aspects and levels of the CEFR.

Under the light of these facts about the nature of the tools, the CEFR Content Analysis Grid for Reading (Manual for Relating Examination to the CEFR, 2009) was decided to be used for relating reading components of coursebooks to the CEFR levels since it enables users to analyze the reading texts, items and tasks in a more comprehensive way than Specification Forms and Tables for reading (Manual for Relating Examination to the CEFR, 2009) do. However, for the analysis of productive skills, namely writing and speaking, Specification Forms and Tables (Manual for Relating Examination to the CEFR, 2009) were chosen because the CEFR Content Analysis Grids for Speaking and Writing entail the analysis of performances, too, which is not possible due to the lack of learner aspect of this study.

Subsequent to deciding on the tools, the tasks in the training module, provided in the online version of the grids (<http://www.lancaster.ac.uk/fss/projects/grid/>), were also performed. These tasks are taken from various tests of English for reading and listening, from a number of organizations such as Cambridge ESOL, Dialang, Finnish Matriculation Board and they are all analyzed by experts and assigned to a CEFR level. In the training module, these texts and activities were analyzed by the researcher and results were compared with expert analysis.

After explaining the procedure and the justifications for selecting the tools, in the following sections the nature of these tools, the adaptations that were made and the process of using these tools will be handled.

The CEFR Content Analysis Grid for Reading. The original CEFR Content Analysis Grid for Reading (Manual for Relating Examination to the CEFR, 2009) is shown in Table 9. In this study, for relating reading texts of the relevant coursebooks to a CEFR level, only Text Length component of the table was excluded due to not yielding meaningful information for relating a text in a coursebook to a CEFR level. The following qualities of a text which are shown in Table 9 were specified by choosing from the options that are provided by the Online Manual (see Appendix-B) and the CEFR level which the text likely to be comprehensible at was decided with the help of the illustrative scales (see Table 9) of the CEFR for the relevant activities.

Table 9

The CEFR Content Analysis Grid for Reading

<i>Characteristics</i>	<i>Text 1</i>	<i>Text 2</i>	<i>Text 3</i>	<i>Text 4</i>
Text source				
Authenticity				
Discourse type				
Domain				
Topic				
Nature of content				
Text Length				
Vocabulary				
Grammar				
Text likely to be comprehensible at CEFR level:				

After analyzing the texts, to relate the activities of the texts to a CEFR level, the procedure that is proposed by the Manual was applied without making any changes. To analyze activities, the online Manual asks users to specify types of activities and operations that learners should go through to perform these activities. These decisions were made for each and every activity by choosing from the options (see Appendix-B) that Manual offers and relevant illustrative scales of the CEFR were employed to relate the activities to a level. Hence, the following table was created to analyze activities and present the results.

Table 10

Relating Reading Activities to the CEFR Levels

<i>Number and levels of the texts</i>	<i>Number of activities</i>	<i>Activity Type</i>	<i>Operations</i>	<i>Item level estimated</i>
TEXT 1: (level of the text)	1.			
	2.			
	3.			
	4.			
	5.			

Specification Tables and Forms: Writing. On the contrary to reading, for the analysis of writing tasks, *Specification Tables and Forms* were adapted. There are 24 forms for different communicative activities, strategies and competences in total. For writing tasks, Form A12: Written Interaction and Form A14: Written Production (see Appendix-C) were combined; the only difference between them is the scales that can be referred to decide on the level. In the adaptation process, the first criteria, which requires information about *certain contexts* under which the test takers are to show ability, was excluded since the answer of it can only give eligible results for analyzing a task in a writing exam, not an activity in a coursebook. In addition, second and third criteria were combined in a column to make the table more reader-friendly (see Table 11). While answering these questions, suggested illustrative scales were referred to. As for justification for relating a task to a level, descriptors of these scales were used mostly along with the direct quotations taken from the CEFR (2001) and Vantage (Ek & Trim, 2001), which is a comprehensive document to describe B2.1 and B2.2 level. With these decisions taken, the tool that is presented in Table 11 was generated. In findings and discussion (see Comparing Relevant Coursebooks to B2 Levels of the CEFR in Terms of Writing), the table will be presented in a way only to include names of the features that are investigated for the sake of making it more reading friendly (see Table 28).

Table 11

Specification Form for Writing

Number of Activities	1. Which communication themes and/or subthemes are the students expected to be able to handle? (Reference: The lists in CEFR 4.2)	2. Which communicative tasks, activities, and text-types are the students expected to be able to handle? (Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2., 4.6.3.)	3. After reading the scale for Overall Written Interaction and Overall Written Production, indicate and justify at which level(s) of the scale the activity should be situated. (Reference: Illustrative Scales for Correspondence, Creative writing, Reports & Essays, the CEFR, Vantage).
	1. Theme: Subtheme: Domain:	Task: Activity: Strategy: Text:	Estimated Level of the Activity:

Specification Forms: Speaking. In the analysis of speaking tasks, specification forms were employed, too. Since there are two types of speaking activities in the coursebooks; namely spoken interaction and spoken production, the forms that were created for these kinds of activities (Form A11: Spoken Interaction and Form A13: Spoken Production; see Appendix-D) were combined. Like in the writing activities, the only thing that makes the difference between these forms is the illustrative scales that should be referred to. To use these forms for benchmarking the speaking tasks of the coursebooks against a CEFR level, certain adaptations were necessary. Firstly, the first criteria, which is about the *contexts* in which examinees are supposed to perform speaking tasks, were excluded since all the speaking tasks are performed in the classroom. Secondly, the fourth criteria was also removed due to requiring information about text types that learners are to deal with while performing speaking tasks, which is not the case for the speaking activities in the coursebooks. Therefore, the final form that was benefited while relating the speaking activities to a CEFR level is presented in Table 12. In the process of deciding on the features of the speaking tasks, suggested illustrative scales were referred to. Besides, for providing justifications to estimate a level for the activities, the descriptors in these scales were used as well as the direct quotations from the CEFR (2001) and Vantage (Ek & Trim, 2001). Hence, the tool that was used to analyze speaking activities in this study was created in line with these decisions (see Table 12). However, in findings and discussion, the table will be presented in a way only to include names of the features that are investigated to make it more reading friendly (see Table 26).

Table 12

Specification Form for Speaking

Number of Activities	1. Which communication themes and/or subthemes are the students expected to be able to handle? (Reference: The lists in CEFR 4.2)	2. Which communicative tasks, activities, strategies and text-types are the students expected to be able to handle? (Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3. 4.6.2., 4.6.3.)	3. After reading the scale for Overall Spoken Interaction and Overall Spoken Production, indicate and justify at which level(s) of the scale the activity should be situated. (Reference: Illustrative Scales for Understanding a Native Speaker Interlocutor, Conversation, Informal Discussion, Formal Discussion, Goal-oriented Co-operation, Obtaining Goods and Service, Information Exchange, Interviewing & Being Interviewed, Sustained Monologue: Describing Experience, Sustained Monologue: Putting a Case, Public Announcements, Addressing Audiences, the CEFR, Vantage).
	Theme: Subtheme: Domain:	Task: Activity: Strategy:	Estimated Level of the Activity:

Subsequent to comprehensive information about the method that was used, the selection process for the tools that were employed, the adaptations that were made to use these tools for coursebook analysis and the nature of these tools, in the following chapter the results that were gained at the end of the process will be presented.

Chapter 4

Findings and Discussion

In this chapter, analysis is presented under two subheadings in a way to show parallelism with the research questions. Firstly, comparative analysis of eleventh grade ELC objectives and B2.1 and B2.2 levels, the CEFR descriptors is dealt with and each 4 skills is handled under different subheadings. Subsequently, detailed evaluation of the coursebooks “Yes You Can B2.1” and “Yes You Can B2.2” (Ağırbaş, Bektaş & İşbilen, 2013), prepared by MoNE, in terms of meeting the CEFR criteria for B2.1 and B2.2 level is presented.

Comparing Eleventh Grade ELC and B2 Levels of the CEFR

As it is explained in the methodology chapter, illustrative scales of the CEFR for communicative activities were regrouped according to four skills (listening, reading, speaking, writing) so that comparison with ELC objectives, which are also written for four skills, could be easier and more plausible. After regrouping, one to one correspondence between objectives and descriptors were looked for. Each objective was matched with only one descriptor; however, the CEFR descriptors could correspond to more than one objective since their scope is broader. In the following part, each skill is discussed with the help of demonstrative tables and numeric data which was obtained from these tables.

Comparing the ELC and B2 levels of the CEFR in Terms of Listening.

CEFR has 6 illustrative scales ((i) overall listening comprehension, (ii) understanding interaction between native speakers, (iii) listening as a member of live audience, (iv) listening to announcements & instructions, (v) listening to radio audio & recordings, (vi) watching TV and film) and 11 descriptors under these scales for communicative listening activities in B2 levels. Eleventh grade ELC, on the other hand, consists of 22 objectives for listening to accomplish this level. When the descriptors of the CEFR for listening were analyzed, it was revealed that they were written for communicative activities that one person may need to perform to accomplish real world tasks. For that reason, their scope is broad and they generally include more than one statement in one descriptor, which led to correspondence of one descriptor to several objectives. To illustrate, “1.1.2.1. Can with some effort catch much of what is said around him/her but may find it difficult to participate

effectively in discussion with several native speakers who do not modify their language in any way.” describes the conditions comprehensively and it presents a situation which is difficult to experience in classroom conditions. ELC objectives for listening, on the other hand, includes only one statement, they are activity based and do not provide information about the context or the condition. Hence, matching objectives with the descriptors was carried out under these circumstances and they are demonstrated in Table 13.

Table 13

Comparative Analysis of B2 Levels CEFR Descriptors and Eleventh Grade ELC Objectives in Terms of Listening

1. CEFR	2. Eleventh Grade ELC
1.1. Listening	2.1. Listening
1.1.1. Overall Listening Comprehension	
1.1.1.1. Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	2.1.1. Students will be able to complete a table according to the conversation about the orientation process of a course or school abroad. 2.1.2. Students will be able to follow order of events. 2.1.3. Students will be able to identify the pieces of advice on international opportunities. 2.1.4. Students will be able to catch the required information in the text. 2.1.5. Students will be able to identify past events in the listening text. 2.1.7. Students will be able to complete missing information while listening a text or dialogue. 2.1.11. Students will be able to enumerate different entertainment activities. 2.1.12. Students will be able to match the dialogues about news on beauty/fashion with photos. 2.1.16. Students will be able to compare the suggestions or different perspectives given by a psychologist/friend and respond to them. 2.1.19. Students will be able to obtain detailed information from an interesting friendship story, such as friendship of a human and an animal. 2.1.21. Students will be able to identify wishes, regrets and apologies.

1.1.1.2. Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization.	2.1.8. Students will be able to follow scientists discussing possible future problems to draw conclusion.
	2.1.9. Students will be able to find the main idea.
	2.1.17. Students will be able to find out technical information, such as operating instructions for everyday equipment.
1.1.1.3. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	2.1.6. Students will be able to listen to a text or a dialogue about effects of social media on people to get required information.
	2.1.14. Students will be able to catch the main points of a discussion about the relationship between colors and moods.
1.1.2. Understanding Interaction between Native Speakers	
1.1.2.1. Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.	
1.1.2.2. Can keep up with an animated conversation between native speakers.	
1.1.3. Listening as a Member of Live Audience	
1.1.3.1. Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.	
1.1.4. Listening to Announcements & Instructions	
1.1.4.1. Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.	
1.1.5. Listening to Radio Audio & Recordings	
1.1.5.1. Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	2.1.10. Students will be able to fill in the blanks with missing words of a song lyrics.
	2.1.20. Students will be able to complete the lyrics while listening to a song.
1.1.5.2. Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify	2.1.15. Students will be able to identify the speaker's mood, tone, etc. while listening to a short dialogue.

speaker viewpoints and attitudes as well as the information content.

1.1.6. Watching TV and Film

1.1.6.1. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.

1.1.6.2. Can understand most TV news and current affairs programs.

2.1.18. Students will be able to identify main point about technology on TV or radio program.

2.1.22. Students will be able to detect the target information on TV or a radio program about Paralympics.

Note. All the descriptors of the CEFR related to listening are provided in the table, but only matching objectives are presented. For the whole list of the listening objectives please see Appendix-E.

To make these data easier to comment on, total number of the descriptors for each illustrative scale, the number of the objectives which corresponds to them and percentage values of correspondence for each scale are presented in Table 14.

Table 14

Quantitative Demonstration and Percentages of Correspondence for Listening

<i>Illustrative Scales of CEFR Related to Listening</i>	<i>Number of Descriptors</i>	<i>Number of Matching Descriptors with Objectives</i>	<i>Number of Matching Objectives with Descriptors and Percentages n=22^{a/b}</i>
Overall Listening Comprehension	3	3	16 (76.3%)
Understanding Interaction between Native Speakers	2	0	0 (0%)
Listening as a Member of Live Audience	1	0	0 (0%)
Listening to Announcements & Instructions	1	0	0 (0%)
Listening to Radio Audio & Recordings	2	2	3 (14.2%)
Watching TV and Film	2	1	2 (9.5%)
Total	11	6	21 (100%)

^aELC consists of 22 listening objectives. However, 21 objectives are evaluated since 2.1.3. and 2.1.14. is the same.

^b"n" indicates total number of objectives in ELC.

When the table is analyzed and the total percentage of the matching objectives (100%) is taken into account, it can be misinterpreted that listening objectives of eleventh grade ELC completely corresponded to the descriptors of listening for B2 levels. However, detailed analysis of the table showed that there

was an uneven distribution among different types of communicative listening activities and only 54% (n=6) of the CEFR descriptors could be matched with the ELC objectives for listening. It was found out that descriptors of *overall listening comprehension* corresponded to many of the ELC objectives with the percentage of 76.3% (n=16). Following this, descriptors of listening to *radio audio & recordings* match with 14.2% (n=3) of the ELC objectives and finally 9.5% (n=2) objectives referred to the descriptors of *watching TV and film*. On the other hand, there was no objective which corresponded to descriptors of *understanding interaction between native speakers, listening as a member of live audience and listening to announcements & instructions*.

These findings suggest that MoNE curriculum focuses on general listening abilities the most such as understanding main ideas or details of conversations generally related to familiar topics along with the ability to understand radio recordings and television broadcast, which are the conditions that can be easily created in classroom atmosphere. Nevertheless, understanding native speakers, talks, lectures or academic presentations and getting the meaning of announcements and instructions, which creates 46% of the communicative listening activities suggested by the CEFR, are not given attention in this curriculum. When the general features of the B2 levels learner (see B2.1 and B2.2 Levels) were considered, it was figured out that these neglected areas play an important role to be able to claim that one person has B2 levels listening abilities. Therefore, it can be stated that curriculum has certain shortcomings in this sense.

All in all, it can be deduced from the analysis that although all of the eleventh grade ELC listening objectives corresponded to the CEFR descriptors for listening, 54% (n=6) of the CEFR descriptors could only be matched with the objectives. This suggests that existing objectives are suitable to B2 levels; however, there are many descriptors (46%, n=5) which do not have a correspondence in the curriculum. This rate is quite below to assert that eleventh grade ELC has the necessary qualifications to comfort with B2 levels in terms of listening.

Comparing the ELC and B2 Levels of the CEFR in Terms of Reading.

CEFR consists of 5 scales for reading activities ((i)overall reading comprehension, (ii) reading correspondence, (iii) reading for orientation, (iv) reading for information & argument, (v) reading for instructions) and 8 descriptors under these scales for

B2 levels. On the other side, ELC specifies 40 objectives for reading in the eleventh grade to accomplish related levels. When the descriptors of the CEFR were analyzed, it was seen that they are comprehensive, they give information about conditions and context under which reading is performed. They also define knowledge and competences that readers need to possess to accomplish related reading task. Some of them may consist of more than one statements, that's why they can correspond to more than one objective. For instance, "1.2.1.1. Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms." is a very detailed descriptor which proposes more than one statement by defining reader knowledge and competences.

Evaluation of reading objectives showed that they are activity based and always contain one statement. There are some objectives which describes strategic reading skills rather than communicative reading activities such as "2.2.14. Students will be able to use simple context clues to determine the meaning of new words in the text." and "2.2.12. Students will be able to guess the meaning of unfamiliar words from the context.". There are also some objectives which give the impression that they were written for a specific text, in other words there was already a book and the objectives were written for that book. To illustrate, "2.2.28. Students will be able to change the forms of the words to make meaningful sentences such as ignore-ignorance- ignorable in the text" is a descriptor which does not propose a communicative reading ability and seems to be written for a specific text. Matching these kinds of objectives with the descriptors were not possible and this situation affected correspondence ratio negatively. Following this brief information about descriptors of the CEFR related to reading in B2 levels and reading objectives of eleventh grade ELC, Table 15 is presented below to show the correspondence of descriptors and objectives.

Table 15

Comparative Analysis of B2 Levels CEFR Descriptors and Eleventh Grade ELC Objectives in Terms of Reading

1. CEFR	2. Eleventh Grade ELC
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1.2. Reading	2.1. Reading
1.2.1. Overall Reading Comprehension	
1.2.1.1. Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary but may experience some difficulty with low-frequency idioms.	2.2.13. Students will be able to make inferences about the topic. 2.2.21. Students will be able to find out sentences on cultural sense of humor. 2.2.23. Students will be able to interpret a poem. 2.2.33. Students will be able to find out required information in a real story about friendship. 2.2.34. Students will be able to make inferences through the text. 2.2.39. Students will be able to identify lexis and jargon related to Paralympics.
1.2.2. Reading Correspondence	
1.2.2.1. Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.	
1.2.3. Reading for Orientation	
1.2.3.1. Can scan quickly through long and complex texts, locating relevant details.	2.2.2. Students will be able to scan a text in order to find out the detailed information. 2.2.18. Students will be able to scan a text and its result about entertainment to answer the questions. 2.2.37. Students will be able to scan a real success story of a paralyzed person.
1.2.3.2. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.	
1.2.4. Reading for Information & Argument	
1.2.4.1. Can obtain information, ideas and opinions from highly specialized sources within his/her field.	2.2.3. Students will be able to answer the comprehension questions about opportunities abroad in the text or dialogue. 2.2.27. Students will be able to determine their personality type by answering given personality questionnaire. 2.2.29. Students will be able to skim the text to find out the main idea.
1.2.4.2. Can understand specialized articles outside his/her field, provided he/she can	2.2.38. Students will be able to identify information about Paralympics to answer the questions.

	use a dictionary occasionally to confirm his/her interpretation of terminology.	
1.2.4.3.	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	2.2.9. Students will be able to read a research on Social Media to answer the questions. 2.2.10. Students will be able to find out the main idea and details of a research on Social Media. 2.2.30. Students will be able to find out benefits of technology for human beings in the text.
1.2.5.	Reading for Instructions	
1.2.5.1.	Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.	2.2.26. Students will be able to sort clearly written instructions for relaxation/ mediation.

Note. All the descriptors of the CEFR related to reading are provided in the table, but only matching objectives of ELC are presented. For the whole list of the reading objectives please see Appendix-F.

Number of descriptors for each scale, number of matching objectives and their percentage values are presented in Table 16 so that these findings can be interpreted in an easier way.

Table 16

Quantitative Demonstration and Percentages of Correspondence for Reading

Illustrative scales of CEFR related to reading	Number of Descriptors	Number of Matching Descriptors with Objectives	Number of Matching Objectives with Descriptors and Percentages n=40 ^a
Overall Reading Comprehension	1	1	6 (15%)
Reading Correspondence	1	0	0 (0%)
Reading for Orientation	2	1	3 (7.5%)
Reading for Information & Argument	3	3	7 (17.5%)
Reading for Instructions	1	1	1 (2.5%)
Total	8	6	17 (42.5%)

^a "n" indicates total number of objectives in ELC.

When the tables were analyzed from the CEFR perspective, correspondence ratio was found quite high, 75% (n=6) of the CEFR descriptors related to reading could be matched with ELC reading objectives. It indicates that different communicative reading activities, proposed in the CEFR for B2 levels, were tried to

be covered in eleventh grade ELC. However, detailed analysis of the tables showed that only 42.5% (n=17) of the eleventh grade ELC reading objectives corresponded to the descriptors of CEFR related to reading in B2 levels and 57.5% (23) of the objectives could not be matched with the descriptors for various reasons. To begin with, while 25% (n=10) of reading objectives was related to using words effectively to create meaningful sentences such as “2.2.28. Students will be able to change the forms of the words to make meaningful sentences such as ignore- ignorance- ignorable in the text.”, 25% (n=10) of the reading objectives was about strategic reading skills not about activities such as “2.2.25. Students will be able to guess the meaning of the idioms in the text and use them in a sentence.” On the other hand, 7.5% (n=3) of the reading objectives was for simple post reading activities that could not be matched up with a descriptor in B2 levels, such as “2.2.6. Students will be able to match the stories with the pictures.”. This means that 57.5% of the eleventh grade ELC objectives for reading does not serve purposes of communicative reading activities.

When the matching ELC objectives with CEFR descriptors was investigated, it was discovered that *reading for information & argument* was practiced the most with the percentage value of 17.5% (n=7). Subsequently, 15% (n=6) of the reading objectives was found to be devoted to developing *overall reading comprehension*. It was followed by *reading for orientation*, which was matched with 7.5% (n=3) of the objectives. Finally, it was revealed that *reading for instructions* was practiced the least (2.5%, n=1) and *reading for correspondence* had no place in eleventh grade ELC. This distribution can be stated as reasonable when the overall objectives of the ELC for high school and academic needs of the students are considered.

To conclude, although 75% of the CEFR descriptors for reading in B2 levels corresponded to the reading objectives of eleventh grade ELC, only 42.5% of the objectives were matched with the descriptors of this level, which implies that 57.5% of reading objectives were not written to accomplish B2 levels communicative reading activities and these descriptors were not given enough importance.

Comparing the ELC and B2 levels of the CEFR in Terms of Speaking.

The CEFR consists of 13 illustrative scales and 35 descriptors under these scales for communicative speaking activities in B2 levels. 8 of the scales are related with interaction ((i) overall speaking interaction, (ii) conversation, (iii) informal discussion

(with friends), (iv) formal discussion (meetings), (v) goal-oriented co-operation, (vi) transactions to obtain goods & services, (vii) information exchange, (viii) interviewing and being interviewed) and these scales have 25 descriptors in total. Remaining 5 scales, on the other hand, are about production ((i) overall spoken production, (ii) sustained monologue: describing experiences, (iii) sustained monologue: putting a case, (iv) public announcement, (v) addressing audiences) and they consist of 10 descriptors. Giving more weight to interactive speaking activities is an expected result when language policy of CoE and the action-oriented approach of the framework are taken into account (see Approach Adopted in the CEFR). Since CoE aims to raise plurilingual and pluricultural citizens, it is so rational that CEFR, a framework which is created as a result of intense work of this council, mainly aims to develop communication skills of language learners. While CEFR describes communicative speaking activities as interactive and productive ones, ELC does not discriminate the speaking activities and explains them under one title and proposes 39 speaking objectives for eleventh grade.

When descriptors for speaking were evaluated, it was noticed that they are quite comprehensive, they define the context and the conditions under which speaking activities are supposed to be performed in a detailed and clear way. Moreover, they give information about the manner, knowledge and competences of speakers along with the type of topics they talk about. There are also many descriptors containing more than one statement, which enables matching more than one objective with the same descriptor. For instance, “1.3.5.2. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.” is a quite comprehensive descriptor which can correspond to various objectives. On the other hand, some descriptors define context and conditions in an extremely detailed way and make the correspondence of objectives, which are always task-based, difficult. To illustrate, “1.3.1.1. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.” is a descriptor that defines conditions in an extremely detailed way and none of the ELC objectives can be matched up with it. Analysis of the speaking objectives of eleventh grade ELC, on the other hand, shows that each objective includes only one

statement and they are task-based, which is the case in listening and reading objectives. Following this general and introductory information about descriptors and objectives for speaking, Table 17 which shows the correspondence between them is presented below.

Table 17

Comparative Analysis of B2 Levels CEFR Descriptors and Eleventh Grade ELC Objectives in Terms of Speaking

1. CEFR	2. Eleventh Grade ELC
1.3. Speaking	2.3. Speaking
1.3.1. Overall Spoken Interaction	
1.3.1.1. Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.	2.3.35. Students will be able to talk about values such as honesty, trustworthy, modesty for a good friendship. 2.3.32. Students will be able to make complaints and offer solutions about relationship. 2.3.36. Students will be able to talk about winter and summer Paralympic sports and equipment. 2.3.37. Students will be able to express regrets and wishes in their life. 2.3.39. Students will be able to about human values that make paralyzed people life easier.
1.3.1.2. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	
1.3.1.3. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	2.3.3. Students will be able to talk what kind of qualifications they need to contribute to their career. 2.3.17. Students will be able to talk about kind of entertainment they like and their reasons. 2.3.19. Students will be able to express their opinions about entertainment by using justification expressions.
1.3.2. Conversation	
1.3.2.1. Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	2.3.20. Students will be able to talk about sense of entertainment in different ages. 2.3.21. Students will be able to talk about recent events. 2.3.25. Students will be able to ask and answer questions about personality.

	2.3.34. Students will be able to talk about online friendship.
1.3.2.2. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.	
1.3.2.3. Can convey degrees of emotion and highlight the personal significance of events and experiences.	2.3.30. Students will be able to express their ideas and feelings such as surprise, happiness, interests and indifference on technology products.
1.3.3. Informal Discussion (with friends)	
1.3.3.1. Can keep up with an animated discussion between native speakers.	
1.3.3.2. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	
1.3.3.3. Can with some effort catch much of what is said around him/her in discussion but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.	
1.3.3.4. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2.3.11. Students will be able to discuss why social network is so popular around the world. 2.3.22. Students will be able to maintain a discussion about a variety of methods to be more beautiful.
1.3.4. Formal Discussion (meetings)	
1.3.4.1. Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.	
1.3.4.2. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	
1.3.4.3. Can participate actively in routine and non-routine formal discussion.	
1.3.4.4. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	
1.3.5. Goal-Oriented Co-operation	
1.3.5.1. Can help along the progress of the work by inviting others to join in, say what they think etc.	
1.3.5.2. Can outline an issue or a problem clearly, speculating about causes or consequences,	2.3.13. Students will be able to talk about current conditions related to global issues.

and weighing advantages and disadvantages of different approaches.	2.3.14. Students will be able to talk about causes and effects of global warming on climate in the future.
	2.3.16. Students will be able to talk about global events which will keep happening in the future.
	2.3.26. Students will be able to express their problems, such as friendship, parental, neighborhood conflict and ask for their friends' suggestions.
	2.3.38. Students will be able to talk about difficulties that paralyzed people live in our country and solutions to their problems.
1.3.6. Transactions to Obtain Good & Services	
1.3.6.1. Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.	
1.3.6.2. Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.	
1.3.6.3. Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	
1.3.7. Information Exchange	
1.3.7.1. Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.	2.3.1. Students will be able to ask for and give information about educational programs such as Erasmus, Jean Monnet.
1.3.7.2. Can pass on detailed information reliably.	
1.3.7.3. Can give a clear, detailed description of how to carry out a procedure.	
1.3.7.4. Can synthesize and report information and arguments from a number of sources.	2.3.2. Students will be able to present the information about international volunteering programs such as Overseas after searching on the Net.
1.3.8. Interviewing and Being Interviewed	
1.3.8.1. Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	2.3.18. Students will be able to conduct a survey on entertainment preferences to present the results.
1.3.8.2. Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	
1.3.9. Overall Spoken Production	

1.3.9.1. Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	2.3.23. Students will be able to make comments briefly on fashion and beauty products by looking at pictures. 2.3.29. Students will be able to introduce a technology product or life saver technology by using visuals
1.3.10. Sustained Monologue: Describing Experiences	
1.3.10.1. Can give clear, detailed description on a wide range of subjects related to his field of interest.	2.3.5. Students will be able to tell a survival story or describe an event. 2.3.6. Students will be able to describe pictures on a survival story. 2.3.9. Students will be able to comment on photographs related to the topic. 2.3.28. Students will be able to talk about what affects their moods. 2.3.31. Students will be able to describe the problems about the life-saver products they have used.
1.3.11. Sustained Monologue: Putting a Case (e.g. in a debate)	
1.3.11.1. Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	
1.3.11.2. Can construct a chain of reasoned argument.	
1.3.11.3. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	2.3.4. Students will be able to express possible opportunities in different areas such as job, scholarship, internship, graduate study. 2.3.12. Students will be able to talk about which social web sites they prefer to use and their reasons. 2.3.15. Students will be able to offer solutions to global issues.
1.3.12. Public Announcement	
1.3.12.1. Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.	
1.3.13. Addressing Audiences	
1.3.13.1. Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	

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

Note. All the descriptors of the CEFR related to speaking are provided in the table, but only matching objectives of ELC are presented. For the whole list of the speaking objectives please see Appendix-G.

To analyze these data more easily, number of descriptors for each scale, number of matching objectives and their percentage values are presented in Table 18.

Table 18

Quantitative Demonstration and Percentages of Matching for Speaking

<i>Illustrative scales of CEFR related to speaking</i>	<i>Number of Descriptors</i>	<i>Number of Matching Descriptors with Objectives</i>	<i>Number of Matching Objectives with Descriptors and Percentages n=39^a</i>
Overall Spoken Interaction	3	2	8 (20.5%)
Conversation	3	2	5 (12.8%)
Informal Discussion (with friends)	4	1	2 (5.2%)
Formal Discussion (meetings)	4	0	0 (0%)
Goal-Oriented Co-operation	2	1	5 (12.8%)
Transactions to Obtain Good & Services	3	0	0 (0%)
Information Exchange	4	2	2 (5.2%)
Interviewing and Being Interviewed	2	1	1 (2.5%)
Spoken Interaction Total	25	8	23 (60%)
Overall Spoken Production	1	1	2 (5.2%)
Sustained Monologue: Describing Experiences	1	1	5 (2.8%)
Sustained Monologue: Putting a Case	3	1	3 (7.6%)
Public Announcement	1	0	0 (0%)
Addressing Audiences	4	0	0 (0%)
Spoken Production Total	10	3	10 (24.6%)
Total	35	11	33 (84.6%)

^a "n" indicates total number of objectives in ELC.

When the table was analyzed from the CEFR perspective, it was figured out that only 31.4% (n=11) of the CEFR speaking descriptors could be matched with ELC speaking objectives. While 22.8% (n=8) of these descriptors were related with interactive speaking activities, 8.6% (n=3) of them were for productive speaking activities. In terms of ELC objectives for speaking, the ratio was much more satisfactory, though; 84.6% (n=33) of them corresponded to the CEFR descriptors in the related level. 15.4% (n=6) of the objectives, on the other side, could not be matched with the descriptors for several reasons such as being about compensation strategies (2.3.8. Students will be able to use expressions to correct themselves in a conversation) or including statement only about the words that students should use (2.3.33. Students will be able to use phrasal verbs while talking about themselves and their friends).

After stating the reasons why certain objectives could not be matched, analysis of distribution of matching objectives among descriptors was necessary. *Overall spoken interaction* skills were explored to be practiced the most in the ELC with the percentage of 20.5% (n=8), subsequently descriptors in every one of *Conversation*, *Goal-Oriented Co-operation* and *Sustained Monologue: Describing Experiences* scales corresponded with 12.8% (n=5) of the objectives. In addition to this, *Sustained Monologue: Putting a Case* was matched with the 7.6% (n=3) of the objectives while every one of *Informal Discussion (with friends)*, *Information Exchange* and *Overall Spoken Production* scales corresponded to 5.2% (n=2) of speaking objectives in ELC. Moreover, *Interviewing and Being Interviewed* scale was revealed to be practiced the least (2.5%, n=1) and there was no objective matching with *Formal Discussion*, *Transactions to Obtain Good & Services*, *Public Announcement* and *Addressing Audiences*. These rates may indicate that academic speaking skills of students were not given much importance, instead eleventh grade ELC tries to develop students' interactive speaking skills which they can need in daily life. In total, while 60% (n=23) of the ELC speaking objectives corresponded to spoken interaction activities, 24.6% (n=10) of them matched up with spoken production activities. This distribution of objectives shows parallelism with the descriptors of speaking scales in the CEFR because 71.4% (n=25) of descriptors are related to spoken interaction and 28.6%(n=10) of them are about spoken production in this framework.

All in all, although the correspondence ratio of eleventh grade ELC (84.6%) with the CEFR seems quite satisfactory, 68.6 % of the CEFR descriptors could not be matched up with any of the objectives, implying that there are many skills that are proposed by the CEFR but not given place in the curriculum to accomplish target levels.

Comparing the ELC and B2 Levels of the CEFR in Terms of Writing.

There are 5 scales and 10 descriptors under these scales for communicative writing activities in the CEFR, 2 of them are about written interaction, which includes 2 of the descriptors, ((i) overall written interaction, (iii) correspondence) and remaining 3 are about written production, which has 8 descriptors ((i) overall written production, (ii) creative writing, (iii) reports & essays). Eleventh grade ELC contains 22 objectives for writing to accomplish this level. As in other skills, the CEFR descriptors are more comprehensive and describe the context and the content of the writing in a detailed way, which creates the opportunity for correspondence of several objectives to one descriptor. For example, “1.4.1.1. Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.” is a general and comprehensive descriptor and more than one objective can be matched with it. On the other hand, eleventh grade ELC objectives for writing are generally task based and they always contain one statement in one objective, which is the case in other skills in the curriculum. However, compared to other skills, writing objectives can be regarded as more explanatory by describing the conditions more clearly. The descriptor “2.4.21. Students will be able to write an opinion essay on ways of making paralyzed people’s life easier by synthesizing information about Paralympics they get by using information technologies. “can be given as an example. Except for this kind of objectives, which are based on interactive or productive writing skills, there are some objectives which only give information about the kinds of words student should use or about the pre-writing part in which students prepare what they will write such as “2.4.13. Students will be able to use participles in their writings.” and “2.4.9. Students will be able to make an outline to write a survey report.”. This nature of some objectives had a negative effect on correspondence rate. Following this general information about the CEFR descriptors and ELC objectives for writing, Table 19 is presented below to show the matching objectives and descriptors.

Table 19

Comparative Analysis of B2 Levels CEFR Descriptors and Eleventh Grade ELC Objectives in Terms of Writing

1. CEFR	2. Eleventh Grade ELC
1.4. Writing	2.4. Writing
1.4.1. Overall Written Interaction	
1.4.1.1. Can express news and views effectively in writing and relate to those of others.	
1.4.2. Correspondence	
1.4.2.1. Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	2.4.22. Students will be able to write a letter or a note on wishes, regrets.
1.4.3. Overall Written Production	
1.4.3.1. Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources.	2.4.2. Students will be able to write an application letter by using additional linkers in their writings. 2.4.17. Students will be able to write a description and purpose of a life saver production by using the information they have searched on the Net.
1.4.4. Creative Writing	
1.4.4.1. Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text and following established conventions of the genre concerned.	2.4.14. Students will be able to describe artist's or writer's mood reflected in a painting, photograph or poem through creative writing by following the given tips.
1.4.4.2. Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	2.4.17. Students will be able to write a description and purpose of a life saver production by using the information they have searched on the Net. 2.4.19. Students will be able to write down their thoughts and opinions about friendship.
1.4.4.3. Can write a review of a film, book or play.	2.4.3. Students will be able to summarize a survival story that they have searched on the Net.
1.4.5. Reports & Essays	
1.4.5.1. Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	2.4.10. Students will be able to write about survey report on people's entertainment preferences. 2.4.11. Students will be able to express facts and generalizations in their survey reports.

	2.4.12. Students will be able to write an essay on their sense of beauty.
1.4.5.2. Can evaluate different ideas or solutions to a problem.	2.4.7. Students will be able to write a report about one of the problems of our country such as climate change, unemployment, pollution, deforestation, migration. 2.4.15. Students will be able to offer solutions in a newspaper for certain problems sent by readers by using phrasal verbs related to the topic.
1.4.5.3. Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	2.4.16. Students will be able to write a discursive essay on social media mentioning various viewpoints using contrasting linkers.
1.4.5.4. Can synthesize information and arguments from a number of sources.	2.4.17. Students will be able to write a description and purpose of a life saver production by using the information they have searched on the Net. 2.4.20. Students will be able to report their friends, parents or wise men's statements about friendship. 2.4.21. Students will be able to write an opinion essay on ways of making paralyzed people's life easier by synthesizing information about Paralympics they get by using information technologies.

Note. All the descriptors of the CEFR related to speaking are provided in the table, but only matching objectives of ELC are presented. For the whole list of the speaking objectives please see Appendix-H.

Number of descriptors for each scale, number of matching objectives and their percentage values are presented in Table 20 so that analyzing findings can be easier.

Table 20

Quantitative Demonstration and Percentages of Matching for Writing

<i>Illustrative scales of CEFR related to writing</i>	<i>Number of Descriptors</i>	<i>Number of Matching Descriptors with Objectives</i>	<i>Number of Matching Objectives with Descriptors and Percentages n=22^a</i>
Overall Written Interaction	1	0	0 (0%)
Correspondence	1	1	1 (4.5%)
Written Interaction Total	1	1	1 (4.5%)
Overall Written Production	1	1	2 (9.1%)
Creative Writing	3	3	4 (18.1%)

Reports & Essays	4	4	9 (41%)
Written Production Total	8	8	15 (68.2%)
Total	10	9	16 (72.8%)

^a "n" indicates total number of objectives in ELC.

The analysis of the table showed that correspondence rate was quite high from both angles. 90% (n=9) of the CEFR descriptors for writing were matched with 72.8% (n=16) of writing objectives of ELC. Remaining 27.2% (n=6) of the writing objectives could not be matched with any of the CEFR descriptors for various reasons such as presenting statement only about the planning writing task or just indicating what kinds of words students are expected to use in their writings etc., which were also previously explained.

As for distribution of matching objectives among descriptors, it can be indicated that *Reports & essays* is the scale that is practiced the most by ELC with the percentage of 41% (n=9), which can also be regarded rational when students' academic needs are considered. *Creative writing* followed it, by being matched with 18.1% (n=4) of the writing objectives. Subsequently, *Overall written production* corresponded to 9.1% (n=2) of the objectives. Finally, *Correspondence* scale was matched with 4.5% (n=1) of the writing objectives while there was no objective corresponding to *Overall written interaction*. In total, while 68.2% (n=15) of the objectives could be matched with productive writing activities, only 4.5% (n=1) of them corresponded to interactive writing activities, which is consistent with the distribution of descriptors in the CEFR (80% (n=8) of writing descriptors are in productive writing activities and 20% (n=2) of them are in interactive writing activities).

Overall Evaluation of Correspondence between the ELC Objectives and B2 Levels CEFR Descriptors. After analyzing correspondence between eleventh grade ELC objectives and B2 levels CEFR descriptors in terms of 4 skills comprehensively, evaluation of overall situation was carried out with the help of following table and figure.

Table 21

Overall Correspondence Ratio Between ELC and CEFR for Skills

CEFR	Number of Descriptors	Correspondence Ratio with ELC (%)	ELC	Number of Objectives	Correspondence Ratio with CEFR (%)
Listening	11	54	Listening	21	100
Reading	8	75	Reading	40	42.5
Speaking	35	31.4	Speaking	39	84.6
Writing	10	90	Writing	22	72.8

Notes. CR=Correspondence Ratio. NoD=Number of Descriptors. NoO=Number of Objectives.

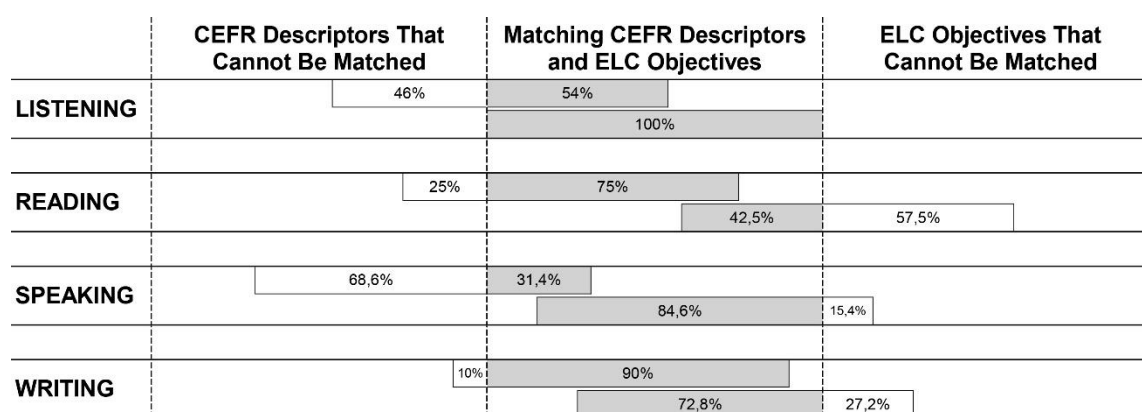


Figure 3. Overall correspondence ratio between ELC and CEFR for skills.

To begin with, when correspondence of B2 levels CEFR descriptors with eleventh grade ELC objectives was analyzed, it was revealed that writing had the highest rate of correspondence with the percentage of 90% and reading followed it with the rate of 75%. Subsequently, 54% of the listening descriptors were matched with the objectives of ELC and lastly 31.4% of speaking descriptors could correspond to ELC speaking descriptors. These findings suggest that eleventh grade ELC showed the biggest success in meeting B2 levels criteria in writing skill and it was the least successful while adapting speaking objectives to the CEFR descriptors for speaking.

On the other hand, analysis of correspondence of eleventh grade ELC objectives with B2 levels CEFR descriptors shows that all of the listening objectives could be matched with the CEFR descriptors although 46% of the listening descriptors of CEFR were not matched with any of the listening objectives. Moreover, while 42.5% of reading objectives corresponded to the CEFR descriptors,

25% of the CEFR descriptors could not be matched with objectives. Besides, 84.6% of the speaking objectives corresponded to the speaking descriptors of the CEFR while 68.6% of the descriptors had no equivalence in ELC. Finally, 72.8% of the writing objectives were matched with the CEFR descriptors although 10% of them could not correspond to any objectives.

All in all, eleventh grade ELC shows the greatest achievement in aligning existing listening and speaking objectives to B2 levels CEFR criteria (100% and 84.6% respectively). However, these are the areas that has the biggest gap at the same time because 46% of the listening descriptors and 68.6% of the speaking descriptors of the CEFR cannot correspond to any of the objectives, which suggests that there are many neglected communicative activities for these skills. By considering the importance that the CEFR gives to communicativeness, it can be asserted that eleventh grade ELC can be modified in a way to include more of the communication skills that the CEFR suggests.

Comparing Relevant Coursebooks to B2 Levels of the CEFR

As it has been comprehensively explained in the methodology chapter, for the analysis of activities in the coursebooks two different methods were employed. While the CEFR Content Analysis Grid for Reading (Manual for Relating Examination to the CEFR, 2009) was used to analyze reading texts and activities, Specification Forms and Tables (Manual for Relating Examination to the CEFR, 2009) were employed to analyze writing and speaking activities. Before starting to analyze the activities, an extensive familiarization process was gone through. After that, texts and activities of each skill were analyzed with the help of previously mentioned tools and an estimated CEFR level was assigned to them by using illustrative scales of the framework. Thus, in the following sections, (i) texts and/or activities of the coursebooks, (ii) the process and results of relating them to a CEFR level with the help of the tools and (iii) overall deductions and comments based on the results will be provided for each skill respectively (reading-speaking-writing).

Comparing Relevant Coursebooks to B2 Levels of the CEFR in Terms of Reading. The first skill that was analyzed in this study is reading. Yes You Can B2.1 and B2.2 (Ağırbaş, Bektaş & İşbilen, 2013) have 65 reading texts and 198 activities in total. Each book has 10 units composed of three sections (A, B, C) and

each section has at least one reading text with several activities. Due to space limitation, including that many reading texts in the study was not possible (see Appendix-I to see all the texts); however, analysis of the texts is presented in the following table (see Table 22). As it has been explained extensively in previous chapters (see Methodology), to analyze reading texts and activities, the *CEFR Content Analysis Grid for Reading* (Manual for Relating Examination to the CEFR, 2009) was adapted (see Table 9). Only *Text Length* component of the table was eliminated due to not providing meaningful information about the level of a text in a coursebook. Hence, detailed analysis of the texts in terms of (i) text source, (ii) authenticity, (iii) discourse type, (iv) domain, (v) topic, (vi) nature of content, (vii) vocabulary and (viii) grammar and the levels which they were assigned to is provided in Table 22.

Table 22

Estimated CEFR Levels Levels of Reading Texts

<i>Characteristics</i>	<i>Text 1</i>	<i>Text 2</i>	<i>Text 3</i>	<i>Text 4</i>
<i>Text source</i>	Magazine extract	Newspaper article	Magazine extract	Newspaper article
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine
<i>Discourse type</i>	Mainly narrative	Mainly narrative	Mainly narrative	Mainly argumentative
<i>Domain</i>	Occupational	Public	Public	Public
<i>Topic</i>	Services	Relations with other people	Moral issues	Success
<i>Nature of content</i>	Mostly concrete content	Only concrete content	Mostly concrete content	Mainly abstract content
<i>Vocabulary</i>	Rather extended	Mostly frequent vocabulary	Mostly frequent vocabulary	Rather extended
<i>Grammar</i>	Limited range of complex structures	Mainly simple structures	Mainly simple structures	Limited range of complex structures
<i>Text likely to be comprehensible at CEFR level:</i>	B2	B1	B1	B2
<i>Characteristics</i>	<i>Text 5</i>	<i>Text 6</i>	<i>Text 7</i>	<i>Text 8</i>
<i>Text source</i>	Newspaper article	Poem	Advertising material	Formal letter
<i>Authenticity</i>	Genuine	Genuine	Adapted	Genuine

<i>Discourse type</i>	Mainly expository	Mainly expository	Mainly instructive	Mainly expository
<i>Domain</i>	Public	Public	Public	Educational
<i>Topic</i>	Stress sources	Struggle	Education	Education
<i>Nature of content</i>	Mainly abstract content	Mainly abstract content	Only concrete content	Only concrete content
<i>Vocabulary</i>	Rather extended	Rather extended	Mostly frequent vocabulary	Rather extended
<i>Grammar</i>	Limited range of complex structures	Limited range of complex structures	Only simple structures	Limited range of complex structures
<i>Text likely to be comprehensible at CEFR level:</i>	B2	C1	B1	B2
<i>Characteristics</i>	<i>Text 9</i>	<i>Text 10</i>	<i>Text 11</i>	<i>Text 12</i>
<i>Text source</i>	Magazine extract	Magazine extract	Leaflet	Computer screen text
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine
<i>Discourse type</i>	Mainly narrative	Mainly narrative	Mainly expository	Mainly expository
<i>Domain</i>	Public	Public	Public	Public
<i>Topic</i>	Travel	Entertainment	Travel	Entertainment
<i>Nature of content</i>	Mostly concrete content	Only concrete content	Mostly concrete content	Mostly concrete content
<i>Vocabulary</i>	Rather extended	Mostly frequent vocabulary	Rather extended	Rather extended
<i>Grammar</i>	Limited range of complex structures	Mainly simple structures	Limited range of complex structures	Limited range of complex structures
<i>Text likely to be comprehensible at CEFR level:</i>	B2	B1	B2	B2
<i>Characteristics</i>	<i>Text 13</i>	<i>Text 14</i>	<i>Text 15</i>	<i>Text 16</i>
<i>Text source</i>	Formal e-mail	Formal e-mail	Personal letter	Magazine extract
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine
<i>Discourse type</i>	Mainly expository	Mainly instructive	Mainly expository	Mainly expository
<i>Domain</i>	Public	Public	Personal	Public
<i>Topic</i>	Travel	Travel	Travel	Relations with other people
<i>Nature of content</i>	Only concrete content	Only concrete content	Mostly concrete content	Mainly abstract content

<i>Vocabulary</i>	Mostly frequent vocabulary	Rather extended	Mostly frequent vocabulary	Rather extended
<i>Grammar</i>	Mainly simple structures	Limited range of complex structures	Mainly simple structures	Limited range of complex structures
<i>Text likely to be comprehensible at CEFR level:</i>	B1	B2	B1	B2
<i>Characteristics</i>	<i>Text 17</i>	<i>Text 18</i>	<i>Text 19</i>	<i>Text 20</i>
<i>Text source</i>	Personal letter	Personal letter	Poem	Magazine extract
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine
<i>Discourse type</i>	Mainly expository	Mainly expository	Mainly expository	Mainly expository
<i>Domain</i>	Public	Public	Public	Public
<i>Topic</i>	Relations with other people	Relations with other people	Phobia	Entertainment
<i>Nature of content</i>	Mainly abstract content	Mainly abstract content	Mainly abstract content	Mainly abstract content
<i>Vocabulary</i>	Mostly frequent vocabulary	Mostly frequent vocabulary	Rather extended	Rather extended
<i>Grammar</i>	Mainly simple structures	Mainly simple structures	Limited range of complex structures	Limited range of complex structures
<i>Text likely to be comprehensible at CEFR level:</i>	B1	B1	C1	B2
<i>Characteristics</i>	<i>Text 21</i>	<i>Text 22</i>	<i>Text 23</i>	<i>Text 24</i>
<i>Text source</i>	Legend	Instructional materials	Magazine extract	Advertising material
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine
<i>Discourse type</i>	Mainly narrative	Mainly instructive	Mainly instructive	Mainly expository
<i>Domain</i>	Public	Public	Public	Occupational
<i>Topic</i>	Mythology	Art	Relations with other people	Occupation
<i>Nature of content</i>	Mainly abstract content	Mostly concrete content	Fairly abstract content	Fairly abstract content
<i>Vocabulary</i>	Extended	Rather extended	Rather extended	Rather extended
<i>Grammar</i>	Wide range of complex structures	Limited range of complex structures	Limited range of complex structures	Limited range of complex structures
<i>Text likely to be comprehensible at CEFR level:</i>	C1	B2	B2	B2

<i>Characteristics</i>	<i>Text 25</i>	<i>Text 26</i>	<i>Text 27</i>	<i>Text 28</i>
<i>Text source</i>	Magazine extract	Magazine extract	Magazine extract	Magazine extract
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine
<i>Discourse type</i>	Mainly expository	Mainly expository	Mainly expository	Mainly expository
<i>Domain</i>	Occupational	Public	Public	Public
<i>Topic</i>	Occupation	Advertisement	Communication with animals	Miscommunication
<i>Nature of content</i>	Mostly concrete content	Mainly abstract content	Mainly abstract content	Mainly abstract content
<i>Vocabulary</i>	Mostly frequent vocabulary	Extended	Extended	Rather extended
<i>Grammar</i>	Limited range of complex structures	Wide range of complex structures	Wide range of complex structures	Limited range of complex structures
<i>Text likely to be comprehensible at CEFR level:</i>	B2	C1	C1	B2
<i>Characteristics</i>	<i>Text 29</i>	<i>Text 30</i>	<i>Text 31</i>	<i>Text 32</i>
<i>Text source</i>	Magazine extract	Magazine extract	Anecdotes	Legend
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine
<i>Discourse type</i>	Mainly expository	Mainly expository	Mainly narrative	Mainly narrative
<i>Domain</i>	Educational	Public	Public	Public
<i>Topic</i>	Education	Technology	Technology	History
<i>Nature of content</i>	Mainly abstract content	Mainly abstract content	Mostly concrete content	Mostly concrete content
<i>Vocabulary</i>	Rather extended	Rather extended	Mostly frequent vocabulary	Rather extended
<i>Grammar</i>	Limited range of complex structures	Limited range of complex structures	Limited range of complex structures	Limited range of complex structures
<i>Text likely to be comprehensible at CEFR level:</i>	B2	B2	B1	B2
<i>Characteristics</i>	<i>Text 33</i>	<i>Text 34</i>	<i>Text 35</i>	<i>Text 36</i>
<i>Text source</i>	Magazine extract	Magazine extract	Short story	Magazine extract
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine
<i>Discourse type</i>	Mainly expository	Mainly expository	Mainly narrative	Mainly expository
<i>Domain</i>	Public	Public	Public	Public
<i>Topic</i>	History	History	Health and body care	Health and body care

<i>Nature of content</i>	Mostly concrete content	Mostly concrete content	Only concrete content	Mostly concrete content
<i>Vocabulary</i>	Rather extended	Rather extended	Mostly frequent vocabulary	Rather extended
<i>Grammar</i>	Limited range of complex structures	Limited range of complex structures	Limited range of complex structures	Limited range of complex structures
<i>Text likely to be comprehensible at CEFR level:</i>	B2	B2	B1	B1
<i>Characteristics</i>	<i>Text 37</i>	<i>Text 38</i>	<i>Text 39</i>	<i>Text 40</i>
<i>Text source</i>	Formal e-mail	Magazine extract	Advertising material	Short story
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine
<i>Discourse type</i>	Mainly expository	Mainly expository	Mainly expository	Mainly narrative
<i>Domain</i>	Public	Public	Public	Public
<i>Topic</i>	Health and body care	Fashion	Free time and entertainment	Relations with other people
<i>Nature of content</i>	Mostly concrete content	Mostly concrete content	Mostly concrete content	Fairly abstract content
<i>Vocabulary</i>	Mostly frequent vocabulary	Rather extended	Mostly frequent vocabulary	Rather extended
<i>Grammar</i>	Mainly simple structures	Limited range of complex structures	Mainly simple structures	Mainly simple structures
<i>Text likely to be comprehensible at CEFR level:</i>	B1	B2	B1	B1
<i>Characteristics</i>	<i>Text 41</i>	<i>Text 42</i>	<i>Text 43</i>	<i>Text 44</i>
<i>Text source</i>	Magazine extract	Magazine extract	Magazine extract	Instructional material
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine
<i>Discourse type</i>	Mainly argumentative	Mainly expository	Mainly narrative	Mainly instructive
<i>Domain</i>	Educational	Public	Public	Public
<i>Topic</i>	Technology	Transportation	Inventions	Computers
<i>Nature of content</i>	Fairly abstract content	Mostly concrete content	Mostly concrete content	Only concrete content
<i>Vocabulary</i>	Rather extended	Rather extended	Rather extended	Rather extended
<i>Grammar</i>	Limited range of complex structures	Limited range of complex structures	Limited range of complex structures	Mainly simple structures

<i>Text likely to be comprehensible at CEFR level:</i>	B2	B2	B1	B1
<i>Characteristics</i>	<i>Text 45</i>	<i>Text 46</i>	<i>Text 47</i>	<i>Text 48</i>
<i>Text source</i>	Newspaper article	Newspaper article	Newspaper article	Formal letter
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine
<i>Discourse type</i>	Mainly argumentative	Mainly narrative	Mainly argumentative	Mainly expository
<i>Domain</i>	Public	Public	Public	Public
<i>Topic</i>	Weather	Environment	Endangered species	Education
<i>Nature of content</i>	Fairly abstract content	Mostly concrete content	Mostly concrete content	Fairly abstract content
<i>Vocabulary</i>	Rather extended	Rather extended	Rather extended	Rather extended
<i>Grammar</i>	Limited range of complex structures	Limited range of complex structures	Limited range of complex structures	Limited range of complex structures
<i>Text likely to be comprehensible at CEFR level:</i>	B2	B2	B2	B2
<i>Characteristics</i>	<i>Text 49</i>	<i>Text 50</i>	<i>Text 51</i>	<i>Text 52</i>
<i>Text source</i>	Magazine extract	Formal letter	Magazine extract	Magazine extract
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine
<i>Discourse type</i>	Mainly expository	Mainly expository	Mainly expository	Mainly narrative
<i>Domain</i>	Public	Public	Public	Public
<i>Topic</i>	Education	Education	Facial expressions	Advertising
<i>Nature of content</i>	Mostly concrete content	Mostly concrete content	Fairly abstract content	Mostly concrete content
<i>Vocabulary</i>	Rather extended	Mostly frequent vocabulary	Rather extended	Rather extended
<i>Grammar</i>	Limited range of complex structures	Mainly simple structures	Limited range of complex structures	Limited range of complex structures
<i>Text likely to be comprehensible at CEFR level:</i>	B2	B1	B2	B2
<i>Characteristics</i>	<i>Text 53</i>	<i>Text 54</i>	<i>Text 55</i>	<i>Text 56</i>
<i>Text source</i>	Instructional Material	Instructional Material	Magazine extract	Magazine extract
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine

<i>Discourse type</i>	Mainly instructive	Mainly instructive	Mainly narrative	Mainly expository
<i>Domain</i>	Public	Public	Public	Public
<i>Topic</i>	Internet Security	Job application	Occupations	Child labor
<i>Nature of content</i>	Fairly abstract content	Fairly abstract content	Mostly concrete content	Mostly concrete content
<i>Vocabulary</i>	Rather extended	Mostly frequent vocabulary	Mostly frequent vocabulary	Rather extended
<i>Grammar</i>	Mainly simple structures	Mainly simple structures	Mainly simple structures	Limited range of complex structures
<i>Text likely to be comprehensible at CEFR level:</i>	B1	B1	B1	B2
<i>Characteristics</i>	<i>Text 57</i>	<i>Text 58</i>	<i>Text 59</i>	<i>Text 60</i>
<i>Text source</i>	Magazine extract	Teletext	Magazine extract	Magazine extract
<i>Authenticity</i>	Genuine	Adapted	Genuine	Genuine
<i>Discourse type</i>	Mainly narrative	Mainly expository	Mainly expository	Mainly expository
<i>Domain</i>	Public	Public	Public	Public
<i>Topic</i>	Travel	Travel	Travel	Fear
<i>Nature of content</i>	Mostly concrete content	Only concrete content	Fairly abstract content	Mainly abstract content
<i>Vocabulary</i>	Mostly frequent vocabulary	Mostly frequent vocabulary	Rather extended	Rather extended
<i>Grammar</i>	Mainly simple structures	Mainly simple structures	Limited range of complex structures	Limited range of complex structures
<i>Text likely to be comprehensible at CEFR level:</i>	B1	B1	B2	B2
<i>Characteristics</i>	<i>Text 61</i>	<i>Text 62</i>	<i>Text 63</i>	<i>Text 64</i>
<i>Text source</i>	Magazine extract	Magazine extract	Magazine extract	Magazine extract
<i>Authenticity</i>	Genuine	Genuine	Genuine	Genuine
<i>Discourse type</i>	Mainly argumentative	Mainly argumentative	Mainly expository	Mainly expository
<i>Domain</i>	Public	Public	Public	Public
<i>Topic</i>	Violence	Traffic	Culture	Language
<i>Nature of content</i>	Fairly abstract content	Fairly abstract content	Fairly abstract content	Fairly abstract content
<i>Vocabulary</i>	Rather extended	Rather extended	Rather extended	Mostly frequent vocabulary

<i>Grammar</i>	Limited range of complex structures	Limited range of complex structures	Limited range of complex structures	Mainly simple structures
<i>Text likely to be comprehensible at CEFR level:</i>	B2	B2	B2	B1
<i>Characteristics</i>	<i>Text 65</i>			
<i>Text source</i>	Magazine extract			
<i>Authenticity</i>	Genuine			
<i>Discourse type</i>	Mainly expository			
<i>Domain</i>	Public			
<i>Topic</i>	Aviation			
<i>Nature of content</i>	Fairly abstract content			
<i>Vocabulary</i>	Rather extended			
<i>Grammar</i>	Limited range of complex structures			
<i>Text likely to be comprehensible at CEFR level:</i>	B2			

As it was presented in Table 22, reading texts were analyzed in terms of certain characteristics which are (i) text source, (ii) authenticity, (iii) discourse type, (iv) domain, (v) topic, (vi) nature of content, (vii) vocabulary and (viii) grammar. By taking these features into consideration and referring to relevant illustrative scales, each text was assigned to a level.

