

**THE EFFECTIVENESS OF ESTABLISHING MEANINGFUL  
GROUPS IN TERMS OF THEIR LEARNING STYLES AND  
ADMINISTRATING TEACHERS ACCORDINGLY**

A Case Study at Osmangazi University Foreign Languages Department, Preparatory  
School

Berna DEMİREL

THESIS OF MASTER OF ARTS  
ENGLISH LANGUAGE TEACHING

Advisor: Assist. Prof. Rıdvan TUNÇEL

Eskişehir  
Institute of Educational Sciences Anadolu University  
January 2006

# THESIS OF MASTER OF ARTS

## ABSTRACT

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This study aims to investigate whether there is a difference in language learning if learners and teachers' learning styles are same. In other words, this study tries to determine whether students learn better when they are taught according to their particular learning style preferences.

The data has been collected from the experimental research conducted with the Elementary students in the Department of Foreign Languages at Osmangazi University. The instruments for data collections were Style Analysis Survey, Pretest and Posttest and supplementary materials. Students' language level was determined by Michigan Placement test. According to the placement test, there were 10 groups of Elementary learners. The Elementary learners' learning the Style Analysis Survey determined styles, and students were grouped through the determined learning styles. Regarding the learning preferences of the learners 3 of the 10 Elementary level groups were formed and those groups were selected as the subjects of this

study. Learners were gathered in language classrooms into three separated groups as visual learners and audio-visual learners and mixed learning style learners. The instructional materials and subsequent teaching were designed and implemented according to the students' learning styles. The teachers whose teaching styles were the same with the learners were administrated with the permission of the school administration. The results of the posttest showed that students' learning could be enhanced through the appropriate teachers and materials to the learners' learning preferences.

## YÜKSEK LİSANS TEZİ ÖZÜ

### ÖĞRENME STİLLERİNE GÖRE ANLAMLI GRUPLAR OLUŞTURMANIN ETKİLİLİĞİ

#### OSMANGAZİ ÜNİVERSİTESİ YABANCI DİLLER BÖLÜMÜNDE BİR UYGULAMA

Berna DEMİREL

İngiliz Dili ve Eğitimi Ana Bilim Dalı

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Ocak 2006

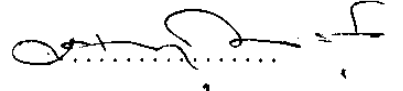

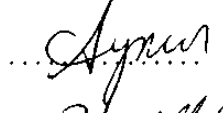
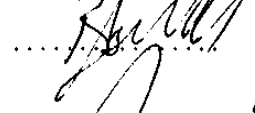
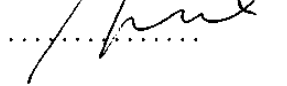
Danışman: Rıdvan TUNCEL

Bu çalışmanın amacı öğretmen ve öğrencilerin öğrenme stillerinin birbirleriyle benzerlik göstermesi durumunda dil öğrenmede herhangi bir fark oluşup oluşmayacağını belirlemektir. Başka bir deyişle, bu çalışma, öğrenci ve öğretmenin öğrenme stilleri eşleştirildiğinde ve uygun materyaller kullanıldığında öğrencilerin daha iyi öğrenip öğrenmediklerini belirlemeye çalışmaktadır.

Veriler Eskişehir Osmangazi Üniversitesi Yabancı Diller Bölümünde başlangıç düzeyindeki 60 öğrencinin bulunduğu 3 grup ile deneysel bir çalışma yapılarak toplandı. Öğrencilerin seviyeleri “Michigan Test” kullanılarak saptanmıştır. Öğrenci ve öğretmenlerin öğrenme ve öğretme stillerini belirlemek için Rebecca Oxford’un (1993) hazırlanmış olduğu Stil Analiz Anketi Kullanıldı. Bunun yanı sıra, çalışma süresindeki başarının artışı belirlemek için de öğrencilere verilen vize sınavı ön ve son test olarak kullanıldı. Çalışma süresince kullanılacak olan ders materyalleri öğrencilerin belirlenen öğrenme stillerine göre hazırlandı. Bu çalışmada özellikle iki stil, görsel ve duysal, üzerine yoğunlaşıldı. Kullanılan stil anketindeki sonuçlara göre öğrenci ve öğretmenlerin öğrenme stilleri eşleştirildiğinde ve öğrenme stillerine uygun materyal ve yöntemlerle öğretim yapıldığında öğrencilerin başarısında artış olduğu ortaya çıktı.

## JÜRİ VE ENSTİTÜ ONAYI

Berna DEMİREL'in, "THE EFFECTIVENESS OF ESTABLISHING MEANINGFUL GROUPS IN TERMS OF THEIR LEARNING STYLES AND ADMINISTRATING TEACHERS ACCORDINGLY" başlıklı tezi 23/01/2006 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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## TABLE OF CONTENTS

vi

### Page

ABSTRACT .....	ii
ÖZ .....	iv
DEĞERLENDİRME KURUL VE ENSTİTÜ ONAYI .....v	
ACKNOWLEDGEMENTS .....vi	
TABLE OF CONTENTS .....vii	

## CHAPTER I

### INTRODUCTION

1.0 Presentation .....	1
1.1. Background to the Study .....	1
1.1.1. The Importance of the Study .....	2
1.2. Purpose of the Study .....	4
1.2.1. Research Questions .....	6

## CHAPTER II

### REVIEW OF THE LITERATURE

2.0. Presentation .....	7
2.1. The Definitions of Learning Styles .....	7
2.2. Types of Learning Styles .....	9
2.2.1. Visual Learners .....	9
2.2.2. Auditory Learners .....	11
2.2.3. Tactile/Kinesthetic (Hands-on) Learners: .....	12

2.2.4. Learning Styles Other Than Visual, Auditory and Tactile /Kinesthetic ..	14
2.3. Field Research on Learning Styles.....	15
2.3.1. Learning Style- Appropriate Instruction .....	18

### **CHAPTER III**

#### **METHODOLOGY**

vii

3.0. Presentation.....	22
3.1. Subjects and Setting .....	22
3.2. Instruments.....	24
3.2.1. Style Analysis Survey .....	24
3.2.2. Pre-test /Post-test.....	25
3.3. Teaching Materials.....	26
3.4. Data Collection.....	27
3.5. Analytical Procedure.....	28
3.5.1. Style Analysis Survey (SAS).....	28
3.5.2. Pre-Test and Post- test.....	28

### **CHAPTER IV**

#### **ANALYSIS AND INTERPRETATION OF RESULTS**

4.0. Presentation.....	30
4.1. Results of the Style Analysis Survey (SAS).....	30
4.2. Analysis of the Results.....	30
4.2.1 Within Group Analysis of Pretest- Posttest Results.....	32



4.2.1.1 Comparison of Group Pretest and Posttest Results of the Study	
Groups in Graphics .....	34
4.3. Between Groups Post-test Results .....	35
4.4. The Global View of Posttest Results of Groups .....	39
4.5. Between Groups Pretest Posttest Differences .....	41
4.5.1 Comparison of Groups'                      viii                      Mean Scores of Pretest and Posttest	
Results .....	42

## **CHAPTER V**

### **CONCLUSION**

5.1. Summary of the Study.....	45
5.2 Discussion of the Findings .....	46
5.3 Conclusion .....	53
5.4. Implications and Recommendations for Further Research .....	56
BIBLIOGRAPHY .....	60
APPENDIX A (Style Analysis Survey (SAS) ).....	64
APPENDIX B (Translation of Style Analysis Survey (SAS) ) .....	69
APPENDIX C (Scoring Sheet of SAS ).....	74
APPENDIX D (SAS Results of Teachers ) .....	78
APPENDIX E (SAS Results of Students).....	79
APPENDIX F (Pretest –Posttest Results of Students).....	83
APPENDIX G (Sample Lesson Plans & Instructional Materials).....	86



# CHAPTER I

## INTRODUCTION

### 1.0 Presentation

This chapter presents the background to the study, states the problem, the aim of the thesis, the hypotheses and briefly discusses the research design.

### 1.1. Background to the Study

People in the world have always felt the need to learn a second language (SL) to communicate with other people to keep up with the cultural, social and technological changes in the world. English that has been accepted as a global language all around the world for many years, is preferred to be learnt by most of the people. For this reason, language teaching approaches, methods and classroom procedures have been in a dynamic process.

As Brown (2001; 16) states “a glance through the past century or so of the language teaching will give an interesting picture of how varied interpretations have been of the best way to teach a foreign language”. Albert Marckwardt (1972; 5) mentioned the cyclical pattern in which new method emerged about every quarter of a century as “changing winds and shifting hands”. He maintains that practices were broken from the old but taken with the new ones. As a good example of the cycle nature of method, Audio- Lingual Method (ALM) is thought as “revolutionary” of the mid- twentieth century. The ALM borrowed tenet from its predecessor, The Direct Method by almost half a century while breaking away entirely from the Grammar Translation Method. Within a short time, however, ALM critics were advocating more attention to thought, to cognition, and to the patterns, which to some extend of a return to Grammar Translation Method (Brown, 2001; 18). In Early

1980s linguistic structure-centered approach started to be changed to a communicative language, through which students are required to perform certain functions as well as promising, inviting, declining invitations and the like within a social context (Larsen & Freeman, 2000). Yet, the approach gives priority to process over pre-determined linguistic content. In this approach, rather than “learning to use English”, students should be taught, “use English to learn it”

Almost in the last three decades, many people have been investigating second language learning and first language acquisition, especially in 1970s research about SLA increased. However, today, as seen in every field of study, findings seem to be still inadequate in language teaching, so people are in search of new classroom applications, innovative methods and even new approaches. What has been importantly discovered through these research is that learning styles, individual variations, Content-Based, Task-Based, and Participatory Approaches, Learner Strategy Training, Cooperative Learning and Multiple Intelligence have taken the floor in language teaching (Larsen & Freeman, 1999). Learning Styles, which are considered one of the most important areas worth studying and recently, gains gravity in the field. For this reason, the trend in ELT is covering learning styles and others mentioned above indicate that matching of learners and teachers’ learning styles seems to be on the focus.

### **1.1.1. The Importance of the Study**

In the world we are living, there have always been changes in scientific and social fields. Thus, language teaching has now in a new era in which teachers should be aware of and keep up their pace with it. Learning style appropriateness has become one of the most important subjects in language teaching recently. In other words, mismatch between the learning styles of teachers and students may cause problems in learning. Dunn and Griggs (2000;8) stress that learning styles would make the identical instructional environments, methods and resources that are effective for some learners and possibly ineffective for others. Different students receive information best in different ways. This can lead to a serious problem in both

school and home learning. If a student receives information best visually and his teacher or parent gives most information orally, the student is at a great disadvantage. Thus, learning styles of teachers and students should be considered in teaching. As it was explained above, when there is a mismatch between the learning preferences of students and teachers, learning might not be as effective as it is expected, so it is necessary to match the learning styles of teachers and students.

Additionally, Oxford (1993; 23) states that ESL/EFL teachers can consider their own teaching styles (which often reflect their favored learning styles) and also identify the students' learning styles because "style wars" frequently affect students' learning and students' attitudes toward English and toward learning negatively in general.

As Oxford (1991) and Feldler (1993) state in a class where such a mismatch occurs, the students tend to be bored and inattentive, do poorly on tests, get discouraged about the course, and may conclude that they are not good at the subjects of the course and give up. In other words, when students and teachers' learning preferences are not appropriate to each other, students may not learn easily, they may not enjoy while learning and their success may be affected negatively.

Some researchers in the area of learning styles advocate teaching and learning styles can be matched to reduce teacher – student style conflicts, especially in foreign language instruction (Charkins &Wetzel (1985), Griggs & Dunn, (1984); Oxford, (1991); Smith & Renzulli, (1984); Wallace & Oxford, (1992)).

Research about learning styles has shown that learning styles differ from person to person, and each person has one or some of them. Students should be aware of their Learning Styles and the teachers should improve the weak ones. Yu Cheng and Banya (cited in Reid 1998; 80) mention that teachers have styles that they use as a plan and present materials to students. Moreover, they claim that language teachers mirror their learning styles in their teaching styles. Effective teaching

requires teachers' awareness of students' individual differences and teachers' willingness to vary their teaching styles to match with most students'.

In addition, Zhenhui (2001) states teaching styles are made up of methods and approaches with which teachers feel most comfortable; if they try to change to completely different approaches, they would be forced to work entirely with unfamiliar, awkward, and uncomfortable methods. Additionally to the learning styles of students, it is important for presenters to be aware of their own learning preferences. An instructor's style may influence the activities chosen within the learning environment. Students will respond based on their own personal preferences. When the learning styles of students are similar to those of an instructor, they may exhibit greater achievement and personal satisfaction.

Wallace and Oxford (1992) mention that such style differences between students and teachers consistently and negatively affect student success. Brown (1994) states it is when students' learning styles are matched with appropriate approaches in teaching that their motivation, performances, and achievements will increase and be enhanced.

As the researchers state above, appropriateness of students and teachers learning styles is one of the most important point in language teaching and learning. According the research, students learn easily when they are taught by the teachers and materials appropriate to their learning preferences.

## **1.2. Purpose of the Study**

The purpose of the study is to determine whether there is a difference in language improvement of students when their learning styles match with the teachers' learning style. Johnson and Glombec (2003; 734-735) mentioned that teachers' teaching is affected by their teaching experiences and they reflect their learning ways to their teaching way. Teachers should identify their students learning

styles to help their students to learn better. Feldler (1993) states that when the learning styles of students are similar to teacher's learning style, a greater achievement might be seen. On the other hand if students' learning styles are not similar with teachers'; it may affect learning negatively.

When the studies on learning styles are reviewed, the ignorance is clearly seen in terms of students' learning styles and administrating teachers accordingly. Students are administrated to the classes according to their language levels traditionally without considering their ways of learning. Thus, there are mixed type of students in language classes in terms of learning styles. For this reason, language learning might be affected negatively, because everyone has a unique style of learning, thinking and working. (<http://www.creativelearningcentre.com>).

Students studying English in the Department of Foreign Languages at Eskişehir Osmangazi University have difficulties in learning a second language successfully. They have always some complaints about learning English. Some of these complaints are course books, learning enviroment, teaching methods, etc.; however, in this study the researcher would like to focus on learning style of learners and teachers. Thus, students usually have complaints about they do not enjoy in classes during lessons, and it may be because of the mismatch between the students' and teachers' learning preferences.

In this study, students and teachers were administrated regarding their dominant learning styles. Thus, the aim of the study is to determine whether there is a difference in language improvement of students when they are taught by teachers having a similar learning style with them or by teachers having different learning styles from them. In order to do that, students were grouped according to their language levels and learning preferences and teachers were administrated to those groups. This study focused on the effectiveness of teachers and students' learning styles appropriateness in language learning, and determining the language success of learners who have haphazardly administrated instructors.

### **1.2.1. Research Questions**

Because of the reasons stated above, teachers may have difficulties about reaching to all of the students in classes for various reasons, but one of the reasons is teaching in a way they learn. It means, learning styles of teachers affect the way they teach and when there is a mismatch between students and teachers' learning styles, students learning may be affected.

The following questions are asked to find out the differences in classrooms, which are comprised of similar learning styles of students and teacher or mixed type of learning styles of students and teacher. In other words, how language achievement is affected when students having similar learning styles are taught by a teacher having the same learning style with them and when students having different learning styles from each other are taught by a teacher having different learning style.

In order to find out whether there was language achievement when learning style of teachers and students was matched with each other the following research questions were asked:

1. Does teaching English in accordance to learners' learning styles improve their language learning through appropriate teacher matching together with teaching materials? (Visual teachers + Visual students)
2. Does language learning of learners improve when teaching and teaching materials partly confront learners' learning styles? (Visual teachers + Visual and Auditory learners)
3. Is learners' language improvement affected when there is no match between learners' and teachers' learning styles? (Mixed type of learning styles students and teachers)



## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

#### **2.0. Presentation**

This chapter will firstly focus on the definitions of learning and teaching styles. The next part will deal with the types of learning styles and then, the applications of learning and teaching styles will be discussed.

#### **2.1. The Definitions of Learning Styles**

Richards (1985; 45) defines “learning styles” (as also called Cognitive Styles) as the particular way in which a learner tries to learn something. In second or foreign language learning, different learners may prefer different solutions to learning problems. For Example, some may feel writing down words or sentences helps them to remember them. Others may find they remember things better if they are associated with pictures. These are called differences of cognitive styles.”

In addition, Witkin et al. (cited in Stern, 1983:373) define “cognitive style” as a characteristic of self-consistent mode of function, which individuals show in their perceptual and intellectual activities.

Keefe (cited in Steward, 1990:371) defines learning styles as” characteristic cognitive, affective and psychological traits that serve as relatively stable indicators of how learners perceive, and interact with and respond to the learning environment.” Dunn (1990; 485) defines learning styles as “a combination of environmental emotional, sociological, physical and psychological elements that permit individuals to receive, store, and use knowledge or abilities.”

Additionally, learning styles are defined by Lemlech (cited in Steward, 1990:371) as emanate from natural, inborn inclinations and individual's learning style manifest itself through preferred senses and personality characteristics.

It is often assumed that (Oxford, 2003; 273) styles are related to personality traits (such as being extroverted, self-esteemed, anxious and the like) or to cognition (such as left/right brain orientation, ambiguity tolerance, field sensitivity and so on) which characterize the consistent and enduring traits, tendencies, or preferences that may differ from person to person. The learning styles are Cognitive Styles, Sensory Learning Styles that are Perceptual Learning Styles, Environmental Styles, Sociological Styles and Affective/Temperament Styles. These styles are an appropriate characterization of behaviors in general.

Reid (1995; 1) defines "learning styles" as an individual's natural, habitual preferred way(s) of absorbing processing and retaining new information and skills. Oxford (2003; 273) defines learning styles as the general approach preferred by the student when learning a subject, acquiring a language, or dealing with a difficult problem.

According to Keefe (in Reid, 1995) learning style is a conglomerate of an individual's cognitive, affective, psychological conditions in teaching and learning. "Learning style" refers to how an individual responds to the learning environment (Claxton & Ralston, 1978; Wooldridge, 1995). Dunn and Griggs (2000) describe learning style as the way an individual begins to concentrate on, process, internalize, and remember new information and skills. They report that learning style is an individual's reaction to several factors that include: 1.the environment, such as room temperature or lighting; 2.emotions, such as motivation and persistence; 3. Sociological factors, such as individual or group learning, and physiological factors, such as preferences and variable energy levels. (<http://www.washington.edu/doit/TeamN/learn.html>)

## 2.2. Types of Learning Styles

A simple listing of three major learning styles is given below:

### 2.2.1. Visual Learners

# VISUAL



Some people remember much of what they read and prefer instructions to be written; others remember and understand best when shown pictures, others use their imagination and many a combination of these modalities. (<http://www.creativelearningcentre.com>). A preference for a visual learning style may confirm an individual's understanding of a concept when it is presented in a written or visually descriptive format. These learners use vision for their primary perceptual preference and can remember most easily what they read or observe. They can close their eyes to recall what they have read or seen earlier. Ness (1995) includes a separate category of "written word" in which the person has a preference for learning by reading as opposed to actually seeing objects or participating in activities in order to learn. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts, pictures, video tapes, and charts, interpretation of symbols that translate into pictures in students' minds and hand-outs. During a lecture or classroom discussion, visual learners often

prefer to take detailed notes to absorb the information  
([www.Idepride.net/learningstyles.MI.htm](http://www.Idepride.net/learningstyles.MI.htm).) A good learning style test will measure both types of visual preferences, pictures and reading.

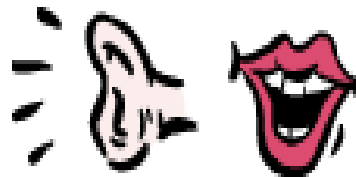
### **Visual Modality - *A Visual Learner***

- Learns by seeing and by watching demonstrations
- Likes visual stimuli such as pictures, slides, graphs, demonstrations, etc.
- Conjures up the image of a form by seeing it in the “mind’s eye”
- Often has a vivid imagination
- Often stares
- Needs something to watch
- Is often quiet and does not talk at length
- Becomes impatient or drifts away when extensive listening is required

(<http://www.learningstyles.org/>)

### 2.2.2. Auditory Learners

# AUDITORY



Some people remember things they hear; they are good listeners, like verbal instructions and / or prefer to discuss new information. (<http://www.creativelearningcentre.com>) This category describes those who learn best by listening to verbal instruction such as lectures, discussions, or recording. Coker (1996) describes such people as "the listener," preferring to rely on sounds to learn. An auditory learner may prefer having a new concept explained and then discuss it with the class. They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder ([www.Idepride.net/learningstyles.MI.htm](http://www.Idepride.net/learningstyles.MI.htm)).

### ***Aural Learner - An Aural Learner***

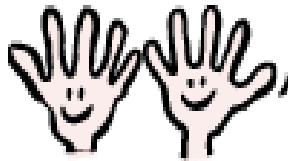
- Tends to remember and repeat ideas that are verbally presented
- Learns well through lectures
- Is an excellent listener
- Can reproduce symbols, letters or words by hearing them

- Likes to talk
- Enjoys plays dialogues, dramas
- Can learn concepts by listening to tapes
- Enjoys music

(<http://www.learningstyles.org/>)

### 2.2.3. Tactile/Kinesthetic (Hands-on) Learners:

## TACTILE



## KINESTHETIC



A kinesthetic learner may be more in tune with the physical environment, moving around the room, and preferring a hands-on approach to learning. This kind of learners are like to be actively, physically involved in work projects and remember best through their own experiences; others have a strong intuition and need to feel good to understand and remember easily. Tactile learners with this preference have a strong need to manipulate things and use their hands while listening or concentrating. (<http://www.creativelearningcentre.com>). Tactile/Kinesthetic people learn best

through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. Learners with tactile perceptual preferences often need to underline as they read, take notes when they listen, or keep their hands busy in other ways. Members of this group may never read the notes they write. Rather, the activity of writing is sufficient for the learning to occur (Ness, 1995). For these learners, whole body movement and real life experiences are often needed to absorb and retain the material to be learned. They learn best when they are totally involved in an activity. Some students, usually at least 35%, learn most effectively while moving (kinesthetic) or handling (tactile) things. This action and body involvement help them to perceive meaning.

### **Kinesthetic Modality - The Kinesthetic Learner**

- Learns by doing, direct involvement
- Often fidgets or finds reasons to move
- Is not very attentive to visual or auditory presentations
- Wants to be “doing” something
- Tries things out and likes to manipulate objects
- Gestures when speaking
- Is often a poor listener
- Responds to music by physical movement
- Often finds success in physical response activities
- Learns better when able to move during learning
- Likes to move hands (doodling, tapping,) while learning
- Uses movement to help concentrate

(<http://www.learningstyles.org/>)

In addition to these, there are other learning styles, which Oxford categorized such as being extroverted, introverted, intuitive, concrete-sequential, closure-oriented, open, global and analytic.

#### **2.2.4. Learning Styles Other Than Visual, Auditory and Tactile /Kinesthetic**

In this study, learning styles of learners were determined through the SAS (Style Analysis Survey) inventory. Though the focus is only on Auditory, Visual learning styles in grouping learners and administrating teachers, there were some mixed style groups. Due to the fact that, there are some other learning styles that are important to consider: Extroverted learners enjoy a wide range of social, interactive learning tasks (games conversation discussion, debates, role plays, simulations). Extraverts find energy in things and people. They prefer interaction with others, and are action oriented. Extraverts are integrators and "on-the-fly" thinkers. Their motto is: ready, fire, aim. For the extravert, there is no impression without expression.

However, Introverted students like to do more independent work (studying or reading by him/herself or learning with the computer) or enjoy working with the other person they know well. Introverts find energy in the inner world of ideas, concepts, and abstractions. They can be sociable but need quiet to recharge themselves. Introverts want to understand the world. Introverts are concentrators and reflective thinkers. Their motto is: ready, aim...etc. For the introvert, there is no impression without reflection. Intuitive learners are future –oriented, able to seek out the major principles of the topic, like to speculate about possibilities, enjoy abstract thinking, and avoid step-by-step instruction.

In addition, Concrete- sequential learners are present- oriented and prefer one- step-at-a- time activities, and want to know where they are going in their learning at every moment. Closure-oriented students focus carefully on all learning tasks, meet deadlines, plan ahead for assignments, and want explicit directions. Sequential learners absorb information and acquire understanding of material in small-connected chunks; global learners take in information in seemingly



unconnected fragments and achieve understanding in large holistic leaps. Sequential learners can solve problems with incomplete understanding of the material and their solutions are generally orderly and easy to follow, but they may lack a grasp of the big picture, the broad context of a body of knowledge and its interrelationships with other subjects and disciplines. (<http://www.ncsu.edu/felderpublic/Papers/Secondtier.html>)

Before global learners can master the details of a subject they need to understand how the material being presented relates to their prior knowledge and experience, but only exceptional teachers routinely provide such broad perspectives on their subjects. In consequence, many global learners who have the potential to become outstanding creative researchers fall by the wayside because their mental processes do not allow them to keep up with the sequential pace of their science courses (<http://www.ncsu.edu/felder-public/Papers/Secondtier.html>)

Open students enjoy discovery learning and prefer to relax and enjoy their learning without concerning deadlines or rules. Global learners enjoy getting the main idea, guessing meanings, and communicating even if they do not know all the words or concepts. Some students prefer to be shown the whole picture or the major concepts of a unit before they are expected to work through a logical sequence of information in an analytical manner. Analytic learners, on the other hand, focus more on details, logical analysis and contrasts (Cohen & Oxford & Chi, 2002; 13).

### **2.3. Field Research on learning Styles**

Meeting the learning needs of students in ESL classrooms is usually challenging and rather difficult in creating a meaningful language learning and teaching contexts. Reid (1995; 2-3) states that learning styles are particularly important for ESL/ EFL teachers in language learning classroom. Especially in the last two decades they have been many researchers who have studied about learning styles and their effects on teaching and learning.

Native and non-native speakers have different learning styles due to that they are different from each other. As Reid (1987:87,88) states little research has taken place with non-native speakers of English whereas considerable research has been done with students whose native language is English. In his studies, he found that non-native speakers learning preferences often differ significantly from native speakers and also that ESL students from different language backgrounds sometimes differ from one another in their language learning style presences.

Additionally, Reid (1987:91) mentions that teachers who have little knowledge of learning styles and they think ESL students with different learning styles homogenously. Moreover, the methods and materials that ESL indicators use are the ones designed with the learning needs of native speakers of English in mind. Therefore, students may find it difficult to learn the class material that does not stem merely from the material itself but from the way it is designed and presented. Moreover, studies about learning styles involving the use of different taxonomies and terms, shows how the mind actually functions, how it processes information or is affected by each individual's perceptions.

In the study of Farr (cited in Reid, 1987:90), he states that post secondary students were asked to identify their learning style preferences through self reporting questionnaires, and the results demonstrated that the students' preferred learning styles paralleled their actual learning strengths. In addition, Domino (1979, 71) found out that the students in the study enjoyed a lot while they were learning and learned better when they were taught by using materials appropriate to the pre-determined preferred learning styles. Moreover, the students in the study scored higher on tests when the results were compared with the others.

In addition to the studies about preferred learning styles, the research on this subject show that the appropriateness of teachers' teaching styles affected by the learning styles is, also, important while teaching; the results of the studies demonstrate that learning may be more effective when teaching and learning styles are matched in teaching/learning period. Some of the studies are:

Yu Chennng and Banya (cited in Reid 1998,80) state that teacher behavior in the classroom can affect learner achievement. Teachers have styles that they use as a plan and presents materials to students. They mirror their learning styles in their teaching styles. Most teachers teach the way they were taught or the way they learned, so higher students achievement relates to match between students' learning style and teacher's teaching style. Effective teaching requires teachers' awareness of students' individual differences and teachers' willingness to vary their teaching styles to match with most students.

Carrel and Monroe (1993; 148-162) who searched the relationship of ESL composition and learning styles, and taught writing composition with the materials and techniques in consideration with the students learning styles. At the end of the study Monroe found out that students felt more comfortable, got fun, learnt better and they were more creative than ever.

In the study of Harthill and Busch (cited in Reid 1998; 107) teaching was done by incorporating activities to engage all learning preferences. The activities, also, sequenced from low- risk to high- risk activities, thus providing an optimum environment for the unique needs of the students. The researchers prepared a test that is far from the traditional testing methods but considered the learning styles of the students in the study. The result of the test showed that students were happier and more successful, creative and willing to involve to the lesson if they were taught regarding their learning styles.

In the study of Rao Zhenhui (2001), ways to make this matching feasible in real-life classroom teaching in East Asian and comparable contexts are described. The assumption underlying the approach taken here that the way teachers teach was adapted to the way learners from a particular community learn. Before exploring how the teaching styles and learning styles were matched, and materials were developed through the learning styles of students. The study was based on the premise that if approaches to learning are the result of type, then it is likely that anxiety will result when the particular learning strategies used are inappropriate to the demands of the

particular subjects being studied. As a result of this study, it was found that there are relationships between type and learning approach, learning approaches and anxiety, and between anxiety and career indecision. But they are not necessarily causal relationships. These students may experience low or high anxiety and low or high career certainty dependent on the degree of match between expectations concerning the course and their motivations.

In the study of Ramburth (cited in Reid, 1998; 71) it was found that the extent to which it was possible to address the language needs and learning styles of every student in a group or in a class is difficult to measure, but by implementing the changes to the curriculum and by extending the boundaries of classroom learning environments, students would engage in their learning at their preferred level and through their preferred learning styles. Ramburth states that students are more likely to fulfill their expectations of the course; themselves and their teachers are likely to address the students' needs and learning styles.

### **2.3.1. Learning Style- Appropriate Instruction**

Language teaching requires appropriate instructions to students who have certain learning styles determined by learning style scales. Each learner has their individual learning styles due to their cultural background, previous education and age. Steward (1990:375) states, "learning-style-appropriate instruction is fitting strategies and resources to specific learning styles." This means, teacher builds a bridge by taking into consideration learning styles and the resources such as materials, activities and exercises they require. In addition to Steward, Wright (1987:117) mentions that individual learners are likely to reflect a series of differences whether they are in a group formed on the basis of shared culture or roughly compatible age ranges.

Additionally, Peck (1989:261) indicates that one way to deal with these differences creatively and effectively is through the use of individualized instruction; the teacher teaches in the way in which students learn. It aims at accommodating

students' differences. Hunt (1979) states that students will inevitably be called upon to deal with problems and challenges that require the use of their less preferred modes, and so should regularly be given practice in the use of those modes. However, Smith and Renzulli (1984) caution that stress, frustration, and burnout may occur when students are subjected over extended periods of time to teaching styles inconsistent with their learning style preferences.

According to Hodges (1983)(cited in Steward, 1990:371) "learning styles research has revealed that students learn faster and with less effort when they are thought through their individual learning styles..." Oxford (1990) claims "what must be done to achieve effective foreign language learning is to balance instructional methods, somehow structuring the class so that all learning styles are simultaneously—or at least sequentially—accommodated".

According to Reid (1987:89) after the students' learning styles are diagnosed through learning-style-identification instruments, appropriate teaching/learning components and instructional materials are related to specific learning styles so as to provide the students with ease in learning, and thus enable them to attain a higher rate of success in learning.

Furthermore, Cohen (2003; 289) mentions that in an ideal world, all classroom instructors would somehow be cognizant of learning style preferences of their students, the repertoire of strategies that they use in conjunction with their style preferences, and the manner in which they confront each, and every language learning and use task they encounter in and out of the class. In such an ideal situation, the instructors also do what they could to accommodate these preferences where appropriate. Besides these, it is valuable to have learners diagnose for themselves their own language learning and use style-strategy preferences to make them aware of specific kinds of challenges in and out side of the classroom. He mentions that task, style and strategies would be beneficial for learners to learn effectively.

Reid (1998; 25) mentions that teachers develop professionally in the area by being aware of their students' learning styles, also students will benefit through knowledge of styles and strategies involved in optimum their individual learning styles. Thus, teachers acknowledge the prior knowledge and inherent with that the learner brings to the classroom and can offer students improvement through equal educational opportunities to perform at their maximum potential.

In addition, Johnson and Glombec (2003; 734-735) mention that teachers' teaching is affected by their learning experiences and they reflect their learning ways to their teaching way. Anthony Grasha states that a teacher who clearly understands the possibilities and limits of his or her teaching style can make more consistent judgments about how best to use this medium. However, Anthony Grasha, professor of psychology at the University of Cincinnati, describes understanding of teaching styles and learning styles can help faculty enhance their teaching. The teacher's response to student learning styles, the students' capabilities to handle course demands, their need for teacher to directly control classroom tasks, and their willingness to build/maintain relationships are important elements in determining what teaching style will be adopted in a classroom. (<http://web.indstate.edu/ctl/styles/tstyle.html>).

In addition, learning style research has examined the effects of tailoring teaching to students' learning styles. It has shown that matching learning styles has a positive impact on students' achievements, interests, and motivation (Smith and Renzulli, 1984). Dunn and Price (1979); Wesche (1981); Sein and Robey (1991) state that the results of several investigations of the potential interaction between learning styles and teaching approaches indicate that students' performances can be enhanced by adapting the instructional methods to individual differences in learning styles. (cited in Shumin Kang <http://exchanges.state.gov/forum/vol37/no4/p6.htm>)

Additionally, Oxford (1991) states that in a class where such a mismatch occurs, the students tend to be bored and inattentive, do poorly on tests, get discouraged about the course, and may conclude that they are not good at the subjects of the course and give up. Lightbown and Spada (1997; 41) state that there is clearly some truth to the intuition that certain ways of approaching a task are more successful for one person than another, and that when learners are given some freedom to choose their preferred way of learning, they will do better than those who find themselves forced to learn in environments where a learning style which does not suit them is imposed as the only way to learn. Ness (1995) claims that students can enhance their learning power by being aware of the style areas in which they feel less comfortable, and by working on their development, thus, providing avenues to foster their intellectual growth

## **CHAPTER III**

### **METHODOLOGY**

#### **3.0. Presentation**

This chapter presents (a) the subjects who participated in this study, (b) the instrument used to collect data, (c) the way the data collected and the (d) statistical methods employed to analyze the data.

#### **3.1. Subjects and Setting**

The elementary level students studying English in the Intensive Language Program in the Department of Foreign Languages at Osmangazi University in 2004-2005 Fall Semester took part in this study. All of the registered students were given a placement test (Michigan Placement Test) at the beginning of the semester in October 2004. As a result of the test, 10 Elementary level groups were formed. Then, Style Analysis Survey (SAS) was given to the Elementary level students to determine the students' learning styles. Students were grouped according to their learning styles. Regarding the learning preferences 3 groups out of the 10 Elementary level groups were formed and those groups were selected as the subjects of this study. These three groups and their teachers are labeled as 1. VV (Visual teachers + Visual students), 2. VAV (Visual teachers Visual + Auditory students), 3. M (Students and teacher having mixed type of learning styles). The students were informed that they would participate in this study, yet they were not informed about the nature of this study. Emphasizing the fact that the study is conducted to improve the language-teaching program and for the sake of the future students as well as themselves, they were asked to participate the study being honest and sincere with their feelings. The students' average results of the answers to SAS were shown in table 3.1.



**Table 3.1.**  
**Distribution of Students' Dominant Learning Styles in Groups**

<b>ITEMS</b>	<b>VV</b>	<b>VAV</b>	<b>M</b>
<b>Visual</b>	<b>28</b>	<b>14</b>	<b>8</b>
<b>Auditory</b>	<b>12</b>	<b>15</b>	<b>7</b>
<b>Hands-on</b>	<b>10</b>	<b>6</b>	<b>8</b>
<b>Extroverted</b>	<b>8</b>	<b>7</b>	<b>9</b>
<b>Introverted</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Intuitive</b>	<b>5</b>	<b>4</b>	<b>5</b>
<b>Concrete-Sequential</b>	<b>6</b>	<b>7</b>	<b>7</b>
<b>Closure-Oriented</b>	<b>6</b>	<b>5</b>	<b>9</b>
<b>Open</b>	<b>8</b>	<b>7</b>	<b>10</b>
<b>Global</b>	<b>9</b>	<b>9</b>	<b>11</b>
<b>Analytic</b>	<b>10</b>	<b>10</b>	<b>11</b>

The table above shows the average results related to each group. As it is seen on the table, the subjects were chosen and grouped according to their dominant learning styles. In the group VV the dominant learning styles was visual for all of the students in the group (average result = visual 28). In the group VAV there were two dominant styles, which were visual learning style and auditory learning style (average result = visual 14, auditory 15). The other study group called as M having the students who had different kinds of learning styles. It means that there is not a dominant learning style in this group. The different ranges of learning styles are seen on the table.

As it is seen on the table 3.1, subjects have not only one style dominantly but they have others as well. Yet, in this study, the two of the main learning styles, which are visual and auditory, was considered and the students having the dominant style were grouped accordingly. Thus, it was very complex to make a group of students having similar learning preferences by considering all of the learning styles of the subjects, so the other learning styles were not regarded in the scope of the study. Elementary level students' answers to SAS were given in Appendix E.

Additionally, there were 6 integrated skills instructors who were teaching English to the subjects in the study groups. At the beginning of the semester, the teachers in Foreign Languages Department of Osmangazi University were given the Style Analysis Survey (SAS) to determine their learning preferences. According to their learning styles, the teachers were administrated to the study groups. In other words, as well as the students of Elementary level classes, the teachers of this level were also considered as the second group subjects of this study with the permission of the school management administration. Thus, among 20, there were 6 selected teachers through SAS and took part in this study. Teachers' answers to SAS were, also, given in Appendix D.

## **3.2. Instruments**

In this study, which aims to determine the improvement of students language learning through appropriate teachers appointment and teaching materials according to students learning styles, three instruments were used including (1) Style Analysis Survey, (2) Pre-test and Post-test, (3) Teaching materials.

### **3.2.1. Style Analysis Survey**

Style Analysis Survey (SAS) developed by Rebecca L. Oxford (1993) was used. SAS, which was designed to assess learning and working styles, consists of five different sections which are (1) "How I use my physical senses to study or work", which identifies visual, auditory and hands on learning styles, (2) "How I

deal with other people, who identifies extroverted and introverted learning styles”, (3) “How I handle possibilities, which identifies intuitive and concrete-sequential learning styles”, (4) “How I approach tasks, which identifies closure-oriented and open learning styles”, (5) “How I deal with ideas”, which identifies global and analytic learning styles. Therefore, this survey consists of 110 statements following the general format for example, item number 1 (I can remember something better if I write it down) item number 2 (I take lots of notes). The subjects were responded on a 4 point likert scale ranging from 0 (“never”), to 4 (“always”) (see Appendix. A)

The survey was translated into Turkish. A back translation process checked the translated version in order to be sure about the correct translation of the test items (see Appendix B). The mismatches through the back translation process were studied and the nearest meanings of the original test items were supplied in the mother tongue. The translated version of the survey was given to the students to help them to understand the items clearly. Reid (1987:103) states that the questionnaire to nonnative speakers with a low proficiency level in English by translating it into their native languages, whereby “baseline data for longitudinal study of those students’ learning style preferences” would be obtain.

Learning preferences of the students and the teachers in this study were determined by this questionnaire, but two major categories, visual and auditory learning were considered in this study and instructional materials were designed for visual and auditory students. Thus, grouping of the students having similar learning styles and designing the instructional materials suitable for the chosen students’ learning preferences were very complex.

### **3.2.2. Pre-test /Post-test**

This study was carried out between the second and the fourth midterms. During this period, pre-test and post-test were given as achievement tests to the selected groups to assess whether there was a difference among the study groups’ learning. As pre-test and post test 2003-2004 Osmangazi University Foreign

Languages Department's Midterm IV was used since the syllabus was same with the previous year. The midterm VI was designed for integrated skill exam including 5 parts as vocabulary, grammar, reading, writing and speaking. The exam included different kinds of question types such as multiple choice, close test, true/false questions, matching, etc. It was, also, including the English grammar subjects that students would learn during this study period.

