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**THE ENGLISH TEST IN TEOG (TRANSITION EXAMINATION FROM PRIMARY TO SECONDARY EDUCATION-TEPSE): CONTENT VALIDITY AND ENGLISH LANGUAGE TEACHERS' VIEWS**

**Ayşenur UZUN**

**A Master's Thesis**

**Thesis Supervisor**

**Assoc. Prof. Dr. Ferit KILIÇKAYA**

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**JÜRİ**

ÜYE          : Doç. Dr. Ferit KILIÇKAYA
(Tez Danışmanı)

ÜYE          : Prof. Dr. Arda ARIKAN

ÜYE          : Dr. Öğr. Üyesi Ali KARAKAŞ

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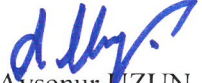
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**The English Test in TEOG (Transition Examination from Primary to Secondary Education-TEPSE): Content Validity and English Language Teachers' Views**

**(A Master's Thesis)**

**Ayşenur UZUN**

## ABSTRACT

One of the most important dynamics of the educational setting all over the world is examinations, and some of those are English tests. In Turkey, English tests for the students preparing for the high schools were included in the national exams with the Level Determination Exam (SBS) in 2008 for the first time, and Transition Examination from Primary to Secondary Education (TEPSE) replaced them in 2013. The effects of these exams have been investigated; however, to the best knowledge of the author, other principles of language assessment such as validity and reliability have not been investigated based on the analysis of documents. This study, therefore, aimed to investigate content validity of the English tests in TEPSE, which were conducted from 2015 to 2017 as well as language teachers' views on content validity of the English test. Data collection procedure included the analyses of TEPSE English tests from 2015 to 2017, the coursebook, and semi-structured interviews held with 21 English language teachers teaching English to 8th graders. In addition to TEPSE English tests conducted between 2015-2016 and 2016-2017, the coursebook 'Upturn in English' and the 2015-2016 / 2016-2017 curricula of 8th grade were analyzed. The analysis of TEPSE English tests and the coursebook was compared based on the frequently used items to reveal the consistency between the coursebook and TEPSE English tests. Moreover, table of specifications was used to examine the alignment between TEPSE English tests and the functions of the units which were provided by MoNE. The data obtained from the documents and the interviews revealed that there was an alignment between TEPSE English tests and the coursebook based on the frequently used items. However, there were some inconsistencies between the functions and the units, and distribution of the questions on the units was not equal in some TEPSE English tests, which might affect content validity negatively. Despite some inconsistencies, unequal distributions, and neglecting four language skills, TEPSE English tests between 2015-2016 and 2016-2017 have content validity based on the alignment between the coursebook and TEPSE English tests.

*Key Words:* Content Validity, English Test, TEPSE

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**TEOG'daki (Temel Eğitimden Ortaöğretime Geçiş Sınavı) İngilizce Sınavlar:
İçerik Geçerliliği ve İngilizce Öğretmenlerinin Görüşleri**

**(Yüksek Lisans Tezi)**

**Ayşenur UZUN**

## ÖZ

Tüm dünyada eğitimin en önemli dinamiklerinden bir tanesi sınavlardır ve bunların bazıları İngilizce sınavlarını da içermektedir. Türkiye'de, liseye hazırlanan öğrenciler için uygulanan İngilizce sınavlarına ilk kez 2008 yılında SBS'de yer verilmiş ve 2013 yılında bu sınav TEOG ile yer değiştirmiştir. Bu sınavların etkileri incelenmiştir fakat -bilindiği kadarıyla- geçerlilik ve güvenirlik gibi dil değerlendirmesinin diğer ilkeleri araştırılmamıştır. Bu yüzden, bu çalışma 2015-2017 yılları arasında uygulanan TEOG İngilizce testlerinin içerik geçerliliğine ilişkin öğretmen görüşlerinin yanı sıra bu dönemlerde yapılan testlerin içerik geçerliliğini araştırmayı hedeflemiştir. Veri toplama yöntemi, 2015-2017 yılları arasında yapılan TEOG İngilizce sınavlarının analizini, ders kitabının analizini ve 21 İngilizce öğretmeniyle yapılmış olan yarı yapılandırılmış görüşmeyi içermektedir. Bu yüzden, 2015-2016 ve 2016-2017 dönemlerinde yapılan TEOG İngilizce sınavlarının yanı sıra ders kitabı 'Upturn in English' ve 2015-2016/2016-2017 8. Sınıf yıllık planları da analiz edilmiştir. Sık kullanılan kelime ve yapılar açısından TEOG İngilizce sınavlarının ve ders kitabının analizleri TEOG İngilizce sınavları ve ders kitabı arasındaki uyumu ortaya koymak için karşılaştırılmıştır. Bunun yanında, TEOG İngilizce sınavları ve MEB tarafından belirtilen ünite kazanımları arasındaki uyumu incelemek için belirtke tablosu kullanılmıştır. Dokümanlardan ve görüşmelerden elde edilen veriler, sık kullanılan kelimeler/ yapılar açısından TEOG İngilizce sınavları ve ders kitabı arasında bir uyum olduğunu ortaya koymuştur. Ancak, üniteler ve kazanımlar arasında bazı uyumsuzluklar vardır ve bazı TEOG İngilizce sınavlarında soruların ünitelere dağılımı eşit değildir. Bu da, içerik geçerliliğini olumsuz etkileyebilmektedir. Bazı uyumsuzluklar, eşit olmayan dağılımlar ve dört dil becerisinin ihmaline rağmen, 2015-2016 ve 2016-2017 dönemlerinde yapılan TEOG İngilizce sınavlarının ders kitabı ile uyumu açısından içerik geçerliliği vardır.

*Anahtar Kelimeler*: İçerik Geçerliliği, İngilizce Test, TEOG

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# LIST OF ABBREVIATIONS

**CAEL:** Canadian Academic Language Assessment

**CEPA:** Common Educational Proficiency Assessment in English

**CET:** College English Test

**CSAP:** Colorado Student Assessment Program

**ELL:** English Language Learner

**ETS:** Educational Testing Service

**GEBT:** General English Proficiency Test

**GSEE:** Graduate School Entrance English Examination

**IELTS:** International English Language Testing System

**IGCSE:** Cambridge International General Certificate of Secondary Education

**JFSAT:** Joint First Achievement Test

**KPDS:** Foreign Language Proficiency Examination for State Employees

**LEP:** Limited English Proficiency

**LGS:** Transition Examination to High Schools

**MoNE:** Ministry of National Education

**NMET:** National Matriculation English Test

**PECT:** Practical English Certification Test

**PTE:** Pearson Test of English Academic

**SBS:** High School Placemen Test

**TEEP:** Test of English for Educational Purposes

**TEFL:** Teaching English as Foreign Language

**TEM:** Test for English Majors

**TEOG/TEPSE:** Transition Examination from Primary to Secondary Education

**TOEFL:** Test of English as a Foreign Language

**TOEIC:** Test Of English for International Communication

**UDS:** Foreign Language Proficiency Examination

**YDS:** Foreign Language Proficiency Exam

**YÖKDİL:** Higher Education Institutions Foreign Language Examination

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# CHAPTER I

# INTRODUCTION

This chapter reviews the importance of testing, the problems which have led to the current study, the aims and the significance of the investigation.

## 1.1. Background to the Study

Language assessment is one of the dynamics of educational settings; therefore, it is a critical issue in language teaching to test the students' performance on the determined content. The trends in language assessment historically started with behaviorism and followed by communicative theories; however, the authentic and valid assessments to test the skills in real life in an integrative way became the leading role of assessment (Brown, 2004). Also, Hughes (2003) stated the functions of language assessment as formative assessment and summative assessment which tries measure what the learners gained at the end of the course, and is mostly used in the exams conducted in Turkey. Brown (2004) also voiced the traditional and alternative assessments as two ways of assessments, and traditional assessment might be summarized as standardized tests including generally multiple-choice format which focuse on 'right' answers. Külekçi (2016) also revealed language proficiency exams in the world such as TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), PTE(Pearson Test of English Academic), and GEPT (General English Proficiency Test); however, there were also language proficiency exams conducted in Turkey such as KPDS (Foreign Language Proficiency Examination for State Employees), UDS (Foreign Language Proficiency Examination), and YDS (Foreign Language Proficiency Exam), which is still in use (Council of Higher Education, 2016). While the language exams 'KPDS', 'UDS', and 'YDS' were proficiency examinations, there were some English tests for the secondary school students, which were a must to attend a high school. These English

tests started to be included in the national exams in 2008 in Turkey. Even though this system started with SBS (High School Placemen Test Exam), it was followed by TEPSE (Transition Examination from Primary to Secondary Education) in 2013 which was also replaced by LGS (Transition Examination to High Schools) in 2018 (MoNE, 2018) in the course of conducting the current study.

These exams, to the best knowledge of the author, have been investigated from several perspectives. For instance, Vural (2017) investigated the consistency between $8^{th}$ grade English course curriculum and TEPSE English exam conducted in 2014 based on only teachers' views, and Gömleksiz and Aslan (2017) examined effect of TEPSE English test conducted between 2016 and 2017 on English language learning based on the students' views. However, the researcher was teaching English to $8^{th}$ grade students who were preparing for TEPSE and noticed some problems on content validity in the English section of the tests. Moreover, the validity of English test in TEPSE between 2015-2016 and 2016-2017 was not investigated based on both the documents and the teachers' views. Furthermore, the importance of content validity was voiced by many researchers such as Hughes (2003), Brown and Abeywickrama (2010), and Ekbatani (2011). Also, Gorsuch and Griffee (2018) stated that if a test includes the determined topics/units, the curriculum and the textbook should be examined to determine the validity. This current study; therefore, aimed to find out to what extent English tests in TEPSE exams between 2015-2016 and 2016-2017 had content validity based on the analysis of documents and teachers' views.