To begin with, in terms of *text source*, it was analyzed that learners were presented texts from fourteen different sources such as magazine, newspaper, poem, advertising material, e-mail, short story etc. However, it was found out that majority of the texts (49.2%, n=32) were taken from magazines while 2 or 3 examples from each of other sources were only included in the coursebooks. As for *authenticity*, it was discovered that while 2 of the texts seemed adapted, the rest (96.9%, n=63) of them were found to be genuine. The other feature of texts which was analyzed is *discourse type*, as it was presented in Figure 4, 60% (n=37) of them were mainly expository, 23.2% (n=15) were mainly narrative, 10.7% (n=7) of them were mainly instructive and 9.2% (n=6) of the texts were mainly argumentative while no example of descriptive text could be found in the coursebooks.

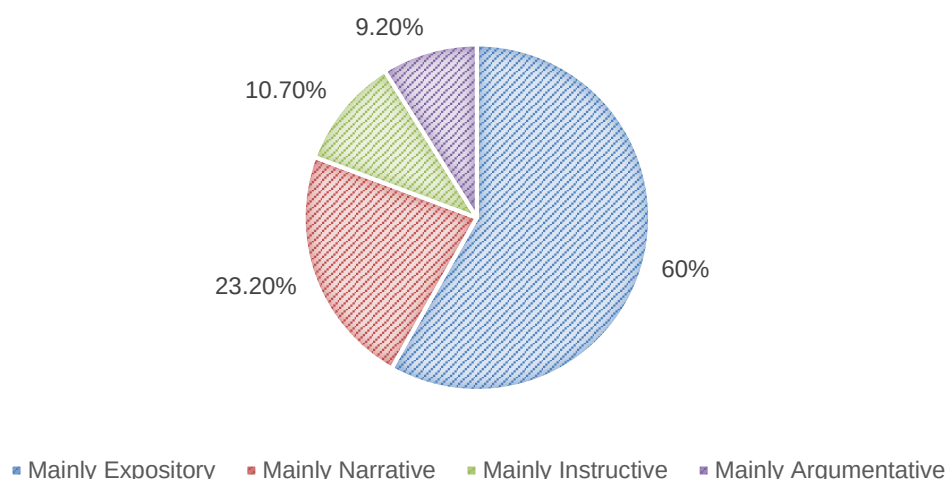


Figure 4. Distribution of texts among discourse types.

As for *domain types* in which the reading texts were situated, it was revealed that public domain was by far the most common domain type with the percentage of 89.2% (n=58) and it was followed by occupational and educational domains with equal percentages of 4.6% (n=3) while personal domain was only used in 1 of the activities. In terms of *topic of the texts*, no meaningful classification could be obtained since each text had various topics.

With regard to *nature of content*, it was discovered that 40% (n=26) of the texts had mostly concrete content, 23.7% (n=15) of them had fairly abstract content and the other 23.7% (n=15) of the texts had mainly abstract content while 13.8% (n=9) of them had only concrete content.

Vocabulary items that were included in the texts were another point of analysis, as it is shown in Figure 5, while there was no text that included only frequent vocabulary, 29.2% (n=19) of the texts had mostly frequent vocabulary. Besides, 66.2% (n=43) of the texts included rather extended vocabulary whereas 4.6% (n=3) of them had extended vocabulary.

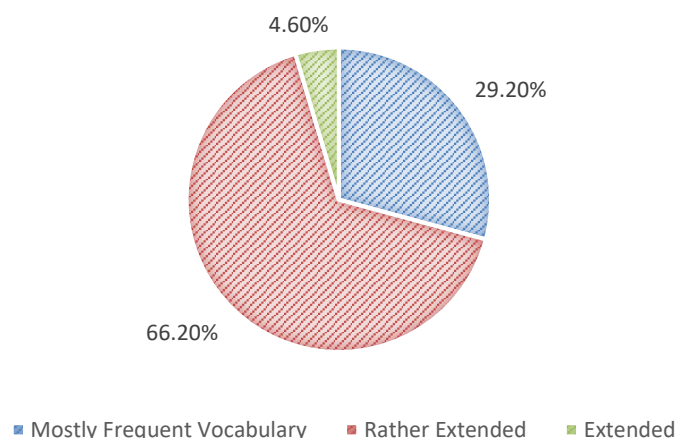


Figure 5. Level of vocabulary in reading texts.

Another characteristic that was analyzed is *grammar* structures which were used in texts. As it is presented in Figure 6, it was found out that grammar structures completely corresponded to vocabulary items; while there was no text that consisted only simple structures, 29.2% (n=19) of them included mainly simple structures. Moreover, in 66.2% (n=43) of the texts limited range of complex structures were used whereas in 4.6% (n=3) of them wide range of complex structures were exploited.

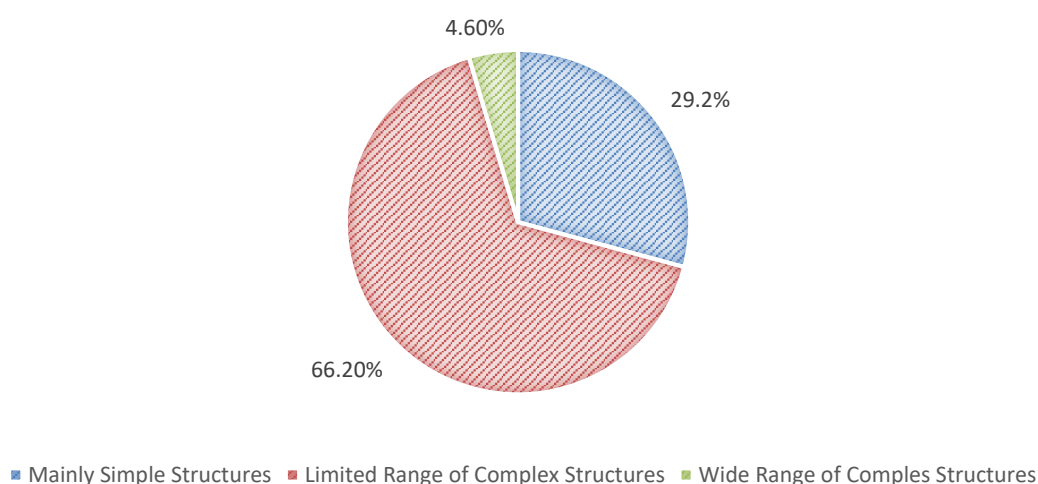


Figure 6. Level of grammar structures in reading texts.

After analyzing the reading texts in the coursebooks in terms of their characteristics mentioned above, each reading text was related to a CEFR level by being referenced to relevant illustrative scales. As Figure 7 presents, it was concluded that 56,9% (n=37) of the reading texts were successfully matched with

the descriptors of B2 levels (B2.1 and B2.2). However, 35.5% (n=23) of reading text were found not to meet the requirements and corresponded to B1 level, while 7.6% (n=5) of them were related to C1.

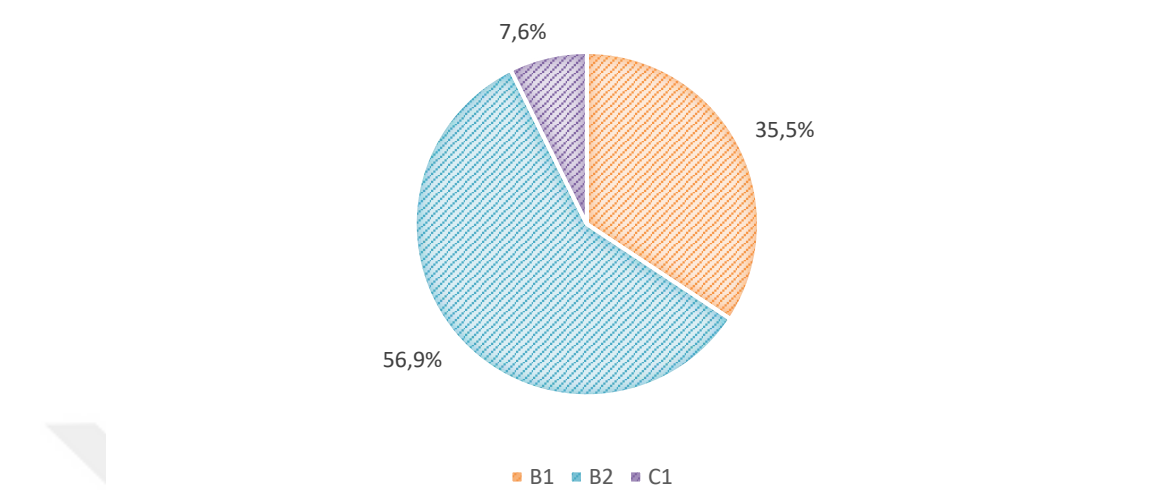


Figure 7. Estimated levels of reading texts.

Subsequent to analyzing the reading texts, the activities that preceded and followed them were scrutinized. 65 reading texts in the coursebooks have 198 activities in total and they are presented in Table 23. As for analyzing reading activities, no change was considered necessary and the tool, which is suggested by the online version of the Manual, was exploited in its original form (see Appendix-B).

Table 23

Reading Activities in Yes You Can B2.1 and B2.2

Number of the text	Number of activities	Reading Activities in Yes You Can B2.1 / B2.2
TEXT 1 B2.1, Unit 1, p.16	1.	Read a magazine extract about flight stories and find how many stories there are.
	2.	- Read the text and choose the best title for it. - Flight Accidents - Horrific Experiences at Flights - First experiences as Flights
	3.	- Read the definitions and find the words from the text: - people working in the same scheduled period: - helpless: - action of a volcano:

- the dust remained after anything is burned:
- terrible:
- taking control of a plane by force:
- shocking:
- members of the armed forces:

4. • Complete the table with the information about the people and events.

	1 st event	2 nd event	3 rd event
Time			
Place			
Characters			
Problems			

5. • Find the detailed information in the text.
- What are most of the problems caused by?
 - What was the unusual solution of the military?
 - How did the American Airline cause the problem?
 - What kind of problems occurs after the volcanic eruption?
6. • Read the stories on the newspaper. Choose the most suitable heading from the list for each part. There is one extra which you do not need.
- Story About an Entrepreneur Gone Badly
 - Honky Tonk Neighbor
 - Disaster at Neighbors
7. • Read the words and definitions. Use the appropriate form of the words to fill in the blanks in the text.
- yell: cry out or speak with a strong and loud sound
 - trespass: a wrongful entry upon the lands of another
 - honk: sound the horn of a vehicle
 - weary: bored and exhausted
 - pissed: extremely irritated or angry
 - hill: pile; stock
8. • Read the text and describe the characters below.
- Old boxer:
 - Unemployed yard worker:
9. • Compare the events in the stories. Then share your ideas and reasons with your friends. Which story ended happily / sadly? Why?
10. • Find the hopes and wishes of the writers in the stories.
- Jane:
 - Marie:
11. • Read the text in detail and choose the best answer.
1. How do you think Hilal felt when her teacher offered her to run?
 - a. frustrated
 - b. irritated
 - c. curious
 - d. pleased
 2. What happened after she accepted to run?
 - a. She told her family about it.
 - b. She ran for the race as soon as possible.

- c. She was trained for a few months. d. She and her friends had a party.
3. What do you think Hilal said to herself when she saw her friend lying in pain?
- a. I wish she weren't near me. b. Oh, I must finish the race first.
- c. Why is she lying there? d. I must help my friend.
4. Why are people talking and wondering about Hilal? Because her story is:
- a. encouraging b. frustrating c. ordinary d. extraordinary
12. • Read the text again and write Hilal's plans for the future.
13. • Read the newspaper extract about Mark Zuckerberg and compare your ideas you listed above with Mark's success tips. Add the different tips to your list in exercise B. *(with reference to the above activity: Discuss with your partner. And list your ideas about the question below. What are the keys of being successful in one's career?)*
14. • Read Mark Zuckerberg's success story and list his wishes and dreams before he envisioned Facebook.
15. • Scan the newspaper report and find Mark's important qualities that might have allowed him to make such far-reaching success.
16. • Choose the correct word from the newspaper report for the given definitions.
- not great and important; modest:
 - an enterprise involving some risk in an expectation of gain:
 - a second-year student in a US college:
 - required or necessary as a prior condition:
 - to make a choice or decision:
 - to come forth from obscurity:
 - little effort:
 - vastly; extremely:
17. • Tell what you think about Facebook and Mark Zuckerberg's success. Can his success be a coincidence? Why / Why not?
18. • Read the text. Match the headings (1-5) with the paragraphs (A-E).
1. Conduction and Suggestions
 2. Questionnaire Used
 3. The Best Ways to Cope with Stress
 4. Stressor
 5. Survey Results

19. • Read again and find out who carried out the survey and who the participants were.
20. • Study the given percentage figures and write the stress sources.

	%	Stress Source
1	40	
2	72	
3	6.70	
4	81.67	
5	71.67	
6	32.50	
7	10.83	

21. • Find the equivalents in the text for these words and expressions.
- an event, experience, etc., that causes stress:
 - overcome obstacle:
 - a mental image that is similar to a visual perception:

		○ "Everything you do must be the best":
TEXT 17 B2.1, Unit 5, p.59	48.	• Read the article again and say what features make them difficult.
	49.	• Tell in what ways you agree or disagree with the ideas identifying personality types in the article.
	50.	• Read Margaret's e-mail to the Doctor Constance and find how she has mentioned her wishes, interests and complaints. Support your answers with examples.
	51.	• Here are some unknown words taken from Dr. Constance's e-mail. Look them up in a dictionary and complete it. enable / escalate / remedies / implementing
	52.	• Read the article briefly and think about what you have done about conflict resolution before. Decide what you need to do instead. Read the instructions about what to do in a hostile situation and explain them with your own words. ○ Deal with the person's feelings: ○ Identify the person's problem: ○ Deal with the person's problem:
	53.	• Read the sentences. Write true (T) or false (F). correct the false statement. ○ Cutting the complaints short and arguing back are the best ways for an effective communication. ○ According to researchers four minutes is an average time to continue or stop an argument. ○ To acknowledge the person's feelings, you must ask specific questions. ○ The problems of hostile people are urgent and must be solved at once. ○ You must pass to the second step as soon as possible.
	54.	• Read the poem and circle the main idea that suits best. ○ Whatever you do, you can't avoid the effects of your phobias. ○ You must learn to live with your phobias. ○ You are exposed to the phobias because you make yourself believe in them. ○ Phobias are not strong enough to change your feelings and behaviors.
	55.	• Read the descriptions that tell the signs of a phobia from the poem and comment on them. ○ I'm choking I'm hot I'm cold I'm dizzy. ○ I mingle, already armed for the next wave rising in the distance and building like a tsunami. ○ I feel naked and exposed in my fear, visible on my face.
	56.	• Describe the person's mood during the periods of the phobia using the information from the poem. ○ Before the phobia attack ○ During the attack ○ After the attack
	57.	• Read an article on the music and dance magazine, "Your Talent" which is organizing a dance contest in the town. Why is ballroom dancing so named?

TEXT
20
B2.1,
Unit 6,
p.67

58. There are 11 highlighted words. Match the definitions with the words below. Use a dictionary to find the definitions of the other 5 words.

- hugging
- not moving
- smart and tidy in appearance
- to grow or expand rapidly
- very beautiful or skillful
- beauty

59. Answer the questions:

- Why do people call ballroom dancing as social dancing?
- Which type of Ballroom dances are mentioned in the text? Name some of them.
- Are all kind of Ballroom dances similar? Do they have the same style?
- What is the difference between Waltz and Salsa?

60. Read the Legend of the Golden Horn and insert the letters into the blanks.

- He had become the founder of the city
- Keroessa gave birth to the son of Poseidon
- The Mount Olympos to meet to
- In her wandering Io crossed the Bosphorus
- The daughter off Inachus

61. Read the Tale of the Shahmaran and put the words into the correct place.
Viziers / mythical / gain / enemy / healed / find / furthermore / scales

62. Read two tales again and compare;

	1 st tale	2 nd tale
the characters: good / bad; why?		
place of the tales		
ends of tales: happy / sad; why?		

63. Answer the questions about tales.

- Where do the legends take place?
- What did Zeus do after he had learnt that Hera had been following them?
- Why did Byzas give the name Golden Horn to the city he had founded?
- Why did Tasmasp leave her love; Shahmaran?
- Which method did vizier use to find Shahmaran?
- Hos did Shahmaran take revenge from the vizier?

TEXT
22
B2.1,
Unit 6,
p.73

64. Read a visual presentation by a famous caricaturist, Mr. Oliver Renat, who is doing a workshop at Hill High School. Find the difference between a caricature and a portrait.

65. Read the presentation again and state the instructions to caricature a face in detail.

66. Read the article. Match the headings below with the paragraphs.

- Eye contact
- Legs

TEXT
23

TEXT 24

B2.1, Unit 7, p.80

B2.1, Unit 7, p.77
c. Hands

67. • Read the article and write three instructions for a successful interview under the correct heading. Then choose the most helpful (mh), the most /least appropriate (ma / la), and the most difficult one (md).

• the beginning / end of the interview () () ()	• during the interview () () ()
--	--

68. • Match the definitions below with the highlighted words in the text.

because of	spiritless
understood	to act with an excessively relaxed manner
perfect	overbearingly proud

69. • Suggest another title for the text.

70. • Read the ads below and match them with a job from ex. A. (*with reference to the above activity: furniture tester / professional sleeper / caretaker / gum buster / personal shopper / professional whistler / greeting card writer*)

71. • Read again and match the ads with the statements below.

..... 1. You don't need to work at an office, because you can work at home.

..... 2. You must be self- confident to apply for this job.

..... 3. The company offers extra money for New Year.

..... 4. You need to have experience of snorkelling, feeding the dolphins and swimming.

..... 5. No special education is required for this job.

..... 6. You will have the chance of getting to know the locals and living a tropical life style.

..... 7. At this job the only thing you have to do is sitting and lying.

..... 8. The company offers free flights and free accommodation.

..... 9. Chef of the department will be in charge of you.

..... 10. You should be creative to take this job.

72. • Read the ads again and choose the points for each job that attract you most.

1. Furniture Tester	→	
2. Caretaker	→	
3. Personal Shopper	→	
4. Greeting Card Writer	→	

73. • Read the extracts taken from a survey among teenagers and find out the jobs they have done.

74. • Read the extracts again and tick the name of the correct person.

	Eric	Emily	Jas
1. Who worked with his /her parents?			
2. Who worked at a sporting goods store?			
3. Whose experience was before his/her sophomore year?			
4. Who met tourists at his / her job?			
5. Who didn't like the mean customers?			
6. Who learnt about the job while shopping?			
7. Who had an interview before the job?			

75. • Write the advice of the teenagers for the part time jobs above.

service specialist	waitress at a restaurant	registerer at a sporting goods store

1. When a dog stiffens his body, tucks his tail and raises his fur he says
2. When a dog grins he says
3. When a dog moves his tail back and forth, and up and down he says
4. A meowing cat may be saying
5. A growling dog is saying
6. You might ask your pet or

82. • Read the text again. Tell in what ways animals use body language similar to human beings.

- TEXT 28
83. • Read a magazine article about miscommunication. Define the meaning of miscommunication.

- B2.1, Unit 8, p.93
84. • Read the text and think of your effective ways to avoid miscommunication. Then find out the similarities and differences between yours and the ones in the text.

85. • Read the article and match the pictures with technologies defined in it.



86. • Read the article again. Match the compound words with their definitions.

- | | |
|-----------------------------|--|
| ___ 1. text-based learning | a. The representation of a system in a computer |
| ___ 2. contained class | b. point of view of a community |
| ___ 3. versatile learning | c. Any law relating the pressure, volume, and temperature. |
| ___ 4. abstract situation | d. a dynamic, changing sequence of social actions between indivi |
| ___ 5. digital simulation | e. process of learning from a text |
| ___ 6. gas law | f. games that help players learn the ways of thinking |
| ___ 7. chemical bonding | g. learning from different aspects |
| ___ 8. energy efficiency | h. a room in which students share similar academic requirements. |
| ___ 9. social interaction | i. position apart from concrete existence |
| ___ 10. culture perspective | j. goal of efforts to reduce the amount of energy |
| ___ 11. epistemic games | k. an attraction between atoms |

87. • Read the article again and define the technologies used in education.

- Simulations in education is a method used to ...
- Virtual Manipulatives ...
- Global Learning ...
- Technology in Assessment ...
- Epistemic Games ...

88. • Read the article. Give the definition of the term “technology”.

89. • Match the definitions with the highlighted words in the text.

TEXT

30

B2.1,
Unit 9,
p.101

1. a computer's components and related equipment: _____
2. obsessively: _____
3. the programs & data that direct the operation of a computer system: _____
4. to fasten on: _____
5. to introduce something new: _____
6. wireless fidelity: _____
7. to overgrow: _____
8. to take or grasp suddenly: _____
9. a lively entertainment place: _____
10. to pay little or no attention to: _____
11. a shortened form of a word: _____
12. to underestimate: _____

90. • Read the article again. State briefly the signs that a teen is hooked on technology. To what extent do you agree with the ideas in the text?
91. • Read the anecdotes briefly and describe the characters.
92. • Choose the best title for the passage.
 - a. Computers for Beginners
 - b. Funny Experiences with Computers
 - c. High-tech Computers

TEXT

31

B2.1,
Unit 9,
p.104

93. • Read the anecdotes again to correct the information.
 - The woman who entered the shop was a very old lady with a walking stick.
 - Technology staff easily understood what she wanted to buy and helped her.
 - Computer viruses are harmful substances that must be cleaned with a bug spray.
 - Man, in the second story couldn't log into the Internet because he was using the wrong system.
 - The man has been using the tech support's computer.
 - The firm has forgotten to sell the man "my computer" icon.
94. • Read Robin Hood's legendary story. Fill in the chart about his life.

Place:
Time:
Name of the characters:
Robin Hood's personality:

95. • Answer the questions:
 - Where and when did Robin Hood live?
 - What was wrong in his family when he returned from a crusade?
 - What was his reaction to the corruption in his homeland?
 - Who was he with in the forest?
 - How did the King realize the truth? How did he act?

TEXT 32
B2.1, Unit 10, p.109

96. • Find the words in the text to match with the definitions.
 1. a holy war:
 2. one acting as a ruler:
 3. a weapon for shooting arrows:
 4. despotic and cruel:
 5. greedy:
 6. promise or swear:
 7. take revenge:
 8. to approach and speak to boldly or aggressively:
 9. invade or occupy:
 10. enforced removal from one's native country:

TEXT 33

B2.1, Unit 10, p.112

97. • Find three pairs of words which are synonyms in the text.
- o & o
 - t & r
 - k & t
98. • Read the story again. Say why you think Robin Hood became so loved and well known across the country.
99. • Read the text briefly and fill in the missing information.
- Calendars they used: ,
 - They lived in , and
 - They believed in two worlds: and
100. • Read the text again and answer the questions.
- In what areas were they skilled at?
 - What tools were used by the Maya to build temples, pyramids and observatories?
 - What were their calendars used for?
 - How were the crops grown according to their belief?
 - What reasons were shown for their disappearance?

TEXT 34

B2.1, Unit 10, p.115

101. • Read the text briefly and match the correct information with time periods.
- a. First Chocolate House
 - b. Consuming Rates
 - c. First Chocolate Theme Parks
 - d. Usage of first cocoa beans
 - e. Chocolate's voyage from America to Spain
 - f. Invention of Tables for Grinding

102. • Read the text and write (T) for true statements, (F) for false ones.
- ☐ 1. It was introduced by Maya Indians who moved from Yucatan Peninsula to Guatemala.
 - ☐ 2. Cocoa beans were used as money as well as cough and fever medicine.
 - ☐ 3. Christopher Columbus tasted chocolate first on his first visit to America.
 - ☐ 4. It was taken to France by Louis XIII of France.
 - ☐ 5. When first chocolate house was opened in England, only the rich could buy it.
 - ☐ 6. Conch, the machine which was used to break down remaining clumps was invented in 19th century.
 - ☐ 7. Different kinds of chocolate were mostly produced in 1500s.

103. • Read the text again and say why there were many changes in chocolate production in 1800s and 1900s.

104. • Read the text and find what the text is about.

105. • Joe and his friends are at hospital to visit Liz. Guess the feelings of the people below about the accident.

- The mother:
- Liz:
- Joe:

TEXT 35

B2.2, Unit 1, p.16

106. • Find the equivalents in the text for these words or expressions which are given in parenthesis.
- The body produces chemicals which are natural _____. (pain pill)
 - A decisive win would certainly help to _____ the pressure on the team's captain. (calm / comfort / relax)
 - Doctors are legally obliged to take certain _____.

-
121. • Work in pairs. Fill in the blanks with the phrasal verbs. The meanings are given in the parenthesis.
 stay up / bring sb up / get along with / back off / carry on / be fed up with / blame sb for sth / insist on
- She started to criticize me, then she suddenly _____.
 - I am _____ cleaning up after you all the time.
 - These days if I _____ late one night I'm exhausted the next morning.
 - Frank _____ his mother _____ his lack of confidence.
 - She _____ her children in just the same way her mother did.
 - Students will _____ doing their English project.
 - She is 87 now, but she will _____ doing her own housework.
 - I don't really _____ my sister's husband.
122. • Read the story again and answer the questions below.
- In the second paragraph, it says "According to her they were building a wall". What does "wall" symbolize in the story?
 - Why did Sally's lessons get worse?
 - What was the turning point in Sally's life?
 - What kind of solution did they find?
 - Why do you think Sally studies psychology at university?
123. • Read the text and find out what it is about.
124. • Fill in the blanks with the given words in bold in the text. Two of them are extra.
Bold words in the text: despite / unlike / because of / however / perhaps / in addition / furthermore / so / finally
- The train was delayed _____ weather.
 - Our furniture is very good _____ they are very cheap.
 - I still enjoyed the week _____ the weather.
 - _____ to this new car, he has other expensive and sports one.
 - After years of looking he _____ found a cheap house.
 - Mary has bought her ticket, _____ she will be at home on Saturday.
 - This is one of the possible solutions to the problem _____ there are others.
125. • Read the text again and answer the questions below.
- Who are the good technology consumers according to text?
 - What is the role of the parents affecting their children to become big consumers of high-tech equipment?
 - What technological devices are used as tools by cheaters? How?
 - What kind of solutions can be found by the schools instead of banning cell phones?
126. • Look at the text again and underline the cause-effect relations of banning cell phones?
-

TEXT 42

B2.2, Unit 3, p.39

TEXT 43

B2.2, Unit 3, p.40

TEXT 44

B2.2, Unit 3, p.42

TEXT 45

B2.2, Unit 4, p.47

TEXT 46

B2.2, Unit 4, p.50

127.

•

Read the text and find the details below.

○

What the flying car's future are:

○

Price:

○

Time of folding its wings:

○

Time of converting from road to air:

○

Range and elevation:

128.

•

Read the text and find how the play station emerged.

129.

•

Read the texts again and express your ideas about the statements below.

○

In which ways do inventions affect human life?

○

It has been said that all of today's inventions are just upgrades of past inventions.

Do you agree? Why / Why not?

130.

•

Skim the dialogues and find what they are about.

131.

•

Make a summary of the instructions with your own words. Write them in the table below.

How to put music files on your device	How to back up a file onto disk	How to send a message
-	-	-
-	-	-
-	-	-
-	-	-

132.

•

Read the text and decide a title for it.

133.

•

Read again and comment on reason and result statements considering how they affect each other;

Reasons	Results
- Climate change	- Famine, flood and drought
- Famine, flood and drought	- A decline in tourism
- World's rising consumption of fossil fuels	- Changing the heat balance of the atmosphere
- Oceans expand and glaciers melt	- Sea levels could rise
- Drought	- Crop production will be badly affected

134.

•

Make references about the effects of climate change by answering the questions below.

○

According to you what will happen around 2100?

○

What do you think about the thoughts of forecast of famine, flood and drought?

○

According to you what would happen if the temperature rose by 4°C?

○

According to you what would happen if the sea level rose by one meter?

○

According to you what is the role of climate change in drought?

135.

•

Before reading the newspaper's extract guess the feelings of;

○

The person in the volcanic area.

○

The person in the flood.

•

Read the newspaper's extract and check your answers.

136.

•

Read the newspaper's extract again and decide whose experiences are more catastrophic, Mr. Carter's or Mr. Harold's. Why?

137. • Read the text again and fill in the table.

Event	Where	When	What happened
Volcano			
Flood			

138. • Look at the photos and guess what the text is about.



- Read the text and check your answers. While reading, consider the reading strategies below.
 - Underline the topic sentence while reading.
 - Underline the sentences that are related to the photos.

139. • Read again and find what they refer or symbolize.



-
- NAS:
- Five and ten million:

140. • Read the passage and find the correct answer.

- An **eccentric** person is one who is _____.
 - thought of
 - likely to use binoculars
 - a hunter
 - harmless but strange
- In the **1st paragraph**, it is clear that **vegetation** _____.
 - causes the humidity to increase
 - is part of a farm
 - can affect the weather
 - is not found on open land
- Which of these statements are true about **fumes**?
 - Fumes are like smoke.
 - Human beings like fumes.
 - Fumes are pollutants.
 - Automobile motors make smoke.
- If there is a **surge of interest** in something, then the interest in that thing has _____.
 - grown
 - resulted in a change
 - ended
 - harmed someone
- 'Some bird watchers are **overly** enthusiastic.' **Overly** means _____.
 - a little
 - very, and maybe too much
 - more than usual
 - very few

141. • Decide if the statements below are *true* or *false*. Correct the *false* statement.
- Automobile fumes pollute the air.
 - Today's bird watcher is just like the stereotype of a harmless eccentric person who chases birds with a pair of binoculars.
 - The habitats of many birds have been destroyed by a few bird watchers who did not stop to think about what they were doing.
 - Bird watchers seem to have to have little effect on birds.

142. • Read Samuel's letter and find out why it is written.

143. • Look at the phrasal verbs and phrases below and match them with their meanings.

1. play truant	a. to persuade or force someone to tell or do something
----------------	---

	2. decide on sth / sb	b. to begin by doing something.
	3. give up	c. to be regularly absent from school without permission.
	4. start off	d. to choose something or someone after careful thought.
	5. get sth out of sb	e. to stop doing a regular activity or job.
	6. move on	f. to start a new activity.
144.	• Read the letter again and tell the reason why the Open University is popular with those can't play physically attend the course.	
145.	• Look at the questions and answer them.	
	○ What teaching materials does Open University use?	
	○ What were the most and least popular study areas at Open University during the 2013-2014 academic year?	
	○ Which courses has Samuel done?	
	○ For whom is the Open University a best choice?	
146.	• Read the text and match the headings to the correct paragraph.	
	○ Advantages of school-on-wheels program	
	○ The school-on-wheels drivers	
	○ The aim of the school-on-wheels	
	○ Trucks of school-on-wheels	
147.	• Write True (T) or False (F).	
	○ The teachers of the schoolhouse-on-wheels project teach students how to read and write.	
	○ The schoolhouse-on-wheels project helped about 350 children in five states in an area of 20.000 square kilometers.	
	○ Students learn how to count up to 400 in the schoolhouse-on-wheels project.	
	○ Visiting some students in their homes is a part of the schoolhouse-on-wheels project.	
	○ The USA government pays for the expenses of the schoolhouse-on-wheels project.	
	○ The schoolhouse-on-wheels is mobile classroom.	
148.	• Complete the sentences according to the passage.	
	○ The schoolhouse-on-wheels program is cheaper than the conventional kindergarten because _____.	
	○ Mrs. Beth Miller usually _____.	
	○ Children in many rural areas of West Virginia cannot go to regular schools because _____.	
	○ A preschool teacher teaches the children who _____.	
	○ The project has been operating _____.	

TEXT
49
B2.2,
Unit 5,
p.60

-
149. • Read again and tick the correct answer.
1. The word *remote* in the paragraph 1 is similar in meaning to the word _____.
a. usual b. unusual c. rural d. regular e. impossible
 2. The word *effective* in the second paragraph means _____.
a. unproductive b. successful c. impressive d. powerful e. useless
 3. *This* in the second paragraph refers _____.
a. to teach young children 300-400 words on the printed page
b. to help the pupils to learn to read
c. to develop basic skills and social behavior in children three to five years of age
d. to make small children to go to regular schools
e. to accomplish the purpose of the school
 4. *It* in the last paragraph refers to _____.
a. West Virginia b. the schoolhouse-on-wheels project learning
c. learning d. parents and school officials' being happy
e. the traditional education system
150. • Read the following statements and decide which cannot be inferred from the passage.
- Usually school teachers don't drive a large truck whose back has been turned into a classroom.
 - Some geographical factors don't let some children go to regular schools.
 - The schoolhouse-on-wheels is only one part of Appalachia Educational Laboratory.
 - Regular kindergarten education costs twice as much as the expenses of the schoolhouse-on-wheels project.
 - West Virginian government plans to educate all the students by the schoolhouse-on-wheels project.
151. • Read the text again and tell the reasons and the results of mobile tuition.
- | Reasons | Results |
|---------|---------|
| - | - |
| - | - |
152. • Read the formal letter and number these events in Ayhan's education life in order.
- He attended Università Per Stranieri for 6 months.
 - He loves his host family.
 - His Italian teachers never spoke English.
 - He went to Perugia for learning language.
 - He studied computer engineering in Turkey.
 - He visited some cities and saw a lot of sights there.
153. • Read the formal letter again and write True (T), False (F), Don't Know (DK).
- ____ Ayhan graduated machine engineering in Turkey.
 - ____ He completed his university education in 2010.
 - ____ Teachers at university know English.
 - ____ He learnt some good things about Italians.
 - ____ When he completed his course, he improved his Italian language.
-

-
154. • Read the formal letter again and answer the following questions.
- What can you say about Perugia?
 - What were the advantages of staying with an Italian family?
 - Why did he enjoy his host family?
 - If you had a chance to go to Italy, would you like to go? Why / Why not?
155. • Read the formal letter again and write your evaluation about factual information and Ayhan's opinions about Perugia.
- Factual information of Perugia; _____
 - Ayhan's opinions about Perugia; _____
156. • Read the texts about facial expressions and tell the topics of the texts.
- TEXT 51
B2.2,
Unit 6
p.69
157. • Read the texts again and answer the questions.
- Why did the researcher reject the explanation that blind people learn facial expressions by touching their parents' faces?
 - What will their next research be about in the first text?
 - What does the second text argue?
 - What is the conflict between two texts?
158. • Read the text and find out;
- Why Odell directed people's attention
 - Why Odell followed this kind of method to take an interest of people to his advertisement
 - Why Odell focus the people's attention on his product
- TEXT 52
B2.2,
Unit 6
p.70
159. • Read the text again and complete the sentences.
- Allan Odell decided to use roadside advertising because _____.
 - Allan Odell's first advertisement were _____.
 - Allan Odell's second type of advertising _____.
 - The company eventually decided to stop this form of advertising because _____.
 - The main purpose of Lyndon Johnson's bill was to _____.
 - Roadside advertising continued because _____.
 - The same method refers to _____.
 - Catchy means _____.
 - Phase out means _____.
160. • Read the text and explain installation process of Internet security program in brief.
161. • Read the text again and answer the questions.
- What was the survey about?
 - What were the results of the survey?
 - Who disagrees with young people about technology? What might be the reason?
 - How can you register Dennis Internet Security Program?
162. • Look at the definitions of the words below and find the words from the text.
- people who answer the questions in a survey: _____
 - separation: _____
 - organised and performed activity: _____
 - dependant: _____
 - deal with: _____
-

TEXT 55 B2.2, Unit 7 p.82	TEXT	163.	• Read the text and underline the topic sentences.																																																							
	54																																																									
	B2.2,																																																									
	Unit 7																																																									
	p.79																																																									
		164.	• Read the texts and find out the common points of three jobs.																																																							
		165.	• Work with your partner. Answer the questions. ○ How long has Antonio been making ceramics? ○ What have hobbyists been enjoying? ○ Which products can Antonio make as ceramics? ○ What does Canan think about making carpet? ○ What do you need if you want to make a simple carpet at home? ○ What does Tim think about making sculpture? ○ If you want to make a simple sculpture, which ways must you follow?																																																							
		166.	• Fill in the blanks with the given words. adhesive / sculptor / loom / fulfilling / immerse / mold ○ If you have a simple carpet _____ it's not so difficult to make a carpet. ○ Shoes that gradually _____ to my feet. ○ She got some books out of the library and _____. ○ You will need a / some strong _____ to mend that chair. ○ Nursing is hard work, but it can be very _____. ○ Haluk Tezozar who died in 1995, is one of Turkish best-known _____.																																																							
		167.	• Complete the essay with the given words.																																																							
			<table border="1"> <tr> <td>a. luncheonette</td><td>b. lynched</td><td>c. lunched</td><td>d. launched</td></tr> <tr> <td>a. brands</td><td>b. bland</td><td>c. branded</td><td>d. branding</td></tr> <tr> <td>a. with</td><td>b. by</td><td>c. of</td><td>d. around</td></tr> <tr> <td>a. deep</td><td>b. deeply</td><td>c. depth</td><td>d. deeper</td></tr> <tr> <td>a. abused</td><td>b. abusive</td><td>c. abuser</td><td>d. abusing</td></tr> <tr> <td>a. supposes</td><td>b. supposing</td><td>c. suppose</td><td>d. supposedly</td></tr> <tr> <td>a. on</td><td>b. to</td><td>c. for</td><td>d. with</td></tr> <tr> <td>a. fell</td><td>b. fall</td><td>c. full</td><td>d. fill</td></tr> <tr> <td>a. rare</td><td>b. rarely</td><td>c. rarer</td><td>d. rarest</td></tr> <tr> <td>a. stalk</td><td>b. stalking</td><td>c. take</td><td>d. taking</td></tr> <tr> <td>a. hands</td><td>b. eye</td><td>c. head</td><td>d. mind</td></tr> <tr> <td>a. who's</td><td>b. whose</td><td>c. who</td><td>d. who is</td></tr> <tr> <td>a. injuries</td><td>b. injured</td><td>c. injury</td><td>d. uninjured</td></tr> <tr> <td>a. responsible</td><td>b. irresponsible</td><td>c. responsibly</td><td>d. irresponsibly</td></tr> </table>	a. luncheonette	b. lynched	c. lunched	d. launched	a. brands	b. bland	c. branded	d. branding	a. with	b. by	c. of	d. around	a. deep	b. deeply	c. depth	d. deeper	a. abused	b. abusive	c. abuser	d. abusing	a. supposes	b. supposing	c. suppose	d. supposedly	a. on	b. to	c. for	d. with	a. fell	b. fall	c. full	d. fill	a. rare	b. rarely	c. rarer	d. rarest	a. stalk	b. stalking	c. take	d. taking	a. hands	b. eye	c. head	d. mind	a. who's	b. whose	c. who	d. who is	a. injuries	b. injured	c. injury	d. uninjured	a. responsible	b. irresponsible	c. responsibly
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a. responsible	b. irresponsible	c. responsibly	d. irresponsibly																																																							

168. • Read the text and write True (T) or False (F).
- Gap clothing company will look into allegations of child abuse.
 - The company has fired one of its suppliers in India.
 - It is too late for Gap to stop selling clothes made by supplier.
 - It is reports that kids as young as 16 are working 10-hours a day.
 - Gap has difficulty keeping its 3.000 global stores clean and tidy.
 - It is very unusual for child abuse to occur among Gap's suppliers.
 - Gap finds addressing history to be very challenging.
 - Gap employs 90 people worldwide to ensure its standards are met.
169. • Match the following words with their synonyms.
- | | |
|--|---------------------|
| 1. ☐ terminated | a. started |
| 2. ☐ compliance | b. claims |
| 3. ☐ launched | c. ended |
| 4. ☐ reinforce | d. degraded |
| 5. ☐ prohibition | e. allegedly |
| 6. ☐ addressing | f. eager |
| 7. ☐ supposedly | g. ban |
| 8. ☐ violated | h. strengthen |
| 9. ☐ keen | i. dealing with |
| 10. ☐ allegations | j. adherence to |
| 11. ☐ supplier | k. provider / giver |
170. • Scan the text and find out who Marka Hansen is.
171. • Look at the photos and guess what the text is about.



- Read the text and check your answers.
172. • Read the text again and match the phrases with their meanings.

1. turn back	a. to take action in order to achieve something to solve a problem
2. turn out	b. to return in the direction you have come from
3. be crawling with sth	c. to happen or to have a particular result, especially an unexpected one
4. dream about / of	d. to think about something that you want very much
5. deal with sth	e. to be completely covered with or full of a particular type of thing.

TEXT 58 B2.2, Unit 8 p.92	173.	- Read again and answer the questions. - Why did John go to a scuba-diving holiday in Australia? - Which transportations did they travel by? - What happened to John? - Where did Tom go on his holiday? - What had he been dreaming of? What was the problem?
	174.	- Read the telephone call between Mr. Blacky and receptionist, and answer the following questions. - When will Mr. Blacky and his family will come to hotel? - How many days will they stay? - Which type of room do they want? - How will Mr. Blacky pay the hotel fee? - What does the fee include? - When will the receptionist confirm their reservation? - Why does the receptionist need your personal info?
	175.	- Choose the correct word from the text for the given definition. - make certain - people who stay in a hotel - reserve - set of rooms in a hotel - give personal information at a reception desk.
	176.	Read the text and find out the answers. (see Appendix-J).
	177.	- Do you agree with the writer about the positive effects of tourism? Think about the negative effects considering the questions below. - In what ways do you think tourism can be harmful to the local landscape and environment? - What can be done to reduce the damage done by tourism?
	178.	Read the text and find the topic.
	179.	- Read the text again and answer the questions. - What is fear? - What kind of quests do people do for some security? - What is the best solution to protect ourselves from fear? - How do we improve self-confidence? - What is your own solution to avoid fear? - Do you agree with the ideas in the text?
	180.	Read again and make inferences about why people can find safety in money or friends.
	181.	- Look at the word and write the person who commits each of these crimes. - forgeries - robberies - smugglings - fightings - burglaries - thefts - shopliftings - muggings
TEXT 59 B2.2, Unit 8 p.93		
TEXT 60 B2.2, Unit 9 p.100		

182. • Look at the pictures and guess what you are going to read.



- Read the text and check your answers.
183. • Read again and answer the questions (see Appendix-K).
184. • Read the passage and make a comment on researchers' ideas by giving examples:
- Dennis Brock:
 - David Sampson:
 - Dr. Sharon Kennedy
185. • Read again and;
- Find what Edward Hirt thinks about people who kill or burn innocent people in mob violence.
 - Tell what you think about those people and explain why you think in that way.
186. • Read the text and say what the text is about. Discuss with your partner.
187. • Read the text again and give a heading to each paragraph. Share them in the class.
188. • Fill in the blanks with the given words.

reliance / resident / conduct / eliminate / cycle lane / respiratory

- The experiments were _____ by scientists in Ankara.
 - Smoking can cause _____ diseases.
 - The local _____ were angry at the lack of parking spaces.
 - The region's _____ on tourism is unwise.
 - Bikers must ride their bikes on the _____.
 - He was _____ in the third round of the competition.
189. • Read the text again and answer the questions.
- Why is the report prepared for?
 - What are the results of the reliance on the cars?
 - How can we reduce the traffic jam?
 - How can traffic jam cause stress to both drivers and pedestrians?
190. • Read the text and identify the problem.
191. • Read again and make inferences about;
- Is the result of meeting positive or not?
 - What are the differences in Chinese way of eating?
192. • Match the phrasal verbs with their meanings.

- stack up	a. to decide not to do or involve yourself with sth when you were previously going to
- at all cost	b. to give sth to each person in a group of people
- pass sth out	c. to compare with another thing of a similar type
- pull back	d. before a particular time or event
- prior to sth	e. if sth must be done or avoided at all costs, it must be done or avoided whatever happens

193. • Make comments on cultural differences between China and Western countries.

-
194. • Read the report and say it is about.
195. • Read the report again and answer the questions.
- How many people are speaking English in the world?
 - How do you know that English has spread across in the globe?
 - Where is English used as a primary language in Europe?
 - Why isn't English making the official language resident of Pakistan?
 - Which nations are the most well-known English spoken countries?
196. • Fill in the blanks with the correct forms of words.
- globe / resident / adapt / influence / nation / spread
- I never support the _____ of any book for TV.
 - The people living in this city need more car parks in the _____ part of this city.
 - They would you like to send on _____ opinion here.
 - The children of various countries wear their _____ costumes on 29 October in Turkey.
 - It's a special sort of butter that _____ easily even when cold.
 - We have the chance to build and outward looking Europe that lives up to its _____ responsibilities.
197. • Work in pair. Read the report again and write these sentences true (T), or false (F).
- English is used in all North America as a primary language.
 - Mother language of Pakistan isn't English.
 - New Zealand is the most well-known of the English-speaking South Pacific nation.
 - Most of the countries in Europe is using English as a native language.
 - English is used by more than half of the world's population.
 - English has spread across the globe.
 - At least one country is speaking English as a main language on every continent.
- TEXT 198. • Read the texts and answer the questions.
- 65
- What countries attend İzmir Air show?
 - What kind of aircraft can you see in China Air Show?
 - What are the common points of Air shows?
- B2.2,
Unit 10
p.116
-

As mentioned previously at the beginning of this section, to analyze reading activities, the procedure was followed exactly as suggested by the online version of the Manual. The activities were analyzed regarding activity types and operations that are to be applied to perform them. Based on these results and with reference to the relevant illustrative scales, each activity was related to a CEFR level not necessarily in a way that corresponds to the level of the text which they belong to. In Table 24, the results are presented.