### **3.3. Teaching Materials**

In this study, there were two types of materials. One group of the materials was the supplementary materials, which were integrated into the syllabus and used for the 10 groups of the Elementary level students. That group of materials was the course book's supplementary materials including different kinds of activities for many types of learning styles. The other groups of materials were adopted for the experimental groups. Regarding the learning styles of the students, the second group materials were designed by the teachers with the help of the researcher for two groups to teach the students in visual group and audio-visual group (see Appendix G for visual and audio-visual materials). Mixed style group teachers used the supplementary materials that they designed without the help of the researcher (see Appendix G for mixed style groups' materials) while designing the materials learning preferences of the students in the two study groups were regarded. It means, visual materials were used for visual students and audio-visual materials were use for the audio-visual students. In this study, the supplementary materials were designed according to the learning preferences of the students, and the English subjects were taught to the visual students by using pictures, videos, interpretation of symbols...etc. (see Appendix G for visual materials) and verbal lectures, discussions, tape cassettes, videos, pictures, etc were used to teach audio-visual students (see Appendix G for audiovisual materials).

### **3.4. Data Collection**

All the data were collected during the eight-weeks of the period that was between the second and the fourth mid-term of Foreign Languages Department of Osmangazi University in Fall Semester 2004-2005. At the beginning of the semester, to determine the proficiency level of students, Michigan Test was used. Students were told that their responses would not be related to their exam grades and were asked to give responses to the statements as sincerely as possible. Then, students were given Style Analysis Survey to identify their learning styles and they were also informed about the survey. In addition, before the 2004-2005 academic year begins, learning styles of teachers were identified through SAS. The teachers were informed about the study and SAS. Among 20 teachers 6 of them were selected as study subjects having specific learning styles determined by the SAS. They were also informed that they were going to teach specific groups of Elementary level students who were deliberately gathered by the permission of the school administration. Each of the SAS item was analyzed considering the selected parts in the original form of the survey.

Further, teachers having similar learning styles with the students were administrated to the study groups. The appropriateness of the styles of students and teachers were determined to match the desired groups to be observed mentioned in study questions. Teachers were also informed about the students' learning styles in their groups. So, group VV had visual teachers and students, group VAV had visual teachers and audio-visual students, and group M had mixed learning style teachers and students.

The researcher carried out negotiations with the school management for arranging groups according to their learning styles. The management approached the idea positively, thus, at the beginning of the 2004-2005 term both the teachers and learners were arranged and administrated according to the results of learning style inventory.

### **3.5. Analytical Procedure**

#### **3.5.1. Style Analysis Survey (SAS)**

Having the questionnaires collected, the data was sorted by tallying the Individual responses for each item to produce means for each intact group. These means were then combined into three groups as “VV” (dominant visual style teachers and dominant visual students), “VAV” (dominant visual teachers and dominant visual auditory students) and “M” (mixed style teachers and students) Table 3.1 shows the average results of the survey for each section in each study group. The original survey can be found in Appendix A. In this study two main learning styles – visual and auditory- were regarded. Each individual item gave description of discrete students’ conceptions of their learning styles.

#### **3.5.2. Pre-Test and Post- test**

All of the student subjects of this study took the pre-test at the beginning of this study, and post-test at the end of this study. As pre-test and post-test, the previous year fourth mid-term questions of Osmangazi University Foreign Languages Department were used. The results obtained from the three groups were analyzed through t-test at the 0,05 level of significance for each item to see the difference between the mean scores of the pre-test and post test results. Tables 4.2.1 list the comparison of the pretest and posttest mean scores of groups. In addition, each subject results were shown in appendix E to see the language achievement more clearly. Although the primarily aim of this study was finding out the consequences of meaningful grouping of students and teachers according to their learning styles and teaching the students with materials appropriate to their learning preferences, the groups mean scores were compared to see the differences between the groups’ achievements. Yet, the means of pre-test results of the subjects in three groups were not compared between groups, thus, the statistical results indicated that there was a significant difference between the groups’ pretest results. For this reason, pretest results of the subjects were used to see the differences between the students’ results

of the two tests. However, table 4.3.1, 4.3.2, 4.3.3 shows the comparison of the subjects' posttest mean scores. Additionally the mean scores were compared in graphics in the figures 4.3.4. to see the difference more clearly.

Moreover, in order to see the differences, the means of pretest and post test results of the students were compared between groups and the statistical results were shown in table 4.4.1. In addition, the mean scores of the groups were compared in graphics in 4.4.1.1.

## **CHAPTER IV**

### **PRESENTATION AND INTERPRETATION OF THE DATA**

#### **4.0. Presentation**

This chapter presents the analysis and interpretation of the results of the diagnostic instruments and the posttest.

#### **4.1. Results of the Style Analysis Survey (SAS)**

Style Analysis Survey was administrated to determine both students' and teachers' dominant learning styles.

The data collected through SAS was sorted by tallying the individual responses for each item according to the scoring sheet of the survey to produce means for each intact group. For each item in the survey, learners and teachers were supposed to circle the response that represents their approach and complete all the items. Then, the means were combined into three groups as “**VV**” (dominant visual style teachers- dominant visual students), “**VAV**” (dominant visual teachers and dominant visual and auditory students) and “**M**” (mixed style teachers and students) (see Appendix E). There were 20 students in each group, as well.

#### **4.2. Analysis of the Results**

Through pre-test and post-test, the aim was to find out whether there was a difference in students' language improvement within and between groups at the end of the study. In other words, this study aimed at understanding if there was difference in language learning through appropriate teacher appointment and teaching materials.



In this study, first, students and teachers' learning styles were determined. Then, students were classified and teachers were administrated to the classes according to their learning styles. The study took about 8 weeks and two learning styles, visual and auditory learning styles were considered and deliberately established. However, another group which is called mixed was also includes in this study to see their long development and have a comparison between other groups. In this period the teachers whose learning styles were same with the students in study groups taught them using the activities appropriate for the determined learning style of the learners. At the beginning of the study, students were given a pre-test as an achievement test. The 4th mid-term of the Osmangazi University Foreign Languages Department in 2003-2004 Academic year was used as pre-test, thus the syllabus was same with the previous academic year. Then, about 8 weeks later, the same test was used as post-test of this study and the results of the students' answers were analyzed by using t-test to determine whether there was a difference in students' success within and between the groups.

Additionally, the groups' mean scores were compared to see the differences between the groups' achievements. The means of pre-test and posttest results of the subjects in three study groups were given and compared within groups in the table 4.2.1. The results obtained from the three groups were analyzed through t-test at the 0,05 level of significance for each item to see the difference between the mean scores of the pre-test and post test results. The mean sores of the study groups for the two tests were also shown in graphics with percentages in figure 4.2.1.1 to see the difference clearly. Additionally, in order to see the language achievement the students' pretest and posttest results were shown for each student and the results were given in Appendix F.

However, the means of pre-test results of the subjects in three groups were not compared between groups; thus, the statistical results indicated that there was a significant difference between the groups' pretest results. For this reason, pretest results of the subjects were used to see the differences between the students' results of the two tests.

On the other hand, the posttest results of the subjects in three groups were compared between groups in Table 4.3.1, 4.3.2,4.3.3. The results obtained from three groups were analyzed through t-test at the 0,05 level of significance for each item in order to see if there is a significant difference between the mean scores of the study groups. Additionally, as in the other statistical results, the mean scores of the groups were compared in graphics in 4.3.4 to see the difference more clearly. In 4.4. the global view of the groups' posttest results can be seen, as well.

Furthermore, in order to see the differences, the means of pretest and posttest results of the students were compared between groups and the statistical results were shown in table 4.5. In addition, the mean scores of the groups were compared in graphics in 4.5.1.

#### **4.2.1 Within Group Analysis of Pretest- Posttest Results**

The statistical results of pretest and posttest were tallied using t-test to find out if there was a significant difference between the groups' language achievement. Additionally, the compared groups' scores were shown on the table 4.2.1 below.

In addition to the statistical results on the tables above, the results of the students' pretest and posttest results were also shown on graphics in percentages to see the differences more clearly. In order to do that, each group's pretest and posttest results were compared with each other. Then, the results of the groups' pretest and posttest results were shown as figures with the explanations in percentages. On table 4.2.1.1 the figures about the groups' posttest comparisons with the explanations can be seen.

**Table 4.2.1 Within Group Analysis of Pretest- Posttest Results**

<b>Groups</b>	<b>N</b>	<b>Pretest</b>	<b>Posttest</b>	<b>t-value</b>	<b>p value</b>
<b>VV</b>	20	36,9	58,2	-13,289	0,0000
<b>VAV</b>	20	32,40	49,10	-11,823	0,0000
<b>M</b>	20	20,50	31,10	-4,120	0,001

t value =  $n_1 + n_2 - 2$

p value =  $<0,005$

In the table 4.2.1 the name of groups, the number of the students in each group, students' pretest and posttest results, pretest and posttest results' t-values and p-values were indicated. The results on the table showed whether there was a difference between the students' results of pretest and posttest. It was found that there was a significant difference between the groups' pretest and posttest results.

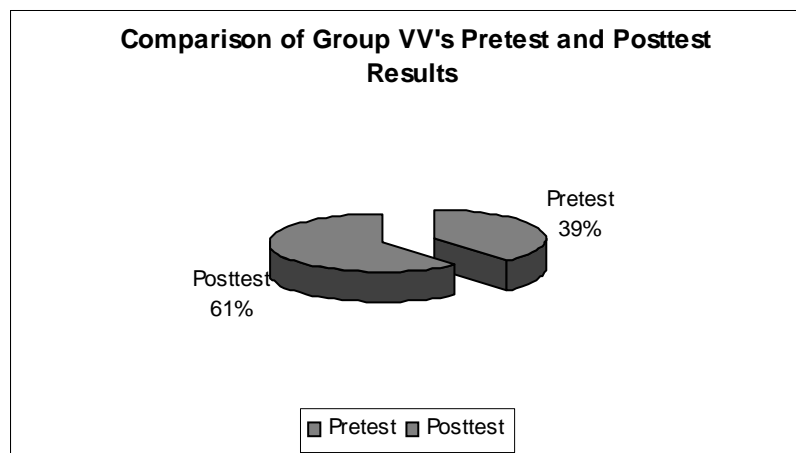
Group VV's pretest mean score was 36,9, posttest mean score was 58,2. According to the statistical results which could be more clearly viewed on the table, there was a significant difference between the results of the two tests. Thus, VV group's mean of statistic was  $-13,289$  and level of significance was  $0,000 (<0,005)$ .

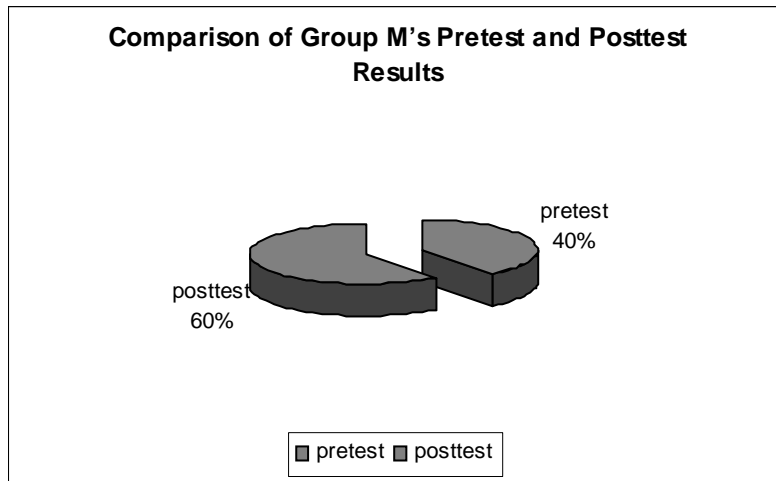
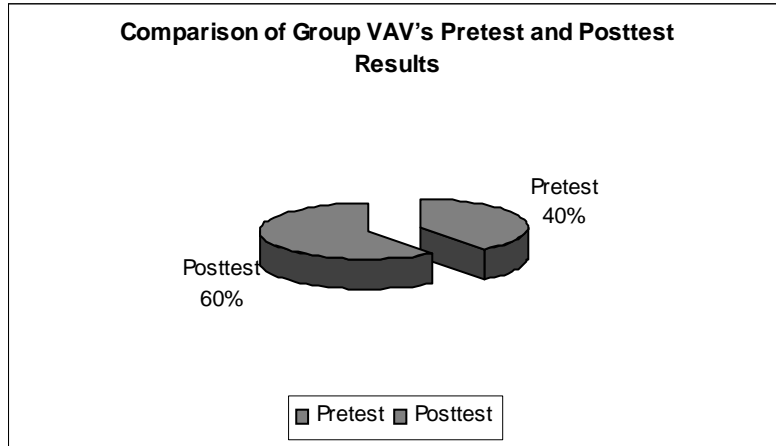
Group VAV's pretest mean score was 32,40 and posttest mean score was 49,10. According to the statistical results on the table, it was found that there was a meaningful difference between the two tests. The mean of statistic was  $-11,823$ . The level of significance  $0,000 (<0,005)$  indicated that there was a significant difference between pretest and posttest results.

The t-test results of group M revealed that there was a significant difference between the pretest and posttest's results. The results on the table showed that the mean of the pre test was 20,50 and the mean of the posttest was 31,10. According to the statistical results on the table, it was found that there was a meaningful difference between the two tests. t- value of  $-4,120$  and the level of significance was  $0,001$  ( $<0,005$ ) indicated that there was a significant difference between pretest and posttest results of the subjects in that group.

#### **4.2.1.1 Comparison of Group Pretest and Posttest Results of the Study Groups in Graphics**

In the graphics below, within group comparison of the study groups' pretest posttest was shown as figures to see the difference between the two tests clearly.





In conclusion, according to the figures above, a positive increase was seen in the three study groups. On the other hand, the result of VV group was higher than other two study groups VAV and M.

#### **4.3. Between Groups Post-test Results**

The statistical results of posttest were tallied using t-test to find out if there was a significant difference between the groups' language achievement. Additionally, the compared groups' scores were shown on separate tables, which are 4.3.1, 4.3.2, and 4.3.3 below.

In addition to the statistical results on the tables above, the results of the students' posttest results were also shown on graphics in percentages to see the differences more clearly. In order to do that, each group's posttest results were compared with each other. Then the results of the groups' posttest results were shown as figures with the explanations in percentages. On table 4.3.4 the figures about the groups posttest comparisons with the explanations can be seen.

**Table 4.3.1. Comparison of VV and VAV Group's Posttest Results**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Std. Error Mean</b>	<b>t-value</b>	<b>df</b>	<b>p</b>
<b>VV</b>	20	58,20	11,67	2,61	2,191	38	0,035
<b>VAV</b>	20	49,10	14,45	3,23			

t value =  $n_1 + n_2 - 2$

p value =  $<0,005$

The results on the table show that the mean score of the group VAV is 49,10 and its standard deviation are 14,45 for the posttest results. In addition, the mean score of the group VV is 58,20 and its standard deviation is 11,67. The comparison of the two groups statistical results show that there is a significant difference between the mean scores of groups VAV and VV. Thus, t value is 2,191 and p value is 0,000 (since  $p > 0,005$ ).

**Table 4.3.2 Comparison of VV and M Group's Posttest Results**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Std. Error Mean</b>	<b>t-value</b>	<b>df</b>	<b>p</b>
<b>VV</b>	20	58,20	11,67	2,61	7,258	38	0,000
<b>M</b>	20	31,10	11,94	2,67			

t value =  $n_1 + n_2 - 2$       p value =  $<0,005$

The results on the table show that the mean score of the group M is 31,10 and its standard deviation are 11,94 for the posttest results. In addition, the mean score of the group VV is 58,20 and its standard deviation is 11,67. The comparison of the two groups' statistical results shows that there is a significant difference between the mean scores of group M and group VV. Thus, t value is 7,258 and p value is 0,000 (since  $p > 0,005$ ).

**Table 4.3.3. Comparison of VAV and M Group's Posttest Results**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Std. Error Mean</b>	<b>t-value</b>	<b>df</b>	<b>p</b>
<b>VAV</b>	20	49,10	14,45	3,23	4,295	38	0,000
<b>M</b>	20	31,10	11,94	2,67			

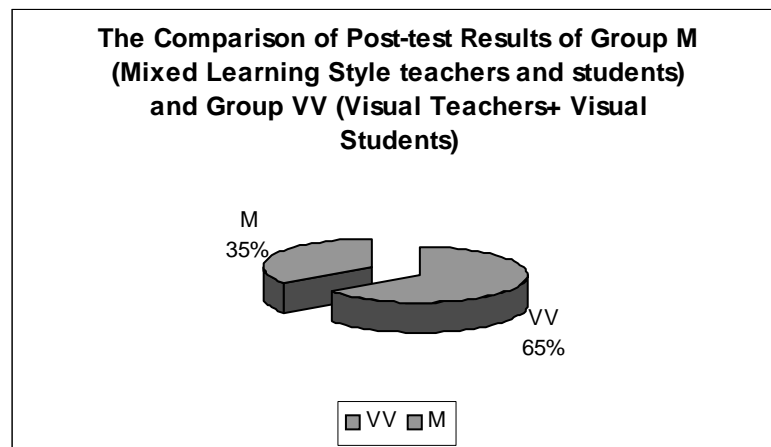
t value =  $n_1 + n_2 - 2$

p value =  $<0,005$

The results on the table show that the mean score of the group VAV is 49,10 and its standard deviation are 14,45 for the posttest results. In addition, the mean score of the group M is 31,10 and its standard deviation is 11,94. The comparison of the two groups' statistical results shows that there is a significant difference between the mean scores of groups VAV and M. Thus, t value is 4,295 and p value is 0,000 (since  $p > 0,005$ ).

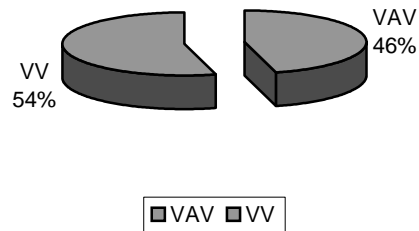
**Table 4.3.4 Comparison of the Study Groups in Graphics**

In the graphics below, the posttest results of the groups were compared as figures to see the difference between the study groups clearly.

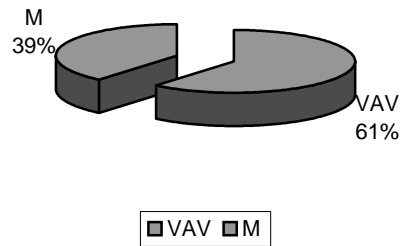




**The Comparison of Post-test of Group VAV ( Visual Teacher + Auditory& Visual Students) and Group VV( Visual Teachers+ Visual Students) in Garaphic**



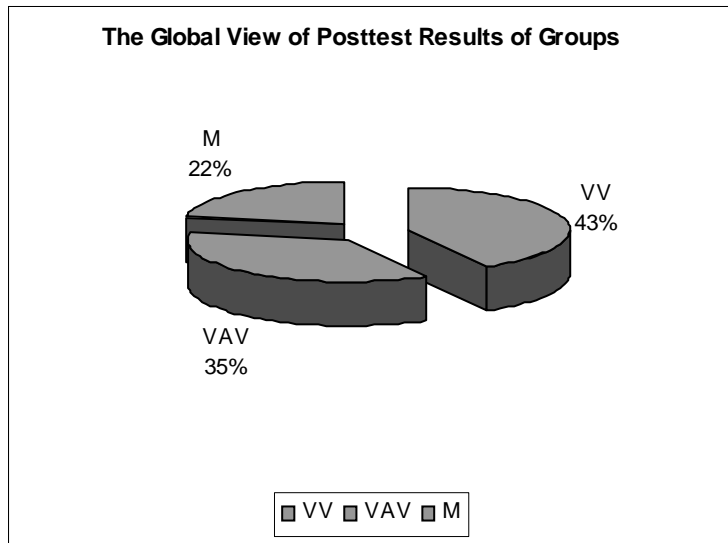
**The Comparison of Post-test of Group VAV ( Visual Teacher + Auditory& Visual Students) and Group M (Mixed Learning Style teachers and students)**



To sum up the figures above, the comparison of the posttest results of the students showed that the result of VV group was higher than other two study groups VAV and M. Similarly, Group VAV's post test result was as high as the group VV.

#### **4.4. The Global View of Posttest Results of Groups**

In the graphics below, the posttest results of the groups were compared as figures to see the difference between the study groups clearly.



According to the statistical results above, it may be claimed the study group VV in which the students were grouped concerning their appropriate learning styles and taught with appropriate materials by the teachers administrated through the determined appropriate learning styles shows that there is improvement in language learning.

On the other hand, the results in the study group, which was designed concerning the learning styles of teachers and students partly, show that there is not as academic achievement as they had in pretest. However the mixed group designed without concerning the students' and teachers' learning styles has the same percentages as they have in pre test results comparison.

#### 4.5. Between Groups Pretest Posttest Differences

Groups	N	Mean	Std.Dev.	t-value	df	p
VV	20	-21,3	7,17	-3,281	38	<b>0,002</b>
VAV	20	-11,5	11,99			
VV	20	-21,3	7,17	-2,153	38	<b>0,038</b>
M	20	-16,7	6,32			
VAV	20	-11,5	11,99	-1,864	38	<b>0,070</b>
M	20	-16,7	6,32			

t value =  $n_1 + n_2 - 2$

p value =  $<0,005$

In the table 4.4.1 the name of groups, the number of the students in each group, comparison of students' pretest and posttest results' mean scores, comparison of the pretest and the posttest results' t-values and p-values were indicated. The results on the table revealed that there was a significant difference between some of the groups' development according to the statistical results of the pretest and posttest.

Group VV's mean score of pretest and posttest was  $-21,3$  and group VAV's mean score of pretest and posttest was  $-11,05$ . The t-value of the two groups was  $-3,281$ . According to the statistical results, which could be more clearly viewed on the table, there was a significant difference between the results of the two groups. The deviation of each group was significantly different. Thus, the mean of statistic was  $0,002$  and level of significance was  $0,000 (<0,005)$ .

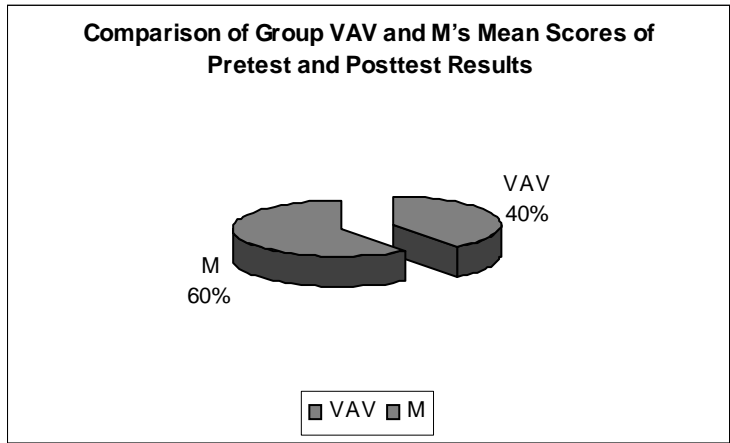
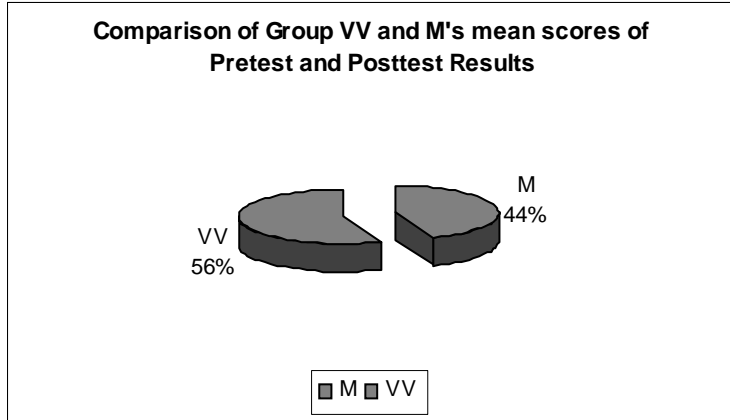
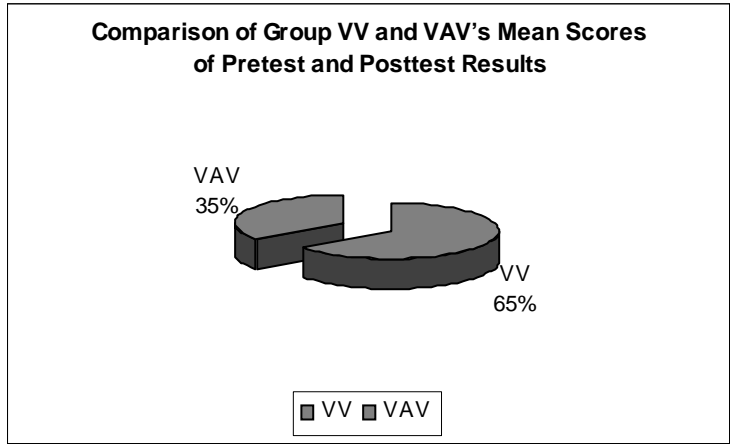
Group VV's mean score of pretest and posttest was  $-21,3$  and group M's mean score was  $-16,7$ . The t-value of the two groups was  $-2,153$ . According to the statistical results on the table, it was found that there was a meaningful difference between the two groups. The level of significance  $0,000 (<0,005)$  indicated that there was a significant difference between the two groups development.

Group VV's mean score of pretest and posttest was  $-11,05$  and group M's mean score was  $-16,7$ . The t-value of the two groups was  $-1,864$ . According to the statistical results on the table, it was found that there was not a meaningful difference between the two tests. The level of significance  $0,070 (<0,005)$  indicated that there was not a significant difference between pretest and posttest results.

In summary, the t-test results of this group revealed that there was a significant difference on the language development of group VV and VAV, and group VV and M. On the other hand, the statistic results showed that there was not a significant difference between the groups VAV and M's development.

#### **4.5.1 Comparison of Groups' Mean Scores of Pretest and Posttest Results**

In the graphics below, the mean scores of groups' pretest and posttest results were compared with each other as figures to see the difference between the study groups clearly.



In conclusion, the figures above show the comparison of the groups mean scores. The statistical results indicated that the development in group VV having similar learning style teachers and students taught by using appropriate materials was

more than the other two study groups VAV and M. Similarly, in the study group having partly appropriate learning style teachers and students the language development was as high as the group VV.

## **CHAPTER V**

### **DISCUSSIONS AND CONCLUSION**

#### **5.1. Summary of the Study**

This study was based on an experimental design that aimed to determine whether there is a difference in language improvement of students when their learning styles match with the teachers' learning style. It was asked that whether students would learn better if they were taught with respect to their learning styles.

Using Michigan Placement Test. Elementary level groups were chosen as the study groups determined the language level of the students. Then, the identification of the students and teachers' learning styles were realized through Style Analysis Survey (SAS) (See Appendix A) developed by Rebecca L. Oxford (1993).

Regarding the results of the survey, learning styles of learners and teachers were determined and they were, all, informed about their learning styles. In addition, teachers were informed about the learning styles of the students in the groups they were administrated and their learning features in terms of the identified learning style(s). The school management approved the grouping of language learners and administrating instructors to certain groups with regard to their learning styles.

After the identification of the learning styles and administrating the teachers to the groups, appropriate materials were designed through the determined learning style and the level of the learners (see Appendix G). In addition, at the beginning of the study, a pretest was given as an achievement test to the students and the same test was used as posttest to determine the differences of language improvement during the study period. The test was the 4<sup>th</sup> midterm used in 2003-2004 Academic Year in Eskişehir Osmangazi University Foreign Languages Department.

Language learning in general was carried out through two channels mainly, through which the subject were diagnosed and assumed to learn better. These were visual and auditory channels, each of which favored the type of learners categorized into these groups according to the questionnaire results. In order to be able to understand the difference between the groups, a mixed group of learners were gathered in a group according to SAS results.

The posttest aimed at measuring the success of the students with specific learning style preferences. In other words, the success of learners in terms of the appropriateness of the learning styles of learners and teaching styles of teachers was determined in this study. The Groups' posttest results were analyzed and in group and between groups. The statistical data was, first, analyzed and, then, the analyses were interpreted with tables and graphics.

## **5.2 Discussion of the Findings**

In his study, the first focus point of this study was whether teaching English in accordance to learners' learning styles improved learners' language learning through appropriate teacher appointment and teaching materials (for totally visual teachers and learners (group VV)). In order to see the development, students were chosen and grouped according to their learning styles. Besides students' language level, their learning styles were considered and subjects whose dominant learning styles were same grouped in a class for this study. In means, the students and the teachers learning styles were same in that group. The teachers were supposed to teach to the students with materials appropriate to their learning styles.

According to the difference between pretest and posttest results, the group VV including learners and teachers with the same learning style had the highest t-test score. It means that there was a meaningful improvement in language achievement in that group. As Zhenhui (2001) states greater achievement can be observed when there is appropriateness between teaching styles and learning styles, thereby increasing the probability of students' ability to master content, acquire critical



thinking skills, and understand increasingly complex issues. Based on the statistical values, it can be said that teaching with appropriate ways and materials that teachers are liable might increase students' language improvement.

Meaningful grouping of language learners in a certain group facilitates language learning positively. Learners who are, in course of time, aware of their peer that have the same learning style might motivate them work in collaboration, cooperative learning. What's more, teachers who are appointed to the groups deliberately are also aware of the fact that they are going to teach a specific group. This fact is also considered to motivate teachers and leads them to prepare classroom procedures appropriate to the learning styles of the learners. As a consequence, it might be inferred from the statistics that the first group (VV) performed better in language development than those of other groups.

The other focus point of this study was whether language learning of learners improves when teaching and teaching materials partly confront to learners' learning styles (Visual teachers + Visual and Auditory learners).

In this study group, students were grouped according to their learning styles as in group VV. But, in this group, there were students having two dominant learning styles, which were visual and auditory, and their teachers having visual learning style. When the t-test results of this group (VAV) are taken into account, it can be said that there is a significant difference. This reveals that learners having visual and auditory learning styles and teachers having only one dominant style (visual) also facilitate language improvement.

On the other hand, when the t-test of the groups are compared with each other, it is seen that the t-test result of the group VV is higher than the other study group VAV. This means that although the group VAV facilitates language improvement, it is not as much as the group VV including the similar learning styles teachers and students. In other words, language learning of learners partly improves when teaching and teaching materials partly confront learners' learning styles.

Dealing with the results of the study group, Johnson (2005), also, states that students' perspectives about their preferred teaching style are important because there is the idea that if students are taught in groups in their preferred style, they will be able to learn better. It means, in that group, language development was achieved considerably.

In this study it was, also, focused on whether learners' language improvement is affected when there is no match between learners' and teachers' learning styles and teaching materials (Mixed type of learning styles students and teachers).

In this group, there were students and teachers having different dominant learning styles from each other. In addition, because there were various learning preferences, the materials were not designed for the learning preferences of the students. In other words, in this group, teachers were not interfered with the choosing of materials.

The t-test scores of the students in mixed group showed that although there was a meaningful improvement in language achievement it was not as much as the study groups of VV and VAV. There might be many reasons for such a result, but most probably, it was because teaching and learning with inappropriate learning style teachers and materials. Crow (2005) states that the way of teaching that you adopt as a teacher reflects your attitudes about yourself and your students and your respective roles in the teaching process. In other words, teaching is affected the learning way of teachers, and teachers reflect their learning styles to teaching in classes. Besides, students are affected by the way of teaching positively or negatively according to their way of learning (<http://learn.humanesources.com/research.html>).

The mean scores of the students were, also, compared to see the differences between the study groups. So that, in this section of the discussion the between group comparisons will be discussed through pretest and posttest results. The mean scores and standard deviation figures of the pretest indicate that the mean scores of the study groups were almost similar. This reveals that the student subjects in this study

displayed quite the same performance in the pretest. This also indicates that their language development was not very much divergent. Thus, the pretest results of the students could not be compared with each other, but posttest results of the student subjects and the language development during the study period was analyzed statistically.

The mean scores and standard deviation of the groups indicate that the VV and VAV groups' mean results were different from each other. In other words, there was a statistically significant difference between the mean scores of the groups. This reveals that Visual learners and Visual and Auditory learners displayed quite different performance in the posttest indicating different language development.

It might be because the teachers having the same learning style with the students taught the subjects in the study group. It means that the way of teaching might be an effective factor on the mean scores of the students. Additionally, during the study period, supplementary materials appropriate to the learning preferences of the learners were used. The supportive materials might have been effective on the scores of the students.

On the other hand, the mean score of the group VAV was lower than the group VV's. Most probably, it is because the materials that were used during the study period besides the teaching way of the teachers were somewhat alike. Thus, learning preferences of the teachers and students in this study group were partly similar to each other, so that the way of teaching which was claimed as the reflection of the way of learning might have an effective factor for the mean scores of the students. In addition, choosing appropriate materials for the learning preferences of the subjects might have been another effective factor. Thus, Reid (1998, 80) claims that teachers reflects their learning preferences to their way of teaching and materials, so the materials used during the study period might not have been appropriate for the subjects' learning preferences, and they might have made the learning more difficult. In short, it might be said that if learners' learning preferences

were not regarded in teaching, the language achievement of learners would not be so great.

The mean scores and standard deviation of the groups indicate that the VV and M groups' mean results were statistically different from each other. In other words, there was a significant difference between the mean scores of the two groups. This reveals that Visual learners and Mixed learning style learners displayed quite different performance in the posttest. This also indicates that their language development was divergent.

There may be many reasons for the differences between the groups, but most probably, the appropriate teaching way and using appropriate materials were one of the great influences on the mean score of VV group. Because, during the study period, the teachers administrated to the study groups continued to teach the way appropriate to the learning preferences of the learners, and they used supplementary materials, which were also appropriate to learning preferences of the visual learners. It means, besides the effect of the teaching way, which was the reflection of the learning preferences of the teacher; the supportive materials were also the effective factor on the mean score of the students' posttest results.

As it was explained in Chapter II, in literature various examples can be found on the success of students when they are taught with techniques and materials suitable for their learning preferences. The staff of the Center for Teaching and Learning (2004) claim such a teaching method encourages learners who already share the teacher's learning style, when this fact is not considered; the learning language process is slowed down (<http://ctl.unc.edu/tfi1.html>). In other words, students might eliminate their difficulties while they are trying to learn with an inappropriate technique and materials to their learning preferences, and their achievement might be affected positively because of the two vital reasons- teaching technique and materials. The VV and M groups' posttests revealed that while VV

achieved their language improvement, group M failed to have the same language development.

The mean scores and standard deviations of VAV and M groups revealed that there were statistically differences. This showed that Visual learners and Mixed learning style learners displayed quite different performance in the posttest indicating divergent language development.

As it is claimed by many figures in the fields such as Brown (1994) states if the way of teaching is appropriate to the learning preferences of the students, they may learn easily and more effectively. But, if the way of teaching and the learning preferences of the students are not matched with each other, the achievement might not be as great as it is expected. In other words, when students' learning styles are matched with appropriate approaches in teaching, then their motivation, performances, and achievements will increase and be enhanced.

Additionally, researchers and educators try to establish optimal environmental and psychological climates that foster learning by allowing students to learn in accordance with their own preferred learning styles. For this reason, it can be inferred that when students' learning ways are different from each other and when they are taught by teachers whose learning styles are different from the students, their language improvement might not be as high as the students those of taught by teachers whose learning styles are similar. Thus, as mentioned by Yu Cheng and Banya (cited in Reid 1998,80) teachers mirror their learning styles in their way of teaching and when there is a mismatch between the learning style of teacher and students the language achievement might be lower.

To sum up, regarding the statistical results of VAV and M, it can be said that students who are taught through appropriate learning styles teachers having the same style and with appropriate materials have academic achievement more than M having students and teachers with different learning styles. In addition, the statistical results of the study group VAV shows that when students' learning styles are partly similar

with the teachers, their achievement is affected partly positively when compared with the results of the group M. However, the mean score of the study group M having students and teachers with different learning styles showed that the academic achievement of the students in this group was not as high as the students' in group VAV. As a result, the group M having students and teachers with different learning styles and exposing their actual materials brought about a negative language learning milieu for group M.

The mean scores of the groups revealed that there was a significant difference between the comparison of pretest and posttest results of the groups. The mean results of the groups VV and VAV were different from each other; namely, there was a significant difference between the mean scores of the groups. This indicates that visual learners and audio-visual learners displayed different performance during this study period.

The reason of the significant difference between the mean scores of these two groups may be the results of the consideration of the learning styles of learners and administrating appropriate teachers. Additionally, the supplementary materials might be the other important reason for this result. Thus, as it was mentioned above, when students are taught by the way they learn and with the materials appropriate for their learning preferences, a positive language-learning environment might be established.

The mean results of the groups VV and M were different from each other. The mean scores of the groups indicated that there was a significant difference between the comparison of pretest and posttest results of the two groups.

One of the reasons for such a result might be that the appropriate teaching way and using appropriate materials were the effective factors on the mean score of VV group. On the other hand, the mean score of the group M might have been affected by the teaching way of the teacher, and the materials might have been in appropriate for their learning preferences. Thus, for this group there were students

and teachers having different learning styles, and teachers designed their supplementary materials without any consideration of their learners' styles.

As for the VAV and M groups' comparison, the mean scores indicated that audio-visual learners and mixed learning style learners did not display quite different performance during this study period. This also indicated that their language development was not divergent.

There may be many reasons for this situation, but most probably, the way of teaching and the supplementary materials in groups VAV and M might not have been as effective as they were in the group VV. Students' means in VAV and M might have been affected negatively because of the teaching way of the teacher and the materials presented them.

### **5.3 Conclusion**

The purpose of the study was to determine the improvement of students' language learning at Eskişehir Osmangazi University through appropriate teachers appointment and teaching materials according to students learning styles

In this study, it was observed that the preparation and implementation of instructional materials geared to the students' learning preferences might enhance language learning. In other words, the study has proved to some extent that students may learn better when they are taught through the specific channels which reflect their specific learning styles. However, as it is stated in the literature, teachers' learning styles affect the way they teach and the materials that they choose in teaching. Doyle and Rutherford (1984) state that teachers, sometimes, may not consider the learning styles of the learners, which is one of the most important factors in learning and teaching effectively.

Additionally, in this study, a parallel increase among the groups academic achievement was clearly seen on the mean scores of groups' pretest and posttest. It

means that all of the study groups improved their language achievement during the study period. Yet, the groups showed that they didn't have similar mean scores at the end of this study. According to the mean scores of the groups, group VV's language achievement is higher than other groups. The mean score of group VAV is lower than the group VV's but higher than group M.

There might have been various reasons on the difference of posttest mean scores of the groups. One of the reasons might be the way of teaching. For example, in the study group VV, the way of teaching was clearly appropriate to the subjects' learning preferences, and the learning styles of the teachers and the students were similar to each other. On the other hand, the way of teaching was partly appropriate to the subjects' learning preferences in the study group VAV, and the learning preferences of the teachers and the students were partly the same. As for the study group M having teachers and students with different learning preferences, teaching way was inappropriate to the learning styles of the students in that group. The mean scores of the groups showed that when teaching way of the teacher matched with the learners' way of learning, a great achievement could be seen. Thus, it can be said that the language improvement might be enhanced both by meaningful grouping and supplying materials and administrating appropriate teachers. In other words, according to the mean scores of the groups, it might be claimed that appropriate way of teaching, which is affected by the teacher's way of learning, is one of the most important factors on language achievement.