## 1.2. The Statement of the Problem

Language assessment and its importance were emphasized by many scholars such as Brown (2004), Hughes (2003), Ekbatani (2011), and Solano-Flores (2016). The importance of 'content validity', one of the basic principles of language assessment was also underscored by Hughes (2003), Brown and Abeywickrama (2010), Ekbatani (2011), and Gorsuch and Griffee (2018). Based on the presence of language exams, content validity of such exams has been drawing researchers' attention for many years. For example, Siddiek (2010) investigated content validity of Sudan

School Certificate English examination based on the aligment between the coursebook and the exam, and emphasized that this aligment increases content validity of the test. Nicholson (2015), who analyzed the TOEIC exam in Korea, found that content validity of the exam was weak because it did not test real communicative language skills. Even though the results of the several studies reviewed indicated low or lack of content validity of language exams, other studies (Ing, Musah, Al-Hudawi, Tahir & Kamil, 2015; Jaturapitakkul, 2013; Kang &Chang, 2014; Külekçi, 2016) indicated high content validity in several other language tests. In addition to these studies, several other studies were conducted on these tests such as the research carried out by Gömleksiz and Aslan (2017) and Vural (2017). Vural (2017) investigated content validity of English tests in TEPSE in 2014 by only taking the views into consideration, while Gömleksiz and Aslan (2017) investigated the students' perspectives towards TEPSE English tests conducted between 2016 and 2017. Therefore, the researcher of the current study focused on content validity of TEPSE English tests conducted between 2015-2016 and 2016-2017 because the researcher was teaching English to 8th graders in those years and noticed some problems in the tests regarding content validity. Moreover, content validity of TEPSE English tests in those years has not been investigated based both on the documents and on the teachers' views.

## 1.3. The Purpose of the Study

The importance of exams in Turkish educational setting is an undeniable fact, and it has many dimensions. Many exams are conducted in Turkey for a variety of purposes, and some of the language exams among them are YDS, YOKDIL (Higher Education Institutions Foreign Language Examination), TOEFL, KPDS (until 2013), UDS (until 2013), SBS (2008-2013), and TEPSE (2013-2018). YDS, YOKDIL, TOEFL, KPDS, and UDS are proficiency tests generally for the adults, while SBS and TEPSE are for the lower secondary school students.

One of the principles of language assessment "validity" and sub-components of validity were emphasized by Brown and Abeywickrama (2010), and Hughes (2003) stressed the importance of content validity. Content validity plays a crucial role in

the exams and many researchers focused on this issue in their studies (Alderson & Kremmel, 2013; Al- Adawi & Al-Balushi, 2016; Nicholson, 2015; Razmjoo & Tabrizi, 2010; Siddiek, 2010). Also, there are several conducted studies on TEPSE English tests (Gömleksiz and Aslan, 2017; Kılıçkaya, 2016; Ökmen & Kılıç, 2016; Vural, 2017); however, content validity of English tests in TEPSE between 2015-2016 and 2016-2017, to the best knowledge of the author, has not been investigated based on both analyzing the documents and teachers' views. Therefore, this study aimed to investigate content validity of English tests in TEPSE between 2015-2016 and 2016-2017 by analyzing the items in the tests, the coursebook, and the curricula on which the language tests were. Moreover, the interviews held with teachers were also analyzed to reveal their views on content validity of TEPSE English tests.

In order to reach these aims, the research questions used in this study are listed as follows:

1- To what extent do the English tests in TEPSE conducted between 2015-2016 and 2016-2017 have content validity?
   a) What language use patterns does the coursebook "Upturn in English" provide?
   b) What vocabulary items does the coursebook "Upturn in English" frequently use?
   c) Do the English tests in TEPSE exactly focus on the frequently used items in the coursebook "Upturn in English"? If yes or no, which items are tested or not tested?
   d) Is there an exact match between functions of the provided syllabus and the questions in the English language test in TEPSE?
2- What are English language teachers' views on content validity of English tests in TEPSE?

## 1.4. The Significance of the Study

It is believed that the results of this study might provide insight about the importance of content validity in English tests and how to decide on whether a test has content validity or not. This study might also reveal the pros and cons of TEPSE English

tests conducted from 2015 and 2017 by focusing on both the analysis of the documents and the teachers' views. These results might be useful for language teachers preparing their secondary school students for this type of exams and similar ones. It is hoped that this study might emphasize the importance of content validity in the language tests, and provide ideas for the ones who want to design a valid test and conduct further research on this topic.

## 1.5. Assumptions

The current study assumes that the participants of this study represent majority of English language teachers teaching to $8^{th}$ grade students in Turkey. Moreover, it is also assumed that the participants answered the interview questions objectively and on a voluntary basis.

## 1.6. Limitations

There are some limitations of this study.

In this study, the English tests in TEPSE conducted between 2015-2016 and 2016-2017, and the coursebook "Upturn in English" were investigated. The results of this study; therefore, are limited to the coursebook "Upturn in English" and the English tests in TEPSE conducted between 2015-2016 and 2016-2017. It means that the results cannot be generalized to the all English tests administered to lower secondary school students. Moreover, table of specification, analysis of the documents, and semi-structured interviews held with the teachers were used to collect data. Therefore, this study is limited to these data collection instruments. Besides, focusing on content validity of the English tests in TEPSE between 2015-2016 and 2016-2017 might result in neglecting other principles of language assessment and other sub-components of validity. Another limitation of this study is being based on the views of only 21 English language teachers in eighteen different provinces, which means that the participants may not exactly reflect the all teachers' views in Turkey, and the results cannot be generalized.

**1.7. Definitions of Key Concepts**

*Content Validity:* Content validity is at the very heart of this study, and main aim of this study is to focus on content validity of the English tests in TEPSE. Ekbatani (2011) asserts that content validity is consistence between objectives/functions of the test and the test itself. In addition, Hughes (2003) states that "A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned" (p. 26).

*Documents:* Documents used in the qualitative studies might be either personal or official (Christensen et al., 2015). In this study, the documents were the official ones such as the coursebook "Upturn in English" provided by MoNE and TEPSE English tests between 2015-2016 and 2016-2017.

*Language Use Patterns:* The suggested annual plan of the coursebook 'Upturn in English' provided the section 'language use'. These sections include the items generally based on grammar and expressions; therefore, these types of items are called as 'language use patterns' in the current study.

*'Study the Sentence' Section*: These sections are provided to focus on the grammatical items or expressions of the related unit in the coursebook 'Upturn in English'.

*Table of Specification:* The importance of table of specification on content validity is stated by Hughes (2003). Table of specification is a chart that reveals alignment between the functions and assessment.

*Validity:* Validity is the umbrella term for this study, and Hughes (2003) defines the validity as: "A test is said to be valid if it measures accurately what it is intended to measure" (p. 26).

# CHAPTER II

# LITERATURE REVIEW

Content validity plays a crucial role in exams and many researchers focused on this this type of validity in their studies (Alderson & Kremmel, 2013; Al- Adawi & Al-Balushi, 2016; Nicholson, 2015; Razmjoo & Tabrizi, 2010; Siddiek, 2010). Moreover, there are several other studies conducted on TEPSE English tests (Gömleksiz and Aslan, 2017; Kılıçkaya, 2016; Ökmen & Kılıç, 2016; Vural, 2017); however, content validity of English tests in TEPSE between 2015-2016 and 2016-2017 has not been investigated based on both the documents and teachers' views. Moreover, the researcher of the current study was teaching English to 8th graders in those years and noticed some problems in the tests regarding content validity. Therefore, this chapter reviews the literature related to language assessment, the English tests used to assess language proficiency of the secondary school students in Turkey, and the relevant studies on language exams.

## 2.1. Language Assessment

Language assessment is the undeniable and inseparable part of language learning/teaching, and there are many definitions of this term. According to Ekbatani (2011), each formal educational setting requires an assessment to measure the results of the intended goals. Moreover, Solano-Flores (2016) states that assessment is a process which includes the steps that are used to compare the students' knowledge with the goal of the program. In addition to these definitions, Brown and Abeywickrama (2010) assert that assessment is a procedure which consists of many techniques based on an educational setting. Furthermore, Brown and Abeywickrama (2010) assert that the principles of language assessment are practicality, reliability, validity, authenticity, and washback. Among these principles, the current study

aimed to benefit from the principles of 'validity' in order to investigate the English tests in TEPSE.

**2.1.1. Validity.** Validity is among the principles of language assessment, and the definitions of this term are provided by many authors. For instance, Hughes (2003) states that, "A test is said to be valid if it measures accurately what it is intended to measure" (p. 26).

Ekbatani (2011) defines that a valid test is the test which is related to the goals and what it intends to measure. Moreover, Brown and Abeywickrama (2010) state,

A valid test...

• measures exactly what it proposes to measure

• does not measure irrelevant or "contaminating" variables

• relies as much as possible on empirical evidence (performance)

• involves performance that samples the test's criterion (objective)

• offers useful, meaningful information about a test-taker's ability

• is supported by a theoretical rationale or argument (p.30).