Table 24

Estimated CEFR Levels of Reading Activities

<i>Number and levels of the texts</i>	<i>Number of activities</i>	<i>Activity Type</i>	<i>Operations</i>	<i>Estimated Level of the Activity</i>
<i>TEXT 1: B2</i>	1.	Short answer	Recognize – connection between parts – from explicit information	B1
	2.	Multiple choice	Evaluate – main idea – from implicit information	B2
	3.	Short answer	Make inferences – detail – from implicit information	B1
	4.	Information transfer	Recognize – detail – from explicit information	B2
	5.	Sentential response	Recognize – detail – from explicit information	B2
	6.	Multiple choice	Evaluate – main idea – from implicit information	B1
	7.	Gap filling (one word)	Make inferences – detail – from implicit information	B1
<i>TEXT 2: B1</i>	8.	Report in own words	Evaluate – detail – from explicit information	B1
	9.	Report in own words	Evaluate – conclusion – from explicit information	B1
	10.	Information transfer	Recognize – opinion – from explicit information	B1
<i>TEXT 3: B1</i>	11.	Multiple choice	Recognize – detail – from explicit information	B1
	12.	Report in own words	Recognize - detail – from explicit information	B1
<i>TEXT 4: B2</i>	13.	Justify in own words	Evaluate – opinion – from explicit information	B2
	14.	Sentential response	Recognize – opinion – from explicit information	B2

TEXT 5: B2	15.	Short answer	Recognize – detail – from explicit information	B2
	16.	Short answer	Make inferences – detail – from implicit information	B2
	17.	Justify in own words	Evaluate – conclusion – from explicit information	B2
	18.	Multiple matching	Evaluate – connections between parts – from implicit information	C1
	19.	Short answer	Recognize – detail – from explicit information	B1
	20.	Information transfer	Recognize – detail – from explicit information	B2
	21.	Short answer	Make inferences – detail – from implicit information	B2
	22.	Multiple matching	Make inferences – detail – from implicit information	B2
	23.	Justify in own words	Evaluate – writer's mood – from implicit information	C1
	24.	Justify in own words	Evaluate – opinion – from implicit information	C1
TEXT 7: B1	25.	Report in own words	Recognize – detail – from explicit information	B1
TEXT 8: B2	26.	Report in own words	Evaluate – main idea – from explicit information	B2
	27.	Multiple choice	Recognize – detail – from explicit information	B2
TEXT 9: B2	28.	Short answer	Recognize – detail – from explicit information	B2
	29.	Report in own words	Recognize – detail – from explicit information	B2
	30.	Report in own words	Recognize – opinion – from explicit information	B2

TEXT 10: B1	31.	Short answer	Recognize – detail – from explicit information	B1
	32.	Multiple choice	Evaluate – main idea – from explicit information	B1
	33.	Report in own words	Evaluate – detail – from explicit information	B2
	34.	Summary	Evaluate – opinion – from explicit information	B1
TEXT11: B2	35.	True False	Evaluate – detail – from explicit information	B2
	36.	True False	Evaluate – detail – from explicit information	B2
TEXT 12: B2	37.	Report in own words	Recognize – detail – from explicit information	B2
	38.	Justify in own words	Evaluate – detail – from explicit information	B2
TEXT13: B1	39.	Summary	Evaluate – detail – from explicit information	B2
	40.	Report in own words	Recognize – opinion – from explicit information	B1
	41.	Fill in the blanks	Make inferences – detail – from implicit information	B2
TEXT 14: B2	42.	Sequencin g	Recognize – detail – from explicit information	B1
	43.	Short answer	Recognize – detail – from explicit information	B2
TEXT 15: B1	44.	Matching	Evaluate – connections between parts – from explicit information	B1
	45.	Short answer	Recognize – detail – from explicit information	B1
	46.	Report in own words	Evaluate – detail – from explicit information	B2
TEXT 16: B2	47.	Matching	Evaluate – opinion – from explicit information	B2
	48.	Report in own words	Evaluate – opinion – from explicit information	B2

TEXT 17: B1	TEXT 18: B1	49.	Report in own words	Evaluate – opinion – from explicit information	B2
		50.	Justify in own words	Evaluate – opinion – from explicit information	B2
		51.	Fill in the blanks	Make inferences – detail – from implicit information	B2
		52.	Report in own words	Evaluate – opinion – from explicit information	B2
		53.	True False	Evaluate – detail – from explicit information	B2
	TEXT 19: C1	54.	Multiple choice	Evaluate – main idea – from explicit information	C1
		55.	Report in own words	Evaluate – detail – from explicit information	C1
		56.	Report in own words	Evaluate – writer’s mood – from explicit information	C1
	TEXT 20: B2	57.	Justify by citing	Recognize – detail – from explicit information	B2
		58.	Matching	Make inferences – detail – from implicit information	B2
TEXT 21: C1		59.	Report in own words	Recognize – detail – from explicit information	B2
	60.	Multiple choice	Make inferences – detail – from implicit information	C1	
	61.	Multiple choice	Make inferences – detail – from implicit information	C1	
	62.	Justify in own words	Evaluate – detail – from implicit information	C1	
TEXT 22: B2		63.	Justify in own words	Evaluate – detail – from implicit information	C1
		64.	Justify in own words	Evaluate – detail – from explicit information	B2

TEXT 23: B2	65.	Summary	Recognize – detail – from explicit information	B2
	66.	Multiple matching	Evaluate – main idea – from explicit information	B2
	67.	Justify in own words	Recognize – detail – from explicit information	C1
	68.	Multiple matching	Make inferences - detail – from implicit information	B2
	69.	Short answer	Evaluate – main idea – from explicit information	B2
TEXT 24: B2	70.	Multiple matching	Evaluate – main idea – from explicit information	B2
	71.	Multiple matching	Evaluate – detail – from explicit information	B2
	72.	Report in own words	Evaluate – detail – from explicit information	B2
TEXT 25: B2	73.	Short answer	Recognize – detail – from explicit information	B1
	74.	Multiple matching	Recognize – detail – from explicit information	B2
	75.	Justify by citing	Recognize – opinion – from explicit information	B2
TEXT 26: C1	76.	Report in own words	Evaluate – detail – from explicit information	C1
	77.	Multiple choice	Make inferences – detail – from implicit information	B2
	78.	Multiple matching	Make inferences – detail – from implicit information	C1
TEXT 27: C1	79.	Short answer	Evaluate – detail – from explicit information	C1
	80.	Multiple matching	Make inferences – detail – from implicit information	B2
	81.	Sentential response	Make inferences – detail – from explicit information	B2
	82.	Justify in own words	Evaluate – main idea- from explicit information	C1

TEXT 28: B2	83.	Report in own words	Evaluate – main idea – from explicit information	B2
	84.	Report in own words	Evaluate – detail – from explicit information	B2
	85.	Multiple matching	Recognize – main idea – from explicit information	B1
TEXT 29: B2	86.	Multiple matching	Make inferences – detail – from implicit information	B2
	87.	Report in own words	Evaluate – main idea – from explicit information	B2
	88.	Justify by citing	Recognize – detail – from explicit information	B1
TEXT 30: B2	89.	Multiple matching	Make inferences – detail – from explicit information	B2
	90.	Report in own words	Evaluate – details – from explicit information	B2
	91.	Report in own words	Evaluate – details – from explicit information	B2
TEXT 31: B1	92.	Multiple choice	Evaluate – main idea – from explicit information	B1
	93.	Information transfer	Recognize – detail- from explicit information	B1
	94.	Short answer	Recognize – detail – from explicit information	B2
TEXT 32: B2	95.	Sentential response	Recognize – detail – from explicit information	B2
	96.	Multiple matching	Make inferences – detail – from implicit information	B2
	97.	C-test	Make inferences – detail – from implicit information	B2
TEXT 33: B2	98.	Report in own words	Evaluate – conclusion – from explicit information	B2
	99.	Short answer	Recognize – detail – from explicit information	B2

TEXT 34: B2	100.	Sentential response	Recognize – detail – from explicit information	B2
	101.	Multiple matching	Evaluate – main idea – from explicit information	B2
	102.	True false	Recognize – detail – from explicit information	B2
	103.	Report in own words	Evaluate – conclusion – from explicit information	B2
	104.	Report in own words	Evaluate – main idea – from implicit information	B1
TEXT 35: B1	105.	Short answer	Make inferences – detail – from explicit information	B1
	106.	Gap filling	Make inferences – detail – from implicit information	B1
	107.	Justify by citing	Make inferences – opinion – from explicit information	B1
TEXT 36: B1	108.	Report in own words	Evaluate – main idea – from implicit information	B1
	109.	Gap filling	Make inferences – detail – from implicit information	B1
	110.	Summary	Evaluate – connections between parts – from explicit information	B1
TEXT 37: B1	111.	Short answer	Evaluate – main idea – from explicit information	B1
	112.	Sentential response	Evaluate – detail – from explicit information	B1
	113.	Sentential response	Make inferences – detail – from implicit information	B1
TEXT 38: B2	114.	Sentential response	Evaluate – detail – from explicit information	B2
	115.	Summary	Evaluate – connections between parts – from explicit information	B2
	116.	Sentential response	Evaluate – main idea – from explicit information	B1
TEXT 39: B1	117.	Short answer	Recognize – detail – from explicit information	B1
	118.	Sentential response	Evaluate – detail – from explicit information	B1

TEXT 40: B1	119.	Report in own words	Evaluate – opinion – from explicit information	B1
	120.	Information transfer	Recognize – detail – from explicit information	B1
	121.	Gap filling	Make inferences – details – from implicit information	B1
	122.	Sentential response	Evaluate – detail – from explicit information	B1
	123.	Sentential response	Evaluate – main idea – from explicit information	B2
TEXT 41: B2	124.	Gap filling	Make inferences – details – from implicit information	B1
	125.	Sentential response	Evaluate – detail – from explicit information	B2
	126.	Justify by citing	Make inferences – opinion – from implicit information	B2
TEXT 42: B2	127.	Short answer	Recognize – detail – from explicit information	B2
TEXT 43: B1	128.	Report in own words	Evaluate – detail – from explicit information	B1
	129.	Report in own words	Evaluate – opinion – from explicit information	B1
TEXT 44: B1	130.	Report in own words	Evaluate – main idea – from explicit information	B1
	131.	Report in own words	Recognize – detail – from explicit information	B1
	132.	Report in own words	Evaluate – main idea – from explicit information	B2
TEXT 45: B2	133.	Justify in own words	Evaluate – opinion – from explicit information	B2
	134.	Justify in own words	Evaluate – opinion – from explicit information	B2
TEXT 46: B2	135.	Justify by citing	Recognize – detail – from explicit information	B2

TEXT 47: B2	136.	Justify in own words	Evaluate – conclusion – from explicit information	B2
	137.	Information transfer	Recognize – detail – from explicit information	B1
	138.	Justify by citing	Recognize – detail – from explicit information	B2
	139.	Short answer	Make inferences – detail – from implicit information	B2
	140.	Multiple choice	Recognize – detail – from explicit information	B2
	141.	True false	Evaluate – detail – from explicit information	B2
	142.	Sentential response	Evaluate – main idea – from explicit information	B2
TEXT 48: B2	143.	Multiple matching	Make inferences – detail – from implicit information	B2
	144.	Report in own words	Recognize – detail – from explicit information	B2
	145.	Sentential response	Recognize – detail – from explicit information	B2
	146.	Multiple matching	Evaluate – connection between parts – from explicit information	B2
TEXT 49: B2	147.	True false	Evaluate – detail – from explicit information	B2
	148.	Information transfer	Recognize – detail – from explicit information	B2
	149.	Multiple choice	Make inferences – detail – from explicit information	B2
	150.	Multiple choice	Make inferences – detail – from explicit information	B2
	151.	Report in own words	Evaluate – opinion – from explicit information	B2
TEXT 50: B1	152.	Sequencing jumbled text	Recognize – detail – from explicit information	B1
	153.	True false	Evaluate – detail – from explicit information	B1
	154.	Sentential response	Recognize – detail – from explicit information	B1

TEXT 51: B2	155.	Report in own words	Evaluate – opinion – from explicit information	B1
	156.	Short answer	Evaluate – main idea – from explicit information	B2
	157.	Sentential response	Recognize – detail – from explicit information	B2
	158.	Sentential response	Recognize – detail – from explicit information	B2
	159.	Information transfer	Recognize – detail – from explicit information	B2
	160.	Summary	Recognize – detail – from explicit information	B1
	161.	Sentential response	Recognize – detail – from explicit information	B1
	162.	Justify by citing	Make inferences – detail – from implicit information	B1
	163.	Justify by citing	Evaluate – main idea – from explicit information	B1
	164.	Short answer	Evaluate – main idea – from explicit information	B1
TEXT 52: B2	165.	Sentential response	Recognize – detail – from explicit information	B1
	166.	Gap filling	Recognize – detail – from implicit information	B1
	167.	Gap filling	Recognize – detail – from implicit information	B2
	168.	True false	Recognize – detail – from explicit information	B2
	169.	Matching	Recognize – detail – from implicit information	B2
TEXT 53: B1	170.	Information transfer	Recognize – detail – from explicit information	B2
	171.	Short answer	Evaluate – main idea – from explicit information	B1
	172.	Matching	Recognize – detail – from implicit information	B1
	173.	Sentential response	Recognize – detail – from explicit information	B1
TEXT 54: B1	174.	Sentential response	Recognize – detail – from explicit information	B1
	175.	Matching	Recognize – detail – from implicit information	B1
	176.	Multiple choice	Recognize – detail – from explicit information	B2

TEXT 60: B2	177.	Report in own words	Evaluate – opinion – from explicit information	B2
	178.	Short answer	Evaluate – main idea – from explicit information	B2
	179.	Sentential response	Recognize – detail – from explicit information	B2
	180.	Report in own words	Make inferences – detail – from implicit information	B2
	181.	Short answer	Recognize – detail – from explicit information	B1
TEXT 61: B2	182.	Short answer	Evaluate – main idea – from explicit information	B2
	183.	Sentential response	Recognize – detail – from explicit information	B2
	184.	Justify in own words	Evaluate – opinion – from explicit information	B2
	185.	Justify in own words	Evaluate – opinion – from explicit information	B2
	186.	Justify in own words	Evaluate – main idea – from explicit information	B2
TEXT 62: B2	187.	Short answer	Evaluate – main idea – from explicit information	B2
	188.	Gap filling	Make inferences – detail – from implicit information	B1
	189.	Sentential response	Recognize – detail – from explicit information	B2
TEXT 63: B2	190.	Report in own words	Evaluate – opinion – from explicit information	B2
	191.	Report in own words	Make inferences – detail – from implicit information	B2
	192.	Matching	Make inferences – detail – from implicit information	B2
	193.	Report in own words	Evaluate – opinion – from explicit information	B2

TEXT 64: B1	194.	Short answer	Evaluate – main idea – from explicit information	B1
	195.	Sentential response	Recognize – detail – from explicit information	B1
	196.	Gap filling	Make inferences – detail – from implicit information	B1
	197.	True false	Evaluate – detail – from explicit information	B1
TEXT 65: B2	198.	Sentential response	Recognize – detail – from explicit information	B2

When the activity types which learners are supposed to deal with were analyzed, it was found out that there were a large variety of activity types. However, the most common ones were found as follows; *report in own words* (n=42), *short answer* (n=28), *sentential response* (n=27), *justify in own words* (n=17), *multiple matching* (n=16) and *multiple choice* (n=14).

As for the operations that students are expected to perform, it was discovered that for 45.5% (n=90) of the activities learners should *evaluate* information, for 35.8% (n=71) of them students need to *recognize* certain details and for 18.7% (n=37) of the activities they are supposed to *make inferences* to answer the questions. Subsequent to analyzing the activity types and operations the learners are supposed to carry out, each activity was related to a CEFR level by referring to the relevant illustrative scales. As a consequence, as it is shown in Figure 8, 58.4% (n=116) of the reading activities could be related to B2 levels. Nevertheless, 34.3% (n=68) of the activities were found not to meet expectations by being matched with B1 level while 7.3% (n=15) of them corresponded C1 level.

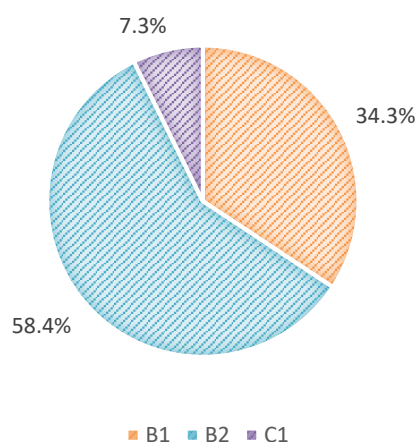


Figure 8. Estimated levels of reading activities.

All in all, after analyzing the reading texts and activities comprehensively, they were all assigned to a CEFR level by using the CEFR Content Analysis Grid for Reading (Manual for Relating Examination to the CEFR, 2009). Firstly, 65 reading texts were analyzed with regard to certain characteristics which are (i) text source, (ii) authenticity, (iii) discourse type, (iv) domain, (v) topic, (vi) nature of content, (vii) vocabulary and (viii) grammar. After that, each text was related to a CEFR level by referring to these features and relevant illustrative scales. As a result, it was revealed that 56.9% of reading activities were assigned to B2 levels, 35.5% of them were related to B1 level and finally 7.6% of them were matched with the descriptors of C1 level. Then, 198 reading activities that belong to these texts were analyzed regarding activity types and operations that learners are supposed to carry out to perform the activities. After specifying these characteristics, each activity was matched with a CEFR level by referring to the descriptors in illustrative scales. Consequently, it was found out that 58.4% of the activities corresponded to B2 levels, 34.3% of them were related to B1 and 7.3% of them were assigned to C1. Although, one-to-one correspondence was not achieved between the percentages of matching for texts and activities, it was comprehended that there was a little discrepancy between them. This conclusion stems from the fact that a text in a certain level can have activities in lower or upper level.

Comparing Relevant Coursebooks to B2 Levels of the CEFR Terms of Speaking. Speaking activities in the relevant coursebooks are designed in three different ways which are as a lead-in activity, as integrated with other skills and as an isolated speaking activity. In this study, speaking activities that are used as lead-in were not included to be analyzed. The reason lying behind this decision is that since they are simple activities which are designed for brainstorming or to activate learners' schemata, they would be assigned to lower CEFR levels. As a consequence of this, total average of assigned levels to the speaking activities would go down, which could have a negative effect on the overall impression about the success of coursebooks in aligning the activities to B2 levels. Thus, speaking activities that are integrated with other skills and isolated speaking activities were taken from coursebooks to be analyzed. There are 118 speaking activities in 20 units, 10 units from each book, in total and they are presented in Table 25.

Table 25

Speaking Activities in Yes You Can B2.1 and B2.2

Number of activities	<i>Speaking Activities in Yes You Can B2.1 / B2.2</i>
1.	B2.1, Unit 1, p.15 • Work in pairs and discuss about the car pool system mentioned in the interview. Compare your ideas with your partner's. ○ Does this system appeal to people in your country? ○ Which means of transportation are used most in your neighborhood? Why? ○ If you lived in a big city what would you suggest about transportation problems? Use; ▪ <i>I strongly believe _____</i> ▪ <i>Although the public transportation system in my city _____</i> ▪ <i>To the transportation minimize problems in the city I suggest _____</i>
2.	B2.1, Unit 1, p.17 • Tell your friend about your most difficult travelling situation and ask your partner detailed questions about his/her experience: ○ Where did it take place? ○ How did it happen? ○ How did it end? • Now tell the class about your friend's experience and express how s/he felt.
3.	B2.1, Unit 1, p.19 • Find and read stories from a magazine or a newspaper about the problems of neighbors. Share them with your friends.
4.	B2.1, Unit 1, p.20 • Work in pairs. Imagine that your friend has one of problems with his/her neighbor. Give some advice to solve the problems. ○ privacy ○ cleanliness ○ animal problems ○ noise
5.	B2.1, Unit 1, p.20 • Talk about your feelings when your neighbor has complaints about you.
6.	Unit 1, p.21 • Work with your partner. Imagine that you are Amy. You and your friend are organizing a charity campaign.

-
- Discuss about your detailed plans for the campaign with the help of questions below.
 - Who is the charity organization for?
 - Where and when does it take place?
 - How are you going to announce?
 - While planning, express your wishes and expectations from this organization.
 - Report your organization plan to classmates.

Use similar function while speaking;

- *We are going to get the organization announces on the notice board.*

7. B2.1, Unit 1, p.23

- Act out a conversation between two people. One needs money and the other has money to lend but s/he is planning to buy a new CD player or a fashion designer's dress.
 - Decide whether you will lend him or not.
 - Respond to your friend's wishes and feelings.

8. B2.1, Unit 2, p.27

- Imagine you and your friend have decided to open a business together. First decide what kind of enterprise you would like to launch. And tell your friend how important the following attributes are to be successful.
 - ability to work fast / a practical mind / good social background / accepting responsibility / physical and mental toughness / good education / ambition / willingness to take risks / being (-good with people, -creative, -persuasive, -informative, -flexible)

St. A: *I believe in order to run a profitable _____ we need to be _____*

St. B: *For a _____ to succeed we need to have _____*

- Talk to your friend about your feelings, expectations and opinions about your new enterprise.
 - *I feel _____ about our new business enterprise because _____.*
 - *We need to _____.*
 - *In our new enterprise one goal I'd like to have reached by next year is _____.*
 - *In the next 3 years, I hope I'll have _____.*
 - *In ten years, I'd like to have _____.*

9. B2.1, Unit 2, p.29

- Work in groups. Compare and contrast your stress sources with the adolescents' in the report.
 - grades / money / car / parents / marks / school / job / friends

10. B2.1, Unit 2, p.29

- Prepare a survey about your classmates' stress sources and their ways to cope with them. Use the phrases to ask questions. Make careful notes of their answers.

○ school stress ○ family conflicts ○ emotional stress ○ academic test stress	○ stress of new beginnings ○ life changes ○ others
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11. B2.1, Unit 2, p.30

-
- Work with your partner. Make a phone call considering the topics below.
 - your feelings and thoughts
 - your dreams and expectations about the university education
 - your anxiety and solutions about the new life at university

St. A: you have just passed the test for the university

St. B: university consultant

Use;

- *I can / could / would have / had better, etc.*
- *I will be doing / will have done / will have been doing, etc.*

12. B2.1, Unit 3, p.37

- Imagine that your friend is going to apply for a foreign university. Inform him/her about the application process.
 - List the necessary documents.
 - Tell the steps of application.

13. B2.1, Unit 3, p.39

- Work in pairs. Imagine that a foreign teenager comes to your country and has a temporary job. State precisely the potential problems s/he may have in your country about the points below.
 - accommodation
 - transportation
 - finance
 - culture
- Now find solutions to make it a peaceful and happy experience.

Use;

- *If I were you _____.*
- *If you want to say _____.*
- *If you buy _____.*

14. B2.1, Unit 3, p.40

- Work in pairs. Talk to your friend about the work and travel program.

St. A: You want to apply for a work and travel program.

- Ask about the details of the program.
- Ask about the points you don't understand well.

Use;

- *Could you please ____ ?*
- *Would you mind _____ ?*
- *Is it possible _____ ?*

St. B: You are the agent of the program. Indicate the points which are very important.

- Talk about the facilities you provide.
 - Answer your friend's questions. Give some advice about living abroad.
-

Use;

- *Certainly, you can _____.*
- *If you can _____ do _____.*

15. B2.1, Unit 3, p.42

- Prepare a presentation including the steps of applying for an abroad program for students. Consider the points below.
 - Required qualifications of the applicants
 - The necessary documents
 - The facilities you will provide in your program.

16. B2.1, Unit 3, p.42

- Talk about the popular free time activities of the teens told above. Tell which you'd enjoy doing. Give your reasons.

17. B2.1, Unit 3, p.43

- Work in pairs. Imagine you have arguments with your parents about your leisure time activities. Make a role-play.

St. A: You are a parent complaining about your son/daughter's activities. Explain the things that disturb you and your solutions for the problem.

St. B: You are a teen. Respond to your parent's wishes and complaints.

Use;

- *If you _____, you will/can _____.*
- *If you were _____, you would _____.*
- *If you had _____, you would have _____.*
- *Unless you _____, you could _____.*

18. B2.1, Unit 4, p.48

- Choose one of the holidays and note its prize, activities and equipment. Work with your partner. Summarize it to your friend.

St. A: First Holiday

St. B: Second Holiday

- Take notes to the table while your friend is summarizing.

the prize	
activities	
equipment you need	

19. B2.1, Unit 4, p.48

- Decide which of the holidays you would pick if you won the prize. What would you pack in your suitcase for this particular holiday, considering the activities described?
- Now work with your friend. Explain the reason for your choice to each other and compare the things you would take.

20. B2.1, Unit 4, p.48

- Work in groups of five. Imagine you hold a quiz show themed 'Countries' in your class. In your group form a quiz show and ask questions to other groups.
-

-
- Be sure to set:
 - time limit
 - the number of questions
 - the prize
 - You can ask for further explanation for the rules or questions you don't understand well.
21. B2.1, Unit 4, p.51
- Imagine that your friend is travelling to the US. Tell him/her the steps of taking the US visa. Give advice when it is necessary.
22. B2.1, Unit 4, p.51
- Imagine that your friend is being interviewed at the Consulate. Make a role play.
- St.A: Visa officer. Ask detailed questions about his holiday. Try to speak in a formal style.
- St.B: Traveller. Answer his questions in detail with examples.
- Use;
- *Could you tell me _____?*
 - *Would you mind explaining to me _____?*
 - *I am travelling _____ because _____.*
 - *The US is a country where I _____.*
 - *Moreover, I'd like to _____ or _____.*
23. B2.1, Unit 4, p.53
- Make a presentation to your friends about your city. Remember the e-mail you have written to Clark.
- (With reference to the previous activity: Imagine that Clark is visiting your city. Write an e-mail to him describing your city. Compare the facilities in your city with the ones in Orlando.)*
- *historical places to visit*
 - *places where the teens hang out*
 - *places for shopping)*
24. B2.1, Unit 4, p.54
- Work with your partner
- St.A: Check-in agent: Look at the layout to choose a gate and give detailed direction to your friend to go to that gate.
- St.B: Passenger: Ask questions to get information.
25. B2.1, Unit 5, p.58
- Work in groups to make a class discussion about the personality types in the text.
 - Describe the features of each personality type.
 - State your own feelings about the personalities.
 - Mark their positive assets if you think you have.
 - Ask questions to your friends during and after conversation.
- Use;
- *Well / OK / Right / That's a difficult question to answer / Interesting / Good question etc.*
-

-
26. B2.1, Unit 5, p.58
- Work in pairs. State your opinion about the personalities of Margaret and her husband. Then comment on the couple's personalities and ideas. Give brief examples to support your comments.
- Use;
- What do you think about _____'s personality?*
- *I think s/he is bossy / understanding / tolerable, etc. because _____.*
 - *I agree with Margaret / her husband because _____.*
 - *I think they have / don't have effective communication because _____.*
27. B2.1, Unit 5, p.61
- You will attend the seminar. Before the seminar tell your classmates:
 - why you want to attend
 - how you feel
 - what you think and expect
28. B2.1, Unit 5, p.61
- Search 'Effective Communication Ways' from other sources (the Internet, self-development books, etc.) and share the information you have found with your friends.
29. B2.1, Unit 5, p.63
- Work with your partner. Imagine that your e-mail is the best and you are connecting to the radio program. Make a role play.
- St.A: Ask questions about the listener's feelings, thoughts complaints about the program.
- St.B: Answer the speaker's questions where necessary.
- Use;
- Yes, you're the winner. How do you feel?*
- *I'm quite happy, excited _____ etc.*
 - *What do you think of _____?*
 - *I think _____.*
30. B2.1, Unit 6, p.68
- Think about a Waltz and a salsa lover and tell how their taste of music differences affect their moods.
31. B2.1, Unit 6, p.69
- Work with your partner. Make a role play. Talk about the competition.
- St.A: You are Daniel who has failed in the competition. Express your feelings and wishes. Report the reason for your failure unexpectedly.
- St.B: You are Daniel's best friend. Respond to Daniel's feelings and wishes.
- Use;
- *I wish _____.*
 - *Unfortunately, _____.*
 - *I felt terribly _____.*
 - *What a pity! That sounds _____.*
-

-
- *Never mind! I hope _____.*
32. B2.1, Unit 6, p.71
- Work in groups to make a class discussion to compare tales from different eras. Mention the places, time, plot and characters.
- Group A: Find a tale from mythology.
- Group B: Find a tale from the modern era.
- Use;
- *I'm sure you're right, but _____.*
 - *That's your point of view, but if you think _____.*
 - *I don't agree with you because _____.*
- Pay attention to the points below.
- Choose a representative for each group to make a speech to start and finish the discussion.
 - Give respectful responses when your friends emphasize their point of views.
33. B2.1, Unit 6, p.72
- Talk to your partner to compare the tales you have read and listened to. Mention about:
 - The characters - imaginary, realistic or extraordinary
 - The events – how and why they occurred
 - The end – believable or unbelievable. Why?
34. B2.1, Unit 6, p.74
- State your ideas giving your reasons.
- Is a caricature picking out someone's the most catching features and exaggerating them; is it finding the truth or is it just for fun?
35. B2.1, Unit 6, p.75
- Work in groups of 4 students. Make a role play.
- Students A / B / C: Teens who want to learn to caricature. Interview the caricaturist. You think caricaturing is too difficult to learn. Support your ideas with the reasons. Ask your questions in turn.
- Student D: A Master caricaturist. You think caricaturing can be learned. Encourage them to support your idea with examples and explanations. Give some tips and advice.
36. B2.1, Unit 7, p.78
- Read the article again. It claims, "body language is the reflection of one's emotion". Tell you agree or disagree with the quote. Give your reasons.
37. B2.1, Unit 7, p.79
- Work in pairs. Think of your teachers / classmates and compare your ideas about the questions below.
 - Who uses the body language most / least?
 - In which situations do they use it?
 - What messages do you get through his / her body language?
 - Do you get the real message by verbal or nonverbal communication effectively?
38. B2.1, Unit 7, p.79
-

- Work in pairs. Imagine your friend will be interviewed for his / her dream job. Talk about his / her feelings.

St. A: You are the interviewee – really excited and worried.

St. B: You – respond to his / her feelings – give tips to him / her to have a successful interview.

Use;

- *I feel pretty anxious* _____.
- *I don't know what to do if* _____.
- *Please keep in mind to* _____.
- *If you behave* _____.

39. B2.1, Unit 7, p.81

- Imagine that you want to apply for one of the jobs above. First choose a job from the ads and list the qualifications required for the job. Then study with your partner to check the qualifications you have listed. Next advice to each other for the application process.

Use:

- *You had better* _____ / *You should* _____ / *It will be helpful to* _____.

40. B2.1, Unit 7, p.82

- Study with your partner to make an interview for a job you want to apply for.

St. A: (interviewee)

St. B: (interviewer)

- While making your interview, use polite & formal language.
- Use some expressions to tell the things you want to mention in a different way.

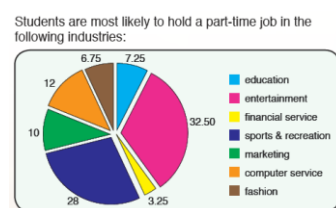
e.g. I mean... I want to say... The point I want to mention... In other words, ...

41. B2.1, Unit 7, p.84

- Examine the graph carefully and analyze it. Then comment on the jobs chosen by the students. Use the expressions below.

Use;

- *I think this job* _____ *because* _____.
- *In my opinion, choosing, doing this* _____.
- *Although / Though this job* _____.
- *This job is as* _____ *as* _____.
- *I believe if you do this job* _____.



42. B2.1, Unit 8, p.88

- Work in groups to prepare a debate on the effects of advertisements.

Group A: Defend the benefits of advertisements.

Group B: Defend the harms of advertisements.

Pay attention to the points below.

- Prepare short comments on the subjects you defend.
- Talk in turns.

-
- Request permission to continue and finish your speech.

43. B2.1, Unit 8, p.89

- Think about the advertising methods to compare them with the advertisement you have listened to. Mention about:
 - means of communication they use
 - methods they use to convince consumers
 - the language they use

44. B2.1, Unit 8, p.91

- Work in groups. Discuss the best way of communication with animals.
 - Remember to keep the discussion on your side.
 - At the end of the discussion make a conclusion adding how the opponent group's ideas helped you to improve yours.

Group A: Support the idea people should be trained to communicate with animals.

Group B: Support the idea animals should be trained.

Use;

- *Interspecies connection is possible because*_____.
- *Some animals are easier to communicate than others because*_____.
- *Communicating with animals is different from communicating with people because* _____.
- *Some animals are harder to communicate than others because* _____.

45. B2.1, Unit 8, p.92

- Discuss the thesis 'Children raised with pets show many benefits.' Correct the slips and errors in your speech if you think you are misunderstood.

Pay attention to the points below.

- develop positive feelings
- develop communication skills
- learn empathy
- learn taking responsibility
- develop self-confidence

Use;

- *In other words*
- *I mean*
- *Look at it this way*
- *To put it another way*
- *What this means is (that)*

46. B2.1, Unit 8, p.94

- State your ideas with your reasons.

"What's the difference between talking and communicating? Do you agree with the thesis that sometimes a dialogue can be monologue?"

47. B2.1, Unit 8, p.95

- Work in pairs to make a dialogue about the situation above.

(with reference to the previous activity: write a paragraph about a misunderstanding situation you have had. Mention about the points below:

- *How did it start?*
- *Were you misunderstood or did you misunderstand?*
- *How did you feel or react?*
- *How did you solve it?)*

St. A: You misunderstood your friend mention your wishes about the situation.

St. B: You were misunderstood. Respond your friend's feelings and wishes.

48. B2.1, Unit 9, p.99

- Study with your partner to check each other's writings in exercise E. *(with reference to the previous activity: Think about new technologies used in education and write why programmers have designed new programs and how they have renewed education. Add examples from real life to support your ideas.)* Consider the points below. Also mention if you agree or disagree with your friend.

St. A: Ask questions.

St. B: Answer your friend's questions.

Use;

- *Why have they designed this?*
- *How has it helped students to improve themselves?*
- *Does it have any disadvantages? What are they?*
- *This has been designed _____.*
- *Students have developed in _____.*

49. B2.1, Unit 9, p.100

- Now, give a presentation to your friends to introduce your device. *(with reference to the previous activity: Imagine that you have invented a new device to use in your classes. Write a paragraph describing your device in detail. Mention: how it is formed / where it can be used / how it will help students and teachers.)* Convince them to buy and use your device.

Use;

- *This is the _____ device / Once you try, _____ / It will help in _____ / You can use _____ etc.*

50. B2.1, Unit 9, p.102

- Express your opinion about the reasons of a teen's technology addiction. Do you think that you / your friends are addicted to any of technological devices? Why / Why not?

51. B2.1, Unit 9, p.102

- Work in groups. Imagine you start a project to avoid teens technology addiction. Think of the reasons why they rely on technology too much and tip off them about the ways to get rid of it.

While organizing the project,

- First let your friends state their opinions.
-

-
- Decide the detailed steps of the project regarding their opinions.
 - After concluding the details of your project, establish task assignments in your group.
 - Choose team leader.
 - Identify project needs
 - Share work load.
 - Present your project.
 - Set timelines, deadlines, expectations.
52. B2.1, Unit 9, p.103
- Think about the usage and importance of technological devices in teens' lives. Voice your opinion about the thesis "*Technology is changing our lives*". Analyze, evaluate and say to what extent you think it is true and support your argument with examples.
53. B2.1, Unit 9, p.105
- Work in pairs. Imagine a new technology user has a problem with his/her new machine. Make a dialogue with a tech support to solve it. Try to be creative to make the story funny.
 - Choose one of them.
- software / voice mail / printer problem
- St. A: Costumer
- Ask detailed questions to understand what to do.
 - Compare the solutions suggested by the tech support.
- St. B: Tech Support
- Suggest solutions for the problem.
 - Try to convince the costumer to do what you say.
54. B2.1, Unit 9, p.105
- Work in pairs. Think of the tech supports in your country. Discuss their work.
- St. A: supports they do their jobs well enough.
- St. B: supports they need to improve themselves for a better service.
- Support your ideas with examples.
55. B2.1, Unit 10, p.110
- Remark your opinion if he (Robin Hood) was a historical fact or simply a medieval fiction. Give your reasons.
56. B2.1, Unit 10, p.110
- Work in pairs. Think about the story of Robin Hood.
 - Explain the reasons and results of a noble man's living as an outcast in the forest.
 - Criticize if he is a simple outlaw or the champion of the poor seeking justice. Give your reasons.
- Use;
- *Robin Hood is regarded a simple outlaw / a champion because _____.*
57. B2.1, Unit 10, p.111
-

- Talk about Peter Pan's story and the 'Peter Pan Syndrome'. Explain to what extent you agree with his judgements about 'Eternal youth'. After listening to your friends' opinions, make a comment on them.

58. B2.1, Unit 10, p.114

- Work in groups of three to discuss the end of the Maya.

Group A: Support that their civilization disappeared because they used the nature unconsciously.

Group B: Support that it disappeared because of deadly viruses.

59. B2.1, Unit 10, p.114

- Work in pairs to discuss the views of researchers in the listening text. While talking about the subject comment on the views of the researchers about the end of Maya civilization.

St. A: Support the idea of first researcher.

St. B: Support the idea of second researcher.

60. B2.1, Unit 10, p.116

- Do a research on the history of your favorite dessert, present it by comparing the history of chocolate.

61. B2.1, Unit 10, p.117

- Work in pairs. Think about your own living area. Which of the following do you consider according to feng shui philosophy? Refer to 'feng shui principles' while describing your room.
 - Direction of the room / colors / placement of furniture & objects, etc.

Use;

- As it is mentioned in feng shui philosophy _____.
- As far as I know _____.
- I strongly believe _____.

62. B2.2, Unit 1, p.15

- Work in groups and read the part "In School" with your friends. Think about the given statements in your group and explain your own feelings.

IN SCHOOL; Joe was late for the school. The teacher was angry with him.



- Imagine that you were Joe's teacher. Would you behave like that?
- If the teacher got angry with you about the same reason how would you feel?
- One of your friends recovered from illness. What kind of ceremony would you do for him / her?

63. B2.2, Unit 1, p.17

- Talk about an accident you have had or an ordinary hospital day you have had.

64. B2.2, Unit 1, p.17

-
- Work in pairs and discuss the qualifications you need for a first aid course.

Stu. A: - the reasons you attend the First Aid Course

- your expectation from the course about qualification

Stu. B: - surprises for his/her friends course when s/he heard

- s/he admires his/her behaviors

- Share your ideas and feelings with your partner.

65. B2.2, Unit 1, p.18

- Read Steve's statement below. Discuss "how being positive can stop aging".

"Being positive stops your aging."

66. B2.2, Unit 1, p.19

- Work in groups. Read these opinions and choose one of them. Talk about your point of view. Compare your ideas with other's point of view with the help of useful expressions.
 - I try to be as healthy as I can. I don't want to see a doctor unless it is very serious.
 - Good health is the most important thing in the life. We should do everything to look after our bodies.
 - Everything is bad for you in some way. It's better not to know what is good or bad just do what you want.

Expressions expressing contrast (against)	Expressions introducing a positive point of view (for)
There are those/people who believe	Generally speaking
In contrast with/contrary to the above ideas	There are many advantages of
Others feel/argue that	It's well known/a fact that
On the other hand	It's a thought/claim that
On the contrary	One point of view is
Nevertheless	
However	
In spite of / despite	
Although	

67. B2.2, Unit 1, p.21

- Do the questionnaire about healthy diet.
- Compare your results of the questionnaire with your classmates. Then talk about a healthy diet in detail.

"What's the importance of food, exercise and social activities in a healthy diet?"

68. B2.2, Unit 1, p.21

- In the new millennium obesity appears to be the major health concern. How can you solve this problem? Use linking words while speaking and compare your answers with your classmates.

69. B2.2, Unit 1, p.21

- A friend of yours has an obesity problem and s/he wants to lose some weight. Work in pairs about the changes your friends need to make, then decide which are the most important things s/he should do?

70. B2.2, Unit 1, p.22

- David is worried about his image and he loses his confidence. Motivation is very important in his situation. Act out his problem by saying your good wishes for him.

71. B2.2, Unit 2, p.26

-
- You will go on a summer holiday but you need shopping. You will go to a famous shopping mall next week. Work in pairs and explain what you are going to buy. Share your plans about your weekend shopping.
72. B2.2, Unit 2, p.29
- Work in groups. Imagine that you are going to be on a campsite in the forest for two weeks. Talk about where you are going to go and what you are going to do? Share your ideas and feelings within the group.
73. B2.2, Unit 2, p.29
- Make a dialogue and act it out.
- Imagine that your friend is going on a campsite.
 - Use the questions as a guide for your dialogue and learn your friends' thought about camp.
 - What do you think of going on a campsite?
 - When you can't see where you are going what do you use?
 - What will you use to find your way through the forest?
 - What will you need in case you get ill?
 - Where do you need a rope on a campsite?
 - How do you feel on a campsite?
 - What's your opinion about camping?
74. B2.2, Unit 2, p.30
- Imagine you applied for a camping organization and you are accepted. On your first day, you are asked to share your ideas about campsite considering these points;
- how you feel
 - what your expectations are
 - why you come here
75. B2.2, Unit 2, p.33
- Choose on the item below you argue about with your parents most of the time. Share your ideas about the problem in detail.
- behaviors
 - clothes
 - staying out late
 - school
- Decide the most common problem of your class.
76. B2.2, Unit 2, p.33
- Work in pairs and make a dialogue about the situations below and tell your friend how would you behave to your kid.
- Group A: parents
- Group B: teenagers
- Situation: your kid; - comes home late
- spends most of the time on computers
-

-
- has a boyfriend/girlfriend
 - does not study enough

77. B2.2, Unit 3, p.37

- Work with your group and discuss the advantages and disadvantages of using technology. Support your argument with examples.

Group A: Think that you are a scientist.

Group B: Think that you are an environmentalist.

- Use linking words such as *however, although, therefore, furthermore, thus, despite, in addition* etc. while supporting your argument.
- Use these ideas while discussing;
 - Science has made modern life healthier and more comfortable.
 - My government should spend more money on scientific research on diseases such as cancer, AIDS and less on other things.
 - Science and technology can solve any problem together.
 - Technology is an enemy for human beings.

78. B2.2, Unit 3, p.38

- Make comment on given statements considering the expressions in the box.

"Everything that can be invented has been invented." (Charles H. Duell, Commissioner, U.S. Office of Patents, 1899)

"Computers in the future may weigh no more than 1.5 tons." (Popular Mechanics, Forecasting the relentless March of Science, 1949)

- The reasons of their misjudgements
- How you would have felt if you had lived at that time.
- What you thought when you read the quotes first.

79. B2.2, Unit 3, p.43

- Discuss these statements with your classmates.
 - Life is great fun because computers do the boring things for us.
 - Life is a bit boring because we are controlled by the computers.
 - Life is out of control and dangerous because computers are in charge.
 - Internet makes people less sociable because of their spending too much time on computers.

80. B2.2, Unit 3, p.43

- Work in pairs and ask your friend how much time s/he spends doing;
 - playing computer games
 - chatting online
 - answering e-mails
 - shopping on the Internet
 - surfing on the net

81. B2.2, Unit 4, p.48

- Work with your partner. Read the prompts and discuss whether you agree or not.
-

"The only thing we have to fear on this planet is man." Carl Jung

"The environment is everything that isn't me." Albert Einstein

"If you poison the environment, the environment will poison you." Tony Foliar

82. B2.2, Unit 4, p.48

- Make predictions about consequences of climate change in your country. Give your reasons while expressing your ideas.

83. B2.2, Unit 4, p.49

- Work in pairs and make an interview with your partner;

Stu. A: You are a journalist interviewing people who have been affected by the earthquake. Prepare your questions. Ask descriptive questions about the event such as;

- When did it happen?
- What were you doing when it happened?
- How did you feel?
- What did you think at first?

Stu. B: You live in the area which has been shaken. Share your feelings about the effects of earthquake you have had. While interviewing support your ideas with examples and detailed descriptions.

84. B2.2, Unit 4, p.51

- Look at the table and talk about;
 - the country which is the most in danger
 - your country's disaster
 - the continent which is in danger

	Country	Year	Day	Month	Disaster	Continent	Killed
1	China	1931		July and November	Flood	Asia	3,700,000
2	China	1928		-	Drought	Asia	24,000,000
3	China	1920	16	December	Earthquake	Asia	180,000
4	China	1922	27	July	Cyclone Hurricane Typhoon	Asia	60,000
5	Italy	1908	28	December	Earthquake	Europe	100,000
6	Turkey	1939	6	December	Earthquake	Asia	32,962
7	Colombia	1984	13	November	Volcanic Eruption	America	23,000
8	Turkey	1999	17	August	Earthquake	Asia	35,000

85. B2.2, Unit 4, p.51

- Make a disaster table of killed and injured people in your country as the table given above considering the year, day, month, type of disaster, city.
- Give details about your table to your classmates:
 - the damage in the cities
 - financial support of the government
 - what happened after the disaster

86. B2.2, Unit 5, p.57

- Discuss the advantages and disadvantages of distance learning with your partner and make presentation in the class.

87. B2.2, Unit 5, p.57

- Choose one of the statements below and tell your opinions and feelings about it.
 - I think everybody should go to university and get a degree.

-
- I think, it is stupid to take a gap year. It is waste of time.
 - If often costs a lot money to go to university.
 - I would rather be taught than learn on my own.
 - While you are expressing your ideas use the phrases below and linking words such as however, but, although, in spite of, so that, because etc.
 - Absolutely.
 - Oh, I'm not so sure.
 - Oh, no, I do not agree with that.
 - Oh, yes, I agree.
 - Well, it depends.
88. B2.2, Unit 5, p.59
- Work in groups and talk about your future education plans considering the subjects below. Look at your plans and choose one of your plans. Discuss the tasks in order to achieve your plan.
 - Subjects you want to study at university.
 - Free time activities at university.
 - Foreign languages you want to choose.
89. B2.2, Unit 5, p.62
- Work in pairs and imagine that you were the teacher and driver of mobile tuition. Talk about the advantages and disadvantages of your job.
90. B2.2, Unit 5, p.62
- You can see mobile kind of tuition, theatre, library and museum all over the world. Talk about the reasons and results of their being in mobile.
91. B2.2, Unit 5, p.65
- Work in pairs. Imagine you are talking on the phone with the foreign language course manager.
- Stu. A: You are Ayhan. Ask question about the family, city, people and course you will attend in England. Be careful and use formal language.
- Stu B: You are a manager. Answer the questions.
92. B2.2, Unit 6, p.68
- Work in pairs and give suggestions to your partner about how to use his/her body language to the subjects below. Then act it out in the class.
 - Present a project in class.
 - Give a speech for school leader election.
 - Have a part time job interview.
93. B2.2, Unit 6, p.68
- Work in pairs and discuss the reasons why people do below;
 - *Some people bit their nails because ...*
 - *The majority of people shake their head because ...*
 - *More people lick their lips because ...*
 - *We nod our heads because ...*
-

-
- *People shrug their shoulders because ...*
 - *People shake their hands because ...*
 - *People twist their hair ...*

94. B2.2, Unit 6, p.69

- Make a search whether people are born with or without facial expressions. Tell the similarities and differences between your opinions and the texts above. Share your ideas with your classmates.

95. B2.2, Unit 6, p.71

- Talk about Odell's idea with your partner considering the important parts you have taken notes in Exercise C on page 70.
 - Whether it was surprising, shocking, dull, interesting etc.
 - Whether it worked or not
 - When it started to lose its effect
 - What made people be interested in the advertisement.

96. B2.2, Unit 6, p.71

- Work in groups. Read the advertisement of Burma-Shave below and tell what the relations are with Burma-Shave product.
 - Do some brainstorming about the relations.
 - Choose the common ideas about them.
 - Present them in your class.

IT GAVE
MCDONALD
THAT NEEDED CHARM
HELLO HOLLYWOOD
GOOD-BY FARM
Burma-Shave

IF CRUSOE HAD
KEPT HIS CHIN
MORE TIDY
HE MIGHT HAVE FOUND
A LADY FRIDAY
Burma-Shave

BEN MET ANNA,
MADE A HIT.
SHE FELT HIS CHIN.
BEN - ANNA SPLIT.
Burma Shave

97. B2.2, Unit 6, p.71

- Work with your partner and talk about the statement below.
 - What do you think of 'TV market' ads?

Stu. A: Ask your friend some questions.

Stu. B: while answering your friend's questions, ask some questions as below to understand.

- How do you react to advertisement on TV?
- Do you enjoy watching them?
- Do you change channel?
- Why are you impressed? Is it funny or shocking in some way? Is it because of its music, colors or actors/actresses?

98. B2.2, Unit 6, p.73

- Work in pairs and discuss the comments below;
"The Internet has forever changed the way we live."

99. B2.2, Unit 7, p.78

- Work in pairs and talk about what skills/qualities each job requires. Use the words in the box below.
-

- Scientist
- Artist
- Businessman
- Politician
- Comedian
- Journalist

exhausting	demanding	dedicated
help others	stressful	on duty
responsibility	patient	university degree
dangerous	well paid	ambitious
uniform	creative	powerful
deal with problems		

Stu. A: Tell the skills/qualities.

Stu. B: Find out which job your friends talk about.

100. B2.2, Unit 7, p.78

- Work in group and ask some questions to take their ideas about the subjects below. Then, share your ideas with them.
 - Working hours (All workers should have at least thirty days holiday a year.)
 - Education (Is education always necessary for a good job? Why/ Why not?)
 - Money / salary (Older workers should get more money than younger workers.)

101. B2.2, Unit 7, p.78

- Read the questions below and talk about them.
 - Do you want to be self-employed or work as an employee? Why?
 - What qualifications do you need for your ideal job? Why?
 - What kind of job would you like to do in the future? (What you are good at; what you like/ enjoy doing.) Why?

102. B2.2, Unit 7, p.78

- Make a survey in the class about the qualities that are the most wanted and not wanted for being a pilot, then talk about “your survey results” to the class.

Number of students	5 most desirable qualities	5 least desirable qualities
	well paid	dangerous

103. B2.2, Unit 7, p.81

- Work in groups; choose one of these jobs and discuss it considering the questions below.
 - Patchwork
 - Sewing
 - Beadwork
 - Knitting
 - Mosaic
 - Puppetry
 - Shoemaking
 - Spinning
 - How important do you think they are?
 - How useful do you think they are?
 - What are the disadvantages / disadvantages of these jobs?
 - How much importance do these jobs have in your country?
 - Nearly, how much are people paid for these jobs in your country?
 - Do you think they should be paid more or less money?

104. B2.2, Unit 7, p.84

- Work in pairs and talk about one of the children considering the points below. Make a presentation about it in the class.
 - When s/he gets up
 - How s/he goes to work
 - The difficulties in his/her job
 - Gender problems in doing his/her job

Name	Age	Job	Country
Kim	13	Newspaper delivery girl	England
Liu	14	Miner	China
Khadji	13	Carpet weaver	Morocco
Eva	14	Coffee picker	Brazil

105. B2.2, Unit 7, p.84

- Work in pairs. Imagine that you are making an interview with a governor. Ask what can be done about child labor considering the subjects below in a formal way.

Stu. A: Governor

Stu. B: Interviewer

- Having strong laws against child labor
- Training police to combat child labor
- Tackling poverty

106. B2.2, Unit 8, p.87

- Talk about the most adventurous holiday you ever had.
 - when you went
 - where you went
 - who you went with
 - what made it adventurous

107. B2.2, Unit 8, p.88

- Choose one of the statements below and discuss. Use the linking words below.
 - Travel deepens our self-knowledge and makes us better person.
 - It's better to go on holiday where everything is arranged for you.

Keep in Mind!		
However	Although	Therefore
Furthermore	Despite	In addition
Because of	Thus	Finally
Because	Nevertheless	Moreover

108. B2.2, Unit 8, p.94

- Work in pairs and talk about your holiday. While you are talking, use the questions below in order to direct conversation.
 - Where did you go on your last vacation?
 - Who did you go with?
 - How did you get there?
 - Where did you stay when you were there?
-

-
- What did you do while you were there?
 - What did you eat and drink?
 - Do you prefer to go on a package tour or arrange things yourself?
109. B2.2, Unit 9, p.99
- Choose a character who fight against crime in a book or on TV. Describe him/her including;
 - His/her appearance
 - His/her personality
 - His/her job
110. B2.2, Unit 9, p.99
- Work in group and choose one of them. Talk about it in detail.
 - Your safety is more important than your property.
 - It's always better to be safe than sorry.
 - Do you agree with the idea that "people are innocent until proven guilty"?
111. B2.2, Unit 9, p.103
- Discuss with your friends. What do you think of restorative justice?
112. B2.2, Unit 9, p.105
- Work with your pair. Choose one the problems. Discuss and share your opinions with your class. Support your opinions with examples.
 - They are too many cars on the roads. They should be fewer.
 - The biggest problem is traffic jam in big cities.
 - There aren't enough parking places in big cities.
 - All cars make roads really dangerous for pedestrians.
113. B2.2, Unit 9, p.105
- Make a research about traffic jam in big cities.
 - What solutions can be offered?
 - What are the social responsibilities on individuals?
 - Talk about your hopes, expectations and dreams of traffic jam in big cities.
114. B2.2, Unit 10, p.109
- Work in pairs. Talk about the similarities and differences between your country and the countries mentioned in the interview. Give examples from your country's customs and traditions. Share your opinions with your classmates.
115. B2.2, Unit 10, p.109
- Work in pairs and think about your country's customs and traditions. Discuss it with your group. Tell the class the most interesting custom you have talked about.
 - What do you like about your culture?
 - What don't you like about your culture?
 - What are you most proud about your culture?
 - If you could change one thing about your culture, what would it be?
 - What is the most/best important thing your culture has given to the world?
-

	○ What is the most/best important thing your culture has adopted from another culture?
116.	B2.2, Unit 10, p.109 • Read the statements below and tell your ideas by using linking words. <i>"When in Rome, do as the Romans do."</i>
117.	B2.2, Unit 10, p.111 • What advice would you give to the people who just came to your country from overseas? Tell your opinions and advices clearly.
118.	B2.2, Unit 10, p.113 • Work in group. Use the words which are given below in box and talk about "English is used in many countries as an international language to communicate with people". Do you agree with this opinion? Why / Why not? ○ official / replaced / native / depend on / established / property

To relate these activities to the CEFR levels, Specification Form A11: Spoken Interaction and Form A13: Spoken Production (see Appendix-D) were adapted and a tool (see Table 12) that can be used to analyze both kinds of speaking activities were obtained. While relating speaking activities to a CEFR level, suggested illustrative scales of the CEFR (see Table 4), the CEFR (2001) itself and Vantage (Ek & Trim, 2001) were referenced. Descriptors from these scales and/or direct quotations from the CEFR and Vantage were utilized to justify each level that was assigned to an activity. As a result, estimated CEFR levels that were assigned to speaking activities by using the mentioned tools and documents were presented in the following table.