Another effective reason for language development for the groups VV and VAV might be the fact that the specific materials for these groups. When the mean scores of the groups were investigated, it was seen that the mean score of the group VV was higher than the other study groups. Most probably, the other reason might have been that the chosen materials appropriate to the learning preferences of the students with teachers having visual traits. Thus, the learning preference of the subjects in that group was visual and during the study period visual materials were used to teach to the chosen learners (see Appendix G) that were appropriate to their learning preferences



Additionally, the mean scores of the second study group VAV was as high as the first study group VV. The way of teaching and using appropriate materials to the learning preferences of the subjects might have been the effective factors on the mean scores. Thus, teachers whose learning preference was partly appropriate to learners' with partly appropriate materials in-group VAV taught through audio-visual materials in this group (see Appendix G for audiovisual materials). The mean score of the group showed that when the students were taught by suitable materials and their learning styles are partly appropriate to the teachers', the language achievement of the students is affected positively. In other words, learners achievement might be depend on the appropriateness of the teaching way as well as the materials and learners' language preferences.

However, when the learning preferences of teachers were not similar with the students' and the materials were not appropriate to the students' learning styles as in group M, the language development might have not been as high as it was expected. Thus, the mean scores of the subjects in that group were lower than the other two study groups of VV and VAV. This indicates that when there is no organization of groups in terms of materials, teachers and learning styles, there might be a very low language development.

Furthermore, when the language improvement of the groups was compared with each other, a significant difference was seen between the groups VV - VAV and VV-M, but there was not a significant difference between the groups VAV-M. Dealing with the same reasons stated above, it might be because of the appropriateness of the learning styles of teachers and students, and using suitable materials for the students learning preferences. In other words, if the learning preferences of teachers were not similar with the students' and the materials were not appropriate to the students' learning styles, the language development might have not been as high as it was expected.

The findings of the study confirmed that students' language learning improved through appropriate teachers' appointment and teaching materials

according to students' learning styles. The positive environment in the classroom can be obtained by considering learning styles of both learners and teachers. Thus, as Doyle and Rutherford (1984,23) said that the students' motivation, the nature of learning task, the relationship between teacher and learner and the other situational variables are also effective factors in learning. The effective factors might affect learners' language improvement through the appropriate materials and the way of teaching. Additionally, Kang (1999,6) states that an awareness of individual differences in learning makes ESL/EFL educators and program designers more sensitive to their roles in teaching and learning, and permits them to match teaching and learning styles so as to develop students' potentials in second and foreign language learning.

As a conclusion, it is quite obvious that language learning can be improved through gearing the preparation and implementation of instructional materials to the students' previously determined specific learning styles, and thus learning in general may be enhanced by considering the appropriateness of learning styles of teachers and students.

#### **5.4. Implications and Recommendations for Further Research**

As Reid (1987:87,88) claims little research has taken place with non-native speakers of English whereas considerable research has been done with students whose native language is English. Thus, the amount of research on learning style preferences of nonnative speakers of English is far from being adequate. More research is needed to provide insights for the ESL/EFL classroom.

The adaptation of student learning style is to some extent possible, so obvious implications for second/ foreign language learners may be trained to use specific strategies consistent with their learning styles, and thus may improve their language performance. Learning style preferences may be determined and modified, and unconscious-learning styles may be converted into conscious learning strategies. Students-either native or nonnative- should be exposed the learning styles to have

opportunity to assess their own style preferences and to encourage to diversity those preferences.

Students' awareness about learning styles should be raised by teachers and they should be motivated to identify and then to exploit those preferred learning styles deliberately. In addition, students should be familiarized with the variety of learning styles, so teacher should prepare the instructional materials by regarding the students learning preferences. Thus, teacher should be aware of the importance of learning styles in teaching and their own learning styles as well as students' learning styles. Thus, being aware of teachers' own learning style and, parallel to this, the way their own learning and teaching and students learning styles and their needs may enhance the success in classroom.

In addition, teachers should be aware of learning styles and the ways to the design and the implementation of instructional materials. Learning styles should be matched with possible ways to contribute an improvement in learning. Because, being aware of students' needs and the way of their learning may make learning and teaching easier, more enjoyable and effective. In order to do that, teachers may use an appropriate questionnaire to identify students' learning preferences first. Then, according to the learning ways of students, teachers may design appropriate materials. It may be challenging for students to face with various types of materials. On the other hand, while it is more practical for administration of the students, learners may be affected negatively by the ways of teaching and the materials used in. It means that the materials may not be sufficient enough for the ways of learners' learning.

Furthermore, as it was applied in this study, students may be classified into specific groups according to their determined learning styles and they may be taught homogeneously to enable most of the class to favor a particular learning style of teachers. Yet, this kind of approach may be seen easier but, the administration of the students may cause a problem at the beginning of the academic year and it needs a special afford to classify them regarding the students' language level and their

identified language learning. This means, it may not be as practical as the other way and it may require changes, especially, in material design appropriate to students' levels, needs and learning ways.

Additionally, as it was mentioned before, the study took place between the second and the fourth midterm period, but the subjects were grouped at the beginning of the term, and students were began to be taught just after the grouping. So, the students might be classified at the beginning of the term, as it was done in this study, but in order to see the language development more clearly, they might be started to teach just after grouping and administrating the teachers according to their learning preferences.

Furthermore, the subjects in this study took an exam in which the learning preferences of students were not taken into consideration. So that in the further studies, an appropriate examination to the learning preferences of students and the way of teaching might be prepared and applied. By the application of that kind of an exam, students might have greater language achievement. Yet, it is not very practical way because learners do not always take exams appropriate to their learning preferences.

Moreover, in further studies other instruments may be used to identify learning styles and, as a long-term goal, cognitive, affective, perceptual and environmental traits, which are included in students' profile, may be carried out to provide students with more independence and initiative in learning.

In addition, this study applied to elementary level students at Eskişehir Osmangazi University for the two main learning styles may be used for other levels and for other learning styles to check whether learning is enhanced when learning styles of learners and teachers are matched in language learning/ teaching.

A final point to be mentioned is that this, as it was applied in this study, students might be grouped according to their learning preferences and regarding their

levels and learning styles might teach them. While considering the scores of the students to understand whether the achievement is great or not, the satisfaction of the students might be taken into consideration by interviewing and diaries after each lesson. They may help teachers to see how they feel in language classes during the learning period. In other words, teachers may have feedback from students and may revise their way of teaching and materials again if necessary. In short, the effects of satisfaction in the lesson can be regarded to see the language achievement of the students.

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## APPENDIX A (Style Analysis Survey (SAS) )

### ASSESSING YOUR OWN LEARNING AND WORKING STYLES

REBECA L. OXFORD (1993)

For each item, circle your immediate response:

	<b>0 = Never</b>	<b>1 = Sometimes</b>	<b>2 = Very Often</b>	<b>3 = Always</b>
1. I remember something better if I write down.	0	1	2	3
2. I take lots of notes.	0	1	2	3
3. I can visualize lots of pictures, numbers or words in my head.	0	1	2	3
4. I prefer learn with video or TV more than with other media.	0	1	2	3
5. I underline or highlight the important parts I read.	0	1	2	3
6. I use color-coding to help me as I learn to work.	0	1	2	3
7. I need written directions for tasks.	0	1	2	3
8. I get distracted by background noises.	0	1	2	3
9. I have to look at people to understand what they say.	0	1	2	3
10. I am more comfortable when the walls where I study or work have posters and pictures.	0	1	2	3
11. I remember things better if I discuss them loud.	0	1	2	3
12. I prefer to learn by listening to lecture or tape, rather than by reading.	0	1	2	3
13. I need oral directions for tasks.	0	1	2	3
14. Background sounds help me to think.	0	1	2	3
15. I like to listen to music when I study or work.	0	1	2	3
16. I can easily understand what people say even if I can't see them.	0	1	2	3
17. I remember better what people say than what they look like.	0	1	2	3

18. I easily remember jokes by their voices.	0	1	2	3
19. I can identify people by their voices.	0	1	2	3
20. When I turn on the TV, I listen to the sound more than watching the screen.	0	1	2	3
21. I would rather just start doing things rather than pay attention to directions.	0	1	2	3
22. I need frequent breaks when I work or study.	0	1	2	3
23. I move my lips when I read silently.	0	1	2	3
24. I avoid sitting at a desk when I don't have to.	0	1	2	3
25. I get nervous when I sit still too long.	0	1	2	3
26. I think better when I can move round.	0	1	2	3
27. Manipulating objects helps me to remember.	0	1	2	3
28. I enjoy building or making things.	0	1	2	3
29. I like a lot of physical activities.	0	1	2	3
30. I enjoy collecting cards, stamps, coins, or other things.	0	1	2	3
31. I prefer work or study with others.	0	1	2	3
32. I make my friends easily.	0	1	2	3
33. I like to be in groups of people.	0	1	2	3
34. It is easy for me to talk to strangers.	0	1	2	3
35. I keep up personal news about the other people.	0	1	2	3
36. I like to stay late at parties.	0	1	2	3
37. Interactions with new people give me energy.	0	1	2	3
38. I remember people's names easily.	0	1	2	3
39. I have many friends and acquaintances.	0	1	2	3
40. Wherever I go, I develop personal contacts.	0	1	2	3
41. I prefer to work or study alone.	0	1	2	3
42. I am rather shy.	0	1	2	3
43. I prefer individual hobbies and sports.	0	1	2	3
44. It hard for most people to get to know me.	0	1	2	3
45. People view me as more detected than sociable.	0	1	2	3
46. In a large group, I tend to keep silent.	0	1	2	3

47. Gathering with lots of people tend to stress me.	0	1	2	3
48. I get nervous when I dealing with new people.	0	1	2	3
49. I avoid parties if I can.	0	1	2	3
50. Remembering names is difficult for me.	0	1	2	3
51. I have vivid imagination.	0	1	2	3
52. I like to think lots of new ideas.	0	1	2	3
53. I can think of many different solutions to a problem.	0	1	2	3
54. I like multiple possibilities and options.	0	1	2	3
55. I enjoy considering the future events.	0	1	2	3
56. Following a step-by-step procedure bores me.	0	1	2	3
57. I like to discover things rather than have everything explained.	0	1	2	3
58. I consider myself original.	0	1	2	3
59. I am an ingenious person.	0	1	2	3
60. I feel fine if the teacher or boss changes the plan.	0	1	2	3
61. I am proud of being practical.	0	1	2	3
62. I behave in a down-to-earth way.	0	1	2	3
63. I am attracted to sensible people.	0	1	2	3
64. I prefer realism instead of new, untested ideas.	0	1	2	3
65. I prefer things presented in a step-by-step way.	0	1	2	3
66. I want a class or work session to follow a clear plan.	0	1	2	3
67. I like concrete facts, not speculation.	0	1	2	3
68. Finding hidden meanings is frustrating or irrelevant to me.	0	1	2	3
69. I prefer to avoid too many options.	0	1	2	3
70. I feel it is useless for me to think about the future.	0	1	2	3
71. I reach decisions quickly.	0	1	2	3
72. I am an organized person.	0	1	2	3
73. I make list of things I need to do.	0	1	2	3
74. I consult my lists in order to get things done.	0	1	2	3

75. Messy, unorganized environments make me nervous.	0	1	2	3
76. I start tasks on time or early.	0	1	2	3
77. I get places on time.	0	1	2	3
78. Deadlines help me to organize work.	0	1	2	3
79. I enjoy a sense of structure.	0	1	2	3
80. I follow through with what I have planned.	0	1	2	3
81. I am a spontaneous person.	0	1	2	3
82. I like to just let things happen, not plan them.	0	1	2	3
83. I feel uncomfortable with a lot of structure.	0	1	2	3
84. I put off decisions as long as I can.	0	1	2	3
85. I have a messy desk or room.	0	1	2	3
86. I believe deadlines are artificial or useless.	0	1	2	3
87. I keep an open mind about things.	0	1	2	3
88. I believe that enjoying myself is the most important thing.	0	1	2	3
89. Lists of tasks make me feel tired or upset.	0	1	2	3
90. I feel fine about changing my mind.	0	1	2	3
91. I prefer simple answers rather than a lot of explanations.	0	1	2	3
92. Too many details tend to confuse me.	0	1	2	3
93. I ignore details that do not seem relevant.	0	1	2	3
94. It is easy for me to see the overall plan or big picture.	0	1	2	3
95. I can summarize information rather easily.	0	1	2	3
96. It is easy for me to paraphrase what other people say.	0	1	2	3
97. I see the main point very quick.	0	1	2	3
98. I am satisfied with knowing the major ideas without the details.	0	1	2	3
99. I can pull together (synthesize) things easily.	0	1	2	3

100. When I make an outline, I write down only the key points.	0	1	2	3
101. I prefer detailed answers instead of short answers.	0	1	2	3
102. It is difficult for me to summarize detailed information.	0	1	2	3
103. I focus on specific facts or information.	0	1	2	3
104. I enjoy breaking general ideas down into smaller pieces.	0	1	2	3
105. I prefer looking for differences rather than similarities.	0	1	2	3
106. I use logical analysis to solve problems.	0	1	2	3
107. My written outlines contain many details.	0	1	2	3
108. I become nervous when only the main ideas are presented.	0	1	2	3
109. I focus on the details rather than the big picture.	0	1	2	3
110. When I tell a story or explain something, it takes a long time.	0	1	2	3

## APPENDIX B (Translation of Style Analysis Survey (SAS) )

### STİL ANALİZ ÖLÇEĞİ

Her madde için size uygun olanı işaretleyin

	<b>0 = Asla</b>	<b>1 = Bazen</b>	<b>2 = Çok sık</b>	<b>3 = Her zaman</b>
1. Yazarsam daha iyi öğreniyorum	0	1	2	3
2. Derste çok not tutarım.	0	1	2	3
3. Resimleri, sayıları ve kelimeleri zihnimde canlandırabiliyorum.	0	1	2	3
4. Video ve televizyon ile diğer görsel materyallerden daha iyi öğreniyorum.	0	1	2	3
5. Okurken önemli yerlerin altını çizer yada belirginleştiririm.	0	1	2	3
6. Çalışırken renkli kalemler kullanırım.	0	1	2	3
7. Yapılacak işler için yazılı yönergeye ihtiyacım var.	0	1	2	3
8. Çevreden gelen sesler aklımı karıştırır.	0	1	2	3
9. İnsanların ne dediklerini anlamam için onlarla yüz yüze olmam gerekir.	0	1	2	3
10. Çalıştığım yer duvar resimleri ve posterlerle dolu olursa kendimi daha rahat hissederim.	0	1	2	3
11. Yüksek sesle tartıştıklarımı daha sonra daha iyi hatırlarım.	0	1	2	3
12. Ders veya kaset dinlemeyi okuyarak öğrenmeye tercih ederim.	0	1	2	3
13. Yapılacak işler için özel bir yönergeye ihtiyacım var.	0	1	2	3
14. Arka plandan gelen sesler düşünmeme yardımcı olur.	0	1	2	3
15. Çalışırken müzik dinlemekten hoşlanırım.	0	1	2	3
16. İnsanların yüzlerini görmesem bile ne demek istediklerini anlarım.	0	1	2	3

17. İnsanların söylediklerini kendi görünülerinden daha iyi hatırlarım.	0	1	2	3
18. Duyduğum fıkrarlı kolaylıkla hatırlarım.	0	1	2	3
19. İnsanları seslerinden tanırım.	0	1	2	3
20. Televizyonu açtığımda seyretmekten çok dinlerim.	0	1	2	3
21. Yönergelere dikkat etmekten çok direkt işe başlarım.	0	1	2	3
22. Çalışırken sık sık ara vermeye ihtiyacım olur.	0	1	2	3
23. Sessiz okurken dudaklarımı kıpırdatırım.	0	1	2	3
24. Zorunlu değilsem masam da oturmam.	0	1	2	3
25. Uzun süre sabit oturduğumda sinirlenirim.	0	1	2	3
26. Çevrede dolaştığımda daha iyi düşünürüm.	0	1	2	3
27. Nesnelere bir şeylere benzetmek hatırlamamı kolaylaştırır.	0	1	2	3
28. Bir şeyleri oluşturmaktan, bir araya getirmekten hoşlanırım.	0	1	2	3
29. Fiziksel etkinlikleri severim.	0	1	2	3
30. Kartpostal, pul, bozuk para...vb. gibi şeyleri biriktirmekten hoşlanırım.	0	1	2	3
31. Diğerleriyle çalışmaktan hoşlanırım.	0	1	2	3
32. Kolayca arkadaş edinirim.	0	1	2	3
33. Bir grup insanla beraber olmaktan hoşlanırım.	0	1	2	3
34. Tanımadığım insanlarla konuşmak benim için kolaydır.	0	1	2	3
35. Diğer insanlarla ilgili kişisel haberleri takip ederim.	0	1	2	3
36. Partilerde geç saatlere kadar kalmayı seviyorum.	0	1	2	3
37. Yeni tanıştığım insanlarla etkileşim bana enerji veriyor.	0	1	2	3
38. İnsanların isimlerini kolaylıkla hatırlarım.	0	1	2	3
39. Bir çok arkadaşım ve tanıdığım var.	0	1	2	3



40. Nereye gidersem gideyim, kişisel ilişkilerimi geliştiririm.	0	1	2	3
41. Yalnız çalışmaktan hoşlanırım.	0	1	2	3
42. Oldukça utangacım.	0	1	2	3
43. Bireysel hobi ve sporları yeğlerim.	0	1	2	3
44. Beni tanımak birçok insan için zordur.	0	1	2	3
45. İnsanlar beni sosyal olmaktan çok yalnız olarak görürler.	0	1	2	3
46. Büyük bir grup içerisinde sesiz kalmayı yeğlerim.	0	1	2	3
47. Bir çok insanla bir araya gelmek beni strese sokar.	0	1	2	3
48. Yeni tanıştığım insanlarla uğraşmak beni sinirlendirir.	0	1	2	3
49. Mümkünse partilerden kaçınırım.	0	1	2	3
50. İsim hatırlamak benim için zordur.	0	1	2	3
51. Canlı bir hayal gücüm vardır.	0	1	2	3
52. Yeni fikirler üzerinde düşünmeyi severim.	0	1	2	3
53. Bir sorunun çözümüne yönelik çok farklı çözümler düşünürüm.	0	1	2	3
54. Çoklu ihtimal ve seçenekleri severim.	0	1	2	3
55. Gelecekteki olayları düşünmeyi severim.	0	1	2	3
56. İşlemeleri adım adım takip etmek beni sıkır.	0	1	2	3
57. Bir şeylerin bana açıklamasından çok kendim keşfetmeyi severim.	0	1	2	3
58. Kendimi özgün bir kişi olarak düşünürüm.	0	1	2	3
59. Becerikli bir insanım	0	1	2	3
60. Öğretmen yada müdür planı değiştirirse kendimi iyi hissederim.	0	1	2	3
61. Pratik olmaktan gurur duyarım.	0	1	2	3
62. Problemleri pratik bir şekilde çözerim.	0	1	2	3
63. Duyarlı insanlar ilgimi çeker .	0	1	2	3
64. Yeni test edilmemiş fikirler yerine gerçekçiliği tercih ederim.	0	1	2	3

65. Bir şeylerin sırasıyla sunulmasını tercih ederim.	0	1	2	3
66. Dersin ya da bir işin bir plana dayalı bir şekilde takip edilmesini isterim .	0	1	2	3
67. Spekülasyonları değil,somut gerçekleri severim.	0	1	2	3
68. Gizli anlamları bulmak bana göre rahatsız edici ve bağlantısız.	0	1	2	3
69. Çok fazla alternatiften kaçınmayı yeğlerim.	0	1	2	3
70. Gelecek hakkında düşünmek bana göre gereksizdir.	0	1	2	3
71. Çabuk karar veririm.	0	1	2	3
72. Düzenli bir insanımdır.	0	1	2	3
73. Yapmaya ihtiyaç duyduğum şeyleri listelerim.	0	1	2	3
74. Bir şeylerin yapılması için yaptığım listeye başvururum.	0	1	2	3
75. Dağınık,düzensiz ortamlar beni sinirlendirir.	0	1	2	3
76. İşlere zamanında ya da erken başlarım.	0	1	2	3
77. Gidilecek yerlere zamanında giderim.	0	1	2	3
78. Son telsim tarihleri işleri düzenlememe yardımcı olur.	0	1	2	3
79. Yapısal düzeni severim.	0	1	2	3
80. Yaptığım planı takip ederim.	0	1	2	3
81. Plansız bir insanım.	0	1	2	3
82. İşleri oluruna bırakırım,planlamam.	0	1	2	3
83. Çok fazla yapısal düzen beni rahatsız eder.	0	1	2	3
84. Mümkün olduğunca kararlarımı ertelerim.	0	1	2	3
85. Dağınık bir masam veya odam vardır.	0	1	2	3
86. Son teslim tarihlerinin gereksiz veya yapay olduğunu düşünürüm.	0	1	2	3
87. Olaylara karşı açık fikirli olurum.	0	1	2	3
88. Keyfimin yerinde olmasının en önemli şey olduğuna inanırım.	0	1	2	3
89. Yapılacak işlerin listesi beni yorar ve üzer.	0	1	2	3

90. Fikir deęiřtirmek hořuma gider.	0	1	2	3
91. Birçok aıklamadan ziyade basit cevapları tercih ederim.	0	1	2	3
92. Çok fazla detay kafamı karıřtırıyor.	0	1	2	3
93. İlgisiz grlmeyen detayları gz ardı ederim.	0	1	2	3
94. Planın tamamını yada resmin btnn grmek benim iin ok kolay.	0	1	2	3
95. Aldıęım bilgileri olduka kolayca zetleyebilirim.	0	1	2	3
96. Dięer insanların syledikleri Őeyleri bařka bir Őekilde aktarmak benim iin ok kolay.	0	1	2	3
97. Can alıcı noktayı grmek benim iin ok kolay.	0	1	2	3
98. Ayrıntılar olmaksızın ana fikirleri bilmek beni tatmin eder.	0	1	2	3
99. Bir Őeyleri kolayca bir araya getirebilirim.	0	1	2	3
100. Bir taslak hazırladıęımda sadece nemli noktaları yazarım.	0	1	2	3
101. Kısa cevaplardan ok detaylı cevapları tercih ederim.	0	1	2	3
102. Ayrıntılı bilgileri zetlemek benim iin zordur .	0	1	2	3
103. Belirli olan gerek ve bilgilere odaklanırım.	0	1	2	3
104. Genel dřnceleri kk paralara ayırmayı severim.	0	1	2	3
105. Benzerliklerden ok farkları aramayı tercih ederim.	0	1	2	3
106. Sorunları zme iin mantıksal zmleme kullanırım.	0	1	2	3
107. Yazılı taslaklarım bir ok detay ierir.	0	1	2	3
108. Sadece ana fikirler sunulduęunda rahatsız olurum.	0	1	2	3
109. Resmin btnnden ok ayrıntılara odaklanırım.	0	1	2	3
110. Bir hikaye anlatmam veya bir Őeyleri aıklamam uzun zaman alır.	0	1	2	3

## **APPENDIX C (Scoring Sheet of SAS )**

### **ACTIVITY 1: HOW TO USE MY PHYSICAL SENSES TO STUDY OR WORK**

Add your score items 1-10 write it here \_\_\_\_\_ (visual)

Add your score items 11-20 write it here \_\_\_\_\_ (auditory)

Add your score items 21-30 write it here \_\_\_\_\_ (hands-on)

Circle the score that is the largest. If two scores are within 2 points of each other, circle them both. If all three scores are within 2 points of each other, circle all three. The circle represents your preferred sense(s) for learning and working.

### **ACTIVITY 2: HOW I DEAL WITH OTHER PEOPLE**

Add your score items 1-10 write it here \_\_\_\_\_ (extroverted)

Add your score items 11-20 write it here \_\_\_\_\_ (introverted)

Circle the larger score. If two scores are within 2 points of each other, circle them both. The circle represents your preferred way of dealing with other people.

### **ACTIVITY 3: HOW I HANDLE POSSIBILITIES**

Add your score items 1-10 write it here \_\_\_\_\_ (intuitive)

Add your score items 11-20 write it here \_\_\_\_\_ (concrete-sequential)

Circle the larger score. If two scores are within 2 points of each other, circle them both. The circle represents your preferred way of handling possibilities.

### **ACTIVITY 4: HOW I APPROACH TASKS**

Add your score items 1-10 write it here \_\_\_\_\_ (closure-oriented)

Add your score items 11-20 write it here \_\_\_\_\_ (open)

Circle the larger score. If two scores are within 2 points of each other, circle them both. The circle represents your preferred approach to tasks and decisions.

## **ACTIVITY 5: HOW I DEAL WITH IDEAS**

Add your score items 1-10 write it here \_\_\_\_\_ (global)

Add your score items 11-20 write it here \_\_\_\_\_ (analytic)

Circle the larger score. If two scores are within 2 points of each other, circle them both. The circle represents your preferred way to deal with ideas.

## **HOW TO UNDERSTAND AND USE THE RESULTS**

### **ACTIVITY 1: HOW TO USE MY PHYSICAL SENSES TO STUDY OR WORK**

**In class:** If you are visual person, you rely on the sense of sight, you learn best through visual means (books, videos). If you are an auditory person, you prefer listening and speaking activities (discussions, debates, audio-tapes, role plays, lectures). If you are an hands-on person, you benefit from doing projects, working with objects, and moving around the room (games, building models, conducting experiments)

**On the job:** If You are a visual person, you rely most on sense of sight to gain knowledge or understanding (manuals, graphics). If you are an auditory person, you prefer to listen to information (meetings, dictation tapes) rather than read it. If you are a hands-on person, you benefit most from getting involved in the information-gathering process (computers, research) on from doing projects, building things and working with objects.

**Anywhere:** If two or all three of these senses are strong, you are flexible enough to enjoy a wide variety of activities.

### **ACTIVITY 2: HOW I DEAL WITH OTHER PEOPLE**

**In class:** If you are extroverted, you enjoy a wide range of social, interactive learning tasks (games, conversations, discussions, debates, role-plays, simulations). If you are

introverted, you like to do more independent work (studying reading by yourself or learning with computer) or enjoy working with one another person you know well.

**On the job:** If You are extroverted, you enjoy a wide range of social, interactive learning tasks (meetings, discussions, teamwork). If you are introverted, you like to do independent work (computers, individual projects) or enjoy working with one another person you know well.

**Anywhere:** If your scores are close, then you are balanced in the sense that you work easily with others and by yourself.

### **ACTIVITY 3: HOW I HANDLE POSSIBILITIES**

**In class:** If you are intuitive, you are future-oriented, able to seek out the major principles of the topic, like to speculate about possibilities, enjoy abstract thinking and avoid step-by-step instruction. If your preference is concrete-sequential, you are present-oriented and prefer one-step-at-a time activities, and want to know where you are going in your learning at every moment.

**On the job:** If you are intuitive, you like to plan ahead for creative, new directions (designing, overall planning) in a non-linear, flexible way. If you prefer a concrete-sequential approach, you want people to be able to depend on your abilities, are highly organized, prefer step-by-step work procedures, and like control.

**Anywhere:** If your scores are close, then you can switch modes rather easily from intuitive to concrete-sequential.

### **ACTIVITY 4: HOW I APPROACH TASKS**

**In class:** If your score is higher for closure, you focus carefully on learning tasks, meet deadlines, plan ahead for assignments, and want explicit directions. If openness has a higher score, you enjoy discovery learning (in which you pick up information

in an instructed way) and prefer to relax and enjoy learning without concern for deadlines or rules.

**On the job:** If your score is closure, this means your work habits are very structured and serious, and you are oriented toward getting the job done on time or early. If your score is higher for openness, you are more relaxed and unstructured in your approach to work, and you don't care much about deadlines or regulations.

**Anywhere:** If your scores are close, you have a balance between closure and openness; you enjoy the freedom of limited structure and can still get the task done before the deadline without stress.

#### **ACTIVITY 5: HOW I DEAL WITH IDEAS**

**In class:** If you are global, you enjoy getting the main idea, guessing meanings, and communicating even if you don't know all the words or concepts. If you are analytic, you focus more on details, logical analysis, and contrasts.

**On the job:** If you are global, you focus at work on the key points and are not as concerned about details. If you are analytic, you are a "detail person" who is known for being logical, and you are not as skilled with seeing the big picture right away.

**Anywhere :**If your scores are close, you easily move global thinking to analytic thinking and back again.

**APPENDIX D (SAS Results of Teachers )**

ITEMS	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER	TEACHER
VISUAL	11	19	14	<b>28</b>	17	21	<b>25</b>	17	10	14	17	10	<b>29</b>	15	17	<b>14</b>	<b>16</b>	14	22	<b>25</b>
AUDITORY	17	10	24	<b>12</b>	12	16	<b>16</b>	8	29	11	22	17	<b>15</b>	11	12	<b>23</b>	<b>17</b>	10	18	<b>14</b>
HANDS-ON	8	7	10	<b>5</b>	25	16	<b>11</b>	17	16	9	15	14	<b>12</b>	16	18	<b>17</b>	<b>3</b>	16	10	<b>15</b>
EXTROVERTED	7	21	16	<b>9</b>	15	19	<b>10</b>	25	28	15	18	14	<b>10</b>	20	13	<b>10</b>	<b>16</b>	18	18	<b>14</b>
INTROVERTED	13	10	19	<b>1</b>	10	3	<b>14</b>	10	15	10	15	3	<b>11</b>	9	18	<b>17</b>	<b>10</b>	14	6	<b>17</b>
INTUITIVE	10	14	5	<b>10</b>	20	17	<b>6</b>	17	6	15	16	18	<b>19</b>	12	16	<b>5</b>	<b>11</b>	15	8	<b>16</b>
CONCRETSEQUENTIAL	14	16	14	<b>6</b>	12	13	<b>4</b>	14	8	14	10	19	<b>14</b>	2	14	<b>2</b>	<b>17</b>	21	16	<b>14</b>
CLOSURE-ORIENTED	16	12	14	<b>2</b>	18	4	<b>12</b>	7	12	14	2	1	<b>5</b>	19	16	<b>8</b>	<b>17</b>	19	10	<b>14</b>
OPEN	25	21	14	<b>18</b>	17	6	<b>15</b>	14	18	19	19	12	<b>12</b>	12	8	<b>19</b>	<b>14</b>	10	15	<b>16</b>
GLOBAL	16	17	19	<b>9</b>	10	21	<b>16</b>	28	26	15	14	5	<b>2</b>	11	22	<b>4</b>	<b>7</b>	13	11	<b>16</b>
ANALYTIC	15	16	17	<b>10</b>	20	6	<b>14</b>	9	5	18	14	10	<b>11</b>	10	18	<b>10</b>	<b>16</b>	5	19	<b>11</b>



**APPENDIX E (SAS Results of Students)**

**GROUP VV**

	STUDENT1	STUDENT2	STUDENT3	STUDENT4	STUDENT5	STUDENT6	STUDENT7	STUDENT8	STUDENT9	STUDENT10	STUDENT11	STUDENT12	STUDENT13	STUDENT14	STUDENT15	STUDENT16	STUDENT17	STUDENT18	STUDENT19	STUDENT20
VISUAL	30	26	30	28	27	28	28	28	26	30	26	28	29	27	29	30	27	26	28	29
AUDITORY	12	11	17	13	10	14	11	10	11	15	9	12	14	14	10	10	13	12	11	11
HANDS-ON	8	12	10	11	11	9	13	8	6	11	13	13	7	12	4	14	9	11	12	6
EXTROVERTED	10	6	3	6	12	4	4	12	7	16	5	6	12	7	4	9	8	10	8	11
INTROVERTED	2	4	6	2	1	8	4	4	3	2	2	2	3	3	2	3	4	2	1	2
INTUITIVE	12	14	13	10	5	11	6	10	7	9	13	11	6	14	12	8	9	11	11	8
CONCRETSEQUENTIAL	8	4	8	4	11	7	7	4	0	0	12	6	2	5	8	6	10	9	4	5
CLOSURE-ORIENTED	3	4	0	2	12	11	6	4	9	10	4	0	6	9	9	11	6	2	9	3
OPEN	4	9	13	16	17	4	3	7	5	11	6	9	4	9	10	10	2	6	7	8
GLOBAL	15	8	12	11	6	14	11	7	9	9	6	11	16	3	6	5	7	10	6	8
ANALYTIC	14	6	13	12	12	10	8	5	6	16	11	9	9	10	8	7	11	13	12	8

**GROUP VAV**

ITEMS(VAV)	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT
VISUAL	12	11	13	15	13	16	12	13	12	13	17	14	15	15	18	16	12	14	15	14
AUDITORY	10	13	15	16	15	14	14	15	14	17	15	15	15	17	18	18	15	16	14	15
HANDS-ON	7	3	5	9	6	4	7	6	6	6	9	11	2	2	4	6	9	7	5	6
EXTROVERTED	8	7	5	6	11	4	7	6	5	6	7	8	4	7	9	5	11	6	4	14
INTROVERTED	4	2	3	3	4	1	3	8	7	4	2	3	0	2	2	8	4	7	9	4
INTUITIVE	4	3	6	0	6	9	4	3	4	4	4	8	3	4	0	10	2	2	1	3
CONCRETSEQUENTIAL	9	9	3	11	2	0	5	10	7	6	7	6	13	9	12	9	8	6	2	6
CLOSURE-ORIENTED	5	7	4	9	6	4	6	3	2	4	5	6	7	6	4	3	8	2	3	6
OPEN	8	6	4	6	5	7	8	7	5	8	7	13	5	4	5	7	7	8	11	9
GLOBAL	11	8	8	7	8	6	9	5	14	6	9	12	11	5	9	9	7	15	9	12
ANALYTIC	8	13	9	10	6	10	10	7	12	11	7	5	8	10	7	11	13	14	10	9

GROUP M

ITEMS(M)	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT
VISUAL	14	11	8	3	2	1	5	16	4	9	6	12	3	12	11	4	10	8	14	7
AUDITORY	3	8	5	3	13	5	6	1	4	12	6	16	7	4	3	15	4	2	13	10
HANDS-ON	2	7	5	16	6	5	9	10	8	6	13	15	4	8	7	11	4	8	6	8
EXTROVERTED	15	6	8	9	6	10	6	14	14	5	14	4	9	5	14	9	6	7	9	10
INTROVERTED	5	3	5	1	2	5	0	3	5	7	5	1	3	1	4	2	2	1	2	3
INTUITIVE	2	8	3	4	2	5	6	3	4	7	8	5	3	12	4	5	5	4	7	3
CONCRETSEQUENTIAL	9	11	10	9	7	2	10	9	7	3	14	6	8	4	6	2	7	6	7	3
CLOSURE-ORIENTED	12	9	14	6	7	9	12	5	7	8	5	18	11	7	14	8	9	7	10	2
OPEN	18	7	11	10	9	12	8	16	12	4	8	10	13	5	12	10	6	12	8	9
GLOBAL	14	10	9	15	15	8	11	14	15	6	4	18	5	11	12	6	18	11	9	9
ANALYTIC	16	9	7	11	13	6	16	11	9	14	8	16	9	15	11	12	7	6	10	14

OTHER STUDENT GROUPS

ITEMS	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT
VISUAL	12	6	17	8	5	12	10	8	9	9	12	7	11	19	12	14	9	2	11	6
AUDITORY	6	8	5	12	8	9	12	11	4	3	5	7	14	22	11	14	8	27	7	7
HANDS-ON	4	5	7	12	16	16	9	18	21	8	11	9	14	12	6	8	9	10	5	17
EXTROVERTED	13	15	9	17	11	8	12	15	6	13	7	9	5	14	17	16	22	13	29	15
INTROVERTED	14	7	6	3	10	12	9	8	14	7	21	23	19	10	8	9	10	7	6	6
INTUITIVE	10	9	12	15	16	5	14	17	8	6	11	5	7	9	10	3	14	12	10	14
CONCRETSEQUENTIAL	9	5	7	11	6	8	9	15	7	14	9	15	8	6	6	7	9	15	21	5
CLOSURE-ORIENTED	10	20	12	15	18	21	16	14	17	9	8	11	6	15	21	25	19	22	17	9
OPEN	12	9	5	6	14	11	10	9	13	17	19	10	16	13	10	9	8	12	11	15
GLOBAL	22	14	21	11	15	4	2	8	7	16	9	4	25	18	6	14	15	24	7	15
ANALYTIC	9	22	14	13	9	21	28	15	16	21	8	18	6	9	15	25	9	13	22	10

ITEMS	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT
VISUAL	12	14	16	18	17	17	19	10	20	18	18	14	15	14	24	16	14	7	12	6
AUDITORY	25	21	9	10	7	12	6	5	14	10	12	10	9	7	15	8	5	21	6	18
HANDS-ON	2	22	10	15	16	8	9	25	14	21	10	13	14	22	25	29	24	13	16	10
EXTROVERTED	15	21	26	25	10	14	9	12	13	25	14	12	18	8	14	6	12	11	10	9
INTROVERTED	9	5	10	12	24	15	13	22	18	9	16	9	13	24	10	9	15	25	19	20
INTUITIVE	10	12	14	21	14	16	18	12	14	13	11	9	15	7	16	6	12	10	10	13
CONCRETSEQUENTIAL	8	10	13	15	14	21	15	16	17	10	26	15	14	9	10	10	8	16	14	10
CLOSURE-ORIENTED	10	12	15	10	14	19	21	9	25	24	16	18	20	10	14	17	16	13	14	12
OPEN	14	10	21	11	14	17	18	9	13	14	18	9	21	14	20	16	10	14	13	10
GLOBAL	12	15	14	16	21	25	10	9	12	14	8	22	14	17	16	6	13	10	14	10
ANALYTIC	14	12	15	17	19	21	25	26	14	15	9	7	12	17	16	14	11	10	11	11

ITEMS	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT
VISUAL	10	12	14	21	25	29	16	17	18	18	25	14	17	19	17	18	16	12	13	11
AUDITORY	26	24	8	16	18	13	28	25	11	13	10	10	9	6	10	14	21	23	25	18
HANDS-ON	16	15	18	19	21	25	28	17	27	21	20	10	14	13	10	19	25	9	7	5
EXTROVERTED	14	12	15	16	14	17	12	13	15	16	14	18	19	7	18	10	18	9	6	15
INTROVERTED	7	8	6	10	7	10	21	20	7	26	22	14	9	24	10	7	15	19	22	26
INTUITIVE	10	15	6	8	4	9	3	15	12	18	14	15	16	14	17	25	24	16	28	10
CONCRETSEQUENTIAL	10	15	14	18	19	17	17	17	16	5	9	18	6	17	5	10	15	14	16	13
CLOSURE-ORIENTED	10	14	16	15	18	17	22	15	23	26	14	10	14	15	18	17	19	16	10	13
OPEN	22	18	16	19	18	12	21	24	27	29	28	13	14	16	9	7	14	8	6	10
GLOBAL	8	9	7	6	15	12	16	18	19	7	20	14	19	18	15	13	16	14	12	15
ANALYTIC	25	20	22	17	19	14	16	24	21	18	9	15	6	5	17	15	16	14	15	17

ITEMS	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT
VISUAL	12	19	21	25	26	28	22	10	14	15	16	18	19	14	15	13	12	17	18	19
AUDITORY	21	25	10	14	11	12	13	17	21	25	20	24	16	10	13	10	7	14	13	10
HANDS-ON	10	15	16	14	18	19	17	13	21	25	9	6	24	18	17	9	20	10	10	14
EXTROVERTED	14	16	9	10	7	3	10	14	15	17	19	21	25	27	16	18	14	16	13	7
INTROVERTED	21	15	10	15	23	25	16	14	11	10	17	10	5	10	14	15	17	16	14	17
INTUITIVE	9	18	17	24	15	16	14	10	15	17	20	14	15	17	19	13	15	6	7	10
CONCRETSEQUENTIAL	7	6	8	6	15	14	10	17	25	27	16	16	18	5	15	16	14	27	19	11
CLOSURE-ORIENTED	9	7	12	6	14	18	9	9	10	15	17	21	14	16	18	20	9	14	15	18
OPEN	19	21	16	24	19	16	6	18	10	15	17	14	14	14	21	14	6	14	18	16
GLOBAL	19	15	18	17	19	14	18	16	11	21	27	6	9	8	14	18	7	6	21	4

ANALYTIC	10	7	21	21	20	8	25	14	10	15	13	24	16	12	17	15	16	14	15	25
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ITEMS	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT
VISUAL	21	26	28	21	14	16	18	10	11	11	15	17	19	17	20	20	10	15	14	16
AUDITORY	10	15	12	16	6	10	25	20	16	18	19	10	9	6	5	14	24	8	27	9
HANDS-ON	21	25	28	21	13	19	18	7	16	18	18	16	10	12	13	15	14	15	17	16
EXTROVERTED	10	9	14	9	16	1	17	19	14	16	14	12	17	2	11	18	4	7	7	3
INTROVERTED	15	16	10	12	15	22	12	12	14	15	16	10	8	5	4	7	12	10	14	6
INTUITIVE	15	14	2	6	7	9	14	18	20	4	6	8	12	10	16	10	14	16	5	16
CONCRETSEQUENTIAL	10	14	15	16	10	8	9	10	14	13	15	8	7	6	7	0	0	14	5	9
CLOSURE-ORIENTED	14	10	16	5	14	4	9	10	14	12	10	14	11	11	17	19	2	2	15	13
OPEN	21	20	15	25	10	22	20	24	6	11	13	10	17	12	14	16	19	11	20	21
GLOBAL	10	15	14	6	9	7	3	0	0	15	14	17	18	19	13	15	16	14	16	18
ANALYTIC	20	19	15	11	14	9	18	14	19	21	7	10	24	9	5	7	16	16	20	9

ITEMS	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT
VISUAL	10	9	22	24	25	21	13	17	19	15	16	10	15	17	19	14	16	12	11	21
AUDITORY	22	19	14	9	7	16	16	8	11	20	24	14	26	4	14	15	17	19	10	10
HANDS-ON	15	7	9	12	15	14	17	16	15	10	9	7	13	5	10	16	1	5	2	4
EXTROVERTED	14	5	6	7	21	11	14	15	16	18	15	17	15	10	30	15	14	17	21	14
INTROVERTED	18	10	14	5	16	14	10	10	12	14	15	8	5	10	14	6	10	14	15	12
INTUITIVE	25	10	14	16	15	17	18	10	6	15	12	14	16	17	19	2	18	9	0	7
CONCRETSEQUENTIAL	14	6	4	10	14	5	18	10	14	14	16	17	13	10	7	19	10	15	14	19
CLOSURE-ORIENTED	16	11	24	8	17	19	2	5	7	19	15	14	16	16	14	21	10	13	9	21
OPEN	9	21	6	19	6	10	21	15	11	17	3	12	8	6	10	5	14	12	17	10
GLOBAL	7	5	6	18	14	5	19	17	12	8	9	21	12	16	14	8	8	17	19	14
ANALYTIC	21	20	15	15	22	25	21	10	15	18	22	10	16	5	24	10	14	21	14	10

ITEMS	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT	STUDENT
VISUAL	15	9	14	24	25	21	13	17	10	15	15	10	15	16	19	14	16	14	21	25
AUDITORY	15	10	24	9	6	16	16	8	29	20	24	17	26	6	14	23	17	10	18	14
HANDS-ON	25	9	10	25	25	16	18	17	16	12	15	14	15	9	18	17	3	15	10	15
EXTROVERTED	10	15	16	14	18	19	12	25	28	27	16	14	18	19	13	10	16	18	17	14
INTROVERTED	6	11	19	14	10	3	18	10	17	14	15	3	18	14	16	17	10	14	6	17
INTUITIVE	10	15	5	19	15	17	8	17	6	15	16	18	19	14	16	5	11	17	6	16
CONCRETSEQUENTIAL	16	18	14	19	12	13	1	14	16	14	8	19	17	6	14	2	17	21	16	14
CLOSURE-ORIENTED	10	15	14	16	18	4	19	7	12	14	3	0	0	15	14	8	17	9	10	14
OPEN	22	15	14	16	17	6	15	14	18	19	21	12	15	16	8	19	14	10	15	16
GLOBAL	5	18	19	14	10	21	15	28	26	15	14	5	6	14	22	4	7	10	14	16
ANALYTIC	15	16	17	10	20	6	22	9	5	18	10	10	14	5	7	10	16	4	19	11

## APPENDIX F (Pretest –Posttest Results of Students)

### Pre-test and Post-test Results of students in Group VV (Visual teachers - Visual learners)

Students	Pre-test	Post-test	d
Student 1	51	68	-17
Student 2	30	57	-27
Student 3	28	49	-21
Student 4	50	69	-19
Student 5	25	38	-13
Student 6	39	57	-18
Student 7	44	67	-23
Student 8	38	45	-7
Student 9	22	35	-13
Student 10	43	65	-22
Student 11	37	68	-31
Student 12	36	63	-27
Student 13	30	65	-35
Student 14	45	67	-22
Student 15	42	59	-17
Student 16	40	75	-35
Student 17	47	71	-24
Student 18	40	56	-16
Student 19	25	45	-20
Student 20	26	45	-19
<b>Total</b>	<b>738</b>	<b>1164</b>	<b>-426</b>
<b>Number</b>	<b>20</b>	<b>20</b>	<b>***</b>
<b>Mean</b>	<b>36,9</b>	<b>58,2</b>	<b>-21,3</b>
<b>St. Dev.</b>	<b>8,813</b>	<b>11,67</b>	<b>7,168</b>

d = the difference between the pretest and posttest results of the students.

