

2019-2020

FALL SEMESTER

MDB2051
READING AND SPEAKING IN
ENGLISH

DEPARTMENT OF MODERN LANGUAGES

**MDB2051 READING AND SPEAKING IN ENGLISH
COURSE INFORMATION FORM**

FACULTY / GRADUATE SCHOOL	School of Foreign Languages
DEPARTMENT / PROGRAMME	Modern Languages Department
TITLE OF COURSE	Reading and Speaking in English
CODE	MDB2051
LOCAL CREDIT	2
ECTS	2
LECTURE HOUR / WEEK	2
PRACTICAL HOUR / WEEK	0
LABORATORY HOUR / WEEK	0
PREREQUISITE	--
SEMESTER	Fall
COURSE LANGUAGE	English
LEVEL OF COURSE	Undergraduate
COURSE TYPE	Social Elective
COURSE CATEGORY	General Education
MODE OF DELIVERY	Face-to-face
OWNER ACADEMIC UNIT	Modern Languages Department
INSTRUCTOR(S)	Instructors of Modern Languages Department
COURSE OBJECTIVES	<ul style="list-style-type: none"> • reading a passage/listening to a lecture about the same topic and identifying the main points of both texts in order to respond them orally • providing topics of discussion in a variety of fields with a particular focus on art, social science and scientific innovations • facilitating students' ability to comprehend both written and audio-visual texts • encouraging students to improve ideas to eventually produce an oral response and to show expository skills in the oral exam
COURSE CONTENT	<ul style="list-style-type: none"> • written and audio-visual texts in a variety of fields with a particular focus on art, social science and scientific innovations • strategies and vocabulary exercises which help students improve ideas to produce an oral response and to show required expository skills in the oral exam

COURSEBOOK / MATERIAL / SUGGESTED SOURCES	<p>A pack compiled by Modern Languages Department Academic Office</p> <p>Extra materials and revision exercises prepared by Modern Languages Department Academic Office</p>
Course Learning Outcomes	<p>Students will</p> <ul style="list-style-type: none"> • be able to identify the main points of the texts and respond them orally after reading a passage and listening to an audio-visual text about the same topic • be aware of topics of discussion in a variety of fields with a particular focus on art, social science and scientific innovations • improve their abilities to comprehend both written and audio-visual texts • be able to improve ideas to eventually produce an oral response and to show expository skills in the oral exam

EVALUATION SYSTEM

Activities	Number	Percentage of Grade
Attendance/Participation	--	
Laboratory	--	
Application	--	
Field Work	--	
Special Course Internship (Work Placement)	--	
Quizzes/Studio Critics	--	
Homework Assignments	--	
Presentations/Jury	--	
Project	--	
Seminar/Workshop	--	
Mid-Terms	2	30 + 30
Final	1	40
Percentage of In-Term Studies		60
Percentage of Final Examination		40
TOTAL		100

ECTS WORKLOAD TABLE			
Activities	Number	Duration (Hour)	Total Workload
Course Hours	16	2	32
Laboratory	--	--	--
Application	--	--	--
Field Work	--	--	--
Study Hours Out of Class	14	1	14
Special Course Internship (Work Placement)	--	--	--
Homework Assignments	--	--	--
Quizzes/Studio Critics	--	--	--
Project	--	--	--
Presentations / Seminar	--	--	--
Mid-Terms (Examination Duration + Examination Prep. Duration)	2	6	6
Final (Examination Duration + Examination Prep. Duration)	1	5	5
Total Workload :			57
Total Workload / 30(h) :			1,90
ECTS Credit :			2

MDB2051 READING AND SPEAKING IN ENGLISH 2019-2020 FALL -- WEEKLY PLAN		
WEEKS	UNITS	ASSIGNMENTS
16-20 SEPT 1	Introduction to the Course Unit 1 General Speaking Tips	
23-27 SEPT 2	Unit 2 Creating Change	
30 SEPT-4 OCT 3	Unit 3 Speaking Practice 1: Describing Personal Experience	Watch the video VAW on Moodle
7-11 OCT 4	Unit 4 Violence Against Women: What Can Be Done?	
14-18 OCT 5	Unit 5 Input on Oral Exam Speaking Practice 2: Describing Text-related Images & Reporting Other People's Opinions	Watch the video <i>Black Swan</i> on Moodle
21-25 OCT 6	Unit 6 Art, Success, and Sacrifice: The Anatomy of the Obsessed Artist	
28 OCT-1 NOV 7 29 OCT FEB	Unit 7 Speaking Practice 3: Expressing Personal Preference in a Paired Choice Task	Watch the videos <i>What is AI?</i> , <i>Drones</i> , and <i>Sophia</i> on Moodle
4-8 NOV 8	Unit 8 Artificial Intelligence & Speaking Practice 4: Expressing Personal Opinions and Participating in a Debate	
11-15 NOV 9	MIDTERM WEEK	
18-22 NOV 10	Unit 9 Speaking Practice (Preparation to the Oral Exam)	
25-29 NOV 11	Oral Exam	
2-6 DEC 12	Oral Exam	
9-13 DEC 13	Oral Exam	
16-20 DEC 14	Final Revision & Extra Time for Oral Exams	
23-27 DEC	FINAL EXAM	

**2019-2020
ACADEMIC YEAR
GRADING SCALE**

GRADING SCALE		
GRADE	LETTER	ECTS
90-100	AA	4.00
80-89	BA	3.50
70-79	BB	3.00
60-69	CB	2.50
53-59	CC	2.00
48-52	DC	1.50
40-47	DD	1.00
30-39	FD	0.50
0-29	FF	0.00
ABSENTEE	F0	0.00

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UNIT 1



GENERAL SPEAKING TIPS

In this unit, you will

- watch a video about the reasons for difficulties of speaking in English
- read a text about strategies to use for speaking fluency
- learn how to extend your short answers in conversations

A. WARM-UP

Are you anxious about speaking in English? Do you find speaking in public challenging? Why?

B. SCREENING:ⁱ

1. Watch the video *Challenges of Speaking Fluent English* to complete the sentences below.

The same basic frustrations which English learners experience:

They have to from their native language in their heads before they speak.

They need to and make mistakes.

They forget and have trouble in finding right words to say.

They are often not understood because of their or use of incorrect words.

They don't understand, or conversational vocabulary of native speakers.

These lead to loss of, fear of speaking and many missed

Why do so many learners experience these problems?

It is because how they learn English: traditional way.

They learn through their native language, translating words or phrases instead of understanding their meanings

They are introduced new words and grammar rules with

They study the formal English appropriate for not, or

They rarely speaking, hear English in listening practicing exercises.

2. Do you face the same problems stated in the video? Do you agree with the reasons in the video?

C. READING

Read the text and discuss if these strategies can be solutions for the problems stated in the video. Which tips do you find useful?

STRATEGIES TO USE FOR BUILDING SPEAKING FLUENCY¹

1. Practice speaking in English. All speaking practice will help you build fluency in speaking. If you do not know someone who is a native English speaker, practice speaking English with nonnative English speakers. It is even useful to practice speaking aloud to yourself when you are alone.

2. Follow a deliberate practice regime. Fluency refers to speaking with accuracy and natural speed. There are several language features to concentrate on for building language fluency:

- pronunciation
- intonation
- grammatical correctness
- correct use of vocabulary
- use of a variety of vocabulary
- coherence

You can isolate these features and practice them daily.

3. Avoid translating. Translating from your own language into English prevents you from speaking fluently and naturally. To overcome dependency on translating, practice simple phrases in English until you can use them with the same fluency as you can use your own language. Then build up from those phrases to more complex sentences.

4. Become comfortable with using native English speakers' pausing techniques. When native English speakers are thinking or are searching for a better way to say something, they use fillers such as *uh* or *um*. If you use these pausing techniques, you will sound more natural.

5. Try to relax when speaking. Remember that native English speakers make mistakes, too. They repeat phrases, correct themselves, and hesitate. Don't let your errors in speaking undermine your confidence.

6. Use natural speed and rhythm. Listen to native English speakers and try to use the same speed and rhythms that they use. To practice imitating native English speakers, use the stresses, and intonation patterns that you hear and mark the pauses. Then practice the passages on your own.

7. Train yourself in fluency. A good method for developing fluency is following a speaker on an audio recording. Start the recording. Wait a few seconds and then start repeating what the speaker says. If you have difficulty, listen and repeat the particular words or phrases that are causing you trouble. Then go back to the beginning of the recording and start again as often as necessary.

¹ Jolene Gear, Robert Gear - Cambridge Preparation for the TOEFL Test (2006, Cambridge University Press)

D. SPEAKING: Extending Short Answers

One of the biggest troubles which English learners experience is giving short answers when they need to answer a question in class or in an exam. Most learners have difficulty in planning a full response and they have to give short answers. This part aims to give some strategies to extend your short answers.

Read the following tips about extending your answers to short questions. Keep in mind that you are going to work in pairs and ask simple questions to each other and try to extend your answers.

Easy Ways to Extend Your Answers²

Below are a few ways that you can easily extend your answers from a short sentence to a more comprehensive answer that will sound better.

Feelings and Opinions

You can easily extend your answer by saying how you feel about the question you were just asked. It will also make your answer more interesting.

What do you like to do in your spare time?

Short answer: 'I like shopping.'

Longer answer: 'I like shopping because I love trying on new clothes and I always feel more confident when I'm wearing a new outfit.'

Contrasting Details

One of the easiest ways you can extend your answer is to simply use the word 'but' to contrast details.

How long have you worked there?

Short answer: I've worked there for three years.

Longer answer: I've worked there for three years, but I'm going to change careers next year.

Combining Details

Instead of giving a very short answer you can add in some extra details with 'and', 'with' or 'also'.

Do you live in a flat or a house?

Short answer: I live in a house.

Longer answer: I live in a house with my two brothers and my mum. We've also got a dog and a cat.

² <https://www.ieltsadvantage.com/2015/10/15/extending-ielts-part-1-answers/>

Past Comparisons

You can talk about what you 'used to' do and how that has changed now in the present.

Do you play sport?

Short answer: I play football.

Longer answer: I used to love basketball, but now I play football more because that's what my friends are in to.

Adding Reasons

Always try to explain why you think or do something in the test. You can do this using 'because' or 'so'.

Do you like your job?

Short answer: Yes, I really love my job.

Longer answer: Yes, I really love my job because I get to help people with their problems everyday.

Future

If something will change in the future, you can use one of the future structures, like 'will' or 'be + going to'.

Do you work or study?

Short answer: I'm at university at the moment.

Longer answer: I'm at university at the moment, but I'm graduating next year, and I will hopefully get a job in advertising.

Contrast Opposite Opinions

You might be asked a question where you have to talk about your opinion or another person's opinion. Use 'even so' or 'although' to show that you have considered both sides.

Is your hometown a nice place for tourists to visit?

Short answer: Yes, it has a really nice beach.

Longer answer: Yes, it has a really nice beach, although it is getting really busy these days, so it's not as pristine as it used to be.

Giving Examples

Real life examples are always the easiest things to talk about because you can talk about them naturally and in more detail.

Do you get along with your brothers?

Short answer: No, we're not in to the same things.

Longer answer: No, we're not in to the same things, like when we are both watching TV we always fight about what show to watch.

Frequency

You can use words like 'usually', 'never', 'always' and 'more often than not' to extend your answers.

What do you do at the weekends?

Short answer: I watch TV and play computer games.

Longer answer: I usually watch TV and play computer games, but sometimes I go out for a drink with my friends.

Sample Questions

Working in pairs, ask simple questions to each other and try to extend your answers. You can use the sample questions below.

- What is your department? What is the most difficult part of your subject? If you could change to another subject, what would it be?
- What is your hometown? What do you like about it? How often do you visit your hometown? How has your hometown changed over the years?
- Where do you live? Who do you live with? Do you plan to live there for a long time?
- How often do you use the internet? What are your favorite websites? Do you use apps?
- Do you play any sports? Do you watch sports on TV? What is the most popular sport in your country?
- What's your favorite food? Are there any foods you dislike? Do you follow a healthy diet?

REFERENCES

https://www.youtube.com/watch?v=YE_6BGUCeb4

NOTES TO THE INSTRUCTORS & ANSWER KEY

ⁱ **SCREENING:** Ask the students to watch the video (*Challenges of Speaking Fluent English*) to fill the blanks. Ask the students if they have the same problems stated in the video and if they agree with the reasons in the video.

KEY:

The same basic frustrations which English learners experience:

They have to translate ideas from their native language in their heads before they speak.

They need to think about grammar rules and make mistakes.

They forget new vocabulary and have trouble in finding right words to say.

They are often not understood because of their poor pronunciation or use of incorrect words.

They don't understand fast speech, difficult accent or conversational vocabulary of native speakers.

These lead to loss of confidence, fear of speaking and many missed opportunities.

Why do so many learners experience these problems?

It is because how they learn English: traditional way.

They learn through their native language, translating words or phrases instead of understanding their meanings directly.

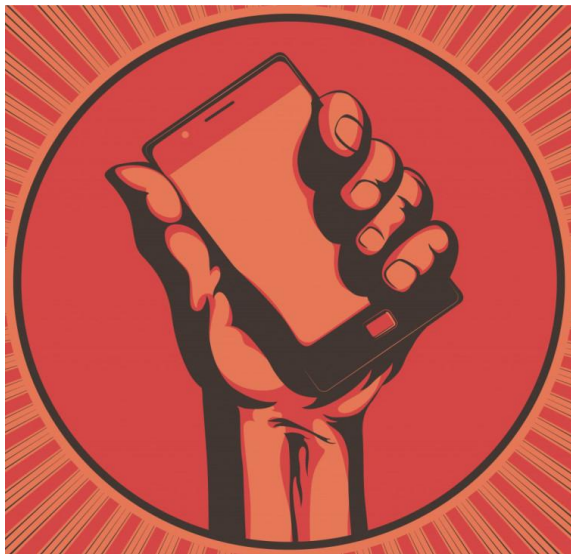
They are introduced new words and grammar rules with textbooks.

They study the formal English appropriate for writing not slang, idioms or cultural references.

They rarely practise speaking, hear slow, clear English in listening practicing exercises.

UNIT 2

CREATING CHANGE



In this unit, you will

- learn vocabulary related to the notion of creating change
- work on synonyms of the vocabulary items
- learn how to identify text organization and relate it to content
- read a text and watch videos about different modes of creating change
- read about the pros and cons of an issue
- learn how to express a view based on personal experience

A. WARM-UPⁱ

1. What do you expect to read about and discuss when you look at the title of this unit? What does 'creating change' mean to you?
2. What kind of change do you think is the subject matter of this unit? Can you relate the two images under the title with your answer?