In addition to the definition of the validity, Brown and Abeywickrama (2010) indicate that the sub-components of the validity are content-related evidence, criterion-related evidence, construct-related evidence, consequential validity, and face validity. Even though the other four types of validity are also important, content validity is the key concept of this study.

**2.1.2. Content validity.** According to Brown and Abeywickrama (2010), content validity is one of the sub-components of validity. Hughes (2003) states that "A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned" (p. 26). Ekbatani (2011) asserts that content validity is consistence between objectives/functions of the test and the test itself. Hughes (2003) also indicates the importance of content validity by focusing on two important reasons. The first reason

is that having a content validity provides an accurate measurement and guarantees the construct validity. The second reason is that the lack of content validity results in harmful washback effect. If the content of lesson does not match the content of the test, the learning and teaching are affected negatively. As it is stated by the scholars, content validity has an important role in assessment, which is one of the most important parts of educational settings. Therefore, it might be concluded that investigating content validity of a test may reveal a different perspective on it and may lead to new arrangements on the test.

**2.1.3. Table of specifications.** According to Davidson and Lynch (2002), table of specifications is a useful way to construct a test and includes great deal of information such as skills, subskills, number of items, desired score weighting, and special materials. Moreover, Cheng and Fox (2017) emphasize the importance of developing a table of specifications, which is helpful for creating high quality tests. Hughes (2003) expresses the importance of table of specifications as follows:

> In order to judge whether or not a test has content validity, we need a specification of the skills or structures, etc. that it is meant to cover. Such a specification should be made at a very early stage in test construction (p. 26).

and adds that "a comparison of test specification and test content is the basis for judgements as to content validity" (p. 27).

**2.1.4. Standardized tests**. Most of the exams administered in the world are standardized tests; thus, the features of these tests are crucial in language assessment. According to Brown (2004) these tests share the common standards on determined areas and aim to place the students in schools or appropriate levels based on their performances. Even though most of the standardized tests are in a multiple-choice format, they can be used in speaking and writing items which are scored by teachers (Brown, 2004). Moreover, the standardized tests have some pros, which can be listed as follows:

•Easy to score

•Time saving for teachers

•Ready-made validated products (Brown, 2004).

However, the disadvantageous of these tests are given by Brown (2004) as follows:

•May be used inappropriately

•Sometimes do not directly test the intended objectives (assessment of speaking, writing).

*2.1.4.1. SBS.* SBS, which was conducted by MoNE at the end of the spring semesters between 2008 and 2013, was a compulsory exam for the students from 6th grades to 8th grades. The exam for 6th grade students included 19 multiple-choice questions on Turkish language, 16 multiple-choice questions for each subject such as Math, Science and Social Studies. However, the number of questions on English was 13. For the 7th grade students, the number of questions was increased and 21 multiple-choice questions were on Turkish. The exam of 7th grade students also included 18 multiple-choice questions for the each subject such as Science, Math and Social Studies, while 15 multiple-choice questions were on English. The exam for 8th grade included 23 multiple-choice questions on Turkish, 20 questions for each subject such as Math, Science and Social Studies. However, the number of questions on English was 17. This exam was conducted for the students between 6th to 8th grades between 2008 and 2011; however, in 2011, it was conducted for just 7th and 8th grade students. From 2011 to 2013, SBS was conducted for only 8th grade students, and finally it was replaced by TEPSE in 2013 (MoNE, 2011).

*2.1.4.2. TEPSE.* TEPSE, which was organized and conducted by MoNE as a second or the first exam of the subjects in each term, was a compulsory exam for the 8th grade students. This exam included 20 multiple-choice questions that cover the selected content of the subjects including Turkish, Religion, Science, Mathematics, English and, Principles of Ataturk and History of Revolution. The allocated time for

each test was 40 minutes, and the exam which was conducted in the first term was towards the end of November while the exam in the second term was towards the end of April. MoNE determined two days for each term to conduct the exams on the subjects; therefore, students take the tests on Turkish, Mathematics and Religion on the first day while the tests on English, Science and Principles of Ataturk and History of Revolution were to be taken on the second day (MoNE, 2015a). Besides, MoNE (2015b) indicated that English test in TEPSE exam mainly focused on reading, vocabulary and grammar, and neglected speaking, writing and listening skills. However, as of 2018, it has been replaced by LGS (Transition Examination to High Schools) as an optional exam for the students, which covers the same subjects in TEPSE and still neglects speaking, writing and listening skills. However, this new exam 'LGS' is taken on a single day, and includes 10 multiple-choice questions on English (MoNE, 2018). This change in the exam was sudden and unexpected because this change was announced after the beginning of 2017-2018 academic year which the current study has already been started to be conducted in, and the guidelines for applicants besides the details of the exam was published in April, 2018 (MoNE, 2018). Therefore, the current study could investigate not only the last TEPSE English tests but also the teachers' views based on English tests in TEPSE and LGS.

## 2.2. Studies Conducted on Language Exams

Assessment is an undeniable key concept of all educational systems, therefore; there are many standardized English tests in the world. For instance, Cheng (2008) states in his article that Chinese educational system requires students to take one of these high stakes exams such as College English Test (CET), National Matriculation English Test (NMET), the Test for English Majors (TEM), and the Graduate School Entrance English Examination (GSEE). Moreover, the English test which includes 4 skills was reviewed by Loh and Shin (2016); however, this time they focused on Singapore primary school leaving examination. This test includes four sections consisting speaking, listening, writing, grammar, vocabulary and reading, and examined the test fairness. The results indicated that presenting different task-types and improving the test design might enhance validity of the test.

While several researchers describe the English tests briefly in different countries, others (Cheng & Qi, 2006; Zheng & Cheng, 2008; Malone, 2010; Akın, 2016) focused on a specific test and gave detailed information on them. For example, Cheng and Qi (2006) gave the details of the National Matriculation English Test (NMET), which tests listening, reading, writing, grammar and vocabulary but not the speaking.

In a similar study, Zheng and Cheng (2008) provided detailed description on College English Test (CET) in their study and as it was stated in the article that CET also tests speaking skill contrary to NMET. The results of the study indicate that multiple-choice, short answers and sentence completion are used in the reading section while listening to conversations and dictation passages are used in the listening. In the writing section, translation and writing a composition are used. Even though speaking is an optional section, it includes three sections which are interaction, presentation or discussion and questions from the interlocutor.

Another which tests all four skills is Canadian Academic Language Assessment (CAEL). Malone (2010) states that it is a high stake standardized test of English language in which reading, listening and writing sections are closely related with each other as they focus on the same topics; however, speaking section, Oral Language Test (OLT), which includes 5 tasks is administered separately from listening, reading and writing sections of the exam.

While CET and CAEL include speaking, Common Educational Proficiency Assessment in English (CEPA), which is administered in the United Arab Emirates, does not include a speaking section (Combe &Davidson, 2014). Combe and Davidson (2014) give some details of this exam which includes grammar-vocabulary, reading and writing sections. As they stated in their article, this test has two formats; one is paper-pencil, the other is computer based one.

While the aforementioned studies focused on other countries in the world, Akın (2016) reflected the Turkish setting in terms of use of a standardized test. Akın (2016) analyzed YDS focusing on authenticity of questions, candidates knowledge about the test, and distribution of questions. The questions between 2013 spring and 2015 fall terms were analyzed in this study by using a qualitative research method which analyzed the content of the test, distribution of questions, application of test,

and authenticity of questions. The results show that the questions are generally from social sciences, which means that there is no fair distribution even though the questions are authentic because they are taken from authentic texts. While the test assesses reading, vocabulary, and grammar knowledge of test takers, the productive skills and listening are not included.

**2.2.1. Studies on validity of language exams.** Assessment which is an essential part of education includes some crucial and inseparable components such as reliability and validity. By taking these into consideration, the following studies are presented on validity which is one of the principles of assessment.

For instance, Liao (2004) briefly discussed the validity and reliability issues in the context of second language performance and in terms of assessment of language performance, and stated that there are three types of validity: Construct, predictive and content validity.

In a similar study, validity is again reviewed by Wolf, Farnsworth and Herman (2008). They focused on the framework of validity and stated that purpose of a test is the first step of validation. Thus, they also supported the idea of matching the content of the assessment with the intended construct. One of the points that they emphasized was observing the test takers' responses because it is important to see whether these processes include the abilities that the test developers focus on.

While other researchers (Liao, 2004; Wolf, Farnsworth & Herman, 2008) focused on general framework, Van der Walt and Steyn (2008) discussed the process of validation of a language test. Therefore, they reviewed the validity and discussed the collecting validity evidence. Under the title of collecting validity evidence, they categorized classical test theory, Rasch measurement, and factor analysis, feedback from test takers and evidence from test administration, and finally they emphasized the validation's continual process.

On the other hand, some of the researchers (Ito, 2005; Küçük &Walters, 2009; Mahon, 2006) focused on the components of validity in the tests. For example, the study, which investigated the validity of English language test 'Joint First Achievement Test (JFSAT)', was conducted by Ito (2005). The researcher examined

the construct and concurrent validity of JFSAT- English test which had 100 first-year students in General English class at Aichi University of Education in Japan as participants. The data collection tools included 70-item open ended cloze test, 52-item TOEFL listening comprehension test, 58- item JFSAT- English test 1991 version with their subtests (pronunciation, grammar, spoken English, written English, reading comprehension) and paper-pencil pronunciation test 1989-1992. The results of the study indicated that the concurrent validity of tests was moderate and the construct validity of paper-pencil pronunciation test with other subtests was low.