Table 26

Estimated CEFR Levels of Speaking Activities in Yes You Can B2.1 and B2.2

Number of Activities	1. Communication themes / subthemes / domains (Reference: The lists in CEFR 4.2)	2. Communicative tasks / activities (Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3. 4.6.2., 4.6.3.)	3. indicate and justify at which level(s) of the scale the activity should be situated. (Reference: Illustrative Scales for Speaking (see Table 8), the CEFR, Vantage).
1.	Theme: Transportation Subtheme: Transportation problems Domain: Public	Task: Expressing and understanding expression of, ideas and views about social issues (Vantage, 2001, p. 17) Activity: Spoken Interaction - Informal	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

		Discussion (With Friends)	- Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. *a“Learners are able to account for their views and discuss them by looking at their and others' views from a certain distance, analyzing the issues involved and attempting a critical assessment of their own views and of alternative ones” (Vantage, 2001, 77). Estimated Level of the Activity: B2
2.	Theme: Travel Subtheme: Most difficult travel situation Domain: Public	Task: Providing and getting information about experiences Activity: Spoken Interaction - Information Exchange	Information Exchange: - Can summarize and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. - Can find out and pass on straightforward factual information. - Can obtain more detailed information. Sustained Monologue: Describing Experience: - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. - Can give detailed accounts of experiences, describing feelings and reactions. - Can relate details of unpredictable occurrences, e.g., an accident. - Can describe events, real or imagined. - Can narrate a story. Estimated Level of the Activity: B1
3.	Theme: Social interaction with people Subtheme: Problems with neighbor Domain: Public	Task: Summarizing a story in detail Activity: Spoken Production - Sustained Monologue: Describing Experience	Sustained Monologue: Describing Experience: - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. - Can give detailed accounts of experiences, describing feelings and reactions. - Can describe events, real or imagined. - Can narrate a story. Estimated Level of the Activity: B1
4.	Theme: Social interaction with people Subtheme: Problems with neighbor Domain: Public	Task: Presenting a problem and providing advice for this problem Activity: Spoken Interaction - Informal Discussion (With Friends)	Overall Spoken Interaction: Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.

			Informal Discussion (With Friends): - Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. - Can give brief comments on the views of others. - Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event. Estimated Level of the Activity: B1
5.	Theme: Social interaction with people Subtheme: Problems with neighbor Domain: Public	Task: Summarizing a story in detail Activity: Spoken Production - Sustained Monologue: Describing Experience	Sustained Monologue: Describing Experience: - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. - Can give detailed accounts of experiences, describing feelings and reactions. - Can describe events, real or imagined. - Can narrate a story. Estimated Level of the Activity: B1
6.	Theme: Social issues Subtheme: Organizing a charity event Domain: Public	Task: Agreeing upon and carrying out co-operative actions for social activities (Vantage, 2001, p. 17) Activity: Spoken Interaction - Goal-Oriented Co-Operation (e.g., organizing an event)	Goal-Oriented Co-Operation (e.g., organizing an event): - Can help along the progress of the work by inviting others to join in, say what they think etc. - Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. * "Learners are to account for their views and discuss them with others by attempting a critical assessment of their own views and of alternative ones, modifying or maintaining their point of view while supplying reasons for this and drawing conclusions" (Vantage, 2001, p. 77) Estimated Level of the Activity: B2
7.	Theme: Social interaction with people Subtheme: Lending money Domain: Public	Task: Acting out a conversation about lending money Activity: Spoken Interaction – Conversation	Informal Discussion (With Friends): - Can give brief comments on the views of others. - Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. - Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).

			- Can express belief, opinion, agreement and disagreement politely. Estimated Level of the Activity: B1
8.	Theme: Job Subtheme: Launching a new enterprise Domain: Occupational	Task: Acting out a conversation about a new enterprise by expressing expectations, wishes etc. Activity: Spoken Interaction - Informal Discussion (With Friends)	Conversation: Can convey degrees of emotion and highlight the personal significance of events and experiences. Informal Discussion (With Friends): - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Estimated Level of the Activity: B2
9.	Theme: Psychology Subtheme: Stress problems of teenagers Domain: Public	Task: Expressing and understanding expression of, ideas and views about stress sources (Vantage, 2001, p. 17) Activity: Spoken Interaction - Conversation	Conversation: Can convey degrees of emotion and highlight the personal significance of events and experiences. Informal Discussion (With Friends): - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Estimated Level of the Activity: B2
10.	Theme: Psychology Subtheme: Stress problems of teenagers Domain: Public	Task: Conducting a survey about stress sources of teenagers Activity: Spoken Interaction - Interviewing and Being Interviewed	Interviewing and Being Interviewed: Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. Estimated Level of the Activity: B1
11.	Theme: Education Subtheme: New life at university Domain: Educational	Task: Making a phone call about worries about the new life at university Activity: Spoken Interaction – Information Exchange	Information Exchange: - Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. - Can pass on detailed information reliably. - Can give a clear, detailed description of how to carry out a procedure. Conversation: Can convey degrees of emotion and highlight the personal significance of events and experiences. * "Learners are able to make personal and telephone enquiries by using information services" (Vantage, 2001, p. 12).

12.	Theme: University education	Task: Acting out a conversation about application process for universities	Estimated Level of the Activity: B2
	Subtheme: Application process	Activity: Spoken	Information Exchange:
	Domain: Educational	Interaction – Information Exchange	- Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.
			- Can pass on detailed information reliably.
			- Can give a clear, detailed description of how to carry out a procedure.
13.	Theme: Culture	Task: Raising problems and giving advice for solution	* “The learners can exchange information and views on educational matters, particularly types of education, school subjects and qualifications” (Vantage, 2001, p. 76).
	Subtheme: Possible problems due to culture differences	Activity: Spoken	Estimated Level of the Activity: B2
	Domain: Public	Interaction -Information Exchange	Information Exchange: Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.
			Goal-Oriented Co-Operation: Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.
			Estimated Level of the Activity: B2
14.	Theme: Education	Task: Asking for and giving information about a cultural exchange program	Goal-Oriented Co-Operation: Can understand detailed instructions reliably.
	Subtheme: Work and travel program	Activity: Spoken	Information Exchange:
	Domain: Educational	Interaction -Information Exchange	- Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.
			- Can pass on detailed information reliably.
			- Can give a clear, detailed description of how to carry out a procedure.
15.	Theme: Education	Task: Making a presentation about application process for a program	Estimated Level of the Activity: B2
	Subtheme: Abroad program	Activity: Spoken	Addressing Audiences: Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.
	Domain: Educational	Production – Addressing Audiences	Sustained Monologue: Describing Experience: Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.
			Estimated Level of the Activity: B2

16.	Theme: Free time activities Subtheme: Free time activities for teenagers Domain: Public	Task: Talking about free time activities for teenagers with reasons Activity: Spoken Production - Sustained Monologue: Putting a Case	Sustained Monologue: Putting a Case (e.g. in a Debate): Can briefly give reasons and explanations for opinions, plans and actions. Estimated Level of the Activity: B1
17.	Theme: Family problems Subtheme: Problems related with leisure time activities Domain: Personal	Task: Acting out a conversation about the problems with leisure time activities Activity: Spoken Interaction – Informal Discussion	Informal Discussion (with Friends) - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
18.	Theme: Holiday Subtheme: Facilities of a holiday Domain: Public	Task: Summarizing the details of a holiday Activity: Spoken Production - Sustained Monologue: Describing Experience	Sustained Monologue: Describing Experience: - Can give straightforward descriptions on a variety of familiar subjects within his field of interest. - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Estimated Level of the Activity: B1
19.	Theme: Holiday Subtheme: Packing for a holiday Domain: Personal	Task: Explaining choices by providing reasons Activity: Spoken Interaction – Conversation	Informal Discussion (With Friends): - Can give or seek personal views and opinions in discussing topics of interest. - Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. - Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event. Estimated Level of the Activity: B1
20.	Theme: Countries Subtheme: Quiz show about countries Domain: Public	Task: Holding a quiz show about countries Activity: Spoken Interaction - Interviewing and Being Interviewed	Interviewing and Being Interviewed: - Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. - Can take some initiatives in an interview /consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.

			- Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. Estimated Level of the Activity: B1
21.	Theme: Traveling abroad Subtheme: Taking visa Domain: Public	Task: Explaining a procedure Activity: Spoken Interaction - Information Exchange	Information Exchange: - Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. - Can pass on detailed information reliably. - Can give a clear, detailed description of how to carry out a procedure. * "The learners can refer to, enquire about, make use of and help others to make use of postal services, telephone, telegraph, bank, police, diplomatic services, car maintenance services and petrol stations" (Vantage, 2001, p. 76). Estimated Level of the Activity: B2
22.	Theme: Traveling abroad Subtheme: Interview for visa Domain: Public	Task: Acting out a conversation for taking / giving visa Activity: Spoken Interaction - Interviewing and Being Interviewed	Interviewing and Being Interviewed: - Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. - Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer. * "Learners are able to interact with custom officers; understand and answer questions concerning: • whether they have dutiable items to declare • the contents of their luggage and the value of items • where they have come from and where they have acquired items of property • whether items are for personal use or as gifts or for commercial use" (Vantage, 2001, p. 9). Estimated Level of the Activity: B2
23.	Theme: House, home and environment Subtheme: Describing a city Domain: Personal	Task: Describing the city where students live Activity: Spoken Production - Sustained Monologue: Describing Experience	Sustained Monologue: Describing Experience: - Can give straightforward descriptions on a variety of familiar subjects within his field of interest. - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Addressing Audiences: Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in

			which the main points are explained with reasonable precision. Estimated Level of the Activity: B1
24.	Theme: Places (Finding the way) Subtheme: Finding the way at the airport Domain: Public	Task: Describing and asking for the directions Activity: Spoken Interaction - Information Exchange	Information Exchange: - Can find out and pass on straightforward factual information. - Can ask for and follow detailed directions - Can obtain more detailed information. Estimated Level of the Activity: B1
25.	Theme: Personal identification Subtheme: Personality types Domain: Personal	Task: Discussing about personality types by presenting details Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends) - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. * "They can describe and discuss the appearance, character and personality of other people; and they can elicit/understand similar information from others and discuss factual details, views and opinions as required" (Vantage, 2001, p. 74). Estimated Level of the Activity: B2
26.	Theme: Personal identification Subtheme: Personality types Domain: Public	Task: Commenting on different personality types Activity: Spoken Interaction – Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. - Can give brief comments on the views of others. - Can give or seek personal views and opinions in discussing topics of interest. Estimated Level of the Activity: B1
27.	Theme: Education Subtheme: Attending a seminar Domain: Educational	Task: Expressing, and understanding the expression of, opinions, views, emotions and wishes about the seminar Activity: Spoken Production - Sustained Monologue: Describing Experience	Sustained Monologue: Describing Experience: - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. - Can describe dreams, hopes and ambitions. Estimated Level of the Activity: B1

28.	Theme: Social relations with other people Subtheme: Effective communication skills Domain: Public	Task: Sharing information about effective communication skills Activity: Spoken Production - Sustained Monologue: Putting a Case	Overall Spoken Production: Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. Sustained Monologue: Putting a Case: - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Estimated Level of the Activity: B2
29.	Theme: Mass media Subtheme: Radio program Domain: Public	Task: Talking on the phone with a radio programmer Activity: Spoken Interaction – Conversation	Conversation: Can convey degrees of emotion and highlight the personal significance of events and experiences. * “The learners can exchange views on mass media, account for and sustain their likes and dislikes; they can characterize and describe events and experiences, including the progress of sporting events and the contents of broadcasts, performances and reading matter” (Vantage, 2001, p. 75) Estimated Level of the Activity: B2
30.	Theme: Free time activities Subtheme: Effect of dance on people's mood Domain: Public	Task: Sharing ideas about the effect of dance on people's mood Activity: Spoken Production - Sustained Monologue: Putting a Case	SUSTAINED MONOLOGUE: Putting a Case: Can briefly give reasons and explanations for opinions, plans and actions. Estimated Level of the Activity: B1
31.	Theme: Feelings Subtheme: Feelings after a dance competition Domain: Personal	Task: Talking about feelings and giving advice after a failure Activity: Spoken Interaction - Conversation	Conversation: Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. Information Exchange: Can summarize and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. Estimated Level of the Activity: B1
32.	Theme: Literary works Subtheme: Tales from different eras Domain: Public	Task: Discussing about the qualities of tales from different eras	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.

		Activity: Spoken Interaction - Informal Discussion (With Friends)	- Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
33.	Theme: Art Subtheme: Tales Domain: Public	Task: Comparing the features of different tales Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. - Can give or seek personal views and opinions in discussing topics of interest. - Can express belief, opinion, agreement and disagreement politely. Estimated Level of the Activity: B1
34.	Theme: Art Subtheme: Caricature Domain: Public	Task: Explaining an idea by presenting reasons Activity: Spoken Production - Sustained Monologue: Putting a Case	Sustained Monologue: Putting a Case: - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument - Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. Estimated Level of the Activity: B2
35.	Theme: Art Subtheme: Caricature Domain: Public	Task: Carrying out an interview with a caricaturist Activity: Spoken Interaction - Information Exchange	Information Exchange: - Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. - Can pass on detailed information reliably. Interviewing and Being Interviewed: Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. Estimated Level of the Activity: B2
36.	Theme: Psychology Subtheme: Effect of emotions on body language Domain: Public	Task: Expressing ideas and opinions about body language Activity: Spoken Production - Sustained Monologue: Putting a Case	Sustained Monologue: Putting a Case: - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument. Estimated Level of the Activity: B2
37.	Theme: Psychology	Task: Task: Expressing ideas and	Informal Discussion (With Friends):

	Subtheme: Use of body language Domain: Public	opinions about body language Activity: Spoken Interaction - Informal Discussion (With Friends)	- Can give or seek personal views and opinions in discussing topics of interest. - Can express belief, opinion, agreement and disagreement politely. - Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. - Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Estimated Level of the Activity: B1
38.	Theme: Feelings Subtheme: Feelings before an interview Domain: Personal	Task: Acting out a conversation about feelings before an interview Activity: Spoken Interaction - Conversation	Conversation: Conversation: Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. Estimated Level of the Activity: B1
39.	Theme: Occupation Subtheme: Application for a job Domain: Occupational	Task: Acting out a conversation about the requires qualities for a job Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can give or seek personal views and opinions in discussing topics of interest. - Can express belief, opinion, agreement and disagreement politely. - Can give brief comments on the views of others. Estimated Level of the Activity: B1
40.	Theme: Occupation Subtheme: Job Interview Domain: Occupational	Task: Carrying out a job Interview Activity: Spoken Interaction - Interviewing and Being Interviewed	Information Exchange: Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. * "In moving to Vantage level, learners will gain more experience of the situations which call for more formal or more colloquial usage and judge when they may appropriately follow suit" (Vantage, 2001, p. 3). Estimated Level of the Activity: B2
41.	Theme: Occupation Subtheme: Part time jobs chosen by students Domain: Occupational	Task: Analyzing a graph about Part time jobs chosen by students Activity: Spoken Production - Sustained Monologue: Putting a Case	Sustained Monologue: Putting a Case: - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument. Estimated Level of the Activity: B2

42.	Theme: Mass media Subtheme: Effects of advertisement Domain: Public	Task: Discussing the effects of advertisement Activity: Spoken Interaction - Informal Discussion (With Friends) Strategy: Taking the floor	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Sustained Monologue: Putting a Case: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Estimated Level of the Activity: B2
43.	Theme: Mass media Subtheme: Advertising methods Domain: Public	Task: Analyzing an advertisement in terms of advertising methods Activity: Spoken Production - Sustained Monologue: Putting a Case	Sustained Monologue: Putting a Case: - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument: Estimated Level of the Activity: B2
44.	Theme: Communication Subtheme: Ways of communication with animals Domain: Public	Task: Discussing ways of communication with animals Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
45.	Theme: Child development Subtheme: Children raised with pets Domain: Public	Task: Discussing the effects of pets on child development Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.

			Monitoring & Repair: Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Estimated Level of the Activity: B2
46.	Theme: Communication Subtheme: Effective communication Domain: Public	Task: Expressing an idea by presenting reasons Activity: Spoken Production - Sustained Monologue: Putting a Case	Sustained Monologue: Putting a Case: - Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument. Estimated Level of the Activity: B2
47.	Theme: Communication Subtheme: Miscommunication Domain: Public	Task: Acting out a conversation about a misunderstanding Activity: Spoken Interaction – Conversation	Conversation: Can convey degrees of emotion and highlight the personal significance of events and experiences. * “Learners are able to recognize and deal with misunderstandings” (Vantage, 2001, p. 87). Estimated Level of the Activity: B2
48.	Theme: Technology Subtheme: Educational technology Domain: Educational	Task: Exchanging information about educational technology tools Activity: Spoken Interaction - Information Exchange	Information Exchange: - Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. - Can pass on detailed information reliably. * “The learners can exchange information and views on educational matters, particularly types of education, school subjects and qualifications; they can engage in discussions on these matters and account for their views” (Vantage, 2001, p. 76). Estimated Level of the Activity: B2
49.	Theme: Technology Subtheme: Educational technology Domain: Educational	Task: Describing an educational device in detail Activity: Spoken Production – Addressing Audiences	Addressing Audiences: - Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. - Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Estimated Level of the Activity: B2
50.	Theme: Technology Subtheme: Technology addiction among teenagers Domain: Public	Task: Expressing views and opinions about social issues such as technology addiction among teenagers	Sustained Monologue: Putting A Case: - Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.

		Activity: Spoken Production - Sustained Monologue: Putting A Case	- Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument.
51.	Theme: Technology Subtheme: Organization for technology addiction among teenagers Domain: Public	Task: Arranging the details of an organization Activity: Spoken Interaction - Goal- Oriented Co-Operation	Estimated Level of the Activity: B2 Goal-Oriented Co-Operation: - Can help along the progress of the work by inviting others to join in, say what they think etc. - Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. * "Learners are able to agree upon and carry out co-operative actions about current events, social and cultural issues" (Vantage, 2001, p. 17).
52.	Theme: Technology Subtheme: Effect of technology on our lives Domain: Public	Task: Accounting for an idea about the effect of technology on our lives Activity: Spoken Production - Sustained Monologue: Putting A Case	Estimated Level of the Activity: B2 Sustained Monologue: Putting A Case: - Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument.
53.	Theme: Technology Subtheme: A problem with a technological device Domain: Public	Task: Acting out a conversation about a problem with a technological device Activity: Spoken Interaction - Transactions to Obtain Goods & Services	Estimated Level of the Activity: B2 Transactions to Obtain Goods & Services: - Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident. - Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make. - Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession. Goal-Oriented Co-Operation: Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.

			* "Learners are able to agree upon and carry out co-operative actions about consumer goods, shopping, prices" (Vantage, 2001, p. 17). Estimated Level of the Activity: B2
54.	Theme: Technology Subtheme: The works of tech support Domain: Public	Task: Discussing the works of tech support by providing examples Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
55.	Theme: Art Subtheme: A literary figure (Robin Hood) Domain: Public	Task: Expressing views and opinions by providing reasons and examples Activity: Spoken Production - Sustained Monologue: Putting A Case	Sustained Monologue: Putting A Case: - Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument. Estimated Level of the Activity: B2
56.	Theme: Art Subtheme: A literary figure (Robin Hood) Domain: Public	Task: Expressing views and opinions by providing reasons and examples about Robin Hood Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
57.	Theme: Philosophy Subtheme: The concept of "Eternal youth" Domain: Public	Task: Expressing views and opinions by providing reasons and examples about the concept of "Eternal youth" Activity: Spoken Interaction - Informal	Sustained Monologue: Putting A Case: - Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.

		Discussion (With Friends)	- Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
58.	Theme: History Subtheme: Maya Civilization Domain: Public	Task: Expressing views and opinions about historical uncertainty Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. Estimated Level of the Activity: C1
59.	Theme: History Subtheme: Maya Civilization Domain: Public	Task: Expressing views and opinions about historical uncertainty Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
60.	Theme: History Subtheme: History of desserts Domain: Public	Task: Making a presentation about history of a favorite desert Activity: Spoken Production – Addressing the Audience	Overall Spoken Production: Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. Addressing Audiences: Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Estimated Level of the Activity: B1
61.	Theme: Philosophy Subtheme: Feng Shui Philosophy Domain: Public	Task: Describing a room according to Feng Shui Philosophy Activity: Spoken Interaction – Information Exchange	Information Exchange: -Can pass on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure. -Can synthesize and report information and arguments from a number of sources. Estimated Level of the Activity: B2

62.	Theme: Health and illnesses Subtheme: Excuses for illness Domain: Public	Task: Expressing views and opinions on different scenarios about illness Activity: Spoken Interaction - Conversation	Conversation: - Can enter unprepared into conversations on familiar topics. - Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. Estimated Level of the Activity: B1
63.	Theme: Health and illnesses Subtheme: A bad experience Domain: Public	Task: Describing a bad experience about illness Activity: Spoken Production - Sustained Monologue: Describing Experience	Sustained Monologue: Describing Experience: - Can give straightforward descriptions on a variety of familiar subjects within his field of interest. - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. - Can give detailed accounts of experiences, describing feelings and reactions. - Can relate details of unpredictable occurrences, e.g., an accident. - Can describe events, real or imagined. Estimated Level of the Activity: B1
64.	Theme: Health Subtheme: First aid course Domain: Public	Task: Discussing the required qualifications for a first aid course Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can give or seek personal views and opinions in discussing topics of interest. - Can give brief comments on the views of others. Estimated Level of the Activity: B1
65.	Theme: Effect of thoughts on our lives Subtheme: Effect of positivity Domain: Public	Task: Expressing views and opinions about the effect of positivity Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Estimated Level of the Activity: B2
66.	Theme: Health Subtheme: How to maintain health Domain: Public	Task: Discussing about the quotes about health Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. -Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.

67.	Theme: Health Subtheme: Healthy diet Domain: Public	Task: Expressing views and opinions about the results of a survey Activity: Spoken Interaction - Informal Discussion (With Friends)	Estimated Level of the Activity: B2
			Informal Discussion (With Friends):
			- Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
			- Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
			-Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
68.	Theme: Health Subtheme: Obesity Domain: Public	Task: Explaining views on how to solve obesity Activity: Spoken Production - Sustained Monologue: Putting A Case	Estimated Level of the Activity: B2
			Sustained Monologue: Putting A Case:
			- Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.
			- Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
69.	Theme: Health Subtheme: Obesity Domain: Public	Task: Discussing about the ways to cope with obesity Activity: Spoken Interaction - Informal Discussion (With Friends)	Estimated Level of the Activity: B2
			Informal Discussion (With Friends):
			- Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
			- Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
70.	Theme: Health Subtheme: Obesity Domain: Public	Task: Carrying out a conversation about lack of self-confidence Activity: Spoken Interaction - Conversation	Estimated Level of the Activity: B2
			Conversation: Can convey degrees of emotion and highlight the personal significance of events and experiences.
			Informal Discussion (With Friends): Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
71.	Theme: Shopping Subtheme: Things to buy Domain: Public	Task: Acting out a conversation about shopping list for summer holiday Activity: Spoken Interaction - Informal	Estimated Level of the Activity: B2
			Informal Discussion (With Friends):
			- Can give or seek personal views and opinions in discussing topics of interest.
			- Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).

		Discussion (With Friends)	Estimated Level of the Activity: B1
72.	Theme: Holiday Subtheme: Camping Domain: Public	Task: Arranging details of camping Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can give brief comments on the views of others. - Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. - Can give or seek personal views and opinions in discussing topics of interest. - Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing). - Can express belief, opinion, agreement and disagreement politely. Estimated Level of the Activity: B1
73.	Theme: Holiday Subtheme: Camping Domain: Public	Task: Acting out a conversation about the things to do in campsite Activity: Spoken Interaction – Information Exchange	Information Exchange: - Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence. - Can describe how to do something, giving detailed instructions. - Can find out and pass on straightforward factual information. - Can obtain more detailed information. Estimated Level of the Activity: B1
74.	Theme: Holiday Subtheme: Camping Domain: Personal	Task: Expressing views, opinions and feelings about camping Activity: Spoken Production - Sustained Monologue: Describing Experience	Sustained Monologue: Describing Experience: - Can give straightforward descriptions on a variety of familiar subjects within his field of interest. - Can give detailed accounts of experiences, describing feelings and reactions. - Can describe dreams, hopes and ambitions. Estimated Level of the Activity: B1
75.	Theme: Family Subtheme: Problems in family Domain: Personal	Task: Explaining the reasons of a problem in detail Activity: Spoken Production - Sustained Monologue: Describing Experience	Sustained Monologue: Describing Experience: - Can give straightforward descriptions on a variety of familiar subjects within his field of interest. - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. - Can give detailed accounts of experiences, describing feelings and reactions. - Can describe events, real or imagined.

			Sustained Monologue: Putting A Case: Can briefly give reasons and explanations for opinions, plans and actions.
			Estimated Level of the Activity: B1
76.	Theme: Family Subtheme: Problems in family Domain: Personal	Task: Acting out a conversation about a parent-child issue Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Conversation: Can convey degrees of emotion and highlight the personal significance of events and experiences.
			Estimated Level of the Activity: B2
77.	Theme: Technology Subtheme: Effects of technology Domain: Public	Task: Discussing the advantages and disadvantages of technology Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
			Estimated Level of the Activity: C1
78.	Theme: Technology Subtheme: Misjudgement about technology Domain: Public	Task: Expressing views and opinions on misjudgement about technology Activity: Spoken Production - Sustained Monologue: Putting a Case	Sustained Monologue: Putting a Case: - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument.
			Estimated Level of the Activity: B2
79.	Theme: Technology Subtheme: Effect of computers on our lives Domain: Public	Task: Discussing the effect of computers on our lives Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. -Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
			Estimated Level of the Activity: B2
80.	Theme: Technology Subtheme: Time spent with computers Domain: Public	Task: Acting out a conversation about the time spent with computers Activity: Spoken Interaction – Information Exchange	Information Exchange: Can find out and pass on straightforward factual information.
			Estimated Level of the Activity: B1

81.	Theme: Environment Subtheme: Effect of people on environment Domain: Public	Task: Discussing about the effect of people on environment Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Estimated Level of the Activity: B2
82.	Theme: Environment Subtheme: Climate change Domain: Public	Task: Expressing views and opinions about the consequences of climate change Activity: Spoken Production - Sustained Monologue: Putting A Case	Sustained Monologue: Putting A Case: - Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument. Estimated Level of the Activity: B2
83.	Theme: Natural Disaster Subtheme: Earthquake Domain: Public	Task: Asking for and explaining the details of an earthquake Activity: Spoken Interaction - Conversation	Conversation: Can convey degrees of emotion and highlight the personal significance of events and experiences. Information Exchange: Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. * "Learners are expected to be able to describe/narrate complex events, occurrences, experiences and sequences of these" (Vantage, 2001, p. 74). Estimated Level of the Activity: B2
84.	Theme: Natural Disaster Subtheme: Countries affected by natural disasters Domain: Public	Task: Analyzing a table and explaining it Activity: Spoken Production - Sustained Monologue: Describing Experience	Overall Spoken Production: Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. Sustained Monologue: Describing Experience: - Can give straightforward descriptions on a variety of familiar subjects within his field of interest. - Can relate details of unpredictable occurrences, e.g., an accident. Estimated Level of the Activity: B1

85.	Theme: Natural Disaster Subtheme: Effect of natural disasters Domain: Public	Task: Describing a natural disaster and its consequences in detail Activity: Spoken Production - Sustained Monologue: Describing Experience	Overall Spoken Production: Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. Sustained Monologue: Describing Experience: Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. Information Exchange: Can pass on detailed information reliably. Estimated Level of the Activity: B2
86.	Theme: Education Subtheme: Distance Learning Domain: Educational	Task: Discussing advantages and disadvantages of distance learning Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. * "The learners can exchange information and views on educational matters, particularly types of education, school subjects and qualifications; they can engage in discussions on these matters and account for their views" (Vantage, 2001, p. 76). Estimated Level of the Activity: B2
87.	Theme: Education Subtheme: Educational discussions Domain: Educational	Task: Explaining a viewpoint on a controversial issue Activity: Spoken Production - Sustained Monologue: Putting A Case	Sustained Monologue: Putting A Case: - Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument. - Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. * "The learners can exchange information and views on educational matters, particularly types of education, school subjects and qualifications; they can engage in discussions on these matters and account for their views" (Vantage, 2001, p. 76). Estimated Level of the Activity: B2

88.	Theme: Education Subtheme: Future education plans Domain: Educational	Task: Exchanging ideas about future education plans Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Information Exchange: - Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. - Can give a clear, detailed description of how to carry out a procedure. * "The learners can exchange information and views on educational matters, particularly types of education, school subjects and qualifications; they can engage in discussions on these matters and account for their views" (Vantage, 2001, p. 76). Estimated Level of the Activity: B2
89.	Theme: Education Subtheme: Mobile tuition Domain: Educational	Task: Expressing advantages and disadvantages of mobile tuition Activity: Spoken Production - Sustained Monologue: Describing Experience	Sustained Monologue: Describing Experience: Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. Sustained Monologue: Putting A Case: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Estimated Level of the Activity: B2
90.	Theme: Social issues Subtheme: Mobility of services Domain: Public	Task: Expressing the reasons of mobility of public services Activity: Spoken Production - Sustained Monologue: Putting A Case	Sustained Monologue: Putting A Case: - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Estimated Level of the Activity: B2
91.	Theme: Education Subtheme: Study abroad Domain: Educational	Task: Arranging living conditions abroad Activity: Spoken Interaction - Information Exchange	Information Exchange: - Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. - Can pass on detailed information reliably. - Can give a clear, detailed description of how to carry out a procedure. * "Learners are able to book accommodation by letter or telephone and enquire about the nature and availability of accommodation in tourist information offices or travel agents, or on arrival at a hotel, guest house, camp site, etc." (Vantage, 2001, p. 10).

			* “Learner will be more familiar with the conventions and able to act more flexibly with regard to formal and colloquial registers and the politeness conventions of a host community, more alert to cultural differences and skill in coping with them” (Vantage, 2001, p. 24). Estimated Level of the Activity: B2
92.	Theme: Body Language Subtheme: Effect of body language on different situations Domain: Public	Task: Giving advice on how to use body language Activity: Spoken Production - Sustained Monologue: Describing Experience	Information Exchange: Can give a clear, detailed description of how to carry out a procedure. Sustained Monologue: Describing Experience: Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. Estimated Level of the Activity: B2
93.	Theme: Human Nature Subtheme: Reasons of human behaviors Domain: Public	Task: Discussing the reasons of human behaviors Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
94.	Theme: Human Nature Subtheme: Facial expressions Domain: Public	Task: Expressing views and opinions about facial expressions Activity: Spoken Production - Sustained Monologue: Putting A Case	Sustained Monologue: Putting A Case: - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument. - Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Informal Discussion (With Friends): Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Estimated Level of the Activity: B2
95.	Theme: Advertisement Subtheme: Effect of advertisement Domain: Public	Task: Carrying out a discussion and agreeing upon the effect of an advertisement	Informal Discussion (With Friends): - Can express his/her thoughts about abstract or cultural topics such as music, films. - Can give brief comments on the views of others.

		Activity: Spoken Interaction - Informal Discussion (With Friends)	- Can give or seek personal views and opinions in discussing topics of interest. - Can express belief, opinion, agreement and disagreement politely. Estimated Level of the Activity: B1
96.	Theme: Advertisement Subtheme: Effect of advertisement Domain: Public	Task: Carrying out a discussion and agreeing upon the relations between product and advertisement Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
97.	Theme: Advertisement Subtheme: Effect of advertisement Domain: Public	Task: Acting out a conversation about the effect of advertisement Activity: Spoken Interaction – Information Exchange	Information Exchange: - Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence. - Can summarize and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. - Can find out and pass on straightforward factual information. -Can obtain more detailed information. Estimated Level of the Activity: B1
98.	Theme: Technology Subtheme: Effect of the Internet on our lives Domain: Public	Task: Discussing the effect of the Internet on our lives Activity: Spoken Interaction – Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
99.	Theme: Occupation Subtheme: Qualifications for job Domain: Occupational	Task: Expressing views and opinions about the qualifications for job	Information Exchange: - Can find out and pass on straightforward factual information. - Can ask for and follow detailed directions - Can obtain more detailed information.

		Activity: Spoken Interaction – Information exchange	Estimated Level of the Activity: B1
100.	Theme: Occupation Subtheme: Conditions for jobs Domain: Occupational	Task: Expressing views and opinions about conditions for jobs Activity: Spoken Interaction – Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
101.	Theme: Occupation Subtheme: Preferences about job-related issues Domain: Personal	Task: Expressing views and opinions about preferences about job-related issues Activity: Spoken Production – Sustained Monologue: Describing Experience	Sustained Monologue: Describing Experience: Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. Sustained Monologue: Putting A Case: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Estimated Level of the Activity: B2
102.	Theme: Occupation Subtheme: Qualifications for being pilot Domain: Occupational	Task: Carrying out an interview about qualifications for being pilot Activity: Spoken Interaction – Information Exchange	Information Exchange: - Can find out and pass on straightforward factual information. - Can ask for and follow detailed directions - Can obtain more detailed information. Sustained Monologue: Describing Experience: Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Estimated Level of the Activity: B1
103.	Theme: Occupation Subtheme: Features of jobs Domain: Occupational	Task: Discussing features of jobs Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
104.	Theme: Occupation Subtheme: Child labor	Task: Expressing views and opinions	Informal Discussion (With Friends): Can account for and sustain his/her opinions in discussion by

	Domain: Public	about the life of child workers	providing relevant explanations, arguments and comments.
		Activity: Spoken	Sustained Monologue: Putting A Case: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
		Interaction - Informal Discussion (With Friends)	Estimated Level of the Activity: B2
105.	Theme: Occupation Subtheme: Child labor Domain: Public	Task: Making a formal interview about child labor	Information Exchange: - Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. - Can pass on detailed information reliably.
		Activity: Spoken	Goal-Oriented Co-Operation: Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.
		Interaction - Interviewing and Being Interviewed	* "Learner will be more familiar with the conventions and able to act more flexibly with regard to formal and colloquial registers and the politeness conventions of a host community, more alert to cultural differences and skill in coping with them" (Vantage, 2001, p. 24).
			Estimated Level of the Activity: B2
106.	Theme: Holiday Subtheme: The most adventurous holiday Domain: Personal	Task: Describing the most adventurous holiday in detail	Sustained Monologue: Describing Experience: - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
		Activity: Spoken	- Can give detailed accounts of experiences, describing feelings and reactions.
		Production - Sustained Monologue: Describing Experience	- Can relate details of unpredictable occurrences, e.g., an accident.
			Can describe events, real or imagined.
			Estimated Level of the Activity: B1
107.	Theme: Travel Subtheme: Issues related to travel Domain: Public	Task: Discussing about issues related to travel	Informal Discussion (With Friends): - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
		Activity: Spoken	- Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
		Interaction - Informal Discussion (With Friends)	Estimated Level of the Activity: B2
108.	Theme: Holiday Subtheme: The most adventurous holiday Domain: Personal	Task: Describing the last holiday in detail	Sustained Monologue: Describing Experience: - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

		Activity: Spoken Interaction – Information Exchange	- Can give detailed accounts of experiences, describing feelings and reactions. - Can relate details of unpredictable occurrences, e.g., an accident. Can describe events, real or imagined. Information Exchange: - Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence. - Can find out and pass on straightforward factual information. Estimated Level of the Activity: B1
109.	Theme: Literature Subtheme: Literary figures Domain: Public	Task: Describing a literary figure Activity: Spoken Production - Sustained Monologue: Describing Experience	Sustained Monologue: Describing Experience: - Can give straightforward descriptions on a variety of familiar subjects within his field of interest. - Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. - Can relate the plot of a book or film and describe his/her reactions. - Can describe events, real or imagined. Estimated Level of the Activity: B1
110.	Theme: Social issues Subtheme: Security and crimes Domain: Public	Task: Exchanging views and opinions about security and crimes Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
111.	Theme: Social issues Subtheme: Restorative justice Domain: Public	Task: Exchanging views and opinions restorative justice Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

			- Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2 Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
112.	Theme: Social issues Subtheme: Problems in big cities Domain: Public	Task: Discussing about the problems in big cities Activity: Spoken Interaction - Informal Discussion (With Friends)	Estimated Level of the Activity: B2 Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
113.	Theme: Social issues Subtheme: Traffic jam in big cities Domain: Public	Task: Expressing the solutions of traffic jam in big cities Activity: Spoken Production - Sustained Monologue: Putting a Case	Estimated Level of the Activity: B2 Sustained Monologue: Putting a Case: - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument. - Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Conversation: Can convey degrees of emotion and highlight the personal significance of events and experiences.
114.	Theme: Social issues Subtheme: Cultural differences Domain: Public	Task: Talking about similarities and differences among cultures Activity: Spoken Interaction - Informal Discussion (With Friends)	Estimated Level of the Activity: B2 Information Exchange: Can synthesize and report information and arguments from a number of sources. Informal Discussion (With Friends): Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
115.	Theme: Social issues Subtheme: Cultural differences Domain: Public	Task: Talking about similarities and differences among cultures Activity: Spoken Interaction - Informal Discussion (With Friends)	Estimated Level of the Activity: B2 Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

			- Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2
116.	Theme: Social issues Subtheme: Behavior according to different cultures Domain: Public	Task: Expressing views and opinions about behavior according to different cultures Activity: Spoken Production - Sustained Monologue: Putting a Case	Sustained Monologue: Putting a Case: - Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. - Can construct a chain of reasoned argument. - Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Estimated Level of the Activity: B2
117.	Theme: Social issues Subtheme: Expected behavior according to different cultures Domain: Public	Task: Expressing views and opinions and giving advice about expected behavior according to different cultures Activity: Spoken Production - Sustained Monologue: Describing experiences	Sustained Monologue: Describing experiences: Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. Estimated Level of the Activity: B2
118.	Theme: Social issues Subtheme: English as lingua franca Domain: Public	Task: Discussing the role of English as lingua franca Activity: Spoken Interaction - Informal Discussion (With Friends)	Informal Discussion (With Friends): - Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. - Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. - Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Estimated Level of the Activity: B2

^a “*” is used for direct quotations from the CEFR or Vantage.

With the aim of relating speaking activities to a CEFR level, firstly they were defined in terms of their (i) theme, (ii) subtheme, (iii) domain, (iv) tasks, and (v) type of activities. Although specifying these traits do not provide any evidence about levels of activities, this process was quite significant so that extensive information about speaking activities could be provided, which was exploited to assign levels to the activities. Subsequent to defining, each speaking activity was matched with a

CEFR level by referring to descriptors of relevant illustrative scales, the CEFR and Vantage.

To begin with, the analysis of the *themes* that are chosen for the speaking activities shows that while 89.8% (n=106) of the activities have a theme proposed by Vantage, 10.2% (n=12) of them have incompatible themes that are *literary works*, *history* and *philosophy*. Besides, as Figure 9 shows, an uneven distribution was found out among themes of speaking activities in the coursebooks. While *social and cultural issues* is by far the most common topic exploited by the coursebooks, *history*, *philosophy*, *places* and *shopping* were handled the least. This situation can be justified with the reason that *social and cultural issues* covers plenty of topics and it is easier for learners to express their ideas about current and traditional topics.

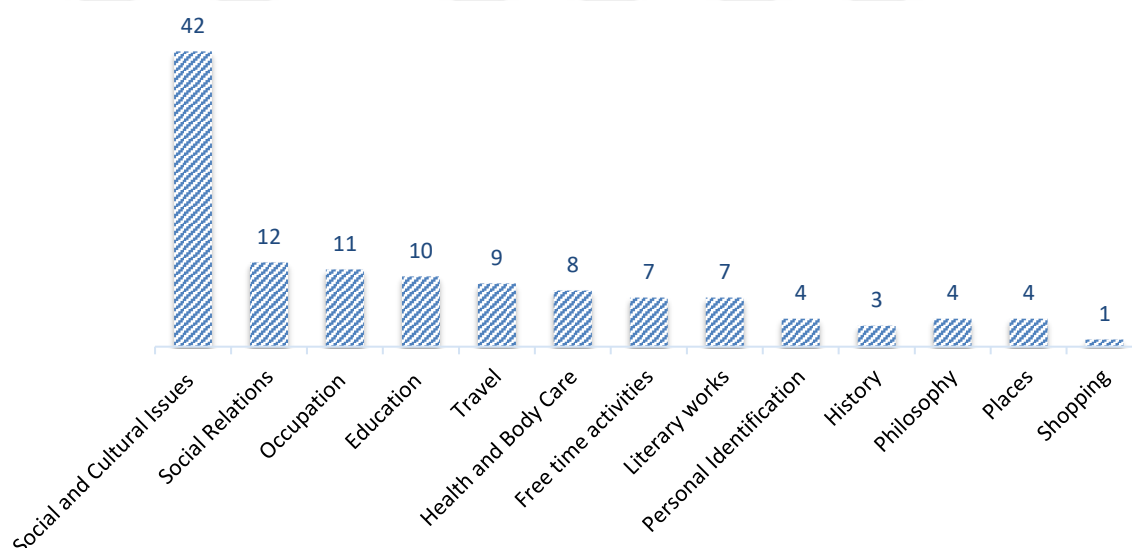


Figure 9. Distribution of themes among speaking activities.

When the *domains* in which learners are expected to perform the activities were analyzed, it was figured out that public domain was exploited by far the most with the percentage of 72.8% (n=86) and it was followed by personal and educational domains with equal percentages of 10% (n=12) whereas occupational domain was used the least (7.2%, n=8). This weight given to various domains for speaking activities is partially parallel with the one in writing; while public domain is the one that is used the most in both skills and personal domain is the second one, educational domain is given the same weight with personal domain in speaking activities contrary to being used the least in writing activities.

As for the *type of activities* that learners are supposed to deal with, a broad classification was made first. As Figure 13 presents, it was found out that while 32.20% (n=38) of the activities were based on production, 67.80% (n=80) of them were designed to make learners interact. The CEFR proposes four different types of production activity whereas for spoken interaction eight activities are suggested (see Table 8). To explore which types of spoken production and interaction activities are included in the coursebooks, a more extensive analysis was carried out. Speaking activities in the coursebooks include three types of production activity and six types of interaction activity (see Figure 10) unlikely the CEFR. For spoken interaction, *understanding a native speaker* and *formal discussion (meetings)* and for spoken production, *public announcements* are not included. The reason can be that these scales are produced to describe real-life language use, which is quite difficult to create in classroom atmosphere. Therefore, not being able to integrate them in the coursebooks can be regarded as reasonable. Scrutinizing the speaking activities included in the coursebooks revealed that each type of activity was given weight in different proportions. As it is displayed in Figure 10, *informal discussion* is the activity type that students are supposed to practice the most with the percentage of 38.2% (n=45). It is followed by *sustained monologue: putting a case* (16.2%, n=19) and *information exchange* (14.5%, n=17). *Sustained monologue: describing experiences* (13.5%, n=16) is the fourth most common activity type and *conversation* follows it with the percentage of 8.4% (n=10). Besides, to make students *interview and to be interviewed* is aimed in 4.2% (n=5) of the activities. Finally, *addressing audiences* is the activity type that is included in 2.5% (n=3) of the speaking activities while *goal-oriented co-operation* is practiced in 1.7% (n=2) of them and *transaction to obtain good and services* is covered the least with the percentage of 0.8% (n=1). When the total percentages of spoken production (32.2%) and interaction activities (67.8%) are compared with the written production (71%) and interaction activities (29%), it is figured out that while interaction is given much more importance in terms of speaking, as for writing, production is put more emphasis on.

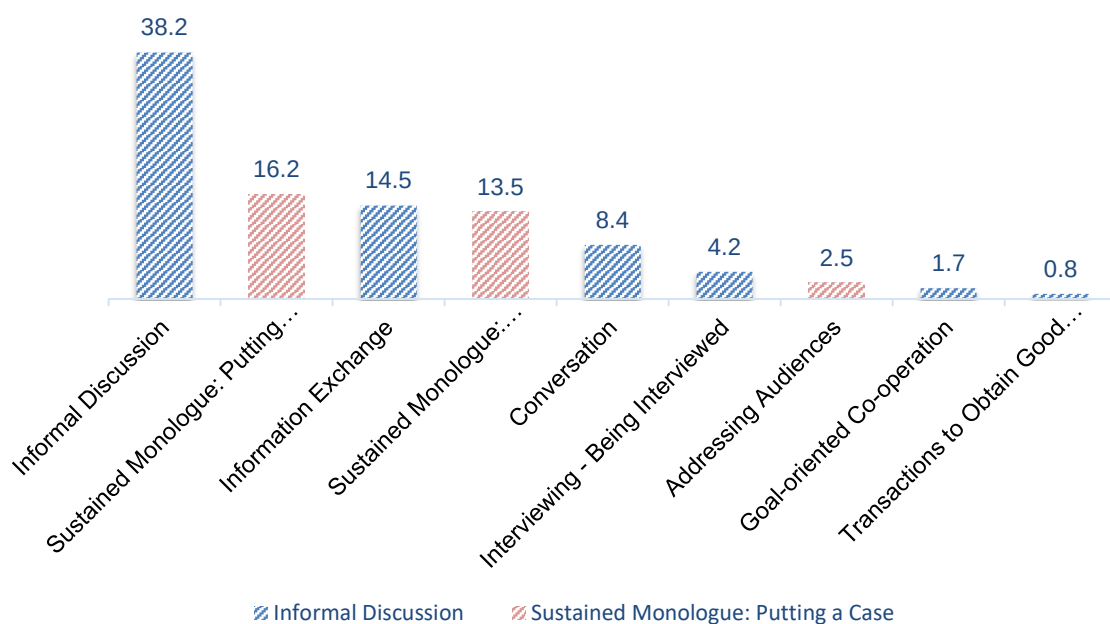


Figure 10. Distribution of speaking activities among activity types.

As mentioned above, analysis of these features of speaking activities was carried out in order to assign them to a CEFR level. Each assigned level to an activity was justified with descriptors from scales and/or quotations from the CEFR and Vantage. Figure 11 presents the percentages of estimated levels for speaking activities. While 66.2% (n=78) of the speaking activities in the related coursebooks were successfully matched with the descriptors of B2 levels, it was revealed that 32.2% (n=38) of them could not represent the features of B2.1 level rather they corresponded to the lower level, B1. Finally, only 1.6% (n=2) of the speaking activities was related to C1. When the distribution of levels that were assigned to speaking activities were compared with the levels of writing activities, it was found out that both of them included writing activities.

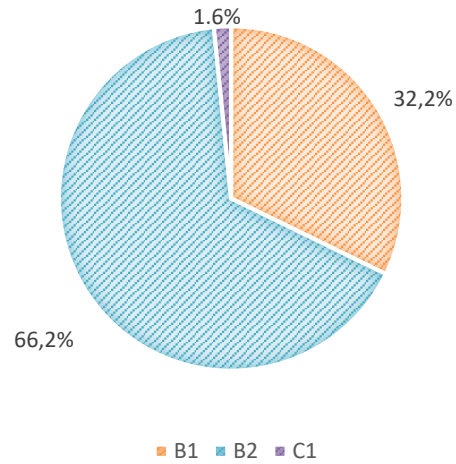


Figure 11. Estimated levels of speaking activities.

To sum up, it was discovered that Yes You Can B2.1 and B2.2 (Ağırbaş, Bektaş & İşbilen, 2013) successfully included the themes that are suggested by Vantage in spite of uneven distribution of themes among activities. As for domain type, public domain was found to be given the most importance while educational and personal domain followed it by being given equal weight. Finally, occupational domain was emphasized the least. Type of activities that are supposed to be carried out in these domains was another factor to be analyzed and it was revealed that the relevant coursebooks outweighed spoken interaction activities over productive ones. Most significantly, following a comprehensive analysis of different dimensions of activities, each speaking activity was assigned to a level and it was discovered that 66.2% of them could be matched with B2 levels while the rest corresponded to upper or lower levels.

Comparing Relevant Coursebooks to B2 Levels of the CEFR in Terms of Writing. Yes You Can B2.1 and B2.2 (Ağırbaş, Bektaş & İşbilen, 2013) have 62 writing activities in total. Each book has 10 units composing of 3 sections (A, B, C) that are designed according to topics. Almost each section has a communicative writing activity that is shown in Table 27.

Table 27

Writing Activities in Yes You Can B2.1 and B2.2

Number of Activities	<i>Writing Activities in Yes You Can B2.1 / B2.2</i>
1.	B2.1, Unit 1, p. 17 • Write two paragraphs about the transportation problems of your country. ○ In the first paragraph write the most important problems briefly. ○ In the second express the best solutions for it. ○ Choose a suitable title.
2.	B2.1, Unit 1, p. 20 • Think about your neighborhood and write an unforgettable memory with your neighbor. Describe the event and people's characters in detail. ○ Who... ○ When ... ○ Where... ○ How did it happen? ○ How did it end?
3.	B2.1, Unit 1, p. 22 • Imagine that you are planning to start a charity campaign in your school. Write an announcement for the campaign. ○ First make a checklist for your friends to inform them about the steps of your campaign. ○ Indicate the steps as "First, next, after that, etc."
4.	B2.1, Unit 1, p. 27 • Write a report giving detailed description of your new place you decided to launch in exercise H (<i>with reference to the previous activity: Imagine you and your friend have decided to open a business together. First decide what kind of enterprise you would like to launch.</i>) ○ name ○ location ○ product or service ○ decoration ○ slogan ○ special features ○ type of advertising
5.	B2.1, Unit 2, p. 29 • Now write a short report about the result of your survey. ○ Especially express different ways to cope with stress in the conclusion part. ○ Introduction ▪ State what the report is about ▪ Give general information ○ Main Body (2 Paragraphs) ▪ Their stress sources ▪ Their solution to cope with stress ○ Conclusion

-
- State your overall impression
6. B2.1, Unit 2, p. 30
 - Write a paragraph telling about your feelings, experiences and wishes while you were preparing for an academic test which was a milestone in your life.
 7. B2.1, Unit 3, p. 37
 - Choose one of the university ads above to be an undergraduate student. Write an information request letter to the university.
 - Ask for detailed information.
 - Express your personal interest and achievement.
 8. B2.1, Unit 3, p. 39
 - Write about the story of a teenager working abroad. Mention about:
 - The occupation
 - Living condition
 - His/her feelings
 - Problems, etc.
 - Be creative and imaginative while writing.
 9. B2.1, Unit 3, p. 42
 - Write the summary of the text answering the questions;
 - What kinds of activities do young people love doing?
 - Which activities are preferred by Japanese, Dutch and Canadian youth?
 10. B2.1, Unit 3, p. 43
 - Imagine you are always having an argument with your parents about your leisure time activities and you can't solve the problem. Write a letter to them expressing your feelings, complaints and wishes. Be sure to suggest solutions as well.
 11. B2.1, Unit 4, p. 48
 - Think you are planning to have a holiday but you want to try something exciting and unusual. Write a paragraph about your unusual dream holiday giving the details such as your aims, thoughts, feelings, and expectations.
 - Give a brief description of the destination.
 - Choose a suitable title for your writing.
 12. B2.1, Unit 4, p. 53
 - Imagine that Clark is visiting your city. Write an e-mail to him describing your city. Compare the facilities in your city with the ones in Orlando.
 - historical places to visit
 - places where the teens hang out
 - places for shopping
 13. B2.1, Unit 5, p. 58
 - Write a detailed description of a difficult person in your life. Then compare it with the personality types you have read. Identify which personality type closely fits his/her dominant behavior.
 14. B2.1, Unit 5, p. 61
 - First, write a letter to the person who gives the seminar (*Dealing with Difficult People & Conflict*) telling the reason of attending the seminar including conflicts you usually have with people around. Give examples from your experiences.
 15. B2.1, Unit 5, p. 61
 - Then, fill in the application form to apply for the seminar above.
-

First & Last Name :
 Age : Gender :
 Email :
 Phone :

Write three personality features that describe you best :

Current Occupation :

How did you hear about the seminar? :

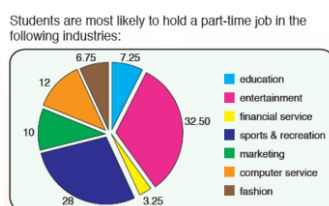
The date you would like to attend :

Your expectations from the seminar :

Attach the letter you have written

16. B2.1, Unit 5, p. 62
 - Imagine that you have listened to this radio program. Write an e-mail to the program including:
 - the parts you like most about the program.
 - the parts you complain about.
 - your suggestion for a better program.
 17. B2.1, Unit 5, p. 64
 - Write your own poem about phobias using the instructions you have written.
 18. B2.1, Unit 6, p. 69
 - Write a formal letter to the dance committee. Imagine that you are either Jack; you have won the dance competition or Daniel; you had to leave the competition because of an accident. Use formal expressions in your letter. (Could you please...? I would... etc) and mention about the points below:
 - Express your feelings and experiences in a competition.
 - After writing your letter, swap your letters with your partners to check if they are correct and well organized.
 19. B2.1, Unit 6, p. 72
 - Now, carry out a research on Trojan War and Achilles and write a paragraph to complete the story that started in the poem.
 20. B2.1, Unit 6, p. 74
 - Do a research on a well-known caricaturist from different sources and write an explanatory essay about his/her works.
 21. B2.1, Unit 7, p. 79
 - Write a paragraph about the importance of posture during a occupation interview. Do a research about poses and their messages to the interviewer. Use the postures below to support your examples.
 - The walking & sitting style.
 - The position of the head (tilting, nodding or keeping it straight)
 - The facial expression
 22. B2.1, Unit 7, p. 82
 - Choose one of the ads and write an application letter for it.
 - Why you want to apply.
 - Describe yourself (personal features, your qualifications, hobbies and interests.)
 - Try to convince them to choose you.
 23. B2.1, Unit 7, p. 84
 - Write a report about the graph using your comments in it. Choose a suitable title for your report.
-

-
- Use: Most of / Some of / Half of / Nearly half of / None of... etc.