B. CONNECTING TO THE TOPICⁱⁱ

Take a look at the questions below. First, write very short answers below them and then turn your answers to full sentences. Combine your sentences with appropriate linkers¹ to generate a brief statement and share it with your partner or classmates.

Have you ever been informed about or contributed to a social cause via social media?

YES

What was it?

Has it changed your viewpoint?

Has it created change at a societal level?

NO

Is there a specific reason why you haven't?



¹ Check the Appendix on page 13.

C. READING

1. UNDERSTANDING TEXT ORGANIZATIONⁱⁱⁱ

Understanding how a text is organized allows you to read faster and facilitate reading comprehension. Skim the text and answer the following questions to find out how the reading is organized.

1. Where can you find definitions or general descriptions?
2. Where can you find specific examples or details related to the subject matter?
3. Where is the main idea/thesis statement given?
4. Can you predict the headings for each paragraph?

DIGITAL ACTIVISM, PROS AND CONS

Digital Activism, a trending subject in the social good space, is the use of tools like social media, blogs, vlogs, online petitions, mobile phones, SMS etc; to bring about social change. In this era, public opinions on social issues are discussed on open digital platforms. The voice of the masses **resounds** on important social causes to be heard by those in power.

Digital activism, however, can bring about undesirable results as well owing to its controversial nature. Terms like 'clicktivism' and 'slacktivism' are being used synonymously with e-activism. These terms are **derogatory** in nature, they define e-activism as activism through clicks or sign-ups, social media posts, and campaigns online, but failing to be effective on-ground.

Propagation through media might not always lead to effectiveness and tends to even **backfire**, legal action can be taken if it hurts the sentiments of citizens or the Government. Therefore, it becomes a necessity to have clarity on the need as well as the pros and cons of Digital Activism.

Pros:

A. _____

With an idea of acting collectively, an issue can be **tackled**. Such ideas can **trigger** a change in the society, essentially the public shaping their opinion to help the cause.

B. _____

You can measure the number of people supporting the cause by signing the **petition** through platforms like change.org. These forms of activism are symbolic and persuasive and thus less harmful.

C. _____

Fundraising online can be beneficial when planned properly and the scope widens to the world with modes of payment now increasingly becoming online via digital wallets, debit/credit cards etc.

Cons:

D. _____

Sometimes, the key issue to be resolved gets lost in the process of campaigning. Take the example of ALS Ice bucket challenge, though it was quite successful, the cause was confused as a fun activity.

E. _____

On social media platforms, we can see the **outrage** leading to unwanted arguments between people without any meaningful purpose. It is better to avoid such **crass** comments and arguments.

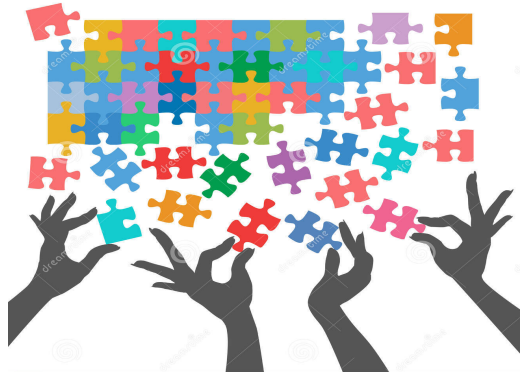
F. _____

There is no absolute protection even after being **anonymous** on the web. Planning online is more dangerous than doing so offline since **digital footprints** are easy to collect and **track** remotely.

2. RELATING TEXT ORGANIZATION TO CONTENT^{iv}

Before reading the text in detail, check the section headings below. First decide which ones would go with pros and which one with cons. Then read the text and match the titles given below with the appropriate paragraphs.

- ___ 1. MISINTERPRETATION OF KEY ISSUE
- ___ 2. LACK OF ANONYMITY
- ___ 3. ONLINE CROWDFUNDING
- ___ 4. MEASURING IMPACT DIGITALLY
- ___ 5. UNWANTED ARGUMENTS
- ___ 6. MOULD PUBLIC OPINION



3. VOCABULARY^v



Learning synonyms of the words facilitate vocabulary building. In the exercise below, certain sentences from the reading are given with a word written in bold, and two of the three options are the synonyms of the word. Read the sentences and circle the option that is **NOT** one of the meanings of the vocabulary item written in bold in each sentence.

1. The voice of the masses **resounds** on important social causes to be heard by those in power.
 - a) echo b) ring c) undertake
2. These terms are **derogatory** in nature, they define e-activism as activism through clicks or sign-ups, social media posts, and campaigns online, but failing to be effective on-ground.
 - a) astounding b) belittling c) humiliating

3. With an idea of acting collectively, an issue can be **tackled**.
a) neglect b) work on c) deal with
4. Such ideas can **trigger** a change in the society, essentially the public shaping their opinion to help the cause.
a) bring about b) transform c) lead to
5. You can measure the number of people supporting the cause by signing the **petition** through platforms like change.org.
a) application b) implication c) request
6. On social media platforms, we can see the **outrage** leading to unwanted arguments between people without any meaningful purpose.
a) resentment b) anger c) outperform
7. Planning online is more dangerous than doing so offline since **digital footprints** are easy to collect and track remotely.
a) traces one leaves on the Internet b) digital era c) online track

REFERENCES

<https://www.socialapphub.com/article/digital-activism-pro-and-cons>

APPENDIX

COMMON LINKING WORDS/ TRANSITIONS

ADD INFORMATION	CONCLUDE OR SUMMARIZE	CONTRAST OR SHOW A DIFFERENCE		EMPHASIZE A POINT	
again besides moreover another together with and likewise as well furthermore additionally along with also for example furthermore	in short finally in summary in conclusion consequently due to all in all as a result accordingly to sum up thus therefore hence	but otherwise even though conversely even so yet however counter to on the other hand as opposed to on the contrary nevertheless still		again indeed to repeat truly in fact to emphasize for this reason with this in mind	
SHOW SIMILARITIES	CLARIFY	SHOW LOCATION		SHOW TIME	
in the same manner in the same way also likewise like both as similarly	that is in other words put another way stated differently to clarify	above across against along alongside amid in front of near among around away from behind below	inside off beneath beside between beyond by down into onto throughout outside over under	about after at first second prior to subsequently until meanwhile today tomorrow	before soon later afterward immediately finally during in conclusion next as soon as then

NOTES TO THE INSTRUCTORS & ANSWER KEY

i **WARM-UP** *You should moderate this short warm-up session in a way that (with the help of the images) addresses digital activism and art as activism.*

ii **CONNECTING TO THE TOPIC** *This part is planned to be a guided speaking activity that will prepare the students to the speaking practice of Week 3/Unit 3. The students are expected to write very short answers to the questions given, combine their answers to form a complete sentence and speak it out. You can pick one or two students to speak their sentences out or carry out this activity as a pair-work.*

iii **UNDERSTANDING TEXT ORGANIZATION**

1. Where can you find definitions or general descriptions? *In the 1st par.*
2. Where can you find specific examples or details related to the subject matter? *In the 2nd par.*
3. Where is the main idea/thesis statement given? *In the 3rd par., last sentence.*

iv **RELATING TEXT ORGANIZATION TO CONTENT**

- D 1. MISINTERPRETATION OF KEY ISSUE
 F 2. LACK OF ANONYMITY
 C 3. ONLINE CROWDFUNDING
 B 4. MEASURING IMPACT DIGITALLY
 E 5. UNWANTED ARGUMENTS
 A 6. MOULD PUBLIC OPINION

v **VOCABULARY** *You can lead this activity by encouraging students to look for similarities and differences among three options. For example, in the first question, the students can understand **echo** and **ring** are both related to sound and can guess that **undertake** is not a synonym of **resound**. In the second question, they can figure out that **belittling** and **humiliating** have negative meanings while **astounding** has a positive meaning. So they can guess **astounding** is not a synonym of **derogatory**.*

1. c) undertake
2. a) astounding
3. a) neglect
4. b) transform
5. b) implications
6. c) outperform
7. b) digital era

UNIT 3

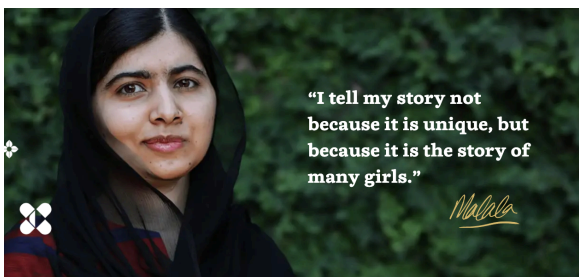
SPEAKING PRACTICE 1

DESCRIBING PERSONAL EXPERIENCE

A. WARM-UPⁱ

Have a look at the social cause campaigns below and discuss how effective you find each one with your partner.

- ❖ Bill Gates accepting Mark Zuckerberg's ALS Ice Bucket Challenge and nominating Elon Musk, Ryan Seacrest and Chris Anderson from TED to participate and raise awareness for ALS, also known as Lou Gehrig's Disease.¹



- ❖ Over one million signed Nobel Peace Prize winner Malala's call for free education for all girls across the globe. The campaign is confirmed as a victory as the petition made change with 1,108,093 supporters.²

- ❖ İZEV (İstanbul Zihinsel Engelliler İçin Eğitim ve Dayanışma Vakfı) – The Right to Life Project – It aims to get 10 million clicks on social media channels – If the target is met, a town will be built for the people with down syndrome, where they will be looked after when/if their caregivers pass away.³



¹ <https://www.youtube.com/watch?v=XS6ysDFTbLU>

² <https://www.change.org/p/stand-withmalala-for-girls-education>

³ https://www.youtube.com/watch?v=3dnzLM_N-2Q&t=8s

B. SPEAKING TIPS AND STRATEGIES

DESCRIBING PERSONAL EXPERIENCE

Talking about personal experiences is among the speaking tasks that test-takers perform in internationally recognized English-language tests. Here are some useful tips and strategies with a sample to help you organize your own speech for the task on personal experiences.

Sample prompt:

- ❖ Describe an online campaign that inspired you. Include details and examples to support your explanation.

Tip 1: Create a quick outline during the preparation time. Just quickly write down a few words. The words should relate to key points of your response: your topic sentence, two examples or reasons to support it and personal details. By noting in outline form just the key words of your response, you will have an idea of how you will organize your response while speaking.

Sample Outline

Restatement of the Prompt: *An online campaign that inspired me: ALS Ice Bucket Challenge*

Topic Sentence: *Influenced me for a couple of reasons*

Key Point 1: *Reached masses*

Personal Details: *Raised awareness*

Key Point 2: *Encouraged me to start my own campaign*

Personal Details: *My campaign on street animals*

Tip 2: Analyze the prompt and create a topic sentence. By analyzing the prompt, you'll know what information you need to give an effective response. In your response, rephrasing the prompt and stating your opinion demonstrates that you understand the basic topic. Use signposts like the one in the table below to tell your listeners what you'll be talking about.

Signposts: Giving Reasons and/or Explanations

Two reasons that I believe XX are...

XX inspires me in several ways, including...

I feel this way for a couple of different reasons.

I enjoy/ don't enjoy XX for a couple of reasons.

There are a couple of reasons why I think / it is important ...

Sample Restatement of the Prompt:

ALS Ice Bucket Challenge was an online campaign that really inspired me.

Sample Topic Sentence:

There are a couple of reasons why I was influenced by this campaign.

Tip 3: Provide at least two key points to support your topic sentence. In order to support your topic sentence, you must discuss at least two key points that explain and reinforce your topic sentence. Make sure your two key points are very different from each other. Include any of the following signposts to introduce your key points.

Signposts: Offering Key Supporting Points

For one thing...

My first reason for thinking this way is ...

First ... / Second... / Next ...

To begin with ...

Another reason that I think like that is ...

Additionally, ...

Furthermore, ...

First of all, ...

Sample Key Point 1: *For one thing, the campaign reached masses.*

Sample Key Point 2: *Secondly, the campaign encouraged me to start my own campaign.*

Tip 4: Use specific details and examples to support each of your key points. After you state a key point, you should give a personal detail to provide further explanation. A good way to add personal details is to offer examples but make sure your examples and details are relevant to the prompt. Keep in mind that a personal detail might be a further explanation and does not necessarily need to be an example.

Signposts: Giving Examples

For example ... / Here's one example

Take XX for example ..

Let me give you an example of ...

And here's another example of ...

Sample Personal Detail 1:

Even famous people like Bill Gates and Mark Zuckerberg contributed to raising awareness on the illness ALS.

Sample Personal Detail 2:

Inspired by the great impact this campaign had, I thought I could raise awareness about street animals and started my own online campaign.

Listen to a sample student responseⁱⁱ



ALS Ice Bucket Challenge was a campaign that really inspired me. There are a couple of reasons why I was influenced by that campaign. For one thing, the campaign reached masses. Even famous people like Bill Gates and Mark Zuckerberg contributed to raising awareness on the illness ALS. Secondly, the campaign encouraged me to start my own campaign. Inspired by the great impact this campaign had, I thought I could raise awareness about street animals and started my own online campaign.

PRACTICE: DESCRIBING PERSONAL EXPERIENCE

Exercise 1

Now it is time to express your opinions and/or preference about activism.

1. First, answer the following question to take a stand.
2. Quickly check the tips and strategies to organize your answer.
3. Prepare an outline for your response. Share your brief speech with your classmates.ⁱⁱⁱ

Do you think activism can create change?

YES



Describe a type of activism that you think could create change. Include details and examples.

Restatement of the Prompt:

Topic Sentence:

Key Point 1:

Personal Details:

Key Point 2:

Personal Details:

NO



Describe a method that you think could create change about social issues. Include details and examples.

Restatement of the Prompt:

Topic Sentence:

Key Point 1:

Personal Details:

Key Point 2:

Personal Details:



Exercise 2 – Speaking Practice

Pick one of the tasks below and prepare a short answer by using the strategies you have learned.

- ❖ Name a case of crime against women that caused great unrest in your country. Support your explanation with details and examples.
- ❖ Describe a time when you felt especially proud of an academic achievement. Describe why you felt that way. Include details and examples to support your explanation.
- ❖ Name a place in your country you would recommend others to visit. Describe this place and explain why you would recommend it.
- ❖ Name a person who has influenced you and explain why that person was important. Include details and examples to support your explanation.