In another study, Küçük and Walters (2009) examined the face validity and predictive validity of the achievement tests which were administered in Zonguldak Karaelmas University Foreign Language Compulsory Preparatory School. Two separate questionnaires were used for students and for instructors to examine the face validity of achievement test from the perspectives of instructors and students. In order to determine predictive validity, 2005-2006 mid-term and final exam scores and 2006-2007 General English classes' scores were obtained. The results of the study indicated that face validity of achievement test was high and reflected the high level of reliability whereas from the predictive validity aspect, there were positive and moderate correlation between the tests conducted in 2005-2006 and 2006-2007. In addition, the preparatory final exam had some predictive ability for students' future performance in the following English classes.

In a similar study, Mahon (2006) examined Colorado Student Assessment Program (CSAP) achievement scores and Woodcock Munoz Language Survey (WMLS). This study investigated the relationship between English proficiency and academic performance of a group of ELLs from four elementary schools. English language proficiency scores and CSAP achievement scores were collected from 200 ELLs in $4^{th}$ and $5^{th}$ grades. According to the results, level of English proficiency had a predictive effect on the scores of English academic achievements, and WMLS scores had more predictive effect on CSAP scores.

Another test which was examined in terms of validity is Cambridge International General Certificate of Secondary Education (IGCSE). Shaw and Imam (2013) provided an analysis of the linguistics demands in the IGCSE which is taken in various subjects at the end of the 2-year course; however, history, biology and

geography which are in English were selected in this study. Syllabuses, question papers, mark schemes, and candidates' performances were used for data collection. As a result, it was found that cognitive load of reading was high, and a range of writing skill was required in history. In geography, the students had to learn not only how to work with data but also how to communicate in writing. However, Biology test is the most appropriate one because the questions were not only clearly written and simple but also reading load was not excessive.

In another study, Abella, Urrutia and Shneyderman (2003) examined the validity of English language achievement tests. They investigated the validity of English language achievement test scores in a Limited English Proficiency (LEP) student population and examined the extent to which English language achievement tests' validity assessed the content area skills of LEP students. For the study, 2025 Hispanic 4th and 10th grade LEP students, who were tested in March 2002 with English language achievement test while they were tested with Spanish language achievement test in April, were selected. The students also completed 16-item questionnaire related to their acculturation, prior education, etc. The results indicated that they did better in Spanish, and language achievement tests were not valid measures of content area knowledge when applied to LEP students.

**2.2.2. Studies on content validity of language exams**. The studies reviewed so far examined the tests in terms of validity but they did not examine content validity; therefore, it was considered beneficial to review the studies that focus on content validity. For instance, Siddiek (2010) investigated the effect of content validity of test on language teaching and learning; therefore, he examined Sudan School Certificate English examinations which were not comprehensive and did not cover the most of the materials that were used in the classrooms. The author examined the tests by focusing on characteristics of good tests and what extent those features were present and applicable in English exams in Sudan. As a result, the researcher stated that the examination lacked content validity because the questions were not based on the contents of the textbook used, and these tests were not able to reflect real performances of students in English.

Another sample study was carried by Haiyan and Fuqin (2005), who attempted to validate CET for testing candidates' communicative competence. They examined the face and content validity of reading and listening comprehension in CET. To validate content of reading test, two aspects were considered: (1) The first one was content of reading material; (2) The second one was the language of reading material. However, the listening section had 20% of total score in CET and did not include authentic materials. From this perspective, this test was not valid to test communicative competence; thus, the researcher proposed a university-based test instead of CET. The suggested test includes five sections: listening comprehension, reading comprehension, English-Chinese translation, vocabulary-structure, and writing. In a similar study, CET was also analyzed by Weiping and Juan (2005). They examined the validity of CET by comparing its results with performance-based test, which focused on communicative competence in English. 62 students from four classes of Capital University of Medical Science in 2001 were chosen and they took CET in 2002. They were divided into experimental and control groups and, experimental test was given one year after they took CET-4 in 2002. While control group was examined with original CET-4 paper, the experimental group was tested with a specially designed performance test. The results showed that content validity of CET was low since it could not reflect students' communicative competence. Even though the same test was repeated, their score was lower than the scores that the students obtained one year ago.

Another study that focused on content validity was conducted by Nicholson (2015), who analyzed the TOEIC exam in Korea in terms of practicality, reliability, and validity. Even though this exam includes writing, reading, speaking and listening skills, some concerns were voiced regarding its validity. The results of the study showed that content validity of the exam was weak because it does not test real communicative language skills of test-takers. Though this test includes speaking section, the test takers have to use computers for speaking, which does not encourage test-takers to perform in natural contexts of speaking.

On the other hand, Razmjoo and Tabrizi (2010) made a detailed analysis of TEFL M.A. Entrance Examination. The research questions of this study were on examining content validity of the exam which consisted of two main parts: General English and

Major English. There are 80 questions in total, 40 of which are on methodology, and 20 of which are on linguistics and the others are on testing. In order to collect the data, a coding system including a checklist of content categories was developed by the researchers, and the materials were analyzed by the help of content classification system. The results of the study indicated that there was not an equal distribution of items among the content categories, and correct answers were not distributed normally. This reveals that this test was not a standard test and also not a valid one in terms of content validity.

Another study on content validity was conducted by Alderson and Kremmel (2013). They re-examined content validity of a grammar test and reviewed the replicated studies of Shiotsu's study (2010) who conducted a content analysis of 35-item test as cited in Alderson and Kremmel (2013). In order to conduct this study, Shiotsu (2010) used eleven English ELT experts, three Japanese lecturers of English for the analysis and 35 items were collected from TOEFL and TEEP exams. However, different numbers of experts and tools were used in the replicated studies. According to the results, 20 items were clear and unproblematic while 15 items were a little bit problematic. This study also revealed that experts' judgements were crucial to decide on whether the test has content validity or not.

In another study, Al- Adawi and Al-Balushi (2016) investigated content and face validity of English language placement test. In order to collect face validity data, researchers not only used questionnaire which was applied to 161 students, but also interviewed 10 teachers. In addition to the teacher interviews, another interview was conducted to placement test researchers, and placement test results were compared to midterm scores of participants that were randomly selected for collecting data on content validity. In addition to the interviews, questionnaire and test scores were used, and the researcher analyzed the format and content of proficiency test. The results of the study indicated that nearly half of the participants thought that the exam did not have face validity, and more than half of the participants agreed that listening and speaking should be included in the exam. Thus, the face and content validity of the test were not considered high enough.

Even though the results of the several reviewed studies indicated low or lack of content validity of language exams, other studies (Kang &Chang, 2014; Ing, Musah,

Al-Hudawi, Tahir & Kamil, 2015) indicated high level content validity in several other language tests. For example, the study conducted by Kang and Chang (2014) focused on the content and construct validity of Practical English Certification Test (PECT) in Korea which could be used for elementary, middle, and high school student. This test included two sections, one of which was vocabulary-listening and the other was reading-writing. The questions which range from 20 to 40 in number were in the multiple-choice and sentence completion formats. The researchers obtained seven English education professionals' views on content validity of the exam. These experts analyzed the test by focusing on some criteria such as clarity of wording, relevance of items, formatting of items, use of standard English, absence of bias, and clarity of instructions. The experts indicated that clarity of wording, relevance of items, formatting of items, and clarity of instructions were appropriate. Furthermore, experts also stated that PECT had appropriate content because the test was based on the textbook and curriculum.

Another study which investigated content validity was conducted by Aksan (2001). The researcher focused on the consistency between the tests and the coursebook, and the participants of this study were 16 English instructors at Niğde University. The results revealed that there was a consistency between the coursebook and the tests even though some of the items in the tests were problematic; therefore, these tests had content validity. To conclude, this study emphasized that content validity of the test might be raised by reducing the number of problematic items.

In her study, Jaturapitakkul (2013) investigated students' view toward traditional English language testing in Thailand. A survey was administered to 323 first-year undergraduate students at a Thai university. This study mainly focused on test fairness, test format, test content validity, and learning opportunities. The results revealed that the testing practices were fair, and all skills could be tested with this format. Moreover, it was also emphasized that the tests had content validity because they were on the content of the courses and objectives.

Another study which investigated content validity was conducted by Ing et al. (2015). This study not only investigated content validity of teacher made assessment in an elementary school in Malaysia but also examined the perspectives of teachers on Table of Specifications (ToS). The data were collected by administering a

questionnaire to 30 teachers from three elementary schools. According to the results of the study, teacher made assessment was valid in terms of content validity, even though teachers' understanding of table of specifications was low.

In his study, Külekçi (2016) analyzed YDS through a test analysis checklist on language knowledge and its possible washback effects. The results revealed that this test was valid in terms of the face and content validity. The researcher claimed that even though it could not test speaking, writing and listening, this test had content validty since it represented great number of samples on vocabulary and reading comprehension that the test intended to assess.

In another study, Sims (2015) presented the procedures of creating a valid and reliable English test. This study served six steps for developing the English test. The steps included determining purpose of test, designing the test specifications, constructing test items, specifying scoring procedure and performing validity and reliability. The 60-item test which included grammar, reading, and listening was created. In order to analyze content validity of this new created test, comparison of test specifications with test content was used. According to the results, this exam was appropriate to measure grammar, reading and listening.