24. B2.1, Unit 7, p. 85

- Think about your dream occupation that you would like to have in the future. Write a paragraph about:
 - Why you have chosen it
 - Which useful strategies you may need to get the occupation.
 - How your life would change after you have accomplished your dream.

25. B2.1, Unit 8, p. 89

- Imagine that you have designed something and you want to sell it. Write an advertisement script for it.
 - Use pictures of your product
 - Emphasize the good parts of it
 - Write slogans to convince the costumers

26. B2.1, Unit 8, p. 85

- Choose one of the miscommunication situations below. Write the details of the misunderstanding and the solution(s) for it.
 - meeting at a wrong place
 - booking a hotel room on a wrong date

27. B2.1, Unit 8, p. 94

- Write a paragraph about a misunderstanding situation you have had. Mention about the points below.
 - How did it start?
 - Were you misunderstood or did you misunderstand?
 - How did you feel and react?
 - How did you solve it?

28. B2.1, Unit 9, p. 99

- Think about new technologies used in education and write why programmers have designed new programs and how they have renewed education. Add examples from real life to support your ideas.

29. B2.1, Unit 9, p. 100

- Imagine that you have invented a new device to use in your classes. Write a paragraph describing your device in detail.

Mention:

- how it is formed
- where it can be used
- how it will help students and teachers

30. B2.1, Unit 9, p. 103

- Imagine a world without technology. Write a story including the answers of the questions below.
 - What would that world be like?
-

-
- How would our lives be different?
 - What would be easier or what would be more difficult?
31. B2.1, Unit 9, p. 106
- Imagine you bought a device recently on the Internet and it does not work properly. You want to return the item to the e-store. Write a complaint e-mail. Mention in your letter.
 - what the item is
 - when you bought it
 - what exactly the problem is
 - what you want them to do
 - Try to assure them you checked everything but it doesn't work.
 - Be assure that you write in an attentive and courtesy manner.
32. B2.1, Unit 10, p. 111
- Do a research for writing a paragraph about "Peter Pan Syndrome" the second paragraph comment on Peter's point of view about maturity.
33. B2.1, Unit 10, p. 114
- Imagine that you are an expert, so write a critique report on the predictions about the year 2012.
 - Introduction: Topic (what you are going to write)
 - Summary: Examples of the facts
 - Critique: Weakness and strengths of the ideas
 - Conclusion: Overall opinion of the text.
34. B2.1, Unit 10, p. 117
- Do a detailed research about the "feng shui philosophy". Write a paragraph about whether the basic rule of feng shui, the flow of energy, and the impact of colors can affect our lives or not.
35. B2.2, Unit 1, p. 17
- Put the pictures into correct order.
-
- Write a story about pictures above.
 - Mention about the events.
 - You can use linking words.
36. B2.2, Unit 1, p. 20
- Look at the essay plan and compare it to the sample.

Introduction: Introduce the subject of the essay (What are you going to write?) (paragraph 1)

Main Part: Present your ideas (suggestions, solutions, etc.) your point of view or (paragraph 2/3)

your arguments (What ideas/points are you going to write? What suggestions are you going to make?)

Conclusion: Conclude by summarizing your points (paragraph 4) Close with a general comment for the future.

A sample essay: Unhealthy Eating Habits
 - Write your own essay in the light of given plan. Your topic is; "Let your food be your medicine. Let your medicine be your food."
- Paragraph 1: What is medicine? What is food?
-

Paragraph 2: What are the advantages / disadvantages of using medicine? What are the advantages of eating healthy food?

Paragraph 3: What is the relationship between food and medicine?

Paragraph 4: What is your conclusion about the relationship between food and medicine?

- Use the linking words below.

Listing Points: firstly, to begin with, for a start, secondly, finally

Adding more points: furthermore, moreover, in addition, also

Expressing contrast: however, although, despite, in spite of, whereas

Expressing result: Therefore, so, as a result of for this reason

37.

B2.2, Unit 1, p. 23

- Read the formal letter below. Identify its important parts and fill in the blanks.
 - The address:
 - The date:
 - The opening sentence:
 - Body part of the letter:
 - The closing sentence:

35 Smyrna Street Southampton SO9 5GE Dear Sir/Madam, <i>My name is Sally. I am 18 years old. I have an important problem. I am writing to complain about anorexia. I eat very little even though I am very thin. I have an intense and overpowering fear of getting fat. I always think about food all day long. I want to vomit after having food.</i> <i>I have hormone imbalances, weakness, shortness at breath, hair loss, joint and knee pain and skin tags and my list goes on like that. I obsessively count calories, measure food portions and weight myself at least three times a day. I refuse to eat in the school canteen or anywhere else in public. I live on salad with vinegar and rice cakes.</i> <i>I want to get rid of this illness. Could you advise me some precautions? I wish I could get your reply as soon as possible. Thank you for your interest.</i> <i>With my best regards,</i> <i>SALLYSTONE</i>	27 Crown Street, London SE11 3KG January 3rd 2014
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- The formal letter is above. Write a reply especially to motivate her with your good wishes.

Typical first sentences: I am writing to ask for information about ...

I am writing to ask about ...

I am writing to make a reservation ...

I am writing to complain about ...

I am writing to apply for ...

Typical last sentences: I would be very grateful if you could send me further information ...

Could you please send me application form?

I would appreciate it if you could ...

Closing: I look forward to hearing from you.

Yours sincerely.

38.

B2.2, Unit 2, p. 29

- Look at the Exercise B at page 28. Choose 3 items you need most when you go on a camp site. Write a paragraph about why you have chosen the items above.

39.

B2.2, Unit 2, p. 30

- Imagine that you went on a campsite. Write a letter to your best friend about your feelings and opinions of your camping activity.

40.

B2.2, Unit 2, p. 33

- Work individually and write an essay about ideal parents.
-

Keep in Mind!

- Introduction paragraph: what you think about having ideal parents (tolerant, easy-going, protective, modern, helpful, optimistic etc.)
- Supporting paragraph 1: examples from your own parents
- Supporting paragraph 2: what you would do if you were a mother/father.
- Conclusion: conclude your essay by using phrases in conclusion, to sum up, finally etc.

41. B2.2, Unit 3, p. 37

- Write your own essay on "Has technology improved human life or made it worse?" use linking words in the box while supporting your ideas.

Keep in Mind!

However	Although	Therefore
Furthermore	So	In addition
Because of	Despite	Finally
Because	Nevertheless	Moreover

42. B2.2, Unit 3, p. 43

- Write an essay about "How much of our lives are already controlled by machines and computers?" In your writing use cause-effect relations considering the questions below to help your essay.
 - Why do you use computer?
 - Do you send e-mails? (Why / How often / Who)
 - Do you play computer games? (If yes, how often) Why /Why not?

43. B2.2, Unit 4, p. 48

- Write an essay about "How will global warming change the way we live in the future?"

Paragraph 1: Introduction: What is global warming?

Paragraph 2: Development: What damages does the global warming do?

Paragraph 3: Development: How will global warming change our future life?

Paragraph 4: Conclusion

44. B2.2, Unit 4, p. 51

- Write a paragraph about the idea you have decided above by giving examples and share it in the class. *(with reference to the previous activity: Imagine you want to raise money to help people after a natural disaster. Use the words in the box below in order to talk about these ideas:*
 - *organize a concert*
 - *a photo exhibition*
 - *a sports event, e.g. marathon*
 - *go out on the street with collecting tins or blue bottle cap.*

e.g. I think organizing a concert is a good idea because everybody likes music.)

However
Despite
In addition

Although
Finally
Because

Therefore
Furthermore
Nevertheless

To sum up
Thus
Moreover

45. B2.2, Unit 5, p. 54

-
- Write a report about endangered species such as Mediterranean monk seal, Northern Bald Ibis, Anatolian leopard in your country considering the reasons being in danger. Share your report with your partner to see his or her recommendation.
- Why are they in danger?
 - What should be done to protect them?
46. B2.2, Unit 5, p. 59
- Write an essay about your perfect school by mentioning your feelings, opinions, aims and expectations. While writing your essay give some details about “your perfect school” considering;
- the name and the place of the school
 - the number of the students
 - any special buildings
 - the school subjects (timetable)
 - the clubs which the school offers
47. B2.2, Unit 5, p. 62
- Look at the subjects below and imagine that you have experienced one of them. Write an e-mail about your experiences by giving supporting examples.
- mobile tuition
 - mobile theatre
 - mobile library
 - mobile museum
48. B2.2, Unit 5, p. 65
- Read Ayhan’s e-mail carefully. Fill in the CV form.
- Dear Mr Maragato,

My name is Ayhan. I was born in Turkey in 1988. I was graduated from Eskişehir Anatolian University last year. I have been a computer engineer for a year. I saw your language course advertisement on the net. I want to learn Japanese. I think learning Japanese will bring some advantages for my future life. Maybe, I can work for a company in Turkey or Japan. I can speak Turkish, English and Italian languages. This year I had Italian course for nine months in Italy.

I love playing table tennis. I am good at it. I am also interested in Turkish folk dances. What's more, I have a certificate of training folk dances. I am crazy about playing chess and if I find some time, I can attend a chess club.

Could you tell me how I can enrol your Japanese course please? Would you send me a brochure about it?

I am looking forward to hearing from you.

Yours sincerely,

Ayhan AKIN

Address: 225 street No: 47/C
35035 Bornova-Izmir / TURKEY
Phone: +90 0232 375 88 09
E-mail: ayhanakin@hotmail.com.tr
- CV Form: Abroad Education (see Appendix-M)
49. B2.2, Unit 6, p. 69
- Write a letter to your foreign friend telling your ideas and feelings of body language in his/her country.
50. B2.2, Unit 6, p. 73
- Choose an “area” below and make a research about it on the Net. Write a paragraph about “How the Internet will develop next fifty years.”
- work
 - money
 - politics
 - personal communication
 - entertainment
51. B2.2, Unit 6, p. 75
- Read the comment below and write a paragraph using “Keep in Mind” parts.
-

“The importance of Internet will continue to grow. By the year 2017 most of the world will be conducting its business, receiving its media (TV, films, music), and staying in touch solely via the Internet.”

Keep in Mind!	Keep in Mind!	Keep in Mind!
- Opinions, Preferences: I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that, I strongly believe that..., Without a doubt etc.	Disagreeing: I don't think that..., Don't you think it would be better..., I don't agree, I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., Let's face it, The truth of the matter is..., The problem with your point of view is that...	Giving Reasons and offering explanations: To start with, The reason why..., That's why..., For this reason..., That's the reason why..., Many people think..., Considering..., Allowing for the fact that..., When you consider that... The Internet Will Change Our Lives In Every Aspect.

52. B2.2, Unit 7, p. 78

- Write a report on the results of the survey (which is about the qualities that are the most wanted and not wanted for being a pilot) you did above. Plan your report as;

Paragraph 1: A brief introduction to the subject of the report.

Paragraph 2: the results of your survey. (Majority, minority, few people, nobody, most people, a small number of people, many)

Paragraph 3: Your personal comments about the survey.

53. B2.2, Unit 7, p. 79

- Imagine you were applying for your dream job in your country. Write your letter of application in English by using the instructions in the text and “Keep in Mind” below.

Keep in Mind!
I am writing to apply for the position of ... I have worked as ... I have experience as ... I am currently ... I can ... I am good at ... I look forward to hearing from you soon.

54. B2.2, Unit 7, p. 82

- Imagine you are a shoemaker. Write a composition on the topic;
“Could you earn enough money for your life.”

55. B2.2, Unit 7, p. 85

- Write an essay from the perspective of Ashique. Your journal entry should:
 - be told in the first person
 - have a clear focus and sense of purpose
 - present details in a logical order and
 - help your reader share your experience
 - use precise words to create a vivid image or express your emotions
 - use sensory details

56. B2.2, Unit 8, p. 89

- Imagine you were Tom or John. Write a formal letter of complaint about the holiday you had experienced to the tour agent considering;
 - exact place of holiday
 - exact dates of holiday (when it happened)
 - complaints (describe what happened in detail)
-

-
- action expected to be taken



-
57. B2.2, Unit 8, p. 92
 - Describe your dream hotel. Write a paragraph about it.
 58. B2.2, Unit 8, p. 95
 - Write an essay about the advantages and disadvantages of tourism providing that your essay should;
 - have logical proofs and reasons
 - be admitted by the readers
 - contain your dreams and predictions
 59. B2.2, Unit 9, p. 100
 - You had some security system installed as in the picture. Write a letter to your friend about it considering the subjects below:
 - about how you feel
 - about your expectations from it
 - about your aim
 - about your expectations from the company
 60. B2.2, Unit 9, p. 103
 - Write a formal letter to Ministry of Internal Affairs to take some precautions against mob violence and add your reasons.
 61. B2.2, Unit 10, p. 111
 - Write a composition about the advice you can give to the businessmen who will go to China considering the steps below.
 - the necessity of learning about other cultures
 - basic cultural points in Chinese culture
 - how to cope with cultural differences
 62. B2.2, Unit 10, p. 117
 - Write an acrostic poem about aviation.
-

These activities were analyzed with the help of the tool (see Table 11) that was adapted from Specification Form A12: Written Interaction and Specification Form A14: Written Production (see Appendix-C). In the process of analyzing and relating writing activities to a CEFR level, suggested illustrative scales of the CEFR

(see Table 4), the CEFR (2001) itself and Vantage (Ek & Trim, 2001) were referenced. To justify each level that was assigned to an activity, descriptors from these scales and/or direct quotations from the CEFR and Vantage were provided. Therefore, estimated CEFR levels that were assigned to writing activities by using the mentioned tools and documents were presented in the following table.

Table 28

Estimated CEFR Levels of Writing Activities in Yes You Can B2.1 and B2.2

Number of Activities	1. Themes and/or subthemes and domain (Reference: The lists in CEFR 4.2)	2. Communicative tasks, activities and text-types (Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2., 4.6.3.)	3. Indicate and justify at which level(s) of the scale the activity should be situated. (Reference: Illustrative Scales for Writing (see Table 8, the CEFR and Vantage).
1.	Theme: Hot Issues and current topics Subtheme: Transportation problems Domain: Public (Vantage, 2001)	Task: Producing longer sequences of coherent discourse and presenting an argument on transportation problems (Vantage, 2001, p. 16) Activity: Written Production- Reports & Essays Text: Academic Essay	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. Reports & Essays: Can evaluate different ideas or solutions to a problem. Estimated level of the activity: B2
2.	Theme: Interpersonal relationship Subtheme: Social relations with other people Domain: Personal (Threshold, 1990)	Task: Describing and narrating an event in detail (Threshold, 1990, p. 28) Activity: Written Production-Creative writing Text: Short story	Overall written production: Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. Creative Writing: -Can write accounts of experiences, describing feelings and reactions in simple connected text. -Can write a description of an event, a recent trip - real or imagined. -Can narrate a story. Estimated level of the activity: B1
3.	Theme: Social Life Subtheme: Charity Domain: Public	Task: Delivering information in sequence (Threshold, 1990, p. 51) Activity: Written Production-Creative writing Text: Announcement	Overall written production: Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. Public Announcements (<i>Spoken Production</i>): Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field (modified). Estimated level of the activity: B1
4.	Theme: Professional events Subtheme: Advertising Domain: Occupational (Vantage, 2001)	Task: Delivering information about the nature and facilities of an enterprise (Vantage, 2001, p. 15) Activity: Written Production- Reports & Essays Text: Report	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. Reports & Essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Estimated level of the activity: B2

5.	Theme: Feelings and affections Subtheme: Stress sources and solutions Domain: Personal (Vantage, 2001, p. 17)	Task: Expressing opinions, views, attitudes, emotions, wishes. (Vantage, 2001, p. 17) Activity: Written Production- Reports & Essays Text: Report	Overall written production: Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. Reports & Essays: Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. Estimated level of the activity: C1
6.	Theme: Feelings and affections Subtheme: Experiences and wishes Domain: Personal	Task: Expressing opinions, views, attitudes, emotions, wishes. (Vantage, 2001, p. 17) Activity: Written Production – Creative writing Text: Paragraph	Overall written production: Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. Creative writing: Can write accounts of experiences, describing feelings and reactions in simple connected text. Estimated level of the activity: B1
7.	Theme: Education Subtheme: Application to universities Domain: Educational (Vantage, 2001)	Task: Imparting and seeking information about a university application (Vantage, 2001, p. 29) Activity: Written Interaction – Writing an e-mail Text: Information request letter	*a “The learners can write letters of application and attend interviews giving written or spoken information about own personal data, qualifications and experience and answer questions about them” (Vantage, 2001, p. 15). Estimated level of the activity: B2
8.	Theme: Daily life Subtheme: Living conditions and feelings Domain: Personal	Task: Narrating complex events, occurrences, experiences and sequences of these (Vantage, 2001, p. 74) Activity: Written Production - Creative writing Text: Short story	Creative Writing: Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. Estimated level of the activity: B2
9.	Theme: Culture and entertainment Subtheme: Free-time activities Domain: Public	Task: Summarizing the text Activity: Written Production – Creative writing Text: Summary	Processing the text: Can collate short pieces of information from several sources and summarize them for somebody else. Creative Writing: Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. Estimated level of the activity: B1
10.	Theme: Family Subtheme: Problems with family members Domain: Personal	Task: Expressing opinions, views, attitudes, emotions, wishes. (Vantage, 2001, p. 17) Activity: Written Interaction - Writing a letter Text: Letter	Correspondence: Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. Estimated level of the activity: B2
11.	Theme: Travel Subtheme: Unusual holiday Domain: Personal	Task: Expressing opinions, views, attitudes, emotions, wishes. (Vantage, 2001, p. 17)	Creative Writing: Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.

		Activity: Written Production – Creative writing Text: Paragraph	* “The learners can describe journeys, exchange views on ways of travelling and types of accommodation, express their preferences and account for them, discussing them as required” (Vantage, 2001, p. 75). Estimated level of the activity: B2
12.	Theme: Travel Subtheme: Places to visit Domain: Public	Task: Comparing two cities Activity: Written Interaction – Writing an e-mail. Text: E-mail	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. Creative Writing: Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Estimated level of the activity: B2
13.	Theme: Personality Subtheme: Personality types Domain: Personal	Task: Describing and comparing personalities. Activity: Written Production- Creative Writing Text: Composition	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. * “They (the learners) can describe and discuss the appearance, character and personality of other people; and they can elicit/understand similar information from others and discuss factual details, views and opinions as required” (Vantage, 2001, p. 74). Estimated level of the activity: B2
14.	Theme: Social Life Subtheme: Relations with other people Domain: Public (Vantage, 2001, p. 75)	Task: Expressing opinions, views, attitudes, emotions, wishes. (Vantage, 2001, p. 17) Activity: Written Interaction- Writing a letter Text: Letter	* The learners can describe themselves, their views, feelings and experiences and can refer to social relations with other people (Vantage, 2001). Correspondence: Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. Estimated level of the activity: B2
15.	Theme: Personal identification Subtheme: Self-introduction Domain: Personal	Task: Providing personal information Activity: Written Interaction – Filling a form Text: Form	* “The learners can complete registration forms” (Threshold, 1990, p. 16). Notes, Messages & Forms: -Can take messages communicating enquiries, explaining problems. -Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. Estimated level of the activity: B1
16.	Theme: Media and Entertainment Subtheme: Radio program Domain: Public	Task: Expressing and exchanging views (notably opinions, likes, dislikes, preferences) (Vantage, 2001, p. 74) Activity: Written Interaction – Writing an e-mail Text: E-mail	* The learner can exchange views on mass media, they can express and account for their likes, dislikes and experiences (Vantage, 2001). Correspondence: Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. Estimated level of the activity: B2
17.	Theme: Personal feelings and affections Subtheme: Phobias Domain: Personal	Task: Expressing feelings in a poetic manner	Creative Writing: Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.

		Activity: Written Production – Creative writing Text: Poem	* "The learners' command of English is such as to enable them to read, and enjoy, many short stories, novels, poems, etc." (Vantage, 2001, p. 118) Estimated level of the activity: B2
18.	Theme: Personal feelings and affections Subtheme: Experiences in a dance competition Domain: Public	Task: Expressing opinions, views, attitudes, emotions, wishes. (Vantage, 2001, p. 17) Activity: Written Interaction- Writing a letter Text: Formal Letter	Correspondence: Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. Monitoring and Repair: (<i>communication strategy for interaction</i>): Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Estimated level of the activity: B2
19.	Theme: History Subtheme: War Domain: Public	Task: Searching for information and completing a story Activity: Integrated skill- Reading for information - Creative Writing Text: Poem – Story – Website	Reading for Information & Argument: -Can obtain information, ideas and opinions from highly specialized sources within his/her field. -Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. Creative Writing: Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. Processing the Text: Can summarize extracts from news items, interviews or documentaries containing opinions, argument and discussion. Estimated level of the activity: B2
20.	Theme: Entertainment Subtheme: Caricature Domain: Public	Task: Searching for information and producing longer sequences of coherent discourse and presenting a view on an art work. (Vantage, 2001, p. 16) Activity: Integrated skills- Reading for information & Argument – Reports & Essays Text: Website – Explanatory Essay	Reading for Information & Argument: Can obtain information, ideas and opinions from highly specialized sources within his/her field. Processing the Text: Can summarize extracts from news items, interviews or documentaries containing opinions, argument and discussion. Reports & Essays: Can synthesize information and arguments from a number of sources. Estimated level of the activity: B2
21.	Theme: Work life Subtheme: Job interview Domain: Occupational	Task: Searching for and synthesizing information from different sources Activity: Integrated skills- Reading for information - Reports & Essays Text: Website – Paragraph	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. Reading for Information & Argument: Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. Processing the Text: Can summarize extracts from news items, interviews or documentaries containing opinions, argument and discussion. Reports & Essays: Can synthesize information and arguments from a number of sources. Estimated level of the activity: B2

22.	Theme: Work life Subtheme: Job application Domain: Occupational	Task: Writing letters of application and providing personal data, qualifications and experience (Vantage, 2001, p. 15) Activity: Written Interaction – Writing an application letter Text: Application Letter	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. * “The learners can write letters of application and attend interviews giving written or spoken information about own personal data, qualifications and experience and answer questions about them” (Vantage, 2001, p. 15). Estimated level of the activity: B2
23.	Theme: Jobs Subtheme: Part-time jobs chosen by students Domain: Occupational	Task: Analyzing and reporting a graph about part-time jobs chosen by students Activity: Written Production – Reports & Essays Text: Report	Reports & Essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Estimated level of the activity: B2
24.	Theme: Job Subtheme: Dream job Domain: Personal	Task: Express and account for their views and opinions about dream job Activity: Written Production – Creative writing Text: Paragraph	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. Creative Writing: Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. * The learners can describe and account for their opinions, make critical assessment of their own views and make conclusions. (Vantage, 2001). Estimated level of the activity: B2
25.	Theme: Shopping Subtheme: Advertisement Domain: Public	Task: Making reasonable and convincing claim Activity: Written Production – Creative writing Text: Advertisement script	Overall written production: Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. Creative Writing: Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. Estimated level of the activity: C1
26.	Theme: Social Relations (Vantage, 2001) Subtheme: Miscommunication Domain: Public	Task: Putting a case with possible solutions Activity: Written Production – Reports & Essays Text: Paragraph	Reports & Essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. * “The learners can account for their views and discuss them with others by looking at their and others’ views from a certain distance, analyzing the issues involved and attempting a critical assessment of their own views and of alternative ones” (Vantage, 2001, p. 77). Estimated level of the activity: B2
27.	Theme: Social Relations (Vantage, 2001) Subtheme: Miscommunication Domain: Personal	Task: Producing longer sequences of coherent discourse and describing and event with subsidiary details. Activity: Written Production - Creative Writing	Creative Writing: Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.

		Text: Paragraph	Estimated level of the activity: B2
28.	Theme: Technology Subtheme: Educational technology Domain: Educational	Task: Expressing and accounting for views with relevant examples (Vantage, 2001) Activity: Written production – Reports & Essays Text: Paragraph	Reports & Essays: Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.
29.	Theme: Technology Subtheme: Devices Domain: Educational	Task: Describing a device Activity: Written Production – Creative Writing Text: Paragraph	Estimated level of the activity: C1 Overall written production: Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. Creative Writing: Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. * The learners can describe devices and amenities and can exchange ideas on them (Threshold, 1990). Estimated level of the activity: B1
30.	Theme: Current issues Subtheme: Technology Domain: Public	Task: Narrate complex events, occurrences, experiences and sequences of these (Vantage, 2001, p. 74) Activity: Written Production- Creative writing Text: Short story	Creative Writing: Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.
31.	Theme: Shopping Subtheme: Returning devices Domain: Public	Task: Explaining a problem and asking for solution Activity: Written Interaction- Writing e-mail Text: E-mail	Estimated level of the activity: B2 Correspondence: Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. * "Learners are able to return faulty, inappropriate or unwanted goods and negotiate replacement, refund, etc. (Vantage, 2001, p. 12). Estimated level of the activity: B2
32.	Theme: Health and Illnesses Subtheme: Peter Pan Syndrome Domain: Public	Task: Synthesizing information and explaining a point of view Activity: Written production – Reports & Essays Text: Composition	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. Reports & Essays: Can synthesize information and arguments from a number of sources. Estimated level of the activity: B2
33.	Theme: Controversial issues Subtheme: Maya Civilization Domain: Public	Task: Evaluating of different arguments Activity: Written Production - Reports & Essay Text: Critique	Overall written production: Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. Reports & Essays: Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Estimated level of the activity: C1

34.	Theme: Philosophy Subtheme: Feng Shui Philosophy Domain: Public	Task: Synthesizing information and explaining a point of view Activity: Written Production – Reports & Essays Text: Paragraph	Reports & Essays: -Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. -Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. Estimated level of the activity: C1
35.	Theme: Accident Subtheme: Home accident Domain: Public	Task: Describing and narrating an event in detail (Threshold, 1990, p. 28) Activity: Written Production-Creative writing Text: Short story	Overall written production: Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. Creative Writing: -Can write a description of an event, a recent trip - real or imagined. -Can narrate a story. Estimated level of the activity: B1
36.	Theme: Health Subtheme: Unhealthy Eating Habits Domain: Public	Task: Presenting an argument with subsidiary points Activity: Written Production – Reports & Essays Text: Academic Essay	Overall written production: Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.
37.	Theme: Health Subtheme: Unhealthy Eating Habits Domain: Public	Task: Expressing opinions, views, attitudes, emotions, wishes. (Vantage, 2001, p. 17) Activity: Written Interaction - Correspondence Text: Formal letter	Reports & Essays: -Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. -Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. Estimated level of the activity: C1 Overall Written Interaction: Can express news and views effectively in writing, and relate to those of others. Correspondence: Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. Estimated level of the activity: B2
38.	Theme: Social Events Subtheme: Camping equipment Domain: Public	Task: Expressing reasons for personal issues Activity: Written Production – Creative Writing Text: Paragraph	Creative Writing: - Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. - Can write accounts of experiences, describing feelings and reactions in simple connected text. - Can write a description of an event, a recent trip - real or imagined. Estimated level of the activity: B1
39.	Theme: Social Events Subtheme: Camping Domain: Public	Task: Expressing opinions, views, attitudes, emotions, wishes. (Vantage, 2001, p. 17) Activity: Written Interaction – Correspondence Text: Letter	Correspondence: - Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. - Can write personal letters describing experiences, feelings and events in some detail. Estimated level of the activity: B1

40.	Theme: Family Subtheme: Ideal Parent Domain: Public	Task: Expressing opinions, views, attitudes, emotions, wishes about ideal parenting (Vantage, 2001) Activity: Written Production – Essays & Reports Text: Academic Essay	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. Reports & Essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. * “Learners are able to express, and understand the expression of, opinions, views, attitudes, emotions, wishes about politics, current events, economic, social and cultural issues” (Vantage, 2001, p. 17). Estimated level of the activity: B2
41.	Theme: Current controversial issues Subtheme: Effect of technology Domain: Public	Task: Producing longer sequences of coherent discourse and presenting an argument on the effect of technology (Vantage, 2001) Activity: Written Production – Essays & Reports Text: Academic Essay	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. Reports & Essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. * “Learners are able to express, and understand the expression of, opinions, views, attitudes, emotions, wishes about politics, current events, economic, social and cultural issues” (Vantage, 2001, p. 17). Estimated level of the activity: B2
42.	Theme: Current controversial issues Subtheme: Effect of computers or machines Domain: Public	Task: Expressing opinions and views and presenting cause and effect relation about the effect of computers (Vantage, 2001) Activity: Written Production – Essays & Reports Text: Academic Essay	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. Reports & Essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. * “Learners are able to express, and understand the expression of, opinions, views, attitudes, emotions, wishes about politics, current events, economic, social and cultural issues” (Vantage, 2001, p. 17). Estimated level of the activity: B2
43.	Theme: Current issues Subtheme: Global Warming Domain: Public	Task: Producing longer sequences of coherent discourse and presenting an argument on Global Warming (Vantage, 2001) Activity: Written Production – Essays & Reports Text: Academic Essay	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. Reports & Essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. * “Learners are able to express, and understand the expression of, opinions, views, attitudes, emotions, wishes about politics, current events, economic, social and cultural issues” (Vantage, 2001, p. 17). Estimated level of the activity: B2
44.	Theme: Social Issues Subtheme: Charity organization Domain: Public	Task: Explaining an idea by providing reasons Activity: Written Production – Creative Writing Text: Paragraph	Creative Writing: Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. * “Learners are able to express and account for their views, feelings and opinions” (Vantage, 2001, p. 74). Estimated level of the activity: B2

45.	Theme: Current Issues Subtheme: Endangered Species Domain: Public	Task: Writing a report about endangered species by presenting cause and effect relations. Activity: Written Production – Reports & Essay Text: Report	Overall written production: Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. Reports & Essays: - Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. -Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. Estimated level of the activity: C1
46.	Theme: Education Subtheme: Perfect School Domain: Public	Task: Expressing opinions and views about perfect school by providing details. Activity: Written Production – Reports & Essays Text: Essay	Reports & Essays: Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. * “Learners are able to express, and understand the expression of, opinions, views, attitudes, emotions, wishes about politics, current events, economic, social and cultural issues” (Vantage, 2001, p. 17). Estimated level of the activity: B2
47.	Theme: Current issues Subtheme: Mobility of public services Domain: Public	Task: Describing an experience by providing supporting details Activity: Written Interaction – Correspondence Text: E-mail	Creative Writing: Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. * “Learners are able to describe/narrate complex events, occurrences, experiences” (Vantage, 2001, p. 74). Estimated level of the activity: B2
48.	Theme: Education Subtheme: CV Domain: Educational	Task: Filling a CV form Activity: Written Interaction – Writing an Application Letter Text: CV Form	* “Hotel registration forms, membership application forms, subscription forms, etc. demand little more than the ability to write one’s own name and address, to write dates (figures usually suffice), to tick boxes, to write the words yes and no, and perhaps to supply some further personal information well within the scope of learners at lower levels than Vantage” (Vantage, 2001, p. 93). Estimated level of the activity: B2
49.	Theme: Cultural issues Subtheme: Body Language Domain: Public	Task: Expressing opinions and views about body language on different countries Activity: Written Interaction – Correspondence Text: Informal letter	Overall Written Interaction: Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. Correspondence: Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. Estimated level of the activity: B1
50.	Theme: Social issues Subtheme: Future of Internet Domain: Public	Task: Searching for information and expressing ideas and views about the future of Internet Activity: Integrated Skills- Reading for Information &	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. Creative Writing: Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between

		Argument – Creative Writing Text: Website – Paragraph	ideas in clear connected text, and following established conventions of the genre concerned.
51.	Theme: Social issues Subtheme: Future of Internet Domain: Public	Task: Reflecting on a comment and presenting own ideas Activity: Written Production – Reports & Essays Text: Paragraph	Estimated level of the activity: B2 Reports & Essays: - Can evaluate different ideas or solutions to a problem. - Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. * “Learners are able to analyze the issues involved and attempt a critical assessment of their own views and of alternative ones” (Vantage, 2001, p. 77). Estimated level of the activity: B2
52.	Theme: Jobs Subtheme: Qualities for being a pilot Domain: Occupational	Task: Providing information about the results of a survey Activity: Written Production – Reports & Essays Text: Report	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. Reports & Essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Estimated level of the activity: B2
53.	Theme: Jobs Subtheme: Application for the dream job Domain: Occupational	Task: Writing letters of application and providing personal data, qualifications and experience (Vantage, 2001, p. 15) Activity: Written Interaction – Writing a letter of application Text: Letter of Application	Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. * “The learners can write letters of application and attend interviews giving written or spoken information about own personal data, qualifications and experience and answer questions about them” (Vantage, 2001, p. 15). Estimated level of the activity: B2
54.	Theme: Jobs Subtheme: Being a shoemaker Domain: Occupational	Task: Expressing views and opinions on an imaginative occurrence Activity: Written Production – Creative Writing Text: Composition	Creative Writing: Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. Estimated level of the activity: B2
55.	Theme: Jobs Subtheme: Child Labor Domain: Occupational	Task: Expressing somebody's experiences and feelings in the first person. Activity: Written Production – Creative Writing Text: Composition	Overall written production: Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. Creative Writing: Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. Estimated level of the activity: C1
56.	Theme: Holiday Subtheme: A holiday with bad experiences Domain: Personal	Task: Complaining about a bad holiday presenting the details of it in a formal letter Activity: Written Interaction - Correspondence Text: Formal Letter	Overall Written Interaction: Can express news and views effectively in writing, and relate to those of others. Correspondence: Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.

57.	Theme: Holiday Subtheme: Dream hotel Domain: Personal	Task: Describing an imaginative place Activity: Written Production – Reports & Essays Text: Paragraph	Estimated level of the activity: B2 Overall written production: Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. Creative Writing: - Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. - Can write a description of an event, a recent trip - real or imagined. Estimated level of the activity: B1
58.	Theme: Tourism Subtheme: Advantages and disadvantages of tourism Domain: Public	Task: Expressing ideas and views about tourism by identifying advantages and disadvantages Activity: Written Production – Reports & Essays Text: Academic Essay	Reports & Essays: Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. * “Learners are able to express, and understand the expression of, opinions, views, attitudes, emotions, wishes about politics, current events, economic, social and cultural issues” (Vantage, 2001, p. 17). Estimated level of the activity: B2
59.	Theme: Security Subtheme: Security system Domain: Public	Task: Expressing feelings and wishes about security system Activity: Written Interaction – Correspondence Text: Informal Letter	Correspondence: Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. Estimated level of the activity: B2
60.	Theme: Social issues Subtheme: Mob violence Domain: Public	Task: Presenting ideas about mob violence by providing reasons Activity: Written Interaction – Correspondence Text: Formal Letter	Reports & Essays: - Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. - Can evaluate different ideas or solutions to a problem. Estimated level of the activity: B2
61.	Theme: Culture Subtheme: Culture difference in China Domain: Public	Task: Giving some advice on coping with cultural difference Activity: Written Production – Reports & Essays Text: Composition	Reports & Essays: - Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. - Can evaluate different ideas or solutions to a problem. * “Learners are able to express, and understand the expression of, opinions, views, attitudes, emotions, wishes about politics, current events, economic, social and cultural issues” (Vantage, 2001, p. 17). Estimated level of the activity: B2
62.	Theme: Poem Subtheme: Acrostic poem about aviation Domain: Public	Task: Writing a poem Activity: Written Production – Creative Writing Text: Acrostic Poem	Creative Writing: Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. Estimated level of the activity: C1

^a “*” is used for direct quotations from the CEFR or Vantage.

In Table 28, writing activities of the relevant coursebooks were defined in terms of their (i) theme, (ii) subtheme, (iii) domain, (iv) tasks, (v) type of activities

and (vi) text-types that learners are supposed to produce at the end of these activities. Analyzing the features mentioned above does not provide evidence about the level of the activities because of not varying from level to level, so they were analyzed with the aim of describing the activities comprehensively, which is a vital process to assign levels to the activities. Subsequent to this, an estimated CEFR level was assigned to each activity by being justified with descriptors from scales, quotations from the CEFR and Vantage.

When themes of the activities were analyzed, it was revealed that except for *history* and *philosophy*, all the activities (96%, n=60) aligned with themes that are proposed in Vantage. However, as Figure 12 shows an uneven distribution was found out among the themes of the writing activities. While *social relations* and *social and cultural issues* are the themes that are used the most, *history* and *philosophy* are handled the least, which is quite logical since the reasons of making activities with students is to enable them context to produce language and it will be a lot easier if the topic is familiar to them. When compared to speaking (see Comparing Relevant Coursebooks to B2 Levels of the CEFR Terms of Speaking), it was explored that distribution of themes in speaking activities show parallelism with the one writing activities, in which *social relations* and *social and cultural issues* are used the most on the contrary to *history* and *philosophy*, which are used the least.

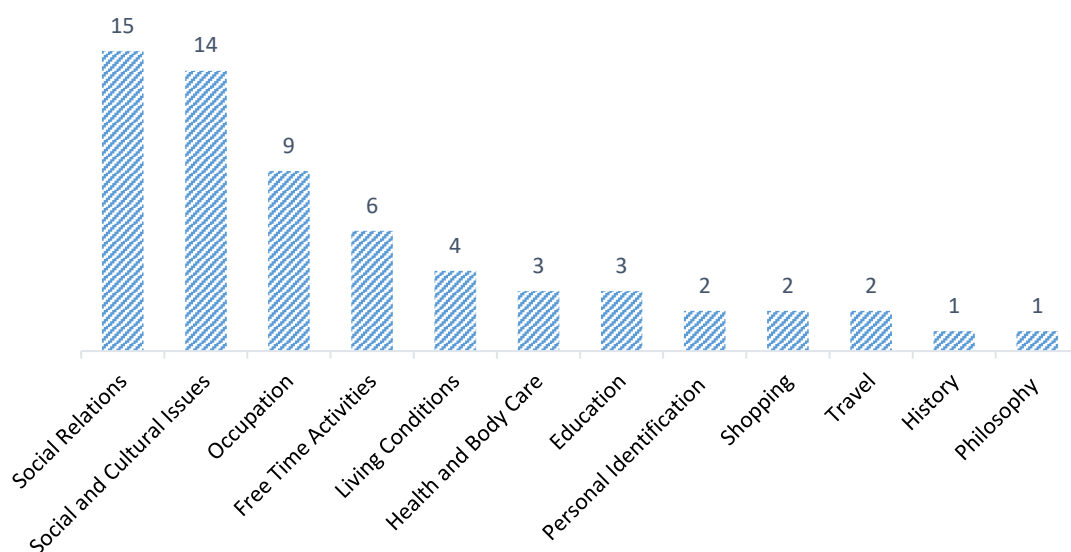


Figure 12. Distribution of themes among writing activities.

As for the domain in which learners are supposed perform writing activities; it was noted that *public domain* (61.2%, n=38) was employed the most and followed by *personal domain* (20.9%, n=13) whereas *occupational domain* was exploited in 12.9% (n=8) of writing activities and *educational domain* was employed the least with the percentage of 6.4% (n=4). When communicative language teaching was taken into account as the main aim of the CEFR, concordantly with the eleventh grade ELC, it was concluded that students have more opportunities to produce language in public and personal domain rather than educational and occupational ones, which can justify the uneven distribution of activities among domains.

Regarding the activity type that learners are expected to deal with, a general classification was made first. As it is shown in Figure 13, 71% of the writing activities (n=44) are based on production while 29% of them (n=18) requires interaction. A more detailed analysis showed that *writing essays and reports* and *creative writing* were given the most importance with the percentages of 37% (n=23) and 34% (n=21) respectively. On the other hand, formal correspondence (18%, n=11) and informal correspondence (11%, n=7) was found to be given less importance. When academic needs of students were considered, it can be suggested that prioritizing to develop students' skills of writing essays and reports rather than working on correspondence is quite reasonable. These findings also indicate the types of texts that learners are supposed to produce; while students are expected to write essays, reports, compositions and paragraphs more, they are responsible for writing letters and e-mails less.

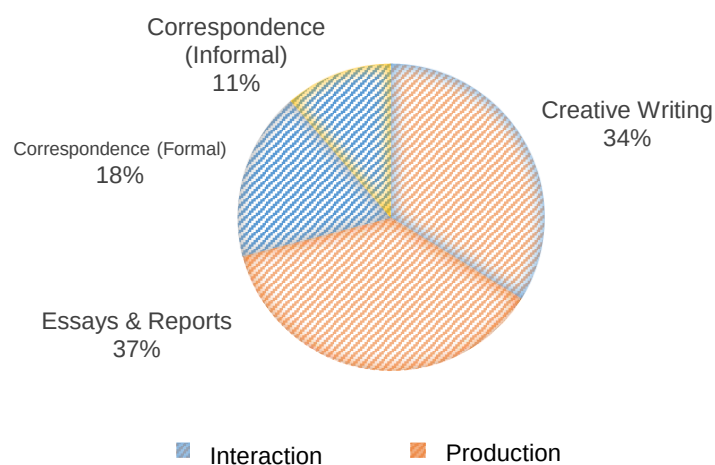


Figure 13. Distribution of writing activities among activity types.

Having analyzed the writing activities in terms of different dimensions of the CEFR, each one of them was assigned to a CEFR level with reference to the descriptors of relevant illustrative scales, the CEFR and Vantage. As Figure 14 presents, 67.7% (n=42) of writing activities in the related coursebooks were successfully assigned to B2.1 level. However, 32.3% (n=20) of them could not meet the expectations by being matched with the descriptors of upper or lower levels. While 17.7% (n=11) of writing activities corresponded to B1 level, 14.6% (n=9) of them were aligned with C1.

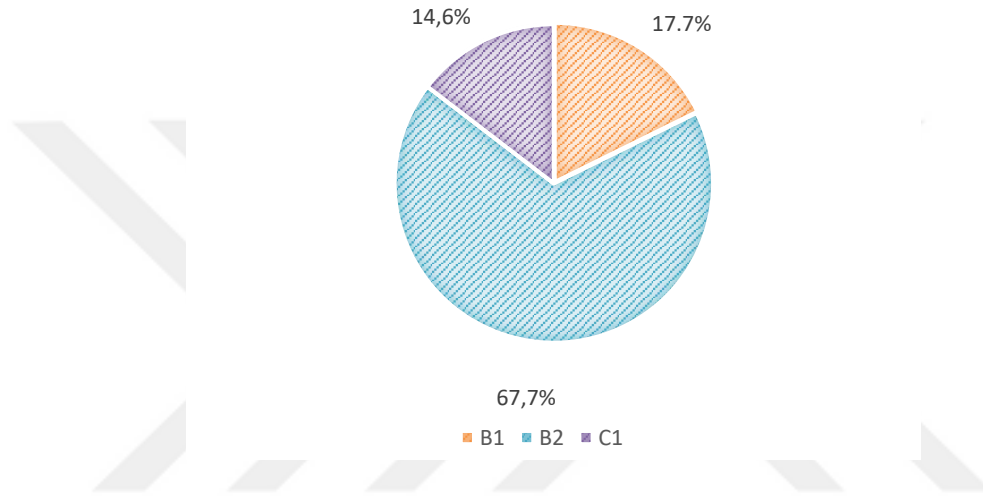


Figure 14. Estimated levels of writing activities.

All in all, it was concluded that Yes You Can B2.1 and B2.2 (Ağırbaş, Bektaş & İşbilen, 2013) were quite successful in terms of aligning themes of writing activities to B2.1 level although there was an uneven distribution among various themes. With regard to domain type, it was revealed that public domain was employed the most by the coursebooks, which was followed by personal, occupational and educational domains respectively. Type of the activities that are to be carried out in these domains was another dimension of analysis and it was found out that the coursebooks outweighed written production activities a lot more over written interaction ones. Finally, after an extensive analysis to relate writing activities of the relevant coursebooks to a CEFR level, it was explored that 67.7% activities could meet the expectations in terms of corresponding to B2 levels while 32.3% of them were not be able to be matched with the descriptors of target level.

Overall Evaluation of Relevant Coursebooks in Terms of Corresponding with B2 levels CEFR Descriptors. After analyzing the relevant coursebooks in

order to find out to what extent reading, writing and speaking activities align with the descriptors of B2 levels descriptors, it was found out that all of the skills had different percentages of correspondence values. Writing was the skill that had the highest correspondence value with the relevant levels; 67.7% of writing activities were successfully related to B2 levels descriptors. However, 17.7% of the activities were matched with descriptors of C1 level while 14.6% of them corresponded to B1 level. In addition, speaking had the second highest correspondence value with the target levels, 66.2% of the speaking activities were able to be matched with B2 levels. Nevertheless, the rest of it was found not to meet expectations; 32.2% of them were related to B1 whereas 1.6% of them were discovered to have C1 level features. Finally, it was revealed that reading was the least successful skill in terms of corresponding to the descriptors of relevant level. As mentioned before, to evaluate reading skill, both texts and activities were analyzed. As for texts, it was found out that 56.9% of them could be matched with B2 levels descriptors while 35.5% of them were found to correspond to B1 level and 7.6% of them were related to C1. Regarding reading activities, not a remarkable discrepancy was obtained; while 58.4% of them were matched with B2 levels, 34.3% of the activities were related to B1 and 7.3% of them were found to correspond C1 level.

Implications for English Language Teachers, Curriculum Designers and Research Studies related to the CEFR

This study primarily aims to explore to what extent eleventh grade ELC corresponds to the B2 levels of the CEFR and to what extent the coursebooks that are written for this grade are capable of reflecting the features of B2 levels. With this in mind, analysis was carried out by means of the tools mentioned above (see Selection of Tools) and the success of the coursebooks and the curriculum in terms of meeting target levels criteria was assessed. Hence, the results that were obtained at the end of the analysis have a number of implications for curriculum designers, English language teachers and CEFR related research studies.

To begin with, it is an undeniable fact that as curriculum of all kinds, ELC is a critical factor for language education by being the base on which coursebooks, materials and assessment are built on. Thus, it is vital that the curriculum is designed in a way to meet students' needs and aims of programs because coursebooks,

which are the real-life reflections of the curricula, should be designed accordingly. As for current study, it was found out that eleventh grade ELC has certain shortcomings in terms of meeting the aim of the program which is accomplishing B2 levels (see Overall Evaluation of Correspondence between the ELC Objectives and B2 Levels CEFR Descriptors, Figure 15) in this grade. It was revealed that in terms reading, speaking and writing, it is necessary to add a number of objectives and to revise considerable number of existing objectives along with the listening skill that needs to be added numerous objectives in order to accomplish the target level. Since detecting the problems in the curriculum is the first step to increase the standards so that the ELC can be revised and the coursebook can be designed accordingly, the current study presents a method and its results for curriculum designers.

Moreover, for the second aim of this study, a method for analyzing coursebooks in terms of the CEFR levels (see Comparing the Coursebook and the CEFR) and its results for the relevant coursebooks are presented (see Comparing Relevant Coursebooks to B2 Levels of the CEFR). Exploiting this kind of method and the results that were gained by means of it has certain implications namely for English language teachers and CEFR related research studies. To start with, due to non-existence of an empirical method for relating coursebooks to the CEFR levels, employing the tools that are put forward by the Manual (2009) with the adaptations that were regarded necessary (see Manual for Relating Examination to the CEFR) presents a new sight to teachers to assess the levels of the books they plan to use. As selecting the appropriate book for learners' needs and levels is already a demanding job and there are a number of coursebooks claiming to accomplish certain levels of the CEFR, estimating the level of the coursebooks accurately can be highly important to obtain the intended outcomes at the end of the teaching process. With regard to the results of current study, it was found out there were a number of activities for all skills (reading, speaking, writing) that were not assigned to the target levels (B2.1 and B2.2) (see Figure 16). Generally speaking, while approximately 60% of the activities were able to be related to the relevant levels in the CEFR, the rests of them were found not to meet expectations by being matched up with lower or upper levels. Since the analyzed coursebooks (Yes You Can B2.1 and B2.2) are one pair of the set that was written and published by MoNE

(2013) and was used for three years in high schools (2013-2016), it can be claimed that they reflect the overall approach of MoNE towards adapting the CEFR levels. As a consequence, these findings aim to present the opportunities for necessary adaptations at micro level to the teachers and at macro level to the curriculum designers to relate more of the activities to the target level.

Secondly, the tools that were used to relate communicative activities of the coursebooks to the CEFR levels (see Methodology) provide implications for CEFR related research studies. Since there is not an empirical method that is created for estimating the CEFR levels of communicative activities of coursebooks, coursebook analysis is a neglected research area and researchers employ different methods for this purpose (Karababa, Serbes & Şahin, 2010; Tsagari, 2010). Hence, exploiting the tool that was originally created for relating examinations to the CEFR for the purpose of estimating the CEFR levels of the activities in a coursebook can direct the other researcher in the field to try this method out in various contexts, for different books and (if seen necessary) with different adaptations.

Besides, since the coursebook and ELC were found not to be related to the relevant levels effectively, it can be asserted that they fall short in preparing the students for target level, which can pose problems for assessment in foreign countries. Considering the situation in which Turkey has been (see Background to the Study), providing students with effective language education to catch the standards set by CoE is of vital importance. By being in the process of adaptation to EU, making necessary changes in order to be harmonized with the European countries in terms of language education plays significant role for maintaining sharing common European identity, uniformity and mobility among member countries.

Finally, comprehensive analysis of the results indicates that relevant coursebooks have the highest number of individual activity (n=118) for speaking and show the second-best success in relating them (66.2%) to target levels (see Figure 16). These results have importance when maintaining communicativeness is considered as one of the major aims of the CEFR.

Chapter 5

Conclusion

The CEFR is a comprehensive framework that was created by Language Policy Division unit of CoE with the aim of providing language practitioners with a common basis on which language education programs are to be built on. The CEFR does not intend to tell practitioners what to do, rather it guides them by raising questions about different dimensions of language environment and making them find answers and design their programs accordingly. By its nature, it is flexible and adaptable to a number of domains and situations for all kinds of learners. Contrary to its flexibility, the framework was produced to accomplish uniformity among language educations across Europe so that a shared language education system could be sustained and more opportunities for mobility could be ensured. To serve this goal, member countries of CoE, have adapted language programs of the countries in a way to reflect the CEFR principles. Turkey, one of the member countries of CoE, has been aligning its national language curriculum with the CEFR principles since 2002. Designing English language curricula and coursebooks of all grades is one of the most significant changes that has been realized for this purpose. Considering the significance of how successfully this alignment process has been conducted on the quality of language education, this study aimed to investigate how effectively curricula and coursebooks have been aligned with the CEFR features by sampling eleventh grade ELC and the relevant coursebooks. Since B2 (B2.1 and B2.2) levels are the target set by this grade, illustrative scales of these levels, descriptive tables from the CEFR and Vantage were exploited in the analysis process. To begin with, the correspondence ratio between the objectives of eleventh grade ELC, aiming to accomplish B2 levels, and descriptors of relevant CEFR levels was assessed for all skills. When correspondence of B2 levels CEFR descriptors with eleventh grade ELC objectives was analyzed (see Figure 15), it was revealed that writing was the skill the descriptors of which could be matched with the objectives of ELC the most; 90% of the writing descriptors were covered in the ELC. However, while 72.8% of the writing objectives could be related to B2 levels, 27.2% of them were found not to correspond to the relevant level. Reading descriptors, on the other hand, were explored to have the second highest correspondence ratio; 75% of them were successfully included in the ELC. Nevertheless, it was discovered

that only 42.5% of the reading objectives were matched with the descriptors, 57.5% of them failed to satisfy expectations. In addition, it was found out that 54% of listening descriptors of the CEFR were covered in the ELC and 100% of the listening objectives were found to correspond to these descriptors. This ratio suggests that all of the listening objectives were successfully assigned to the CEFR although there were missing descriptors of the CEFR (46%) to be covered. Finally, it was explored that speaking was the skill the descriptor of which could be matched with the objectives the least; only 31.4% of the descriptors were found to be covered in the ELC. However, it was concluded that 84.6% of the speaking objectives corresponded to the B2 levels descriptors, suggesting that ELC could be regarded as successful in terms of aligning the existing objectives with the descriptors even though there were still quite a lot of descriptors of the CEFR (68.6%) that should have been included.

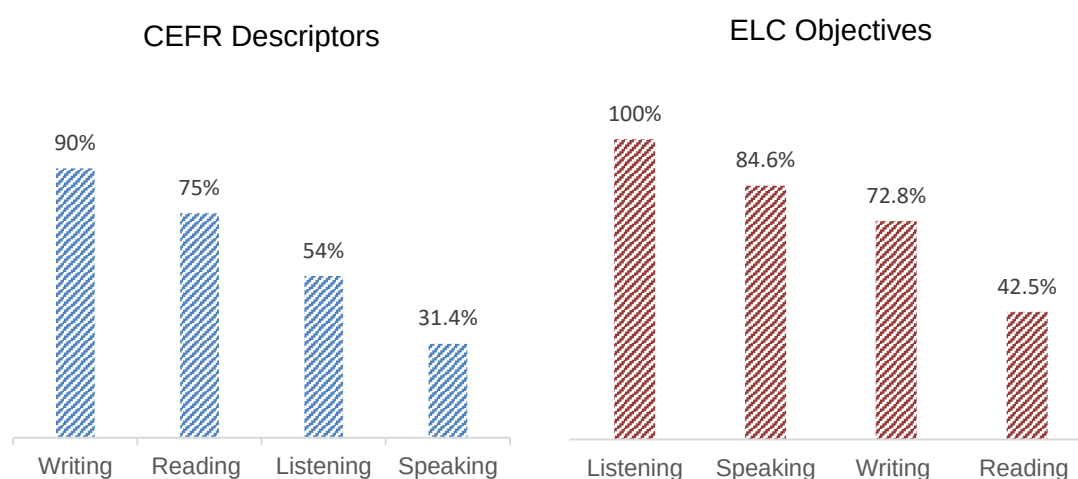


Figure 15. Percentages matching CEFR descriptors and ELC abjectives.