REFERENCES

<https://www.toeflresources.com/speaking-section/toefl-independent-speaking>

NOTES TO THE INSTRUCTORS

ⁱ **WARM-UP:** *The links to the related videos are given as footnotes at the bottom of the page. Optionally, the videos can be used.*

ⁱⁱ *Track 1 – Sample Student Response on ALS*

ⁱⁱⁱ *This activity can be carried out as a pair-work or you can simply ask one or two students to share their responses with their classmates.*

UNIT 4



What Can Be Done?

In this unit, you will

- learn vocabulary related to violence against women
- practice identifying parts of speech of the vocabulary items
- work with an infographic which describes the problem and read a text which suggests solutions
- learn how to describe a map

A. WARM-UPⁱ

1. Would you define violence against women as a global or a second/third world problem?
2. Examine the World Health Organization's infographic on Violence Against Women. Has anything surprised you?
3. Look at the missing information on the infographic and try to make guesses with the help of the related images. Watch a video on VAW by WHO and fill in the missing information.ⁱⁱ



VIOLENCE IS NOT JUST PHYSICAL.

It is one person controlling another,
and can involve emotional and financial abuse.

B. READING

The following text is an edited extract of a speech delivered by Fiona McCormack for the Cranlana Programme 2015 Alumni Speaker Series¹.

1. Take a look at the section headings and spot the missing sentences in some paragraphs. Before you read in detail, write the missing sentences by choosing from among the seven options given below, using textual clues. There are two irrelevant sentences.ⁱⁱⁱ

1. However, it's not just about funding, it's about leadership.
2. Health-care providers should offer first-line support when women disclose violence.
3. Violence is the ultimate expression of sexism.
4. Many times, it doesn't even involve physical abuse.
5. Violence against women is a global public health problem of epidemic proportion.
6. But they're just everyday men who believe they have a right to behave this way.
7. 'Things are changing and we're taking this seriously.'



2. Now read the text in detail and underline the key solutions which you will make use of in the speaking part.

¹ <http://www.abc.net.au/radionational/programs/bigideas/fiona-mccormack-preventing-violence-against-women-in-australia/6552078>

HOW TO PREVENT VIOLENCE AGAINST WOMEN

Violence against women is so deeply ingrained in our collective psyche; it's like we're fish but we don't see the water, says Fiona McCormack, the CEO of Domestic Violence Victoria. If we are to turn it around, she says we need to frame the deepening crisis in terms of power and justice. So what would it take to deliver a just society?

At an individual level:

1. We need zero tolerance of violence against women. We make so many excuses for these men and we have a long history of blaming her: 'She could just leave.' Every time we do this, we are completely absolving him of having to take responsibility for his **abusive** actions.

2. We must understand violence against women as a choice. This is not a sudden loss of temper or control. (A) _____. It's usually experienced by women as a range of behaviors meant to **intimidate** and control. It's a **deliberate** choice. Most of these men are able to control themselves at work.

3. We must understand these are everyday men. So many women don't recognize they're in an abusive relationship until it's reached crisis, especially if they're not experiencing physical violence. That's because they're sent messages by the **perpetrators** that they are responsible. This is backed by the broader community when we make excuses.

It's also because we think of these men as mad or bad or driven by the system to act violently. (B) _____. If we're going to prevent murders, it's really critical we start saying: 'No matter how disaffected a man feels, no matter how hard done by the system he is, it's never okay to harm or take the life of your partner or your child.'

4. We need to challenge sexist or derogatory attitudes towards women. If we're going to start preventing men from being violent in the first place, we need to challenge sexist attitudes and behaviors. There is a link between sexism and violence against women.

(C) _____. Especially men can play a major role in challenging the conditions that allow violence against women to flourish by challenging derogatory comments, sexist jokes, et cetera.



At a societal level:

We need to be intervening earlier. Providing women with information on the early warning signs like the partner's being resistant to her socializing with her friends independently or having her own bank account, being overtly jealous, not being respectful to her, to other women or ex-girlfriends.



At a business level:

Businesses can make an incredible difference by focusing on respect, the status of women within their organizations, the numbers of women in leadership and the kinds of policies they have to support women in the workplace. Family violence

clauses² are a great place to start. Not only are they very useful in **mitigating** the long-term impact we see women experience—like losing their jobs, which then **catapults** them into long-term and chronic poverty and homelessness—but it usually comes with resources for businesses about what else they might do in their organization. Having businesses do something in this area sends a very strong message: (D) _____.

At a government level:

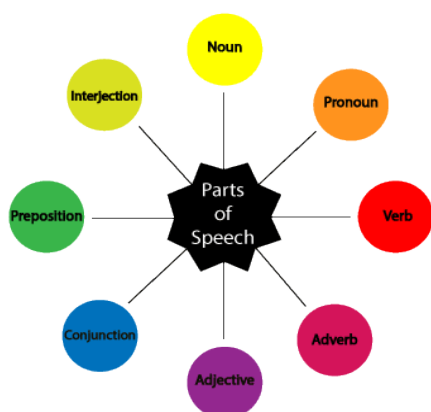
There is so much work we need governments to be doing in this space. No matter how excellent our national framework and national action plans are, it's only as effective to the extent to which it's invested in. (E) _____.

We need governments to take a really strong stand.

As a last word, we can fight violence against women. We've seen an incredible improvement in the way in which media reports on violence against women—now it is time to begin a conversation that challenges some of the deeply held and longtime cultural norms we hold.

² Policies within a workplace to provide for more effective protection of the rights of women who are victims of violence of any kind occurring within the family and for related matters, guaranteed under official documents.

C. VOCABULARY: PARTS OF SPEECH



In the English language, words can be considered as the smallest elements that have distinctive meanings. Based on their use and functions, words are categorized into 8 major parts of speech in English grammar: noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection. By examining the grammatical chunk a word is given in and using textual clues, you can identify its part of speech. Check the Appendix on pages 28-29 for tips to help you recognize parts of speech.

Example

It is time **to begin** a **conversation** that challenges some of the **deeply held cultural norms** **we** hold.
verb noun adv adj adj noun pron

Exercise

Identify the parts of speech of the following words from the reading text and match them with their meanings considering the parallel structures used.^{iv}

- | | |
|-----------------------|---|
| 1. abusive (____) | a) to throw, to send forcibly |
| 2. intimidate (____) | b) someone who commits a crime or engages in a wrongdoing |
| 3. deliberate (____) | c) to make timid or frightened |
| 4. perpetrator (____) | d) causing physical injury to another |
| 5. mitigate (____) | e) done on purpose; intentional |
| 6. catapult (____) | f) to lessen the intensity or severity of something |

REFERENCES

http://www.who.int/reproductivehealth/publications/violence/VAW_infographic.pdf

https://www.youtube.com/watch?time_continue=170&v=Qc_GHITvTmI

<http://www.abc.net.au/radionational/programs/bigideas/fiona-mccormack-preventing-violence-against-women-in-australia/6552078>

<http://partofspeech.org/>

APPENDIX

Parts of Speech Table

This is a summary of the 8 parts of speech.

Part of speech	Function or "job"	Example words	Example sentences
Verb	Action or state	(to) be, have, do, like, work, sing, can, must	Garfield is a cat. I like Garfield.
Noun	Thing or person	pen, dog, work, music, town, London, teacher, John	This is my dog . He lives in my house . We live in London .
Adjectives	Describes a noun	a/an, the, 23, some, good, big, red, interesting	My dog is big . I like big dogs.
Adverb	Describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats quickly . When he is very hungry, he eats really quickly.
Pronoun	Replaces a noun	I, you, he, she, some	Tara is my sister; she is beautiful.
Preposition	Links a noun to another word	to, at, after, on, but	We went to the park on Monday.
Conjunction	Joins clauses or sentences or words	and, but, when, for, nor, or, yet, so, since,	I like dogs and cats. I like cars, but I don't like driving.
Interjection	Short exclamation, sometimes inserted into a sentence	Oh! Ouch! Hi! Well.	Ouch! That hurts! Hi! How are you? Well, I don't know.

Verbs may be treated as two different parts of speech:

- **Lexical Verbs** (*work, like, run*)
 - I **like** Vampire Diaries.
- **Auxiliary Verbs or Helping Verbs** (*be, have, must*)
 - I **have** watched it.
 - Auxiliary verbs are always followed by another verb. Some auxiliary verbs can become lexical verbs if they are not used with other verbs, such as:
 - I **have** seven pairs of shoes.
- **Determiners** (*a, the, every, this, that*) modify and determine the kind of reference a noun or noun group has.
 - They may be treated as a separate part of speech, instead of being categorized under Adjectives.
 - **These** apples are rotten.

Tips to Identify Parts of Speech

VERB The word is probably a verb if:

- You can use ***will, shall, can, could, may, might, must, should, or would*** in front of the word.

Examples: will come, could go, would miss

NOUN The word is probably a noun if:

- You can make it plural or singular (one book, two ***books***)
- You can make it possessive (book, book's pages; girl, girls' dresses)
- It can follow a prepositional phrase such as ***to the, with the, from the***.
- You can place the word ***a, an, or the*** in front of it.

PRONOUN The word is probably a pronoun if:

- You can substitute the word for a noun

Examples: me, mine, you, he, her, it, we, these, one, everybody (not a complete list)

ADJECTIVE The word is probably an adjective if:

- You can add ***er*** or ***est*** to the word (happy--happier--happiest)
- You can use ***more*** or ***most*** in front of it (beautiful--more beautiful--most beautiful)
- You can use the words ***very*** or ***quite*** in front of it (she wore a very bright, daring costume)

ADVERB The word is probably an adverb if:

- There is an ***ly*** suffix (happily)
- The word or phrase can be moved to another place in the sentence and still make sense

Examples: He usually goes to school. -or-
Usually, he goes to school. -or-
He goes to school usually.

PREPOSITION These words must be followed by a noun object. Prepositions only occur in prepositional phrases. (*This is not a complete list*)

above	as	by	except	over	upon
across	because of	concerning	near	past	via
against	before	despite	of	since	with
along	behind	down	off	from	within
amid	between	due to	on	below	throughout
among	beyond	during	out	under	through
around	but	at	outside	until	for

CONJUNCTION The word is probably a conjunction if:

- The word serves as a connector between words, phrases, or clauses. (There are coordinating correlating, and subordinating conjunctions.*)

Example: He was not handsome, ***yet*** he was a very successful actor.

NOTES TO THE INSTRUCTORS & ANSWER KEY

i **WARM-UP:** *Quickly get several answers to the first question from the class. Then give some time for the students to examine the infographic on violence against women by World Health Organization and spot the missing information. Play the video Violence Against Women and tell the students to fill in the missing information. You do not need to go into much detail at this point as the map and the infographic will be used again next week in the speaking activity.*

ii **INFOGRAPHIC KEY:**

Twice as likely to experience depression.

16% more likely to have low birth babies or more likely to experience miscarriage.

38% of all murders of women globally were committed by intimate partners.

iii **READING KEY:**

1. However, it's not just about funding, it's about leadership. (E)
2. *Health-care providers should offer first-line support when women disclose violence.*
3. Violence is the ultimate expression of sexism. (C)
4. Many times, it doesn't even involve physical abuse. (A)
5. *Violence against women is a global public health problem of epidemic proportion.*
6. But they're just everyday men who believe they have a right to behave this way. (B)
7. 'Things are changing and we're taking this seriously.' (D)

iv **VOCABULARY: PARTS OF SPEECH KEY:**

1. abusive (d) *adj*
2. intimidate (c) *verb*
3. deliberate (e) *adj*
4. perpetrator (b) *noun*
5. mitigate (f) *verb*
6. catapult (a) *verb*

UNIT 5

INPUT ON ORAL EXAM

&

SPEAKING PRACTICE 2:

DESCRIBING TEXT-RELATED IMAGES

&

REPORTING OTHER PEOPLE'S OPINIONS

A. INPUT ON ORAL EXAM

- ❖ During the last 3-4 weeks of the Fall term you will take an oral exam that will be evaluated and graded as your 2nd midterm.
- ❖ You need to take the exam on the exact date assigned by your instructor. You have to bring a medical report taken from a state hospital or public health centre in order to take the exam on a further date.
- ❖ The oral exam will test your ability to display the speaking skills that have been improved in class throughout the term.
- ❖ The oral exam questions will be on the topics covered in class throughout the term and on the extensive reading texts that you are required to study on your own.
- ❖ You will respond to two questions (one on the topics covered in class, the other on the extensive readings). Once you draw your questions, you will not be able to change them.
- ❖ You will have a few minutes to examine the questions and/or other exam materials and to plan your response. You can take notes if you need to; however, you will not be allowed to do any kind of research on any kind of printed or electronic source.
- ❖ Your responses will be graded according to the Oral Exam Grading Criteria on page 33.
- ❖ Your oral exam results will be announced at the end of the term before the final exam, so please do not bother the examiner(s) about learning your grade as you leave the exam room.

ORAL EXAM GRADING CRITERIA

CONTENT 20%	
15-20	Evidence of excellent knowledge of the topics; can speak without the need for teacher intervention; fully satisfying the purpose of the task set, can handle questions of the instructor in a proficient way. Excellent ability to conceptualize knowledge. Demonstrates inventive thinking and synthesis abilities.
10-14	Evidence of good and appropriate knowledge of the topics; can speak according to the purpose but needs to be guided by questions of the instructor. Good ability to conceptualize knowledge and demonstrate inventive thinking. Comprehensive synthesis of course materials.
5-9	Adequate preparation; task requirements mostly fulfilled; can hardly speak according to the purpose, can only answer a few of the instructor's questions. Some ability to conceptualize knowledge. Demonstrates moderate inventive thinking and synthesis abilities.
0-4	Lack of knowledge of the topics; task requirements not fulfilled; cannot speak to the purpose, cannot handle the instructor's questions competently. Limited ability to conceptualize knowledge. Does not demonstrate inventive thinking or synthesis abilities.
CLASS PARTICIPATION 20%	
13-20	Not only participated in but also actively contributed to the speaking activities.
7-12	Demonstrated interest and actively participated in the speaking activities.
0-6	Demonstrated no interest in speaking activities and was silent most of the time.
LANGUAGE, COMPREHENSIBILITY 20%	
15-20	Very accurate language; comprehensible responses; excellent communication of ideas; excellent use of grammar and advanced structures. Can move from one idea to the other smoothly while talking.
10-14	Generally accurate language; responses mostly comprehensible; speaker struggled for appropriate vocabulary. Good communication of ideas. Adequate vocabulary for the task; moderate usage of grammar and advanced structures. Limited logical sequence.
5-9	Frequent inaccurate use of language and responses rarely comprehensible. Moderate communication of ideas. Limited vocabulary which proves to be inadequate for the task, makes mistakes even in basic grammatical structures; lacks logical sequence.
0-4	Use of language, vocabulary and grammar insufficient and responses incomprehensible. Cannot speak with ease, unable to link ideas together, cannot make a good beginning and an ending.
VOCABULARY 20%	
15-20	Varied and highly sophisticated vocabulary; can make an excellent use of the vocabulary learned in class.
10-14	Adequate and accurate use of vocabulary to ensure powerful expression.
5-9	Somewhat inadequate and inaccurate use of vocabulary; mostly repetitive.
0-4	Inadequate and inaccurate use of vocabulary.
DELIVERY, FLUENCY AND PRONUNCIATION 20%	
15-20	Can speak fast and very fluent with very few halts when searching for appropriate words and expressions, clear and accurate pronunciation.
10-14	Speech at a moderate speed and can be followed; some pronunciation difficulties not interfering with understanding.
5-9	Speech rather slow and hesitant or too fast and monotonous, making the presentation difficult to follow; many pronunciation difficulties interfering with understanding.
0-4	Inappropriate pronunciation, lack of fluency, speech too slow to follow.