**2.2.3. Studies on language exams for secondary school students.** The great majority of the studies reviewed focus on the tests which were applied in foreign countries and for high school students until now. Even though most of the exams in Europe and Asia are for the high school or university students, the National tests in Sweden are also for the secondary school students. The National tests are applied at the end of sixth and ninth grade, which include English, Math, Swedish, and the questions are based on the syllabus determined by Ministry of Education (Ministry of Education and Research, 2010). The National tests applied in year six shows that these tests are designed to assess four language skills. Skolverket (2015) states that the oral module of National tests in the sixth grade are conducted during the fall semester while the written module test is conducted during the spring semester. However, the National tests in the ninth grade indicates that there are three modules in English test, which are module A, module B and module C. The module A is on oral tasks, and the module B is on reading and listening skills, while the module C is

on writing (Skolverket, 2016). As a general view, the areas the National tests focus on are receptive, productive and interactive skills. Therefore, Erickson (2015) states that National tests include four sections: oral tests which include pair or small group talking, listening, reading and writing tests. As it can be clearly seen, these tests are different from the most of the standardized tests which are mainly applied in multiple-choice formats. Furthermore, they are evaluated by local teachers rather than being sent to the central office, although these tests are conducted as a national test. Moreover, these exams are not used for transition high schools contrary to TEPSE and the other tests used for entering universities. The aim of these tests is to indicate strengths and weaknesses of the students, to provide statistical results of education system, and to clarify the goals and grading criteria of the education (Ministry of Education and Research, 2010). However, the English test in TEPSE which was used in Turkey as a must for entering high schools was conducted to lower secondary school students. The studies related to English test in TEPSE were conducted by Mart (2014), Ökmen and Kılıç (2016), Kılıçkaya (2016), Vural (2017), and Gömleksiz and Aslan (2017).

In his study, Mart (2014) investigated teachers' views toward TEPSE tests by conducting interviews. The participants of this study were 25 teachers in Adana. The results indicated that the students had tendency to use supplementary coursebooks/tests books to be successful in the exam. Moreover, they also stated that TEPSE tests increased the motivation of students while reducing the stress. To sum up, views of teachers' toward TEPSE exams were generally positive based on this study.

In their study, Ökmen and Kılıç (2016) investigated the effect of language teaching methods on TEPSE scores. A survey was administered to 95 English teachers in Düzce and average scores of 8th grade students' TEPSE English test was used as data. The results of the study showed that there was a positive relationship between the methods which were used by the teachers and the students' success. This research also indicated that the students who were taught through Active Method and Four Basic Skill Focused Method together got higher scores, even though grammar-based method is the most preferred one by the teachers.

Another study on TEPSE was conducted by Kılıçkaya (2016). The study, which was qualitative and had 30 English language teachers in Burdur as participants, examined the washback effect of English Test in TEPSE on teachers. The results of the interviews conducted with teachers indicated that the teachers focused on grammar, vocabulary, and reading activities in their teaching practices in the classroom. The teachers also stated that they used formative and summative assessments and often used Turkish in the classroom. Moreover, the teachers expressed that they used not only course book which is provided by MoNE but also supplementary materials for students. The study also indicated that anxiety affected not only the students but also the teachers because teachers thought that they were assessed based on the results of TEPSE scores. To sum up, TEPSE has also harmful washback effects, which resulted in neglecting productive skills and creating anxiety for both teachers and students.

On the other hand, Gömleksiz and Aslan (2017) investigated students' perspectives toward TEPSE English tests. This study benefited from semi structured interviews held with 18 8th grade students in Elazığ. The results of the study indicated that the effect of TEPSE on students' reading comprehension and vocabulary knowledge were positive. Moreover, the students stated that the functions of TEPSE English tests affected their speaking and writing skills positively since the phrases/sentences in the units were generally based on daily life, and the teachers asked them to write dialogues similar to the ones in the coursebook. Another positive effect of TEPSE English tests was that these tests enabled students to improve their test techniques. To conclude, TEPSE English tests have positive effects on language learning; however, these tests could not actually assess four language skills, which affect content validity of TEPSE English tests negatively.

In a similar study, Vural (2017) examined the consistency between the curriculum and TEPSE English test conducted in 2014 based on the teachers' views. The participants of this study were 19 English language teachers in Gaziantep, and their views on the functions in the curriculum and test questions were collected via semi-structured interviews. The results indicated that the functions were not promoting in terms of affective traits for English and were not improving the creative thinking skills. However, it was stated that there was a consistency between the functions and the level of readiness of the students. Moreover, the consistency between the

functions and the student' level of language learning was revealed by the participants. The results also indicated that the functions on reading, grammar, and writing were achievable while the functions on speaking and listening were not achievable. It was also emphasized that TEPSE English test could assess the functions, and there was an alignment between TEPSE English test and the curriculum. However, the teachers expressed that content validity of TEPSE English test was affected negatively since this test could not assess four language skills.

As a conclusion, content validity plays a crucial role in assessment as Hughes (2003) mentioned before. Therefore, there were many studies conducted on analyzing content validity. Some of them focused on the exams which lacked content validity such as Al- Adawi and Al- Balushi (2016), Haiyan and Fuqin (2005), Nicholson (2015), Razmjoo and Tabrizi (2010), Siddiek (2010) and, while the others focused on the exams which were content valid besides the using the table of specifications such as Ing et al. (2015), Kang and Chang (2014), and Sim (2015). Moreover, there were also some studies (Gömleksiz & Aslan, 2017; Ökmen & Kılıç, 2016; Kılıçkaya, 2016; Vural, 2017) conducted on TEPSE English tests, which investigated teaching methods, students' views, and teachers' views from different perspectives. It was claimed that content validity would be affected negatively if the tests were not able to measure communicative competence (Al- Adavi & Al-Balushi, 2016; Haiyan & Fuqin, 2005; Nicholson, 2015; Siddiek, 2010). Moreover, inconsistency between the coursebook and the test, and inequal distribution of the items also cause lack of content validity (Razmjoo & Tabrizi, 2010; Siddiek, 2010). However, if there is a consistency among the coursebook, curriculum, and tests, it means that these tests have content validity as it was emphasized in the studies of Aksan (2001), Jaturapitakkul (2013), and Kang and Chang (2014). Although there are several studies conducted on content validity of exams in other countries and also in Turkey, to the best knowledge of the author, there is not any detailed study conducted on content validity of TEPSE English tests between 2015-2016 and 2016-2017. As it was emphasized by many researchers, content validity of a test is very crucial to test students' performances on the intended area. Therefore, the current study aims to analyze content validity of the English tests in TEPSE based on both language teachers' views and analysis of the documents.

# CHAPTER III

# METHODOLOGY

This chapter provides basic information on the participants of the study, data collection instruments, and data collection procedure, and the data analysis.

## 3.1. Research Design

The current study aims to analyze content validity of the English tests in TEPSE as well as language teachers' views on content validity of the English tests. In order to obtain information about content validity of English tests in TEPSE, mixed method research design was utilized. The data collection methods of a qualitative study are observations, interviews, and documents (Creswell, 2009). In this study, semi-structured interview and documents which are TEPSE English tests and the coursebook "Upturn in English 8" were used to collect the data. Interview is a way of collecting qualitative data by asking questions to the interviewee, and can be conducted in many ways such as face to face, via phone, and internet (Christensen, Johnson, & Turner, 2015). The interviews in this study were held with 21 English language teachers teaching English to $8^{th}$ grade students between 2015 and 2017. On the other hand, another way of collecting data is documents. Creswell (2009) stated that documents are beneficial for collecting data, and the public and private documents might be used. From this perspective, this study used the coursebook "Upturn in English" provided by MoNE and TEPSE test questions between 2015-2016/2016-2017 as documents, and the researcher benefited from quantitative analysis to compare the frequency of vocabulary items in the coursebook and the test questions. The reasons to analyze the frequency of vocabulary items in the coursebook rather than the curriculum are that in Turkey, the English curriculum is realized with the coursebooks, and neither the coursebook nor TEPSE English tests in those years included some of the vocabulary items suggested by the English

curriculum. Furthermore, the table of specifications provided by Newman, Frye, Blumenfeld, and Newman (1973 as cited in Newman, Lim, & Pineda, 2013) was adapted and used to analyse TEPSE English tests questions based on the functions. After collecting the data from the interviews and the documents, the researcher compared the results and made interpretations on content validity of TEPSE English test between 2015-2016 and 2016-2017.

### 3.2. Research Questions

The main research questions of this study are:

1- To what extent do the English tests in TEPSE conducted between 2015-2016 and 2016-2017 have content validity?

   a) What language use patterns does the coursebook "Upturn in English" provide?

   b) What vocabulary items does the coursebook "Upturn in English" frequently use?

   c) Do the English language tests in TEPSE exactly focus on the frequently used items in the coursebook "Upturn in English"? If yes or no, which items are tested or not tested?

   d) Is there an exact match between functions of the provided syllabus and the questions in the English language test in TEPSE?

2- What are English language teachers' views on content validity of English test in TEPSE?

In order to answer these research questions, the study benefited from mixed method research design that included content analyses of exam items and interview responses. The reason of choosing analysis of the documents is that the English Test in TEPSE is a test, and the questions of which are to be related to the functions of determined units in curriculum (MoNE, 2016). Therefore, the coursebook 'Upturn in English' and the 2015-2016 /2016-2017 curricula of 8th grade were analyzed.