### Pre-test and Post-test Results of VAV (Visual teachers – Auditory and Visual Students)

Class

Students	Pre-test	Post-test	D
Student 1	47	73	-26
Student 2	24	36	-12
Student 3	21	32	-11
Student 4	24	46	-22
Student 5	39	55	-16
Student 6	33	64	-31
Student 7	51	68	-17
Student 8	25	39	-14
Student 9	16	37	-21
Student 10	23	44	-21
Student 11	51	66	-15
Student 12	15	29	-14
Student 13	40	54	-14
Student 14	50	64	-14
Student 15	35	51	-16
Student 16	42	61	-19
Student 17	48	59	-11
Student 18	17	23	-6
Student 19	29	37	-8
Student 20	18	44	-26
<b>Total</b>	<b>648</b>	<b>982</b>	<b>-334</b>
<b>Number</b>	<b>20</b>	<b>20</b>	<b>***</b>
<b>Mean</b>	<b>32,4</b>	<b>49,1</b>	<b>***</b>
<b>St. Dev.</b>	<b>12,77</b>	<b>14,45</b>	<b>***</b>

d = the difference between the pretest and posttest results of the students.

**Pre-test and Post-test Results of M (Mixed Learning Style teachers and students) Class**

<b>Pairs</b>	<b>Pretest</b>	<b>Posttest</b>	<b>d</b>
Student 1	22	30	-8
Student 2	29	28	1
Student 3	20	22	-2
Student 4	15	34	-19
Student 5	17	37	-20
Student 6	21	55	-34
Student 7	25	44	-19
Student 8	17	34	-17
Student 9	25	27	-2
Student 10	15	24	-9
Student 11	13	18	-5
Student 12	31	34	-3
Student 13	27	42	-15
Student 14	5	22	-17
Student 15	11	20	-9
Student 16	17	33	-16
Student 17	24	0	24
Student 18	23	43	-20
Student 19	35	43	-8
Student 20	9	32	-23
<b>Total</b>	<b>401</b>	<b>622</b>	<b>-221</b>
<b>Number</b>	<b>20</b>	<b>20</b>	<b>20</b>
<b>Mean</b>	<b>20,05</b>	<b>31,10</b>	<b>***</b>
<b>St. Dev.</b>	<b>7,64</b>	<b>11,94</b>	<b>***</b>

d = the difference between the pretest and posttest results of the students.

## APPENDIX G (Sample Lesson Plans & Instructional Materials)

### EXAMPLE LESSON PLAN (for VV) 8 hours

**Teacher:** Visual Teachers

**Lesson:** Integrated

**Subject:** Past Simple and Past Progressive

**Presentation:** Talking about what students did the day before. Using the material PVV.1 (picture & tables) playing a game about irregular verbs (material PVV2) ( students have the words. They can see the words and match them with the irregular forms). Talking about the present actions. Comparing what students were doing at that time. Using the material. PVV3 (picture & tables. Students see the table and the pictures) (talking about the picture and the table, and giving answers to the questions about the picture they talked)

**Practice:** Using the material PVV 4 (task)(students have the picture. They look at the picture and talk about it. Then. students fill in the gaps in the story given below the picture through the story they discussed in the picture). Using material PVV 5 (talking about the picture they have and filling the gaps like in exercise 4 )Using the material PVV.6 (analyzing the grammar)  
Using the material PVV 7 and PVV 8 (video material about Simple Past and Past Progressive) (students watch the video material and discuss it through the exercises on the handout)

**Production:** Using the material PVV 9 (game about Simple past and Past Progressive) (teacher gives the handouts to students. Students read their roles and act out it)



I listened, he talked.

STATEMENT		QUESTION			SHORT ANSWER		
I You We They He She It	listened, didn't listen.	Did Didn't	I you we they he she it	listen?	Yes, No,	I you we they he she it	did. didn't

The past simple tense is used for regular actions in the past, or single actions.

What did the Smith family do yesterday?

<input type="checkbox"/> 8:15	At 8.15 the children washed their hands and faces.	<input type="checkbox"/> 8:30	At 8.30 the children finished school.
<input type="checkbox"/> 9:00	At 9 o'clock Mr Smith arrived at the office.	<input type="checkbox"/> 7:00	At 7 o'clock Mr Smith cleaned the car.
<input type="checkbox"/> 10:00	At 10 o'clock the children played with their friends.	<input type="checkbox"/> 8:30	At 8.30 the children cleaned their teeth. They didn't brush their hair.
<input type="checkbox"/> 12:30	At 12.30 Mr Smith walked to the pub for lunch. He didn't stay in the office.	<input type="checkbox"/> 10:00	At 10 o'clock Mr Smith talked to his wife.

#### Exercise A

Mrs Smith worked at the hospital all day. When she arrived home she asked the family some questions.

Fill in the blanks in the conversations below.

- Mrs Smith: '\_\_\_\_\_ you \_\_\_\_\_ your hands and faces this morning?'  
Family: 'Yes, \_\_\_\_\_.'
- Mrs Smith: 'What \_\_\_\_\_ you do at school?'  
Family: 'We \_\_\_\_\_ with our friends.'
- Mrs Smith: '\_\_\_\_\_ you \_\_\_\_\_ in the office for lunch?'  
Family: 'No, I \_\_\_\_\_ I \_\_\_\_\_ to the pub.'
- Mrs Smith: 'Who \_\_\_\_\_ the car?'  
Family: '\_\_\_\_\_.'
- Mrs Smith: '\_\_\_\_\_ the children \_\_\_\_\_ their teeth and \_\_\_\_\_ their hair?'  
Family: 'They \_\_\_\_\_ their teeth but \_\_\_\_\_ their hair.'

Verbs: past simple with irregular verbs

PAGE 1

I came, he went.

STATEMENT		NEGATIVE			QUESTION			SHORT ANSWER		
I You We They He She It	got up, woke up, had... went, drank, ate, left, came, read, wrote.	I You We They He She It	didn't	get up, wake up, have... go, drink, eat, leave, come, read, write.	Did Didn't	I you we they he she it	get up? wake up? have?... go? drink? eat? leave? come? read? write?	Yes, No, didn't	I you we they he she it	did. didn't

<input type="checkbox"/> 7:00	Mr and Mrs Smith got up.	<input type="checkbox"/> 4:00	Mrs Smith came home.
<input type="checkbox"/> 8:00	The children got up.	<input type="checkbox"/> 4:00	The children left school.
<input type="checkbox"/> 8:30	Mr Smith had his breakfast and then drove to work.	<input type="checkbox"/> 8:00	The Smith family had dinner.
<input type="checkbox"/> 8:45	The children ran to school. They didn't go by car.	<input type="checkbox"/> 9:00	The children went to bed.
<input type="checkbox"/> 9:00	Mrs Smith went to work.	<input type="checkbox"/> 10:00	Mr Smith read the newspaper.
<input type="checkbox"/> 10:30	Mr Smith drank a cup of coffee. The children didn't drink anything.	<input type="checkbox"/> 10:00	Mrs Smith wrote a letter.
<input type="checkbox"/> 12:00	Mr Smith ate his sandwiches at the office.	<input type="checkbox"/> 11:00	Mr and Mrs Smith went to bed.

What did the Smith family do today? Fill in the blanks.

Mr Smith: I \_\_\_\_\_ at 7 o'clock and \_\_\_\_\_ my breakfast at 8.30 and then \_\_\_\_\_ to work. At 10.30 I \_\_\_\_\_ a cup of coffee. At 12 o'clock \_\_\_\_\_ my sandwiches. In the evening I \_\_\_\_\_ my newspaper and \_\_\_\_\_ to bed at 11.  
My wife \_\_\_\_\_ at 7 o'clock and at 9 o'clock \_\_\_\_\_ to work. She \_\_\_\_\_ at 4 o'clock and at 6 o'clock we \_\_\_\_\_ dinner. \_\_\_\_\_ a letter at 10 o'clock and \_\_\_\_\_ to bed at the same time as me. The children \_\_\_\_\_ at 8 o'clock. They \_\_\_\_\_ to school at 8.45. \_\_\_\_\_ didn't \_\_\_\_\_ by car. They \_\_\_\_\_ school at 4 and \_\_\_\_\_ dinner with us at 6 o'clock. Then at 9 o'clock \_\_\_\_\_ to bed.

Game: Irregular Verbs: A2/2

feel	felt	fall	fell
bring	brought	buy	bought
teach	taught	think	thought
sleep	slept	sing	sang
stand	stood	wear	wore
lose	lost	fly	flew
dream	dreamt	run	ran
spend	spent	read	read

What about you?

On a separate piece of paper, write down short answers to the following points. Write the answers wherever you want on the page, but not in the same order as below.

- something you brought to school today
- how you felt at the beginning of the lesson
- the last time you fell in love
- something you bought last week
- the last time you slept for less than six hours
- something your teacher taught you last lesson
- the last time you sang
- something you thought was frightening when you were a child
- the last time you stood somewhere for over an hour
- something you wore last weekend that you really like
- the last thing you lost
- how much money you spent yesterday
- the last time you flew somewhere
- the last time you ran more than 100 metres
- what you dreamt about last night
- the last book you read

P.V.3

I was sleeping.

STATEMENT			QUESTION			SHORT ANSWER		
I	was wasn't	reading.	Was Wasn't	I	reading?	Yes, No.	I	was, wasn't.
You We They	were weren't		Were Weren't	you we they			you we they	were, weren't.
He She It	was wasn't		Was Wasn't	he she it			he she it	was, wasn't.

We use the *past continuous tense* to describe what was happening at a particular time.

Saturday afternoon

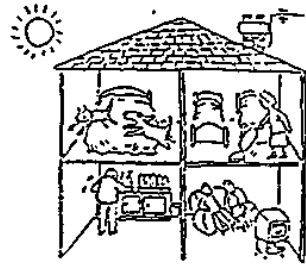
Saturday night

The dog was chasing the cat.

Mrs Smith was cleaning the bedroom.

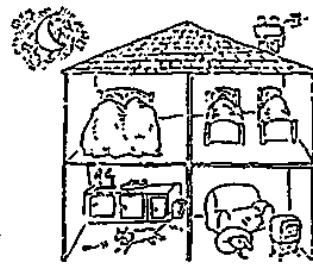
Mr and Mrs Smith were sleeping.

The children were sleeping.



Mr Smith was washing the dishes.

The children were watching TV.



The cat was chasing a mouse.

The dog was lying on the floor.

Look at the picture and answer the following questions.

Example: What was the dog doing at 3 pm?

It was chasing the cat.

- 1 What was Mrs Smith doing at 3 pm?
- 2 Was Mr Smith sleeping at 3 pm?
- 3 Where was the dog lying at 3 am?
- 4 What was the cat doing at 3 am?
- 5 Were the children sleeping at 3 am?
- 6 What were Mr and Mrs Smith doing at 3 am?
- 7 Was the cat sleeping at 3 am?
- 8 What were the children doing at 3 pm?
- 9 Was the cat chasing the dog at 3 pm?
- 10 What was Mrs Smith cleaning?

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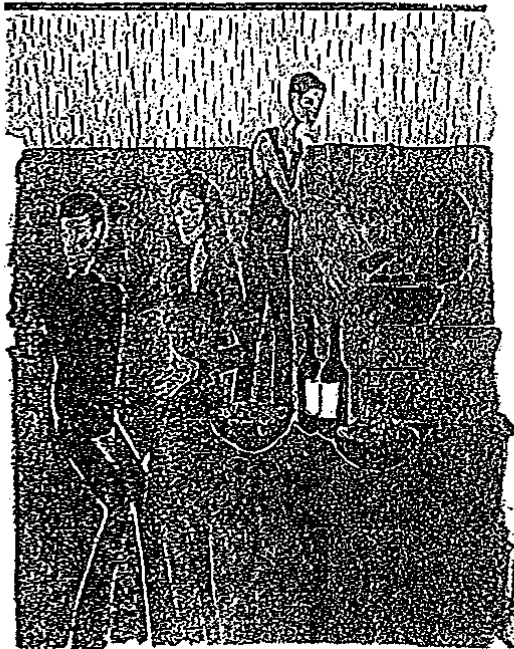
**ANSWERS**  
 1 She was cleaning the bedroom. 2 No, he wasn't. 3 They were sleeping. 4 No, it wasn't.  
 5 They were watching TV. 6 They were watching TV. 7 No, it wasn't. 8 They were watching TV. 9 No, it wasn't. 10 She was cleaning the bedroom.

**Mini-task**

Think about an important meeting in your life. It could be:

- the first time you met a good friend, your wife / husband, your partner or another special person.
  - a time when you met someone famous or important.
- When did you meet? What was happening in your life at the time? What impressions did you have of the other person and how did you feel? Describe your meeting to other students. Ask your teacher for any words or phrases that you need.

The picture below shows their first meeting, but there are three differences between the picture and the story Mark tells. Listen to the story and look at the picture to find the differences.



## 2 Choose the best verb forms to complete the gaps. 1

The first time I (1) *met / was meeting* Julia was about eight years ago. I'm Australian, but I (2) *spent / was spending* a few months over in Britain - (3) I *did / was doing* some photographic work for Harry, an Australian friend of mine. Anyway, one really hot summer day, Harry and I (4) *decided / were deciding* to invite a whole group of people to his house for a barbecue, and Julia (5) *arrived / was arriving* first. Actually she was really early and we weren't ready at all. I can still remember ... she was obviously a bit embarrassed ... so, anyway, I (6) *started / was starting* talking to her, asking her lots of questions, and, you know, (7) I *thought / was thinking* we (8) *had / were having* a good conversation when the other guests (9) *began / were beginning* to arrive. In fact, much later, she (10) *told / was telling* me that when we (11) *talked / were talking*, she actually (12) *thought / was thinking* I was a bit rude. Australians are much more direct than English people, and she (13) *hated / was hating* all the questions. I (14) *liked / was liking* her immediately ... the only problem was the dress she (15) *wore / was wearing* - it was this awful yellow colour that (16) *didn't suit / wasn't suiting* her at all. Luckily, though, I (17) *didn't tell / wasn't telling* her that!

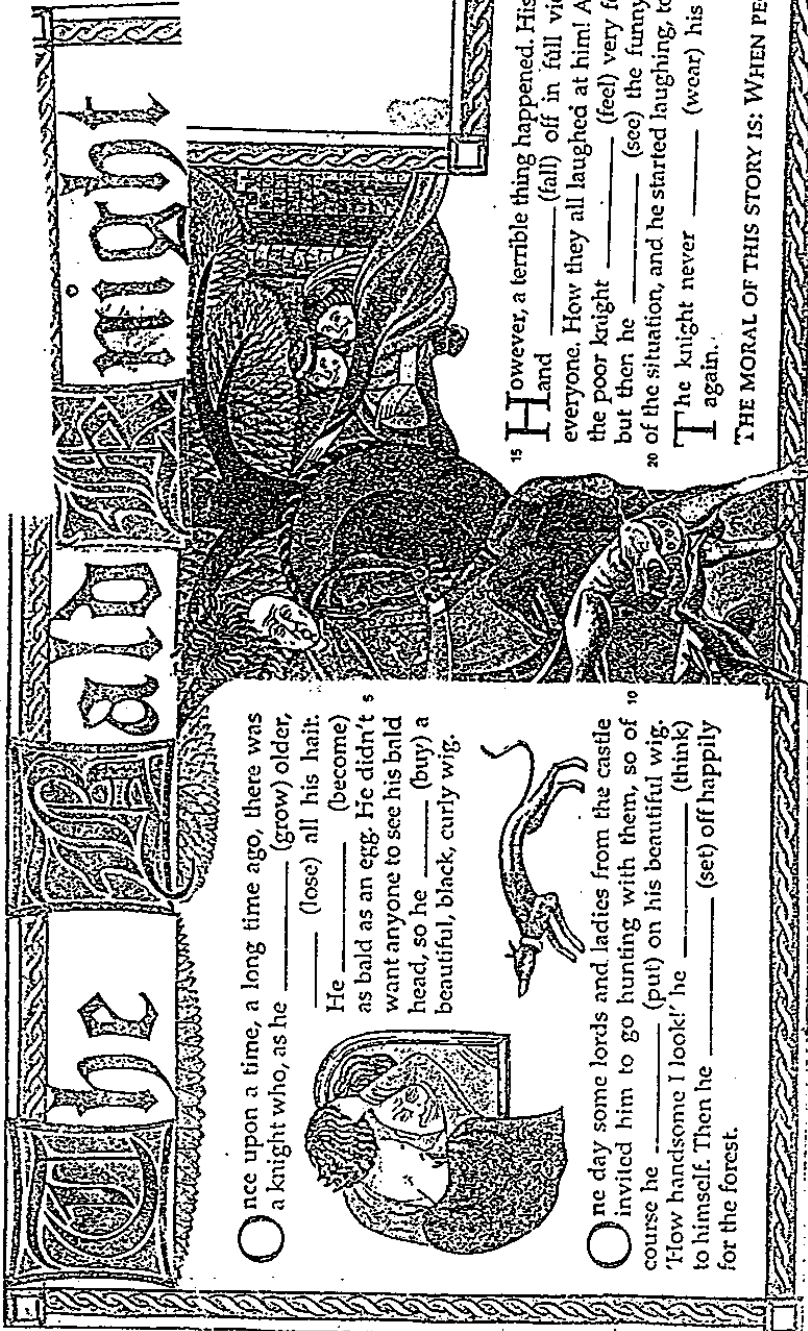


**It's your grammar**

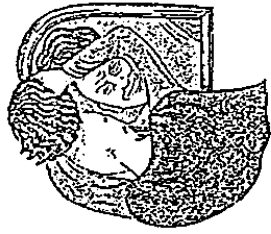
- Look at the three sentences. What is the difference in meaning?
  - When Sylvia arrived home at eight o'clock, Tim cooked the dinner.
  - When Sylvia arrived home at eight o'clock, Tim was cooking the dinner.
  - When Sylvia arrived home at eight o'clock, Tim had cooked the dinner.
- Match a picture with a sentence in exercise 1.

**Past Simple and Past Continuous**

- Look at the pictures. They tell the story of one of Aesop's fables. What can you see? What can you guess about the story?
- Read the story. Put the verb in brackets into the Past Simple. They are all irregular. Complete the moral of 'The Bald Knight' at the end.



Once upon a time, a long time ago, there was a knight who, as he \_\_\_\_\_ (lose) all his hair. He \_\_\_\_\_ (become) as bald as an egg. He didn't want anyone to see his bald head, so he \_\_\_\_\_ (buy) a beautiful, black, curly wig.



One day some lords and ladies from the castle invited him to go hunting with them, so of course he \_\_\_\_\_ (put) on his beautiful wig. 'How handsome I look!' he \_\_\_\_\_ (think) to himself. Then he \_\_\_\_\_ (set) off happily for the forest.

However, a terrible thing happened. His wig \_\_\_\_\_ (catch) on a branch and \_\_\_\_\_ (fall) off in full view of everyone. How they all laughed at him! At first the poor knight \_\_\_\_\_ (feel) very foolish but then he \_\_\_\_\_ (see) the funny side of the situation, and he started laughing, too. The knight never \_\_\_\_\_ (wear) his wig again.



**THE MORAL OF THIS STORY IS: WHEN PEOPLE LAUGH AT US, IT IS BEST TO ...**

## Grammar questions

- What tense are all the underlined verb forms in Exercise 3?
  - What is the difference in meaning between the following two sentences?  
*He laughed when he fell off his horse.*  
*He was laughing when he fell off his horse.*
- 

## 1 Grammar

Underline the correct verb form in the following sentences.

- a While he *rode/was riding* in the forest he *lost/was losing* his wig.
- b When I *arrived/was arriving* the party was in full swing. Paul *danced/was dancing* with Mary, and Pat and Peter *drank/were drinking* champagne.
- c When I *finished/was finishing* the ironing, I *cooked/was cooking* dinner.
- d How fast *did they travel/were they travelling* when their car *had/was having* a puncture?
- e A police car *passed/was passing* us on the motorway when we *did/were doing* 80 miles per hour.
- f I *took/was taking* a photograph of him while he *ate/was eating* an ice-cream.
- g He *didn't like/wasn't liking* the photo when he *saw/was seeing* it.
- h I'm sorry I *woke/was waking* you. What *were you dreaming/did you dream* about?

# 1 The time of your life REV. 7a

## Preview

1 Answer the questions.

### Telling the time

- 1 Do you always wear a watch?
- 2 Could you live without your watch?
- 3 How many times a day do you look at your watch or a clock?
- 4 Why do we need to be able to tell the time accurately?
- 5 Do you think our lives are controlled by time?
- 6 When did people first think about telling the time?
- 7 What was the first way of telling the time?

## Vocabulary

2 Read the dictionary entries for the following words.  
Which of these do you think you will see on the video about time?

sundial /'sʌndiəl/ n [C] an object that shows the time by using the shadow made on it by the sun

accurate /'ækjʊrət/ adj exactly correct

ornament /'ɔ:nəmənt/ n [C] an object that you keep because it is beautiful rather than useful

hourglass /'aʊəglɑ:s/ n [C] a glass container for measuring time, in which sand moves to the bottom in exactly one hour

shadow /'ʃædəʊ/ n [C] a dark shape that appears on the surface behind an object when light shines on it

measure /'meʒə/ v [I:T] to find out the size, length or amount of something

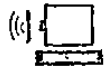
cast /kɑ:st/ a shadow to make a shadow appear on something

pendulum /'pendjʊləm/ n [C] a long stick with a weight at the bottom that swings from side to side, used especially to make a large clock work

obelisk /'ɒbəlɪsk/ n [C] 1 a tall pointed stone pillar

## In view 1 P.W.76

Start - 5:22

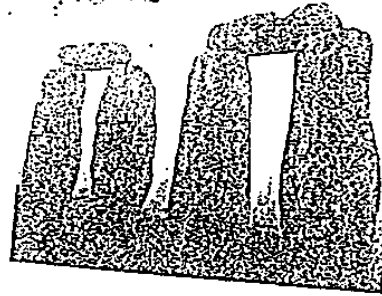


- 1 Read the list below.  
Then watch and put them in the order they appear on the video.

atomic clock  hourglass  obelisk  pendulum clock   
Stonehenge  sundial  water clock

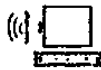
- 2 Which of these ideas are included in the video?

- 1 The history of how we measure time.
- 2 How we waste time.
- 3 We never have enough time.
- 4 The importance of time in many areas of life.



## In view 2

Section 1 0:00 - 1:00



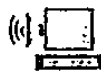
- 1 Read the following phrases.  
Then watch and tick the ones Martin and Emma use.

there's a time to ...  on time  buy time  kill time   
spend time  make time  tell the time  waste time   
to have the time of your life  to have a bad time



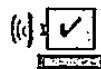
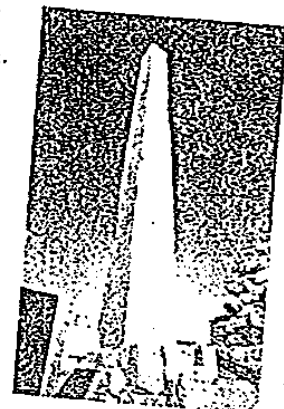
You can watch again to check your answers.

Section 2 1:01 - 1:54



- 2 Watch the video, then read the following and decide whether they are true or false.  
Try to correct the ones which are false.


- 1 We have always wanted to measure time.  
False. There was a time when no one used to think much about time.
- 2 It is thought that Stonehenge was built to help people work  
out seasons, months and years, by noting the position of the sun.  
.....
- 3 The Romans invented the obelisk.  
.....
- 4 The shadow cast by the obelisk helped people  
to divide the day into morning and afternoon.  
.....



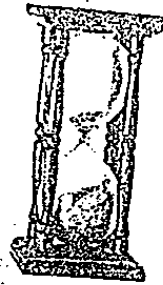
You can watch again to check your answers.




Section 3 1:54 - 2:36 *RV7 C*


 **3** Watch the video and complete the table to show the advantages and disadvantages of the sundial and the hourglass.

Instrument	For	Against
Sundial		
Hourglass		




 You can watch again to check your answers.

Section 4 2:36 - 3:20


 **4** Read the sentences below. Watch and choose the correct sentence in each pair.

- a We see a water clock from Ancient Greece.
- b We see a model of a water clock from China.
- c The clock was very accurate.
- d The clock was not very accurate.
- e It was very difficult to control the speed of the water.
- f The water always flowed too fast.




 You can watch again to check your answers.

Section 5 3:20 - 3:51

 **5** Watch the video, then complete the following. Use the words from the box.

Christiaan Huygens was a Dutch (1) ..... . He was not the first man to build a (2) ..... but he was the first to build one that was (3) ..... to within one minute a (4) ..... . This was a (5) ..... in the history of time-keeping. From then on, something going well was (6) .....

turning point   scientist   day   pendulum clock   running like clockwork   accurate

 You can watch again to check your answers.


PVØ. 7. d

6 Look back at exercise 5 and say what the following expressions mean.

- 1 accurate to within one minute a day
- 2 a turning point
- 3 running like clockwork


Section 6 3:51 - 4:32

Before you watch the video, read the exercises (7-8), then watch and answer.


 7 Read the following, then watch and tick (✓) the correct answer.

The atomic clock is accurate to:


- 1 within a second per year
- 2 within a million seconds per year
- 3 within one millionth of a second per year
- 4 within a nanosecond (= a thousand millionth of a second) per year

 8 Watch 4:21 - 4:32 again without sound and put the following in the order you think Martin talks about them. You can watch this more than once.

- electric power  many other modern technologies  communication   
 transportation  manufacturing

 Now listen and check your answers.

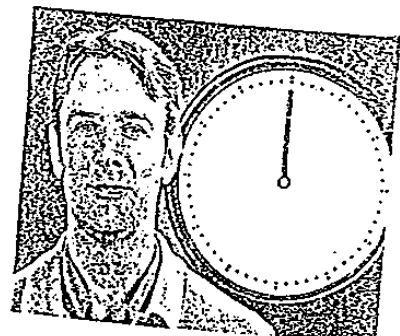
Section 7 4:33 - 5:22

 9 Before you watch, try to match the activities to the time we spend/waste on them. Then watch and compare your answers.

- |                                      |                               |
|--------------------------------------|-------------------------------|
| 1 Eleven days a year                 | a In the bathroom             |
| 2 Eight months of your life (in USA) | b Stuck in traffic jams       |
| 3 Forty-five hours every year        | c Travelling to and from work |
| 4 Twenty-four years of your life     | d Opening junk mail           |
| 5 Four years of your life            | e In bed                      |
| 6 Two years of your life             | f On hold on the phone        |

Your view

- Which of the activities in question 9 do you think is really a waste of time?
- Can you think of other ways in which we waste time?



## 2 Glorious failures PV 8 a

### Preview

1 Answer the questions.

- 1 Look at the title 'Glorious failures'. What do you think this means?
- 2 Make a list of five things that did not exist 100 years ago.
- 3 Which of these could you not live without today?
- 4 What do you think is the greatest invention of all time?

### Vocabulary

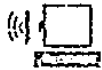
2 Match the expressions to the correct definitions.

to achieve fame and fortune   baldness   Hall of Fame   to launch   revolution  
to make the big breakthrough   the thinking behind something   glorious

- 1 a group of people who have been particularly successful usually in a certain area
- 2 to make an important advance or discovery, often after earlier failures
- 3 to become well known and rich
- 4 a complete change in ways of thinking, working, doing things;  
one complete circular movement on a central point e.g. of a wheel
- 5 to send a boat into the water; to bring something to the public's attention
- 6 the reason something has been done in a certain way
- 7 the condition of being bald, having little or no hair on the head
- 8 wonderful, splendid; enjoyable

### In view 1

5:32 - 11:05



- 1 Watch the first part of the programme from 5:32 - 7:25.  
What do you think the rest of the programme will be about?
- 2 Now watch from 7:25 - 8:23. What do you think this next invention will be?
- 3 Watch the rest of the programme. Which invention do you think is the craziest?

## In view 2

Part 2.b

Section 1 5:50 - 6:33

1 Watch and listen for the following phrases. Tick each one as you hear it.

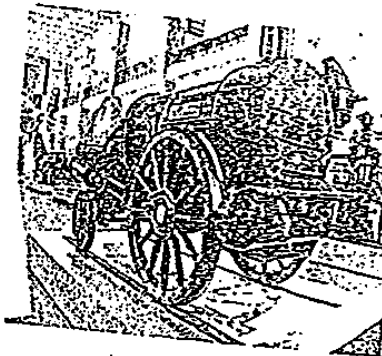
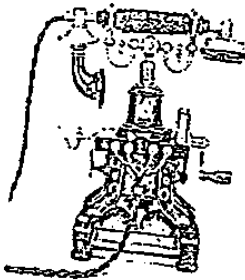
- exhibits
- developments in science and technology
- shaping the modern world
- inventors
- pioneered

2 Watch again. What do you think each word or expression means?

3 You can watch again to check your answers.

Section 2 6:33 - 7:14

3 Watch and match the people to the inventions and to the dates.



- |                     |                                 |          |
|---------------------|---------------------------------|----------|
| 1 George Stephenson | a table telephone               | i 1860s  |
| 2 Thomas Edison     | b electric light bulb.          | ii 1890  |
| 3 Louis Pasteur     | c the Rocket - a railway engine | iii 1880 |
| 4 Lars Ericsson     | d microscope                    | iv 1829  |

4 One of these people was NOT the inventor of the object. Which one?

5 You can watch again to check your answers.

5 Watch 6:33 - 7:01 again without sound and give your own voice-over commentary using the information in exercise 3.

Here is George Stephenson's Rocket which was built in 1829.

6 Watch the rest of this section with sound. Compare the list below with Emma's. What is missing in this list?

Vacuum cleaners Washing machines Radios Flush lavatory

## Suspect A

You and your friend went to a restaurant yesterday evening.

Before you are interviewed by the police, you must decide what happened yesterday evening. You will be interviewed separately, so you must have exactly the same story – or you will be arrested! Remember, details are important.

Here are some things for you to decide:

- when and where you met
- what you did before the meal
- the name of the restaurant and where you sat
- why you chose that restaurant
- other people in the restaurant
- your waiter / waitress
- what you both ate and drank
- the bill and how you paid
- what you did after the meal
- transport during the evening
- anything else about the evening – you never know what the police might ask you!



## Police officer A

You are going to interview a suspect who you think committed last night's robbery. The suspect says that he / she went to a restaurant last night with a friend.

With your partner(s), write down some questions to ask him / her. All police officers must write the questions, as you are going to interview the suspects separately, then compare your answers later. Remember – details are important in a police investigation! Make sure that you ask about both the suspects.

You can ask questions about the following:

- when and where the suspects met
- what they did before the meal
- the restaurant and where they sat
- why they chose that restaurant
- other people in the restaurant
- the waiter / waitress
- what they both ate and drank
- the bill and how they paid
- what they did after the meal
- transport during the evening
- any more questions that you can think of.



### EXAMPLE LESSON PLAN (for VAV) 8 hours

**Teacher:** Visual Teachers

**Lesson:** Integrated

**Subject:** Past Simple and Past Progressive

**Presentation:** Talking about what students did the day before. Using the material PVAV1. (Teacher reads and tells what the Smith family did, then students fill the gaps by listening.) Using the material PVAV 2 (playing a game about irregular verbs) (students read the words to each other, they do not see all of the verbs and they try to know the irregular form of them by listening). Using the material PVAV 3 teacher tells a story by using the picture and students fill the gaps by listening the story.

**Practice:** Using the material PVAV.4 (memory quiz: students work in pairs and each pair has different words. They read the words to each other without seeing the partners paper) (task) (students fill the gaps by listening to the story). PVAV 5 (talking about the picture they have in their handouts, listening to the story and filling the gaps through the story they listened), material PVAV 6 (students do the grammar part by listening) and material PVAV 7 and PVAV 8 (video) (students watch the video and discuss about it through the questions in their handouts)

**Production:** Using the material PVAV 9(game about past simple and continuous) (teacher tells the students role without giving the handout and students act out it )

I listened, he talked.

STATEMENT		QUESTION			SHORT ANSWER		
I	listened, didn't listen.	Did	I	listen?	Yes,	I	did, didn't
You		Didn't	you		No,	you	
We			we			we	
They			they			they	
He			he			he	
She		she		she			
It		it		it			

The past simple tense is used for regular actions in the past, or single actions.

What did the Smith family do yesterday?

At 8.15 the children washed their hands and faces.	At 3.30 the children finished school.
At 9 o'clock Mr Smith arrived at the office.	At 7 o'clock Mr Smith cleaned the car.
At 10 o'clock the children played with their friends.	At 8.30 the children cleaned their teeth. They didn't brush their hair.
At 12.30 Mr Smith walked to the pub for lunch. He didn't stay in the office.	At 10 o'clock Mr Smith talked to his wife.

### Exercise A

Mrs Smith worked at the hospital all day. When she arrived home she asked the family some questions.

Fill in the blanks in the conversations below.

1 Mrs Smith: '\_\_\_\_\_ you \_\_\_\_\_ your hands and faces this morning?'

Family: 'Yes, \_\_\_\_\_.'

2 Mrs Smith: 'What \_\_\_\_\_ you do at school?'

Family: 'We \_\_\_\_\_ with our friends.'

3 Mrs Smith: '\_\_\_\_\_ you \_\_\_\_\_ in the office for lunch?'

Family: 'No, I \_\_\_\_\_ I \_\_\_\_\_ to the pub.'

4 Mrs Smith: 'Who \_\_\_\_\_ the car?'

Family: '\_\_\_\_\_.'

5 Mrs Smith: '\_\_\_\_\_ the children \_\_\_\_\_ their teeth and \_\_\_\_\_ their hair?'

Family: 'They \_\_\_\_\_ their teeth but \_\_\_\_\_ their hair.'

Verbs: past simple with irregular verbs

FAMILI

I came, he went.

STATEMENT		NEGATIVE			QUESTION			SHORT ANSWER		
I	got up.	I		get up.	Did	I	get up?		I	
You	woke up.	You		wake up.	Didn't	you	wake up?		you	
We	had... went.	We		have... go.		we	have? go?		we	
They	drank.	They	didn't	drink.		they	drink?	Yes,	they	did.
He	ate.	He		eat.		he	eat?	No,	he	
She	came.	She		come.		she	come?	didn't	she	
It	read.	It		read.		it	read?		it	
	wrote.			write.			write?			