A. SPEAKING PART 1: DESCRIBING/TALKING ABOUT TEXT-RELATED CHARTS AND MAPS

Any statistical data given in charts, maps, infographics, and other text-related graphs are powerful elements to substantiate a fact or a claim. Being able to analyze and use information given in charts and maps will facilitate your understanding, boost your point when expressing opinions, and enhance a presentation. In the following speaking activity, you will be asked to describe the map on the WHO infographic. Here are some tips for you to use while describing the map:

TIPS FOR DESCRIBING TEXT-RELATED IMAGES

TIP 1: Focus on the main information in the image

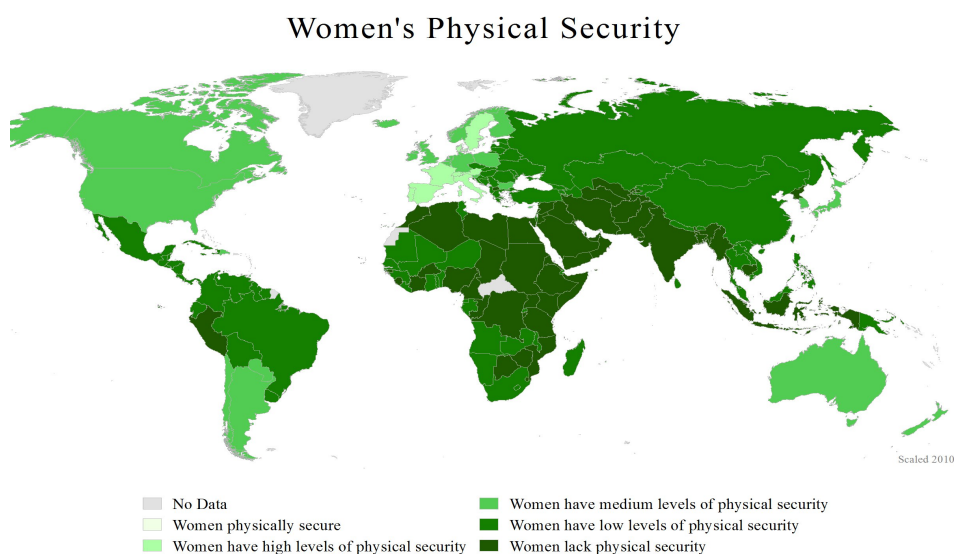
When you look at the image, ask yourself “What is the main idea being shown by the image?” and “What are the details relating to the main ideas?” Note down key ideas and phrases that relate to the main information and the explanatory details. These can be put into sentences when you start to speak.

TIP 2: Organize your description of the image

A well-organized description is likely to cover a general introduction of the map giving its title and its source if cited, an explanation of the main information as well as the additional details, and also any implications or conclusions based on the information.

EXAMPLES

1. The following is a map on women’s physical security:



Main points to be included in the description:

- shows the levels of women's physical security around the world
- no physical security in most regions of Africa and Southern Asia
- either low or medium levels of physical security in most regions of the Americas
- low levels of physical security in most regions of Asia
- either high or medium levels of physical security in most regions of Europe
-

Listen to a sample test-taker response:¹



The map shows the levels of women's physical security around the world.

It is clearly seen that women have low levels of physical security in most regions of the world. The high levels of physical security can only be seen in some regions of the European Union. In most countries of Africa and especially in the Southern part of Asia, women do not live in secure conditions at all.

2. The following is a line graph on crime against women in India:



Main points to be included in the description:

- shows the number of criminal cases against women per hour in India between 2007 and 2016
- a gradual increase between 2007-2012
- almost doubled between 2007-2016
- a sharp rise between 2012-2014
- the highest numbers in 2014 and 2016

Read a sample test-taker response:

The line graph shows the number of criminal cases against women per hour in India between years 2007 and 2016. The number of cases gradually increased – almost doubled – within this 9-year period. There is a sharp rise between 2012 and 2014. The highest figures are seen in the years 2014 and 2016.

B. SPEAKING PART 2: REPORTING OTHER PEOPLE'S OPINIONS

In the speaking parts of internationally recognized tests of English, the test-takers are not only required to express their own opinions on a specific issue, but they are also asked to report other people's opinions given in reading texts or audio materials. The reading text you covered in the previous part of this lesson outlines the personal suggestions of Fiona McCormack on how to prevent violence against women. In the following speaking activity, you will be asked to report her opinions to your audience. Here are some expressions that you can make use of:

Expressions for Reporting Other People's Opinions

The author/speaker thinks/feels that ...

The author/speaker says/argues/points out/makes the point that ...

The author/speaker agrees/disagrees/opposes/supports ...

The author/speaker supports XX by saying/pointing out/arguing/giving an example of...

According to the statistical data given in the passage ...

C. SPEAKINGⁱⁱ

Exercise 1

It's time to combine all the information at hand. Turn back to the infographic on page 23 to ...

- (a) make a general description of the map,
- (b) include one key point to your description that you find interesting/striking,
- (c) pick one of the solutions Mc Cormack suggests, relate it to the problem, and report it,
- (d) share your short talk with your classmates.

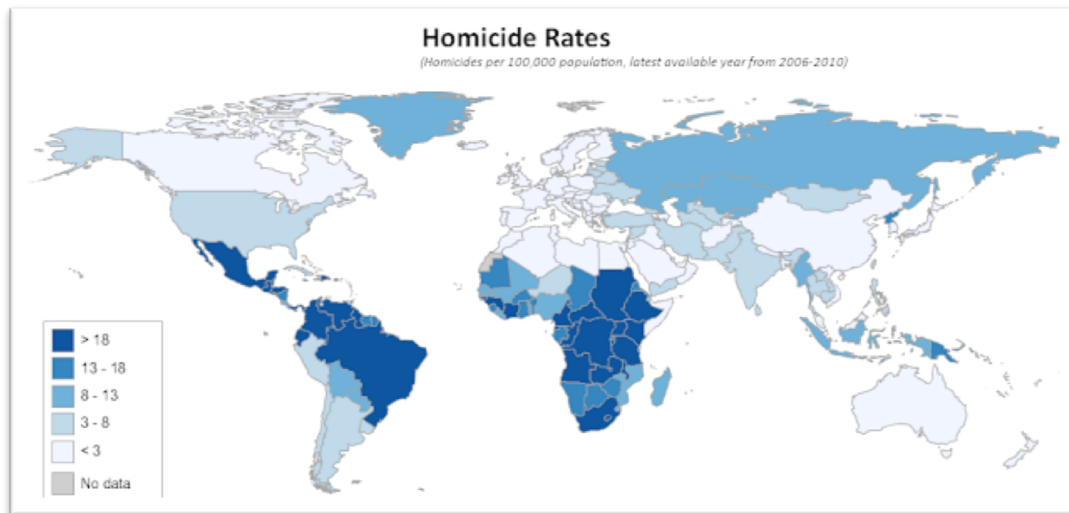
EXAMPLE

The map describes the prevalence of violence Against Women globally. It is quite striking that 38% of all murders of women were committed by intimate partners. There are many suggestions for preventing intimate partner violence. McCormack believes that, to prevent intimate partner violence, the women should be provided with information on the early warning signs like the partner's being disrespectful towards other women.

Exercise 2

Examineⁱⁱⁱ the map¹ below and read the short text on how to reduce homicide rates. Then

- (a) make a general description of the map,
- (b) include one key point to your description that you find interesting/striking,
- (c) pick one of the solutions experts suggest, relate it to the problem, and report it.



How to Reduce Crime Rates

Violent crime is deeply entrenched in some developing countries, particularly in Latin America. Our experts offer these solutions to bringing down high rates

Treat violence as a public health concern: We need to use campaigns and technology to reach every child and family in these countries. We need to develop those tools to make sure that everybody feels important and cared for through parenting interventions, family interventions, wellbeing campaigns, and early childhood education. *Anilena Mejia, research fellow, The University of Queensland, Brisbane, Australia*

Look at the whole picture: While people are aware that there are high levels of lethal violence in Brazil, this is often misrepresented by national and international media as a simple cops vs robbers dynamic – a misrepresentation that more often than not criminalizes poverty. Much more work needs to be done on understanding the official and unofficial social, political and economic structures that sustain these high levels. *Damian Platt, researcher, activist and author, Rio de Janeiro, Brazil*

Focus on prevention: Prison populations are overflowing, crime is high, and violence is a culture in South Africa. The focus needs to be on preventing the conditions that draw people into violent or criminal behavior. In order to do this, we need a systematic, integrated, coordinated approach combining the responsibilities of a wide range of state and non-state actors. *Venessa Padayachee, national advocacy and lobbying manager, Nicro, Cape town, South Africa*

¹ <http://graphtheworld.blogspot.com/2012/01/map-crime-statistics-homicide-rates.html>

REFERENCES

<https://pearsonpte.com/the-test/format/english-speaking-writing/describe-image/>

Skills for the TOEFL iBT Test – Listening and Speaking (2012, HarperCollins Publishers)

NOTES TO THE INSTRUCTORS & ANSWER KEY

ⁱ *Track 2 –Sample Test-Taker Response on VAW Map*

ⁱⁱ **SPEAKING PRACTICE:** *Ask the students first to give general information about the map and then pick one aspect of VAW from the map and add it to their description. When finished with the first task, ask the students to pick one of the solutions McCormack suggests and make a statement by connecting it to the problem. The activity can be carried out individually or in pairs.*

ⁱⁱⁱ *This map shows the homicide rates in the world, by country. The data is from the UN Office on Drugs and Crime. From the map, we can see that the countries with the highest homicide rates are those from Africa (except the Northern parts) and some countries of Latin America (Brazil, Mexico). The countries with the lowest homicide rates are Canada, most parts of Europe, North Africa (surprisingly), Australia, New Zealand, China (perhaps because of the large population and stringent laws) and Japan. Of course, there are many small countries that we cannot see on the map that may have much worse or better homicide rates.*

UNIT 6



ART, SUCCESS AND SACRIFICE

“The Anatomy of the Obsessed Artist”

In this unit, you will

- work on synonyms of the vocabulary items
- learn how to synthesize information from two different sources

A. WARM-UPⁱ

Do you agree with the quotes below? Explain why (not).

"I am doubtful of any talent, so whatever I choose to be, will be accomplished only by long study and work" – Jackson Pollock, Abstract Expressionist

"Self-discipline without talent can often achieve astounding results, whereas talent without self-discipline inevitably dooms itself to failure." -- Sydney Harris, American journalist

B. READINGⁱⁱ

You are going to compare two films about art, success and sacrifice: *Whiplash* and *Black Swan* after reading a text about the first and watching a video about the latter. Have you watched these films?

1. The following reading text is adapted from a plot summary and a review on the film *Whiplash*. Take a look at the chart on page 43 and scan the text to identify the specific information asked about Andrew.
2. Read the text in detail to find out about Andrew's passion for being a perfect jazz drummer.

WHIPLASH¹

"Whiplash" is the name of a drum solo, rising and falling just as the hopes and dreams of its **protagonist** climb and crash. It is a film about the relationship between a music student, Andrew Neyman, who wants to be the greatest jazz drummer in the World, and his teacher Mr. Fletcher. The passion of Neyman and the abusive pressure Mr. Fletcher inflicts on his student turns the film into a thriller in a competitive and **cut-throat** music company, Shaffer Conservatory of Music. The film asks these questions: *"how far are you willing to push yourself to succeed and how far are you willing to push someone else to force them on the path to success?"*

The first time when Andrew and Mr. Fletcher meet is when Andrew is practicing late at night at his New York Music School and his drumming catches the ear of the **infamous** Mr. Fletcher. He is the most important teacher at the school and the conductor for its most important jazz band. Fletcher pauses, listens, gives a few orders at the young man, and moves on, seemingly dissatisfied with what he heard. Andrew has his chance, that one brief moment many of us have to impress the people who

¹ <https://www.imdb.com/title/tt2582802/plotsummary>
<https://christiananswers.net/spotlight/movies/2014/whiplash2014.html>

can change our lives, and he can't cut it. He tells his dad, who is his high school teacher and a failed writer, his opportunity to move up probably passed him by.

Based on their less than positive first meeting, Andrew is surprised that Fletcher asks him to join the band. Andrew is naturally **apprehensive**, but he also knows he has a **drive**, a passion, a skill that is unique. And he blossoms, asking out the cute girl he's been afraid to talk to before, and taking first chair in the most important band at the most important music school in the country. However, he has a rival: Ryan, the other drummer who is a fellow first year student with Andrew at Shaffer.



Andrew considers him to be less talented than him, but Fletcher pits the two against each other in order to get more out of them.

Fletcher's **dismissal** of Andrew in that first scene is just the first of many examples of what could politely be called his "teaching style." Fletcher uses that kind of barbarous technique on his students: throwing furniture, calling Andrew names, playing mind games and physically

torturing him with repetitive drum solos until he bleeds on the kit. But that blood feeds his musical passion. Fletcher says that the most dangerous two words in the English language are "good job." He believes his **abusive** degree of pressure is the only way to produce a diamond.

Fletcher is contemptible, most of the time. Nonetheless, he never stops believing that there are great things and great people out there, and he longs to find them. He will not tolerate someone who "buries a talent." He demands that it be used and multiplied.