## 3.3. Participants

**3.3.1. Sampling procedure.** As one of the ways of sampling procedure, the purposeful sampling strategy was used to select the participants of the interviews, which intends to select participants based on specific criteria (Lochmiller & Lester, 2017). The participants of this study were 21 English language teachers teaching English to $8^{th}$ grade students in Burdur, Afyonkarahisar, Ağrı, Istanbul, Ardahan, Antalya, Ankara, Hakkari, Şırnak, Elazığ, Konya, Denizli, Erzurum, Kilis, İzmir, Kocaeli, Samsun, and Van. The results of TEPSE conducted in 2015-2016 and 2016-2017 could not be taken into consideration while choosing the provinces because, to the best knowledge of the author, MoNE did not announce the whole list of each province's results in TEPSE. Therefore, the researcher asked for the volunteer teachers teaching English to $8^{th}$ grade students through TEPSE groups on social media which many teachers teaching English to $8^{th}$ grade students from different provinces take part in. Based on this announcement, 21 English language teachers teaching English to $8^{th}$ grade students from eighteen different provinces accepted being included in the current study, and required permissions were given by MoNE (see Appendix-1). When the number of participants was taken into consideration, saturation was a key factor, which is the point that does not include new perspectives (Lochmiller & Lester, 2017); therefore, the number of the participants was adequate. When the average point of placement basic scores of the system for TEPSE results announced by TUIK (2016) was taken into consideration, the ranks of these eighteen provinces among 81 provinces were also worthy of notice.

Table 1.

*Indicator Values of Well-being Index for Provinces, 2015-The List Based on the Average Point of Placement Basic Scores of the System for TEPSE*

| Province | Average point of placement basic scores of the system for Transition to Secondary Education from Basic Education (points) | Province | Average point of placement basic scores of the system for Transition to Secondary Education from Basic Education (points) |
|---|---|---|---|
| Tunceli | 338,0 | Aydın | 304,4 |
| Kırşehir | 331,3 | İzmir | 303,9 |
| Burdur | 328,8 | Edirne | 303,8 |
| Karabük | 327,7 | Sakarya | 303,4 |
| Isparta | 324,6 | Manisa | 302,9 |
| Muğla | 324,5 | Tokat | 301,8 |
| Eskişehir | 323,3 | Tekirdağ | 301,0 |
| Gümüşhane | 322,0 | Yozgat | 300,7 |
| Denizli | 320,1 | Elazığ | 300,5 |
| Çanakkale | 319,4 | Konya | 299,2 |
| Antalya | 319,1 | Sinop | 299,0 |
| Kütahya | 318,5 | Düzce | 298,7 |
| Bolu | 318,1 | Bartın | 298,6 |
| Ankara | 317,6 | İstanbul | 298,2 |
| Amasya | 317,4 | Mersin | 297,4 |
| Yalova | 316,6 | Aksaray | 297,0 |
| Balıkesir | 316,2 | Afyonkarahisar | 295,5 |
| Giresun | 315,2 | Niğde | 294,3 |
| Bilecik | 314,3 | Bingöl | 292,5 |
| Kastamonu | 314,3 | Hatay | 292,2 |
| Erzincan | 313,8 | Kahramanmaraş | 291,7 |
| Çorum | 313,2 | Adıyaman | 289,3 |
| Trabzon | 312,2 | Adana | 281,9 |
| Kırklareli | 310,9 | Erzurum | 275,0 |
| Bursa | 310,6 | Ardahan | 270,1 |
| Zonguldak | 310,4 | Bitlis | 263,5 |
| Nevşehir | 310,3 | Gaziantep | 261,8 |
| Osmaniye | 309,5 | Kilis | 257,9 |
| Malatya | 309,4 | Kars | 253,9 |
| Kocaeli | 309,1 | Batman | 253,7 |
| Bayburt | 307,8 | Muş | 251,7 |
| Ordu | 307,4 | Diyarbakır | 251,5 |
| Kırıkkale | 307,1 | Iğdır | 248,5 |
| Karaman | 307,0 | Mardin | 241,9 |
| Uşak | 306,9 | Siirt | 239,0 |
| Sivas | 306,7 | Van | 237,1 |
| Rize | 306,7 | Hakkari | 235,3 |
| Çankırı | 306,2 | Ağrı | 233,7 |
| Artvin | 306,2 | Şırnak | 224,1 |
| Kayseri | 305,7 | Şanlıurfa | 215,3 |
| Samsun | 304,8 | | |

TUIK, 2016

Table 1 shows the list provided by TUIK (2016) regarding the average placement scores for TEPSE.

Table 2.

*The Ranks of Selected Provinces*

| Province | Rank | Province | Rank | Province | Rank |
|----------|------|----------|------|----------|------|
| Burdur | 3 | İzmir | 43 | Ardahan | 66 |
| Denizli | 9 | Elazığ | 50 | Kilis | 69 |
| Antalya | 11 | Konya | 51 | Van | 77 |
| Ankara | 14 | İstanbul | 55 | Hakkari | 78 |
| Kocaeli | 30 | Afyon | 58 | Ağrı | 79 |
| Samsun | 41 | Erzurum | 65 | Şırnak | 80 |

Table 2 presents the ranks of the selected provinces based on the average point of placement basic scores of the system for TEPSE (TUIK, 2016).

**3.3.2. Participant characteristics.** For the semi-structured interviews, 21 English language teachers teaching English to 8th grade students accepted to be a part of the current study on a voluntary basis, and characteristics of these participants were presented in the following table (Table 3).

Table 3.

*Characteristics of Participants*

| Participant | Gender | Age | Province | Participant | Gender | Age | Province |
|-------------|--------|-----|----------|-------------|--------|-----|----------|
| 1 | F | 25 | Hakkari | 12 | F | 24 | Van |
| 2 | M | 25 | Şırnak | 13 | F | 31 | İstanbul |
| 3 | M | 28 | İzmir | 14 | F | 32 | İzmir |
| 4 | F | 25 | Ağrı | 15 | F | 31 | Afyon |
| 5 | F | 25 | Ardahan | 16 | M | 26 | Erzurum |
| 6 | F | 32 | Afyon | 17 | F | 32 | Denizli |
| 7 | F | 25 | Elazığ | 18 | F | 31 | Ankara |
| 8 | F | 31 | Burdur | 19 | F | 31 | Kocaeli |
| 9 | F | 27 | Kilis | 20 | F | 32 | Samsun |
| 10 | M | 31 | Antalya | 21 | F | 31 | Konya |
| 11 | M | 25 | Van | | | | |

Based on the information provided in Table 3, the participants aged 24 to 32 are the teachers teaching English to 8th grade students. Moreover, 23.8% of the participants are male while 76.1% of the participants were female. The ranks of the determined provinces based on average placement scores for TEPSE (TUIK, 2016) were worthy of notice, which vary from the highest scores to lowest. When these provinces were considered, samples from seven regions of Turkey were included in the current study.

### 3.4. Procedure

The data collection instruments and the steps used to conduct the study are presented in Table 4.

Table 4.

*The Steps in Data Collection Procedure*

| Steps | Actions taken |
|---|---|
| Analysis of  annual plan and syllabus | Determining the functions of the units |
|  | Making the list of determined language use patterns |
| Analysis of coursebook | Making the list of language use patterns |
|  | Making the frequency list of vocabulary items |
| Analysis of TEPSE English tests | Categorizing questions by using table of specifications |
|  | Making the list of language use items |
|  | Making the frequency list of vocabulary items |
| Interviews | Semi-structured interviews held with 21 English language teachers. |

As it can be seen in Table 4, the annual plan and syllabus provided by MoNE were analyzed based on the functions of the units and determined language use patterns. Then, the coursebook 'Upturn in English' was analyzed to make a frequency list which included the frequency of vocabulary items and language use patterns that were used in the coursebook. After making the list, the provided syllabus of 8th grade

English subject was taken into consideration to make a table of specifications. For the first term TEPSE English tests, the functions of the first three units in the plan were used to make the table of specification while the functions of the first eight units were for the second term TEPSE English tests. The reason of choosing functions of first three and first eight units was that MoNE shared the units that the students were responsible for the exam. According to this, students were responsible for the first three units in the first term TEPSE while they were responsible for the first eight units in TEPSE English tests which were conducted in the second term (MoNE, 2016).

After making the table of specification, the English tests in TEPSE were analyzed based both on table of specifications and frequency list which included the numbers of vocabulary items and language use patterns. Moreover, the semi-structured interviews with 21 English language teachers were conducted. Before conducting these interviews, the coursebook, TEPSE English tests, plan provided by MoNE, and the main interview questions were sent via e-mail to the participants. This enabled participants to recall and analyze the documents in a detailed way. Five of these interviews were conducted face to face while the rest of them were conducted via telephone, and the participants were asked to be recorded. These five face to face interviews were held in the teachers' room, in a class or a different place based on the participants' requests. Based on their permissions, interviews were recorded by using the voice recorder on the phone. Each interview which was in Turkish was held only one teacher, and the durations of interviews were at least 5 and at most 20 minutes; therefore, the 5-question related to content validity of TEPSE English tests and extra questions might be asked.

The following questions were asked in the interviews:

1- What language use patterns does the coursebook provide?

2- What vocabulary items does the coursebook frequently use?

3- Do the English language tests in TEPSE exactly focus on the frequently used items in the coursebook? If yes or no, which items are tested or not tested?

4- Is there an exact match between functions of the provided syllabus and the questions in the English language test in TEPSE?

5- Do you have any comments?

**3.5. Data Collection Instruments**

The current study is a mixed method study, and benefited qualitative and quantitative data collection. Creswell (2012) listed the types of qualitative data as observations, interviews, documents, and audio-visual materials. This study used semi-structured interviews and documents to collect data. The coursebook "Upturn in English" and TEPSE English tests between 2015-2016/ 2016-2017 were compared based on quantitative analysis, and interviews were held with 21 English language teachers teaching English to $8^{th}$ grade students.