Having analyzed the correspondence between eleventh grade ELC and B2 levels of the CEFR, the coursebooks that were published for the relevant grade were scrutinized with the aim of finding out to what extent the activities in the coursebooks can reflect B2 levels descriptors. Since the listening texts and activities were not available at the time of writing this thesis, results of reading, writing and speaking will be presented respectively (see Figure 16). To begin with, reading texts and activities were analyzed by using the CEFR Content Analysis Grid for Reading (Manual for Relating Examination to the CEFR, 2009). They were analyzed comprehensively by specifying various characteristics of them and they were related

to a CEFR level by referring to illustrative scales and the CEFR itself and Vantage. It was concluded that only 54.6% of the reading texts could be related to the target level while 35.5% of the texts were found to reflect B1 level features and 7.6% of them corresponded to the upper level that is C1. As for reading activities, it was discovered that 58.4% of them could be related to the relevant level. However, 34.3% of the activities were assigned to B1 whereas 7.3% of them were found to correspond C1 level. Secondly, writing activities were analyzed by exploiting relevant Specification Forms and Tables (Manual for Relating Examination to the CEFR, 2009) with several adaptations. As a result, writing activities in the coursebooks were found to be related to the relevant level the most successfully with the percentage of 67.7%. On the other hand, it was discovered that 17.7% of the writing activities corresponded to B1 level while 14.5% of them were assigned to C1. Finally, speaking activities of the target coursebooks were scrutinized with the help of Specification Forms and Tables (Manual for Relating Examination to the CEFR, 2009) with certain changes. As a consequence, 62.2% of them were found to match with the descriptors of relevant level successfully although the others were related to the lower or upper levels. It was concluded that 32.2% of the activities reflected the features of B1 level whereas 1.6% of them corresponded to C1.

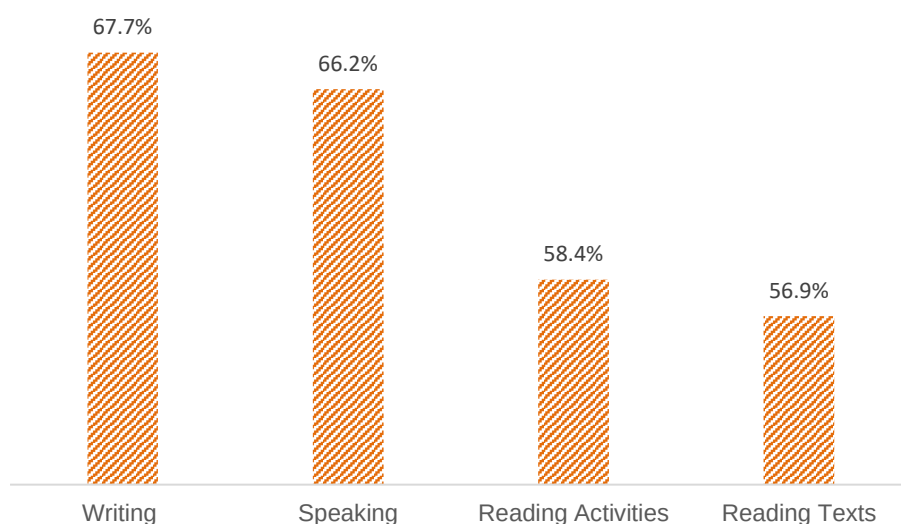


Figure 16. Percentages of activities that are related to B2 levels according to skills.

Subsequent to presenting overall results of the study, this chapter will go on with the factors that imposed limitations to the current study and it will be concluded with several suggestions for further studies.

Suggestions for Further Studies

Having discussed the factors that impose restrictions for the current study, in this section, certain directions for further studies will be presented. To start with, to obtain more extensive results, curricula and coursebooks of different grades should also be analyzed regarding to what extent they can align with the descriptors of relevant levels. Besides, in this study, objectives of the ELC and activities and texts of the coursebooks were scrutinized only to find out whether they can meet the expectations of the relevant level. However, since the curriculum and the coursebooks are claimed to be designed according to the CEFR principles, different dimensions of the CEFR such as promoting pluriculturalism, learner-centeredness, task-based language learning etc. can also be assessed.

Furthermore, in addition to the method that was used in this study, different techniques such as interview with the teachers and students, classroom observation, post-use evaluation of the book, assessing students' performances etc. can also be used in the further studies that will be carried out in a longer time and for a book which is still in use. Finally, since analysis was carried out only by the researcher due to the restrictions of the study, group discussion about the results were not realized. In the further studies, books and curricula can be evaluated by a group of researchers who have carried out familiarization and training procedures. It is hoped that this study will create a base on which various research studies will be conducted both about relating existing coursebooks and curricula to the CEFR levels and about creating new curricula and coursebooks in a way to reflect features of target levels.

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APPENDIX-A: English Language Curriculum for Eleventh-Grade

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
1 International Opportunities	Asking for and giving information	Listening - Students will be able to complete a table according to the conversation about the orientation process of a course or school abroad. - Students will be able to follow order of events. - Students will be able to identify the pieces of advice on international opportunities. Pronunciation - Students will be able to produce stress of multi-syllabic words.	I'm applying for... Why do you want another degree? -Do many students in your country study abroad? -The number of people going abroad to study has been increasing year by year. -Can you give me some information about what facilities your hostel has? -There is an Internet connection and a bath in each room.	TV/Radio Recordings Completing a Table Matching Headings with Paragraphs Oral Presentations Online Application Form Self-evaluation Checklist E-mails Brochures Internet Websites IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA
	Talking about present events/situations	Speaking - Students will be able to ask for and give information about educational programmes such as Erasmus, Jean Monnet. - Students will be able to present the information about international volunteering programmes such as Overseas Volunteers after searching on the Net. - Students will be able to talk about what kind of qualifications they need to contribute to their career. - Students will be able to express possible opportunities in different areas such as job, scholarship, internship, graduate study.	-Could you talk about the advantages of one year exchange programme? -Youth exchange programme is the best year of my life, because it is an opportunity to learn a new culture and a foreign language. I've been an ambassador of my native culture. In addition to this, I've made friends for a lifetime...	
	Talking about opportunities	Reading - Students will be able to match headings with the paragraphs. - Students will be able to scan a text in order to find out the detailed information. - Students will be able to answer the comprehension questions about opportunities abroad in the text or dialogue. - Students will be able to ask questions to clarify the information in the text. Writing - Students will be able to write an outline for the application letter. - Students will be able to write an application letter by using additional linkers in their writings.	-In what ways do volunteering programmes contribute to my future career? - They challenge you and provide an excellent framework for personal growth and development. -I want to apply for an exchange programme, but how? -You had better contact the related club in your area to learn about exchange opportunities, please. Making the decision to live abroad for work or for study is a huge and life changing decision and you can have opportunities more than you have expected.	

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
2 Survival Stories	Narrating past events	Listening - Students will be able to catch the required information in the text. - Students will be able to identify past events in listening text. Pronunciation - Students will be able to notice sentence stress appropriately to use. Speaking - Students will be able to tell a survival story or describe an event. - Students will be able to describe pictures on a survival story. - Students will be able to talk about sequential actions. - Students will be able to use expressions to correct themselves in a conversation.	-How did Ricky Megee survive in the Australian Deserts? -First Megee found cave which served her as a shelter and she survived on a diet of salamanders, frog, leeches, lizards. Then she stumbled upon a river and was able to stay well -hydrated until she was found by a shepherd.	TV/Radio Recordings Oral Presentations Descriptive/Biographical Texts Story Summarising Pictures Newspaper News Website E-mails
	Talking about sequential actions and a series of events or a process	Reading - Students will be able to scan stories to put the events into correct order. - Students will be able to match the stories with the pictures. - Students will be able to change the forms of the words to make meaningful sentences such as survive-survival, rescue- rescuer. - Students will be able to guess the meaning of the vocabulary from the context. Writing - Students will be able to summarize a survival story that they have searched on the Net. - Students will be able to use necessary linking words in their writings.	Having rescued, she was taken to the hospital. Found by the edge of a river, he was still breathing. The accident, having been shot by a handy, was seen on the evening agents. Rescued by help of rescue team, the climbers could survive.	IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA
	Correcting yourself in a conversation		-As a migrant, I used to live hard life. Everyone in the family had to work to survive. -Well, in fact ... -I mean... -That's to say, it was difficult to inform him about the accident.	

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
3 Social Media		Listening - Students will be able to listen to a text or a dialogue about effects of social media on people to get required information. - Students will be able to complete missing information while listening a text or dialogue. Pronunciation - Students will be able to practice how to say letters and Internet symbols. Speaking - Students will be able to comment on photographs related to the topic. - Students will be able to talk about social media by using verb collocations. - Students will be able to discuss why social network is so popular around the world. - Students will be able to talk about which social web sites they prefer to use and their reasons. Reading - Students will be able to read a research on Social Media to answer the questions. - Students will be able to find out the main idea and details of a research on Social Media. - Students will be able to distinguish personal and impersonal statements in the text/ dialogue. - Students will be able to guess the meaning of unfamiliar words from the context. Writing - Students will be able to make an outline to write a discursive essay. - Students will be able to write a discursive essay about social media mentioning various viewpoints using contrasting linkers.	www. xxx.com.tr zhtm_90@mail.com -What is the power of social media? -Social media is said to be driving artificial intelligence. -What do you mean by artificial intelligence? -It is said to be the capability of a machine to imitate intelligent human behaviour. -How has the social media affected our lives ? -It's said that our lives have been taken over by social media sites. Furthermore, we're all connected... She likes uploading photos of herself online. Click on that link. A surprise is waiting for you there. Did you add me to your friends' list? On the other hand/ On the contrary, newspapers say... Contrary to what people believe...	TV / Radio Recordings Greetings Note Taking Oral Presentations E-mails Dialogues Discursive Essay Role Play Discussion Online Media IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA
	Expressing opinions in a personal or an impersonal way			
	Expressing contrast			
	Talking about social media			

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
4 Global Issues	Talking about global issues Talking about completed events in the future Talking about continuing events in the future	Listening. - Students will be able to follow scientists discussing possible future problems to draw conclusion. - Students will be able to find out the main idea. Pronunciation - Students will be able to produce short and long vowel sounds. Speaking - Students will be able to talk about current conditions related to global issues. - Students will be able to talk about causes and effects of global warming on climate in the future. - Students will be able to offer solutions to global issues. - Students will be able to talk about global events which will keep happening in the future. Reading - Students will be able to make inferences about the topic. - Students will be able to use simple context clues to determine the meaning of new words in the text. - Students will be able to identify word collocations related to the topic, such as food shortages, renewable resources, die of hunger. - Students will be able to change the forms of the words in the text to make meaningful sentences such as pollute- pollution- pollutant, global- globalisation- globalised. - Students will be able to distinguish between continuing events and completed events which takes places in the future in the text. Writing - Students will be able to write a report about one of the problems in our country such as climate change, unemployment, pollution, deforestation, migration. - Students will be able to use expressions of quantity in their reports.	octopus, igloo, ant ape, snail, ache, explain -The result of rising population will have caused food shortage in the near future. -Decreasing of natural sources as well. What kind of effects will pollution cause? Because of pollution we will have asthma. -What about the human beings by 2100 ? -By 2100, the vast majority of people will have moved to cities. Furthermore, everyone will have been using sufficient clean water without conflict. -People will be crossing continents to find fresh water in the future. -Completely unbelievable! If we banned cars, greenhouse gases would diminish. If we don't stop destroying forests, we won't have any left in fifty years. ...a majority of... ...thousands of... ...almost all of... ...three fourths of...	TV / Radio Recordings Games Maps Note Taking Oral Presentations Information Gap Activities Descriptive Text Internet Websites Magazines on Global Issues Debates E-mails Print Media IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY READING TIME VIDEO BLOG ENTRY EBA

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
5 Entertainment	Talking about entertainment	Listening - Students will be able to fill in the blanks with missing words of a song lyrics. - Students will be able to enumerate different entertainment activities. Pronunciation - Students will be able to identify the tone, mood, and emotion conveyed in the oral communication. Speaking - Students will be able to talk about what kind of entertainment they like and the reasons. - Students will be able to conduct a survey on entertainment preferences to present the results. - Students will be able to express their opinions about entertainment by using justification expressions. - Students will be able to talk about sense of entertainment in different ages.	I would rather watch documentaries than serials with my family in the evening. Although I love spending time with my family, now I prefer going to the cinema alone. I would prefer to go to theatre rather than go to cinema. I think/ believe/ suppose/ in my opinion/ according to... My idea/ answer/ explanation is similar to/ related to... The American sense of humour is usually more hilarious than that in Britain. British jokes, on the other hand, can be more sharp but with sarcastic undertone... In a recent survey, only a quarter of Americans answered that question with a "yes." The aim of this report is... The majority of people believed that... Generally speaking... This facts indicates that... The results of this survey suggest... To conclude, the survey shows that...	TV/radio Recordings Note Taking Oral Presentations Songs Poem Comics Survey on Entertainment Preferences E-mails Communicative Games Online Media Print Media Internet Websites Interview IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA
	Expressing preference			
	Explaining and justifying an idea	Reading - Students will be able to scan a survey and its result about entertainment to answer the questions. - Students will be able to guess the meaning of phrasal verbs from the context. - Students will be able to change the forms of the words to make meaningful sentences in the text. - Students will be able to find out sentences on cultural sense of humour. Writing - Students will be able to make an outline to write a survey report. - Students will be able to write about a survey report on people's entertainment preferences. - Students will be able to express facts and generalisations in their survey reports.		

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
6 <i>Fashion and Beauty</i>	Giving information briefly Giving information about a group of people or things Using expressions about giving a choice	Listening - Students will be able to match the dialogues about news on beauty/ fashion with photos. - Students will be able to find out required information in the text. Pronunciation - Students will be able to practice sentence stress correctly. Speaking - Students will be able to talk about recent trends. - Students will be able to maintain a discussion about a variety of methods to be more beautiful. - Students will be able to make comments briefly on fashion and beauty products by looking at pictures. - Students will be able to use expressions about giving a choice in their speech. Reading - Students will be able to use context clues to get main ideas in the text. - Students will be able to interpret a poem. - Students will be able to change the forms of the words in the text to make meaningful sentences such as trend -trendy, fashion- fashionable- fashionableness, etc. - Students will be able to guess the meaning of the idioms in the text and use them in a sentence. Writing - Students will be able to write an essay on their own sense of beauty. - Students will be able to use participles in their writings.	-Who is that beautiful fit man? -Which one? -The man(who is) standing near the window. -John. He does exercise every morning. Don't you know? -The cream (which will be) released next month can be a remarkable brand of the women world. -Really? Do face lift creams actually work? -I have no idea about it. There are plenty of popular creams, most of which don't work. Those beautiful women some of whom are the miracles of cosmetic industry dream of being famous models one day. I always praise people who can save their money and not spend too much. I really take my hat off to them. My father has never lost his shirt in a business deal. It's up to you. It's fine by me if you want to... Do as you please. Don't mind me. The choice is yours.	TV/radio Recordings Games/Fun Postcards and Greeting Cards Note Taking Oral Presentations Songs Fashion and Beauty Magazines Internet Websites Print Media Online Media Descriptive/Biographical Texts Interview Comics E-mails IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
7 Moods	Describing moods	Listening - Students will be able to catch the main points of a discussion about the relationship between colours and moods. - Students will be able to identify the speaker's mood, tone, etc while listening to a short dialogue. - Students will be able to compare the suggestions or different perspectives given by a psychologist/friend and respond to them. Pronunciation - Students will be able to practise sentence intonation and stress.	-What's the matter with you? You look angry. -I don't get on well with my sister because she is arrogant. Laugh and the world laughs with you; cry and you cry alone. I saw something today that really annoyed me. Red is the colour of anger, violence, adventure, energy, love...	TV / Radio Recordings Games / Fun Note Taking Oral Presentations Songs Descriptive Texts Comics Paintings Poems Photographs Personality Test E-mails Drama/ Miming
	Talking about characters Making suggestions	Speaking - Students will be able to ask and answer questions about personality. - Students will be able to express their problems, such as friendship, parental, neighbourhood conflict and ask for their friends' suggestions. - Students will be able to express feelings by using different voice levels such as surprise, happiness, sadness, interest, indifference. - Students will be able to talk about what affects their moods. Reading - Students will be able to sort clearly written instructions for relaxation/ meditation. - Students will be able to determine their personality type by answering given personality questionnaire. - Students will be able to change the forms of the words to make meaningful sentences such as ignore-ignorance-ignorable, amuse-amusing-amusement-amusingly in the text. Writing - Students will be able to describe artist's or writer's mood reflected in a painting, photograph or poem through creative writing by following the given tips. - Students will be able to offer solutions in a newspaper for certain problems sent by readers by using phrasal verbs related to the topic.	-How can you describe yourself? -I am a sociable person, so I can make friends easily but I can sometimes be impatient. Why don't you go running in the forest to improve your mood? You'd better avoid reading and watching negative news.	IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
8 Life-saver Technology	Talking about having something done by another person/ thing	Listening - Students will be able to find out technical information, such as operating instructions for everyday equipment. - Students will be able to identify main point about technology on TV or radio programme. Pronunciation - Students will be able to practise sentence intonation and stress. Speaking - Students will be able to introduce a technology product or life saver technology by using visuals. - Students will be able to express their ideas and feelings such as surprise, happiness, interests and indifference on technology products. - Students will be able to describe the problems about the life-saver products they have used.	-What do you know about life-saver technologies? -Technological devices make people's lives easier. -A dishwasher lets us save our time. -Researchers have found a way to have the amount of plastic garbage cut down. -Doctors had the disabled person walk by using robotic device. -Micro operation gives doctors an opportunity to perform seamless surgeries.	TV/Radio Recordings Games/Fun Internet Websites Advertisements Oral Presentations Descriptive Texts E-mails Techno-Project Pictures Print Media IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY READING TIME EBA
	Talking about asking someone to do something for us	Reading - Students will be able to skim the text to find out the main idea. - Students will be able to find out benefits of technology for human beings in the text. - Students will be able to change the forms of the words to make meaningful sentences, such as inspire-inspiration-inspired electricity-electrifying-electrification-electrify. - Students will be able to highlight phrasal verbs in the text to match them with their meanings.	-Sorry to bother you, but I think there is a problem that requires an urgent solution. -What's the problem? -It's about the machine I use. -I got it! It is running out of energy, it needs recharging.	
	Describing problems	Writing - Students will be able to write a note asking someone to have something done. - Students will be able to write a description and purpose of a life saver product by using the information they have searched on the Net. - Students will be able to use clauses of purpose in their writings.	- The researchers have been trying out the new medicine that is a hope for cancer. -The government got nanotechnology application improved after the Asian tsunami.	

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
9 Friendships	Talking about friendship	Listening - Students will be able to obtain detailed information from an interesting friendship story, such as friendship of a human and an animal. - Students will be able to complete the lyrics while listening to a song. Pronunciation - Students will be able to pronounce the weak form of 'that'. Speaking - Students will be able to make complaints and offer solutions about relationship. - Students will be able to use phrasal verbs while talking about themselves and friends. - Students will be able to talk about online friendship. - Students will be able to talk about values, such as honesty, trustworthy, modesty for a good friendship.	I said that he'd do it. /ðæt/ -Will you visit him at the hospital ? -Of course, a friend in need is a friend indeed. -Why are you making a face? -Because I can't put up with my classmates when they make so much noise. -I always look up to my teacher. -Why? -Because of her being a sensible, sensitive and caring person. -Where is the fancy dress party Tim held? -Pardon me! -I've asked you where the fancy dress party Tim held. "Let's go out for a walk." She suggested going out for a walk. -Help me, please! -What's her problem? -She wants us to help her. The true and valuable kind of friendship is based on being virtuous. They wish good things for their friends' own sake. Real friend is with you on your bad day.	TV / Radio Recordings Games / Fun Note Taking Oral Presentations Social Media Songs Descriptive/Biographical Texts Comics E-mails IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY READING TIME VIDEO BLOG ENTRY EBA
	Making complaints			
	Reporting statements	Reading - Students will be able to find out required information in a real story about friendship. - Students will be able to make inferences through the text. - Students will be able to express opinions about the text. - Students will be able to change the forms of the words to make meaningful sentences, such as affect-affection-affectionate- affectional, admire-admiration-admirable in the text. Writing - Students will be able to write down their opinions and thoughts about friendship. - Students will be able to report their friends, parents or wise men's statements about friendship.		
	Talking about national, moral and cultural values			

THEME	FUNCTIONS	SKILLS	SAMPLE USAGE	SUGGESTED MATERIALS & TASKS
10 Paralympics		Listening - Students will be able to identify wishes, regrets and apologies. - Students will be able to detect the target information on TV or a radio program about paralympics. Pronunciation - Students will be able to guess stress of new words using learned rules. Speaking - Students will be able to talk about winter and summer paralympic sports and equipments. - Students will be able to express regrets and wishes in their life. - Students will be able to talk about difficulties that paralyzed people live in our country and solutions to their problems. - Students will be able to talk about human values that make paralyzed people life easier.	-Have you heard of wheelchair dance sport? -No, but I watch wheelchair tennis tournaments every year. -Is Paralympics known enough ? -I think it is now getting on the same scale as the Olympics. -I wish I had started doing sports earlier. -How old were you when you started? 19 or 20? -She wishes she won the gold medal. -Me too. May the best man win! I wish some people respected disabled people more. -Before competition, you looked as if you had relieved. Why? -Because I saw my opponent weak. The paralympics closing ceremony will kick off at 8 in the evening.	TV/radio Games/Fun Note Taking Oral Presentations Digital Media Internet Websites Print Media Health Magazines Songs Descriptive/Biographical Texts Interview Comics Survey on Personal Life (find someone who) E-mails IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY READING TIME VIDEO BLOG ENTRY EBA
	Talking about an international organisation			
	Talking about wishes and regrets			
	Talking about national, moral and cultural values	Reading - Students will be able to scan a real success story of a paralyzed person. - Students will be able to identify the information about paralympics to answer the questions. - Students will be able to identify lexis and jargon related to paralympics. - Students will be able to match the definitions with phrasal verbs in the text. Writing - Students will be able to write an opinion essay on ways of making paralyzed people's life easier by synthesizing information about paralympics they get by using information technologies. - Students will be able to write a letter or a note on wishes, regrets.		

APPENDIX-B: Options for Describing Reading Activities

14. Item type <i>(from DIALANG Assessment Specifications)</i>	Selected response ☐ 1. Multiple choice ☐ 2. Banked multiple choice ☐ 3. True False ☐ 4. Multiple matching ☐ 5. Sequencing / ordering jumbled text ☐ 6. Citing Short constructed response ☐ 7. Short answer ☐ 8. Cloze (every nth) ☐ 9. Gap filling (one word) ☐ 10. C-Test ☐ 11. Summary completion ☐ 12. Information transfer ☐ 13. Sentential response ☐ 14. Justify by citing Extended constructed response (creative, etc) ☐ 15. Essay ☐ 16. Summary ☐ 17. Report in own words ☐ 18. Justify in own words ☐ 19. Other Please specify:
15. Operations	☐ Recognise ☐ Make inferences ☐ Evaluate ☐ Main idea/gist ☐ Detail ☐ Opinion ☐ Speaker's/Writer's attitude/mood ☐ Conclusion ☐ Communicative Purpose ☐ Text Structure/Connections between parts ☐ from explicit information ☐ from implicit information
View CEFR scales:	please select ▼
Item Level estimated	please select ▼

APPENDIX-C: Specification Forms for Describing Writing Activities

Written Interaction	Short description and/or reference
1 In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.	
2 Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.	
3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.	
4 What kind of texts and text-types are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.	
5 After reading the scale for Overall Written Interaction, given below, indicate and justify at which level(s) of the scale the subtest should be situated. The subscales for written interaction in CEFR 4.4.3.4 listed after the scale might be of help as a reference.	Level Justification (incl. reference to documentation)

Form A12: Written Interaction

Written Production	Short description and/or reference
1 In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.	
2 Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.	
3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.	
4 What kind of texts and text-types are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.	
5 After reading the scale for Overall Written Production, given below, indicate and justify at which level(s) of the scale the subtest should be situated. The subscales for written production in CEFR 4.4.1.2 listed after the scale might be of help as a reference.	Level Justification (incl. reference to documentation)

Form A14: Written Production

APPENDIX-D: Specification Forms for Describing Speaking Activities

Spoken Production	Short description and/or reference
1 In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.	
2 Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.	
3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.	
4 What kind of texts and text-types are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.	
5 After reading the scale for Overall Spoken Production, given below, indicate and justify at which level(s) of the scale the subtest should be situated. The subscales for spoken production in CEFR 4.4.1.1 listed after the scale might be of help as a reference.	Level Justification (incl. reference to documentation)

Form A13: Spoken Production

Spoken Interaction	Short description and/or reference
1 In what contexts (domains, situations, ...) are the test takers to show ability? Table 5 in CEFR 4.1 might be of help as a reference.	
2 Which communication themes are the test takers expected to be able to handle? The lists in CEFR 4.2 might be of help as a reference.	
3 Which communicative tasks, activities and strategies are the test takers expected to be able to handle? The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2 and 7.3 might be of help as a reference.	
4 What kind of texts and text-types are the test takers expected to be able to handle? The lists in CEFR 4.6.2 and 4.6.3 might be of help as a reference.	
5 After reading the scale for Overall Spoken Interaction, given below, indicate and justify at which level(s) of the scale the subtest should be situated. The subscales for spoken interaction in CEFR 4.4.3.1 listed after the scale might be of help as a reference.	Level Justification (incl. reference to documentation)

Form A11: Spoken Interaction (continued)

APPENDIX-E: Listening Objectives of Eleventh Grade ELC

2.1. ELEVENTH GRADE ELC LISTENING OBJECTIVES	
2.1.1	Students will be able to complete a table according to the conversation about the orientation process of a course or school abroad.
2.1.2	Students will be able to follow order of events.
2.1.3	Students will be able to identify the pieces of advice on international opportunities.
2.1.4	Students will be able to catch the required information in the text.
2.1.5	Students will be able to identify past events in the listening text.
2.1.6	Students will be able to listen to a text or a dialogue about effects of social media on people to get required information.
2.1.7	Students will be able to complete missing information while listening a text or dialogue.
2.1.8	Students will be able to follow scientists discussing possible future problems to draw conclusion.
2.1.9	Students will be able to find the main idea.
2.1.10	Students will be able to fill in the blanks with missing words of a song lyrics.
2.1.11	Students will be able to enumerate different entertainment activities.
2.1.12	Students will be able to match the dialogues about news on beauty/fashion with photos.
2.1.13	Students will be able to find out required information in the text.
2.1.14	Students will be able to catch the main points of a discussion about the relationship between colors and moods.
2.1.15	Students will be able to identify the speaker's mood, tone, etc. while listening to a short dialogue.
2.1.16	Students will be able to compare the suggestions or different perspectives given by a psychologist/friend and respond to them.
2.1.17	Students will be able to find out technical information, such as operating instructions for everyday equipment.
2.1.18	Students will be able to identify main point about technology on TV or radio program.
2.1.19	Students will be able to obtain detailed information from an interesting friendship story, such as friendship of a human and an animal.
2.1.20	Students will be able to complete the lyrics while listening to a song.
2.1.21	Students will be able to identify wishes, regrets and apologies.
2.1.22	Students will be able to detect the target information on TV or a radio program about Paralympics.

APPENDIX-F: Reading Objectives of Eleventh Grade ELC

2.2. ELEVENTH GRADE ELC READING OBJECTIVES	
2.2.1.	Students will be able to match headings with the paragraphs.
2.2.2.	Students will be able to scan a text in order to find out the detailed information.
2.2.3.	Students will be able to answer the comprehension questions about opportunities abroad in the text or dialogue.
2.2.4.	Students will be able to ask questions to clarify the information in the text.
2.2.5.	Students will be able to scan stories to put the events in the correct order.
2.2.6.	Students will be able to match the stories with the pictures.
2.2.7.	Students will be able to change the forms of words in order to make meaningful sentences such as survive-survival.
2.2.8.	Students will be able to guess the meaning of the vocabulary from the context.
2.2.9.	Students will be able to read a research on Social Media to answer the questions.
2.2.10.	Students will be able to find out the main idea and details of a research on Social Media.
2.2.11.	Students will be able to distinguish personal and impersonal statements in the text/dialogue.
2.2.12.	Students will be able to guess the meaning of unfamiliar words from the context.
2.2.13.	Students will be able to make inferences about the topic.
2.2.14.	Students will be able to use simple context clues to determine the meaning of new words in the text.
2.2.15.	Students will be able to identify word collocations related to the topic, such as food shortages, renewable resources, die of hunger.
2.2.16.	Students will be able to change the forms of the words in the text to make meaningful sentences such as pollute-pollution-pollutant.
2.2.17.	Students will be able to distinguish between continuing events which takes place in the future in the text.
2.2.18.	Students will be able to scan a text and its result about entertainment to answer the questions.
2.2.19.	Students will be able to guess the meaning of phrasal verbs from the context.
2.2.20.	Students will be able to change the forms of the words to make meaningful sentences in the text.
2.2.21.	Students will be able to find out sentences on cultural sense of humor.
2.2.22.	Students will be able to use context clues to get main ideas in the text.
2.2.23.	Students will be able to interpret a poem.
2.2.24.	Students will be able to change the forms of the words to make meaningful sentences such as trend-trendy, fashion- fashionable in the text.
2.2.25.	Students will be able to guess the meaning of the idioms in the text and use them in a sentence.
2.2.26.	Students will be able to sort clearly written instructions for relaxation/mediation.
2.2.27.	Students will be able to determine their personality type by answering given personality questionnaire.
2.2.28.	Students will be able to change the forms of the words to make meaningful sentences such as ignore- ignorance- ignorable in the text.
2.2.29.	Students will be able to skim the text to find out the main idea.
2.2.30.	Students will be able to find out benefits of technology for human beings in the text.
2.2.31.	Students will be able to change the forms of the words to make meaningful sentences such as inspire- inspiration- inspired in the text.
2.2.32.	Students will be able to highlight phrasal verbs in the text to match them with their meanings.
2.2.33.	Students will be able to find out required information in a real story about friendship.
2.2.34.	Students will be able to make inferences through the text.
2.2.35.	Students will be able to express opinions about the text.
2.2.36.	Students will be able to change the forms of the words to make meaningful sentences such as admire- admiration- admirable in the text.
2.2.37.	Students will be able to scan a real success story of a paralyzed person.
2.2.38.	Students will be able to identify information about Paralympics to answer the questions.
2.2.39.	Students will be able to identify lexis and jargon related to Paralympics.
2.2.40.	Students will be able to match the definitions with phrasal verbs in the text.

Note. The highlighted objectives cannot be matched with any of the CEFR descriptors for reading.

APPENDIX-G: Speaking Objectives of Eleventh Grade ELC

<i>2.3. ELEVENTH GRADE ELC SPEAKING OBJECTIVES</i>	
2.3.1.	Students will be able to ask for and give information about educational programs such as Erasmus, Jean Monnet.
2.3.2.	Students will be able to present the information about international volunteering programs such as Overseas after searching on the Net.
2.3.3.	Students will be able to talk what kind of qualifications they need to contribute to their career.
2.3.4.	Students will be able to express possible opportunities in different areas such as job, scholarship, internship, graduate study.
2.3.5.	Students will be able to tell a survival story or describe an event.
2.3.6.	Students will be able to describe pictures on a survival story.
2.3.7.	Students will be able to talk about sequential actions.
2.3.8.	Students will be able to use expressions to correct themselves in a conversation.
2.3.9.	Students will be able to comment on photographs related to the topic.
2.3.10.	Students will be able to talk about social media by using verb collocations.
2.3.11.	Students will be able to discuss why social network is so popular around the world.
2.3.12.	Students will be able to talk about which social web sites they prefer to use and their reasons.
2.3.13.	Students will be able to talk about current conditions related to global issues.
2.3.14.	Students will be able to talk about causes and effects of global warming on climate in the future.
2.3.15.	Students will be able to offer solutions to global issues.
2.3.16.	Students will be able to talk about global events which will keep happening in the future.
2.3.17.	Students will be able to talk about kind of entertainment they like and their reasons.
2.3.18.	Students will be able to conduct a survey on entertainment preferences to present the results.
2.3.19.	Students will be able to express their opinions about entertainment by using justification expressions.
2.3.20.	Students will be able to talk about sense of entertainment in different ages.
2.3.21.	Students will be able to talk about recent events.
2.3.22.	Students will be able to maintain a discussion about a variety of methods to be more beautiful.
2.3.23.	Students will be able to make comments briefly on fashion and beauty products by looking at pictures.
2.3.24.	Students will be able to use expressions about giving choice in their speech.
2.3.25.	Students will be able to ask and answer questions about personality.
2.3.26.	Students will be able to express their problems, such as friendship, parental, neighborhood conflict and ask for their friends' suggestions.
2.3.27.	Students will be able to express their feelings by using different voice level such as surprise, happiness, sadness, interest, indifference.
2.3.28.	Students will be able to talk about what affects their moods.
2.3.29.	Students will be able to introduce a technology product or life saver technology by using visuals.
2.3.30.	Students will be able to express their ideas and feelings such as surprise, happiness, interests and indifference on technology products.
2.3.31.	Students will be able to describe the problems about the life-saver products they have used.
2.3.32.	Students will be able to make complaints and offer solutions about relationship.
2.3.33.	Students will be able to use phrasal verbs while talking about themselves and their friends.
2.3.34.	Students will be able to talk about online friendship.
2.3.35.	Students will be able to talk about values such as honesty, trustworthy, modesty for a good friendship.
2.3.36.	Students will be able to talk about winter and summer Paralympic sports and equipment.
2.3.37.	Students will be able to express regrets and wishes in their life.
2.3.38.	Students will be able to talk about difficulties that paralyzed people live in our country and solutions to their problems.
2.3.39.	Students will be able to about human values that make paralyzed people life easier.

Note. The highlighted objectives cannot be matched with any of the CEFR descriptors for writing.

APPENDIX-H: Writing Objectives of Eleventh Grade ELC

2.4. ELEVENTH GRADE ELC WRITING OBJECTIVES	
2.4.1.	Students will be able to write an outline for the application letter.
2.4.2.	Students will be able to write an application letter by using additional linkers in their writings.
2.4.3.	Students will be able to summarize a survival story that they have searched on the Net.
2.4.4.	Students will be able to use necessary linking words in their writings.
2.4.5.	Students will be able to make an outline to write a discursive story.
2.4.6.	Students will be able to write a discursive essay on social media mentioning various viewpoints using contrasting linkers.
2.4.7.	Students will be able to write a report about one of the problems of our country such as climate change, unemployment, pollution, deforestation, migration.
2.4.8.	Students will be able to use expressions of quantity in their reports.
2.4.9.	Students will be able to make an outline to write a survey report.
2.4.10.	Students will be able to write about survey report on people's entertainment preferences.
2.4.11.	Students will be able to express facts and generalizations in their survey reports.
2.4.12.	Students will be able to write an essay on their sense of beauty.
2.4.13.	Students will be able to use participles in their writings.
2.4.14.	Students will be able to describe artist's or writer's mood reflected in a painting, photograph or poem through creative writing by following the given tips.
2.4.15.	Students will be able to offer solutions in a newspaper for certain problems sent by readers by using phrasal verbs related to the topic.
2.4.16.	Students will be able to write a note asking someone to have something done.
2.4.17.	Students will be able to write a description and purpose of a life saver production by using the information they have searched on the Net.
2.3.18.	Students will be able to use clauses of purpose in their writings.
2.4.19.	Students will be able to write down their thoughts and opinions about friendship.
2.4.20.	Students will be able to report their friends, parents or wise men's statements about friendship.
2.4.21.	Students will be able to write an opinion essay on ways of making paralyzed people's life easier by synthesizing information about Paralympics they get by using information technologies.
2.4.22.	Students will be able to write a letter or a note on wishes, regrets.

Note. The highlighted objectives cannot be matched with any of the CEFR descriptors for writing.

APPENDIX-I: Reading Texts in Yes You Can B2.1 and B2.2

TEXT 1

Most of the time people think travelling by plane is comfortable and fast. On the other hand when people are interviewed about this, an unexpected result is seen. One of these surveys has shown that travellers can have **dreadful** experiences during flights. They can live through the things that they can hardly ever see in their entire life; such as **hijacks**, lightning strikes and bomb scares.

Actually most of the problems are caused by airlines. For instance, in New York in 1990 an American Airline had booked the same flight three times. The **astonishing** part of this is the result. Because the **military** solved the problem by making the passengers run round the plane three times, the ones who could run the fastest could get the seats.

Another main problem is baggages. For instance a young Dutch gentleman who was flying from Amsterdam to Florida in February had lost his suitcase. As a result of this bad luck he had to walk in streets where temperature was 36 with a fur coat, a thick hat and boots.

The most dreadful experience was for the travellers who were affected by the Iceland volcanic **eruption** on 15th April 2010. Since Iceland volcanic eruption, many travellers had to stay at airports, because of the eruption and spread of the **ash**. After the eruption about 500 flights were cancelled in Europe. As a result of this, important meetings were cancelled; the **shift workers** were also **stranded** on land. And also university students who were travelling for an international seminar could get their destinations three days late.



TEXT 2

The News

This week we are monitoring the different neighbourhoods with different problems. We have received e-mails from different people who have problems with their neighbours. Here is the newspaper report of some of the most interesting ones.

.....
I live in a large house with a garden. Unfortunately, my side yard is next to the worst neighbour's house in the street and the man living there is a huge old boxer with a bald head and a frightening face. He works for a transportation company. He brings empty boxes and packages to his house and (1) them in his garden in a way that makes us really crazy. The only way he can get to his backyard is through my side yard. First we warned him kindly. But he went on and on. Then I put up a 'Don't (2) sign; he tore it in half. I finally put up a fence against his garden. He broke it next morning and threatened to burn out our house. I am really (3) I feel so hopeless that I can't go on anymore. That's why we have decided to move leaving our lovely house behind. I hope our new neighbours will be nice people and I won't find myself in such a nightmare again.

Jane 52

.....
I live in a nice neighbourhood and I am friendly with all my neighbours except one. One day my husband and my son were in the car outside my house. My husband (4) the horn for me to hurry up and my son wanted to honk the horn too, because little kids do that. It was 5pm. My neighbour came running out (5) about how rude honking the horn was. We live on a busy main road so there is honking anyway! I said "Don't honk loud outside". Then a month later my husband honked lightly to let me know he was outside. He came again. I thought he was an unemployed yard worker looking for work because he was so dirty with a long beard and hair, so I said "Now is not a good time. We don't need any work done". That's when he got really (6) and said "I'm calling the police if anyone honks outside again". I said "I'm sorry but my husband honked lightly to let me know he was outside. Later I talked about the problem with my friends. They found a simple solution. Now we use the mobile phone instead of the horn. If only we could choose the people living around us.

Marie 36

TEXT 3

GIVE ME A HAND



Which decision is made by most of the people? In today's world people struggle to be the most successful one in the society. However, sometimes we can experience some unusual events.

Hilal Çoşkuner, a Turkish athlete, is the one who decided to help her friend instead of finishing a race first. Hilal is a primary school student whom people are talking and wondering about nowadays. Because her story is extraordinary.

When Hilal's P.E. teacher had wanted to select two students who run the fastest, Hilal's name was written by her class teacher. She had been inexperienced up to that moment. After being trained for a few months, Hilal and her friend ran for the first race. At the time of reaching the finish line, she heard a scream behind. Her friend was closer and called her name. As soon as she turned back she saw her friend lying behind her in pain. There was a moment that she looked at the finish line and friend lying. While most people would prefer finishing the race and getting the medal, Hilal decided to help her friend.

As Hilal has been so famous thanks to her behaviour, she and her teacher are planning to train for other important races. She is going to train hard and get medals in races. She is going to have her university education on sports.

Now, Hilal has received 10 prizes for her fair play. When she is asked about the race, she answers cheerfully:

"If I have the same experience, I will do the same."

TEXT 4

ZUCKERBERG EFFECT



Welcome to "Zuckerberg Effect". Mark Zuckerberg restated secrets of his success to Stars magazine in

2010: Mark Zuckerberg (born May 14, 1984) is an American computer scientist and software developer. He co-founded the social-networking website Facebook out of his college dorm room. He left Harvard after his **sophomore** year to concentrate on the site, the user base grew over 750 million people and it made Zuckerberg one of the world's youngest billionaires with a fortune of \$4 billion - and he's not even reached his 29th birthday.

Mark Zuckerberg: The Secrets- of the Youngest Billionaire's Success in the World

1. Have a Dream: Most people think that Mark must have **emerged from the blues** to become a billionaire; they think he could have built Facebook with just **a snap of fingers**. The truth is they are wrong. Mark was not an overnight success. His journey to fame and fortune began as a dream. So if you want to replicate his success, start with your desire. What do you want from this life? Where do you want to be in the next ten years?

2. Think big: Facebook was a project on Mark's computer and he could have **opted** to sell it but he refused. Why? He must have refused it as he wasn't interested in a paid job but changing the world. Facebook was a small project but Mark's dream can't have been a small one. He must have seen Facebook as a worldwide project. And he wished to change the way people communicate and stay in touch. Remember that success doesn't just happen; it begins with thinking big.

3. Start small: He started small. He can't have been discouraged by his **humble** beginning. Instead of waiting for the million dollar funding or start up capital; he started from his dormitory with little money. Never be ashamed to start from the scratch as the glory lies there.

4. Believe in yourself: Self belief is a **prerequisite** to start a successful business and he had lots of it. You have to believe that growing such business can be done and you are the one to do it. Never look down, believe firmly in yourself and you will make it.

5. Be diligent: No man gets to the top with both hands in his pocket. All successful entrepreneurs and drop out billionaires must have earned their place through hard work; they toiled while others slept and that's why they became successful.

6. Learn to take risk: No entrepreneur ever could have become successful without undertaking an atom of risk. Facebook itself was a real **venture** that paid off **immensely**. Entrepreneurship can't be anything but risk taking.

In conclusion; there's nothing extraordinary about his success and his emergence as the youngest billionaire in the world. He deserves the position because he dreamed, planned and worked it out. He was prepared for criticism and wasn't afraid of the giants. He stuck to his passion and focused on fulfilling the Facebook mission; that's why he could become the youngest billionaire in the world.

TEXT 5

STRESS AND STRESS MANAGEMET

A
Recently, a new survey, titled "Stress among **adolescents**", in University of Xalibur, London, has been carried into how adolescents feel in a very stressful environment, which **stressors** are effective for them and their influences on their lives. 135 students were given a questionnaire and received replies from all with 120 valid responses.

B
They asked students which of the following examples are the most stressful - school, interpersonal relations, life-changes, academic tests, career exploration. They also wanted them to add any other stress sources which they had recently faced, how often they felt stressed and to explain and assess their ways to manage and cope with stress.

C
According to survey results, 72 % of them **ascribed the blame** for their depression to school stress; 32.5% thought that it was caused by interpersonal relations; 81.67 % **attributed** the depression to academic tests. 71.67 % named their stress source as family conflicts characterized by a lack of parent-adolescent communication and 40 % considered new-beginnings were stressful, 10.83 % thought living in a big city with lots of traffic problems was a stress source itself and 6.70 % marked "Others". They meant death of a loved one, a serious illness or financial problems.

D
The survey results suggested that adolescents might handle stressful situations better if they had a pet. 32.5 % thought that they managed their stress with the assistance of their pet. 10.83 % could bring the level of their stress down by developing good study habits and strategies like personalizing success, practising team work and **visualization**. 85.83 % followed a program of exercise which was said to **sharpen the mind** and relax the body. They went hiking, swimming or simply walking. 21.67 % believed that they could only **defeat** stress living properly: getting a good night's sleep, eating fresh fruit and vegetables, avoiding artificial sweeteners or carbonated soft-drinks. 37.50 % chose to express their feelings in an open and respectful way. Only 2.90 % just smiled and looked for the upside to **iron out difficulties**. As the saying goes, "What doesn't kill us makes us stronger." When they faced major challenges, they tried to look at them as opportunities for personal growth and learn from their mistakes.

E
In conclusion, stress has significant effect on adolescents' lives. They may have different sources of stress. They should learn to understand, accept and recognize them, take a positive attitude toward getting along with their friends and parents, express and manage their emotions effectively to develop an optimistic view of life. Schools should provide more support and care to help students cope with various stressor and family support is helpful.

TEXT 6

Tackle the Thing

*Somebody said that it couldn't be done,
But he with a chuckle replied
That "maybe it couldn't," but he would be one
Who wouldn't say so till he tried.
So he buckled right in with a trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and did it.
Somebody scoffed: Oh, you'll never do that;
At least no one has ever done it";
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quid it.
He started to sing as he tackled the thing
That couldn't be done, and did it.
There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you, one by one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start to sing as you tackle the thing
That "cannot be done," and you'll do it.*

Edgar A. Guest



TEXT 7




UNIVERSITY OF LEEDS

FACULTIES

- Faculty of Biological Sciences
- Faculty of Business
- Faculty of Education, Social Sciences and Law
- Faculty of Engineering (including the School of Computing)
- Faculty of Environment
- Faculty of Mathematics and Physical Sciences
- Faculty of Medicine and Health
- Faculty of Performance, Visual Arts and Communication



FACILITIES

1. Libraries
2. IT
3. Research
4. Students' union
5. Sports facilities
6. Careers centre
7. Performing arts and culture
8. The Refectory
9. Accommodation



Contact us:
University of Leeds, Leeds LS2 9JT, UK
Switchboard: +44 (0) 113 243 1751
Fax: +44 (0) 113 244 3923







UNIVERSITY OF THE ARTS LONDON

FACULTIES

- Art
- Curating
- Design and communication
- Graphic design
- Interior Design
- Textile Design



FACILITIES

- Specialist Workshops, Studies and Salons
- Media Suites (Photography and Broadcast)
- Reprographics Services
- Fashion Digital Studio
- Learning Technology Support








Contact: 0207 514 6197
admissions@arts.ac.uk



TEXT 8

C. Read the letters and write what they are about:

1st letter :

2nd letter :

Mario Rossi
Via RIO 7
30020 Martellago
Venezia / Italy

Nov 10, 2014

Rebecca Simpson
Office of Admission
University of Leeds, Leeds LS2 9JT, UK

Dear Ms. Simpson,
I'm highly interested in Leeds University and would appreciate you sending me the following information :

- ★ course brochure
- ★ athletic program brochure
- ★ residency information (on campus or off campus).

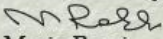
Briefly, my academic career has been focused on Law and I have consistently maintained an IELTS score 5.5.

I have also successfully balanced my academic studies with soccer and cricket. If I were a member of your university, I would contribute to your university soccer team.

Please, inform me of the date and time a representative of your institution will be visiting my city in the near future. If I have a chance to talk him face to face, it will be great for me to discuss all the details.

Also, please send me the appropriate application documents and deadlines, including any other necessary information I would need to complete a proper application process with your university.

Thank you for your kind consideration and look forward to receiving your response.

Yours Sincerely,

Mario Rossi


University of Leeds
Office of admission

Dec 2, 2014

Mario Rossi
Via Rio 7
30020 Martel
Venezia /Italy

Dear Mario,
Regarding your request letter dated Nov 10, 2014 about necessary information to apply to the university for the Fall Term 2015. Please find the list of the documents required.

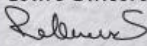
- ★ The Cover Letter. It introduces you and the list of the documents which are in the package.
- ★ An application form should be completed fully. If the question does not apply, write not applicable (n/a)
- ★ Transcripts. If the transcripts are not in English, they must be officially translated.
- ★ Letters of Recommendation. Strong letters of recommendation can greatly increase your chance of being accepted into the university.
- ★ Application Fees. Application fee can be paid in the form of bank check or money order.
- ★ Statement of purpose. It allows a student to highlight individual achievements, goals and objectives for the future.
- ★ IELTS Score. Students will need to send scores in their application packages.

Make sure application is sent in well before deadline. If it is sent afterwards, it will not be considered.

Moving on to your request about accommodation; we cannot guarantee your placement on campus.

Finally, if you had written to us a month ago, you would have had the chance to talk to him as he had already visited your city. But general information about the university is also available at www.st.edu.

If you have any questions, please feel free to contact me at 07 866 532. We look forward to receiving your application.

Yours Sincerely,

Rebecca Simpson

TEXT 9

WORK AND TRAVEL



Work and travel for up to 4 months in the USA between May and Oct on a J1 visa. Find your own summer job or let us find one for you. Must be a full-time student on your university break. Work in a national park, amusement park or for most other employers. Experience another culture and see the real USA as a local.

Contact : 00580368004

AIESEC

Welcome to AIESEC
Differentiate Yourself!

*Joining AIESEC would be the best experience you have ever had! Where you can improve,

build, and develop your skills and a chance to achieve your goals.



*60 year-old global organisation develops students and recent graduates into leaders by

running and participating in an international student exchange programme.

*have a chance to represent your country in a special exchange programme.

Contact : 00785058359



au pair

Live as an extended member of your host family and provide childcare in exchange for room and board, and a weekly stipend. *Brush up on your language skills and gain first-hand experience of a new culture!

Some programmes also offer insurance, language classes and paid vacation.

All au pairs:

*should have extensive childcare experience.

*should speak conversational English.

*should have completed a secondary education.

*should be between 18 and 26 years old.

Contact:00459677403

SNAPPING FINGERS

"If you had asked me a year ago to be in a foreign country to take care of two boys, a 6-year-old and 8-year-old, I would have said you were insane. But I did it.

My story starts with the spontaneous decision to go to England as an au-pair and choosing my host family. I had just graduated from the university and I thought if I hadn't lived something exciting and different before I started to work, I might have had no time and no chance for it. It was real



snapping fingers! I applied for an au-pair agency, found the host family, bought the flight ticket, packed and flew to England.

My host family welcomed me to their house with the kids' performances and a big welcome banner they had made for me. It was very nice. I started working the next day, my host mom explained the rules and showed me around. I enrolled to an afternoon English course. I helped the boys with breakfast, made their lunch-box, got them dressed, took them to the school and got my English course. Late in the afternoon, after my lessons, I fetched the boys and came home. While the kids were having some free time, I did some minor household chores. I had a day off at the weekends. Sometimes I did shopping or had lunch with my friends from my school or other au-pairs in our neighbourhood. If there was a live concert or basketball match, we went together with my friends to have fun.

UPS AND DOWNS

Of course there were ups and downs for me. When I first arrived I didn't like the food because I found eating fish with chips and drinking tea with milk strange. But then I got used to.

I found driving on the left different. If you are on the street in Britain, make sure to pay attention to traffic running from your right.

At the very beginning, my biggest fear was that I wouldn't make friends. Indeed if my host family hadn't been so supportive, I might not have had so many friends because I was very bashful.

If you are a person who knows the grammar perfectly but have a problem with speaking and listening like me, you may not understand what people talk when you first arrive. But don't give up! If you keep on getting across to people around you, you can be sure that you will speak fluently in a short time.

I couldn't stand the rainy weather in my very first week. If you don't want to look like a drowned rat, you'd always better carry an umbrella even on a bright day.

The boys were quite handful and household chores were tiring. I would be lying if I said it was easy but loved every single part of it even negative moments I had. For all the teenagers who want to be au-pairs: Please be patient and breadth with your new experience. If I hadn't been so patient and breadth I would have returned home in first week and wouldn't have learned to be independent and to believe in myself. I improved my cooking, learned child caring, carried my English forward, I taught them Spanish and got hugs, kindness and compassion in return. It was very rewarding. This is a year of my life, the most enriching and the most exciting part of it.

TEXT 10

DIFFERENT COUNTRIES DIFFERENT JOYS

Ways of entertaining differ from country to country. Some countries' youngsters like doing sports. On the other hand, others prefer doing activities individually. Here are youth entertainment facilities in three different countries:

JAPAN



If entertainment is questioned for Japanese youngsters, the answer will be anime. As with comics, some may not take Japanese animation very seriously. But for the young, the young at heart, these shows are entertaining, useful and in demand in Japan. Pop music is another way of having fun among youngsters. However, instead of popular music all around the world, they prefer listening to the Japanese singers singing in Japanese. If they are interested in computer games they can find various choices. Because Japan owns one of the most developed computer games industry. Therefore computer game clubs are really popular among Japanese teenagers.

THE NETHERLANDS!

If you are a youngster in the Netherlands, you can have the luck of doing lots of entertaining activities. Because young people here have the chance of having picnic, watching movies and concerts at Vondel Park which is the largest green space in Amsterdam. If skating is chosen, Amsterdam is a wonderful place to do this sport. Traditionally in winter, the frozen canals provide a playground for ice-skating locals. In summer, local youth and tourists like skating through the park. All year around at 9:00 pm. on a Friday night, a group of skating enthusiasts meet to join a 20 km, three-hour- tour through the streets.

Amsterdam has an active street art scene. If the youth are interested in art, they have a chance to perform different kinds of art such as; graffiti, sculptures and stickers in streets.





CANADA

Young people can do numerous activities in different parts of Canada. Festivals are very popular in St Johns, because people love festivals, whether it is spring, summer, fall or winter. Throughout the year, over 15 different festivals and annual events are put on by local groups. And also if sports are selected as an entertainment activity, there are good possibilities available for practicing many indoor and outdoor sports, as well as watching ice hockey, baseball, basketball or soccer matches. There are also sports museums in Toronto. Besides, biking or walking on the peaceful Toronto Islands is enjoyable. Some of the young people enjoy themselves at popular lakeside beaches for swimming and sunbathing.