C. VOCABULARY: *Synonyms* ⁱⁱⁱ

1. Match the bold words in the text with their synonyms.²

- | | |
|-----------------|---|
| a) (adj) | anxious, fearful, alarmed, worried |
| b) (noun) | urge, desire, need |
| c) (noun) | leading actor, leading actress, leading performer |
| d) (adj) | fierce, merciless, aggressive |
| e) (adj) | extremely offensive, insulting, rude |
| f) (verb) | torment, distress, agonize, cause suffering to |
| g) (noun) | rejection, refusal, repulse, non-acceptance |
| h) (adj) | notorious, disreputable, ill-famed |

² <https://en.oxforddictionaries.com>

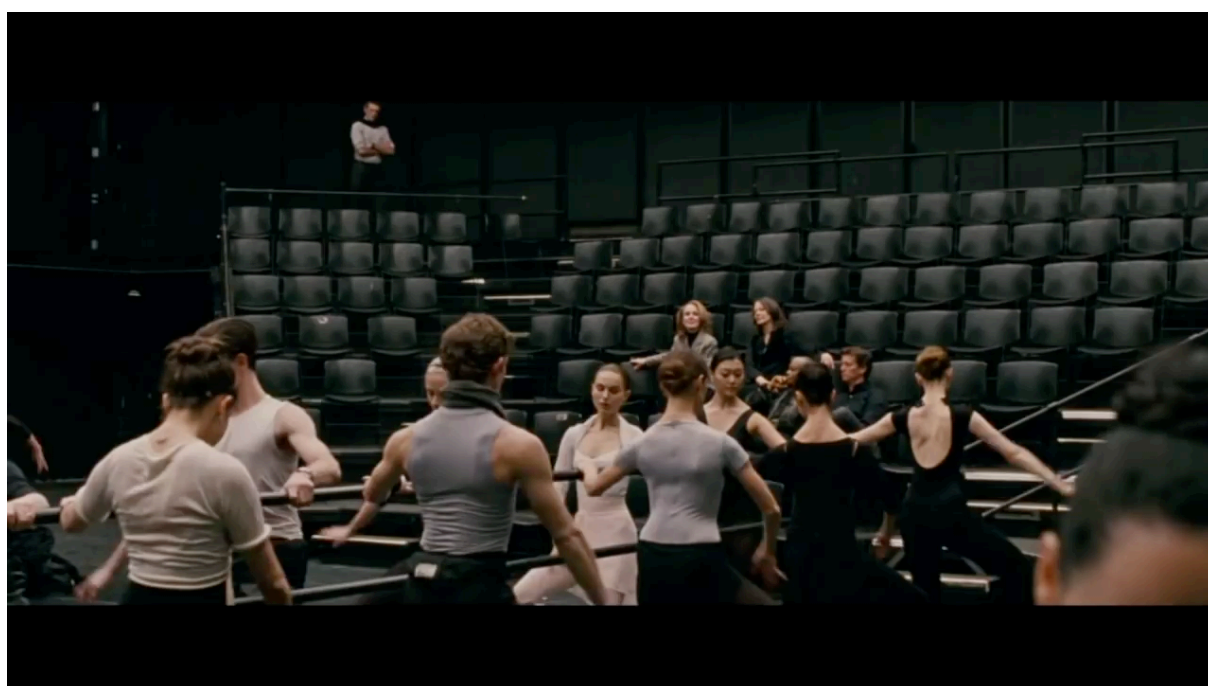
2. Complete each sentence with a word from the box below. Two words are extra.^{iv}

protagonist	abusive	torture	infamous
apprehensive	dismissal	drive	cut-throat

1. Noticing and acknowledging the signs of a(n) _____ relationship is the first step to ending it. No one should live in fear of the person they love.
2. With the right mix of determination, _____, and talent in your chosen field, it becomes possible to do anything.
3. The _____ of Conrad's novel undergoes a drastic change in response to his environment, common only to that specific time period.
4. Financial services is a(n) _____ business, with fierce competition between suppliers, which is often a good thing.
5. Workers at the Chrysler-Benz plant in Sao Bernardo do Campo protested on August 21 against the _____ of 628 workers.
6. Planters are getting _____ as their profit margins in the coming quarters will likely be eroded by weaker crude palm oil prices and rising cost of production.

D. SCREENING^v

Take a look at the chart on page 43 and watch the video³ on the film *Black Swan* to identify the specific information asked about Nina. Fill the chart considering both the reading text and the video.⁴



	Andrew	Nina
Profession and company	_____, Shaffer Conservatory of Music	_____, New York City Ballet Company
Parent	His father who is also his high school teacher and a failed writer	Her _____ who casts a lot of control over her, mostly on her work
Mentor	Fletcher with his _____ teaching techniques such as throwing furniture, playing _____ and _____ him	_____, the director who decides to recast _____
Threat of replacement	_____, the other drummer	_____, the new dancer who impresses Thomas as well
Self-destruction	_____ on the kit	Schizophrenia, _____, paranoid disillusions
Desire	To be _____ in the world	To be _____, which is slowly eating her fragile _____ and physical state
Final results of the desire	Playing _____ not for Fletcher, following a bad performance	The hallucination of killing Lily and finally _____ on a mattress

1. Brainstorm about the following questions considering the text and the video for getting prepared for the debate activity.^{vi}
 - a. Do you agree that “*absolute perfection requires absolute sacrifice*”? Do the means justify the ends?
 - b. How far are you willing to push yourself to succeed? How far are you willing to push someone else to force them on the path to success?
 - c. Can you give any examples for people sacrificing too much for their professional life (art/work or business or sport)?

NOTES TO THE INSTRUCTORS & ANSWER KEY

i **WARM-UP:** Ask the students whether they agree with the quotes below and ask them to explain why (not). Keep in mind that this discussion aims to be an introduction for the upcoming speaking practice.

ii **READING:** Inform the students that they are going to compare two films about art, success and sacrifice: *Whiplash* and *Black Swan* after reading a text about the first and watching a video about the latter.

Ask them whether they have watched these films. Remind them that they can do this activity even if they have not watched the films.

Ask the students to scan the text silently and invite questions on any unknown vocabulary items or unclear parts of the text. Tell them to take a look at the exercises of the text before reading to use the time efficiently.

iii **VOCABULARY**

KEY

- a) **(apprehensive)** (adj) anxious, fearful, alarmed, worried
- b) **(drive)** (noun) urge, desire, need
- c) **(protagonist)** (noun) leading actor, leading actress, leading performer
- d) **(cut-throat)** (adj) fierce, merciless, aggressive
- e) **(abusive)** (adj) extremely offensive, insulting, rude
- f) **(torture)** (verb) torment, distress, agonize, cause suffering to
- g) **(dismissal)** (noun) rejection, refusal, repulse, non-acceptance
- h) **(infamous)** (adj) notorious, disreputable, ill-famed

iv **KEY**

1. Noticing and acknowledging the signs of a(n) **abusive** relationship is the first step to ending it. No one should live in fear of the person they love.
2. With the right mix of determination, **drive**, and talent in your chosen field, it becomes possible to do anything.
3. The **protagonist** of Conrad's novel undergoes a drastic change in response to his environment, common only to that specific time period.
4. Financial services is a(n) **cut-throat** business, with fierce competition between suppliers, which is often a good thing.
5. Workers at the Chrysler-Benz plant in Sao Bernardo do Campo protested on August 21 against the **dismissal** of 628 workers.
6. Planters are getting **apprehensive** as their profit margins in the coming quarters will likely be eroded by weaker crude palm oil prices and rising cost of production.

^v **SCREENING:** Ask the students to watch the video on the film *Black Swan* to fill the chart given below considering both the reading text and the video.

Video: <https://www.youtube.com/watch?v=ev0ysNYk9xQ>

	Andrew	Nina
Profession and company	<u>Drummer</u> , Shaffer Conservatory of Music	<u>Ballerina</u> , New York City Ballet Company
Parent	His father who is also his high school teacher and a failed writer	Her <u>obsessive mother</u> who casts a lot of control over her, mostly on her work
Mentor	Fletcher with his <u>barbarous</u> teaching techniques such as throwing furniture, playing <u>mind games</u> and <u>pyhsically torturing</u> him	<u>Thomas</u> , the director who decides to recast <u>Black Swan</u>
Threat of replacement	<u>Ryan</u> , the other drummer	<u>Lilly</u> , the new dancer who impresses Thomas as well
Self-destruction	<u>Bleeding</u> on the kit	Schizophrenia, <u>hallucinations</u> , paranoid disillusions
Desire	To be <u>the greatest jazz drummer</u> in the world	To be <u>perfect</u> which is slowly eating her fragile <u>mental</u> and physical state
Final results of the desire	Playing <u>for himself</u> not for Fletcher, following a bad performance	The hallucination of killing Lily and finally <u>dying</u> on a mattress

^{vi} Ask the students to brainstorm about (or disccuss if you have enough time) the given questions considering the text and the video to prepare for the debate activity. *This part can be skipped if you are short of time.*

UNIT 7

SPEAKING PRACTICE 3: EXPRESSING PREFERENCE IN A PAIRED CHOICE TASK

A. SPEAKING TIPS AND STRATEGIES: EXPRESSING PREFERENCE IN A PAIRED CHOICE TASK

Paired choice is the second task of the speaking part in TOEFL exam. The test-takers are presented with two situations or opinions on which they are asked to express their preference and to explain why. This task tests a number of speaking abilities including:

- giving opinions
- understanding and responding to questions in the classroom
- participating in discussions
- synthesizing information from two sources
- reporting the opinions of others

TIP 1: Choose your position wisely.

Think about which option you can support easily in the given time.

TIP 2: Create a quick outline.

The words should relate to key points of your response: your choice, two reasons and personal details.

TIP 3: Start by restating the prompt and saying your choice.

For paired choice questions, your topic sentence must include the option you've chosen. You can also combine in the same sentence the restatement and the prompt and your topic sentence (optional).

I realize that a lot of people may think differently, but in my opinion...

I know that some people like X, but personally, it's my belief that...

Though some people believe X, I am of the opinion that Y is best.

While some people may think that X, I believe Y.

TIP 4: Provide two key points to support your topic sentence.

Your key points serve to justify the choice you have made. A strong response will include two key points that explain your opinion.

TIP 5: Use specific details and examples to support each of your key points.

After you state a key point, you should give a personal detail to provide further explanation.

TIP 6: Make a concluding statement. (optional)

To complete your speech, you may conclude by tying your introductory statement in with the points you have made.

Example

Sample Task

- ❖ Some people believe that successful athletes are born with their talent, while others say that their success comes only through hard work. Explain which of these statements you agree with and why. Include details and examples in your explanation.

Sample Outline

Personal Stand: Hard work, not natural ability

Basketball:

- NOT natural
 - tall but beaten by shorter players
- Hard work
 - practiced and got better

Sample Speech

I realize that a lot of people may think differently, but in my opinion, successful athletes gain their skills through hard work rather than through natural ability. I hold this opinion for several reasons. First of all, in some cases, natural advantages can work against you. Take me, for example. I play basketball, so it's good that I'm very tall. However, because of my height, I thought that I didn't have to work as hard as shorter people. Imagine my surprise when I played basketball against shorter kids and I lost! It was because I thought my height was all I needed to win, while my shorter opponents worked harder to gain skills. My next reason is because improvement comes through practice. For instance, when I lost against those shorter kids at basketball, it made me want to win. So, I started practicing every day, and sure enough, I got better. The next time I played them, I won!

B. SPEAKING

Prepare a short speech about one of the following questions by using the format above.

- ❖ Some people believe that art is an inherent talent or aptitude for gifted people. Others believe that it is a skill to be developed through hard work and intense practice. Which approach do you agree with? Include details and examples in your explanation.
- ❖ Some people believe that women need protection while others think that they can protect themselves. Which idea do you agree with? Support your explanation with details and examples.
- ❖ Some people prefer to focus their energy to excel in one activity. Other people prefer to participate in many different activities. Which method do you think is better for the development of a person's intellect and why?

- ❖ Some people believe that children should begin their formal education at an early age [three to five years old). Other people believe that children should begin their formal education later (six to seven years old). Which age do you think is best for a child to begin a formal education and why?

REFERENCES

Jolene Gear, Robert Gear - Cambridge Preparation for the TOEFL Test (2006, Cambridge University Press)

Skills for the TOEFL iBT Test – Listening and Speaking (2012, HarperCollins Publishers)

UNIT 8



Artificial Intelligence

“Everything we love about civilization is a product of intelligence, so amplifying our human intelligence with artificial intelligence has the potential of helping civilization flourish like never before – as long as we manage to keep the technology beneficial.”

Max Tegmark, President of the Future of Life Institute

In this unit, you will

- learn vocabulary related to artificial intelligence
- practice identifying prefixes and suffixes
- watch a short video on different people's understanding of and views on AI
- read a text about AI, answer comprehension questions, and identify the author's tone
- put jumbled sentences in order to achieve unity and coherence in a paragraph
- generate ideas considering both the benefits and risks of AI and participate in a class discussion

A. WARM-UP

1. Have a quick look at the table below. Watch a short video on AI¹. Tick the ones that are mentioned in the video.

What is AI?

- tech that can rival human intelligence ____
- robots that will destroy humankind ____
- human-like robots ____
- unmanned air vehicles ____
- tech that can think like a human ____
- tech that is smarter than the human beings ____
- intelligent domestic appliances ____

What could AI do for you?

- raise my children ____
- drive my car for me ____
- do my school projects ____
- answer my e-mails ____
- do my job for me ____
- think of solutions for me ____
- look after me when I'm old ____
- cut my grass for me ____

2. What would you want AI do for you? How could AI make your life easier?

B. CONNECTING TO THE TOPIC

1. Some of these technological developments are disliked, even feared, by some people. Think of four new technologies developed with AI and then write a reason to fear each.ⁱ

AI technology

Reason to fear

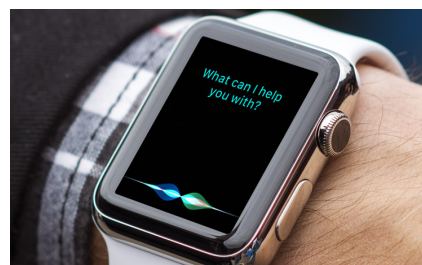
2. Skim the text Potential Risks of Artificial Intelligence in the Reading Part to find out if your concerns about AI coincide with the potential risks of AI that are uttered by the experts.
3. Now read the text in detail. Notice that the sentences in the concluding paragraph are jumbled. Use contextual clues to put them in the right order.ⁱⁱ

¹ <https://www.youtube.com/watch?v=cdyZNVCDWJc>

C. READING

WHAT IS AI?