    **3.5.1. Documents.** One of the qualitative data collection instruments was the documents. Documents are the way of collecting data, and they might be either personal or official (Christensen et al., 2015). In this study, the document were the official ones such as the coursebook "Upturn in English" provided by MoNE and TEPSE English test questions between 2015-2016 and 2016-2017. Table of specification was used to analyze content validity of TEPSE English tests, and the coursebook 'Upturn in English' which is provided by MoNE was analysed in terms of frequency of the language use and vocabulary items by using quantitative analysis.

In Turkey, the curricula are realized with coursebooks, and neither the coursebook nor TEPSE English tests in those years included some of the vocabulary items suggested by curriculum. Therefore, analyzing the frequency of vocabulary items in the coursebook and TEPSE English tests is another dimension of this study. Biemiller (2003) stated that vocabulary is important to determine the success in reading skill. As mentioned before, TEPSE is a standard multiple choice-test and based on reading skill; therefore, the researcher intended to analyze and compare the frequency of vocabulary items in the coursebook "Upturn in English" and in TEPSE English test to determine the alignment between them. This alignment or misalignment is useful to decide on to what extent TEPSE English test has content validity.

**3.5.2. Semi-structured interviews.** Interview, a way of collecting qualitative data, is defined as asking questions to the people what they think about on a determined issue, and it helps researcher to check whether the previously gathered data are parallel to views of the participants of the study (Fraenkel, Wallen, & Hyun, 2012). One of the features of the interview is aiming to find out the participants' views; therefore, the interviews should be held in a stress-free atmosphere. The ways of conducting interview are determined as one-on-one interview, focus group interview, telephone interview, and e-mail interview (Creswell, 2012). Creswell (2012) states that one-on-one interview is the one which is also called as individual interview, and is a way in which the questions are asked to the only one person at a time. He also defines the telephone interviews as being a meaningful way of collecting data from the participants of the study who live in different or distant places; therefore, asking the questions via telephone might be possible to collect data (Creswell, 2012). Christensen et al. (2015) support using telephone and other instruments to collect data by stating that interviews can be conducted as face to face, via phone, and internet. Therefore, the researcher conducted face to face, one-on-one interviews and telephone interviews to collect data. Another issue is the type of interviews, and Fraenkel et al. (2012) define four types of interviews as structured, semi-structured, informal, and retrospective. Semi-structured interviews were conducted in this study since semi-structured interviews are more flexible according to Gas and Mackey (2012). Thanks to this advantage, the researcher may have a chance to address different questions to each participant based on their responses. Accordingly, the researcher conducted semi-structured interviews in this study, which seemed more meaningful and beneficial to enlighten the area of this study.

The interviews which were held with the teachers in Turkish is a 5-question semi structured interviews that might provide opportunities to gather detailed and wide range of information on the issue. The questions, revised by another experienced researcher, are for determining content validity of English tests in TEPSE and the alignment or misalignment of the questions in the tests with the predetermined

functions. The intended duration of each interview was at least 5 minutes and the interviews were recorded by using the voice recorder on the phone.

## 3.6. Data Analysis

The data collected from semi-structured interviews, analyses of exam questions based on table of specifications, and frequency list were used to determine content validity of English tests in TEPSE. In order to analyze the documents from content validity perspective, the researcher focused not only the table of specification which was developed based on the exam questions and the functions but also the vocabulary items and language use patterns in the coursebook. Comparative analysis was utilized in order to analyze the coursebook and TEPSE English tests based on the vocabulary items and language patterns. Therefore, the word frequency lists were prepared by analysing the coursebook and TEPSE English tests based on the vocabulary items and language use patterns. While preparing these word frequency lists, the researcher used software called as 'Word Frequency Counter' (Pterneas, 2009). The coursebook "Upturn in English was turned into a word document using a pdf converter and modified to differentiate some words from each other such as writing the  auxiliary verb "do"  as "doyou" with a pronoun and writing action verb "do" as a separate item. Such modifications were done in the students' book, workbook and listening scripts separately to determine the frequency of the words based on the each section. After such modifications, each unit in the students' book, workbook and listening scripts were copied into the program 'Word Frequency Counter' (Pterneas, 2009), and this program provided the words with their frequency numbers. The lists provided by the program were revised by focusing on the content words and some function words such as conjunctions and some auxiliary verbs indicating tenses. The final version of the lists provided the frequency of the 'language use patterns' and vocabulary items that the coursebook included. The same steps were followed in the analyses of TEPSE English tests between 2015 and 2017 based on the frequently used items, and the results of the frequently used items in the coursebook and in the exams were compared. The analysis of the language use patterns in the coursebook "Upturn in English" and TEPSE English tests between 2015 and 2017 was conducted based on the word frequency lists prepared by the

researcher. In this analysis, 'language use patterns' in the coursebook focusing on the functions provided by MoNE (2016), the suggested annual plan provided by Antalya Provincial Directorate of National Education (2016), and the word frequency lists prepared by the researcher were used. Based on these documents, the coursebook was analyzed and 'language use patterns' were determined.

Table of specification is a chart including the topics, objectives and the number of questions in the test. The reason of choosing table of specification to analyze the test questions was that a specification of the skills is a must to determine whether a test has a content validity or not (Hughes, 2003). The analysis of TEPSE English tests was conducted by considering the example of table of specification provided by Newman, Frye, Blumenfeld, and Newman (1973 as cited in Newman, Lim, & Pineda, 2013). The used table of specification based on the syllabus of 8th grade was developed by focusing on the functions of predetermined units which the students were responsible for in TEPSE English tests. The exam questions which were 80 in total were analyzed one by one by using the table of specifications, and the function of each question was determined with the help of table of specifications. Furthermore, the recorded interviews were transcribed by the researcher. Mckay (2006) stated that content analysis includes coding the data as the initial way of analyzing the interview. According to Lochmiller and Lester (2017), there are three types of codes such as descriptive codes, in-vivo codes, and priori codes. In this study, descriptive codes which indicate main topics were used to analyze the interview data. Griffee (2012) stated that reliability is comparing the consistency between two raters based on the assigned codes. Therefore, this classification and codes were revised once again and discussed with an experienced researcher to be sure about the reliability after the coding procedure. Miles and Huberman (1994 as cited in Griffee, 2012) provided a formula to calculate the reliability, and this formula might be given as dividing the number of agreements into the number of the agreements plus disagreements. The codes and transcriptions were shared with the other rater, and the researcher asked her to label the interview data based on the codes. The codes assigned by the other rater were obtained and compared with the codes assigned by the researcher, and the reliability was calculated as 0.96. As a final analysis, findings on analysis of the coursebook, analysis of TEPSE English tests,

and interviews were compared, which might provide a better understanding on content validity of English test in TEPSE. Therefore, the data were discussed in detail, and interpretations were made based on the collected data.

## 3.7. Threats to Validity of the Study

The current study used mixed method research to obtain information about content validity of English tests in TEPSE, and naturally some threats to validity of this study occurred. Dörnyei (2011) listed main threats to research validity as participant mortality or attrition, the Hawthorne effect, practice effect, maturation, participant desire to meet expectation, and history. This study benefited from the semi-structured interviews, and these interviews were held between 2017 and 2018 in which TEPSE was replaced by LGS. As Dörnyei (2011) stated, history is one of the threats, and it includes the events that occur outside of the research and affects the participants' performance. Therefore, in the current study, the participants' thoughts might be affected from the change in the exam, and they might have more positive attitude towards TEPSE. Therefore, sub-questions of the first research question were also addressed to the participants to triangulate the data. Another threat to validity is the number of the participants which was determined as 21. Even though purposeful sampling strategy was used to select the participant, the number and the characteristics of the participants might be a treat to generalize the results of the study.

# CHAPTER IV

# FINDINGS

This chapter aims to provide the findings of the study based on the research questions.

## 4.1. Content Validity of English Tests in TEPSE Conducted Between 2015-2016 and 2016-2017

In this section, the coursebook "Upturn in English" was analyzed based on the frequently used 'language use patterns' and vocabulary items. In Turkey, the curricula are realized with coursebooks, and neither the coursebook nor TEPSE English tests in those years included some of the vocabulary items suggested by curriculum. Therefore, it was considered crucial to compare the frequency of vocabulary items in the coursebook and TEPSE English tests. Moreover, this section also presents the results on whether there is an alignment between functions of the provided syllabus and the questions in the exam.