Here or there if the youth want to do something either for pleasure or a duty, they do their best to make it worth doing.

TEXT 11

AN AMAZING MOTORCYCLE JOURNEY THROUGH THE HEART AND SOUL

Do you like travelling around the world by motorbike or discovering new places to ride? Come on and join the quiz show on Radio Best and get the prize. Realize your dream holiday.

Explore Europe on a 15-day ride including stunning Alpine routes with a small group of riders.

Everything is organised enabling you to make the most of every riding hour of the trip. For the ones who don't have their own motorbikes, rental bikes are also available.

No searching for hotels at the end of the days riding - your hotel awaits.

Wide open spaces - congestion free riding across Europe's stunning mountains and forests.

Due to our research of the best routes and great hotels to enable you to relax and enjoy the best of European motorcycling you will be staying at good quality characterful accommodation, meeting and mixing with local people. We will point you in the right direction to have a new experience and adventure on every day of your tour, with enough freedom and independence to include as many of your own diversions as you wish.

At the end of each day, you will always know that you'll have a good base to recharge your batteries whilst still getting a true taste for the culture of the country through which we're travelling.

Riding east across the west of Germany, including the Eiffel, Rhine & Black Forest heading east across stunning riding sections of the Austrian Alps, returning via lovely scenery and perfect biking roads of the Slovakian Tatra mountains. We then turn West & cross the open intriguing lands of the Czech Republic, stopping in one of the most gorgeous Czech towns full of colour and vibrancy, where we're based at the very best hotel in town.

Your bike will be purring through the mountains & you'll be feeling relaxed and invigorated.

The guiding option is available for those that never toured before, do not have confidence in their navigational skills or simply prefer to ride with a group of other riders.

In order to provide better quality tours we limit the number of bikes to twelve per guide. This allows us to guide each tour day-by-day, turn-by-turn and in the evenings provides us a with much more relaxing and enjoyable social atmosphere.

For them motorcycling is not just about riding, it is also about meeting people, creating friendships, enjoying a sense of discovery and adventure, and above all it is a lifestyle.

We'll provide all the equipment you need - just bring your energy!

For more info see our web-page www.utopia.uk



TEXT 12

Utopia Travel Agency

http://www.utopiatravelagency.com/

Flights Hotels Cars Packages Tours & Activities Guides Places Reviewers Forums





Filmmaking holiday

Film Making

Do you think you could be the next Roman Polanski or Sophia Coppola? Perhaps you dream of being the next Kristen Stewart or Robert Pattinson. If so, this prize provides you a dream holiday. Challenge and get the prize on Radio Best's quiz show. We offer this unique film-making experience holidays in Universal Studios which is worldwide famous. Moreover a chance to explore Orlando, Florida, the USA. Feel free to bring your own video camera as there will be lots of interesting things to film!

Six half days of film making,
Six half days of multi activity.

You are free to choose the type of the film - adventure, fantasy, thriller or comedy and then you'll become a film crew, creating your own blockbuster ready to show to everyone else at the end of the week or if you prefer, you can be one of the actors in the film, sometimes alongside a professional actor.

You will find out what's involved in directing a movie and have the chance to edit your film using professional editing software. In addition you'll have your film on DVD to take home with you.

You'll learn the basics of performing, script writing, film and sound recording as well as how to use sound effects, visual effects and music.

Our team of trained instructors and experts or even stars from the film industry will use their experience to guide you through the whole film making process from start to finish. Our film and video making holiday is designed to give you the feel of a professional film production.

You will not be bossed about or told what to do, or made to feel silly; we're just there to entertain and guide you in the wonderful world of film making.

We want to emphasise that our holidays are genuinely aimed at beginners to film making and that no previous film making experience is necessary.

We'll provide all the equipment you need - just bring your imagination!



Compete on our quiz show themed world cities on Radio Best at 715-8164033 and get your holiday prize

Film making holiday

[Click for the details of "film making holiday"](#)

Motorcycle holiday

[Click for the details of "motorcycle journey"](#)



TEXT 13

To: info@utopiatravelagency.com

From: denizkurtulan@gmail.com

Subject: quizshow

To the person who may concern,

My name is Deniz Kurtulan, I am writing you to get some information about the prize I won from your radio contest.

I want to mention that I am very glad to get the prize. As you have wanted me to choose one of the holidays, I'd really be happy to go to Orlando and experience the Film Making at Universal Studios. My language course in England is ending next June, so the date after it is suitable for me to go.

Could you please send me the list of the documents which are required to get a visa and other supporting details? Please find my personal information below for booking flights and room.

Name: Deniz Kurtulan

National Identification Number: 23586982311

Place of Birth: Izmir

Date of Birth: 20/08/1990

Home Address: 303 Mithatpasa Street Yalı /İZMİR

Postal Code:35280

Country : TURKEY

Home Phone Number: +90 (232) 485 6255

GSM Number: +90 (505) 893 2285

Passport No : S005436

Place of Issue: Konak İZMİR

Date of Issue: 12 June 2014

Expiry Date: 12 June 2019

Yours Sincerely,

Deniz Kurtulan

TEXT 14

To: denizkurtulan@gmail.com
From: info@utopiatravelagency.com
Subject: quizshow

Hello Deniz,

As Utopia Travel Agency, we appreciate you for your success. In your e-mail you have indicated that you want to go to Orlando in June, hence we have made a programme for the third week of June. The list of the documents which are needed to apply is below. Make sure to keep in mind the deadline is May the 30th. You can contact us for any situation when you need.

Your flight details: United Airlines -New York – UA576

Yours faithfully,
Jason Knight

Documents needed:

- Step 1. Get a (which is required while applying for a US visa.)
Step 2. Complete US visa application form DS160 (Visitor visa application (form DS160) must be completed online, on the internet.
Step 3. Pay the US (Use our website to set up an appointment with the US or where you will be applying for your US visa.)
See complete details of taking an appointment for US visa interview.
Step 4. Go for visa interview at designated US consulate(On the day and time of your appointment for interview, go to the consulate where your interview is scheduled. Carry all and supporting documents and originals.)

Bring the following to your interview:

- Your passport which is valid for 6 months (and your old passports if any)
 - Your photograph which is not more than 6 months old
 - The DS160 page (you will not need the full application)
 - Visa Service appointment letter.
 - Supporting documents, based on what kind of visa you are applying for.
- See also complete details of the US visa interview process from our web page.

TEXT 15

To: denizkurtulan@gmail.com
From: clarkjackson@netmail.com
Subject: Orlando Holiday

1. Dear Deniz

2. How are you? In your last e-mail, you have mentioned that you are coming to the city which I live in, thanks to a contest you have won, which has made me even happier. I wonder if you could stay a few days more after finishing your film making holiday at Universal Studios.

3. It will be so good to spend time with you in Orlando, which is one of the most popular touristic places, in the world. I will also have an opportunity to introduce you to my girlfriend who is dying to meet you. However, she can only join us for the last two days due to her final exams. Nevertheless, it will be fun. We must plan this vacation properly in order not to waste any time.

I think on our first day, we should take one of the sightseeing tours which lasts approximately 6 hours. We will have an opportunity to see the Lake Eola, which is beautiful at sunset, Rollins College, Park Avenue which is famous for European-style shopping and dining district and the City of Celebration. On the second day, we can have a tour including a scenic boat tour in Winter Park and a free entry ticket to Gatorland, where we can feed the alligators and take photos with them as well.

Depending on the weather, we should plan to spend the third day at Sea World which is the largest dolphinarium in the world. In this park, we will enjoy the dolphin shows, a killer whale show which is called Shamu Show and other attractions. I am not sure whether you will like it or not but there are very scary rides in this park as well.

This is going to be fun, I am already very excited. Anyway, we should have a break on your last day and plan to go to Disney World, which has many rides and even an artificial lake inside. I am sure you have heard about it, from the creators of Mickey Mouse. Believe me even two days may not be enough to explore the park thoroughly. We can even have an imaginary weekend in Miami to swim in the crystal ocean.

In my opinion, it will be an excellent fun filled week for both of us. Please let me know the hotel address where you will stay so that I can come and see you.

Have a safe journey and looking forward to seeing you in Orlando!

Best Regards 4.

Your friend,

Clark Jackson 5.

TEXT 16

Everyone is irritable and indecisive at times. But some people are so difficult that they make others' lives a strain. Dealing with difficult people is easier when you learn to recognize some common personality types. Then you can develop coping skills for dealing with each without trying to change them. The purpose of this article is to present an overview of some major personality types, identify their strengths and challenges.



The Perfectionists

For Perfectionists, life means correcting error and striving for improvement. They notice what is right or wrong quite naturally in all areas and are highly motivated to improve it. They often intuit the best way to do a job or solve a problem very quickly. They are the ones who are responsible, dependable, and always proud of themselves on their honesty and integrity. Relationships, tasks, even life are judged either good or bad, right or wrong, fair or unfair. They often take on too much responsibility and feel resentful that others don't do their share or come through with their commitments. Their attention to error can lead to criticism and judgement of themselves and others.

The Whiners

What about the chronic complainers? They always have something to complain about. They are hardly ever happy and feel overwhelmed by an unfair world. If you listen to them, they will gripe. They are fault-finding, blaming, and certain about what should be done, but they never seem to be able to correct the situation by themselves. Repeated, ongoing complaints that really can not be helped are especially tiring. A good way to hint that you've heard enough is, "Well, as we all know, nothing can be done about this." Not supporting the gripes will also let the whiner know that it is time to look for a different audience. These are fearful people who have little faith in themselves and others because they believe in a hostile world and their constant discouragement and complaining can bring everyone despair.



'Can't Say No' Ones

Some people are really afraid to say "No". They are always pleasant and supportive of your ideas. They are indecisive stallers. They don't want to upset anyone, which really means that they want to please everyone. In their mind, the way to accomplish this is never to make a decision that ends up upsetting everyone! They also want to be liked and accepted by everyone, so to achieve this they are outgoing, sociable and very personable. However, the danger here is they will agree with you about one thing and then agree with the next person whose ideas are contrary to yours. At work or school, they will volunteer to do every job and cannot complete any properly.



The Competitors



A little bit of competition is healthy and expected. An appropriate amount of competition will motivate and stimulate. But too much competition between friends starts to destroy the friendship. You may have to listen to competitor's brags and boasts so often. Competition implies a race in which one wins and the other loses; those conditions are quite the opposite of what someone typically expects in a positive friendship.

'Know-It-All.' Ones

The typical Know-It-All tends to be a bit of a bully as well. They have their idea, and they just don't let it go. These people seek security and respect. They have an air of authority, which can lead them to have a sense of power. They elevate themselves by thinking they know more than everybody else and this gives them a false sense of being better than everyone else. They can be very believable and consider themselves to be always right. This type of person may have a condescending or arrogant attitude or he is impatient with different opinions and may also make you feel small or stupid. They have a low tolerance for correction and contradiction. They are often self-reliant, don't need or want any help, and don't want to change.



From our short analysis of difficult people, one definite conclusion can be drawn. If you don't do something about the difficult people in your life, you will simply continue to get more of their problematic behaviours. Whether it is the The Perfectionists, The Whiners, 'Can't Say No' Ones, The Competitors, or 'Know-It-All' Ones you must take action. Be gentle, but be firm, and remember they are human, just like you.

TEXT 17

To:	
Subject:	
Location:	

Send

Dear Dr. Constance,

I am writing to tell why I am really interested in your seminar and want to apply for it. First of all I want to mention that I usually have conflicts at home and at work because of hostile people around. They are so aggressive, actually I don't know how to react in such situations. I am really worried about this. I want to behave in a way that works, so I need your help.

I have read about your seminar and I am interested in the subjects you deal with. My friends, who have tried the methods you have suggested, are very happy with the result. I hope after this seminar I will be stronger when I am exposed to such situation.

Could you please tell me some effective ways to cope with hostile situations so that I will be ready before the seminar?

Yours sincerely,
Margaret

TEXT 18

Dear Margaret,

It is a pleasure to learn that you are interested in my seminar and you are eager to use the tips to lead up a better communication so I want to add some urgent tips here ☺

To eliminate the personality conflicts threat the public with courtesy and professionalism. Trying to cut the complaint short, or even arguing back are not productive. Instead of this don't let yourself be frustrated with the situation and be ready that hostile people want you to feel how urgent their problems are and should be responded at once.

Time management is really important. I will explain you the four minute rule. Within these four minutes you should be (1) _____ the strategies to deal with the problem. Researches Show that if people do not perceive that you are responding positively by the end of the first four minutes of contact their anger will generally (2) _____

Be ready to follow these steps:

Step 1: Deal with the person's feelings
Set up eye contact. Looking at the person (3) _____ you to judge the emotional content of the words. Try to understand the things he gets angry about.

Step 2: Identify the person's problem
Ask questions to decide how to help and realize the people he is annoyed with.

Step 3: Deal with the person's problem
Listen carefully to (4) _____ the person has already tried. Suggest alternative. Develop good communication skills. Keep calm.
Finally. Give feedback.

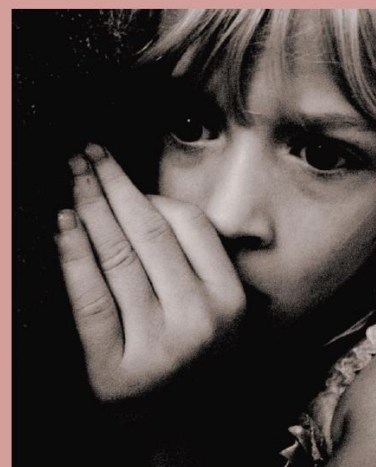
Ask and use the person's name often in conversation.
Ensure that you will work to resolve the problem.
I hope these tips will be useful for more effective communication. Be sure of the way you behave. I look forward to seeing you at the seminar.

Dr. Constance

TEXT 19

MY FEAR WAITS FOR ME

Between me and the crowded room
is a path paved with fear.
My foot sinks in soft concrete as I make my way
towards that ball of fire which is the room.
Heat hits my face
I'm choking I'm hot I'm cold I'm dizzy
I'm spinning I'm not there I'm outside myself.
Mind's blank. Not a thought in sight. I am pure emotion
which hurtles me along that path.
The room full of people is near.
I feel naked and exposed in my fear,
visible on my face.
Can't pretend, can't fake. A shaky voice and
crimson cheeks give me away. I have no name but anxiety.
Want to cry with frustration. Why me? Why not?
And then the wave has washed over me and my mind
settles back into my body. I mingle, already
armed for the next wave rising in the distance and building like a tsunami.
It'll come. Because I'm waiting.



TEXT 20

The Romance of Dance

Ballroom dance has been given its name from the word 'ball'. This is actually based on a Latin word, "ballare" that simply means to dance. While ballroom dancing may be believed to be part of the elite class for hundreds of years, it has also been a valuable form of social activity leading to binding friendships and a lot of enjoyment for the masses!

Ballroom dance requires one to be highly disciplined as well. Ballroom dance is like a beautiful form of art. The dancers move across the floor, which forms the canvas, and the dancers themselves are like an artist's impression when they show their skills with great **finesse**. The basic requirement for a dance to fall under the umbrella of ballroom dancing is that it has to be a partner dance. That's why ballroom dance is referred to as a kind of social dancing. The two individuals need to have perfect coordination with each other. Dancers have to connect with their mind and touch to understand and co-ordinate with each other. Here, the man has to lead while the woman follows. This allows a perfect balance in the dance.

Today, this form of dance is popular all across the globe and this is widely evident with the number of dance classes and competitions that are **mushrooming** all over.

How can one define ballroom dancing? It is simple. You can not! Ballroom dancing is a concept of art that cannot be described by the use of specific dance steps and patterns, and neither can it be defined as just another form of dance! It has been seen in various forms and styles through the ages. The most popular ones are the waltz, salsa, tango, cha-cha-cha, foxtrots and jives. Let's watch two of them:





WALTZ : The introduction of the Waltz was the scandal of 19th century English society. Never before had a man and woman danced publicly in a virtual **embrace**. Fortunately the grace and beauty of the Waltz were noticed, and English society, so quick to **denounce** the dance, eventually “embraced” it. Elegance, **grace** and rhythm, Waltz had it all! In fact, Queen Victoria was an **exquisite** ballroom dancer who developed a passion for the Waltz.

The Waltz is danced to slow beats and involves long, flowing movements, continuous turns and gives the dance a delightful romantic lilt. It consists only of non-stop turns and changing steps. In this dance the couple frequently turn in a clockwise or anti-clockwise direction, **interspersed** with regular steps.

SALSA : Salsa is a dance for Salsa music created by the Spanish speaking people from the Caribbean. Salsa dancing is a fine elegant mixture of African and European dance influences through the music and dance fusions that are the roots of it.

Salsa is a couple dance like other ballroom dances.

Salsa dancing is mostly a **stationary** dance, with little movement around the dance floor. Instead, dancers rely on their own **embellishments**, such as a colourful movement of an arm or leg, leaving

lots of “artistic freedom” within the dance form. **Swaying** hip movements, facial expressions, arm movements and holds all add to the sensuality of the dance. It is one of the most sensual, emotional and liveliest Latin American ballroom dances as it is full of passion, energy and fun.

Ballroom dance helps you to have a correct posture and a **well-groomed** personality to match. With the many varieties of ballroom dances that are seen today, you are bound to find one that matches your style and personality as well; so simply go ahead and put on your dancing shoes!

TEXT 21

TALES FROM MYTHOLOGY

For this week’s magazine we have searched tales from mythology that took place in West and Inner & East Anatolia. Here are the most famous ones; The legends of golden horn and Shahmaran.

Tale of the Golden Horn: The legend of the foundation of Istanbul is derived from classical mythology: According to the myth; Zeus fell in love with Io, (1), King of the City of Argos and God of the River of Argos. Zeus coasted from (2) However, his wife: Hera was very jealous. As soon as she had realized this love, she decided to hunt them. And when Zeus had learnt that, he temporarily transformed the girl into a heifer in order to protect her from the wrath of his wife, Hera. (3), giving the strait its name (“boos-foros” / “cow-ford”). Eventually Zeus caught her at the side of the Nile. After she had resumed her original form, she gave a birth to a girl, Keroessa. Later, (4) Keroessa’s son, Byzas the Magerian, in time (5) and named it the Golden Horn (Chrysokeras) after her grandmother.

TEXT 22

Time to Read

- A. Write your ideas about workshops answering the questions below.
1. Have you ever attended a workshop? If yes, where and when?
 2. Do you believe workshops are useful? How?
- B. Read the title of the text and guess what it tells about.
- C. Read a visual presentation by a famous caricaturist, Mr. Oliver Renat, who is doing a workshop at Hill High School. Find the difference between a caricature and a portrait.

IS IT AN ART?

It is a visual art that greatly exaggerates certain features of a subject to create a comic or absurd effect. It is an exaggeration by means of often ludicrous distortion of parts or characteristics. It is actually quite an ancient art, with some examples of caricature being thousands of years old.

It is the art of exaggerating a likeness, a common misconception is that a caricature is not supposed to look like its subject. This is totally untrue, for even though a caricature might look very different from a standard portrait, it will still retain that subject's likeness.

As a visual art, one of the distinguishing features of caricature is the tendency to overemphasize well-known features of the subject. Noses, eyes, ears, hair, chins, and eyebrows of subjects are drawn to appear bigger or smaller, longer or shorter, thicker or thinner than they actually are. Often, the face is the primary subject matter, but other parts of the body can be caricatured as well.

Caricature drawings are so simple to do, you'll be amazed - Anyone can do it! I will show you, just follow the steps to caricature a face.

Step 1:

Examine your subject closely. Although you will exaggerate the features, the drawing must resemble the subject to be a successful caricature.

Step 2:

Draw the head. Always use simple shapes to your advantage. You might not yet be great at drawing but I'm sure you can make a good looking square, triangle or maybe even a circle.



Step 3:

Start the lining for the eyes and the eyebrows. They are the most expressive part of the face. They explain almost everything about the emotions. In fact, a successful caricature should not only look like its subject, but also it should feel like them!



Step 4:

Sketch the nose. As people tend to have very different nostrils, you should exaggerate your subject's nostril.



Step 5:

Draw another vital part of the face: the mouth. It influences the facial expression. When smiling, the corners are turned upward and the lines or dimples are curved in an outward direction. In a sad face, the corners of the mouth drop downward and the lines grow straight.



Step 6:

Have fun with ears. Greatly exaggerate ears that stick out or hang down low.



Step 7:

Pencil in the hairline and hair. Begin the hairline high on the head for people with large foreheads.



Step 8:

Finish off your drawing by including any unusual features, like wrinkles, moles or under-eye bags or glasses, beard, moustache etc.

By learning this basic system you'll have all the tools you need to draw great-looking caricatures. Depending on how much you practice this system will directly determine the quality of drawings that you're able to make.

TEXT 23

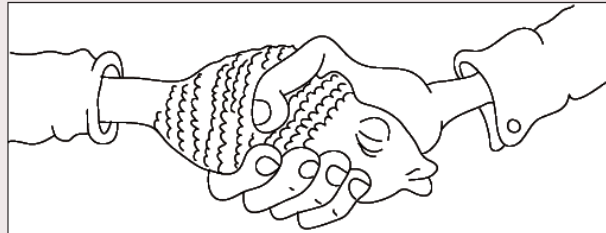
Body language can kill a job interview!

You have just graduated from your school and seen an advert of your dream job. You have applied for it and they have accepted you to be interviewed. You have perfectly manicured your application letter, a **flawless** CV and brilliant responses to tough interview questions. These might make you a strong job candidate. But if you forget to smile, **slouch** in your chair or fail to make eye contact during the interview, you can be out of the running, because verbal communication which is the activity of conveying your information using words is not enough. Non-verbal communication which is usually understood as the process through sending and receiving wordless messages between people is essential. We can communicate by gestures, body language posture, facial expression or eye contact. So your non-verbal communication is so important that you can succeed in the interview.

Here are a few interview body language tips:

1.

In the beginning of a job interview shake the interviewer's hand strongly and firmly since a weak, **limp** handshake gives an impression of a disinterested and a cold person. It also signifies lack of enthusiasm. Remember, handshake is a part of the first and the last impression you make at the interview. Touching your face, hair or neck looks very unprofessional and it sends the message that you are anxious and uncertain. Keep your hands away from your face! Experts confirm that touching the nose or lips can show that the candidate is not being completely honest. Holding a hand behind your head is often a sign that you are annoyed or uncertain. Folding your arms across your chest suggests a closed and defensive attitude. Waving your hands and arms around can be **perceived** as uncertainty and a lack of professionalism. Drumming or tapping fingers can indicate irritation or impatience. So, place your arms and hands while you are sitting at a table or on a chair.



2.

Keep eye contact with the interviewer when answering questions but don't stare at them constantly. If you're interviewed by a group of people, talk directly to the person that's asking you the question. After you have fully answered the question to that person, then look at the other interviewers. **On account of** an eye-contact failure, the interviewer may think that, you either have something to hide, or you may not have a strong belief. Eye contact, while your interviewer is speaking, will ensure that you are listening and understanding him. Don't keep turning your attention to the floor or the ceiling. It appears as if you're avoiding a question.



3.



The walk to the interview is the perfect time to use body language. When you are entering an interview room it is always better to walk with your head up to show your confidence and warmth. Walk tall and stand upright. It means confidence. However, resting one leg or ankle on top of your other knee while sitting makes you look too casual or even **arrogant**. Or sitting with legs crossed and foot kicking slightly mark boredom and how uncomfortable you are. Cross your legs at the ankles or both feet flat on the floor. You will look professional and show confidence during the job interview.

Sending the right message in your job interview is extremely important for your success to get your dream job. Over 90% of the messages you are sending during your job interview is non-verbal. The importance of body language is often mentioned, but doesn't always get the attention it deserves. Finish the interview with energy and confidence. At the end of the interview stand up and shake hands while you thank the interviewer for the opportunity.

TEXT 24

A. Do you enjoy the sun, sea, sand and exploring exotic places? Fancy snorkeling, swimming, mingling with locals and getting paid for it? If you're also good in front of the camera and fancy yourself as an Internet blogger then why not apply for the "best job in the world?" You'll be paid \$250,000, get free flights to and from the island and did we mention free accommodation? The job will entail exploring the islands of the Barrier Reef, swimming, snorkeling, getting to know the locals; basically living a tropical lifestyle for six months and reporting your experiences back to the rest of the world. In addition, you will be responsible for feeding dolphins... If you fancy the job, you need to upload a video application to our website which should be no more than sixty seconds and no be received no later than the 22nd of February.	B. THINK ABOUT ALL THE REASONS YOU WOULD NEED TO BUY A CARD IN YOUR LIFE... Birthdays, get wells, sympathy, support & encouragement, new borns, graduations, mother's day, father's day, valentine's day, Christmas, the list goes on and on. We are encouraging you to submit your ideas for new cards on a regular basis; and if you are good enough, we will be willing to pay you handsomely to keep you writing for us. This is a job that can easily be done from home and doesn't require complex contracts, you just need to know how to express an appropriate message in a few simple words. Only necessary qualification is creativity. And then you will get \$150, so 2 cracking ideas for each day of the week and you will welcome new year with a \$100,000 pay cheque.
C. WOULD YOU LIKE TO REST WITH US? If your answer is yes, this is the perfect job for you. Your job is to sit or lie on beds, sofas, chairs and recliners to test them for comfort and ease of use. At the end of the each day you will report the sale details to the chef of the related department. In order to work with us you must: • Be at least 18 years or older. • Be fluent in English • Be willing to work the hours set forth • Have the knowledge of following instructions and guidelines for the particular testing or a specific furniture.	D. IMAGINE HAVING AN EXCITING HIGH-PAYING JOB THAT LETS YOU USE YOUR CREATIVITY WHILE GETTING TO SHOP. We are looking for self -confident people to do shopping for our company's manager. No special education is necessary. If you are good at communicating effectively, keen on having experience in business skills, welcome to the world of personal shopping. If you want to have a job that is fun, interesting and rewarding, call us.

TEXT 25

FIRST STEP INTO THE CAREER

As young's magazine we have made a survey on first part time jobs of teenagers. Here is the experience of three of them:

Jason Cresson Emily Watson Eric Clay

Emily Watson- Brighton

How old were you when you got your first job?

17

What was the job?

I was a waitress at a restaurant in Brighton that my parents owned.

How did you get the job?

Well, my parents owned the place and my mom knew that I was a good worker so she let me work for her.

What was the best part of your job?

I loved working with the people that came in. It was a very small town so you knew who the tourists and the town's people were. I also loved working with the staff. They were so fun!

What was the worst part of your job?

I hated working with my mom. Whatever I did, even if it was right, I would get shouted at. If someone else would do something wrong it would automatically be my fault because she knew that she could shout at me.

Lessons Learned

Never work with your parents unless you are really close to them and you get along with.



Jason Cresson - Manchester

How old were you when you got your first job?

16

What was the job?

Service specialist (bagger)

How did you get the job?

Shopped there for a while, liked the people and applied.

What was the best part of your job?

The best part of it is the people. If I am having a wonderful day, the day gets better because mostly all of my co-workers are always in a great mood. Our regular customers are personally happy to see us. We love to laugh, and smiling comes easy.

What was the worst part of your job?

Dealing with mean customers. Sometimes you don't have to say anything to be upset. Like whenever I ask, "Are plastic bags okay?" They may answer. "I would prefer paper." And when they are asked to pay, they react. It's hard sometimes, and can ruin a person's day. I absolutely hate it when we are scheduled a one - hour lunch, only three hours after you start work, it's better to have it four or five hours in. Though it is hard, if you can overcome these things every day, it is easy after you get used to it. June 1st, 2008 was my first day, and I am still there, planning to keep this job, and progress onto night crew after I graduate :)

Lessons Learned

- You need to be quick, or people will lose patience
- Don't take things too personally, because it's not always your fault for their bad day



TEXT 26

Eric Clay- Cracow

How old were you when you got your first job?

16, The summer before my sophomore year of high school.

What was the job?

I worked behind the register at a sporting goods store.

How did you get the job?

I walked in there and asked for an application, and I got called in for an interview a day later.

What was the best part of your job?

It was fun working at the mall - my friends stopped by a lot, and I had a lot of good choices for food during my breaks

What was the worst part of your job?

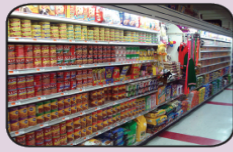
I knew (and still know) absolutely nothing about sporting goods. I'm still not quite sure why they hired me. I didn't have to sell anything except what was right around the front counter - namely, swimming goggles and jock straps. God help anyone who asked me a question about jock straps.

Lessons learned

- If you don't know something, don't behave as if you know it well. Ask your manager. That's what they're there for, so that they can respect you for speaking up.
- If you want to quit, quit on good terms. There's no point in having a job if you can't use your manager as a reference for your next job application.



TEXT 27



IF THEY HADN'T ADVERTISED WE WOULDN'T BUY

The next time you're perusing your local supermarket's aisles, think about the items that you've just placed into your cart. Did you make a list and select only those items? Or did you toss a few extra products into the buggy? If you said 'yes' to the latter question, then it might be fair to say that some sort of advertisement was involved in your decision.

The word 'advertise' originates from the Latin *advertere*, which means to turn toward or to take note of.

Advertising is a form of communication. Like all forms of communication, it has many different effects. There is always a hidden message in them. Have you ever thought if they hadn't prepared such advertisements with brilliant ideas, would we be shopaholic now? Advertising business is quite challenging, because their income is quite higher than other business fields. As a result of this, they have prepared key points to make the consumers buy their products.

First advertisers hide messages into their adverts. However; the message in it, no matter how strong and persuasive, would have no effect if the consumer didn't see and pay attention to it. For this reason, big companies prepared a framework for understanding the effects which was called the hierarchy of effects model. This model identified different stages in the communication process...

Getting attention

It is the first hurdle for an advertiser. This involves two important actions. First they place the communication in a place which is perfect to reach a particular type of consumer. If they had placed an advertisement in a place where consumers were unlikely to see it, the advertising would be ineffective. However, putting the advertisement on TV or a magazine didn't guarantee that a consumer would see it. Advertisers solved this by repeating advertising in different media in order to increase the probability that a consumer would come across to it.



Processing Information

An important issue in the creation of advertising is related to understanding how much information consumers want about a given product. For some products, consumers may want a great deal of information. Thus, the advertiser understood how much information individual consumers desired and how much variability existed among consumers. So they decided to publish the advertisement in different media. If they hadn't chosen where to publish the right adverts, they would fail desperately because they had already realized that complex messages were generally better delivered in print advertising, while simple messages could generally be delivered on television or radio.

Information Evaluation

After a consumer has processed information, there is a need to evaluate it. The consumers will need to determine how believable the information is. This evaluation phase posed significant problems for advertisers. Making an advertising message believable was not easy; though often it was sufficient to make the consumer curious enough to try the product. Advertisers used a variety of devices to increase the believability of their advertising: celebrities or experts who were the spokespersons for the product, user testimonials, product demonstrations and research results.

Methods used by advertisers, truly show why they are successful in their area, because they don't only work to sell the product but also do researches on communication and psychology.

TEXT 28

Distinct Snippets of Conversation

Communication means the ability to send information to another. Human-animal communication is easily observed in everyday life. There are many ways we can tap into our natural abilities to communicate with animals. No matter which method you choose, however, it all boils down to one thing: relationship in an honest and authentic manner. With a little patience and understanding, learning to interpret animal communication can be a rewarding and worthwhile undertaking.

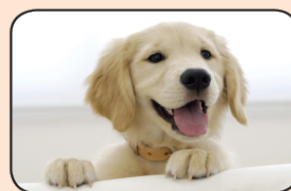


Once you have started focusing on the messages you are sending the animals, and they are responding to them- you are on the right track :

1. Watch animals closely. In the realm of body language and facial gestures, one can easily see similarities in the way animals communicate and humans do. For example, many facial gestures in humans are also seen in chimps. When they get furious, they frown as people do. There are similarities also in hand gestures. Chimps demonstrate with an open hand when they see something they want, particularly food. They clap their hands when they are happy. Dogs and cats use their body language to communicate with their human friends. For example, a dog who **stiffens** his body, tucks or moves his tail slowly in a circular motion and raises the fur on the back of his neck he says

"I take alarm and hold my own against all comers". A dog with a friendly, relaxed "doggy" **grin** gives the message "I feel content and calm". A tail **vigorously** moving back and forth, and up and down indicates "I am happy". On the other hand, when cats are happy and friendly, they hold their tails straight up, just like humans stand straight and tall when they are happy.

2. Listen to the sounds animals make. It is widely believed that cats **purr** for a variety of reasons, including stress and fear or when they are relaxed. Cats have different meows and use their voices for a variety of reasons. A cat may be saying "wake up and feed me" or "I am lonely and need attention". Dogs bark for a variety of reasons, including the need for hunger, boredom and protective instinct. A **growling** dog is saying "Stay away".



3. When some people think of animal communication, their sound system and body language come to mind. There is also the telepathic side. Telepathic communication with animals is a natural way of taking and sending messages. We just need to reawaken our **innate** senses to experience this way of communicating. Animals communicate telepathically with one another all the time. Consider the bat's ability to **echolocate**; the squid's **undulating propulsion** system that powers it through water; the snail's **intimate** sensing of the world through the length of its body. Animals see the pictures that we form in our minds. The key is to listen, be **spontaneous**, and trust what we receive. It is a heart-to-heart language.



Most people do not realize that learning how to communicate with animals is something that everyone is capable of doing. It is not just for the **gifted**. The animals are always teaching us as they communicate with us in various ways; **via** non-verbal cues, vocalization and feelings. You need to be able to quiet your mind to see, hear and feel what your pet is saying. You might ask "Is there anything I can do for you? Do you have a message for me?". When you are finished speaking with your pet, thank them and let them know how much you love them.

TEXT 29

ON THE HORNS OF A DILEMMA

Communication is a lot like humour. While I may think a joke is funny, you may not. We tend to think that whatever we say is always clear and obvious and easily understood. But the fact is that others don't always see things as we do. So, unfortunately misunderstanding occurs. The term misunderstanding literally means "when someone does not understand something correctly". Communication can become distorted for many reasons; these are a few to watch out for: assumptions, mixed signals, different meanings. We generally find ourselves in countless situations that resulted in misunderstandings. Our natural reaction is to blame others, rather than accept responsibility. Is it possible to realize that we are at fault?



However minimizing the miscommunication is not very difficult. Let me share with you some lessons about how to avoid it.



to give important details, like place, time, and what people need to bring.

Be clear. Keep the message as simple as possible so that people can understand what you are saying without any stress. Don't **ramble** or go on to a lot of extra details. Speaking clearly ensures that your words are understood by the listener.

Be polite. If you're interrupting other people, being rude, and disrespectful, you will not communicate effectively. You need to let



the person a chance to finish his or her sentence. Interrupting them to second guess what they want to say can be **offensive**.

Listen. Good listening is often more important than whatever you say. Parents often say to their teens "You never listen to me". He / She thinks "They talk all the time, and all I do is to listen." In fact all he/she really has to do is to give some verbal cues to indicate he/she is paying attention such as, "Really, I didn't realize that." Let's imagine you were focused on something else while your parents were trying to talk to you. If you had stated you really wanted to hear what they were saying and asked politely if they could wait until you finished, there is no doubt it would be OK.



Don't assume. This is the most common **presumption** people tend to make. And it is the most **disastrous** one as well. Unless you say something, you usually cannot be entirely sure the other person knows what you're thinking, feeling, or whatever.

Understand the body language. Much of communication is non-verbal. Pay attention; it can be very important. If you don't have the other person's attention, you won't get the message across. Avoid miscommunication by getting eye contact.

Give reminders. Check in with the person that they have understood you, and know what they need. Even an event is the most important thing on your calendar, it might not be for your friend. And people can be forgetful. If you're getting upset at people because they aren't putting your **priorities** on top, remember you need to take some responsibility.

As long as we realize that two monologues do not make a dialogue, and communication does not mean others must agree with us, we should do all right. Happy communicating!



TEXT 30

Time to Read

A. Answer the questions with your partner. Then share your ideas with your classmates.

1. What technologies have you started to use in your daily life recently?
2. What kind of innovations would you like to have in education? Explain your reasons.

B. Read the article and match the pictures with technologies defined in it.



WITHOUT COMPUTERS? ABSOLUTELY, NO!!!

Technology has started to help educators to expand text-based learning. Its role in schools has evolved from a "contained class" into a versatile learning tool that could change how we demonstrate concepts, assign projects and assess progress.

In the following five areas, technology has shown its potential for improving education

1. Simulations in Education

It's quite hard to show students abstract situations, thus teachers have difficulty in showing how molecules behave in different situations or exactly what evolution is. Some schools have started to use digital simulations and models to explain abstract concepts like gas laws and chemical bonding in a physical classroom.

They have also been developing software that allows students do experiments with virtual greenhouses in order to understand global warming. Students have understood energy efficiency by designing a model house.

2. Virtual Manipulatives

A team at Utah University has been building a database for learning about the relationship between maths terms taught by a teacher by drawing or writing problems. With virtual manipulative sites students have had the chance of playing with numbers, seeing what numbers mean and they can even change values, move things around to see what happens.

3. Global Learning

As learning a foreign language is a real problem, some sites have set up language lessons with a native speaker who lives in another country and give the lessons via video conferencing. Students have the advantage of learning through social interaction. Although these students cannot afford a travel bill, they will have a chance to get into another culture's perspective.

4. Technology in Assessments

Teachers can ask students questions and do a good job of assessing how well they have picked up vocabulary. However; this only means that they have learnt a definition. Programmers have also thought this. They have developed a programme so that students can prepare their own products after theoretic lessons. Teachers can also watch how well students have progressed, how much time each student has spent on each question and whether they have answered correctly. This has helped teachers to get rid of reading paper Assessments.

5. Epistemic Games

Epistemic games have been used to help students to get into the real-world problems. These games have put them in roles like city planners, journalist or engineer and ask them to solve problems. Students have got the chance of stepping into the adult world through these games.

These technologies have redefined education. As a result of this, students have improved their innovative thinking, because they have started a new technological era.

TEXT 31

ARE YOU REALLY **HOOKED ON** TECHNOLOGY?

Technology is the use of knowledge, tools, materials, and processes to alter the natural world in order to satisfy human needs and wants. Many teens may believe technology is simply computers or the latest electronic devices. Of course it cannot be regarded as something you can **undervalue**. Humans use technology to design, solve problems, invent, and **innovate** solutions to everyday problems. However, you may be addicted to technology and life without technology could be horrible for you.

Are you relying on technology too much? Here are a few telltale signs that can help you determine if technology is taking a toll on you.

*If your phone's battery dies, you have no way of contacting any friend. A recent research study of kids ages 12-17 has found that an average teen sends 30 text messages a day or about 1000 texts a month. Texting has **surpassed** all other forms of communicating with friends, including talking face-to-face. If you generally use texting **abbreviations** like OMG (Oh, my God), ROFL (rolling on floor laughing), TTYL (talk to you later), LOL (laugh out loud), admit it you are one of the technology freaks. You are also one, if you have a great desire to have a first-generation phone although your old one is still working well and if you **grab** your cell phone before your school bag.

*When your Internet connection dies, if you do not know what to do for at least 10 hours that day, if it is scary not having access to share something on line such as your own photos, stories or videos, or to post comments to your group, blog or their photos or if you always ask in your mind "What will I be missing if I'm not connected? What if something awesome happens to me, and I can't share it?", then you have already been grabbed by technology. Have you ever accessed the Internet from any other place than home? Probably **wi-fi** cafes are your **hostpot**.

*If your computer dies, your entire life stops and gets a new purpose to fix it or get a new one. Your computer is the most important physical object for you. You spend increasing amounts of time and money on **hardware**, **software** and computer-related activities. You **neglect** work, school, or family obligations.

*If video games have replaced all other forms of entertainment in your life or you play **compulsively** or focus almost entirely on in-game achievements rather than other life events.

If your answer is yes mostly, consider getting away from it all, even for brief periods. Take a walk in the park for an afternoon or go for a ride in the country for a day, and leave your cell phone home. Take weekends off from e-mail. Leave your laptop home when you go on vacation. Don't escape from life. Dive into it.

TEXT 32

Eric Comby -a tech support

As we are getting used to computers, we are experiencing many funny stories. This is the story I can never forget. One day a beautiful young lady in an expensive dress approached and asked if she could buy a spray for her computer. I didn't understand what she meant and looked at her curiously. She went on describing it as a spray used for spraying inside of her computer. As I wanted to get more information I asked what kind of spray she was looking for. I thought perhaps she had seen someone use a can of compressed air to clean out a machine and mistook it for some sort of spray. However; her answer was quite astonishing, the thing she really emphasized that she was hoping that there would be a spray that would kill all the viruses. At last I realized that she meant something like a bug spray for computer viruses. I explained that nobody made anything like that. Computer viruses were just a name given to malicious software. The word 'virus' was used because it explained how the software behaved. I can't describe the disappointment on her face while leaving the shop. Perhaps she couldn't imagine how she would get rid of viruses.



David Hannay (A tech support) : I want to share a dialogue between me and a customer.

Customer : "I haven't been able to connect to the Internet."

Me : "Ah, right. What operating system have you been running?"

Customer : "Netscape."

Me : "No, what version of Windows are you using?"

Customer : "Uhhh... Hewlett Packard?"

Me : "No, Right click on 'My Computer,' and select properties on the menu."

Customer : "Your computer? I haven't seen your computer. It's my computer!"

Me : "No sir, I mean the little picture called 'My Computer' on your desktop."

Customer : "They haven't sold an icon called that on my desktop. Where can I get it?"

Me : "It must be on your screen. "Just right click that, and choose Properties from the menu."

Customer : "Right click?"

Me : "Just a moment, sir." (I muted the phone, bit the receiver and turned back to the conversation, started to tell what a mouse is.)



TEXT 33



GUILTY OR NOT GUILTY?

Robin Hood is an English folk hero of the Middle Ages. We may never know for sure whether or not Robin Hood was a real historical figure. In fact he was both; that is, he was a real person about whom fictional stories were made.

According to most legends, he lived in Nottingham during the kingdom of the King Richard the Lionheart. The king went to crusades leaving his brother John as regent. Robin Hood, a noble man, fought at the crusades for the kingdom. He was a master with the bow, famous for his ability to beat any fellow archer in competition. He was very intelligent, warm, sincere, honest, and loyal to his true king.

Robin was away for many years, on his return to England he discovered that his father had been murdered and the new leader of Nottingham was the Sheriff. All the people of the land were suffering greatly from the Sheriff and Prince John's tyrannical rule. The Sheriff was avaricious and would do anything for money. Prince John was imposing high taxes on the English population as well. Robin Hood objected to the high taxes and vowing to avenge his father he fled to the Forest of Sherwood to live with a band of outlaws known as his "Merry Men". Traditionally, Robin Hood and his men were depicted wearing green clothes. As a highly skilled archer and swordsman, he was set on taking from the wealth of Nottingham and giving back to the poorer community so they could live well. He was known for "robbing from the rich and giving to the poor". Robin and his merry men set out on a crusade against the Sheriff and defeated him and his henchmen who were bidden to take over the throne of England's rightful ruler King Richard and put an end to the corruption that had infested the English countryside. Robin stood as the hero of the common people and a symbol of "right against might". Robin Hood accosted some knights returning from the crusade. He released the knights when they told him they were supporters of King Richard the Lionheart. One of the knights was King Richard the Lionheart in disguise. Robin Hood and the outlaws were pardoned by the king. Prince John and the Sheriff were sent into exile by the king. Robin Hood was also a romanticized figure. Maid Marian became the object of his courtly love. Robin Hood and Maid Marian were married in Sherwood Forest.

TEXT 34

WHO ARE MAYAS?

Where they lived

Mayas were one of the best known civilizations of Mesoamerica. Starting in the Yucatan from around 2600 BC to 250 AD, their boundaries were expanded around southern Mexico, Guatemala, northern Belize, and Western Honduras. Building on earlier inventions and ideas of their earlier civilization, the Maya developed high interest in astronomy, calendrical systems, math, and hieroglyphic writing. The Maya were famous for their highly decorated architecture like temples, pyramids, palaces, and observatories. All of these were built without metal tools, beasts of burden, or the wheel. Farming was another thing they were skilled at. They were also equally skilled as weavers and potters.



Their Calendars

Their calendar was also very famous. It consisted of 260 days. They had twenty names for days.

The days were numbered from 1 to 13, after thirteen they started over counting again. As well as animals', names of nature were given to the calendar. Here are some of the names and meanings of the days. 'Ik' Wind, Ak'bal Nig K'an Corn, Chikchan Snake, Manik' Hand, Muluk Water, Ok Dog, Chuwen Frog, Eb Skull, Ben Corn stalks, Ix Jaguar, Men. The Mayan also tracked a solar year which had 365 days a year. It looks like a standard calendar that is used in the world. However, it was very complex because their calendars were used to record past and predict future.



Calendars they used:,

They lived in:, and

They believed in two worlds: and

What They believed

The Maya believed that the universe was divided into many layers. The Mayan people believed that the crust of the earth was a thin layer between the real world and the spirit world. Skulls and skeletons were seen as signs of regeneration. They saw bones as seeds and in that way they believed that everything died and went into the earth and from the earth came new life. The Mayan shamans told them that there was a spirit world behind their reality. Birth was coming out of the spirit world and death was returning to the spirit world. They believed that there was an unending cycle that affected everything. The crops would grow and die if the spirit world let them.



How they disappeared

There are various accepted theories about the end of Mayan civilization. One is that their land was abused in trying to produce agriculture, and this led to a lack of resources. Soil exhaustion, water loss and erosion were some of the consequences of the Mayans' chosen agricultural techniques. And also a slash and burn method of clearing the forest was used in order to produce ground for crop growing. This extremely wasteful method created a lack of natural food for the local wildlife and forced migration and scattering.



Other possible reasons for the collapse of the Mayan civilization include supernatural visions by leaders to move elsewhere, major climatic change, overpopulation, internal warfare, and possible outbreaks of deadly viruses.

While the evidence for the first theory seems to be the strongest and most supported by scholars, the truth is that no one knows for sure just what happened to the great Mayan civilization, and it can quite possibly remain one of the greatest mysteries historians will ever want to study.



TEXT 35

HOW WAS THE MOST EXQUISITE DELICACY FORMED?

Chocolate has always been in our life. Was it same in the past? How did it enter into our lives? Here is chocolate's travel from early ages to now.

600-1500 –

600- It is thought to have started with the Maya Indians who moved from their home in Guatemala to the Yucatan Peninsula in Mexico. They brought plenty of cocoa from the rainforests. Large plantations were established in order to grow cocoa.



1000- Cocoa beans were used as money by the people in Central America. Drawings have been found showing pictures where ten beans were given to buy a rabbit or 100 beans for a slave. The beans were also used to make a bitter drink. This drink was used to treat coughs and fever.

1200- When Aztecs began to rule the Mexicans were made to pay taxes with cocoa beans.

1500s

1502- Christopher Columbus was given his first drink of xocoatl (chocolate) on his fourth voyage to America.

1585- The first commercial shipment of cocoa beans grown in South and Central America was taken to Spain.

1600s

1615- Custom of chocolate drinking was brought to France by Anne of Austria; a Spanish princess married Louis XIII of France.

1657- Only the rich the first chocolate house was opened by a Frenchman in England. The rich could afford to buy it.

1674- The first solid chocolate in a stick form was sold by a London coffee house.

1700s

1711- It was taken to Vienna by Charles VI who moved from Madrid to Spain.

1732- A table for grinding chocolate which made the production easier was invented

1795- Steam power was used for the first time to grind cocoa in England.

1800s

1847- First chocolate bars were manufactured in England.

1879- Conch, the machine that stirs liquid chocolate to break down any remaining clumps was invented. Chocolate was made smooth for the first time.

1897- Chocolate eating records were made by people. For instance 36 million pounds for England-100 million pounds for Europe.

1900s

1900- First milk chocolate bar was introduced.

1923- First candy bar which had a nougat centre was made.

1973- First theme park named Chocolate World was opened.

1993- First white chocolate was sold.

TEXT 36

GET WELL SOON

Joe and his classmates decided to go to the hospital to visit Liz. When they arrived at the hospital they asked the guard how they could see Liz who had slipped and broken her arm. He showed the way to the information desk. They asked the nurses and learned Liz's room's number.

In front of Liz's door they faced to intern doctor. He said "Your sister is getting well so please do not disturb her and stay as little as you can." They entered the room and Joe asked his mother how the accident had happened.

She began to tell about the accident. "While I was preparing dinner in the kitchen, I was also trying to do the household chores. Then I heard an awful scream from the bathroom. When I ran there I saw Liz was lying on the ground. She couldn't move her arm and her father wasn't at home. I called the number "911" for emergency. They asked me what I did and I replied I took all the precautions all I knew. After half an hour the ambulance came and took us to the hospital. They examined her and treated her arm. They injected pain-killer into her arm. That injection eased her pain at once. We are lucky she is going to recover soon."

Joe's friends saw Liz was recovering and they were happy to see her well. They said "Get well soon and join us as soon as possible". We look forward to hearing good news from you". Liz was so happy to see her brother and his friends and thanked them.

TEXT 37

Health

B. Read and find the topic of the text.

SOME TIPS OF HEALTHY LIFE

Eating is one of the most important items in everyone's life. It is part of who we are and part of our culture. We enjoy eating because the food we eat are the source of our energy and **nutrition**. We are born with the desire to eat and throughout our lives we have rich traditions of eating. Even though our lives depend on eating we know so little about eating. We don't know exactly how the food we eat everyday affect our health. What can we do to have a healthy life style?

First of all, you may add vegetables to your meals and cook them by **stir-frying**. For a healthy life you must have enough proteins, vitamins, carbohydrates, minerals, sugar and fat. You should get sufficient vitamins since vitamins strengthen your body against illness and reduce your risk of having heart disease and certain cancer. Eat fruit instead of candies, chocolates. Drink enough water to get rid of the toxins in your body. You should drink between six to eight glasses of water everyday. Try to exercise regularly; at least a 30 minute walk a day. You can take the stairs. Furthermore you must take yourself away from all fast food. You should eat white meat instead of beef. Make sure that you stay at average weight for your body. Don't forget that being **underweight** is as bad as being **overweight**.

In addition a good night's sleep is the most effective thing on human physiology and psychology. Concentrate on your good qualities, not the things you can't change. When you feel good, you're more likely to think and act positively. Give yourself at least two **compliments** everyday. Be grateful for all the things that make you great.

TEXT 38

OBESITY CAUSES PROBLEMS

Subject: advice for my friend
From: Jenny Davidson
To: Greg Hardy

Dear Mr. Hardy,
I am writing this e-mail to you because I heard that you are very experienced nutritionist and your clinic is very famous in the USA. I have a close friend called David. He is overweight, 110 kilos. He is in dilemma of living to eat or eating to live. He suffers from bullying from his peers. Obesity causes problems for both his healthcare and productivity. It is clearly time for him to be aware of his unhealthy eating habits.
I want him to lose his kilos with healthy life style. Could you show the way how he is able to lose his kilos and when you want us to come and see you. I hope you are going to help us.
With my best regards,
Please write me back soon.
Jenny Davidson

Subject: advice for my friend
From: Greg Hardy
To: Jenny Davidson

Dear Jenny,
I am so glad to hear your compliments to us. Thanks for your e-mail. We appreciate your efforts. It is kind of you to try to help your friend. Indeed, we would like to help David. Whenever you want you can come to our office. We can talk about what we can do for your friend and we can give a suitable diet programme for him. We are sure that he will lose his kilos and will be as healthy as before.
See you soon.
Greg Hardy

TEXT 39



CLOTHES

Modern humans are the only survivors of several species of primates who may have worn clothes. Scientists are still debating when people started wearing clothes. According to archeologists and anthropologists, the earliest clothing likely consisted of fur, leather, leaves, or grass that were **wrapped** or tied around the body. They have the affection on today's wearing styles. Some people are still making their clothing entirely of prepared and decorated furs and skins, others have replaced

leather, **fur** or skins with cloth: woven, knitted, or twined from various animal and vegetable fibres. From past to now their major aim is to protect their bodies from the effects of their environment.

For ages, clothing has served many purposes, including protection from uncomfortably hot or cold weather; protection during activities such as hunting, hiking in the mountain or lake district, cooking; protection from situations such as fire; ordinary clothes has provided some protection from minor risks such as insect bites. Moreover, clothing is used for identification of members of a particular team or group. In order to help these aims human beings have shown extreme inventiveness in devising clothing solutions. Some examples include: military uniform, space suits, chemical suits, gas mask, air conditioned clothing, armour, diving suits, swimsuits, bee-keeper gear, motorcycle leathers, high-visibility clothing, and other pieces of **protective clothing**. Meanwhile, the distinction between clothing and protective equipment is not always clear-cut, since clothes designed to be fashionable often have protective value and clothes designed for function often consider fashion in their design.

In the past since there was no fashion for children or teenagers, young people had to wear imitations of adult fashions. It was an undesirable situation, but it did not last long. In the past, youths had started to demand to be free in clothes. That's why fashion industry had been so busy with the demands of people especially of teenagers since they had been the biggest portion of the society and had fashion-conscious. Youths enjoyed wearing **casual and leisure clothing** such as trainers, jeans in the past. Fashion industry had developed casual clothing style. Today youths' fashion has become more popular than ever.

TEXT 40

Characters	Time	Setting	Event

BREAKING THE BARRIERS

Today, parents are worried about the safety of their children, and because of this, they are not letting their children go out to play. Children are now turning their bedrooms into a place to socialize. Here is a story of Sally.