From SIRI to self-driving cars, artificial intelligence (AI) is progressing rapidly. While science fiction often portrays AI as robots with human-like characteristics, AI can **encompass** anything from Google's search algorithms to autonomous weapons.



Artificial intelligence today is properly known as narrow AI (or weak AI), in that it is designed to perform a narrow task (e.g. only facial recognition or only internet searches or only driving a car). However, the long-term goal of many researchers is to create general AI (AGI or strong AI). While narrow AI may outperform humans at a specific task like playing chess or solving equations, AGI would outperform humans at nearly every cognitive task.

HOW CAN AI BE DANGEROUS?

Most researchers agree that a super-intelligent AI is unlikely to exhibit human emotions like love or hate, and that there is no reason to expect AI to become intentionally **benevolent** or **malevolent**. Instead, when considering how AI might become a risk, experts think two scenarios most likely:



1. The AI is programmed to do something devastating: Autonomous weapons are artificial intelligence systems that are programmed to kill. In the hands of the wrong person, these weapons could easily cause mass casualties. Moreover, an AI arms race could accidentally lead to an AI war that also results in mass casualties. To avoid being prevented by the enemy, these weapons would be designed to be extremely difficult to simply “turn off,” so humans could plausibly lose control

of such a situation. This risk is one that is present even with narrow AI but grows as levels of AI intelligence and autonomy increase.

2. The AI is programmed to do something beneficial, but it develops a destructive method for achieving its goal: This can happen whenever we fail to fully **align** the AI's goals **with** ours, which is strikingly difficult. If you ask an **obedient** intelligent car to take you to the airport as fast as possible, it might get you there chased by helicopters and covered in vomit, doing not what you wanted but literally what you asked for. If a super-intelligent system is tasked with an ambitious geoengineering project, it might wreak havoc with² our ecosystem as a side effect and view human attempts to stop **it** as a threat to be met.

(I) You're probably not an evil ant-hater who steps on ants out of malice, but if you're in charge of a hydroelectric green energy project and there's an anthill in the region to be flooded, too bad for the ants. (II) As these examples illustrate, the concern about advanced AI isn't malevolence but **competence**. (III) A key goal of AI safety research is to never place humanity in the position of those ants. (IV) A super-intelligent AI will be extremely good at accomplishing its goals, and if those goals aren't aligned with ours, we have a problem.

D. VOCABULARY

² **wreak/play havoc with:** cause damage, destruction or disorder to something.

1. Examine the vocabulary items written in bold in the text. Which ones are unfamiliar to you? Which ones impeded your comprehension?

Affixes

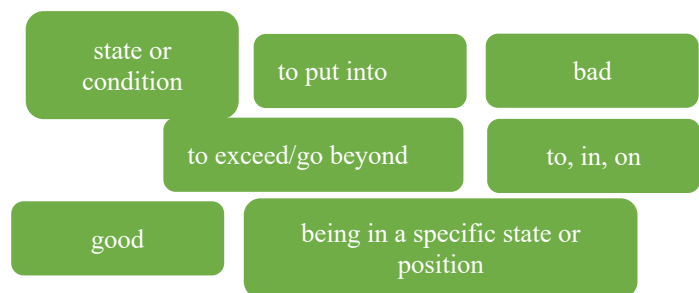
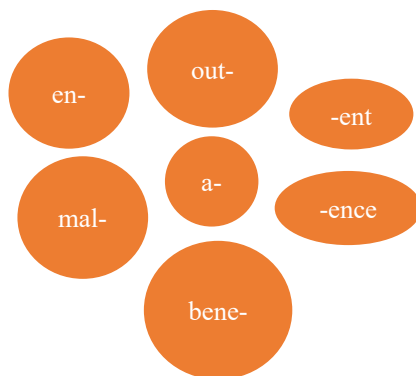
An affix is an element that is added to a base word or root to create a new or inflected form. The most common affixes are prefixes and suffixes. Prefixes are added onto the beginning of roots and base words to change their meaning. Suffixes, which attach to the end of root words, mainly change the forms of the words.

Examples:

Prefix	Meaning	Root Word	Word	Meaning
bi-	two; having two	lingual	bilingual	using two languages

Suffix	Meaning	Function	Root Word	Word	Meaning
-able	suitable for	making adjectives	debate	debatable	suitable for debate

2. Examine the affixes and their meanings below and try to match them.ⁱⁱⁱ



1. en- :
2. out- :
3. mal- :
4. a- :
5. bene- :
6. -ent :
7. -ence :

3. Now try to write a definition for each word using the clues given.^{iv}

encompass : _____ (*compass means scope*)
 outperform : _____
 malevolent : _____ (*volent means wish in Latin*)
 align with : _____ (*there is a letter change in the root word line*)
 benevolent : _____ (*volent means wish in Latin*)
 obedient : _____ (*obey means to follow/carry out the orders*)
 competence : _____ (*the adjective form is competent*)

E. READING COMPREHENSION^v

Circle the best option for the following questions.

1. What could be the best title for the reading text?

- a) Artificial Intelligence: Benefits and Potential Risks
- b) How Artificial Intelligence Benefits Humankind
- c) Are Human-like Robots a Threat to Humankind?
- d) Potential Risks of Artificial Intelligence

2. What is the author's tone?

- a) Critical
- b) Informative
- c) Optimistic
- d) Sarcastic

3. Which of the following can be inferred from paragraph 4?

- a) There are potential risks to narrow AI but they will be eliminated as AI technology improves.
- b) It would be nearly impossible to reset or hack an autonomous weapon.
- c) Autonomous weapons are the biggest threat to humankind.
- d) It is not very likely to lose control of an autonomous weapon.

4. Which of the following is true according to paragraph 5?

- a) It is quite difficult to make sure AI's goals are the same with ours.
- b) An intelligent car is the best option to prefer if you have a flight to catch.
- c) New generation geoengineering projects are a threat to our ecosystem.
- d) Even if AI is designed to serve for the benefit of all, sooner or later it turns evil.

5. What does "it" refer to in paragraph 5?

- a) an ambitious geoengineering project
- b) our ecosystem
- c) a super-intelligent system
- d) human attempts

F. SPEAKING PRACTICE 4: PARTICIPATING IN A DISCUSSION^{vi}






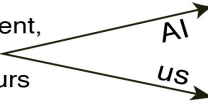
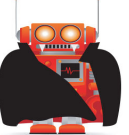







1. Examine the table on the top myths about AI. Make a statement contrasting the myths with factual information. Share your statements with the class.^{vii}

Examples:

"People are worried that AI will turn evil. However, the actual worry is what will happen if AI turns competent and its goals are not aligned with ours."

"In my opinion, AI turning conscious is a mythical worry. In contrast, we should be concerned if AI turns competent."

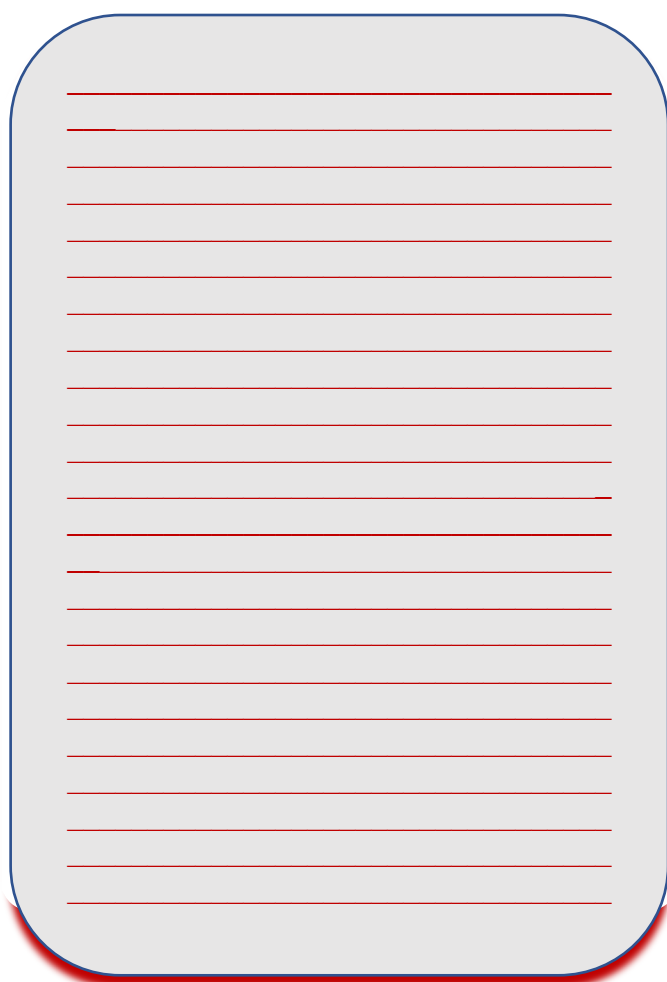
THE TOP MYTHS ABOUT ADVANCED AI

Myth: Superintelligence by 2100 is inevitable Myth: Superintelligence by 2100 is impossible		Fact: It may happen in decades, centuries or never: AI experts disagree & we simply don't know	
Myth: Only Luddites worry about AI		Fact: Many top AI researchers are concerned	
Mythical worry: AI turning evil Mythical worry: AI turning conscious		Actual worry: AI turning competent, with goals misaligned with ours	
Myth: Robots are the main concern		Fact: Misaligned intelligence is the main concern: it needs no body, only an internet connection	
Myth: AI can't control humans		Fact: Intelligence enables control: we control tigers by being smarter	
Myth: Machines can't have goals		Fact: A heat-seeking missile has a goal	
Mythical worry: Superintelligence is just years away		Actual worry: It's at least decades away, but it may take that long to make it safe	

2. Not wasting more time on the above-mentioned misconceptions, let's focus on true and interesting controversies where even the experts disagree.^{viii}

(a) Pick one of the questions below and prepare a personal answer taking notes on the card below. When the question is asked to you, answer in one-two sentences using the vocabulary you've covered in this unit and expressions for giving opinions.

(b) Pick another question that you can relate to your answer and ask it to one of your classmates.



1. What sort of future do you think AI will bring to us?
2. Should we develop lethal autonomous weapons?
3. What would you like to happen with job automation?
4. What career advice would you give to today's kids?
5. Do you prefer new jobs replacing the old ones, or a jobless society where everyone enjoys a life of leisure and machine-produced wealth?
6. Further down the road, would you like scientists to create super-intelligent life and spread it through our cosmos?
7. Will we control intelligent machines, or will they control us?
8. Will intelligent machines replace us, coexist with us, or merge with us?
9. What will it mean to be human in the age of artificial intelligence?
10. What would you like it to mean to be human, and how can we make the future be that way?

Example:

"In my opinion, in the age of artificial intelligence, being a human will mean being obedient to machines. However, I would like it to be just the otherwise. What would you like it to mean to be human, and how can we make the future be that way?"

REFERENCES

<https://futureoflife.org/background/benefits-risks-of-artificial-intelligence/>

NOTES TO THE INSTRUCTORS & ANSWER KEY

i **CONNECTING TO THE TOPIC** : *If the students have difficulty in coming up with ideas, you can make use of the following videos:*

Robot Sophia Video

<https://www.youtube.com/watch?v=IG2NbtOjx1E&list=RDvMekk2KCRhY&index=2>

Drug Mule Drones

<https://www.youtube.com/watch?v=GAI3n7lOI8c>

ii **CONNECTING TO THE TOPIC** 2. *KEY: II – IV – I – III*

iii **VOCABULARY** 2 *KEY:*

1. **en-** : to put into
2. **out-** : to exceed/go beyond
3. **mal-** : bad
4. **a-** : to, in, on
5. **bene-** : good
6. **-ent** : being in a specific state or position
7. **-ence** : state or condition

iv **VOCABULARY** 3 *SUGGESTED DEFINITIONS:*

Encompass: to put into scope; to include

Outperform: go beyond the performance of; perform/do better

Malevolent: harmful or evil in intent or effect

Align with: to put in line with; adjust

Benevolent: good or helpful in intent or effect

Obedient: following/carrying out orders

Competence: the condition of being competent or capable

v **READING COMPREHENSION** *KEY:*

1. d
2. b
3. a
4. b
5. c

vi **SPEAKING PRACTICE**: *You can pick one of the two activities or do both.*

vii **DEBATE 1**: *The statements on the left column present myths or mythical worries and the ones on the right provide factual information in response to the myths.*

viii **DEBATE 2**: *You can carry out this activity as a class discussion. The student who answers the first question can ask one of the remaining (and related) questions to class and the students who have prepared an answer to that question can respond. Another option might be that you moderate the discussion by asking the questions.*

UNIT 9

SPEAKING PRACTICE

Improving Speaking

Performing an effective speech in a foreign language requires that the speaker make an appropriate and necessary use of the components of language and make sure the message is conveyed in a coherent and orderly manner. The combination of those requirements put extra load on the speaker's cognitive/mental resources, making the task of speaking more difficult.

Using a foreign language accurately and appropriately requires a long time and a great deal of effort which may be difficult to attain within the limits of a course but *delivering a clear and neat message using systematic outlines or structures** can easily be learned and adjusted to the speech prepared and this, at least, may help a speaker fulfil the first requirement.

To work on the outlines/structures to use while speaking, one needs to examine the different speaking tasks he/she may be asked to perform. Although one speaks mostly for the purpose of conveying information and expressing his/her opinion on a topic/subject matter, the speaker may need to include other sections in his/her speech such as paraphrasing, reporting others' opinions, examining charts or infographics.

Following are the examples of different speaking tasks and the outlines that can be used to perform those tasks. **Please refer to the course material for extra structures and expressions to be used while speaking.*

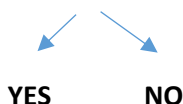


Speaking task 1: Talking about a personal experience

In some speaking tasks, you may be asked to talk about a personal experience you have had. While it seems to be a relatively easy task, it is important that you include the necessary information and details to make your response strong and solid when you are addressing the task.

Sample task and planning your response:

Have you ever read a book that changed your viewpoint about life/something?



(Questions to answer while planning speaking)

What is the name of the book?

Saying “no” and cutting the speech off is not an alternative.

What is the book about? What are the major points to discuss in the book?

If you want to say “no”, you should clearly explain why books haven’t changed your opinion about something or mention something else that has been influential in your life, a movie for example.

How has it changed your viewpoint?