Mr and Mrs Smith got up.	Mrs Smith came home.
The children got up.	The children left school.
Mr Smith had his breakfast and then drove to work.	The Smith family had dinner.
The children ran to school. They didn't go by car.	The children went to bed.
Mrs Smith went to work.	Mr Smith read the newspaper.
Mr Smith drank a cup of coffee. The children didn't drink anything.	Mrs Smith wrote a letter.
Mr Smith ate his sandwiches at the office.	Mr and Mrs Smith went to bed.

What did the Smith family do today? Fill in the blanks.

Mr Smith: I \_\_\_\_\_ at 7 o'clock and \_\_\_\_\_ my breakfast at 8.30 and then \_\_\_\_\_ to work. At 10.30 I \_\_\_\_\_ a cup of coffee. At 12 o'clock \_\_\_\_\_ my sandwiches. In the evening I \_\_\_\_\_ my newspaper and \_\_\_\_\_ to bed at 11.  
My wife \_\_\_\_\_ at 7 o'clock and at 9 o'clock \_\_\_\_\_ to work. She \_\_\_\_\_ at 4 o'clock and at 6 o'clock we \_\_\_\_\_ dinner. \_\_\_\_\_ a letter at 10 o'clock and \_\_\_\_\_ to bed at the same time as me. The children \_\_\_\_\_ at 8 o'clock. They \_\_\_\_\_ to school at 8.45. \_\_\_\_\_ didn't \_\_\_\_\_ by car. They \_\_\_\_\_ school at 4 and \_\_\_\_\_ dinner with us at 6 o'clock. Then at 9 o'clock \_\_\_\_\_ to bed.

feel	felt	fall	fell
bring	brought	buy	bought
teach	taught	think	thought
sleep	slept	sing	sang
stand	stood	wear	wore
lose	lost	fly	flew
dream	dreamt	run	ran
spend	spent	read	read

#### What about you?

On a separate piece of paper, write down short answers to the following points. Write the answers wherever you want on the page, but not in the same order as below.

- something you brought to school today
- how you felt at the beginning of the lesson
- the last time you fell in love
- something you bought last week
- the last time you slept for less than six hours
- something your teacher taught you last lesson
- the last time you sang
- something you thought was frightening when you were a child
- the last time you stood somewhere for over an hour
- something you wore last weekend that you really like
- the last thing you lost
- how much money you spent yesterday
- the last time you flew somewhere
- the last time you ran more than 100 metres
- what you dreamt about last night
- the last book you read



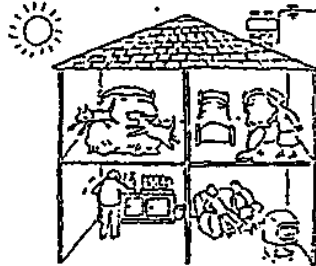
PVA 3 I was sleeping.

STATEMENT			QUESTION			SHORT ANSWER		
I	was wasn't	reading.	Was Wasn't	I	reading?	Yes, No,	I	was. wasn't.
You We They	were weren't		Were Weren't	you we they			you we they	were. weren't.
He She It	was wasn't		Was Wasn't	he she it			he she it	was. wasn't.

We use the *past continuous tense* to describe what was happening at a particular time.

Saturday afternoon

The dog was chasing the cat. Mrs Smith was cleaning the bedroom.



Mr Smith was washing the dishes. The children were watching TV.

Saturday night

Mr and Mrs Smith were sleeping. The children were sleeping.



The cat was chasing a mouse. The dog was lying on the floor.

Look at the picture and answer the following questions.

Example: What was the dog doing at 3 pm?

*It was chasing the cat.*

- 1 What was Mrs Smith doing at 3 pm?
- 2 Was Mr Smith sleeping at 3 pm?
- 3 Where was the dog lying at 3 am?
- 4 What was the cat doing at 3 am?
- 5 Were the children sleeping at 3 am?
- 6 What were Mr and Mrs Smith doing at 3 am?
- 7 Was the cat sleeping at 3 am?
- 8 What were the children doing at 3 pm?
- 9 Was the cat chasing the dog at 3 pm?
- 10 What was Mrs Smith cleaning?

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Elementary Grammar WS. 2 sheet

## Memory quiz!

You are going to do a quiz to test your memory. Work in pairs. Student A should look at the quiz on page 132. Student B should look at the quiz on page 137. You have three minutes exactly to answer the questions.

Close your book and try to write the words and numbers down. Compare results with your partner. Who remembered the most?

Did the quiz change your opinions about the best ways to study English vocabulary? Tell the other students about how you learn new words in English. Has anyone got any ideas that you would like to try?

 [2.1] You will hear Mark, an Australian, talking about how he met Julia, his English wife. The picture below shows their first meeting, but there are three differences between the picture and the story Mark tells. Listen to the story and look at the picture to find the differences.



P.137.4

## Mini-task

Think about an important meeting in your life. It could be:

- the first time you met a good friend, your wife / husband, your partner or another special person.
  - a time when you met someone famous or important.
- When did you meet? What was happening in your life at the time? What impressions did you have of the other person and how did you feel? Describe your meeting to other students. Ask your teacher for any words or phrases that you need.

Choose the best verb forms to complete the gaps. Then listen again and check your answers.

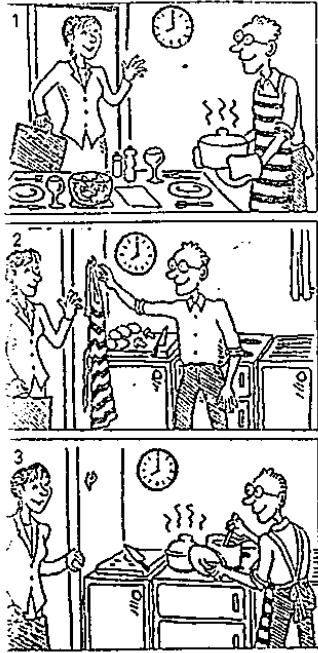
The first time I (1) *met / was meeting* Julia was about eight years ago. I'm Australian, but I (2) *spent / was spending* a few months over in Britain - (3) I *did / was doing* some photographic work for Harry, an Australian friend of mine. Anyway, one really hot summer day, Harry and I (4) *decided / were deciding* to invite a whole group of people to his house for a barbecue, and Julia (5) *arrived / was arriving* first. Actually she was really early and we weren't ready at all. I can still remember ... she was obviously a bit embarrassed ... so, anyway, I (6) *started / was starting* talking to her, asking her lots of questions, and, you know, (7) I *thought / was thinking* we (8) *had / were having* a good conversation when the other guests (9) *began / were beginning* to arrive. In fact, much later, she (10) *told / was telling* me that when we (11) *talked / were talking*, she actually (12) *thought / was thinking* I was a bit rude. Australians are much more direct than English people, and she (13) *hated / was hating* all the questions. I (14) *liked / was liking* her immediately ... the only problem was the dress she (15) *wore / was wearing* - it was this awful yellow colour that (16) *didn't suit / wasn't suiting* her at all. Luckily, though, I (17) *didn't tell / wasn't telling* her that!

cutting Edge student Book

at Simple and Past Continuous

ook at the pictures. They tell the story of one of Aesop's fables. What can you see? What can you guess about the story?

ead the story. Put the verb in brackets into the Past Simple. They are all regular. Complete the moral of 'The Bald Knight' at the end.



Read 5

Test your grammar

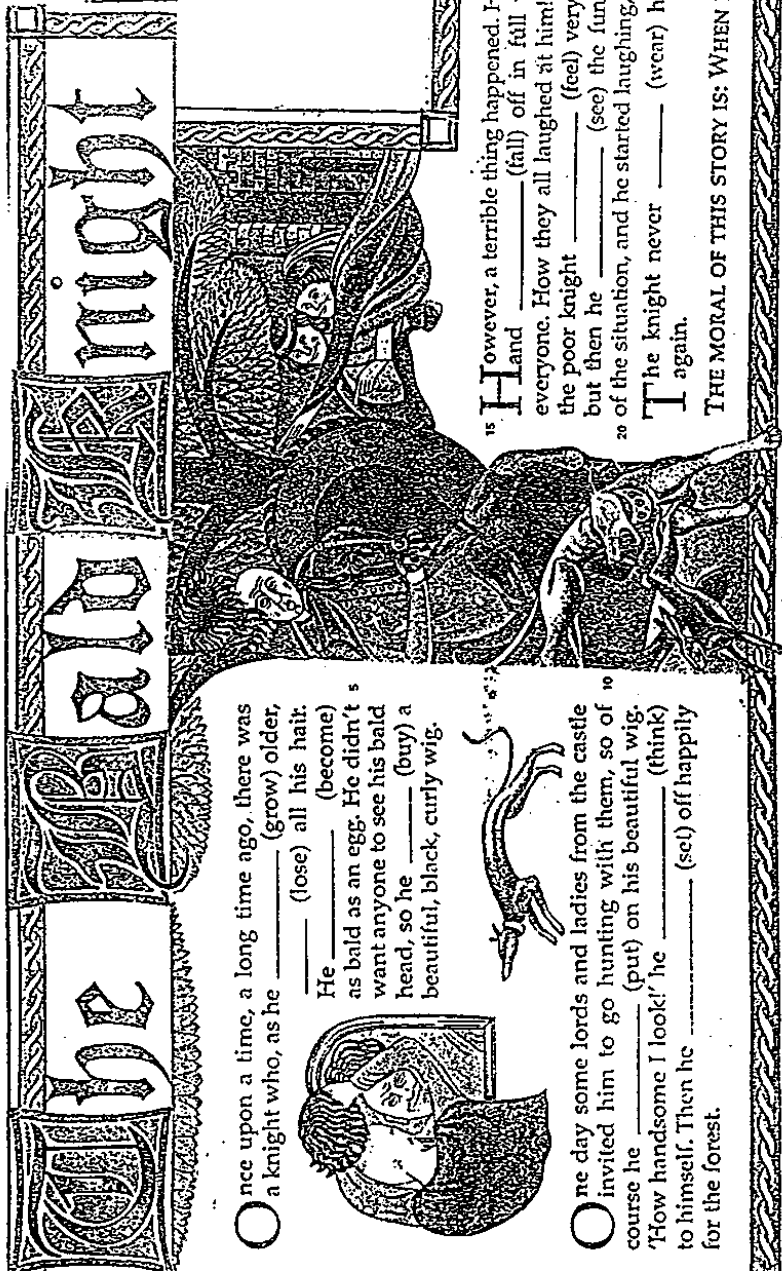
Look at the three sentences. What is the difference in meaning?

When Sylvia arrived home at eight o'clock, Tim cooked the dinner.

When Sylvia arrived home at eight o'clock, Tim was cooking the dinner.

When Sylvia arrived home at eight o'clock, Tim had cooked the dinner.

Match a picture with a sentence in exercise 1.



The Bald Knight

Once upon a time, a long time ago, there was a knight who, as he \_\_\_\_\_ (lose) all his hair.

He \_\_\_\_\_ (become) as bald as an egg. He didn't want anyone to see his bald head, so he \_\_\_\_\_ (buy) a beautiful, black, curly wig.



One day some lords and ladies from the castle invited him to go hunting with them, so of course he \_\_\_\_\_ (put) on his beautiful wig. 'How handsome I look!' he \_\_\_\_\_ (think) to himself. Then he \_\_\_\_\_ (set) off happily for the forest.

However, a terrible thing happened. His wig \_\_\_\_\_ (fall) off in full view of everyone. How they all laughed at him! At first the poor knight \_\_\_\_\_ (feel) very foolish but then he \_\_\_\_\_ (see) the funny side of the situation, and he started laughing, too. The knight never \_\_\_\_\_ (wear) his wig again.



THE MORAL OF THIS STORY IS: WHEN PEOPLE LAUGH AT US, IT IS BEST TO ...

PVAZ.6

3 The following sentences have been taken from the story. Read it again and decide where they fit.



- a ... as he was dressing in front of his mirror.
- b He was riding along, singing merrily to himself, when he passed under an oak tree and ...
- c They were all still laughing when they arrived back at the castle.



4 T.17 Listen and check your answers.

### Grammar questions

- What tense are all the underlined verb forms in Exercise 3?
- What is the difference in meaning between the following two sentences?  
*He laughed when he fell off his horse.*  
*He was laughing when he fell off his horse.*

## PRACTICE

### 1 Grammar

Underline the correct verb form in the following sentences.

- a While he rode / was riding in the forest he lost / was losing his wig.
- b When I arrived / was arriving the party was in full swing. Paul danced / was dancing with Mary, and Pat and Peter drank / were drinking champagne.
- c When I finished / was finishing the ironing, I cooked / was cooking dinner.
- d How fast did they travel / were they travelling when their car had / was having a puncture?
- e A police car passed / was passing us on the motorway when we did / were doing 80 miles per hour.
- f I took / was taking a photograph of him while he ate / was eating an ice-cream.
- g He didn't like / wasn't liking the photo when he saw / was seeing it.
- h I'm sorry I woke / was waking you. What were you dreaming / did you dream about?

Teacher's Student Book

# 1 The time of your life

## Preview

1 Answer the questions.

### Telling the time

- 1 Do you always wear a watch?
- 2 Could you live without your watch?
- 3 How many times a day do you look at your watch or a clock?
- 4 Why do we need to be able to tell the time accurately?
- 5 Do you think our lives are controlled by time?
- 6 When did people first think about telling the time?
- 7 What was the first way of telling the time?

## Vocabulary

2 Read the dictionary entries for the following words.  
Which of these do you think you will see on the video about time?

**sundial** /ˈsʌndaɪəl/ *n* [C] an object that shows the time by using the shadow made on it by the sun

**accurate** /ˈækjʊrət/ *adj* exactly correct

**ornament** /ˈɔːnəmənt/ *n* [C] an object that you keep because it is beautiful rather than useful

**hourglass** /ˈaʊəglɑːs/ *n* [C] a glass container for measuring time, in which sand moves to the bottom in exactly one hour

**shadow** /ˈʃædəʊ/ *n* [C] a dark shape that appears on the surface behind an object when light shines on it

**measure** /ˈmeʒə/ *v* [I:T] to find out the size, length or amount of something

**cast** /kɑːst/ a shadow to make a shadow appear on something

**pendulum** /ˈpendjʊləm/ *n* [C] a long stick with a weight at the bottom that swings from side to side, used especially to make a large clock work

**obelisk** /ˈɒbəlɪsk/ *n* [C] 1 a tall pointed stone pillar

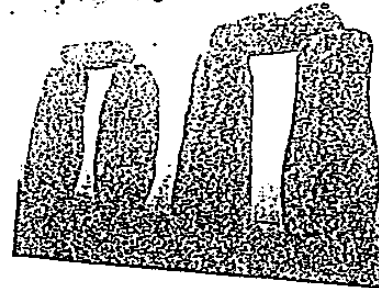
**In view 1**

Start - 5:22

- 1 Read the list below.  
Then watch and put them in the order they appear on the video.
- atomic clock     hourglass     obelisk     pendulum clock   
 Stonehenge     sundial     water clock

2 Which of these ideas are included in the video?

- 1 The history of how we measure time.
- 2 How we waste time.
- 3 We never have enough time.
- 4 The importance of time in many areas of life.



**In view 2**

Section 1 0:00 - 1:00

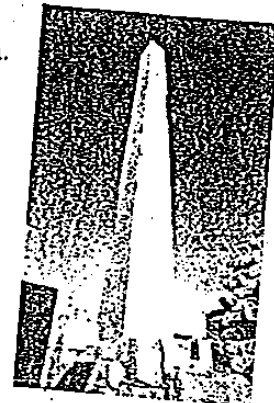
- 1 Read the following phrases.  
Then watch and tick the ones Martin and Emma use.
- there's a time to ...     on time     buy time     kill time   
 spend time     make time     tell the time     waste time   
 to have the time of your life     to have a bad time

You can watch again to check your answers.

Section 2 1:01 - 1:54

- 2 Watch the video, then read the following and decide whether they are true or false.  
Try to correct the ones which are false.

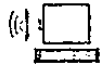
- 1 We have always wanted to measure time.  
*False. There was a time when no one used to think much about time.*
- 2 It is thought that Stonehenge was built to help people work out seasons, months and years, by noting the position of the sun.  
.....
- 3 The Romans invented the obelisk.  
.....
- 4 The shadow cast by the obelisk helped people to divide the day into morning and afternoon.  
.....



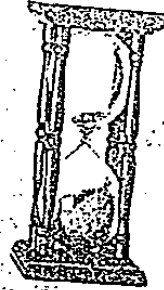
You can watch again to check your answers.


1 The time of your life Part 2c

Section 3 1:54 - 2:36


 **3** Watch the video and complete the table to show the advantages and disadvantages of the sundial and the hourglass.

Instrument	For	Against
Sundial		
Hourglass		




 You can watch again to check your answers.

Section 4 2:36 - 3:20


 **4** Read the sentences below. Watch and choose the correct sentence in each pair.

- a We see a water clock from Ancient Greece.
- b We see a model of a water clock from China.
- c The clock was very accurate.
- d The clock was not very accurate.
- e It was very difficult to control the speed of the water.
- f The water always flowed too fast.

 You can watch again to check your answers.




Section 5 3:20 - 3:51

 **5** Watch the video, then complete the following. Use the words from the box.

Christiaan Huygens was a Dutch (1) ..... . He was not the first man to build a (2) ..... but he was the first to build one that was (3) ..... to within one minute a (4) ..... . This was a (5) ..... in the history of time-keeping. From then on, something going well was (6) .....

turning point   scientist   day   pendulum clock   running like clockwork   accurate

 You can watch again to check your answers.


PVAD-7d

6 Look back at exercise 5 and say what the following expressions mean.

- 1 accurate to within one minute a day
- 2 a turning point
- 3 running like clockwork


Section 6 3:51-4:32

Before you watch the video, read the exercises (7-8), then watch and answer.


 7 Read the following, then watch and tick (✓) the correct answer.

The atomic clock is accurate to:


- 1 within a second per year
- 2 within a million seconds per year
- 3 within one millionth of a second per year
- 4 within a nanosecond (= a thousand millionth of a second) per year

 8 Watch 4:21-4:32 again without sound and put the following in the order you think Martin talks about them. You can watch this more than once.

- electric power  many other modern technologies  communication   
 transportation  manufacturing

 Now listen and check your answers.

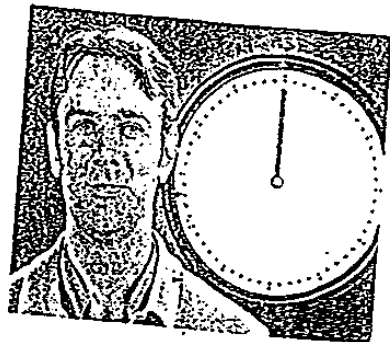
Section 7 4:33-5:22

 9 Before you watch, try to match the activities to the time we spend/waste on them. Then watch and compare your answers.

- |                                      |                               |
|--------------------------------------|-------------------------------|
| 1 Eleven days a year                 | a In the bathroom             |
| 2 Eight months of your life (in USA) | b Stuck in traffic jams       |
| 3 Forty-five hours every year        | c Travelling to and from work |
| 4 Twenty-four years of your life     | d Opening junk mail           |
| 5 Four years of your life            | e In bed                      |
| 6 Two years of your life             | f On hold on the phone        |

Your view

- 6
- Which of the activities in question 9 do you think is really a waste of time?
  - Can you think of other ways in which we waste time?





## 2 Glorious failures PLAY 82

### Preview

1 Answer the questions.

- 1 Look at the title 'Glorious failures'. What do you think this means?
- 2 Make a list of five things that did not exist 100 years ago.
- 3 Which of these could you not live without today?
- 4 What do you think is the greatest invention of all time?

### Vocabulary

2 Match the expressions to the correct definitions.

to achieve fame and fortune    baldness    Hall of Fame    to launch    revolution  
to make the big breakthrough    the thinking behind something    glorious

- 1 a group of people who have been particularly successful usually in a certain area
- 2 to make an important advance or discovery, often after earlier failures
- 3 to become well known and rich
- 4 a complete change in ways of thinking, working, doing things;  
one complete circular movement on a central point e.g. of a wheel
- 5 to send a boat into the water; to bring something to the public's attention
- 6 the reason something has been done in a certain way
- 7 the condition of being bald, having little or no hair on the head
- 8 wonderful, splendid; enjoyable

### In view 1

5:32 - 11:05



- 1 Watch the first part of the programme from 5:32 - 7:25.  
What do you think the rest of the programme will be about?
- 2 Now watch from 7:25 - 8:23. What do you think this next invention will be?
- 3 Watch the rest of the programme. Which invention do you think is the craziest?

**In view 2** Pr2V2.b

Section 1 5:50 - 6:33

**1** Watch and listen for the following phrases. Tick each one as you hear it.

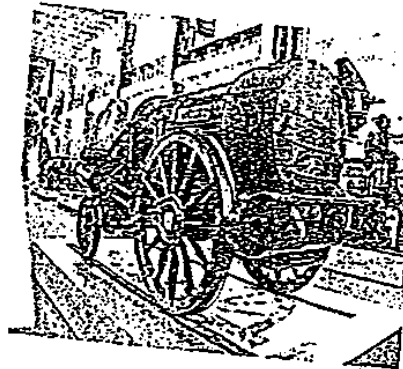
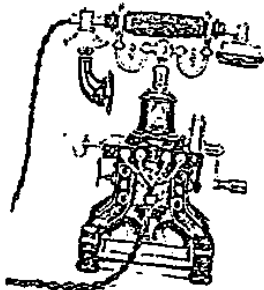
- exhibits
- developments in science and technology
- shaping the modern world
- inventors
- pioneered

**2** Watch again. What do you think each word or expression means?

You can watch again to check your answers.

Section 2 6:33 - 7:14

**3** Watch and match the people to the inventions and to the dates.



- |                     |                                 |          |
|---------------------|---------------------------------|----------|
| 1 George Stephenson | a table telephone               | i 1860s  |
| 2 Thomas Edison     | b electric light bulb           | ii 1890  |
| 3 Louis Pasteur     | c the Rocket - a railway engine | iii 1880 |
| 4 Lars Ericsson     | d microscope                    | iv 1829  |

**4** One of these people was NOT the inventor of the object. Which one?

You can watch again to check your answers.

**5** Watch 6:33 - 7:01 again without sound and give your own voice-over commentary using the information in exercise 3.

*Here is George Stephenson's Rocket which was built in 1829.*

**6** Watch the rest of this section with sound. Compare the list below with Emma's. What is missing in this list?

Vacuum cleaners   Washing machines   Radios   Flush lavatory

PVAD/99

### Suspect A

You and your friend went to a restaurant yesterday evening.

Before you are interviewed by the police, you must decide what happened yesterday evening. You will be interviewed separately, so you must have exactly the same story – or you will be arrested! Remember, details are important.

Here are some things for you to decide:

- when and where you met
- what you did before the meal
- the name of the restaurant and where you sat
- why you chose that restaurant
- other people in the restaurant
- your waiter / waitress
- what you both ate and drank
- the bill and how you paid
- what you did after the meal
- transport during the evening
- anything else about the evening – you never know what the police might ask you!



### Police officer A

You are going to interview a suspect who you think committed last night's robbery. The suspect says that he / she went to a restaurant last night with a friend.

With your partner(s), write down some questions to ask him / her. All police officers must write the questions, as you are going to interview the suspects separately, then compare your answers later. Remember – details are important in a police investigation! Make sure that you ask about both the suspects.

You can ask questions about the following:

- when and where the suspects met
- what they did before the meal
- the restaurant and where they sat
- why they chose that restaurant
- other people in the restaurant
- the waiter / waitress
- what they both ate and drank
- the bill and how they paid
- what they did after the meal
- transport during the evening
- any more questions that you can think of.



### Suspect B P. 121.9 b

You and your friend went to the cinema yesterday evening.

Before you are interviewed by the police, you must decide what happened yesterday evening. You will be interviewed separately, so you must have exactly the same story – or you will be arrested! Remember, details are important.

Here are some things for you to decide:

- when and where you met
- what you did before the film
- which cinema you went to
- details of the film (actors, story, etc.)
- where you sat in the cinema
- other people in the cinema
- what you both ate and drank
- how much everything cost
- what you did after the film
- transport during the evening
- anything else about the evening – you never know what the police might ask you!



### Police officer B

You are going to interview a suspect who you think committed last night's robbery. The suspect says that he / she went to the cinema last night with a friend.

With your partner(s), write down some questions to ask him / her. All police officers must write the questions, as you are going to interview the suspects separately, then compare your answers later. Remember – details are important in a police investigation! Make sure that you ask about both the suspects.

You can ask questions about the following:

- when and where the suspects met
- what they did before the film
- which cinema they went to
- details of the film (actors, story, etc.)
- where they sat in the cinema
- other people in the cinema
- what they both ate and drank
- how much everything cost
- what they did after the film
- transport during the evening
- any more questions you can think of.



**EXAMPLE LESSON PLAN (for M)**

**Teacher:** Mixed learning style teacher

**Lesson:** Integrated

**Subject:** Past Simple and Past Progressive

**Presentation:** Talking about irregular forms of the verbs. Using the material PM1 (exercises about irregular verbs), using the material PM 2 and PM 3 (mechanic exercise on irregular verbs), using the material PM 4 (about simple past tense)  
Talking about the differences between past simple and past progressive.

**Practice:** Using the material PM 4, PM 5 and PM 6, PM 7 and PM 8 (comparison of simple past and past progressive).Using

**Production:** Using the material PM 9 ( game about Simple past and Past Progressive)

PM1

PRACICE 6—GUIDED STUDY: Irregular verbs. (Chart 1-11)

Directions: The following is a review of the forms of irregular verbs. The simple form is given. You are to provide the SIMPLE PAST and the PAST PARTICIPLE. Note: Verbs followed by an asterisk (\*) are defined at the end of this practice (page 12).

GROUP 1: ALL THREE FORMS ARE DIFFERENT

Group 1A: The vowel changes from "i" to "a" to "u":

begin	<i>began</i>	<i>begun</i>	sink*		
drink			spring*		
ring			stink*		
shrink*			swim		
sing					

Group 1B: The vowel changes in the simple past. The past participle ends in "n":

blow	<i>blew</i>	<i>blown</i>	get		
draw			forget		
grow			mistake		
know			shake		
throw			take		
fly			bite		
break			hide		
choose			be		
drive			cut		
freeze			fall		
ride			forgive		
rise			give		
speak			lie		
steal			see		
swear			do		
tear			go		
wear					
weave*					
write					

GROUP 2: TWO FORMS ARE THE SAME: THE SIMPLE PAST AND THE PAST PARTICIPLE

Group 2A: The simple past and the past participle end in "d":

sell	<i>sold</i>	<i>sold</i>	lay		
sell			pay		
sell			say		
feel			find		
lead			grind*		
lead			wind*		
lead			have		
lead			hear		

Group 2B: The simple past and the past participle end in "t":

creep*	<i>crept</i>	<i>crept</i>	bring		
deal*			buy		
feel			catch		
keep			fight		
kneel			seek*		
leave			teach		
mean			think		
meet			bend		
sleep			build		
sweep			lend		
weep*			send		
lose			spend		

Group 2C: The vowel changes to form the simple past and past participle:

cling*	<i>clung</i>	<i>clung</i>	hold		
dig			shoot		
hang			sit		
spin*			stand		
stick			understand		
sting*			win		
strike*					
swing*					

**2-8 TROUBLESOME VERBS: RAISE, RISE, SET, SIT, LAY, LIE**

TRANSITIVE	INTRANSITIVE	
(a) <i>raise, raised, raised</i> Tom <i>raised</i> his hand.	(b) <i>rise, rose, risen</i> The sun <i>rises</i> in the east.	<i>Raise, set, and lay</i> are transitive verbs; they are followed by an object. <i>Rise, sit, and lie</i> are intransitive; i.e., they are NOT followed by an object.* In (a): <i>raised</i> is followed by the object <i>hand</i> . In (b): <i>rises</i> is not followed by an object. Note: <i>Lay</i> and <i>lie</i> are troublesome for native speakers too and are frequently misused.
(c) <i>set, set, set</i> I will <i>set</i> the book on the desk.	(d) <i>sit, sat, sat</i> I <i>sit</i> in the front row.	
(e) <i>lay, laid, laid</i> I am <i>laying</i> the book on the desk.	(f) <i>lie, lay, lain</i> He is <i>lying</i> on his bed.	

PM2

\*See Appendix Chart A-1, p. A1, for information about transitive and intransitive verbs.

\*\**Lie* is a regular verb (*lie, lied*) when it means "not tell the truth": He *lied* to me about his age.

□ EXERCISE 17. Troublesome verbs. (Chart 2-8)

Directions: Choose the correct word in parentheses.

- The student (*raised, rose*) his hand in class.
- Hot air (*raises, rises*).
- Ann (*set, sat*) in a chair because she was tired.
- I (*set, sat*) your dictionary on the table a few minutes ago.
- Hens (*lay, lie*) eggs.
- Sara is (*laying, lying*) on the grass in the park right now.
- Jan (*laid, lay*) the comb on top of the dresser a few minutes ago.
- If you are tired, you should (*lay, lie*) down and take a nap.
- San Francisco (*lay, lies*) to the north of Los Angeles.
- Mr. Faust (*raises, rises*) many different kinds of flowers in his garden.
- The student (*raised, rose*) from her seat and walked to the front of the auditorium to receive her diploma.
- Hiroki is a very methodical person. Every night before going to bed, he (*lays, lies*) his clothes for the next day on his chair.
- Where are my keys? I (*lay, laid*) them here on the desk five minutes ago.
- Fred (*set, sat*) the table for dinner.
- Fred (*set, sat*) at the table for dinner.
- The fulfillment of all your dreams (*lies, lays*) within you—if you just believe in yourself.

PRACTICE 12—SELFSTUDY: Simple past of irregular verbs. (Chart 1-14)

Directions: Complete the sentences with the SIMPLE PAST of the irregular verbs in the list. Pay special attention to spelling. Each verb is used only one time.

<i>broadcast</i>	<i>fall</i>	<i>lose</i>	<i>usual</i>
<i>cost</i>	<i>flee</i>	<i>sick</i>	<i>strike</i>
<i>deal</i>	<i>hold</i>	<i>shoot</i>	<i>sweep</i>

PM3

- Ron had a small accident. He \_\_\_\_\_ to the floor when his foot got caught in the rug.
- The car that Barb was driving went out of control and \_\_\_\_\_ a stop sign. That's the first time Barb ever hit anything with her car.
- All of the radio and TV stations \_\_\_\_\_ the news of the peace plan yesterday.
- When Mrs. Grant was having trouble, she \_\_\_\_\_ help from her neighbors. She asked them for their support and advice.
- The team played badly. They \_\_\_\_\_ the game by seven points. Oh, well. You can't win 'em all.
- When we played cards, Jane \_\_\_\_\_ five cards to each player.
- Sue \_\_\_\_\_ the knife in her right hand and the fork in her left hand.
- The hunter slowly raised his rifle and \_\_\_\_\_ at the deer, but he missed.
- Jenny wanted a color TV for her apartment, but the least expensive one \_\_\_\_\_ too much for her budget, so she decided to wait until she could save enough money.
- When I spilled rice on the floor, I got the broom and \_\_\_\_\_ it up.
- A thief broke into Carlos' apartment and \_\_\_\_\_ his TV and his stereo set.
- Tommy wanted to play a little joke on his friend, Marcia. He ran up to Marcia's front door, rang the doorbell, and then \_\_\_\_\_ quickly down the street. When Marcia answered the door, no one was there.

1 Read what Sharon says about a typical working day:



SHARON

I usually get up at 7 o'clock and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8.45. I never have lunch. I finish work at 5 o'clock. I'm always tired when I get home. I usually cook a meal in the evening. I don't usually go out. I go to bed at about 11 o'clock. I always sleep well.

Yesterday was a typical working day for Sharon. Write what she did or didn't do yesterday.

- |                                       |          |                        |
|---------------------------------------|----------|------------------------|
| 1 ...She got up at 7 o'clock...       | 7 .....  | at 5 o'clock.          |
| 2 She ..... a big breakfast.          | 8 .....  | tired when ..... home. |
| 3 She ..... a meal yesterday evening. | 9 .....  | out yesterday evening. |
| 4 It ..... to get to work.            | 10 ..... | at 11 o'clock.         |
| 5 ..... at 8.45.                      | 11 ..... | well last night.       |
| 6 ..... lunch.                        | 12 ..... |                        |

Put one of these verbs in each sentence:

buy catch cost drink fall hurt sell spend teach throw win write

- Mozart ..... more than 600 pieces of music.
- 'How did you learn to drive?' 'My father ..... me.'
- We couldn't afford to keep our car, so we ..... it.
- I was very thirsty. I ..... the water very quickly.
- Paul and I played tennis yesterday. He's much better than me, so he ..... easily.
- Don ..... down the stairs this morning and ..... his leg.
- Jim ..... the ball to Sue, who ..... it.
- Ann ..... a lot of money yesterday. She ..... a dress which ..... £100.

A friend has just come back from holiday. You ask him about it. Write your questions.

- |  |                                      |
|--|--------------------------------------|
| 1 (where/go?) ...Where did you go? ..... | 6 (how/travel?) .....                |
| 2 (go alone?) .....                      | 7 (the weather / fine?) .....        |
| 3 (food/good?) .....                     | 8 (what / do in the evenings?) ..... |
| 4 (how long / stay there?) .....         | 9 (meet anybody interesting?) .....  |
| 5 (stay at a hotel?) .....               |                                      |

Complete the sentences. Put the verb into the correct form, positive or negative.

- It was warm, so I ..... off my coat. (take)
- The film wasn't very good. I ..... it very much. (enjoy)
- I knew Sarah was very busy, so I ..... her. (disturb)
- I was very tired, so I ..... to bed early. (go)
- The bed was very uncomfortable. I ..... very well. (sleep)
- Sue wasn't hungry, so she ..... anything. (eat)
- We went to Kate's house but she ..... at home. (be)
- It was a funny situation but nobody ..... (laugh)
- The window was open and a bird ..... into the room. (fly)
- The hotel wasn't very expensive. It ..... very much. (cost)
- I was in a hurry, so I ..... time to phone you. (have)
- It was hard work carrying the bags. They ..... very heavy. (be)

Directions: Complete the sentences with the SIMPLE PAST of the irregular verbs in the list. Pay special attention to spelling. Each verb is used only one time.

bet	freeze	sink	split
chose	lead	spend	upset
fly	ring	spin	sweep

- Dr. Perez ..... ten hours in the operating room performing the delicate surgery.
- On my first day at the university, Sally ..... the way to our classroom. I followed.
- We made a friendly wager on the game. I ..... a dollar on my team.
- I ..... when I heard the tragic news. Everyone else cried too.
- As she stood, she ..... the table, and everything on top of it fell to the floor.
- Paul wanted to make a fire, but the logs were too big. So he ..... them with his ax.



- When I threw a piece of wood from the shore, it floated on top of the water. When I threw a rock, it ..... immediately to the bottom of the lake.
- In 1927, Charles Lindbergh ..... from New York to Paris in 33 hours and 30 minutes. How long does it take today on an SST? (SST = supersonic transport)
- When the children ..... around and around, they became dizzy.



Directions: Fill in the blanks with the SIMPLE PAST or the PAST PROGRESSIVE of the verbs in parentheses. Include any other words in parentheses.

PM 5

- We *(have)* had a wonderful dinner last night to celebrate our 25th wedding anniversary.
- We *(be, at home)* were at home having our anniversary dinner when my uncle called to congratulate us last night.
- A: Why is Henry in the hospital?  
B: He *(work, in his garage)* \_\_\_\_\_ on his car when the gas tank *(explode)* \_\_\_\_\_.  
A: What *(cause)* \_\_\_\_\_ the explosion?  
B: Henry *(light)* \_\_\_\_\_ a cigarette.
- A: I'm sorry. Officer. I *(see, not)* \_\_\_\_\_ the stop sign. I *(think)* \_\_\_\_\_ about something else.  
B: What *(think, you)* \_\_\_\_\_ about? You should have been thinking about your driving.
- Bill asked me to come over to his apartment, but I *(want, not)* \_\_\_\_\_ to leave the house because I *(wait)* \_\_\_\_\_ for a phone call.
- Amy *(hear, not)* \_\_\_\_\_ her parents having an argument last night. She *(listen, in her room)* \_\_\_\_\_ to music.

◇ PRACTICE 17—GUIDED STUDY: The simple past and the past progressive. (Charts 1-12 → 1-14)

PM 6

Directions: Complete the sentences with the SIMPLE PAST or PAST PROGRESSIVE. Use any verb that seems right to you.

- Last Saturday while Sandy was cleaning out the attic, she found her grandmother's wedding dress.
- Two days ago, Peter \_\_\_\_\_ all of his money out of the bank and \_\_\_\_\_ a new car. Yesterday, while he \_\_\_\_\_ to work, he lost control of his steering and \_\_\_\_\_ another car. He wasn't hurt, but the accident completely \_\_\_\_\_ his new car.
- Last night we suddenly \_\_\_\_\_ up from a sound sleep when we \_\_\_\_\_ a noise about 3:00 A.M. I thought it was a burglar, but it was only a cat that \_\_\_\_\_ along the window sill.
- Two days ago I \_\_\_\_\_ my friends Ann and Andy at their apartment. They \_\_\_\_\_ the dishes when I \_\_\_\_\_. They \_\_\_\_\_ quickly, and we all \_\_\_\_\_ down and \_\_\_\_\_ about-old times.
- When I \_\_\_\_\_ to/at the airport, Lisa \_\_\_\_\_ for me in the baggage claim area. As soon as she \_\_\_\_\_ me, she \_\_\_\_\_ her arms and \_\_\_\_\_ something that I couldn't hear because the people around me \_\_\_\_\_ so much noise.
- Mary \_\_\_\_\_ outside \_\_\_\_\_ the flowers when it \_\_\_\_\_ to rain. So, of course, she \_\_\_\_\_ off the hose and let nature take care of her garden.

Directions: Fill in the blanks with the SIMPLE PAST or the PAST PROGRESSIVE of the verbs in parentheses.

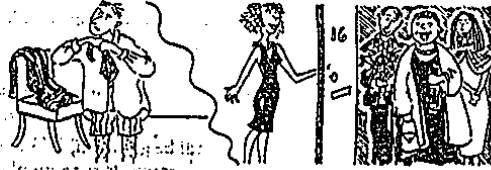
PM 7

- Yesterday David *(cross)* was crossing a street when a truck *(turn)* turned the corner very fast and almost *(hit)* hit him.
- During the study period in class yesterday, it *(be)* \_\_\_\_\_ hard for me to concentrate because the student next to me *(hum)* \_\_\_\_\_.
- Last Monday while we *(watch, in our living room)* \_\_\_\_\_ an exciting game on television, the electricity *(go)* \_\_\_\_\_ out. So we *(go)* \_\_\_\_\_ outside, *(get)* \_\_\_\_\_ into the car, *(turn)* \_\_\_\_\_ on the radio, and *(listen)* \_\_\_\_\_ to the rest of the game. The next day the car battery *(be)* \_\_\_\_\_ dead.
- The police *(surround)* \_\_\_\_\_ a thief yesterday. They *(surround)* \_\_\_\_\_ the jewelry store while he *(stuff, still inside)* \_\_\_\_\_ his pockets with diamonds.
- Yesterday we had a houseful of children for my son's sixth birthday party. In the middle of the party, the phone *(ring)* \_\_\_\_\_, so I had to leave the children alone for a moment. When I *(come)* \_\_\_\_\_ back into the room, most of the children *(still, play)* \_\_\_\_\_ together nicely. But over in the corner, Bobby *(pull)* \_\_\_\_\_ Annie's hair. I quickly *(run)* \_\_\_\_\_ over and *(tell)* \_\_\_\_\_ Bobby to stop.
- TEACHER: You're late again. You were supposed to be here ten minutes ago. Where were you?  
MICHAEL: I *(look)* \_\_\_\_\_ for a place to park.  
TEACHER: *(Find, you)* \_\_\_\_\_ one?  
MICHAEL: Yes, but it's at a parking meter that has a 15-minute limit. So every 15 minutes I'll have to go out and put some more money in the meter.  
TEACHER: Maybe you should start taking the bus to school.