When Sally was a 13 year-old girl, she had first become disappointed with her parents. She was 17 and she was fed up with her parents' demands for spending less time on the internet, choosing her best hobby, dress or friend for her. When she attempted to express her own preferences they were thinking that she was being very rude and disrespectful. She had started to feel alone. One day she couldn't bear any more and guess what? She shouted at them. It was the first time she behaved like that. According to her they were building a wall between their daughter and themselves. She couldn't achieve communication with them. Although she had been the most hardworking among her friends at primary school, she became the laziest at high school. Her parents were getting worried about her. One winter morning they were called by her teacher. Sally and her parents had a serious conversation there. It was the first time she had been able to express her feelings honestly. Her parents were very tolerant to her. That day was the turning point in Sally's life. Since then her parents have treated her differently. They have stopped interfering in her life and Sally also tried to understand her parents. They altogether broke the barriers that make their communication impossible. She understood that she should have spoken with her parents before.

Now she is 22 and studying psychology at university. She knows that young people don't know how to face reality and this is the cause of a lot of the transgressive behaviour of them today. Therefore she tells every teenager who has conflicts with their elders, to talk every problem honestly with their parents.

TEXT 41

CHEATING WITH TECH

Our lives become much easier because of the technological developments. Somehow, **despite** predictions that the technological age would bring unimaginable benefits to our lives, quite the opposite has happened. **Unlike** good consumers, most of the consumers spend their time using high-tech devices out of their purpose when they work.

Today's children live in a technological world which is more complex than ever before. They have grown up in a world of information and knowledge that is why, it is unmatched by previous eras. A factor which influences these children is that they increasingly come from two-income families, so parents feel the need to be in close communication with their children. **Because of** the increase in the number of working mothers, more children have been given greater responsibility. This doesn't mean that they are neglected, but they are big consumers of high-tech equipment than their parents were.

Teenagers have to keep up to date with new technology. **However**, it is used in highly unfair ways. A survey which has an alarming result shows that 35 per cent of middle school and high school students are using cell phones to cheat at school. **Perhaps** more alarming is the finding that nearly a quarter of the students don't even think it's cheating at all. Not only cell phones but also MP3 players and iPods are used as tools by cheaters. Some students download formulas and other information onto their players. Others use them to record answers before an exam and listen to them during the exam. Some others download their own notes onto their MP3 player and put them in the "song lyrics" text files. **In addition**, some students hide their iPods under clothing, with just an ear bud and a wire hiding behind an ear and into a shirt collar not to give them away. **Furthermore**, some students who pull out a camera phone during the test can photograph the entire test in seconds and use those images to share the exam not only with other students but throughout the online world. Teachers who monitor tests closely and who ban cell phones in the classroom may be relatively safe from this form of cheating, but what about those who teach in large lecture halls?

Schools have started banning cell phones and other devices as they have enabled students who wanted to cheat. **So**, while we should continue to discourage cheating of any kind, we should also encourage schools to find creative ways to use technology, including cell phones, in the learning process and in the testing process. We can't teach 21st century literacy and assess with 19th century methodology. We have to look at what we really need students to be able to do when they leave us and we must ask, what my student is learning outside of school and how I can get them just as engaged. **Finally**, it is certain that a combination of high tech and low tech methods must be used to minimize unethical behaviours among students.

TEXT 42

FLYING-CAR

Probably, more than 115 million motor vehicles, including cars and commercial vehicles were produced worldwide in 2015. The automotive industry designs, develops, manufactures, markets, and sells the world's motor vehicles. In this industry, a small company is planning to manufacture a flying-car. It's what many people dreamed of as kids — a car that can fly. Terrafugia, a private company, founded by former NASA engineers Carl Dietrich and his wife Anna Dietrich, has developed the Transition, a readable aircraft that the company describes as a "Personal Air Vehicle". The aircraft can fold its wings in 30 seconds and drive the front wheels, enabling it to operate as a traditional road vehicle and as a general aviation aeroplane. The Transition "Personal Air Vehicle" will be released to customers in late 2019. The estimated purchase price is \$250,000 that it costs less than a Ferrari. Owners will drive the car from their garage to an airport where they will then be able to fly within a range of 160 km/h to 800 km/h and the plane can reach an elevation of 14,000 feet (4250m). It will carry two people plus luggage. The Terrafugia Transition is a two-seater car that can change from car to aircraft in less than a minute. Drivers can be qualified to fly light sport aircraft after just 20 hours of logged flying time. The Transition is a preproduction prototype and has been successfully flown 28 times, and it has received great attraction. There are still ongoing demonstration. You can find everything a regular vehicle has in this two seater car — gas and brake pedals, steering wheel, air bags and signals. It also has a few added features not seen in a typical car — a control stick, a yoke and its own parachute loaded on a rocket motor behind the front seats, ready to be deployed in an emergency through the back window.



TEXT 43



THE FATHER OF PLAYSTATION

Ken Kutaragi is the father of video game console: PlayStation. He was born in August 8, 1950. He graduated from University of Electro-Communications and joined an electronic company in Japan in 1975. He engaged himself in the development of LCD (liquid crystal displays) TVs. While he was watching his daughter playing a computer game, he was really impressed and then he realized the potential in video games. At that particular time, Sony's executives had very little interest in video games. As video gaming was regarded as less important, Kutaragi was denied at first but he managed to persuade the company to complete his research into the PlayStation. Despite the barely support of other executives of the company, Kutaragi had the support of CEO of the company Norio Ohga. The success of the PlayStation led him to heading up the development of more consoles like the PlayStation 2 and the PlayStation 3 which became the most popular console of that era. The commercial success of the PlayStation made the most profitable business division of the company. Kutaragi was recognized by many financial and technological publications for this success, most notably when he was named one of the 100 most influential people of 2004 in TIME magazine. He became the executive Chairman and Group CEO of the company in 2006 and retired in 2011.

TEXT 44

C. Skim the dialogues and find what they are about.

HOW TO DOWNLOAD

I

Tony: Hi, Anne

Anne: Hello, Tony. Can you explain how to put music files on my device? Could you help me to do it immediately?

Tony: Of course, If you want to try it by yourself, this is what you do. First download the songs that you want onto your computer. Now save the songs in a folder so that they are easy to find. That's OK. Let's plug in your USB cable in order to connect your device to the computer. Click on "my computer" so that you can open your device. Drag your music files onto your device.

Anne: Oh, you're great. Now my music files are on my device. If you have time you can listen to it.

Tony: I'm sorry, but I have to leave now. Bye.

Anne: Thanks a lot. Bye.

II

Stephan: Fiona, can you show me how to back up a file onto this disk?

Fiona: No problem, which file do you want to copy?

Stephan: This one, 'art homework'.

Fiona: Ok, have you got the disk? Right, first of all you put it into the drive, here. All right. Now if you look you can see that the icon has come up on the screen here.

Stephan: Oh, that's great.

Fiona: Now, with the mouse, you move the cursor across and click on the file, only once. Keep your finger down; now drag it over to the disk icon. That's right. If you let it go it

could copy. There you are. Afterwards, go up to the 'Special' menu and select 'Eject Disk'; and there you are.

Stephan: Thank you indeed!

III

Mrs White: Jimmy, could you come here a moment?

Mr Thomson: Oh no, not again. What happened Mrs White?

Mrs White: I can't send this message. Can you show me what to do again?

Mr Thomson: Let's have a look, shall we? So, first of all you'll open your web page you will enter your password as well. Then click on new page. Enter the email address of the recipient in the "To:" field. All email addresses have the format someone@someplace. Check the address when you've written it in - there should not be any blank space.

Mrs White: I think it is OK now.

Mr Thomson: Ignore the "CC:" field for the time being. Now come to the "Subject:" line. This is where you enter an email subject which is a one line or phrase describing the contents of the message. The email subject is what is shown in the recipient's inbox and should convey a clear idea of the message content.

Mrs White: That's all right. I entered my email subject.

Mr Thomson: Type in your message to the text box. The message can be long or just a few lines. Click on the "Send" button when you are satisfied. That's it - the email will be sent to the recipient's account immediately.

Mrs White: Great, thanks. I succeed it.

Mr Thomson: Not at all.

TEXT 45

Climate change could ruin the appeal of Mediterranean resorts for holiday makers. But if forecasts of famine, flood and drought come true, a decline in tourism could be the least of the problems, says Nicholas Schroon, Environment Correspondent.

Shrinking beaches water and food shortages could become the norm around the Mediterranean by as early as 2100, according to a Greenpeace report. More than 100 million people visit the sea's extensive, sunny coastline each year, and this had been projected to rise to as much as 340 million by 2025. 'Now this is under threat, as the possible impacts of climate change are more fully realised,' says Greenpeace. All the more reason to reduce the world's rising consumption of fossil fuels, emissions of which are changing the heat balance of the atmosphere. The report is based on the estimates for sea level and temperature rises made by the UN's Intergovernmental Panel on Climate Change, which brings together most of the leading climatologists from around the world.

Temperatures are expected to rise by up to 4°C over many inland areas. Annual rainfall is projected to fall by 10-40% over much of Africa and south-eastern Spain with smaller but significant changes elsewhere. As oceans expand and glaciers melt in a warmer world, sea levels could rise by almost one metre by the end of the century. Venice, the Nile Delta, and Thessaloniki in Greece could see sea level rises 50% higher because they are already sinking. In Egypt it is estimated that a sea level rise of only 0.5 metres would displace 16% of the population if the coastline and riverbanks of the Nile Delta were not defended against the rising sea. Much of the population lives on the low-lying delta. Beach resorts could lose much of their land.

Deserts may spread northwards and there will be a water shortage in countries like Egypt, Libya, Tunisia, Algeria, Morocco and Syria, which already have only about 1,000 cubic metres a year or less of water per person. Crop production will be badly affected by droughts. Livestock production will also suffer because of a shortage of good grazing land. One study predicts that large parts of Spain, southern Italy, and Greece could become unsuitable for cereal growing. What is more, warmer conditions are likely to increase the number of cases of tropical diseases like malaria and yellow fever.

TEXT 46

THE DANGER ZONES

We are still unable to predict with any precision when a disaster may occur. Even in the early years of the 21st century, Europe was awash as the rivers which flow across the continent burst their banks; cities were swamped and isolated. Also, volcanoes have been active for hundred years and then just stopped. It has been silent ever since. For volcanologists they are recharging in a big way. Growing populations and the need for rich soil for farming make people live in the danger zones, not far from volcanoes. Two massive volcanoes began erupting in July 2001. One of them was the famous Mount Etna in Italy and the other one was the Mayon volcano in the Philippines. Now, we have two e-mails that tell the mood of the people in the danger zones. Here is the first one from Mr. Carter;



"Yesterday morning, a major eruption occurred on July, 17. This was the first big eruption in almost 10 years. The disaster caused both deaths and massive destruction in this region of the state. I saw the top of the mountain was blown off by the explosion that was heard two hundred miles away. Huge blocks of rock fell onto the surrounding area, and then the tremendous hot ash and gas came out of the mountain. I've never been so terrified in my life. First of all its explosion with the force and heat killed the people. The hot ash which caused fires in the forest caused more deaths. Fire fighters, were **put out**. Volcanic mud also caused flood. Rescue workers worked by hearth and have **picked up** survivors by helicopter and moved them away from the

dangerous areas. Fortunately, neither of my household was injured or died, but it can't be forgotten throughout our lives. It was dreadful."

Now the second e-mail is from Mr. Harold;



"I got woken up by my daughter's scream yesterday. 'Dad, there is a river in front of our house'. Weather conditions had been poor for several days; the wind was **tearing off** and the weather was **pouring down**. Yesterday three rivers in the area contained a dangerously high level of water. During the night, the rivers burst their banks and three villages have now been flooded. I looked out of the window and saw that my car park was starting to flood. I called the emergency service since the

water level was rising. The emergency services arrived and helicopters lifted many people to the safety of neighbouring town. All the people were **flooded out** but only me. I was the last person to leave my block of flats. Lots of animals drowned and farmers carried herds to higher areas. Many people died and were injured. Thank God, nobody in my family was injured from the flood. The rain has finally stopped, but it is very difficult to predict about the extent of the damage."

TEXT 47

- Underline the topic sentence while reading.
- Underline the sentences that are related to the photos.

ENDANGERED SPECIES: BIRDS

The human race is only one small species of beings in the living world; many other groups exist among the creatures on this planet. However, human beings have a great influence on the rest of the world. People change the environment by building cities where forests once stood. People affect weather conditions by increasing the amount of water in the air; when open land is changed into farms, the humidity of the atmosphere in that area increases because of the increased **vegetation**. Human beings change the air by adding pollutants like smoke from factories and **fumes** from automobile motors. Thus, it can be said that the human species changes the world through its actions, by its habits. People, in other words, are interfering with nature.

One negative result of people's interference with the environment is that many kinds of animals are becoming rare such as Blue Whale, polar Bear, Asian Elephant, Giant Panda, Snow Leopard, Sea Turtle, Tiger, Lion, Orang-utan, Zebra, Tasmanian Devil, Gorillas, Giraffe, Volcano Rabbit. This is the reason why many concerned citizens have organized into groups to try to save the birds. The National Audubon Society (NAS) is one such organization.

The people of the Audubon Society, ironically, once tried to encourage interest in birds. The present situation indicates that they were too successful. Nowadays these same people are looking for ways to protect the birds from the people who want to watch them. Just a few years ago, bird watchers were stereotyped as harmless but strange: people thought of all bird watchers as **eccentric** hunters who chased their prey with binoculars to see better with, instead of guns to shoot with. Stereotypes of bird watchers were the subjects of jokes because the general public did not find birds interesting. However, with a little education and advertising, bird-watching and bird watchers really changed. Bird-watching became a national pastime, an interesting hobby, a favourite way to spend leisure time.

Because of the efforts of the NAS, the numbers of amateur ornithologists have multiplied. Now between five and ten million non-professional bird watchers search for birds such as golden pheasants, pygmy swifts, kingfisher, snake eagle or whooping cranes. In the past decade, the NAS membership has increased of four times the number in only ten years indicates **a surge** of enthusiasm for birds. Unfortunately, the over enthusiasm of some amateur ornithologists has resulted in harm to the birds and their habitats, the special environments that the birds choose. For example, both vegetation and the nesting places have been trampled; the natural places have been destroyed by the feet of the small percentage of **overly** enthusiastic watchers. One professional ornithologist reported that so many people have become interested in birds that one rare bird can bring a flock of bird watchers. A result is that where there were once flocks of birds, there are now only a few.

TEXT 48

Dear Mr Spencer,

I am writing about my experiences at Open University. My parents had always wanted me to go to university to get a degree. So I took their advice and enrolled in a university. I had always been a good student. I had never **played truant** and had always passed all my exams easily in high school. However, I wasn't ready for university. I enjoyed the freedom too much. I decided to get some experiences in real world. After a short research I decided the Open University was the best choice for me.



I **decided on** the Open University mainly because of their high profile, I could guarantee the quality for the course material I had. There was no other option other than Open University because I didn't want to **give up** my full-time work. It was so much more accessible and I could study at home. Distance learning gave me flexibility to study where and when I liked, at my own speed. I didn't have to go to classes. I usually studied at home via books, videos, CDs, DVDs and the Internet. TV programs and radio broadcasts highlighted topics that they believed would be difficult to understand. I could usually communicate with my lecturers by phone or on the Internet, and occasionally met them face to face.

The books are very good at covering with wide range of subjects. During the 2013 - 14 academic year Social Studies was the most popular study area followed by biology, physics, history and philosophy. The least popular academic fields were mass communications, documentation, creative arts and design. I've done quite variety of courses. I found that I **started off** in science and took some of the basic courses here, particularly earth sciences, which I enjoyed because it **gets me out of** the laboratory into the field. Then I **moved on** to mathematics, because when I heard its name my mind used to go blank. Now I feel more confident about it. I have also studied Social Sciences. But the best one is psychology. It was enjoyable and just rewarding for me. I enjoyed a lot and decided to go on in this area.

The last point I want to mention is that the open university is also popular with those who cannot physically attend on-campus university study course because they have health limitations, are working or resident overseas, in prison, serving in the armed forces, caring for family members. Therefore, it is the best choice for the one who wants to get a university degree but cannot attend the course physically. That's all about me. If you want anything more about my experiences please, write to me.

See you again.

Yours sincerely,

Samuel Hamilton

E-mail: samham@hotmail.com

TEXT 49

SCHOOL ON WHEELS

1 / Driving a large truck or a big bus over mountain roads is not the **usual** way that a school teacher begins her day-especially if she is a preschool teacher. But Mrs. Beth Miller does this five days every week. Her **unusual** schoolhouse-on-wheels is really a large truck. The back of the truck has been made into a classroom in order to carry the advantages of modern education to **remote** areas of the state of West Virginia. In many **rural** areas of this state, it is **impossible** for small children to go to **regular** schools because of the isolation caused by the many hills and valleys of Appalachia.

2 / The purpose of the schoolhouse-on-wheels project is to develop basic skills and social behaviour in children three to five years of age. **This** is accomplished through games, exercises, toys, and simple **handicrafts**. The schoolhouse-on-wheels concept also teaches the young children to recognize 300 to 400 words on the printed page. This is a great advantage in helping the pupils to learn to read when they begin regular school. In its three-year history, the project has helped about 350 children in an area composed of five counties, an area of 20,000 square kilometres.

3 / The schoolhouse-on-wheels is a part of the Appalachia Educational Laboratory, a research effort paid for by the federal government. Besides the mobile classroom, other parts of the program include lessons by television and visits to the homes of the students. The technique is very **effective**, and one teacher can do the work of seven in a traditional educational system. As a result the program costs about 50% less than the regular kindergarten.

4 / All these advantages of the schoolhouse-on-wheels have made both parents and school officials happy. West Virginia plans to increase the program and to include **it** in the public school system so that more than 4,500 pre-school children can have this valuable learning experience.

TEXT 50

Royal Street
London HDI GT6

Dear Mr. Cavalli

My name is Ayhan AKIN. I was graduated from Eskişehir Anatolian University. My branch is Computer Engineering. I decided to learn a foreign language abroad. So I went to Perugia. Perugia is a lovely, historical, and very cosmopolitan city. There are two universities. University for Foreigners is a great place to learn Italian. It hosts for world-famous jazz festival in summer. It's a walled city on a hill top with a great view. Its history goes back to the ninth century BC. It is a right place for students because life is very simple, cheap, and interesting for them. There are a lot of restaurants, hostels, places of amusement, parks, libraries, etc. You can find everything there and do what you want. I loved Perugia very much.

I enrolled university for learning Italian language. Teachers of university always spoke Italian. They weren't speaking English. Due to this, at first I couldn't understand them. So, I was very upset and annoyed. I had a lot of native and foreign friends from all over the world who tried to speak Italian.

I was staying with an Italian family. It was a great opportunity and experience for me. Living with a host family was cheaper and more enjoyable than staying at a hotel. I loved my new family. They behaved me like my own family. Living with them provided me some advantages such as learning, seeing, and getting knowledge about their history, customs, religion, social and family life as well as the Italian language. I attended this school for 9 months. After that I learned a lot of Italian. I visited Rome, Milan, Naples, Venice, and Florence. I saw and visited a lot of interesting sights. I bought some souvenirs for my family and friends.

When I returned to Turkey, I found a good job in Izmir. Italy was my greatest experience that I will never forget. I am sure that I will go there again.

Best Regards
Ayhan AKIN

TEXT 51

and tell the topics of the texts.

(A researcher, Edward Hopkins from the University of Harvard, in England explains facial expressions)

A team of our researchers have recently found that facial expressions are very often passed on from parent to child and continue to run in the family through the genes. Our team of scientists in England showed that the negative facial expressions such as frowning, anger and disgust are inherited by children from the elder members in their family. The study was conducted with blind subjects who can't have learned any kind of facial expression from relatives since they couldn't have seen the particular way in which their relatives move their eyes, lips and eyebrows when expressing states and feelings.

This is a natural phenomenon and it all lies in the family genes, which are passed on from parents to their children and so on. Famous biologist Charles Darwin noticed that the blind people display facial expressions. He stated that expressions which can be read on one's face are inherited by his/her descendants.

I rejected explanations that blind people learn from their relatives at early ages. Blind people in general don't touch others' faces because this is an impolite action. According to me facial expressions are too detailed and complex to learn that way. Our next step is to find the exact genes that influence facial expressions.

(A researcher, Thomas Shepherd from the University of Oxford, in England explains facial expressions)

We have suggested a theory about the study of body movement. We believe that physical appearance is often culturally programmed. In other words, we learn our looks; we aren't born with them. A baby has generally unformed facial features. It learns where to set its features by looking at those around such as family and friends. Think that a husband and a wife together for a long time often look quite alike. This also explains why the people of some regions of the country look so much alike. For instance, New Englanders and Southerners have common facial characteristics that cannot be explained by genetics. This is why in a single country there are areas where people smile more than those in other areas.

Unlike the genetics which explain facial expressions are very often passed on from parent to child and continue to run in the family through the genes, we believe we learn our looks from those around us.

TEXT 52

GENIUS MINDS

The year: 1925. Gas stations and other local businesses were increasing trade by putting up advertising signs along the nation's highways. Perhaps, thought Allan Odell, the family business - a small company that made a brushless shaving cream - could also step up sales by using **the same method**. He could put up sets of signs. Five in a set. They wouldn't have to be big.

At first Odell tried five in a set advertisement approach. "Brushless Shave, Burma - Shave" was written on them. Sales began to increase at once. But that didn't satisfy him. He wanted to disseminate his product all over the country by advertising. Motorists see these signs, he told himself, at remote spots on the highway, perhaps after hours of monotonous driving. Wouldn't they appreciate a touch of rhyme?

They would indeed! Odell decided to change the form of five in a set advertisement used the **catchy** Burma-Shave signs – some ironic, some cynical, some absurd, but all of them were funny. They were easy to remember. They caught the fancy of nearly everyone, including those people usually critical of advertising. An example:

IF YOU DON'T KNOW
WHOSE SIGNS THESE ARE
YOU HAVEN'T DRIVEN
VERY FAR
Burma - Shave

These signs continued as the advertising method of the company for 35 years. When cars travelled too fast, it was hard for people to read. Because more than a dozen words painted in small letters. The inevitable happened and the company **phased out** its roadside advertising. Perhaps a growing criticism of this kind of advertising, which interfered with highway scenery, also influenced the company's decision.

By late 1965 this criticism resulted in President Lyndon Johnson's - highway beautification bill. This bill authorised a federal-state campaign to improve the scenery on other side of major highways, to conceal or remove junkyards, and to put billboards sufficiently far back from the highway, so that they wouldn't interfere with the view. States, which did not comply with the bill, could lose 10 per cent of their federal highway grant.

But this wasn't the end of the billboard industry. Many road were not part of the highway system which was supported by federal grants, and these roads were not affected by the law.

In one form or another, the poster will always be with us.

TEXT 53

Dennis Internet Security (DIS) Instructional Manual

How much do you love your mobile-phone and using the internet? A recent survey conducted in Germany found that 84 percent of people interviewed said they would be without their current partner (or car), but they would not be without their internet or mobile-phone. 97 percent of people said it was unthinkable to image life without a mobile-phone. The one thousand interviewees were all 19-29 years of age. There only seems to be a digital divide between people over and under 50. 50-year-olds seem to be less reliant on technology than younger users. If Internet and mobile phones are so important, are we really aware of our security when we are using them? There is a brand new virus program which keeps your secrets. If you install it to your computer, you will not face any problem with your security.

Before you install DIS (Dennis Internet Security), read the installation instructions carefully and also review the system requirements.

Installation Process

To install, download the DIS (Dennis Internet Security) setup files to your local hard drive.

Step 1: Select your installation language

Firstly, choose the installation language.

Step 2: License Agreement

To continue with the installation, you must read then accept the End User License Agreement. Click 'I Accept' and continue.

Step 3: Product Registration

Next, the wizard will activate your free lifetime license. Click 'Next'.

Step 4: Select which components you wish to install

- **Install DIS Firewall** - Selecting this option installs DIS Firewall and Defense+ components.
- **Install DIS Antivirus** - Selecting this option installs DIS Antivirus and Defense+ components.

Step 5: Firewall Configuration

This option should only be chosen when you have a third party Antivirus protection activated in your system.

Step 6: Configuring your DNS Settings

In this step of installation of DIS Internet Security, the DNS settings of your computer can be changed automatically to direct to our DNS servers.

Step 7: Installation and restarting your computer

Step 8: After restarting Your System

After restarting, if your computer is connected to Internet, then you can register and use your Dennis Internet Security safely.

TEXT 54

FIRST STEP TO GET A JOB

In many countries of the world youth unemployment is a serious social and political problem. It is very bad when there are no jobs for young graduates. One of the most important steps to get a job is writing a detailed letter describing themselves with a letter of reference. The process of applying for a job usually requires some form of writing. This could be writing a letter of application, completing an application form, or writing a resume. Employers require written applications so that they can compare and screen the people who apply for a job. Therefore, your letter, application form and resume need to be prepared with great care. When you are preparing applications for the jobs, always prepare a rough draft and ask someone to check it for you before completing a final version.

Imagine you saw your future job's advertisement and wanted to apply for it. Please take your pens (don't use a pencil) and write your letter of application while the instructions are given below. Your letter of application should include the following:

- Do write your address and the date clearly.
- Write the name and address of the business to which you are applying.
- Do find out the name of the person you're writing to and how to spell it.
- Write the name of the position and where you saw it advertised.
- State the reason why you're writing in the first paragraph. Point out how your qualifications, abilities and experience will enable you to do the job well.
- Write a concluding sentence referring to your availability for an interview, and give a telephone number where you can be contacted easily.
- If your letter is addressed to a person by name, your letter should end 'Yours sincerely'. If your letter starts with 'Dear Sir/Madam', end it with 'Yours faithfully'.
- Finish with your signature and your name.

Your letter of application will be used to decide if you are suitable for the job. It should be positive and confident, and should contain the information needed by the employer to make that decision. Before writing a letter, find out as much as you can about the employer and the possible job. Put something of your own personality into the letter but do not sound negative

TEXT 55
HAND-MADE OBJECTS



ANTONIO HIGHWAY (49)

Pottery is very easy for me. When I was six, I saw a man who was making ceramic products such as vase, glass, pots etc. I have been making ceramics as my job for 30 years. I started when I was 19. I think perfecting them can take a lifetime though. If you want, you can try to make your own ceramics. The art of making ceramics satisfies your creative needs and gives you an outlet totally your own. Immerse yourself in a fulfilling hobby while you mold clay in beautiful objects to decorate your home.

Whenever people accent a beautiful outdoor garden, ceramics fit the bill. Hobbyists have been enjoying making their own ceramic items in the world for thousands of years.



CANAN CAN (19)

I am 19 years old. When I completed my high school education I started to make carpets in my father's carpet project shop this year. Although making carpet is difficult, it is very enjoyable. If you want to make a small carpet, you must have a simple carpet loom. Carpets come in a variety of sizes. Most of time they are rectangular shape and come in several lengths. A great way to have something different is to create your own carpet runner.

TIM BLACK (50)

I began to make sculpture as a hobby. My father was a famous sculptor. While he was making sculpture, I was imitating him, and making sculpture is my occupation now. I think it is a very easy job. Sculpting is a great outlet for me. It combines the hand-on work of creating a structure with artistic task of making something representational and expressive. Start out simple, using easily available materials and building something on a small scale. If you want to make a simple sculpture decide what you want to make a sculpture of, how large you want it to be, what materials you want to use; put up materials and adhesives put up above, build the sculpture, decorate your sculpture. Good luck.

TEXT 56

Time to Read

- A. Work in groups; decide which of these words from the article are interesting/boring. Why?

clothing	violation	sweatshops
fashion	child abuse	rubber pipe
allegations of children	investigations	anger



GIVE A HAND TO CHILDREN

The Independent, Monday 29 October 2007
by EMILY DUGAN; Washington, DC

Just weeks away from the beginning of the busy holiday shopping season, the high street clothing chain has (1)_____ an enquiry into claims that its suppliers are using child labour. Gap Inc, which sells its (2)_____ clothes worldwide, is meeting with suppliers to investigate allegations of children being used in sweatshops. The company has already terminated a contract (3)_____ one Indian factory. Gap president Marka Hansen told reporters: "It's (4)_____ disturbing to all of us... I feel violated and I feel very upset and angry with... the subcontractor who made this very, very unwise decision." Gap said it will not sell the garments made in this factory in its stores. There are fears that some of the (5)_____ children are as young as ten. Reports say that the children work 16 hours a day, often without pay. Factory bosses (6)_____ beat them with rubber pipes and put oily cloths in their mouths when they cry.

The chain has 3,000 shops across the globe and is keen (7)_____ keeping its image clean. Senior executive Dan Henkle said: "Our team in India is conducting a (8)_____ investigation and we have already made sure the products will never

be sold. Although violations of our strict prohibition on child labour are extremely (9)_____, we are calling for an urgent meeting with all suppliers in this region to reinforce this policy." Hansen, meanwhile, wanted the world to know she was (10)_____ the matter seriously. She told CNN: "Gap has a history of addressing challenges like this (11)_____ on, and our approach to this situation will be no exception." She added: "In 2006, Gap ceased business with 23 factories due to [Code of Vendor Conduct] violations. We have 90 people located around the world (12)_____ job is to ensure compliance with our code."

The children are not physically matured and they're more vulnerable to lung diseases caused by heavy metals or other chemicals in pesticides. So the bad working conditions put them in risk of (13)_____ that might eventually lead to death. "When consumers learn that abuse of children is involved in the making of a product, they will not buy that product," said Greenberg, The National Consumers League Executive Director. "This should serve as a wake up call for companies who are doing business overseas. American companies are (14)_____ for what happens in their supply chain – whether its sweatshop or forced labour or product safety – and consumers will hold them accountable.

- B. Complete the essay with the given words.

- (a) luncheonette (b) lynched
(c) lunched (d) launched
- (a) brands (b) bland
(c) branded (d) branding
- (a) with (b) by
(c) of (d) around
- (a) deep (b) deeply
(c) depth (d) deeper
- (a) abused (b) abusive
(c) abuser (d) abusing
- (a) supposes (b) supposing
(c) suppose (d) supposedly
- (a) on (b) to
(c) for (d) with
- (a) fell (b) fall
(c) full (d) fill
- (a) rare (b) rarely
(c) rarer (d) rarest
- (a) stalk (b) stalking
(c) take (d) taking
- (a) hands (b) eye
(c) head (d) mind
- (a) who's (b) whose
(c) who (d) who is
- (a) injuries (b) injured
(c) injury (d) uninjured
- (a) responsible (b) irresponsible
(c) responsibly (d) irresponsibly

TEXT 57

DEEP BLUE SEA

Hi, I'm John and I'm twenty nine years old. I like adventure very much and don't miss any chance to go on adventurous holidays. My job is really stressful so I wanted to do something that would let me forget all about it. At that time while I was surfing on the net I won a prize at a contest. It was a scuba-diving holiday on Australia's Great Barrier Reef. Even though I had no diving experience I had gone on my holiday. Yesterday, I **turned back** from my ten - day-holiday. We travelled around by bus and a small plane and on boats. It was so noisy, lively and busy. It was amazing to swim with hundreds of different types of fish and see sharks just half a meter from me. I'd also see lots of marine life whales and dolphins. I told nobody that I didn't know how to dive. I went all the diving places with them but never tried. However, on the last day of my holiday I wanted to dive. I wore a lot of equipment which was really heavy. I hadn't known to practice in shallow water before I tried deeper water. The waves were really high and the territory was really dangerous for an inexperienced diver. I dived but crashed my legs to the rocks. I lost my consciousness. I was lucky because there were experienced divers to take me up to the boat and brought me to the hospital. Fortunately, I only broke my leg. It had definitely been a horrifying experience and I was lucky to be alive in the end. Despite these problems, I still hope for going on another adventurous holiday.

DREAM DESTINATION

Hello, I'm Tom. I've always wanted to go somewhere exotic. Africa was my dream destination. I wanted to learn about wildlife. In addition, I'd probably meet interesting people. What's more, it would be a unique experience as many parts of the jungle are completely uninhabited. Although it was wild and dangerous place with poisonous animals, it would be a fascinating experience. As a result I decided to go on a week's safari holiday in Africa. Before coming here, I was offered the chance to encounter a wide range of wildlife and a great deal more. I was invited to live the safari experience. I would have seen lots of animals and watched snakes up close but never been in danger. I was quite excited about it whereas I stayed only two days and could you believe that a holiday I had been dreaming of **turned out** to be disappointing?

The travel agent said that our hotel would be perfect in the centre of the town. On the contrary, it was an old rundown building and we were miles from anywhere. When I opened the door to my room, I couldn't believe my eyes. There was no bed, just a carpet on the dirty floor. There was no hot water in the bathroom and my room was **crawling with** cockroaches. What's more, I couldn't see any animals I had been **dreaming of**. Like me, all of the safari holidaymakers complained about them but never saw anybody to **deal with** our complaints. We were all tired, hungry and still in shock. In fact none of the promises in their advertisement were true. We decided to go back our homes without any satisfaction. As our jeep rolled across the vast desert, I looked back with a deep sigh of relief and said 'I'm so glad it's all over'. I thought that would have been a great holiday for all of us but it had definitely been a dreadful experience and I was lucky to be alive in the end.

TEXT 58

Receptionist: Good morning. The Seven Star Hotel. Shall I help you?

Mr Blacky: Could I make a reservation for your hotel please?

Receptionist: Of course, sir. When would you like to check in?

Mr Blacky: Er, 2nd July 2017.

Receptionist: And, how many nights will you stay?

Mr Blacky: I think it will be six nights.

Receptionist: Oh! I am going to look my computer for free days. Yes. Fine, I can book for your rooms. And how many guests you are, sir.

Mr Blacky: Three. My wife, my son and me.

Receptionist: Oh! Would you like a suite room for your own?

Mr Blacky: No, thanks. One double and one single, please.

Receptionist: Would you like your rooms with a sea view or mountain view?

Mr Blacky: A sea view, please.

Receptionist: It's a good idea. How would you want to pay?

Mr Blacky: By credit card. Is it possible?

Receptionist: Sure. The price will be £60 per night for 3 person. Could you send us deposit for a night?

Mr Blacky: Yes. As soon as possible. Does the price include half board or full board?

Receptionist: Full board. Could you say your full name, please?

Mr Blacky: It is Albert Blacky. Will you confirm the reservation by e-mail?

Receptionist: Yes. Sir. What is your e-mail address?

Mr Blacky: It's blackyalbert@endmail.edu.com

Receptionist: What about your address?

Mr Blacky: 345 King Road 18 London
7KX64Q / ENGLAND

Receptionist: Could you write your phone number, Sir?

Mr Blacky: Oh, yes, 675044214

Receptionist: Okay! Thank you Sir.

Mr Blacky: Thanks for everything.

TEXT 59

Tourism and its Effects

Although they are accused of being loud and rude, tourists can be one of the world's greatest forces for preservation. Moreover, tourism may be the true salvation to humankind's cultural heritage. After all, it's the main countervailing force to internalization- that is, the global blah of TV, t-shirts, modern housing, fast-food chains and brand names. Internalization has been a process of everyone's living and acting the same. Yet, tourists are looking for something old and something different and they will pay for it.

The effects can be seen across the globe, where tourism has rescued traditional cities and cultures from the edge of extinction. Just five years ago, the native community of the Cayapas lived in little concrete houses with TV sets, having moved from the banks of the Canade River in north-western Ecuador, to settle alongside the highway. They had nearly all abandoned the traditional hand-woven clothing of their ancestors and wore tennis shoes and jeans. That's what progress meant to them.

Thanks to **influx** of tourists, things have recently changed for the Cayapas. With tourists visiting them in search of ethnic tourism, the Cayapas have started to embrace the nearly forgotten culture of their ancestors. Once again, they are wearing traditional clothes, building old-style homes and using traditional agricultural techniques. "They have become a sustainable

community, combining micro business and preservation, because they have understood that their **indigenous** way of life is what interests tourists," says Pedro Armendariz, a tourism and development-planning engineer based in Quito.

The situation is similar throughout Latin America, where interest in cultural and ecological tourism has been on the rise in recent years. Tourism to Guatemala, for example, with its Mayan heritage, abundant rain forests and lakes surrounded by volcanoes, has doubled in the past decade to nearly two million foreign visitors a year. The money from **them** has kept young women interested in learning the specialized craft of weaving on the Mayan's back-strap looms. Indigenous crafts form an important part of the Guatemalan touristic product. If this were not the case, such crafts could die off and the younger generations would have to look for new trades that would allow them to survive.

Tourism is not just about preserving old cultures, it can also help developed countries maintain a healthy competitive edge. For example, until recently, Japan did not feel the need to attract foreign travelers and in the process, nearly fell off the tourist map. The country ranks only 30th in the world as a tourist destination. Design and facilities at resorts fall behind world standards. In other words, without tourists, modern culture fails to take next step.

TEXT 60

FEAR REMEDY

The news is full of stories about people who have been raped, robbed, mugged, or otherwise assaulted, and everyone fears when they hear these reports. Fear is a sense of inadequacy in front of a real or imaginary situation. It has to be one of the most unpleasant emotions on the face of the Earth. For some, fear is a major problem affecting every day of their life. For others, it may be a periodic recurring but highly annoying state of affair. For that reason, the quest for some sort of security is an on-going process for many people. While some people seek safety through prayers, others do it by gathering as much money or friends as possible.

When we fear, we exaggerate the danger. The feeling of helplessness creates a greater fear. So, how can we control this emotion? If fear is the product of a sense of inadequacy, the solution is being more self-confident. Not only is that the best solution, but it is also the only effective solution. A person with a high degree of self-confidence will only become fearful when facing real and immediate danger. With self-confidence, a person feels in control of most conditions therefore, there is no need or reason to be fearful. So, if the remedy against fear is being more self-confidence, the question to be asked is, "How do we improve self-confidence?"

We are more confident when we feel that we have more resources. It is acquired through daily work on self-improvement. If we consciously work on improving ourselves everyday of our life, we cannot escape the feeling that we are getting stronger and better equipped to face life's problems as time goes on. As a result, we will have more self-confidence and less fear. We all have something that makes us feel safer and more secure and powerful.

TEXT 61

A. Look at the pictures and guess what you are going to read.



What is the connection between violence and sports? Psychologists say that there are many reasons for violence at sports events. Here are some reasons from different sources.

Alcohol: Many fans drink a lot at games. When people drink, they are more likely to do **abnormal** things. Psychologists Dennis Brock says, "Quiet people become loud. Normally nonviolent people become **destructive**." David Sampson, a sports sociologist, agrees. "These are often celebratory riots—a large number of very happy people mixed in with large amounts of alcohol. They don't often seem dangerous in the beginning, but things get violent quickly."

Crowd: When individuals are in a large group of people, **they** can lose their sense of responsibility. Edward Hirt, a social psychologist, says that research shows that people do things in crowds that they would never do alone. People in crowds feel **anonymous** - no one knows who they are. Crowds also make people feel powerful. They stop making personal decisions. They just follow the crowd. They want to drink heavily and make trouble. Someone does something stupid, and it grows from there. Social psychologists call this a "mob mentality." He says: "For instance, how further would you go to harm a human being? Kick, hit, beat or what? As everybody remembers, four years ago a crowd of about twenty young people burnt the bus and a girl was burnt there. They knew that there were people inside and they wanted to burn them all. Even animals try to protect their species; how can we call these people human? If you are a human, what the reasons are or how fully you are right, you cannot hurt or kill anybody else."

Religion, Culture and Race: Religion, culture and race also influence the world of sport. The Scottish local derby between Glasgow Celtic and Glasgow Rangers is the example of religious differences. There have also been a number of race/culture related incidents in Australia, again in the sport of football.

Social psychologist Dr. Sharon Kennedy says that there are a few things officials can do to **prevent** violence. Making sure that an area is not overcrowded is very important. Officials should also think of games as "big parties." Then they will get prepared in a different way. Kennedy says that in Great Britain they are controlling the problem with cameras in all the stadiums. "When you know someone is watching, you are much less likely to behave badly."

TEXT 62

REPORT ON TRANSPORT FACILITIES IN LONDON

The aim of this report is to give a brief overview of transport facilities in London, and to make some suggestions for improvements. The majority of people travel to and from work by car. Only about 10% of adults use buses on a regular basis, most of these are retired people. Another 5% use the bicycle as their main means of transport.

The reliance on the car leads to several problems. Firstly, there is a problem of air pollution caused by exhaust fumes. Secondly, there are frequent traffic jam, especially during peak periods. Noise from cars, lorries and buses is a problem to local residents. Loss of land for road widening and car parks is an environmental problem. There is an increased risk of death and injuries due to road accidents. Traffic jam causes stress to both drivers and pedestrians. Respiratory illnesses are caused by car fumes. It costs a lot to build and maintain roads. Delays often result from road repairs. A recent

study conducted by a research company TTI indicates that the cost of traffic jam in the U.S.A. increased from \$12.5 billion in 1982 to \$63.1 billion in 2003. Petrol/diesel is expensive and supplies are running out because it is a non-renewable resource. Finally, it is often difficult to find places to park in the city centre.

Some precautions should be taken. Here are some suggestions for improvements traffic jams. New car parks should be built on the outskirts of the city, linked by frequent shuttle buses to the city centre. This would reduce pollution and eliminate traffic jams. In addition, the local authority should encourage the use of bicycles by creating more cycle lanes. Using bikes reduces car pollution and increases personal fitness. Finally, the bus service should be improved by increasing the frequency of buses and adding new routes to those already in place.

TEXT 63

NI HAV, HUANYING

The dictionary defines culture as the arts, beliefs, customs, institutions and all other product of human work and thought created by a people or group. Chinese culture is rich in all of these, and it dates back thousands of years. When I learned about the culture of China I understood that I had made lots of cultural mistakes at last week's meeting in China. I am the top man in my department for this reason I was sent to the China for business. At the meeting since I knew that hierarchy is important to the Chinese I spoke directly to the director, a woman, while I shook her hand. I touched her shoulder as I **pulled back** to guide her to the table. I was telling them about my trip as I casually **passed out** my business cards so I **stack up** the ones I just received from the team and put them into my pocket. The meeting appeared to go well. As it concluded, I jumped up from the table eager to report back to my boss.

Do you know how many major cultural mistakes I just made? Here are some interesting cultural differences between West and China: accept and give business cards with both hands. Study the card first as it represents the person you're meeting. Never write on it or put it in your wallet or pocket, instead use a small card case. Don't compliment anyone for speaking good English. It may also **be taken as a sign** you cannot find better things to compliment. Personal contact must be **avoided at all cost**. It is highly inappropriate for a man to touch a woman in public. Stand up when others **enter the room**. Avoid embarrassing topics, such as freeing Chinese human right issues. Allow the Chinese to leave a meeting first.

When dining, do not start to eat or drink **prior to** your host. When dining with a group and taking food from a common plate, use the implements provided and not your own chopsticks or fork, and choose the items closest to you even if you prefer something on the other side of the plate. In China and throughout the East you'll need to watch your chopstick use; don't point them at people and certainly don't place them upright into a bottle. As a cultural courtesy, you should taste all the dishes you are offered, but do not eat all of your meal or they will assume you did not receive enough food and are still hungry. Do not discuss business at meals. Show deference if someone appears to be senior to you.

There are many, many other cultural differences between China and the West. Of course, differences may not be significant when comparing China to other countries in Asia. If you are bringing gifts, clocks, storks, cranes, handkerchiefs and anything white, blue or black are definite no-nos because of their association with death. Not being a Christian country, the Chinese do not recognize the term "Bless you" or "God Bless you" when you sneeze. In China, when someone sneezes, you simply ignore it. Also in China names are written in a different order to those in Europe and America. In China the surname is placed before the first name, unless they've already flipped their name around for the benefit of visitors, which just causes huge confusion!

In conclusion, I can say that everything from greeting to eating can be an opportunity to do the wrong thing, and not only embarrass yourself, but offend your host countrymen. For this reason by being aware of some of the differences you lessen the impact of culture shock and you make your life considerably easier.

TEXT 64

COUNTRIES THAT SPEAK ENGLISH AS PRIMARY LANGUAGE

English is spoken by as much as 20 percent of the world's population, and it is the primary language of at least one nation on every continent. English has spread across the globe and become one of the most widespread and influential languages on earth. Although continental North America has only two English-speaking countries (Canada and the United States) many of the islands of the Caribbean also use English.

There are three European nations use English as a primary language. Within Great Britain, both the United Kingdom and Ireland are English-speaking. Malta is the only European nation to use English as a primary language. India, Bangladesh and Pakistan make English an official language. English is not the first language of their residents. The same is true in Israel and Singapore, where English is widely understood but rarely the mother tongue. Despite New Zealand and Australia are the most well-known of the English-speaking South Pacific nations, the language has been widely adopted in a great many of the smaller island states.

TEXT 65

AIR SHOW CHINA

Airshow China is the dedicated General Aviation exhibition in 2012, showcasing everything from microlights through to turbo propellers and jets. Whether you are interested in learning to fly, or are already a pilot and want to view the latest products available, Airshow China is the event to attend in China! Join China's leading exhibitors showcase the latest in General Aviation in Zhuhai.

AIR SHOW TÜRKİYE

Air Show Türkiye 2011 is a momentous airshow celebrating the 100th anniversary of the Turkish Air Force. All student groups are invited to visit Izmir Air Show for an opportunity to learn about the military and the world of aviation in a unique, hands-on approach. This experience includes the chance to view and tour static display aircraft and the opportunity to meet and greet military and civilian aviators. An inventory formation flyby of every serving type added to an astonishing line-up from other countries including eight national display teams in the eight hour flying display. It also includes the fortune to watch spectacular performances. SoloTurk, Turkish Stars, Seagulls of the Czech Air Force, the Italian Air Force's Freccie Tricolori, the Pakistani Air Force showcasing the JF-17 Thunder jet fighter, made in China, the Belgium Air Force F-16 Fighting Falcon and the Royal Army's Red Arrows demonstrations will be held.



AIR SHOW RUSSIA

The very idea of the MAKS lies in demonstrating Russian high technologies and domestic market openness to joint ventures with the use of foreign partners' cutting-edge advances. During the show, top civil servants are open for business contacts. For all those engaged in aerospace business the air show is a unique opportunity to get the first-hand information on the standpoints of decision-makers whose position can have an impact on key issues of developing and selling aircraft and their weapons, as well as on cooperation in these fields.

APPENDIX-J: Reading Activity 176

B. Read the text and find out the answers.

1. The word “**influx**” is similar in meaning to
 - a. diversity
 - b. departure
 - c. arrival
 - d. threat
2. The word “**indigenous**” is close, in meaning to
 - a. precious
 - b. original
 - c. developed
 - d. modified
3. The word “**them**” refers to
 - a. the things inherited from the Mayans
 - b. foreigners visiting Guatemala
 - c. abundant rain forests
 - d. lakes surrounded by volcanoes
4. **The main point of the article is that**
 - a. foreigners and tourists don't like to visit modern places
 - b. tourism is vital not only to sustain and preserve traditional cultures but also to keep up with world standards
 - c. tourism stops old cultures from developing as it causes them to resist change and modernization
 - d. tourism works against internalization because tourists want something old local and traditional rather than modern things
5. **We can infer from the article that**
 - a. tourism can offer no benefits to modern countries such as Japan as it's already developed and rich
 - b. in the past, Japan did its best to compete with other countries in the field of tourism
 - c. until five years ago, the Cayapas used to live along the highway so that the tourists could find them easily
 - d. if the Cayapas hadn't realized the value and uniqueness of their culture, their traditional and cultural way of life would nearly be forgotten

APPENDIX-K: Reading Activity 183

D. Read again and answer the questions.

1. The opposite of “**abnormal**” is _____.
 - a. strange
 - b. weird
 - c. typical
 - d. extraordinary
2. “**destructive**” means _____.
 - a. someone that is fascinating
 - b. someone that causes damage
 - c. someone that is frightening
 - d. someone that is unhelpful
3. The synonym of “**anonymous**” is _____.
 - a. unknown
 - b. different
 - c. distinctive
 - d. definite
4. To “**prevent**” means _____.
 - a. to allow something to happen
 - b. to cause something to happen
 - c. to get rid of something forever
 - d. to try to stop something to happen
5. “**they**” refers to _____.
 - a. individuals
 - b. large group of people
 - c. social psychologists
 - d. people in crowds
6. **This article is mainly written to** _____.
 - a. give some examples about mob violence at sports events
 - b. give advice about what officials should do to stop violence at sports events
 - c. explain how we can deal with mob violence at sports events
 - d. explain some reasons of mob violence at sports events and what can be done to cope with it
7. **One of the causes of violence at sports events is that** _____.
 - a. football fans tend to be more violent and destructive
 - b. even a quiet, nonviolent person may become violent because of alcohol
 - c. officials don't do anything to stop the mob violence
 - d. unfortunately sports fans don't have a sense of personal responsibility
8. **According to a scientific research** _____.
 - a. there is always a connection between violence and sports
 - b. fans feel more powerful when they drink a lot
 - c. people act very differently when they are in crowds than when they are alone
 - d. the only aim of some fans is to start fights or make trouble
9. **Dr. Kennedy recommends that officials can cope with violence by** _____.
 - a. making an area very crowded
 - b. giving parties before the sports events
 - c. not letting fans drink alcohol before the sports events
 - d. installing safety cameras in stadiums as they do in the UK
10. **We can understand from the passage that** _____.
 - a. alcohol is the only reason for mob violence
 - b. mob mentality is caused when people are in large groups
 - c. people who make trouble at sports events are stupid
 - d. nothing can be done to stop mob mentality

APPENDIX-L: Writing Activity 48: CV Form

CURRICULUM VITAE (CV)

* Complete the first part with Ayhan's personal information.

Name (Surname, first name-(s))		PHOTO
Address		
Telephone		
Fax		
E-mail		
Citizenship		
Date of birth		

* Complete the first part with Ayhan's personal information.

• Name and type of School	
Personal skills and competences	

* Complete the third part with interests.

Hobbies and interests	
-----------------------	--

* Complete the last part with additional information (any other information that may be relevant, for example contact persons, references, etc.)

Additional information	
------------------------	--

G. Write your own CV by listening to your teacher's instructions.

Personal information:	Education and training:	Personal skills and competences:	Social skills and competences:
*	*	*	*
*	*	*	*
*	*	*	*

APPENDIX-M: Ethics Board Waiver Form



**HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
ETHICS BOARD WAIVER FORM FOR THESIS WORK**

**HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
FOREIGN LANGUAGES TEACHING TO THE DEPARTMENT PRESIDENCY**

Date:12/04/2017

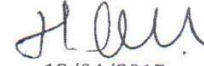
Thesis Title / Topic: A Contrastive Analysis of Eleventh Grade Curriculum and Coursebook for English Language within CEFR (Onbirinci Sınıf İngilizce Müfredatının ve Ders Kitabının ADOÇEP ile Karşılaştırılmalı Analizi)

My thesis work related to the title/topic above:

1. Does not perform experimentation on animals or people.
2. Does not necessitate the use of biological material (blood, urine, biological fluids and samples, etc.).
3. Does not involve any interference of the body's integrity.
4. Is not based on observational and descriptive research (survey, measures/scales, data scanning, system-model development).

I declare, I have carefully read Hacettepe University's Ethics Regulations and the Commission's Guidelines, and in order to proceed with my thesis according to these regulations I do not have to get permission from the Ethics Board for anything; in any infringement of the regulations I accept all legal responsibility and I declare that all the information I have provided is true.

I respectfully submit this for approval.


12/04/2017

Name Surname: Handenur COŞKUN

Student No: N13220012

Department: Foreign Language Education

Program: English Language Teaching

Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

ADVISER COMMENTS AND APPROVAL


Assisst. Prof. Dr. İsmail Fırat ALTAY

APPENDIX-N: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

12/01/2018



Handenur COŞKUN

APPENDIX-O: Thesis Originality Report

21/12/2017

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To the Department of English Language Teaching

Thesis Title: A Contrastive Analysis of Eleventh Grade Curriculum and Coursebook for English Language within CEFR (Onbirinci Sınıf İngilizce Müfredatının ve Ders Kitabının ADDÜP ile Karşılaştırılması Analizi)

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using Turnitin plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I respectfully submit this for approval.

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Signature



ADVISOR APPROVAL

Assist. Prof. Dr. İsmail Fırat Altay

APPROVED



APPENDIX-P: Yayınlama ve Fikri Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversite'ye verilen kullanım hakları dışındaki bütün fikrî mülkiyet haklarım bende kalacak, tezimin tamamının veya bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinleri yazılı izin alarak kullandığımı ve istenildiğinde suretlerini Üniversite'ye teslim etmeyi taahhüt ederim.

☐ Tezimin/Raporumun tamamı dünya çapında erişime açılabilir ve bir kısmı veya tamamının fotokopisi alınabilir.

(Bu seçenekle teziniz arama motorlarında indekslenebilecek, daha sonra tezinizin erişim statüsünün değiştirilmesini talep etmeniz ve kütüphane bu talebinizi yerine getirirse bile, teziniz arama motorlarının ön belleklerinde kalmaya devam edebilecektir)

☒ Tezimin/Raporumun 12/06/2019 tarihine kadar erişime açılmasını ve fotokopi alınmasını (İç Kapak, Özet, İçindekiler ve Kaynakça hariç) istemiyorum.

(Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir, kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisi alınabilir).

☐ Tezimin/Raporumun tarihine kadar erişime açılmasını istemiyorum ancak kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisinin alınmasını onaylıyorum.

☐ Serbest Seçenek/Yazarın Seçimi:

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12/01/2018


Handenur COŞKUN