Sample speech

Let me think... Well... When I was a late teenager, a friend of mine recommended a book called *In Praise of Shadows* by Junichiro Tanizaki. It examines darkness and shadows in Japanese culture at the turn of the early 20th century. It's a very simple book – a fiction where a traveler experiences numerous cultural encounters, all of which are informed and narrated through his experience with light, or the lack of it. It uses incredibly simple language but is a very intellectually provocative book. The book inspired me in several ways. First, it changed my thoughts on physical beauty in the world – forcing me to question and look at it in a way I had never done before. Second, it has had a direct impact on the way I think about architecture – how I understood and perceived space. My friend never knew what an impact this book had on me – perhaps now she will.

Lun

Now Your Turn!

Speaking task 1: Talking about a personal experience

Task A: Describe a class you would like to take and explain why you want to take it. Include specific reasons and examples to support your answer.

Task B: Please describe an interesting journey you have been on. Include specific reasons and examples to support your answer.

Choose ONE task and plan your response:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Speaking task 2: Reporting other people's opinions

In some speaking tasks, you will be asked to report what other people say in the texts you read, audio tracks you listen to or videos you watch. To fulfil such a task, you need to convey the person's message (to your audience) thoroughly in an objective manner, paying extra attention to include the main points he/she makes. Then, you may agree or disagree with the person, telling the reasons why you think so.

Sample task and planning your response:

"Grades do not encourage students to learn." Report the quote by paraphrasing the original statement and state if you agree or disagree. Support your explanation with details and examples.

Step 1: Report in your own words the quote by the protagonist in the book *The Little Prince* paraphrasing the main point he makes in the quote.

Step 2: Explain what the statement means or what you understand from the statement.

Step 3: Tell whether you agree or disagree with the idea

Step 4: Present your own reason (first reason) why (you agree or disagree)

Details (relevant examples and information)

Step 5: Present your own reason (second reason) why (you agree or disagree)

Details (relevant examples and information)

Step 6: Conclude your speech restating your own point of view (optional)

Sample speech:

It is suggested that the grades we get do not have an effect on our learning. Personally, though, I believe that grades encourage students to study and boost learning. I feel this way for two reasons. For one thing, grades motivate students to take their studies seriously. For example, during my sophomore year, I had to complete a major assignment in a political science class. The assignment would make up about half of my total grade in the class, so I approached my work with diligence and care. I wrote a compelling speech and spent hours preparing for every possible question my classmates could think of. If the presentation had not been graded, I would not have prepared so much for it. Secondly, grades motivate students because they clearly demonstrate which students in a class are the best and brightest. When I took a graded class in my junior year, I spent hours in the library researching my papers so that I could show my professors that I was intellectually superior to my classmates. Well, this may appear somewhat shallow, but in today's competitive academic environment it is absolutely necessary for students to distinguish themselves.

Yuan

Now Your Turn!

Speaking task 4: Reporting other people's opinion

Task A: *“Every next level of your life will demand a different you.”* Report the quote by paraphrasing the original statement and state if you agree or disagree. Support your explanation with details and examples.

Task B: “The best preparation for tomorrow is doing your best today.” Report Brown’s words by paraphrasing the original statement and state if you agree or disagree. Support your explanation with details and examples.

Task C: “*One child, one teacher, one book, one pen can change the world.*” Report the quote by paraphrasing the original statement and state if you agree or disagree. Support your explanation with details and examples.

Choose ONE task and plan your response:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Speaking task 2: Expressing Personal Preference in a Paired Choice

A paired choice task is designed to make you think of a topic on debate. The two sides of the conflict are given, and you need to take your stand.

Sample task and planning your response:

Some people believe that doing research on the Internet is more productive than relying on printed books for research. Which idea do you agree with? Support your explanation with details and examples.

Step 1: Restatement of the prompt and showing your standpoint

Step 2: Key Point 1 to support your standpoint

Details: Relevant examples and information

Step 3: Key Point 2 to support your standpoint

Details: Relevant examples and information

Step 4: Conclude your speech restating your viewpoint (optional)

Sample speech:

While some people may think differently, I believe it is definitely more effective to do research on the Internet rather than using books for research purposes. One reason is that the Internet provides fast access to information. Even when I need to find information in a short period of time, I can do so using the Internet. It takes much longer to locate the book, and search through it to find the piece of information I am looking for. Second, the Internet is more up-to-date. Libraries are full of books that are tens or hundreds of years old. This is, for sure, priceless for societies or people but we also need to be informed about current information and practices. The Internet is updated almost every second and thus makes it easier for me to keep track of recent happenings and information.

Teo

Now Your Turn!

Task A: Many people believe that women make better parents than men and that this is why they have the greater role in raising children in most societies. Others claim that men are just as good as women at parenting. Which one you agree with? Include details and examples in your explanation.

Task C: Some students think it is better to have a gap year upon graduation before finding a job. Others would rather embark on their career straightaway. Which do you prefer? Include details and examples in your explanation.

[illegible]

Speaking Task 4: Expressing Personal Opinions

This is the most commonly used speaking task and the one which you are probably most familiar with. You can still better your performance if you follow an outline.

Sample task and planning your response:

Do you think attendance should be compulsory for courses at university? Support your answer with details and examples.

Step 1: Restate the prompt, converting it into an affirmative sentence and putting forward your opinion

Step 2: Handle the topic dividing it into a number of reasons, effects, advantages, disadvantages (depending on the nature of the prompt given)

Step 3: Key Point 1 (effect 1, advantage 1, etc.)

Details: Relevant examples and information

Step 4: Key Point 2 (effect 2, advantage 2, etc.)

Details: Relevant examples and information

Step 5: Conclude your speech restating your own point of view (optional)

Sample speech:

Actually, mandatory attendance is really a debatable topic. Of course, attending classes regularly is beneficial in every way but I am of the opinion that it absolutely shouldn't be made compulsory. A certain degree of freedom must be provided to college students to pursue their own interests as well as make their own personal decision about how to plan their own time in a beneficial way. For one thing, students at tertiary level usually have several duties and responsibilities. Having classes every day and compulsory attendance for those courses make it impossible for them to fulfil their duties because they do not have time for anything else. What's more, college students at or above the age of 19 should have the right to plan and make decisions for their life and act autonomously. They are fully aware of what to do and what not to do for their own good. If attending classes regularly is not a choice for them, they will face the consequences. Having a grown-up do something by force does not really work, we should let them make their own decisions in life.

Can

Now Your Turn!

Task A: Do you think the amount of money that an individual makes is the most important part of his or her job? Please support your response with examples and reasons.

Task B: Do you think climate change is the biggest problem of today's world? Please support your response with examples and reasons.

Task C: Do you think online education can be an alternative for traditional classrooms? Please support your response with examples and reasons.

Choose ONE task and plan your response:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

EXTENSIVE READING TEXTS

How playing video games could get you a better job¹

By David Molloy

Technology of Business reporter

The gaming industry is larger than films and music combined, yet few of us are likely to put our Fortnite playing achievements on our CVs. But why not? Businesses are waking up to the skills gamers can bring to the workplace. Game Academy, a start-up, is convinced that the skills learned playing games - hard-won through years of training and battle - can be applied to real-life work situations.

Do you enjoy unusual puzzle games like Portal, or tower defence games like Defense Grid? The team has found that IT workers play those more than average. But if you prefer Civilization, Total War, or X-Com, where strategy and resource management are key, then you might have more in common with managers. Game Academy's idea is simple: analyse gamers' habits from their online gaming profile and offer courses in valuable skills that reflect their aptitudes - skills they can practise and refine in-game. And there is already a growing acceptance that gaming skills are transferable.

Even the military is hiring gamers. "The ability to assimilate information, react swiftly and co-ordinate actions whilst remaining calm under pressure are often attributes of people that are good at gaming," a Royal Air Force spokesperson tells the BBC. "There are plenty of soft skills that gamers can utilise in a professional setting, such as teamwork, problem solving and strategic planning," says Ryan Gardner, a regional director with Hays recruitment.

But does that really mean your top 100 ranking in Overwatch should go down on your CV?

"It's about how you either make it relevant to the job you are applying for, or how it makes you more interesting as a potential employee," Mr Gardner says. Two years ago, a Glasgow University study made headlines for suggesting gaming could make students more successful. But "the research hasn't really changed minds, at least not yet," says one of the authors of the study, Dr Matthew Barr. He's now writing a book on the topic. "For now, I think the stigma around games means that telling someone you're a hardcore gamer is more likely to harm your chances of getting a job. "But if someone can articulate how they've led a team in an online game, for example, they may be able to persuade an employer that this is useful," says Dr Barr.

¹ <https://www.bbc.com/news/business-49317440>

Playing games casually - without thinking much about the skills you're using - is unlikely to help your career prospects. But part of Game Academy's pitch is to transform casual gamers into "conscious" ones, applying critical thinking to developing their skills. "We see gameplay as a resource of talent," says co-founder David Barrie. "Social talent, competitiveness, or strategic talent." "Why can't we put on our CVs our gaming victories and achievements?" he asks. "If they say they want leadership – why can't I point to my years of leading World of Warcraft raids?"

There are already plenty of gamers out there who know that their hobby has made them who they are. Earlier this year, Matthew Ricci told gaming site Kotaku: "If you're playing EVE Online you basically already have an MBA [Master of Business Administration]". The economy of the fictional Eve universe is driven by real market principles. If you want to build a new spaceship, the raw material has to be mined by another player. Manufacturing costs come into effect, and commodities fluctuate in price based on demand and haulage distance. Mr Ricci, who had always dreamed of being the boss of his own company, ran an in-game corporation comprising hundreds of players. Eventually, he realised he could transfer his skills to real-life business - instead of doing it for free. He restructured Zentech, once a taxation vehicle for his father's business, and it is now in its fourth year helping international brands enter the Canadian market. Eve teaches skills like creativity, leadership, organisation, and conflict resolution, he maintains.

Digital entrepreneur and business consultant Mia Bennett says: "In more traditional settings, gaming is still imagined to be the pursuit of teenage boys - a waste of time." But there are some links to skills like "decision-making, the ability to anticipate and scenario planning," she says. "It also helps with meta-skills - learning how to learn, experimentation, and creative thinking."

Mark Long is a radiotherapy physicist with the NHS in Surrey and an old-school gamer. "When creating treatment plans, the aim is to optimise the radiation dose to the tumour and restrict it as much as possible to healthy surrounding tissue and organs," he says. It's about "repeating the process, but each time doing something slightly different to improve the result". Just like achieving a high score or a perfect run in a video game. "Most video games are essentially puzzles to solve," he says. "And problem-solving is a big part of my job."

Over at Game Academy, Mr Barrie is aware they still have a mountain to climb. "The employer community will need the science," he says, but confesses he only became a true believer when he started asking players about their biggest in-game achievements. "The scale and scope of their answers were staggering," he says. "But ask them the same about their work, and they don't know". "The engagement and empowerment that people get playing a game - why can't work be like that?" he asks.

Introduction to animal rights²

Animal rights versus animal welfare

The difference between animal rights and animal welfare has been summed up like this: Animal rights advocates are campaigning for no cages, while animal welfarists are campaigning for bigger cages.

Animal rights supporters believe that it is morally wrong to use or exploit animals in any way and that human beings should not do so. Animal welfare supporters believe that it can be morally acceptable for human beings to use or exploit animals, as long as: the suffering of the animals is either eliminated or reduced to the minimum and there is no practicable way of achieving the same end without using animals. For people who think like this, the suffering to animals is at the heart of the issue, and reducing the suffering reduces the wrong that is done. Supporters of animal rights don't think that doing wrong things humanely makes them any less wrong.

Do animals need rights?

Animals don't need rights to deserve protection; a good moral case can be made for treating them well and considering their interests that doesn't involve accepting animal rights.

Why animal rights?

Many animal lovers think animals don't just deserve protection in a paternalistic way. They say that animals have rights that must be respected. Rights are much more important than interests, because rights impose a burden on others that the other parties must accept. If animals do have rights then there are certain things that human beings should not do to animals, because doing them would violate the animal's rights. This applies regardless of the cost to human beings. If humanity must suffer some disadvantage as the consequence of respecting animal rights, then that's the way it has to be.

Which animals have rights?

Nobody thinks that all animals should have rights - the question is where to draw the line. One elegant phrase suggests that animal rights should be restricted to those animals that "have a biography, not merely a biology." This means that only the higher animals would have rights - those animals that are conscious, can remember, and can form intentions and plan and act for the future. Although we already know many animals have senses of humour!

Human rights versus animal rights

² <http://www.bbc.co.uk/ethics/animals/rights/introduction.shtml>

No-one suggests that animals should have all the same rights as human beings. There are many rights that are entirely irrelevant to animals, such as freedom of religion, freedom of speech, the right to vote, the right to an education and so on.

The human consequences of animal rights

Accepting that non-human animals have rights requires human beings to accept that:

- non-human animals are conscious beings not machines or objects
- non-human animals have interests of their own
- human beings should respect the interests of non-human animals
- human beings should not exploit non-human animals
- human beings should not treat non-human animals as objects
- human beings should not kill non-human animals
- unless non-human animals have the right not to be killed, any other rights are pointless since they can be circumvented by killing the animal

Accepting that non-human animals have rights restricts human beings and may even cause people to die who might otherwise have lived. For example, it means that human beings can't use non-human animals in medical experiments - even if this restriction will lead to the death of many human beings from a disease for which a cure might be discovered through animal experimentation.

Bullying and Cyberbullying³

How to Deal with a Bully and Overcome Bullying

The effects of bullying can be devastating, leaving you feeling helpless, humiliated, angry, depressed, or even suicidal. And technology means that bullying is no longer limited to schoolyards or street corners. Cyberbullying can occur anywhere, even at home, via smartphones, emails, texts, and social media, 24 hours a day, with potentially hundreds of people involved. But no type of bullying should ever be tolerated.

What is bullying?

Bullying is repeated aggressive behavior that can be physical, verbal, or relational, in-person or online. Bullies are often relentless, bullying over and over again for long periods of time. You may live in constant fear of where and when the bully will strike next, what they'll do, and how far they'll go.

Physical bullying – includes hitting, kicking, or pushing you (or even just threatening to do so), as well as stealing, hiding, or ruining your things, and hazing, harassment, or humiliation.

Verbal bullying – includes name-calling, teasing, taunting, insulting, or otherwise verbally abusing you.

Relationship bullying – includes refusing to talk to you, excluding you from groups or activities, spreading lies or rumors about you, making you do things you don't want to do.