Complete the sentences using these pairs of verbs. Use the past simple in one space and the past continuous in the other. (A & B)

arrive/get go/get meet/work look/slip wait/order ski/break

- Just as I was getting into the bath the fire alarm went off.
- Helen slipped her leg while she was in Switzerland.
- We met when I was in a music shop.
- When his mother looked in the other direction Steve waited away quietly.
- I was drinking a drink while I waited for Pam to arrive.
- Our guests were early. They arrived as I was changed.



This time, use the same tense in both spaces. (B)

close/sit come/put not concentrate/think shut/start take/place write/drive

- She closed the door and sat down quickly.
- I shut the windows as soon as it started to rain.
- I'm sorry, I wasn't concentrating I drove about Jim.
- It was an amazing coincidence. Just as I was driving to Anne, she came to my house to come and see me.
- When the taxi arrived I put my suitcase on the back seat.
- He took the cake out of the oven and placed it carefully on the table.

Look at the past continuous verbs you wrote in 6.1: 1-6. Which of these could also be in the past simple? What difference in meaning, if any, would there be? (A, B & C)

Complete the sentences with one of these verbs: be, enjoy, have, live. Use the same verb for each sentence in the pair. In one, you can use only the past simple; in the other you can use either the past simple or the past continuous. (C)

- It was now getting late, and my eyes troubled focusing on the birds in the disappearing light.
- I troubled with that car the whole of the time I owned it.
- As a historian, I'm interested in how people lived in the past.
- During that hard winter, people lived by selling what few remaining possessions they had.
- She was very good at talking to children in a way that kept them entertained.
- Before the party, the children got very excited and lived naughty.
- He was learning Japanese until the class had a new teacher.
- Even when he was young, Jonathan was learning languages.

Correct the sentences if necessary or put a ✓. (D)

- Whenever I called in on Sam, he talked on the phone.  
 When I lived in Paris, I was spending three hours a day travelling to and from work.  
 Peterson was winning the tournament four times before he retired.  
 We were having to play netball twice a week when I went to school.  
 The weather was so hot when I was in London.

## EXERCISES

What were you doing at the following times? Write one sentence as in the examples. The past continuous is not always necessary (see the second example).

- (at 8 o'clock yesterday evening) ... I was having dinner with some friends.
- (at 5 o'clock last Saturday) ... I was on a train on my way to London.
- (at 10.15 yesterday morning) .....
- (at 4.30 this morning) .....
- (at 7.45 yesterday evening) .....
- (half an hour ago) .....

Use your own ideas to complete these sentences. Use the past continuous.

- Tom burnt his hand when he was cooking the dinner.
- The doorbell rang while I .....
- We saw an accident while we .....
- Mary fell asleep while she .....
- The television was on but nobody .....

Put the verbs into the correct form, past continuous or past simple.



- 1 I wasn't (see) Sue in town yesterday but she wasn't (not/see) me. She was (look) the other way.
- 2 I was (meet) Tom and Ann at the airport a few weeks ago. They went (go) to Berlin and I went (go) to Madrid. We were (have) a chat while we waited (wait) for our flights.
- 3 I was (cycle) home yesterday when suddenly a man stepped (step) out into the road in front of me. I was (go) quite fast but luckily I managed (manage) to stop in time and didn't (not/hit) him.

Put the verbs into the correct form, past continuous or past simple.

- Jane was walking... (wait) for me when I arrived (arrive).
- 'What was (you/do) this time yesterday?' 'I was asleep.'
- 'Was Carol at the party last night?' 'Yes, she was (wear) a really nice dress.'
- How fast was (you/drive) when the accident happened (happen)?
- John was (take) a photograph of me while I was (not/look).
- We were in a very difficult position. We didn't (not/know) what to do.
- I haven't seen Alan for ages. When I last saw (see) him, he was (try) to find a job in London.
- I was (hear) footsteps behind me. Somebody was (follow) me. I was frightened and I started (start) to run.
- When I was young, I wanted (want) to be a bus driver.

Practise

### Suspect A

You and your friend went to a restaurant yesterday evening.

Before you are interviewed by the police, you must decide what happened yesterday evening. You will be interviewed separately, so you must have exactly the same story – or you will be arrested! Remember, details are important.

Here are some things for you to decide:

- when and where you met
- what you did before the meal
- the name of the restaurant and where you sat
- why you chose that restaurant
- other people in the restaurant
- your waiter / waitress
- what you both ate and drank
- the bill and how you paid
- what you did after the meal
- transport during the evening
- anything else about the evening – you never know what the police might ask you!



### Police officer A

You are going to interview a suspect who you think committed last night's robbery. The suspect says that he / she went to a restaurant last night with a friend.

With your partner(s), write down some questions to ask him / her. All police officers must write the questions, as you are going to interview the suspects separately, then compare your answers later. Remember – details are important in a police investigation! Make sure that you ask about both the suspects.

You can ask questions about the following:

- when and where the suspects met
- what they did before the meal
- the restaurant and where they sat
- why they chose that restaurant
- other people in the restaurant
- the waiter / waitress
- what they both ate and drank
- the bill and how they paid
- what they did after the meal
- transport during the evening
- any more questions that you can think of.



### Suspect B *P. 121. 9 b*

You and your friend went to the cinema yesterday evening.

Before you are interviewed by the police, you must decide what happened yesterday evening. You will be interviewed separately, so you must have exactly the same story – or you will be arrested! Remember, details are important.

Here are some things for you to decide:

- when and where you met
- what you did before the film
- which cinema you went to
- details of the film (actors, story, etc.)
- where you sat in the cinema
- other people in the cinema
- what you both ate and drank
- how much everything cost
- what you did after the film
- transport during the evening
- anything else about the evening – you never know what the police might ask you!



### Police officer B

You are going to interview a suspect who you think committed last night's robbery. The suspect says that he / she went to the cinema last night with a friend.

With your partner(s), write down some questions to ask him / her. All police officers must write the questions, as you are going to interview the suspects separately, then compare your answers later. Remember – details are important in a police investigation! Make sure that you ask about both the suspects.

You can ask questions about the following:

- when and where the suspects met
- what they did before the film
- which cinema they went to
- details of the film (actors, story, etc.)
- where they sat in the cinema
- other people in the cinema
- what they both ate and drank
- how much everything cost
- what they did after the film
- transport during the evening
- any more questions you can think of.



### **EXAMPLE LESSON PLAN (for VAV)**

**Teacher:** Visual Teachers

**Lesson:** Integrated

**Subject:** Comparatives

**Presentation:** Talking about the pictures and matching them with the statement in exercise CVAV1 and what will happen in the future.

**Practice:** Using activity CVAV 2 (teacher describes the rooms in the picture and students mark them the sentences as true or false. Students do not have the picture).Using CVAV 3 (teacher explains the data on the table and students fill the gaps through listening), material CVAV 4 (listening the instruction and marking the places on the map) (listening to the text and taking notes).

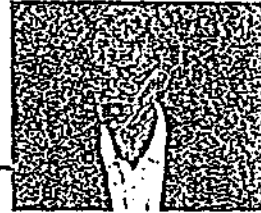
**Production:** Using the material CVAV 5 (talking about an English school and giving advice by comparing with another one) (teacher gives the instruction. Students do not have the handout)

# Older & Younger Folks

## Warm-Up



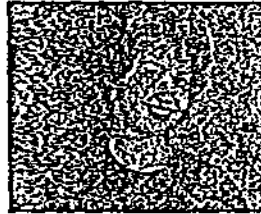
Picture 1



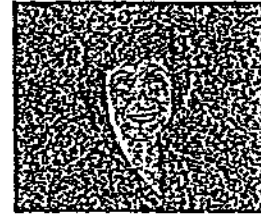
Picture 2



Picture 3



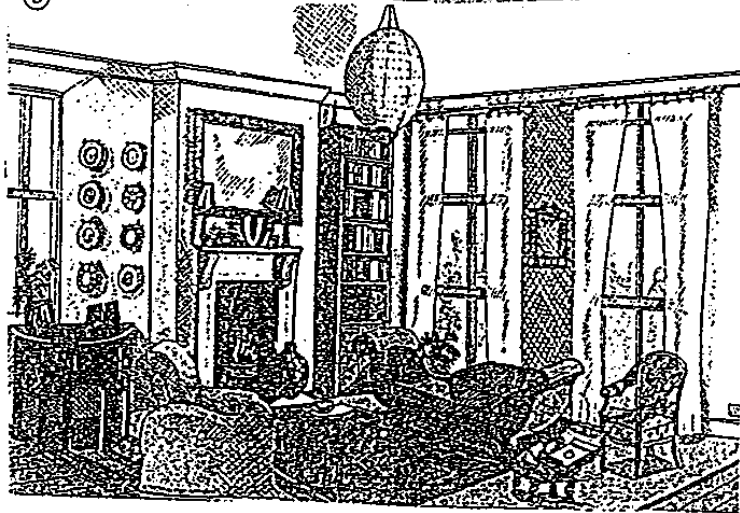
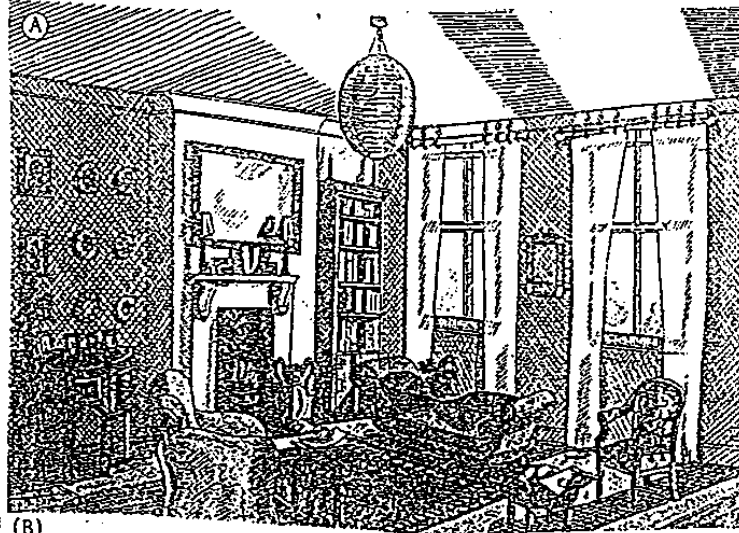
Picture 4



Picture 5

- 1 a Scan the following statements and underline the words and phrases that indicate different times of life.
- ..... My favorite time of life was when I was a little boy. I liked the freedom of childhood, but I also liked having someone to take care of me.
  - ..... My teenage years were the best of my life. I loved the excitement of doing things for the first time: dating, driving a car, getting a part-time job. . . .
  - ..... I'm in my seventies and this is the best time of my life. I'm retired, so I have time to relax and enjoy my hobbies. I also finally have the chance to take some classes.
  - ..... The best time of my life was my thirties. We were just starting a family at the time, and I loved having little kids at home.
  - ..... My grandchildren find it hard to believe, but my best years were my late forties and fifties! After our children grew up and moved out, my husband and I had more time to spend just with each other.
- b Match these statements with the people in the pictures.
- c **GroupWork** Discussion. What age was/is your favorite? Why? Which age are you looking forward to most?
- 2 **GroupWork** Discussion. Describe things you did when you were a child. What was it like where you grew up? How is it different today?

C VAY.2.



1 Find the following things in the pictures opposite.

- a rug a mirror a sofa
- a cushion a bookcase
- an armchair a vase a stool

2 Look at the following pairs of sentences and mark them T (true) or F (false).

- a The armchair in A isn't as big as the armchair in B.  
The armchair in B is bigger than the armchair in A.
- b There are fewer windows in A than B.  
There's less light in A than in B.
- c The sofa in A isn't as long as the one in B.  
The sofa in B isn't as long as the one in A.
- d The rug in A is as big as the one in B.  
The rug in B is just as big as the one in A.
- e The cushion in A is exactly the same as the one in B.  
The cushion in A is more or less the same as the one in B.

3 a) In two minutes find as many differences and similarities as possible between rooms A and B.

b) Work in groups. Explain the differences to other students. Write five sentences describing the differences.

Cutting edge student book

Comparisons

1. Match the people to the deadlines.

3 hours	2.5 hours	1.5 hours
1 hour	10 mins	

- 1 Jo has much more time than Pete before her deadline.
- 2 Tom has more time than Sue, but a tighter deadline than Jo.
- 3 Sue's deadline is not as tight as Pete's.
- 4 Dee's deadline is a lot tighter than Pete's.

2. Look at the table which shows changes in the way children in America are spending their time.

	1981	Today
Playing	40 % of time	30% of time
At pre-school	11.5 hours a week	20 hours a week
Watching TV	2 hours on weekdays	90 mins on weekdays

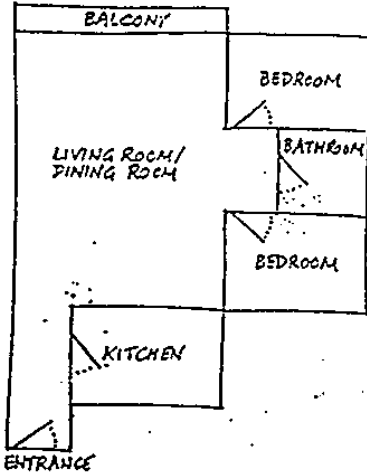
Now complete the sentences. Use information from the table above and words in the box below.

In 1981 children spent (1) ..... of their time playing than they do today. The figure has fallen from 40 per cent to 30 per cent. And children today seem to be 'working' (2) ..... than the previous generation as they spend nearly (3) ..... hours a week at pre-school. Perhaps the (4) ..... fact is that today's children spend (5) ..... time watching TV, in fact half an hour (6) ..... each day.

harder	most surprising
much more	twice as many
far less	less



a) Draw a plan of your home, like this:



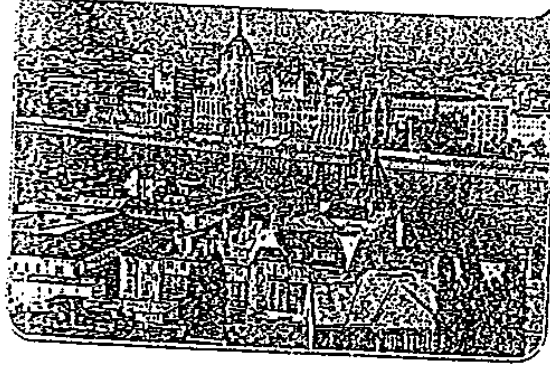
b) [3.2] Listen to the instructions and mark the places described. Do not write anything, but remember why you marked those places.

c) Work in pairs. Explain your pictures to each other.

This is my father's desk - it's one of the messiest places in the house!



Judit Molnar, the daughter of Hungarian parents, first visited Budapest, the capital of Hungary, in the 1980s, when Hungary was still a Communist country. She returned recently to see how it has changed.



2 a) [3.3] Listen to Judit Molnar talking about her last trip to Budapest and note down what she says about the following things.

- the prices
  - the people
  - the general atmosphere
  - the shops
  - the cars and traffic
  - public transport
- b) Complete the gaps with a suitable word or phrase to summarise what Judit says.

- 1 She had expected everything to be ~~completely~~ different ~~with~~ how it was in Communist times.
- 2 Most of the buildings are ~~the~~ same ~~as~~ before.
- 3 She thinks the shops are ~~much~~ better ~~than~~ before.
- 4 These days, Budapest is ~~one~~ of ~~the~~ most popular tourist destinations ~~in~~ Europe.
- 5 Transport is ~~not~~ as efficient ~~as~~ it was.
- 6 There used to be ~~less~~ traffic ~~than~~ there is now, and pollution is ~~not~~ as bad ~~as~~ before.
- 7 Many things are ~~not~~ similar ~~to~~ the rest of Europe now.

# The City Language School

Recommending and advising CVAS.5

Learn English for life . . .

## . . . at the City Language School!

Here at the *City Language School*, we offer you a wide range of courses:

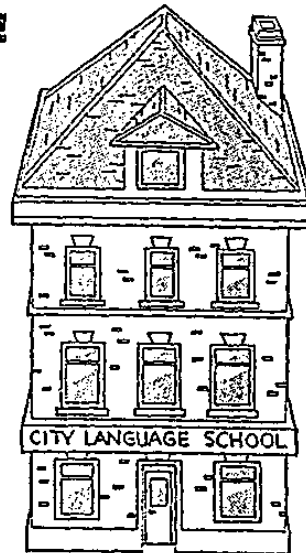
- classes in the morning, afternoon or evening
- part-time English classes (6 hours a week)
- intensive English courses (15 hours a week)
- extra classes in
  - Pronunciation
  - Vocabulary
  - Listening

The *City Language School* also offers you a variety of extra facilities:

- a self-study centre equipped with the latest computers.
- a language laboratory
- a large library with over 1,000 books for you to borrow
- a coffee bar offering a variety of drinks and snacks

We also offer a *Conversation Club* where you can talk to native English speakers in a relaxed and friendly environment.

So come and join us at the *City Language School* – where students come first!



### New student

You have decided to go to the *City Language School* to study English, but you haven't decided which courses to do. You are going to talk to two students who have been studying there for two months. Look at the table and ask each student for their recommendations. Make brief notes about what they say.

You want advice on:	Student A	Student B
which course to do – part-time or intensive English.		
whether to study in the morning, afternoon or evening.		
which extra classes to do (you want to do at least one).		
the best place(s) to study in your free time.		
whether to join the Conversation Club.		
a good place to go for coffee / food, etc.		

**EXAMPLE LESSON PLAN (for VV)**

**Teacher:** Visual Teachers

**Lesson:** Integrated

**Subject:** Comparatives

**Presentation:** Using CVV1 (Talking about the pictures and matching them with the statement in exercise )

**Practice:** Using activity CVV 2 (finding the differences and similarities between the two pictures) Using the material CVV 3 (discussing the table and filling the gaps)

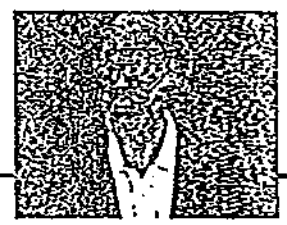
**Production:** Using the material 3.3 (talking about an English school and giving advice by comparing with another one) (students have their handouts. they read and do the activity)

# Older & Younger Folks

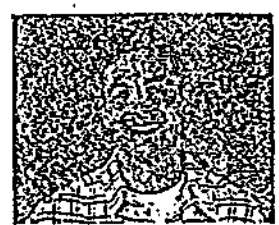
## Warm-Up



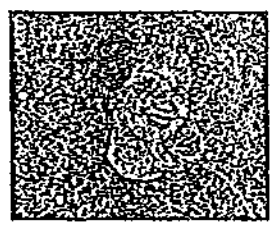
Picture 1



Picture 2



Picture 3



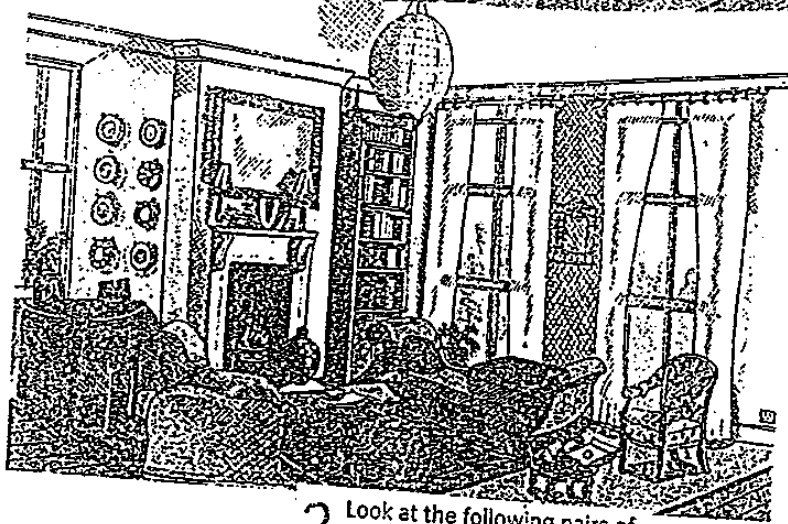
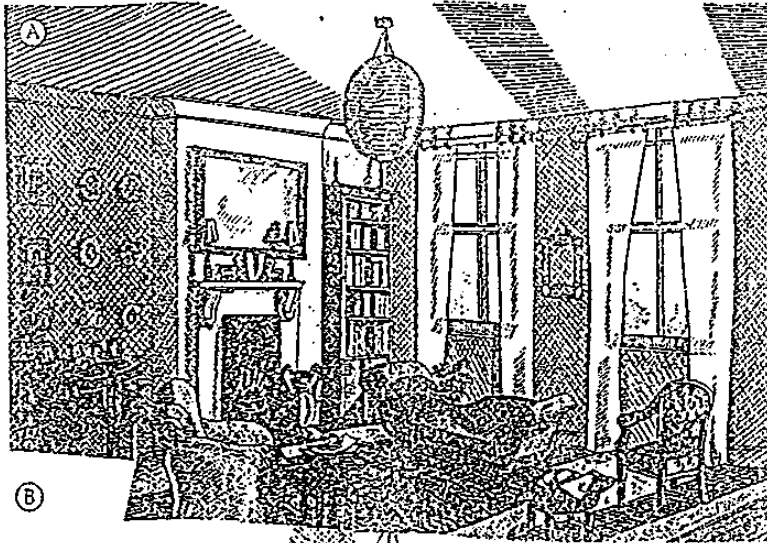
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- 2 **GroupWork** Discussion. Describe things you did when you were a child. What was it like where you grew up? How is it different today?

CVV.2.



2 Look at the following pairs of sentences and mark them T (true) or F (false).

1 Find the following things in the pictures opposite.

- |             |            |         |
|-------------|------------|---------|
| a rug       | a mirror   | a sofa  |
| a cushion   | a bookcase |         |
| an armchair | a vase     | a stool |

- a The armchair in A isn't as big as the armchair in B.  
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... .. false student book

Comparisons

Match the people to the deadlines.

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2 Look at the table which shows changes in the way children in America are spending their time.

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Now complete the sentences. Use information from the table above and words in the box below.

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harder most surprising  
much more twice as many  
far less less

**EXAMPLE LESSON PLAN (for M)**

**Teacher:** Mixed learning style teachers

**Lesson:** Integrated

**Subject:** Comparatives

**Presentation:** Talking about some of the objects in the class the physical differences of the students.

**Practice:** Using activity C.M 1 (reading the sentences and using an appropriate adjectives in comparative forms for each of them) Using the material CM 2 and CM3 (choosing a suitable adjective and using them in the sentences in comparative forms). Using CM4 (filling the gaps by using much/ a bit etc+ comparative forms

**Production:** Talking about the Foreign Languages of Osmangazi University and criticizing of the English lessons, giving advise to make the lessons more enjoyable.

EXERCISES CM 1

Complete the sentences using a comparative form (older / more important etc.).

- It's too noisy here. Can we go somewhere quieter?
- This coffee is very weak. I like it a bit .....
- The hotel was surprisingly big. I expected it to be .....
- The hotel was surprisingly cheap. I expected it to be .....
- The weather is too cold in this country. I'd like to live somewhere .....
- My job is a bit boring sometimes. I'd like to do something .....
- I was surprised how easy it was to use the computer. I thought it would be .....
- Your work isn't very good. I'm sure you can do .....
- Don't worry. The situation isn't so bad. It could be .....
- I was surprised we got here so quickly. I expected the journey to take .....
- You're talking very loudly. Can you speak a bit .....
- You hardly ever phone me. Why don't you phone me .....
- You're standing too near the camera. Can you move a bit .....
- You were a bit depressed yesterday but you look .....

Complete the sentences. Each time use the comparative form of one of the words in the list. Use *than* where necessary.

interested	crowded	early	easily	high	important
	peaceful	reliable	serious	simple	thin

- I was feeling tired last night, so I went to bed earlier than usual.
- I'd like to have a more reliable car. The one I've got keeps breaking down.
- Unfortunately her illness was ..... we thought at first.
- You look ..... Have you lost weight?
- I want a ..... flat. We don't have enough space here.
- He doesn't study very hard. He's ..... in having a good time.
- Health and happiness are ..... money.
- The instructions were very complicated. They could have been .....
- There were a lot of people on the bus. It was ..... usual.
- I like living in the countryside. It's ..... living in a town.
- You'll find your way around the town ..... if you have a good map.
- In some parts of the country, prices are ..... in others.

In the situations and complete the sentences. Use a comparative form (-er or more...).

- Yesterday the temperature was nine degrees. Today it's only six degrees. It's colder today than it was yesterday.
- The journey takes four hours by car and five hours by train. It's ..... by train.
- ..... and I went for a run. I ran ten kilometres. Dave stopped after eight kilometres.
- ..... and Joe both did badly in the exam. Chris got 20% but Joe only got 15%.
- ..... expected my friends to arrive at about 4 o'clock. In fact they arrived at 2.30.
- ..... can go by bus or by train. The buses run every 30 minutes. The trains run every hour.
- ..... are very busy at work today. We're not usually as busy as that.

EXERCISES

Complete the sentences with an appropriate comparative or superlative adjective. Use an -er/-est or more/most form. Indicate where both forms are possible. (A)

- alike common complex confident forceful  
hot likely ~~relaxed~~ simple wide

- I feel much more relaxed now that the exams are over.
- Our new car is a little ..... than our old one, but still fits easily into the garage.
- Her latest speech was strong and confident, and some people now consider her to be the ..... figure in British politics.
- Now that they had both had their hair cut, the twins looked even ..... than usual.
- Throughout the match, Barcelona looked the ..... winners.
- Scientists claim that oil pollution is now the ..... cause of death among sea birds.
- The last exam was quite easy and I began to feel ..... about my results.
- Another, even ....., computer had to be designed to control the environment of the space station.
- It's been the ..... day in London for 35 years.
- This exercise is too difficult. I think you should make it .....

Write two sentences from each situation, one with enough and the other sufficiently. (B & C)

- The problem isn't important. It won't cause us concern.  
The problem isn't important enough to cause us concern.  
The problem isn't sufficiently important to cause us concern.
- Young adults aren't informed about politics. They shouldn't vote.
- The company felt confident about its new product. It took on over 100 new employees.
- The gas leak was serious. The police evacuated the building.

Write sentences with either for...to + verb or to + verb after the adjective. Use a phrase from a, a phrase from b, and a verb from c. Various combinations are possible. (C)

	a	b	c	Example:
1	I'm afraid the box is	too old	fit	I'm afraid the box is too heavy
2	The price is	too high	learn	(for me) to carry far.
3	The pieces of wood were	too tired	afford	
4	My grandfather thought he was	too heavy	tell	
5	After her long journey, she was	too long	carry	

Complete these sentences in any appropriate way using the pattern in D opposite. (D)

- The later the general election, the better it will be for the Government.
- The higher the temperature, .....
- ..... the more expensive it becomes.
- The bigger the European Union gets, .....
- ..... the more difficult it is to get up in the morning.



CM3

### EXERCISES

Use the words in brackets to complete the sentences. Use much / a bit etc. + a comparative form. Use than where necessary.

- Her illness was much more serious than we thought at first. (much / serious)
- This bag is too small. I need something ..... (much / big)
- I'm afraid the problem is ..... it seems. (much / complicated)
- You looked depressed this morning but you look ..... now. (a bit / happy)
- I enjoyed our visit to the museum. It was ..... I expected. (far / interesting)
- You're driving too fast. Could you drive .....? (a bit / slowly)
- It's ..... to learn a foreign language in the country where it is spoken. (a lot / easy)
- I thought she was younger than me but in fact she's ..... (slightly / old)

Complete the sentences using any/no + a comparative. Use than where necessary.

- I'm fed up with waiting. I'm not waiting any longer.....
- I'm sorry I'm a bit late but I couldn't get here .....
- This shop isn't expensive. The prices are ..... anywhere else.
- I must stop for a rest. I can't walk .....
- The traffic isn't particularly bad today. It's ..... usual.

Complete the sentences using the structure in Section C (...and...).

- It's becoming harder and harder to find a job. (hard)
- That hole in your pullover is getting ..... (big)
- My bags seemed to get ..... as I carried them. (heavy)
- As I waited for my interview, I became ..... (nervous)
- As the day went on, the weather got ..... (bad)
- Travelling is becoming ..... (expensive)
- Since she has been in Britain, her English has got ..... (good)
- As the conversation went on, he became ..... (talkative)

Complete the sentences like those in Section D. Use the word(s) in brackets (in the correct form) to complete the sentences.

- The warmer the weather, the better I feel... (feel)
- I didn't really like him when we first met. the more I got to know him, ..... (like)
- the more you're in business, you want to make a profit. .... (profit)
- the more goods you sell, ..... (profit)
- the more tired you are, ..... (hard)
- the longer she waited, ..... (impatient/become)

Which is correct, older or elder? Or both of them?

- older / elder brother is a pilot. (older and elder are both correct)
- I'm surprised Diane is only 25. I thought she was older / elder.
- My younger sister is still at school. Her older / elder sister is a nurse.
- Tom is older / elder than his brother.

English Grammar in use

### **EXAMPLE LESSON PLAN (for VV)**

**Teacher:** Visual Teachers

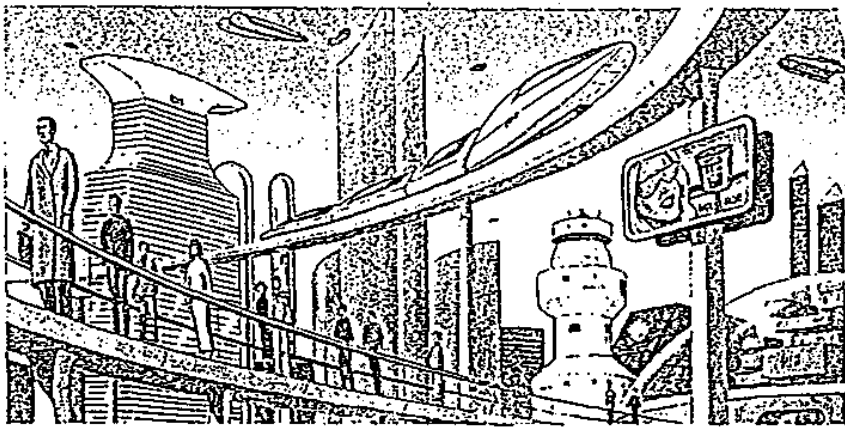
**Lesson:** Integrated

**Subject:** Future Tense (will & be going to)

**Presentation:** Talking about the picture in exercise FVV1 and what will happen in the future.  
Using activity FVV 2 (talking about the list and discussing what John is going to do through reading the dialogue)

**Practice:** Using the material FVV.3 (Activity 1. making a dialogue. Activity 2 talking about the picture and what is going to happen. Activity 3 reading the dialogue and telling what is going to happen) Using the material FVV 4 (students have handouts and they try to fill the gaps in their cards)

**Production:** Using the material FVV 5 (game) (students have the handouts)



1 **GroupWork** Look at the picture above and talk about the differences you see between this city of the future and cities of today.

2 a **PairWork** Match the headings and the TV screens by putting numbers in the blanks.

In the future you will be able to use your TV to . . .

- ..... order a pizza
- ..... do your banking
- ..... see a movie

b **GroupWork** Futurologists say we will be able to do all of these things from home. Would you like to be able to do these things from home?

Rank these things from most to least important (1 to 6).

- ..... do banking
- ..... order and watch movies
- ..... order meals
- ..... turn in school assignments
- ..... do weekly grocery shopping
- ..... consult a doctor

How will these things be different in the future as a result of the information highway? Write your answers in the chart.

	NOW	THE FUTURE
News		
Entertainment		
Education		
Health		
Meals		
Groceries		

c **GroupWork** Discussion. Use the chart to compare life now with life in the future.

FV.2.

*going to and will*

- 1 John always writes himself a list at the beginning of every day. What's he going to do today? What's he going to buy?

Example

*He's going to fill up the car with petrol.*

<u>Things to do</u>	<u>Things to buy</u>
petrol	sugar
electricity bill	tea
plane tickets from the travel agent	cheese
the library	yoghurt
a hair-cut	2 avocados
the dog for a walk	apples
	melon

- 2 T.33 Read and listen to the dialogue between John (J) and Anna (A).

J I'm going to the shops soon. Do you want anything?

A No, I don't think so. Oh, hang on. We haven't got any sugar left.

J It's all right. It's on my list. I'm going to buy some.

A What about bread? We haven't got any bread.

J OK. I'll go to the baker's and I'll buy a loaf.

A I'll be at work when you get back.

J I'll see you later, then. Don't forget Jo and Andy are coming round for a drink tonight.

A Ah, right. Bye.

J Bye, honey.

Headway Student Book

### 1 Dialogues

John said, *I'll go to the baker's and I'll buy a loaf.*  
 Look at the list of items. What would Anna ask?  
 What would John say?

Example

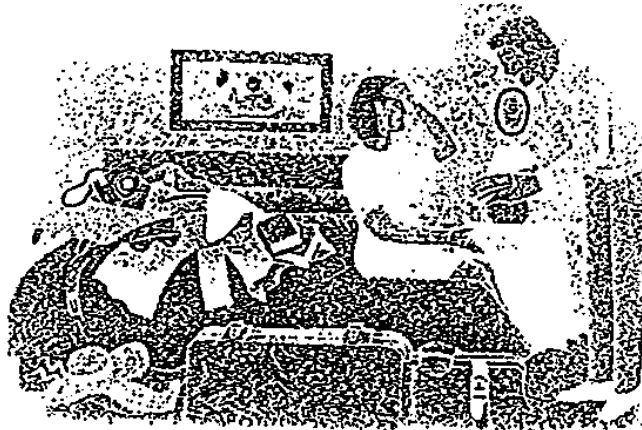
- some stamps

Anna *Could you get some stamps?*

John *OK. I'll go to the post office and buy some.*

- a newspaper
- a bottle of wine
- a joint of beef
- a film for her camera
- some shampoo
- a tin of white paint
- a video
- some felt-tip pens

2. Look at the picture and tell what is going to happen?



3. Read the dialogue and tell what's going to happen?

Example

A Have you seen the air tickets?

B Yes. They're with the travellers' cheques.

A And do you have the address of the hotel?

B No. I've just got the name. Do we need the address?

A No. Maybe not. The taxi driver will know.

B What about the milk? Have you cancelled the milk?

A Yes. No milk for a fortnight. Right?

B That's it. Well done.

They're going to catch a plane.

They're going to stay in a hotel.

They're going to be away for two weeks.

## FIND THE DIFFERENCES

4 a

### Student A

Work with a partner. You both have a copy of four people's diaries. But some of the things marked in them are not the same. There are 11 differences altogether.

Take it in turns to ask and answer questions to try to find which things are different. Put a circle around any differences you find. (But you needn't tell your partner!)

You can ask, e.g.

Where is Peter going on Wednesday?

Is Colin having his eyes tested on Monday?

At what time on Sunday is Emma visiting her grandparents?

etc.

(NOTE: Only answer the questions your partner asks. Do not give him/her any extra information.)

Peter's diary	
22 Monday play squash 7 o'clock	Friday 25 spend evening with Cathy
23 Tuesday	Saturday 27 play football 2.15 meet Cathy 7.30
24 Wednesday go to the dentist 10.30	Sunday 28
25 Thursday visit Aunty Jane 6.30	

Helen's diary	
22 Monday go to pottery classes 7.15	Friday 25 meet friends at disco 9 o'clock
23 Tuesday stay in and wash hair	Saturday 27 drive to Watford to see Paul (after 6)
24 Wednesday	Sunday 28
25 Thursday take cat to the vet 10.30	

Emma's diary	
22 Monday go for a meal with Sally 7.30	Friday 25
23 Tuesday take car to the garage 11.30	Saturday 27 go swimming 10.30 meet Sally and Jenny 8.15
24 Wednesday have lunch with Nick 1.30	Sunday 28 visit grandma and grandpa 4.30
25 Thursday	

Colin's diary	
22 Monday have eyes tested 11 o'clock	Friday 25 stay in and tidy the flat
23 Tuesday	Saturday 27 meet dad for lunch 12.30 have party at flat
24 Wednesday go to the cinema with Steve and Michael 7.15	Sunday 28 phone mum and dad 10.30 watch TV 7.30
25 Thursday	

When you have finished, compare your diaries.

Grammar Games

## FIND THE DIFFERENCES

### Student B *FW. 4 b*

Work with a partner. You both have a copy of four people's diaries. But some of the things marked in them are not the same. There are 11 differences altogether.

Take it in turns to ask and answer questions to try to find which things are different. Put a circle around any differences you find. (But you needn't tell your partner!)

You can ask, e.g.

Where is Peter going on Friday?

Is Helen taking the dog to the vet on Thursday?

At what time on Sunday is Colin phoning his parents?

etc.

(NOTE: Only answer the questions your partner asks. Do not give him/her any extra information.)

Peter's diary	
22 Monday play squash 7 o'clock	Friday 26 go to cinema with Cathy
23 Tuesday go to the dentist 10.30	Saturday 27 play football 2.15 meet Cathy 8.30
24 Wednesday	Sunday 28
25 Thursday visit Aurty Jane 6.30	

Helen's diary	
22 Monday go to pottery classes 7.30	Friday 26 meet friends at disco 9 o'clock
23 Tuesday stay in and wash hair	Saturday 27 drive to Swindon to see Paul (after 6)
24 Wednesday	Sunday 28
25 Thursday take dog to the vet 10.30	

Emma's diary	
22 Monday go for a meal with Sally 7.30	Friday 26
23 Tuesday take mum to the doctor 11.30	Saturday 27 go swimming 10.30 meet Sally and Jenny 8.15
24 Wednesday	Sunday 28 visit grandma and grandpa 4.30
25 Thursday have lunch with Nick 1.30	

Colin's diary	
22 Monday have eyes tested 11 o'clock	Friday 26 stay in and tidy the flat
23 Tuesday	Saturday 27 meet dad for lunch 12.30 have party at flat
24 Wednesday go to the theatre with Steve and Michael 7.15	Sunday 28 phone mum and dad 10.30
25 Thursday	

When you have finished, compare your diaries.

FV/50

# THE GREAT DIAMOND ROBBERY

The largest and most valuable diamond in the world, the Blue Ice diamond, is on display at the National Museum. You are international jewel thieves, who are planning to steal the diamond! You are going to work out a plan - you must not get caught! Below is all the information you need to plan the robbery. First match the letters in brackets to an item on the map of the museum. Then plan your robbery and your escape!

- 1 The museum is open from 9.30 until 5.30. When the museum is open, four guards stand by the diamond at all times.
- 2 At 5.30 the front doors (F) are locked, and the keys are kept by one of the security guards. The two windows (W) are locked from the inside. There are two security cameras (S), one at the front of the building and the other in the Diamond Room.
- 3 When the museum is closed, there are two guards on duty. One guard (A) walks around the building, while the other guard (B) sits in the office watching the pictures from the security cameras on television screens (T). Every hour the two guards change places.
- 4 There is also an emergency phone (Ph). As soon as the guard picks up the phone, an alarm automatically rings in the police station next door.
- 5 The Blue Ice Diamond (X) is kept behind a locked glass door (G), which is connected to an alarm. If anyone breaks the glass, an alarm will go off in the police station next door.
- 6 The key which opens the glass door is kept in a cupboard in the security room (D).
- 7 Guard A keeps the key that turns off the alarm on the glass door in his pocket (P). (Note: you need both keys to open the glass door without the alarm going off.)
- 8 There is one extra guard's uniform in a cupboard in the security room (C).
- 9 The guards do not have guns, and you are not allowed to take any weapons into the museum.

## Useful language

If Unless After When Once Until Before As soon as	+ present tense,	will / won't can might will have to is / are going to will need to will be able to	+ infinitive
--	------------------	--	--------------

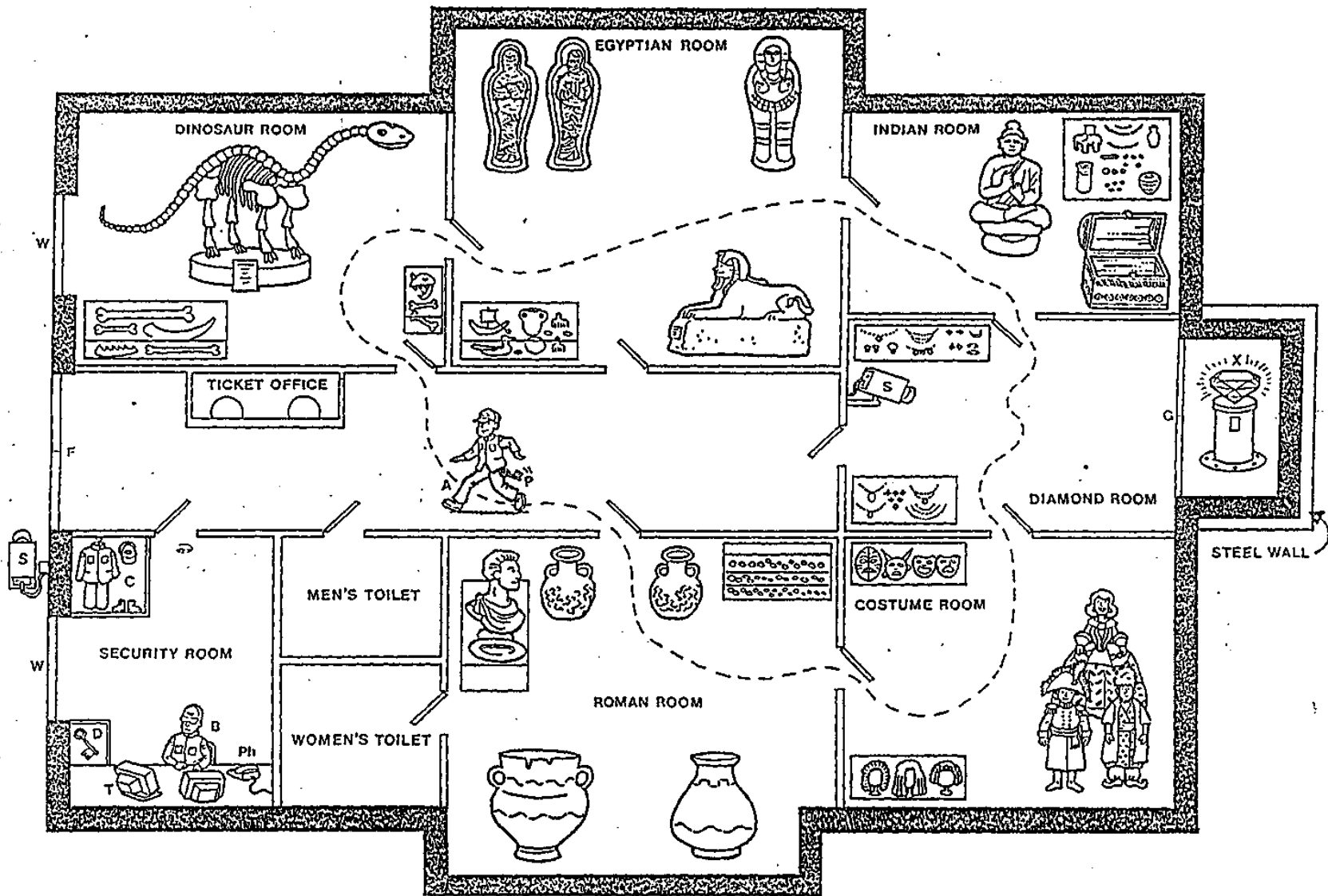
Once we're inside, we'll have to hide.

We'll have to get the keys before we steal the diamond.

When we get the keys, we'll be able to get the diamond.

Cutting Edge Supplementary Material





### **EXAMPLE LESSON PLAN(for VAV)**

**Teacher:** Visual Teachers

**Lesson:** Integrated

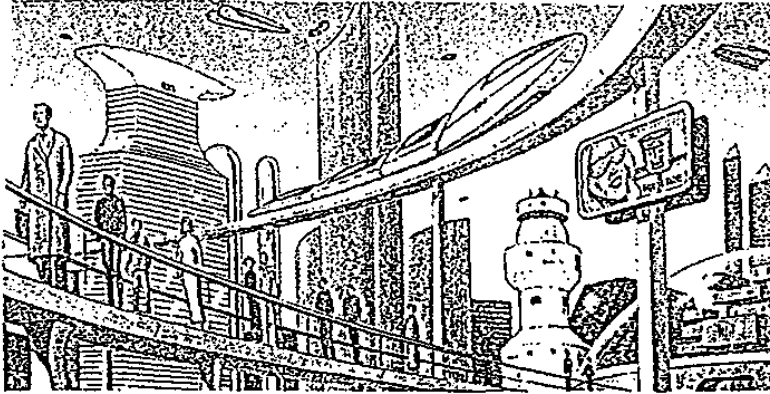
**Subject:** Future Tense (will & be going to)

**Presentation:** Talking about the picture in exercise FVAV1 and what will happen in the future.

**Practice:** Using activity FVAV 2 (Task 1. the pictures and what the future means & task 2 listening and selecting best one that matches the conversation and task 3)Using the material FVAV 3. (Activity 1. talking about the list and what John is going to buy& activity 2 listening the dialogue and talking about the differences of using will and be going to) Using the material FVAV.4 (practice 1. making short dialogues using will & listening the dialogue and talking about what is going to happen)

**Production:** Using the material FVAV 5 and FVAV 6 (game)(teacher gives the instruction and students make plans. They do not have written direction, but the have the map)

FVA8.1



**1** **Group Work** Look at the picture above and talk about the differences you see between this city of the future and cities of today.

**2 a** **Pair Work** Match the headings and the TV screens by putting numbers in the blanks.

In the future you will be able to use your TV to . . .

..... order a pizza    ..... do your banking    ..... see a movie

**b** **Group Work** Futurologists say we will be able to do all of these things from home. Would you like to be able to do these things from home?

Rank these things from most to least important (1 to 6).

- ..... do banking
- ..... order and watch movies
- ..... order meals
- ..... turn in school assignments
- ..... do weekly grocery shopping
- ..... consult a doctor

Atlas Student Book



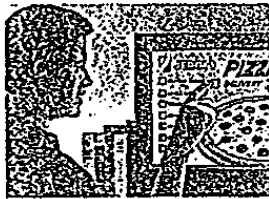
"To me, the future means adventure."



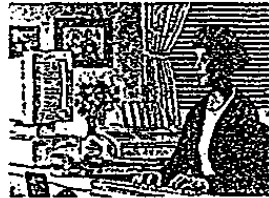
Picture .....



Picture .....



Picture .....



Picture .....



Picture .....

### Task 1

- a **Group Work** What does the phrase *the future* mean to you? Brainstorm and think of as many words or phrases as you can.
- b **Group Work** Compare your ideas with those of another group.

### Task 2

- a Check [✓] the words you know.
 

<input type="checkbox"/> futurologist	<input type="checkbox"/> scientist	<input type="checkbox"/> homes	<input type="checkbox"/> TV/computer
<input type="checkbox"/> computer chip	<input type="checkbox"/> order	<input type="checkbox"/> movies	<input type="checkbox"/> household goods
<input type="checkbox"/> 50 years	<input type="checkbox"/> lonely	<input type="checkbox"/> future	<input type="checkbox"/> entertainment
<input type="checkbox"/> smart cards	<input type="checkbox"/> clothes	<input type="checkbox"/> food	<input type="checkbox"/> security systems

- b You are going to hear a conversation containing the words from Task 2a. What do you think it is about? Check [✓] your answers.

	Yes	No	Maybe
Buying goods and services in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being a scientist in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The role of technology in the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shopping from home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- c **Audio** Listen and circle the words in Task 2a when you hear them.
- d **Audio** Listen again and number these pictures to match the order in which you hear them being discussed.
- e **Group Work** Discussion. Look at the phrases in Task 2b and select the one that best matches the conversation.

### Task 3

- a Look quickly at the magazine article on the following page. What is the information highway?
- b How will these things be different in the future as a result of the information highway? Write your answers in the chart.

	NOW	THE FUTURE
News		
Entertainment		
Education		
Health		
Meals		
Groceries		

- c **Group Work** Discussion. Use the chart to compare life now with life in the future.

FVA3.4

## 1 Dialogues

John said, *I'll go to the baker's and I'll buy a loaf.*  
Look at the list of items. What would Anna ask?  
What would John say?

Example

- some stamps

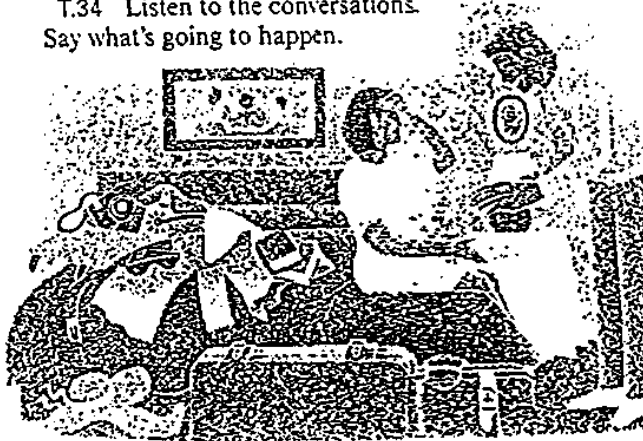
Anna *Could you get some stamps?*

John *OK. I'll go to the post office and buy some.*

- a newspaper
- a bottle of wine
- a joint of beef
- a film for her camera
- some shampoo
- a tin of white paint
- a video
- some felt-tip pens

## 2 Listening

T.34 Listen to the conversations.  
Say what's going to happen.



Example

A Have you seen the air tickets?

B Yes. They're with the travellers' cheques.

A And do you have the address of the hotel?

B No. I've just got the name. Do we need the address?

A No. Maybe not. The taxi driver will know.

B What about the milk? Have you cancelled the milk?

A Yes. No milk for a fortnight. Right?

B That's it. Well done.

They're going to catch a plane.

They're going to stay in a hotel.

They're going to be away  
for two weeks.

Headway Student Book

## FIND THE DIFFERENCES 3

FVAS/50

### Student A

Work with a partner. You both have a copy of four people's diaries. But some of the things marked in them are not the same. There are 11 differences altogether.

Take it in turns to ask and answer questions to try to find which things are different. Put a circle around any differences you find. (But you needn't tell your partner!)

You can ask, e.g.

Where is Peter going on Wednesday?

Is Colin having his eyes tested on Monday?

At what time on Sunday is Emma visiting her grandparents?

etc.

(NOTE: Only answer the questions your partner asks. Do not give him/her any extra information.)

Peter's diary	
22 Monday play squash 7 o'clock	Friday 23 spend evening with Cathy
23 Tuesday	Saturday 27 play football 2.15 meet Cathy 7.30
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25 Thursday visit Auntie Jane 6.30	

Helen's diary	
22 Monday go to pottery classes 7.15	Friday 23 meet friends at disco 9 o'clock
23 Tuesday stay in and wash hair	Saturday 27 drive to Watford to see Paul (after 6)
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Emma's diary	
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23 Tuesday take car to the garage 11.30	Saturday 27 go swimming 10.30 meet Sally and Jenny 8.15
24 Wednesday have lunch with Nick 1.30	Sunday 28 visit grandma and grandpa 4.30
25 Thursday	

Colin's diary	
22 Monday have eyes tested 11 o'clock	Friday 23 stay in and tidy the flat
23 Tuesday	Saturday 27 meet dad for lunch 12.30 have party at flat
24 Wednesday go to the cinema with Steve and Michael 7.15	Sunday 28 phone mum and dad 10.30 watch TV 7.30
25 Thursday	

When you have finished, compare your diaries.

Grammar Games

## FIND THE DIFFERENCES 3 PAGES

### Student B

Work with a partner. You both have a copy of four people's diaries. But some of the things entered in them are not the same. There are 11 differences altogether.

Take it in turns to ask and answer questions to try to find which things are different. Put a circle around any differences you find. (But you needn't tell your partner!)

You can ask, e.g.

Where is Peter going on Friday?

Is Helen taking the dog to the vet on Thursday?

At what time on Sunday is Colin phoning his parents?

etc.

**NOTE:** Only answer the questions your partner asks. Do not give him/her any extra information.)

Peter's diary	
22 Monday play squash 7 o'clock	Friday 26 go to cinema with Cathy
23 Tuesday go to the dentist 10.30	Saturday 27 play football 2.15 meet Cathy 8.30
24 Wednesday	Sunday 28
25 Thursday visit Aunty Jane 6.30	

Helen's diary	
22 Monday go to pottery classes 7.30	Friday 26 meet friends at disco 9 o'clock
23 Tuesday stay in and wash hair	Saturday 27 drive to Swindon to see Paul (after 6)
24 Wednesday	Sunday 28
25 Thursday take dog to the vet 10.30	

Emma's diary	
22 Monday go for a meal with Sally 7.30	Friday 26
23 Tuesday take mum to the doctor 11.30	Saturday 27 go swimming 10.30 meet Sally and Jenny 8.15
24 Wednesday	Sunday 28 visit grandma and grandpa 4.30
25 Thursday have lunch with Nick 1.30	

Colin's diary	
22 Monday have eyes tested 11 o'clock	Friday 26 stay in and tidy the flat
23 Tuesday	Saturday 27 meet dad for lunch 12.30 have party at flat
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25 Thursday	

When you have finished, compare your diaries.

# THE GREAT DIAMOND ROBBERY

The largest and most valuable diamond in the world, the Blue Ice diamond, is on display at the National Museum. You are international jewel thieves, who are planning to steal the diamond! You are going to work out a plan – you must not get caught! Below is all the information you need to plan the robbery. First match the letters in brackets to an item on the map of the museum. Then plan your robbery and your escape!

- 1 The museum is open from 9.30 until 5.30. When the museum is open, four guards stand by the diamond at all times.
- 2 At 5.30 the front doors (F) are locked, and the keys are kept by one of the security guards. The two windows (W) are locked from the inside. There are two security cameras (S), one at the front of the building and the other in the Diamond Room.
- 3 When the museum is closed, there are two guards on duty. One guard (A) walks around the building, while the other guard (B) sits in the office watching the pictures from the security cameras on television screens (T). Every hour the two guards change places.
- 4 There is also an emergency phone (Ph). As soon as the guard picks up the phone, an alarm automatically rings in the police station next door.
- 5 The Blue Ice Diamond (X) is kept behind a locked glass door (G), which is connected to an alarm. If anyone breaks the glass, an alarm will go off in the police station next door.
- 6 The key which opens the glass door is kept in a cupboard in the security room (D).
- 7 Guard A keeps the key that turns off the alarm on the glass door in his pocket (P). (Note: you need *both* keys to open the glass door without the alarm going off.)
- 8 There is one extra guard's uniform in a cupboard in the security room (C).
- 9 The guards do not have guns, and you are not allowed to take any weapons into the museum.

## Useful language

If  
Unless  
After  
When  
Once  
Until  
Before  
As soon as

+ present tense,

will / won't  
can  
might  
will have to  
is / are going to  
will need to  
will be able to

+ infinitive

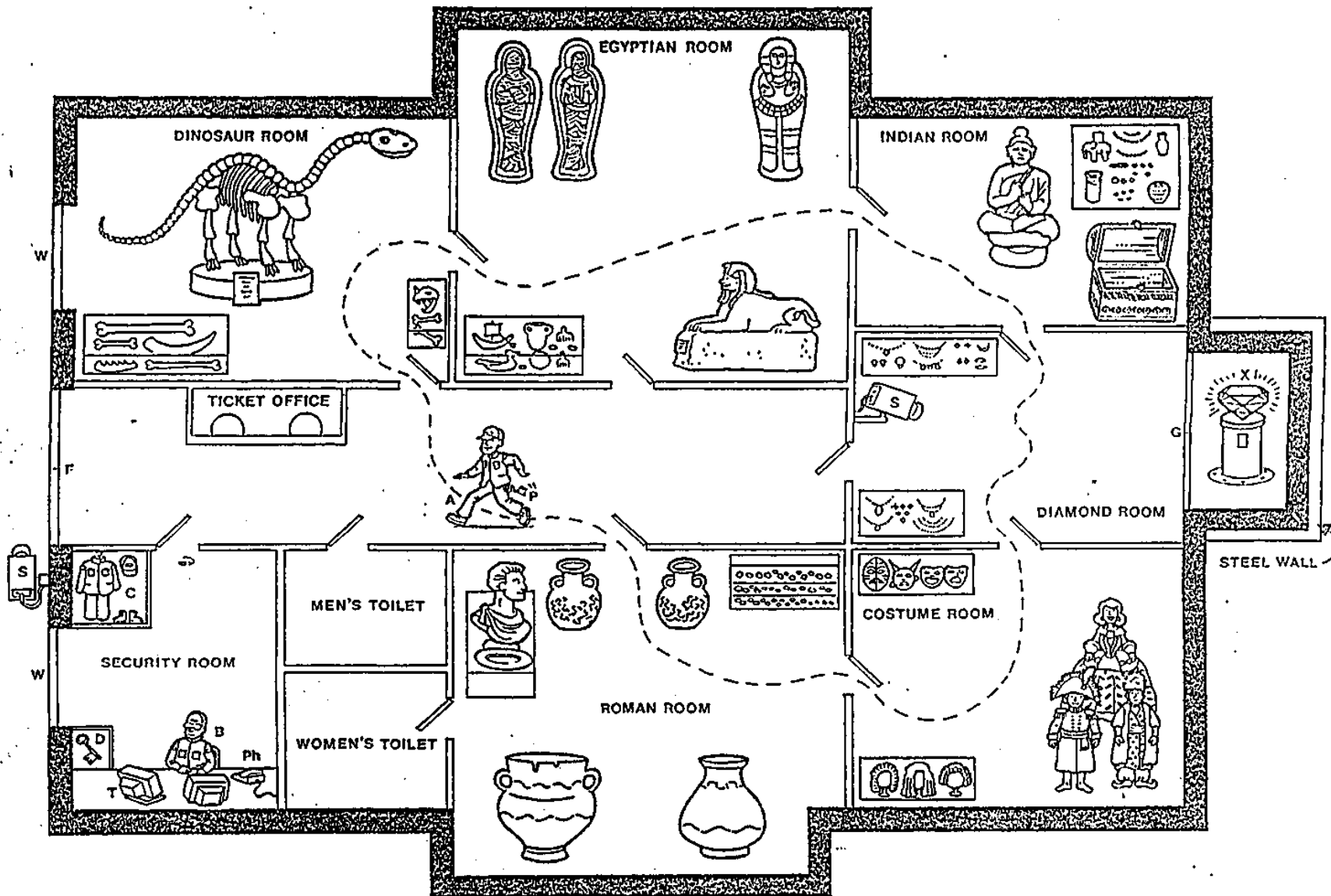
Once we're inside, we'll have to hide.

We'll have to get the keys before we steal the diamond.

When we get the keys, we'll be able to get the diamond.

Cutting Edge supplementary material





### **EXAMPLE LESSON PLAN (for M)**

**Teacher:** Mixed learning style teacher

**Lesson:** Integrated

**Subject:** Future Tense (will & be going to)

**Presentation:** Talking about what will happen in the future and revising the tense  
Using activity FM1 (pronunciation activity on “will”). Talking about the differences on “will” and “be going to” by using the table on F2

**Practice:** Using the material FM2. (Activity using “will” and “be going to”). Using activity F3 (using be going to for planned action) and FM4 (choosing “will” or “be going to”). Using FM5 (choosing the correct verbs and using “will” or “be going to”), FM6 and FM7 (using “will” or “be going to” and choosing a suitable verb depending on the context)

**Production:** Using the material F 8 and making dialogs about the future plans of students.

FM 1

**4-1 SIMPLE FUTURE: WILL AND BE GOING TO**



- (a) Jack *will finish* his work tomorrow.
- (b) Jack *is going to finish* his work tomorrow.
- (c) Anna *will not be* here tomorrow.
- (d) Anna *won't be* here tomorrow.

*Will or be going to is used to express future time.\* In speech, going to is often pronounced "gonna."*  
*In (d): The contracted form of will + not is won't.*

*The use of shall with I or we to express future time is possible but uncommon in American English. Shall is used more frequently in British English than in American English.*

**EXERCISE 1. Simple future. (Chart 4-1)**

*Directions: Will is usually contracted with personal pronouns in both speaking and informal writing. Will is often contracted with nouns and with other words in speaking, but not in writing. Practice pronouncing contracted will in these sentences.*

1. I'll come. He'll come. You'll come.
2. She'll help us. They'll help us too.
3. I'm sure we'll do well on the test.
4. It'll probably rain tomorrow.
5. Bob will ("Bob'll") be here soon.
6. The weather will be hot in August.
7. Mary will come tomorrow.
8. Bill will be here too.
9. The children will be home at 3:00.
10. Who will be at the meeting?
11. Where will you be around five?
12. How long will Tom be here?
13. Nobody will recognize you in that wig.
14. That will be a lot of fun.
15. What will you do?

FM 2

**4-2 WILL vs. BE GOING TO**

**To express a PREDICTION: Use either WILL or BE GOING TO.**

- (a) According to the weather report, it *will be* cloudy tomorrow.
- (b) According to the weather report, it *is going to be* cloudy tomorrow.
- (c) Be careful! You *'ll hurt* yourself!
- (d) Watch out! You *'re going to hurt* yourself!

When the speaker is making a prediction (a statement about something s/he thinks will be true or will occur in the future), either *will* or *be going to* is possible.  
 There is no difference in meaning between (a) and (b).  
 There is no difference in meaning between (c) and (d).

**To express a PRIOR PLAN: Use only BE GOING TO.**

- (e) A: Why did you buy this paint?  
 B: I *'m going to paint* my bedroom tomorrow.
- (f) I talked to Bob yesterday. He is tired of taking the bus to work. He *'s going to buy* a car. That's what he told me.

When the speaker is expressing a prior plan (something the speaker intends to do in the future because in the past s/he has made a plan or decision to do it), only *be going to* is used.\*  
 In (e): Speaker B has made a prior plan. Last week she decided to paint her bedroom. She intends to paint it tomorrow.  
 In (f): The speaker knows Bob intends to buy a car. Bob made the decision in the past, and he plans to act on this decision in the future.  
*Will* is not appropriate in (e) and (f).

**To express WILLINGNESS: Use only WILL.**

- (g) A: The phone's ringing.  
 B: I *'ll get* it.
- (h) A: I don't understand this problem.  
 B: Ask your teacher about it. She *'ll help* you.

In (g): Speaker B is saying "I am willing; I am happy to get the phone." He is not making a prediction. He has made no prior plan to answer the phone. He is, instead, volunteering to answer the phone and uses *will* to show his willingness.  
 In (h): Speaker B feels sure about the teacher's willingness to help. *Be going to* is not appropriate in (g) and (h).

\*COMPARE:  
 Situation 1: A: *Are you busy this evening?*  
 B: *Yes. I'm going to meet Jack at the library at seven. We're going to study together.*  
 In Situation 1, only *be going to* is possible. The speaker has a prior plan, so he uses *be going to*.  
 Situation 2: A: *Are you busy this evening?*  
 B: *Well, I really haven't made any plans. I'd eat OR I'm going to eat dinner, of course. And then I'll probably watch OR I'm probably going to watch TV for a little while.*  
 In Situation 2, either *will* or *be going to* is possible. Speaker B has not planned his evening. He is "predicting" his evening (rather than stating any prior plans), so he may use either *will* or *be going to*.

**EXERCISE 2. WILL vs. BE GOING TO. (Chart 4-2)**

**PART I. EXPRESSING PREDICTIONS**

Use *will* and/or *be going to* with the verb in parentheses.

1. Sue (*graduate*) will graduate / is going to graduate in June. After that, she (*begin*) will begin / is going to begin work at an electronics firm.
2. Fred (*be*) \_\_\_\_\_ at the meeting tomorrow. I think Jane (*come*)

Understanding and Using English Grammar

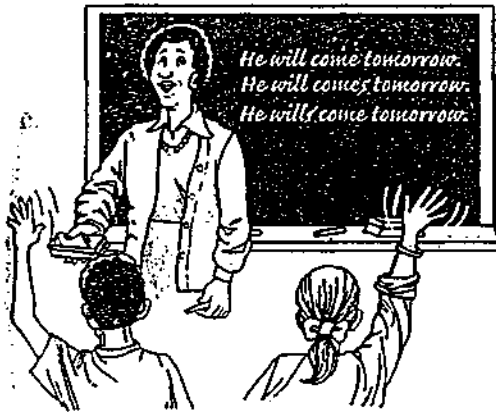
3. A: Can you give Ed a message for me?  
 B: Sure. I (*see, probably*) \_\_\_\_\_ him at the meeting this evening.
4. A: Mr. Swan (*be, not*) \_\_\_\_\_ here next term. He has resigned. Who (*be*) \_\_\_\_\_ the new teacher? Do you know?  
 B: Yes. Ms. Mary Jefferson. Ms. Jefferson (*teach*) \_\_\_\_\_ the same courses Mr. Swan taught: English, algebra, and geometry. I (*be*) \_\_\_\_\_ in her algebra class.
5. In what ways (*the damage we do to our environment today, affect*) \_\_\_\_\_ the quality of life for future generations?

**PART II. EXPRESSING PRIOR PLAN VS. WILLINGNESS**

Use *be going to* if you think the speaker is expressing a prior plan. If you think she/he has no prior plan, use *will*.

FM 3

6. A: This letter is in French, and I don't speak French. Can you help me?  
 B: Sure. I (*translate*) \_\_\_\_\_ will translate it for you.
7. A: Do you want to go shopping with me? I (*go*) \_\_\_\_\_ am going to go to the shopping mall downtown.  
 B: Sure. What time do you want to leave?



8. A: Who wants to erase the board?  
 Are there any volunteers?  
 B: I (*do*) \_\_\_\_\_ it!  
 C: I (*do*) \_\_\_\_\_ it!

9. A: Why does he have an eraser in his hand?  
 B: He (*erase*) \_\_\_\_\_ the board.



Understanding & Using English Grammar

## EXERCISES

1 Complete the sentences using will ('ll) or going to.

- 1 A: Why are you turning on the television?  
B: ...I'm going to watch... the news. (I/watch)
- 2 A: Oh, I've just realised. I haven't got any money.  
B: Haven't you? Well, don't worry. .... you some. (I/lend)
- 3 A: I've got a headache.  
B: Have you? Wait there and ..... an aspirin for you. (I/get)
- 4 A: Why are you filling that bucket with water?  
B: ..... the car. (I/wash)
- 5 A: I've decided to repaint this room.  
B: Oh, have you? What colour ..... it? (you/paint)
- 6 A: Where are you going? Are you going shopping?  
B: Yes, ..... something for dinner. (I/buy)
- 7 A: I don't know how to use this camera.  
B: It's quite easy. .... you. (I/show)
- 8 A: What would you like to eat?  
B: ..... a sandwich, please. (I/have)
- 9 A: Did you post that letter for me?  
B: Oh, I'm sorry. I completely forgot. .... it now. (I/do)
- 10 A: The ceiling in this room doesn't look very safe, does it?  
B: No, it looks as if ..... down. (it/fall)
- 11 A: Has George decided what to do when he leaves school?  
B: Oh, yes. Everything is planned. .... a holiday for a few weeks and then ..... a computer programming course. (he/have, he/do)

2 Read the situations and complete the sentences using will ('ll) or going to.

- The phone rings and you answer. Somebody wants to speak to Jim.  
CALLER: Hello. Can I speak to Jim, please?  
YOU: Just a moment. .... him. (I/get)
- It's a nice day. You've decided to sit in the garden. Before going outside, you tell your friend.  
YOU: The weather's too nice to stay indoors. .... in the garden. (I/sit)
- John says: That's a good idea. I think ..... you. (I/join)
- John's friend is worried because she has lost an important letter.  
YOU: Don't worry about the letter. I'm sure ..... it. (you/find)
- YOU: I hope so.
- There was a job advertised in the paper recently. At first you were interested but then you decided not to apply.  
YOU: Have you decided what to do about that job that was advertised?  
JOHN: Yes, ..... for it. (I/not/apply)
- John and a friend come home very late. Other people in the house are asleep. Your friend is shouting.  
YOU: Shhh! Don't make so much noise. .... everybody up. (you/wake)
- John has to go to the airport to catch a plane tomorrow morning.  
JOHN: Ann, I need somebody to take me to the airport tomorrow morning.  
YOU: That's no problem. .... you. (I/take) What time is your flight?  
JOHN: 10.50.  
YOU: OK. .... at about 9 o'clock then. (we/leave)
- That day, Joe offers to take John to the airport.  
JOHN: Do you want me to take you to the airport?  
JOHN: No thanks, Joe. .... me. (Ann/take)

English Grammar in Use

## EXERCISES

Choose will ('ll) or (be) going to, whichever is correct or more likely, and one of these verbs. (B & C)

collapse    eat    enter    explode    have    increase    leave    paint    phone  
re-open    retire    see    show    be sick    walk

- 1 Get out of the building! It sounds like the generator 's going to explode.
- 2 Tim ..... early before he reaches 65. He mentioned it at the meeting recently.
- 3 'I think I ..... home across the park.' 'That's a good idea.'
- 4 Next year, no doubt, more people ..... the competition as the prize money increases.
- 5 'Can we meet at 10.00 outside the station?' 'Okay. I ..... you there.'
- 6 Don't sit on that bench, I ..... it.
- 7 I'm not feeling well. In fact, I think I .....!
- 8 'Closed over the New Year period. This office ..... on 2nd January.' (Sign on an office window)
- 9 I'm sure you ..... a good time staying with Richard.
- 10 We ..... with Tim tonight. He's asked us to be there at 7.00.
- 11 'The 2.35 to Bristol ..... from platform 5.' (Announcement at railway station.)
- 12 I wouldn't walk across that old bridge if I were you. It looks like it .....
- 13 I read in the paper that they ..... the price of gas again.
- 14 Do you like my new solar watch? Here, I ..... you how it works.
- 15 'Dr Jackson isn't in his office at the moment.' 'In that case, I ..... him at home.'

Complete the sentences with will ('ll) or (be) going to and an appropriate verb. If both will and going to are possible, write them both. (D)

- 1 If you're ready, I ll explain how the equipment operates.
- 2 I warn you that if I see you here again, I ..... your parents.
- 3 If we don't leave now, we ..... the train.
- 4 If you decide to contact Jane, I ..... you her address.
- 5 If you stand in the rain much longer, you ..... cold.
- 6 He's seriously hurt. If we don't get help immediately, he .....
- 7 If you want to leave this afternoon, Joe ..... you to the station.
- 8 If you visit Bernard in Vienna, I'm sure you ..... very welcome.

Make any necessary corrections or improvements to the underlined parts of this extract from a telephone conversation. Mark and Jo are discussing their holidays. (B, C & E)



- M: Have you got a holiday planned?  
 J: Ruth has asked me to visit her in Kenya.  
 M: Kenya! Sound brilliant. You're going to<sup>1</sup> have a great time.  
 J: How about you?  
 M: Well, I expect I shall<sup>2</sup> go away if I can spare the time, but my boss shan't<sup>3</sup> be very happy if I take off more than a few days. I imagine that my parents shall<sup>4</sup> probably go to Mexico again, to see their friends there, but I don't think I shall<sup>5</sup> be able to go with them. They've told me they'll<sup>6</sup> learn Spanish before they go this time.... Look, I'm sorry, Jo, but someone's at the door. I'm going to<sup>7</sup> call you back tomorrow morning.  
 J: Okay, I'll<sup>8</sup> speak to you then.

English Grammar in Use

...ing To or Will?

DIRE ... with *be going to* + verb or *will* + verb, depending on the meaning of the ... in both forms are possible.

1-3

1. According to all the forecasts from this year's food critics, restaurants serving low-fat entrees (continue) \_\_\_\_\_ to do well. They also predict that low-fat Mexican restaurants (grow) \_\_\_\_\_ in popularity. The expensive, "nouvelle cuisine" food that was so popular among yuppies in the 1980s (lose) \_\_\_\_\_ many customers since people prefer not to spend so much money on so little food.
2. Coffee bars have proliferated in the United States during the past five years. The famous Seattle chain, Starbucks, has become a trendy meeting place for many people. It's not uncommon for people to say, "I (meet) \_\_\_\_\_ you at Starbucks in half an hour." In addition, the servers are extremely congenial. They (prepare) \_\_\_\_\_ your coffee drink just the way you want it—with nonfat milk, with decaffeinated coffee, with a double shot of espresso. Starbucks is expanding; in fact they (open) \_\_\_\_\_ six new shops in my city this year. I think I (talk) \_\_\_\_\_ to my financial broker today about buying some stock in that company!

FME

4. A: Why are you in such a hurry?  
B: I have to be at the airport in an hour. I \_\_\_\_\_ the 4 o'clock plane to New York. I have an important meeting there tomorrow.
2. A: We got an invitation in the mail from Ron and Maureen. They \_\_\_\_\_ a dinner party next Saturday evening. Do you want to go? I'd like to.  
B: Sure. I always enjoy spending time with them. Let's call and tell them we \_\_\_\_\_.
3. A: Your cough sounds terrible! You should see a doctor.  
B: I know. It just won't go away. I \_\_\_\_\_ Dr. Murray later this afternoon.
4. A: Have you seen Jackie?  
B: She just left. She's going to the mall, and then she \_\_\_\_\_ her sister at the airport. She should be back around 4:30.
5. A: Where are you and your family going for your vacation this summer?  
B: Ontario.  
A: Are you planning to fly?  
B: No, we \_\_\_\_\_ there so we can take our time and enjoy the scenery.
6. A: We're going to a soccer match next week.  
B: Who \_\_\_\_\_?  
A: A team from Brazil against a team from Argentina. It ought to be a really exciting game.
7. A: I see you're smoking. I thought you stopped last month.  
B: I did. I don't know why I started again. I \_\_\_\_\_ again tomorrow, and this time I mean it.

◇ PRACTICE 36—GUIDED STUDY: Using the present progressive to express future time. (Chart 1-22)

FME

Directions: Change the verbs in *italics> to the PRESENT PROGRESSIVE for those sentences that express a planned event or definite intention. In some sentences, no change is possible.*

1. A: The package has to be there tomorrow. Will it get there in time?  
B: Don't worry. *I'm going to send it by express mail.*  
→ Also possible: *I'm sending it by express mail.*
2. A: What's the weather report?  
B: It *is going to rain* tomorrow morning.  
→ (Not possible: *It's raining tomorrow morning.*)
3. A: Would you like to have dinner with me tonight, Fat?  
B: Thanks, but *I'm going to have dinner* with my sister and her husband.
4. A: What *are you going to do* this evening?  
B: *I'm going to study* at the library.

Understanding & Using English Grammar

**EXAMPLE LESSON PLAN (for M)**

**Teacher:** Mixed learning style teacher

**Lesson:** Integrated

**Subject:** Past Simple and Past Progressive

**Presentation:** Talking about irregular forms of the verbs. Using the material PM1 (exercises about irregular verbs), using the material PM 2 and PM 3 (mechanic exercise on irregular verbs), using the material PM 4 (about simple past tense)  
Talking about the differences between past simple and past progressive.

**Practice:** Using the material PM 4, PM 5 and PM 6, PM 7 and PM 8 (comparison of simple past and past progressive).Using

**Production:** Using the material PM 9 ( game about Simple past and Past Prograssive)



PM1

PRACTICE 6—GUIDED STUDY: Irregular verbs. (Chart 4-11)

Directions: The following is a review of the forms of irregular verbs. The simple form is given. You are to provide the SIMPLE PAST and the PAST PARTICIPLE. Note: Verbs followed by an asterisk (\*) are declined at the end of this practice (page 12).

GROUP 1: ALL THREE FORMS ARE DIFFERENT

Group 1A: The vowel changes from "i" to "a" to "u":

begin	<i>began</i>	<i>begun</i>	sink*		
drink			spring*		
ring			stink*		
shrink*			swim		
sing					

Group 1B: The vowel changes in the simple past. The past participle ends in "n":

blow	<i>blew</i>	<i>blown</i>	get		
draw			forget		
grow			mistake		
know			shake		
throw			take		
fly			bite		
break			hide		
choose			be		
drive			cat		
freeze			fall		
ride			forgive		
rise			give		
speak			lie		
steal			see		
swear			do		
tear			go		
wear					
weave*					
write					

GROUP 2: TWO FORMS ARE THE SAME: THE SIMPLE PAST AND THE PAST PARTICIPLE

Group 2A: The simple past and the past participle end in "d":

sell	<i>sold</i>	<i>sold</i>	lay		
sell			pay		
sell			say		
find			find		
grind*			grind*		
wind*			wind*		
have			have		
hear			hear		

Group 2B: The simple past and the past participle end in "t":

creep*	<i>crept</i>	<i>crept</i>	bring		
deal			buy		
deal			catch		
keep			fight		
kneel			seek*		
leave			teach		
mean			think		
meet					
sleep			bend		
sweep			build		
weep*			lend		
			send		
lose			spend		

Group 2C: The vowel changes to form the simple past and past participle:

cling*	<i>clung</i>	<i>clung</i>	hold		
dig			shoot		
hang			sit		
spin*			stand		
stick			understand		
sting*			win		
strike*					
swing*					

2-8 TROUBLESOME VERBS: RAISE / RISE, SET / SIT, LAY / LIE

PM2

TRANSITIVE	INTRANSITIVE	
(a) <i>raise, raised, raised</i> Tom <i>raised</i> his hand.	(b) <i>rise, rose, risen</i> The sun <i>rises</i> in the east.	<i>Raise, set, and lay</i> are transitive verbs; they are followed by an object. <i>Rise, sit, and lie</i> are intransitive; i.e., they are NOT followed by an object.* In (a): <i>raised</i> is followed by the object <i>hand</i> . In (b): <i>rises</i> is not followed by an object. Note: <i>Lay</i> and <i>lie</i> are troublesome for native speakers too and are frequently misused.
(c) <i>set, set, set</i> I will <i>set</i> the book on the desk.	(d) <i>sit, sat, sat</i> I <i>sit</i> in the front row.	
(e) <i>lay, laid, laid</i> I am <i>laying</i> the book on the desk.	(f) <i>lie, ** lay, lain</i> He is <i>lying</i> on his bed.	

\*See Appendix Chart A-1, p. A1, for information about transitive and intransitive verbs.

\*\**Lie* is a regular verb (*lie, lied*) when it means "not tell the truth": He *lied* to me about his age.

EXERCISE 17. Troublesome verbs. (Chart 2-8)

Directions: Choose the correct word in parentheses.

- The student (*raised, rose*) his hand in class.
- Hot air (*raises, rises*).
- Ann (*set, sat*) in a chair because she was tired.
- I (*set, sat*) your dictionary on the table a few minutes ago.
- Hens (*lay, lie*) eggs.
- Sara is (*laying, lying*) on the grass in the park right now.
- Jan (*laid, lay*) the comb on top of the dresser a few minutes ago.
- If you are tired, you should (*lay, lie*) down and take a nap.
- San Francisco (*lay, lies*) to the north of Los Angeles.
- Mr. Faust (*raises, rises*) many different kinds of flowers in his garden.
- The student (*raised, rose*) from her seat and walked to the front of the auditorium to receive her diploma.
- Hiroki is a very methodical person. Every night before going to bed, he (*lays, lies*) his clothes for the next day on his chair.
- Where are my keys? I (*lay, laid*) them here on the desk five minutes ago.
- Fred (*set, sat*) the table for dinner.
- Fred (*set, sat*) at the table for dinner.
- The fulfillment of all your dreams (*lies, lays*) within you—if you just believe in yourself.