What is cyberbullying?

Cyberbullying occurs when someone uses digital technology, such as the Internet, emails, text messages, or social media, to harass, threaten, or humiliate you. Unlike traditional bullying, cyberbullying doesn't require face-to-face contact and isn't limited to just a handful of witnesses at a time. It also doesn't require physical power or strength in numbers.

Cyberbullies come in all shapes and sizes—almost anyone with an Internet connection or mobile phone can cyberbully someone else, often without having to reveal their true identity.

Cyberbullies can torment you 24 hours a day, seven days a week, and the bullying can follow you anywhere so that no place, not even home, ever feels safe. And with a few clicks the humiliation can be witnessed by hundreds or even thousands of people online.

The methods kids and teens use to cyberbully can be as varied and imaginative as the technology they have access to. They might range from sending threatening or taunting messages via email, text or social media to breaking into your email account or stealing your online identity to hurt and humiliate you. Some cyberbullies may even create a website or social media page to target you.

³ <https://www.helpguide.org/articles/abuse/bullying-and-cyberbullying.htm>

The effects of bullying and cyberbullying

Whether you're being targeted by bullies or cyberbullies, the results are similar:

You're made to feel hurt, angry, afraid, helpless, hopeless, isolated, ashamed, and even guilty that the bullying is somehow your fault. You may even feel suicidal.

Your physical health is likely to suffer, and you are at a greater risk of developing mental health problems such as depression, low self-esteem, or anxiety.

You're more likely to miss, skip, or drop out of school to avoid being bullied.

In many cases, cyberbullying can be even more painful than face-to-face bullying because:

Cyberbullying can happen anywhere, at any time. You may experience it even in places where you'd normally feel safe, such as your home, and at times when you'd least expect it, like during the weekend in the company of your family. It can seem like there's no escape from the taunting and humiliation.

A lot of cyberbullying can be done anonymously, so you may not be sure who is targeting you. This can make you feel even more threatened and can embolden bullies, as they believe online anonymity means they're less likely to get caught. Since cyberbullies can't see your reaction, they will often go much further in their harassment or ridicule than they would if they were face-to-face with you.

Cyberbullying can be witnessed by potentially thousands of people. Emails can be forwarded to many, many people while social media posts or website comments can often be seen by anyone. The more far-reaching the bullying, the more humiliating it can become.

How to deal with a bully

There is no simple solution to bullying or cyberbullying, or a foolproof way to handle a bully. But like the bully, you may have to be relentless in reporting each and every bullying incident until it stops. Remember: there is no reason for you to ever put up with any kind of bullying.

Don't blame yourself. It is not your fault. No matter what a bully says or does, you should not be ashamed of who you are or what you feel. The bully is the person with the problem, not you.

Try to view bullying from a different perspective. The bully is an unhappy, frustrated person who wants to have control over your feelings so that you feel as badly as they do. Don't give them the satisfaction.

Don't beat yourself up. Don't make a bullying incident worse by dwelling on it or reading cyberbullying messages over and over. Instead, delete any messages and focus on the positive experiences in your life.

Learn to manage stress. Finding healthy ways to relieve the stress generated by bullying can make you more resilient so you won't feel overwhelmed by negative experiences. Exercise, meditation, positive self-talk, muscle relaxation, and breathing exercises are all good ways to cope with the stress of bullying.

10 MYTHS ABOUT CLIMATE CHANGE⁴

With the climate crisis becoming a hot topic in mainstream media - there's a lot of confusion around what climate change actually is. Below are some of the most frequently heard myths, so that you can tell fiction from fact!

1. THE EARTH'S CLIMATE HAS ALWAYS CHANGED: Over the course of the Earth's 4.5-billion-year history, the climate has changed a lot. However, the rapid warming we're seeing now can't be explained by natural cycles of warming and cooling. The kind of changes that would normally happen over hundreds of thousands of years are happening in decades. This much faster warming corresponds with levels of carbon dioxide in the atmosphere, which have been increasing since the industrial revolution. Climate change today is the warming of Earth's average temperature as a result of human activity, such as burning coal, oil and gas to produce energy to fuel our homes and transport and cutting down trees to produce the food we eat.

2. PLANTS NEED CARBON DIOXIDE: Plants do need carbon dioxide (CO₂) to live. Plants and forests remove and store away huge amounts of carbon dioxide from the atmosphere each year. But the problem is, there's only so much carbon dioxide they can absorb and this amount is getting less, as more and more forests are cut down across the world, largely to produce our food.

3. GLOBAL WARMING ISN'T REAL AS IT IS STILL COLD: Global warming is causing the Earth's average surface temperature to increase. This is not only making heatwaves and droughts more likely but it's also causing changes to our natural climate systems. These changes are making extreme weather events more likely and more severe. For example, hurricanes and storms are becoming more intense, moving slower and taking longer to die down.

4. CLIMATE CHANGE IS A FUTURE PROBLEM: This is no longer an excuse not to act on climate change and push the burden onto future generations. Last year, the world's leading climate scientists warned we only have 12 years to limit global warming to a maximum of 1.5C and avoid climate breakdown. We're already seeing the devastating effects of climate change on global food supplies, increasing migration, conflict, disease and global instability, and this will only get worse if we don't act now.

5. RENEWABLE ENERGY IS JUST A MONEY-MAKING SCHEME: It's a commonly-held belief that renewable energy is expensive, but this simply isn't true! Solar power and onshore wind are the

⁴ <https://www.wwf.org.uk/updates/10-myths-about-climate-change>

cheapest ways of generating electricity; meaning the energy they produce is cheaper than using nuclear, gas and fossil fuels.

6. POLAR BEAR NUMBERS ARE INCREASING: This isn't the case. Climate change is the biggest threat faced by polar bears. The Arctic is warming roughly twice as fast as the rest of the world, causing sea ice to melt earlier and form later each year. This makes it more difficult for female polar bears to get onto land in late autumn to build their dens, and more difficult for them to get out onto the sea ice in spring to feed their cubs. Polar bear populations are predicted to decline by 30% by the middle of this century.

7. RENEWABLE ENERGY CAN ONLY WORK WHEN IT'S NOT CLOUDY OR WINDY: Industry is developing new techniques for storing electricity and managing demand at peak times meaning that even if the sun isn't shining or it's not blowing a gale, it's still possible to rely on renewable energy sources.

8. ANIMALS WILL ADAPT TO CLIMATE CHANGE: This one isn't a myth. To survive, plants, animals and birds confronted with climate change have two options: move or adapt. There are several examples of species that have begun to adapt to climate change already. But given the speed of climate change, it's becoming impossible for many species to adapt quickly enough to keep up with their changing environment. And, as habitats are destroyed by roads, cities and dams, moving becomes increasingly difficult. For those that can't move or adapt, the future doesn't look so positive.

9. GETTING RID OF HUMANS WILL FIX THIS: This, we firmly believe, is wrong. It's easy to start feeling that we've gone too far already and that the planet won't be able to support the world's growing population. It's WWF's mission to build a world where people and nature thrive together. The technology and systems we need to move to 100% renewable energy by 2045 and use our planet's resources sustainably are already available. What's now needed is for political and business leaders to take bold and urgent action towards using these solutions to address the climate crisis and restore nature.

10. CHINA IS THE ONLY COUNTRY RESPONSIBLE FOR CLIMATE CHANGE: Despite being one of the largest emitters of greenhouse gases, China is currently one of the largest investors in renewables. The increase in investment has been in response to the rapid growth of green business and the need to clean up air pollution in its major cities.

Climate change is a global issue and we all have a responsibility to step up to the climate crisis. Action on it will need serious investment but has the potential to deliver huge benefits for nature and people. We all need to raise our voices and fight for our world!

SIKÇA SORULAN SORULAR

❖ DERSİ SEÇTİĞİM GRUBUN KAPANMASI DURUMUNDA NE YAPMALIYIM?

- Ekle-sil işlemlerinin tamamlanmasını takiben, kapanan gruplar nedeniyle açılan grupların **numaraları** ve **derslik bilgilerinde değişiklikler söz konusu olabilir**. Kapatılan gruptaki öğrenciler aynı gün ve kuşaktaki başka bir gruba aktarılırlar. Bu nedenle ders kayıtları bittikten sonra **mutlaka güncel grup numaranızı USIS üzerinde kontrol ediniz**.
- Kapatılan grubun kuşağında aktarma yapılabilecek başka bir grup yoksa grup tamamen kapatılır. Bu gruba kaydolmuş öğrenciler **kendi bölümlerine dilekçe ile başvurarak** kapatılan gruptan kayıtlarını sildirmeli ve (varsa) programlarına uygun başka bir gün ve kuşaktaki bir gruba aktarılmayı talep etmelidirler.

❖ BAZI NEDENLERDEN ÖTÜRÜ SEÇMİŞ OLDUĞUM GRUPTA DERSE GİREMİYORUM. KAYITLI OLDUĞUM GRUPTAN FARKLI BİR GRUPTA DERSE DEVAM EDEBİLİR MİYİM?

Dersi hangi grupta seçtiyseniz, o grupta devam etmek zorundasınız. Hiçbir şekilde bir grupta kayıtlı iken, başka bir grupta derse devam edemez ya da sınavlara giremezsiniz.

❖ DERSE DEVAM ZORUNLULUĞU VAR MIDIR?

- Bu derste **%70 devam zorunluluğu** vardır. Resmi bir sağlık kuruluşundan alınan ya da özel kurumlardan alınıp YTU mediko ya da herhangi bir resmi kurumdan onaylatılan **sağlık raporları, %30 mazeret** (devamsızlık) **hakkına dahildir, %70 devam zorunluluğundan düşülmezler**. Devamsızlık hakkının üstüne artı olarak alınan sağlık raporları kabul edilmemektedir. MDB2051 İngilizce Okuma Konuşma dersi için toplam **devamsızlık hakkı 8 saattir**, bu sınırı aşan öğrenciler devamsızlıktan **(F0 ile) kalır**. Tüm bölüm öğretim elemanlarımız yoklama almakla yükümlüdür, lütfen dersin öğretim elemanını devamsızlık / yoklama konusunda rahatsız etmeyiniz.
- Ayrıca, bir önceki soruyla ilişkili olarak; tüm öğrencilerimizin **USIS'deki haftalık ders programı bölümünden** güncel olarak kayıtlı oldukları grup numarasını ve "www.ybd.yildiz.edu.tr" adresinden de kayıtlı oldukları grubun derslik bilgisini kontrol etmeleri gerekmektedir. Aksi takdirde, **başka grupta derse devam etmiş olsalar dahi devamsızlıktan kalmış sayılırlar**.
- İlk haftadan itibaren dersler başlar ve yoklama alınır.
- Durumu iyi olan öğrencilere derse katılmama gibi bir hak verilemez, tüm öğrencilerin seviyeleri ne olursa olsun derse devam zorunluluğu vardır.
- İngilizce dersinizin olduğu gün ve kuşakta herhangi başka bir dersin sınavı ile çakışma yaşamamanız, yine %30 mazeret hakkınıza dahil edilir.

❖ **KENDİ BÖLÜMÜMÜN SINAV HAFTASINDA İNGİLİZCE DERSLERİ DE İPTAL OLUR MU?**

Hayır, iptal olmaz. İngilizce dersiniz kendi bölümünüzün sınav haftasından bağımsızdır ve haftalık planda belirtildiği gibi o hafta da ders işlenir.

❖ **KENDİ BÖLÜMÜMÜN HERHANGİ BİR DERSİ İLE İNGİLİZCE DERSİMİN VİZE YA DA FİNAL SINAVLARININ ÇAKIŞMASI DURUMUNDA NE YAPMALIYIM?**

Böyle bir durumda servis derslerinin önceliği vardır. Dolayısı ile diğer dersiniz için bölümünüze mazeret dilekçesi vermeniz ya da yine diğer dersin öğretim elemanı ile görüşerek alternatif bir sınav tarihi belirlemelisiniz. Bölümünüze vereceğiniz hazır matbu mazeret dilekçesini MDB Sekreterliğine gelerek temin edip, imzalatmayı unutmayınız.

❖ **İNGİLİZCE DERSİMİN HERHANGİ BİR VİZESİNİ KAÇIRMAM HALİNDE NE YAPMALIYIM?**

Kendi bölümünüze 3 iş günü içerisinde mazeretinizi bildiren bir dilekçeyi (ya da varsa en az 3 günlük sağlık raporunuzu) teslim etmelisiniz. Eğer bölümünüz mazeretinizi kabul ederse, Modern Diller Bölüm Başkanlığı'na giremediğiniz sınavın mazeret sınavına alınmanıza dair bir üst yazı gönderir. Başkanlığımız sizi ilgili mazeret sınav listesine ekler. Mazeret sınavları genelde ilgili dönemin son haftası yapılır, ancak nihai tarih, gün, saat ve sınav salonu bilgileri içeren sınav takvimi "www.ybdyildiz.edu.tr" adresinde **MDB Duyurular başlığı** altında ilan edilir.

❖ **İNGİLİZCE DERSİMİN İÇERİĞİ / SINAVLARI İÇİN YARDIM ALABİLECEĞİM HERHANGİ BAŞKA BİR KAYNAK VAR MIDIR?**

Bu dersin içeriği, haftalık planı, not aralıkları vb. ders kitabının ilk sayfalarında verilmiştir. Ayrıca, derse dair tüm bilgilendirmeler, güncellemeler, cevap anahtarları ile beraber ekstra yardımcı çalışma notları ve alıştırmaları, konu anlatımlı videolar ve dinleme parçaları, sınav içerikleri, sınavlara yönelik tekrar çalışmalarına öğretim görevliniz tarafından duyurulacak olan Moodle adresinden dönem boyunca erişebilirsiniz.

❖ **BÜTÜNLEME SINAVI İÇİN HERHANGİ BİR KAYIT YAPTIRMAM GEREKİR Mİ?**

Hayır, kayıt yaptırmanız gerekmez. Bütünlemeye kaldığınız ders için kaydınız USİS üzerinde otomatik olarak işleme alınır. Ancak, bütünleme sınavına girebilmeniz için dönem içi not ortalamanızın **FF – DC aralığında olması gerekir**. Devamsızlıktan (F0) ile kalan ya da not ortalaması CC ve üstü olan öğrenciler bütünleme sınavına giremezler.

❖ **İNGİLİZCE DERSLERİ İÇİN YAZ OKULU AÇILIYOR MU?**

Hayır, İngilizce dersleri için yaz okulu açılmamaktadır.