PRACTICE 12—SELFSTUDY: Simple past of irregular verbs. (Chart 1-14)

PM3

Directions: Complete the sentences with the SIMPLE PAST of the irregular verbs in the list. Pay special attention to spelling. Each verb is used only one time.

<i>broadcast</i>	<i>fall</i>	<i>lose</i>	<i>isual</i>
<i>cost</i>	<i>fly</i>	<i>sick</i>	<i>strike</i>
<i>deal</i>	<i>hold</i>	<i>shoot</i>	<i>sweep</i>

- Ron had a small accident. He \_\_\_\_\_ to the floor when his foot got caught in the rug.
- The car that Barb was driving went out of control and \_\_\_\_\_ a stop sign. That's the first time Barb ever hit anything with her car.
- All of the radio and TV stations \_\_\_\_\_ the news of the peace plan yesterday.
- When Mrs. Grant was having trouble, she \_\_\_\_\_ help from her neighbors. She asked them for their support and advice.
- The team played badly. They \_\_\_\_\_ the game by seven points. Oh, well. You can't win 'em all.
- When we played cards, Jane \_\_\_\_\_ five cards to each player.
- Sue \_\_\_\_\_ the knife in her right hand and the fork in her left hand.
- The hunter slowly raised his rifle and \_\_\_\_\_ at the deer, but he missed.
- Jenny wanted a color TV for her apartment, but the least expensive one \_\_\_\_\_ too much for her budget, so she decided to wait until she could save enough money.
- When I spilled rice on the floor, I got the broom and \_\_\_\_\_ it up.
- A thief broke into Carlos' apartment and \_\_\_\_\_ his TV and his stereo set.
- Tommy wanted to play a little joke on his friend, Marcia. He ran up to Marcia's front door, rang the doorbell, and then \_\_\_\_\_ quickly down the street. When Marcia answered the door, no one was there.

4  
Read what Sharon says about a typical working day:



I usually get up at 7 o'clock and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8.45. I never have lunch. I finish work at 5 o'clock. I'm always tired when I get home. I usually cook a meal in the evening. I don't usually go out. I go to bed at about 11 o'clock. I always sleep well.

Yesterday was a typical working day for Sharon. Write what she did or didn't do yesterday.

- |                              |          |                           |
|------------------------------|----------|---------------------------|
| 1 She got up at 7 o'clock... | 7 .....  | at 5 o'clock.             |
| 2 She .....                  | 8 .....  | tired when ..... home.    |
| 3 She .....                  | 9 .....  | a meal yesterday evening. |
| 4 It .....                   | 10 ..... | out yesterday evening.    |
| 5 .....                      | 11 ..... | at 11 o'clock.            |
| 6 .....                      | 12 ..... | well last night.          |

Put one of these verbs in each sentence:

buy catch cost drink fall hurt sell spend teach throw win write

- Mozart ~~wrote~~ more than 600 pieces of music.
- 'How did you learn to drive?' 'My father ..... me.'
- We couldn't afford to keep our car, so we ..... it.
- I was very thirsty. I ..... the water very quickly.
- Paul and I played tennis yesterday. He's much better than me, so he ..... easily.
- Don ..... down the stairs this morning and ..... his leg.
- Jim ..... the ball to Sue, who ..... it.
- Ann ..... a lot of money yesterday. She ..... a dress which ..... £100.

A friend has just come back from holiday. You ask him about it. Write your questions.

- |  |                                      |
|--|--------------------------------------|
| 1 (where/go?) ...Where did you go? ..... | 6 (how/travel?) .....                |
| 2 (go alone?) .....                      | 7 (the weather / fine?) .....        |
| 3 (food/good?) .....                     | 8 (what / do in the evenings?) ..... |
| 4 (how long / stay there?) .....         | 9 (meet anybody interesting?) .....  |
| 5 (stay at a hotel?) .....               |                                      |

Complete the sentences. Put the verb into the correct form, positive or negative.

- It was warm, so I ~~took~~ off my coat. (take)
- The film wasn't very good. I ~~didn't enjoy~~ it very much. (enjoy)
- I knew Sarah was very busy, so I ..... her. (disturb)
- I was very tired, so I ..... to bed early. (go)
- The bed was very uncomfortable. I ..... very well. (sleep)
- Sue wasn't hungry, so she ..... anything. (eat)
- We went to Kate's house but she ..... at home. (be)
- It was a funny situation but nobody ..... (laugh)
- The window was open and a bird ..... into the room. (fly)
- The hotel wasn't very expensive. It ..... very much. (cost)
- I was in a hurry, so I ..... time to phone you. (have)
- It was hard work carrying the bags. They ..... very heavy. (be)

Directions: Complete the sentences with the SIMPLE PAST of the irregular verbs in the list. Pay special attention to spelling. Each verb is used only one time.

bet	freeze	sink	split
choose	lead	spend	upset
fly	ring	spin	weep

- Dr. Perez ..... ten hours in the operating room performing the delicate surgery.
- On my first day at the university, Sally ..... the way to our classroom. I followed.
- We made a friendly wager on the game. I ..... a dollar on my team.
- I ..... when I heard the tragic news. Everyone else cried too.
- As she stood, she ..... the table, and everything on top of it fell to the floor.
- Paul wanted to make a fire, but the logs were too big. So he ..... them with his ax.



- When I threw a piece of wood from the shore, it floated on top of the water. When I threw a rock, it ..... immediately to the bottom of the lake.
- In 1927, Charles Lindbergh ..... from New York to Paris in 33 hours and 30 minutes. How long does it take today on an SST? (SST = supersonic transport)
- When the children ..... around and around, they became dizzy.

Directions: Fill in the blanks with the SIMPLE PAST or the PAST PROGRESSIVE of the verbs in parentheses. Include any other words in parentheses.

PM 5

- We (have) had a wonderful dinner last night to celebrate our 25th wedding anniversary.
- We (have, at home) were at home having our anniversary dinner when my uncle called to congratulate us last night.
- A: Why is Henry in the hospital?  
B: He (work, in his garage) \_\_\_\_\_ on his car when the gas tank (explode) \_\_\_\_\_.
- A: What (cause) \_\_\_\_\_ the explosion?  
B: Henry (light) \_\_\_\_\_ a cigarette.
- A: I'm sorry. Officer. I (see, not) \_\_\_\_\_ the stop sign. I (think) \_\_\_\_\_ about something else.  
B: What (think, you) \_\_\_\_\_ about? You should have been thinking about your driving.
- Bill asked me to come over to his apartment, but I (want, not) \_\_\_\_\_ to leave the house because I (wait) \_\_\_\_\_ for a phone call.
- Any (hear, not) \_\_\_\_\_ her parents having an argument last night. She (listen, in her room) \_\_\_\_\_ to music.

◇ PRACTICE 17—GUIDED STUDY: The simple past and the past progressive.  
(Charts 1-12 → 1-14)

PM 6

Directions: Complete the sentences with the SIMPLE PAST or PAST PROGRESSIVE. Use any verb that seems right to you.

- Last Saturday while Sandy was cleaning out the attic, she found her grandmother's wedding dress.
- Two days ago, Peter \_\_\_\_\_ all of his money out of the bank and \_\_\_\_\_ a new car. Yesterday, while he \_\_\_\_\_ to work, he lost control of his steering and \_\_\_\_\_ another car. He wasn't hurt, but the accident completely \_\_\_\_\_ his new car.
- Last night we suddenly \_\_\_\_\_ up from a sound sleep when we \_\_\_\_\_ a noise about 3:00 A.M. I thought it was a burglar, but it was only a cat that \_\_\_\_\_ along the window sill.
- Two days ago I \_\_\_\_\_ my friends Ann and Andy at their apartment. They \_\_\_\_\_ the dishes when I \_\_\_\_\_. They \_\_\_\_\_ quickly, and we all \_\_\_\_\_ down and \_\_\_\_\_ about old times.
- When I \_\_\_\_\_ to/at the airport, Lisa \_\_\_\_\_ for me in the baggage claim area. As soon as she \_\_\_\_\_ me, she \_\_\_\_\_ her arms and \_\_\_\_\_ something that I couldn't hear because the people around me \_\_\_\_\_ so much noise.
- Mary \_\_\_\_\_ outside \_\_\_\_\_ the flowers when it \_\_\_\_\_ to rain. So, of course, she \_\_\_\_\_ off the hose and let nature take care of her garden.

Directions: Fill in the blanks with the SIMPLE PAST or the PAST PROGRESSIVE of the verbs in parentheses.

PM 7

- Yesterday David (cross) was crossing a street when a truck (turn) turned the corner very fast and almost (hit) hit him.
- During the study period in class yesterday, it (be) \_\_\_\_\_ hard for me to concentrate because the student next to me (hum) \_\_\_\_\_.
- Last Monday while we (watch, in our living room) \_\_\_\_\_ an exciting game on television, the electricity (go) \_\_\_\_\_ out. So we (go) \_\_\_\_\_ outside, (get) \_\_\_\_\_ into the car, (turn) \_\_\_\_\_ on the radio, and (listen) \_\_\_\_\_ to the rest of the game. The next day the car battery (be) \_\_\_\_\_ dead.
- The police (surround) \_\_\_\_\_ a thief yesterday. They (surround) \_\_\_\_\_ the jewelry store while he (stuff, still inside) \_\_\_\_\_ his pockets with diamonds.
- Yesterday we had a houseful of children for my son's sixth birthday party. In the middle of the party, the phone (ring) \_\_\_\_\_, so I had to leave the children alone for a moment. When I (come) \_\_\_\_\_ back into the room, most of the children (still, play) \_\_\_\_\_ together nicely. But over in the corner, Bobby (pull) \_\_\_\_\_ Annie's hair. I quickly (run) \_\_\_\_\_ over and (tell) \_\_\_\_\_ Bobby to stop.
- TEACHER: You're late again. You were supposed to be here ten minutes ago. Where were you?  
MICHAEL: I (look) \_\_\_\_\_ for a place to park.  
TEACHER: (Find, you) \_\_\_\_\_ one?  
MICHAEL: Yes, but it's at a parking meter that has a 15-minute limit. So every 15 minutes I'll have to go out and put some more money in the meter.  
TEACHER: Maybe you should start taking the bus to school.

**EXERCISES**

3 Complete the sentences using these pairs of verbs. Use the past simple in one space and the past continuous in the other. (A & B)

arrive/get go/get meet/work look/slip wait/order ski/break

- Just as I was getting into the bath the fire alarm went off.
- Helen ..... her leg while she ..... in Switzerland.
- We ..... when I ..... in a music shop.
- When his mother ..... in the other direction Steve ..... away quietly.
- I ..... a drink while I ..... for Pam to arrive.
- Our guests were early. They ..... as I ..... changed.



This time, use the same tense in both spaces. (B)

close/sit come/put not concentrate/think shut/start take/place write/drive

- She ..... the door and ..... down quickly.
- I ..... the windows as soon as it ..... to rain.
- I'm sorry, I ..... I ..... about Jim.
- It was an amazing coincidence. Just as I ..... to Anne, she ..... to my house to come and see me.
- When the taxi ..... I ..... my suitcase on the back seat.
- He ..... the cake out of the oven and ..... it carefully on the table.

Look at the past continuous verbs you wrote in 6.1: 1-6. Which of these could also be in the past simple? What difference in meaning, if any, would there be? (A, B & C)

Complete the sentences with one of these verbs: be, enjoy, have, live. Use the same verb for each sentence in the pair. In one, you can use only the past simple; in the other you can use either the past simple or the past continuous. (C)

- a It was now getting late, and my eyes ..... trouble focusing on the birds in the disappearing light.  
b I ..... trouble with that car the whole of the time I owned it.
- a As a historian, I'm interested in how people ..... in the past.  
b During that hard winter, people ..... by selling what few remaining possessions they had.
- a She ..... very good at talking to children in a way that kept them entertained.  
b Before the party, the children got very excited and ..... naughty.
- a He ..... learning Japanese until the class had a new teacher.  
b Even when he was young, Jonathan ..... learning languages.

Correct the sentences if necessary or put a ✓. (D)

- Whenever I called in on Sam, he talked on the phone.
- When I lived in Paris, I was spending three hours a day travelling to and from work.
- Peterson was winning the tournament four times before he retired.
- We were having to play netball twice a week when I went to school.
- The weather was so hot that...

**EXERCISES**

What were you doing at the following times? Write one sentence as in the examples. The past continuous is not always necessary (see the second example).

- (at 8 o'clock yesterday evening) ... I was having dinner with some friends.
- (at 5 o'clock last Saturday) ... I was on a train on my way to London.
- (at 10.15 yesterday morning) .....
- (at 4.30 this morning) .....
- (at 7.45 yesterday evening) .....
- (half an hour ago) .....

Use your own ideas to complete these sentences. Use the past continuous.

- Tom burnt his hand when he was cooking the dinner.
- The doorbell rang while I .....
- We saw an accident while we .....
- Mary fell asleep while she .....
- The television was on but nobody .....

Put the verbs into the correct form, past continuous or past simple.



- I wasn't (see) Sue in town yesterday but she ..... (not/see) me. She ..... (look) the other way.
- I ..... (meet) Tom and Ann at the airport a few weeks ago. They ..... (go) to Berlin and I ..... (go) to Madrid. We ..... (have) a chat while we ..... (wait) for our flights.
- J ..... (cycle) home yesterday when suddenly a man ..... (step) out into the road in front of me. I ..... (go) quite fast but luckily I ..... (manage) to stop in time and ..... (not/hit) him.

Put the verbs into the correct form, past continuous or past simple.

- Jane was waiting (wait) for me when I arrived (arrive).
- 'What ..... (you/do) this time yesterday?' 'I was asleep.'
- 'Was Carol at the party last night?' 'Yes, she ..... (wear) a really nice dress.'
- How fast ..... (you/drive) when the accident ..... (happen)?
- John ..... (take) a photograph of me while I ..... (not/look).
- We were in a very difficult position. We ..... (not/know) what to do.
- I haven't seen Alan for ages. When I last ..... (see) him, he ..... (try) to find a job in London.
- I ..... (hear) footsteps behind me. Somebody ..... (follow) me. I was frightened and I ..... (start) to run.
- When I was young, I ..... (want) to be a bus driver.

Prag. 6A

### Suspect A

You and your friend went to a restaurant yesterday evening.

Before you are interviewed by the police, you must decide what happened yesterday evening. You will be interviewed separately, so you must have exactly the same story – or you will be arrested! Remember, details are important.

Here are some things for you to decide:

- when and where you met
- what you did before the meal
- the name of the restaurant and where you sat
- why you chose that restaurant
- other people in the restaurant
- your waiter / waitress
- what you both ate and drank
- the bill and how you paid
- what you did after the meal
- transport during the evening
- anything else about the evening – you never know what the police might ask you!



### Police officer A

You are going to interview a suspect who you think committed last night's robbery. The suspect says that he / she went to a restaurant last night with a friend.

With your partner(s), write down some questions to ask him / her. All police officers must write the questions, as you are going to interview the suspects separately, then compare your answers later. Remember – details are important in a police investigation! Make sure that you ask about both the suspects.

You can ask questions about the following:

- when and where the suspects met
- what they did before the meal
- the restaurant and where they sat
- why they chose that restaurant
- other people in the restaurant
- the waiter / waitress
- what they both ate and drank
- the bill and how they paid
- what they did after the meal
- transport during the evening
- any more questions that you can think of.



### Suspect B P. 129 b

You and your friend went to the cinema yesterday evening.

Before you are interviewed by the police, you must decide what happened yesterday evening. You will be interviewed separately, so you must have exactly the same story – or you will be arrested! Remember, details are important.

Here are some things for you to decide:

- when and where you met
- what you did before the film
- which cinema you went to
- details of the film (actors, story, etc.)
- where you sat in the cinema
- other people in the cinema
- what you both ate and drank
- how much everything cost
- what you did after the film
- transport during the evening
- anything else about the evening – you never know what the police might ask you!



### Police officer B

You are going to interview a suspect who you think committed last night's robbery. The suspect says that he / she went to the cinema last night with a friend.

With your partner(s), write down some questions to ask him / her. All police officers must write the questions, as you are going to interview the suspects separately, then compare your answers later. Remember – details are important in a police investigation! Make sure that you ask about both the suspects.

You can ask questions about the following:

- when and where the suspects met
- what they did before the film
- which cinema they went to
- details of the film (actors, story, etc.)
- where they sat in the cinema
- other people in the cinema
- what they both ate and drank
- how much everything cost
- what they did after the film
- transport during the evening
- any more questions you can think of.



### **EXAMPLE LESSON PLAN (for M)**

**Teacher:** Mixed learning style teachers

**Lesson:** Integrated

**Subject:** Comparatives

**Presentation:** Talking about some of the objects in the class the physical differences of the students.

**Practice:** Using activity C.M 1 (reading the sentences and using an appropriate adjectives in comparative forms for each of them) Using the material CM 2 and CM3 (choosing a suitable adjective and using them in the sentences in comparative forms). Using CM4 (filling the gaps by using much/ a bit etc+ comparative forms

**Production:** Talking about the Foreign Languages of Osmangazi University and criticizing of the English lessons, giving advise to make the lessons more enjoyable.



EXERCISES CM 1

Complete the sentences using a comparative form (older / more important etc.).

- 1 It's too noisy here. Can we go somewhere *quieter*?
- 2 This coffee is very weak. I like it a bit .....
- 3 The hotel was surprisingly big. I expected it to be .....
- 4 The hotel was surprisingly cheap. I expected it to be .....
- 5 The weather is too cold in this country. I'd like to live somewhere .....
- 6 My job is a bit boring sometimes. I'd like to do something .....
- 7 I was surprised how easy it was to use the computer. I thought it would be .....
- 8 Your work isn't very good. I'm sure you can do .....
- 9 Don't worry. The situation isn't so bad. It could be .....
- 10 I was surprised we got here so quickly. I expected the journey to take .....
- 11 You're talking very loudly. Can you speak a bit .....
- 12 You hardly ever phone me. Why don't you phone me .....
- 13 You're standing too near the camera. Can you move a bit .....
- 14 You were a bit depressed yesterday but you look .....

Complete the sentences. Each time use the comparative form of one of the words in the list. Use *than* where necessary.

interested	crowded	early	easily	high	important
	peaceful	reliable	serious	simple	thin

- 1 I was feeling tired last night, so I went to bed *earlier than* usual.
- 2 I'd like to have a *more reliable* car. The one I've got keeps breaking down.
- 3 Unfortunately her illness was ..... we thought at first.
- 4 You look ..... Have you lost weight?
- 5 ..... flat. We don't have enough space here.
- 6 He doesn't study very hard. He's ..... in having a good time.
- 7 Health and happiness are ..... money.
- 8 The instructions were very complicated. They could have been .....
- 9 There were a lot of people on the bus. It was ..... usual.
- 10 I like living in the countryside. It's ..... living in a town.
- 11 I will find your way around the town ..... if you have a good map.
- 12 In some parts of the country, prices are ..... in others.

Use the situations and complete the sentences. Use a comparative form (-er or more...).

- 1 Yesterday the temperature was nine degrees. Today it's only six degrees. It's *colder today than it was yesterday*.
- 2 A journey takes four hours by car and five hours by train. It's *longer*.
- 3 I went for a run. I ran ten kilometres. Dave stopped after eight kilometres. He's *shorter*.
- 4 I and Joe both did badly in the exam. Chris got 20% but Joe only got 15%. He's *worse*.
- 5 I expected my friends to arrive at about 4 o'clock. In fact they arrived at 2.30. They're *earlier*.
- 6 I can go by bus or by train. The buses run every 30 minutes. The trains run every hour. It's *faster*.
- 7 I'm very busy at work today. We're not usually as busy as that. It's *busier*.

Complete the sentences with an appropriate comparative or superlative adjective. Use an -er/-est or more/most form. Indicate where both forms are possible. (A)

- alike common complex confident forceful  
hot likely ~~relaxed~~ simple wid.

- 1 I feel much *more relaxed* now that the exams are over.
- 2 Our new car is a little ..... than our old one, but still fits easily into the garage.
- 3 Her latest speech was strong and confident, and some people now consider her to be the ..... figure in British politics.
- 4 Now that they had both had their hair cut, the twins looked even ..... than usual.
- 5 Throughout the match, Barcelona looked the ..... winners.
- 6 Scientists claim that oil pollution is now the ..... cause of death among sea birds.
- 7 The last exam was quite easy and I began to feel ..... about my results.
- 8 Another, even ....., computer had to be designed to control the environment of the space station.
- 9 It's been the ..... day in London for 35 years.
- 10 This exercise is too difficult. I think you should make it .....

Write two sentences from each situation, one with enough and the other sufficiently. (B & C)

- 1 The problem isn't important. It won't cause us concern.  
The problem isn't important enough to cause us concern.  
The problem isn't sufficiently important to cause us concern.
- 2 Young adults aren't informed about politics. They shouldn't vote.
- 3 The company felt confident about its new product. It took on over 100 new employees.
- 4 The gas leak was serious. The police evacuated the building.

Write sentences with either for...to + verb or to + verb after the adjective. Use a phrase from a, a phrase from b, and a verb from c. Various combinations are possible. (C)

a	b	c	Example:
1 I'm afraid the box is	too old	fit	I'm afraid the box is too heavy (for me) to carry far.
2 The price is	too high	learn	
3 The pieces of wood were	too tired	afford	
4 My grandfather thought he was	too heavy	tell	
5 After her long journey, she was	too long	carry	

Complete these sentences in any appropriate way using the pattern in D opposite. (D)

- 1 The later the general election, *the better it will be for the Government*.
- 2 The higher the temperature, .....
- 3 .....
- 4 The bigger the European Union gets, .....
- 5 .....

CM3

## EXERCISES

Use the words in brackets to complete the sentences. Use much / a bit etc. + a comparative form. Use than where necessary.

- Her illness was much more serious than we thought at first. (much / serious)
- This bag is too small. I need something ..... (much / big)
- I'm afraid the problem is ..... it seems. (much / complicated)
- You looked depressed this morning but you look ..... now. (a bit / happy)
- I enjoyed our visit to the museum. It was ..... I expected. (far / interesting)
- You're driving too fast. Could you drive .....? (a bit / slowly)
- It's ..... to learn a foreign language in the country where it is spoken. (a lot / easy)
- I thought she was younger than me but in fact she's ..... (slightly / old)

Complete the sentences using any/no + a comparative. Use than where necessary.

- I'm fed up with waiting. I'm not waiting any longer.
- I'm sorry I'm a bit late but I couldn't get here .....
- This shop isn't expensive. The prices are ..... anywhere else.
- I must stop for a rest. I can't walk .....
- The traffic isn't particularly bad today. It's ..... usual.

Complete the sentences using the structure in Section C (...and...).

- It's becoming harder and harder to find a job. (hard)
- That hole in your pullover is getting ..... (big)
- My bags seemed to get ..... as I carried them. (heavy)
- As I waited for my interview, I became ..... (nervous)
- As the day went on, the weather got ..... (bad)
- Travelling is becoming ..... (expensive)
- Since she has been in Britain, her English has got ..... (good)
- As the conversation went on, he became ..... (talkative)

Complete the sentences like those in Section D. Use the word(s) in brackets (in the correct form) to complete the sentences.

- The warmer the weather, the better I feel. (feel)
- I don't really like him when we first met. .... (like)
- The more I got to know him, ..... (like)
- You're in business, you want to make a profit. .... (profit)
- The more goods you sell, ..... (profit)
- It's hard to concentrate when you're tired. .... (hard)
- The more tired you are, ..... (hard)
- I had to wait a very long time. .... (impatient/become)
- The longer she waited, ..... (impatient/become)

Which is correct, older or elder? Or both of them?

- Older / elder brother is a pilot. (older and elder are both correct)
- I surprised Diane is only 25. I thought she was older / elder.
- My younger sister is still at school. Her older / elder sister is a nurse.
- Anna is older / elder than his brother.

English Grammar in Use

### **EXAMPLE LESSON PLAN (for M)**

**Teacher:** Mixed learning style teacher

**Lesson:** Integrated

**Subject:** Future Tense (will & be going to)

**Presentation:** Talking about what will happen in the future and revising the tense  
Using activity FM1 (pronunciation activity on “will”). Talking about the differences on “will” and “be going to” by using the table on F2

**Practice:** Using the material FM2. (Activity using “will” and “be going to”). Using activity F3 (using be going to for planned action) and FM4 (choosing “will” or “be going to”). Using FM5 (choosing the correct verbs and using “will” or “be going to”), FM6 and FM7 (using “will” or “be going to” and choosing a suitable verb depending on the context)

**Production:** Using the material F 8 and making dialogs about the future plans of students.

FM 1

**4-1 SIMPLE FUTURE: WILL AND BE GOING TO**

	(a) Jack <i>will finish</i> his work tomorrow. (b) Jack <i>is going to finish</i> his work tomorrow. (c) Anna <i>will not be</i> here tomorrow. (d) Anna <i>won't be</i> here tomorrow.	Will or <i>be going to</i> is used to express future time.* In speech, <i>going to</i> is often pronounced "gonna." In (d): The contracted form of <i>will + not</i> is <i>won't</i> .
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The use of *shall* with *I* or *we* to express future time is possible but uncommon in American English. *Shall* is used more frequently in British English than in American English.

**EXERCISE 1. Simple future. (Chart 4-1)**

Directions: *Will* is usually contracted with personal pronouns in both speaking and informal writing. *Will* is often contracted with nouns and with other words in speaking, but not in writing. Practice pronouncing contracted *will* in these sentences.

- I'll come. He'll come. You'll come.
- She'll help us. They'll help us too.
- I'm sure we'll do well on the test.
- It'll probably rain tomorrow.
- Bob will ("Bob'll") be here soon.
- The weather will be hot in August.
- Mary will come tomorrow.
- Bill will be here too.
- The children will be home at 3:00.
- Who will be at the meeting?
- Where will you be around five?
- How long will Tom be here?
- Nobody will recognize you in that wig.
- That will be a lot of fun.
- What will you do?

FM 2

**4-2 WILL vs. BE GOING TO**

To express a PREDICTION: Use either WILL or BE GOING TO.	
(a) According to the weather report, it <i>will be</i> cloudy tomorrow. (b) According to the weather report, it <i>is going to be</i> cloudy tomorrow. (c) Be careful! You <i>'ll hurt</i> yourself! (d) Watch out! You <i>'re going to hurt</i> yourself!	When the speaker is making a prediction (a statement about something s/he thinks will be true or will occur in the future), either <i>will</i> or <i>be going to</i> is possible. There is no difference in meaning between (a) and (b). There is no difference in meaning between (c) and (d).
To express a PRIOR PLAN: Use only BE GOING TO.	
(e) A: Why did you buy this paint? B: I <i>'m going to paint</i> my bedroom tomorrow. (f) I talked to Bob yesterday. He <i>is tired of taking</i> the bus to work. He <i>'s going to buy</i> a car. That's what he told me.	When the speaker is expressing a prior plan (something the speaker intends to do in the future because in the past s/he has made a plan or decision to do it), only <i>be going to</i> is used.* In (e): Speaker B has made a prior plan. Last week she decided to paint her bedroom. She intends to paint it tomorrow. In (f): The speaker knows Bob intends to buy a car. Bob made the decision in the past, and he plans to act on this decision in the future. <i>Will</i> is not appropriate in (e) and (f).
To express WILLINGNESS: Use only WILL.	
(g) A: The phone's ringing. B: I <i>'ll get</i> it. (h) A: I don't understand this problem. B: Ask your teacher about it. She <i>'ll help</i> you.	In (g): Speaker B is saying "I am willing; I am happy to get the phone." He is not making a prediction. He has made no prior plan to answer the phone. He is, instead, volunteering to answer the phone and uses <i>will</i> to show his willingness. In (h): Speaker B feels sure about the teacher's willingness to help. <i>Be going to</i> is not appropriate in (g) and (h).

\*COMPARE:  
 Situation 1: A: Are you busy this evening?  
 B: Yes. I *'m going to meet* Jack at the library at seven. We *'re going to study* together.  
 In Situation 1, only *be going to* is possible. The speaker has a prior plan, so he uses *be going to*.  
 Situation 2: A: Are you busy this evening?  
 B: Well, I *really haven't made* any plans. I *ll eat* OR I *'m going to eat* dinner, of course. And then I *ll probably watch* OR I *'m probably going to watch* TV for a little while.  
 In Situation 2, either *will* or *be going to* is possible. Speaker B has not planned his evening. He is "predicting" his evening (rather than stating any prior plans), so he may use either *will* or *be going to*.

EXERCISE 2. WILL vs. BE GOING TO. (Chart 4-2)

PART I. EXPRESSING PREDICTIONS  
 Use *will* and/or *be going to* with the verb in parentheses.

- Sue (*graduate*) will graduate / is going to graduate in June. After that, she (*begin*) will begin / is going to begin work at an electronics firm.
- Fred (*be*) \_\_\_\_\_ at the meeting tomorrow. I think Jane (*come*) \_\_\_\_\_

understanding and using English Grammar

3. A: Can you give Ed a message for me?

B: Sure. I (*see, probably*) \_\_\_\_\_ him at the meeting this evening.

4. A: Mr. Swan (*be, not*) \_\_\_\_\_ here next term. He has resigned. Who (*be*) \_\_\_\_\_ the new teacher? Do you know?

B: Yes. Ms. Mary Jefferson. Ms. Jefferson (*teach*) \_\_\_\_\_ the same courses Mr. Swan taught: English, algebra, and geometry. I (*be*) \_\_\_\_\_ in her algebra class.

5. In what ways (*the damage we do to our environment today, affect*) \_\_\_\_\_ the quality of life for future generations?

**PART II. EXPRESSING PRIOR PLAN VS. WILLINGNESS**

Use *be going to* if you think the speaker is expressing a prior plan. If you think she/he has no prior plan, use *will*.

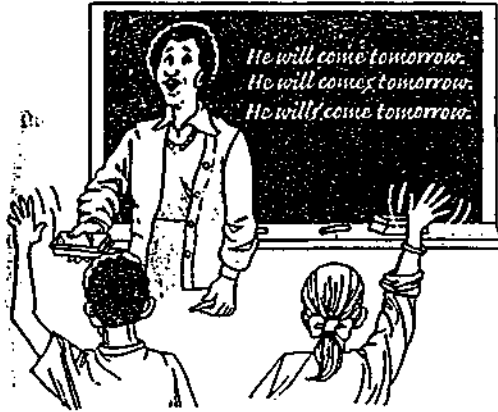
FM 3

6. A: This letter is in French, and I don't speak French. Can you help me?

B: Sure. I (*translate*) \_\_\_\_\_ ~~will translate~~ it for you.

7. A: Do you want to go shopping with me? I (*go*) \_\_\_\_\_ ~~am going to go~~ to the shopping mall downtown.

B: Sure. What time do you want to leave?



8. A: Who wants to erase the board?  
Are there any volunteers?

B: I (*do*) \_\_\_\_\_ it!

C: I (*do*) \_\_\_\_\_ it!



9. A: Why does he have an eraser in his hand?

B: He (*erase*) \_\_\_\_\_ the board.

Understanding & Using English Grammar

EXERCISES

FM4

Complete the sentences using will ('ll) or going to.

- 1 A: Why are you turning on the television?  
B: ...I'm going to watch... the news. (I/watch)
- 2 A: Oh, I've just realised. I haven't got any money.  
B: Haven't you? Well, don't worry. .... you some. (I/lend)
- 3 A: I've got a headache.  
B: Have you? Wait there and ..... an aspirin for you. (I/get)
- 4 A: Why are you filling that bucket with water?  
B: ..... the car. (I/wash)
- 5 A: I've decided to repaint this room.  
B: Oh, have you? What colour ..... it? (you/paint)
- 6 A: Where are you going? Are you going shopping?  
B: Yes, ..... something for dinner. (I/buy)
- 7 A: I don't know how to use this camera.  
B: It's quite easy. .... you. (I/show)
- 8 A: What would you like to eat?  
B: ..... a sandwich, please. (I/have)
- 9 A: Did you post that letter for me?  
B: Oh, I'm sorry. I completely forgot. .... it now. (I/do)
- 10 A: The ceiling in this room doesn't look very safe, does it?  
B: No, it looks as if ..... down. (it/fall)
- 11 A: Has George decided what to do when he leaves school?  
B: Oh, yes. Everything is planned. .... a holiday for a few weeks and then ..... a computer programming course. (he/leave, he/do)

Read the situations and complete the sentences using will ('ll) or going to.

- 1 The phone rings and you answer. Somebody wants to speak to Jim.  
CALLER: Hello. Can I speak to Jim, please?  
You: Just a moment. .... him. (I/get)
- 2 It's a nice day. You've decided to sit in the garden. Before going outside, you tell your friend.  
You: The weather's too nice to stay indoors. .... in the garden. (I/sit)  
Friend: That's a good idea. I think ..... you. (I/join)
- 3 Your friend is worried because she has lost an important letter.  
You: Don't worry about the letter. I'm sure ..... it. (you/find)  
Friend: I hope so.
- 4 You saw a job advertised in the paper recently. At first you were interested but then you decided not to apply.  
You: Have you decided what to do about that job that was advertised?  
Friend: Yes, ..... for it. (I/not/apply)
- 5 Your friend and a friend come home very late. Other people in the house are asleep. Your friend is tired.  
You: Shhh! Don't make so much noise. .... everybody up. (you/wake)  
Friend: I've got to go to the airport to catch a plane tomorrow morning.  
You: Ann, I need somebody to take me to the airport tomorrow morning.  
Friend: That's no problem. .... you. (I/take) What time is your flight?  
You: 10.50.  
Friend: OK, ..... at about 9 o'clock then. (we/leave)
- 6 It's a hot day. Joe offers to take John to the airport.  
John: Do you want me to take you to the airport?  
Joe: No thanks, Joe. .... me. (Ann/take)

English Grammar in use

## EXERCISES

Choose will ('ll) or (be) going to, whichever is correct or more likely, and one of these verbs. (B & C)

collapse    eat    enter    explode    have    increase    leave    paint    phone  
re-open    retire    see    show    be sick    walk

- 1 Get out of the building! It sounds like the generator 's going to explode.
- 2 Tim ..... early before he reaches 65. He mentioned it at the meeting recently.
- 3 'I think I ..... home across the park.' 'That's a good idea.'
- 4 Next year, no doubt, more people ..... the competition as the prize money increases.
- 5 'Can we meet at 10.00 outside the station?' 'Okay. I ..... you there.'
- 6 Don't sit on that bench, I ..... it.
- 7 I'm not feeling well. In fact, I think I .....
- 8 'Closed over the New Year period. This office ..... on 2nd January.' (Sign on an office window)
- 9 I'm sure you ..... a good time staying with Richard.
- 10 We ..... with Tim tonight. He's asked us to be there at 7.00.
- 11 'The 2.35 to Bristol ..... from platform 5.' (Announcement at railway station.)
- 12 I wouldn't walk across that old bridge if I were you. It looks like it .....
- 13 I read in the paper that they ..... the price of gas again.
- 14 Do you like my new solar watch? Here, I ..... you how it works.
- 15 'Dr Jackson isn't in his office at the moment.' 'In that case, I ..... him at home.'

Complete the sentences with will ('ll) or (be) going to and an appropriate verb. If both will and going to are possible, write them both. (D)

- 1 If you're ready, I ll explain how the equipment operates.
- 2 I warn you that if I see you here again, I ..... your parents.
- 3 If we don't leave now, we ..... the train.
- 4 If you decide to contact Jane, I ..... you her address.
- 5 If you stand in the rain much longer, you ..... cold.
- 6 He's seriously hurt. If we don't get help immediately, he .....
- 7 If you want to leave this afternoon, Joe ..... you to the station.
- 8 If you visit Bernard in Vienna, I'm sure you ..... very welcome.

Make any necessary corrections or improvements to the underlined parts of this extract from a telephone conversation. Mark and Jo are discussing their holidays. (B, C & E)

M: Have you got a holiday planned?

J: Ruth has asked me to visit her in Kenya.

M: Kenya! Sound brilliant. You're going to<sup>1</sup> have a great time.

J: How about you?

M: Well, I expect I shall<sup>2</sup> go away if I can spare the time, but my boss shan't<sup>3</sup> be very happy if I take off more than a few days. I imagine that my parents shall<sup>4</sup> probably go to Mexico again, to see their friends there, but I don't think I shall<sup>5</sup> be able to go with them. They've told me they ll<sup>6</sup> learn Spanish before they go this time.... Look, I'm sorry, Jo, but someone's at the door. I'm going to<sup>7</sup> call you back tomorrow morning.

J: Okay, I ll<sup>8</sup> speak to you then.



FM 5

ing To or Will?

HERE \_\_\_\_\_ is with *be going to* + verb or *will* + verb, depending on the meaning of the \_\_\_\_\_ in both forms are possible.

1. According to all the forecasts from this year's food critics, restaurants serving low-fat entrees (continue) \_\_\_\_\_ to do well. They also predict that low-fat Mexican restaurants (grow) \_\_\_\_\_ in popularity. The expensive, "nouvelle cuisine" food that was so popular among yuppies in the 1980s (lose) \_\_\_\_\_ many customers since people prefer not to spend so much money on so little food.
2. Coffee bars have proliferated in the United States during the past five years. The famous Seattle chain, Starbucks, has become a trendy meeting place for many people. It's not uncommon for people to say, "I (meet) \_\_\_\_\_ you at Starbucks in half an hour." In addition, the servers are extremely congenial. They (prepare) \_\_\_\_\_ your coffee drink just the way you want it—with nonfat milk, with decaffeinated coffee, with a double shot of espresso. Starbucks is expanding; in fact they (open) \_\_\_\_\_ six new shops in my city this year. I think I (talk) \_\_\_\_\_ to my financial broker today about buying some stock in that company!

FM 7

4. A: Why are you in such a hurry?  
B: I have to be at the airport in an hour. I \_\_\_\_\_ the 4 o'clock plane to New York. I have an important meeting there tomorrow.
2. A: We got an invitation in the mail from Ron and Maureen. They \_\_\_\_\_ a dinner party next Saturday evening. Do you want to go? I'd like to.  
B: Sure. I always enjoy spending time with them. Let's call and tell them we \_\_\_\_\_
3. A: Your cough sounds terrible! You should see a doctor.  
B: I know. It just won't go away. I \_\_\_\_\_ Dr. Murray later this afternoon.
4. A: Have you seen Jackie?  
B: She just left. She's going to the mall, and then she \_\_\_\_\_ her sister at the airport. She should be back around 4:30.
5. A: Where are you and your family going for your vacation this summer?  
B: Ontario.  
A: Are you planning to fly?  
B: No, we \_\_\_\_\_ there so we can take our time and enjoy the scenery.
6. A: We're going to a soccer match next week.  
B: Who \_\_\_\_\_?  
A: A team from Brazil against a team from Argentina. It ought to be a really exciting game.
7. A: I see you're smoking. I thought you stopped last month.  
B: I did. I don't know why I started again. I \_\_\_\_\_ again tomorrow, and this time I mean it.

◇ PRACTICE 36—GUIDED STUDY: Using the present progressive to express future time. (Chart 4-22)

FME

Directions: Change the verbs in italics to the PRESENT PROGRESSIVE for those sentences that express a planned event or definite intention. In some sentences, no change is possible.

1. A: The package has to be there tomorrow. Will it get there in time?  
B: Don't worry. *I'm going to send it by express mail.*  
→ Also possible: *I'm sending it by express mail.*
2. A: What's the weather report?  
B: *It is going to rain tomorrow morning.*  
→ (Not possible: *It's raining tomorrow morning.*)
3. A: Would you like to have dinner with me tonight, Pat?  
B: Thanks, but *I'm going to have dinner with my sister and her husband.*
4. A: *What are you going to do this evening?*  
B: *I'm going to study at the library.*

Understanding & Using English Grammar