### 4.1.1. Language use patterns that the coursebook "Upturn in English" provided. The coursebook "Upturn in English" was analyzed based on the 'language use patterns'. This was considered beneficial for the study to decide on whether TEPSE English tests questions from 2015 to 2017 included and focused on these patterns. As aforementioned, the MoNE announced that the students would be responsible for the coursebook "Upturn in English" in the exam, and the vocabulary items and 'language use patterns' were important for the students because these were the items to be tested in these exams. The aim of the study is to focus on content validity of TEPSE English tests from 2015 to 2017; therefore, how to test content validity gains importance. Hughes (2003) stated that content validity focuses on whether the test tests what intends to test, thus the 'language use patterns' that the

coursebook presented are expected to be included in TEPSE English tests. To determine the 'language use patterns' in the coursebook, the researcher focused on the first eight units. The coursebook provided 'language use patterns' as 'study the sentences' sections in each unit, and these sections were used to analyze the coursebook based on the language use patterns. Moreover, the frequency lists of 'language use patterns' in the coursebook "Upturn in English" were prepared by the researcher, and annual lesson plan and the functions of the units which were provided by MoNE were used. In the analysis of the coursebook, using a word frequency counter program was necessary; therefore, the researcher used 'Word Frequency Counter' (Pterneas, 2009) computer sofware which was created by Vangos Pterneas at Athens University Department of Informatics. This program was also used by Hınız (2016) in his M.A. thesis to prepare word frequency list on foreign language exams. In order to copy the texts in the coursebook "Upturn in English" into the program 'Word Frequency Counter', the researcher divided the coursebook into three sections as students' book, workbook, and listening. The students were responsible for eight units in this coursebook for English tests in TEPSE; therefore, these eight units were used and modified to be copied into the 'Word Frequency Counter' (Pterneas, 2009) program. In this modifying process, the instructions in the coursebook were removed while the other sections were copied into Microsoft word documents. The modifying (or copying) process required several steps to be taken, which are presented as follows:

1. The phrasal verbs were written without providing any space between the words to differentiate them from the other words. For example; 'back up', 'depend on' were written as 'backup' and 'dependon'.

2. The lexical chunks and some words were written with their collocations or as a phrase, and these words were written without providing any space between the words to differentiate them from the other words. For example; 'a little', 'go for a walk', 'have party', and 'as soon as' were written as 'alittle', 'goforawalk', 'haveparty' 'assoonas'.

3. Auxiliary verbs were written with pronouns without providing any space to differentiate them from the action verbs such as 'doyou..?' and '…do…'

4. Tense indicating structures were written without any space to differentiate them from the verbs such as 'goingto' (indicate future tense) and '..going..' .

5. If a word has more than one meaning, these words were differentiated by providing space. For example; '..like..' means 'enjoy', and 'arelike' means 'such as'.

6. To differentiate the WH Questions from the noun clauses or conjunctions, same steps were followed. For example; 'When..?' and '..whenwe…'.

After this modifying process, the texts in the students' book, workbook and listening script sections were copied into the 'Word Frequency Counter' program one by one. The results of this analysis were turned into excel format, and the words were revised one again by focusing on content words and some function words such as conjunctions and auxiliary verbs, indicating tenses except present continuous tense. Content words are the ones which create meaning in our minds such as verbs, nouns, adjectives and adverbs while the functions words are the ones which generally indicate function rather than indicating meaning such as auxiliary verbs, pronouns, articles etc. (Fromkin, Rodman, & Hyams, 2014). The reason of focusing on content words is that, as mentioned before, these words indicate meanings rather than function. On the other hand, some auxiliary verbs and conjunctions as functions words were also included in this analysis in order to draw attention to the grammatical structures used in the coursebook and English tests in TEPSE. The other function words such as articles and pronouns were subtracted from the list, and the list was revised once again by grouping the same words which took inflectional morphemes. The prepared lists were used both in the analysis of language use patterns and the frequency of vocabulary items; however, the researcher revised and modified the general lists by subtracting some vocabulary items to focus on the language use patterns. The frequency lists of language use patterns prepared by the researcher are presented unit by unit in the following subsections (See Appendix-2 for the whole list).

*4.1.1.1. Unit-1 friendship language use patterns.* In this section, the focus was on 'language use patterns' based on the functions provided by MoNE (2016), frequency list of items, and 'study the sentences' sections of the coursebook "Upturn

in English". Moreover, suggested annual plan of the coursebook, which was provided by Antalya Provincial Directorate of National Education (2016) was used to analyze these patterns. Language use sections of each unit in the annual plan were taken into consideration while analyzing the coursebook. The suggested annual plan can be seen in Appendix-3.

The functions of Unit-1 can be listed as follows:

| | |
|---|---|
| Accepting and refusing | Making simple inquiries |
| Apologizing | Telling the time, days and dates |
| Giving explanations/reasons | |

The 'language use section' of Unit-1 in the suggested annual plan is presented in the Table 5.

Table 5.

*The 'Language Use Section' of Unit-1 in the Suggested Annual Plan*

| | |
|---|---|
| Are you busy tomorrow evening? | — No, not at all. Why? |
| Would you like to come over tomorrow? | — I'm sorry, but I can't. My cousin is coming tomorrow<br>— Sure, that sounds fun! |
| Would you like some fruit juice? | — Yes, I'd love some.<br>— No, thanks. I'm full.<br>— Yeah, that would be great. |
| How about a slumber party at my house this Saturday? | — Sure, it sounds awesome.<br>— Yeah, why not.<br>— I'll text our friends to come over at 7 o'clock then. |

As can be clearly seen in Table 5, the suggested annual plan provided some sentences based on the functions 'making simple inquiries on invitation /offer' and 'accepting and refusing'. Moreover, these functions were presented with 'would like, how about, and yes/no questions', and the function 'accepting and refusing, and apologising' was exemplified with 'yes, sure, yeah, why not, not at all, that would be

great, it sounds awesome, I'm sorry, I can't, no, thanks etc.'. The 'study the sentences' sections that the coursebook provided in Unit-1 were presented in Table 6 and Table 7.

Table 6.

*'Study the Sentences' Section 1- Accepting and Refusing Invitations; Making Excuses*

| Accepting and refusing invitations; making excuses: | |
| --- | --- |
| Would you like to come over tomorrow? | Would you like to watch a movie at home? |
| — Yes, I would. | — I'd like to, but my cousin is coming tomorrow. |
| — Yes, I'd love to | — I'm sorry, but I can't. I'm going to study |

Table 6 shows that this unit contains 'making offer/invitation', and 'accepting-refusing' sentences. As the suggested annual plan presented, nearly the same structures were used in the coursebook such as 'would like', 'I'm sorry', 'I would love', and 'I can't'. The coursebook enabled students to make simple inquiries by using the sentences starting with 'would you like', and the function 'accepting-refusing' was presented by using 'would like', 'I'm sorry', and 'I can't'. The coursebook also focused on 'making excuses' generally by using the conjunction 'but', and it was followed by an excuse. The coursebook provided another 'study the sentences' section for this Unit, and this section was presented in Table 7.

Table 7.

*'Study the Sentences' Section 2- Talking About Future Plans and Arrangements*

| Talking about future plans and arrangements: | |
| --- | --- |
| What are you going to do tomorrow? | What are you doing tonight? |
| | — I'm going to a soccer match |
| — I'm going to visit my cousin | |
| Are you going to watch the soccer match tomorrow? | Are you doing anything tonight? |
| — Yes, I am. | — No, I'm not. |

Table 7 shows that there were some sentences indicating 'present continuous tense' and 'future tense'. Even though "talking about future plans" was not directly included in the functions of Unit-1, this unit also focused on future tense and present continuous tense referring to future. The function "making simple inquiries" was also exemplified with 'WH questions and Yes/ No questions'.

When the frequency list of items was taken into consideration, the following table (Table 8) might be beneficial for the analysis of the 'language use patterns' in the coursebook. The whole list of the items can be seen in Appendix-2. The abbreviation 'SB' in the tables stands for 'student's book', while 'WB' means 'workbook', and 'L' means 'listening scripts' in the coursebook. Another abbreviation 'Total F.' means 'total frequency' of the items.

Table 8.

*The Frequency List of Language Use Patterns in Unit-1*

| Lang. Use Patterns | SB | WB | L. | Total | Total F. | Lang. Use Patterns | SB | WB | L. | Total | Total F. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| going to (future) | 29 | 14 | 8 | 51 | | would like to | 3 | 1 | 4 | 8 | |
| gonna | 0 | 1 | 0 | 1 | | would love to | 2 | 2 | 0 | 4 | |
| will | 0 | 2 | 1 | 3 | 60 | great | 6 | 2 | 4 | 12 | |
| I'll | 0 | 3 | 1 | 4 | | Great idea | 1 | 0 | 0 | 1 | |
| we'll | 0 | 0 | 1 | 1 | | Yeah | 1 | 0 | 0 | 1 | |
| Would you like to | 12 | 12 | 3 | 27 | | Yes | 5 | 0 | 2 | 7 | |
| What about | 3 | 1 | 0 | 4 | | sure | 2 | 1 | 0 | 3 | |
| Let's | 1 | 0 | 0 | 1 | | sounds fun | 1 | 0 | 0 | 1 | |
| Shall | 0 | 1 | 0 | 1 | | sounds like fun | 0 | 1 | 0 | 1 | 47 |
| Why don't | 1 | 0 | 0 | 1 | 40 | Sounds good | 0 | 1 | 0 | 1 | |
| Can | 1 | 0 | 0 | 1 | | That's better | 1 | 0 | 0 | 1 | |
| Can I | 0 | 1 | 0 | 1 | | That's great | 0 | 1 | 0 | 1 | |
| Can we | 1 | 0 | 0 | 1 | | that would be great | 2 | 1 | 0 | 3 | |
| Can you | 2 | 1 | 0 | 3 | | No matter | 0 | 0 | 1 | 1 | |
| are you | 3 | 0 | 0 | 3 | | not at all | 1 | 0 | 0 | 1 | |
| Are you | 4 | 3 | 0 | 7 | 26 | Nothing special | 0 | 0 | 1 | 1 | |
| does..? | 0 | 0 | 1 | 1 | | because | 3 | 1 | 0 | 4 | 10 |
| do..? | 8 | 4 | 3 | 15 | | So | 2 | 1 | 3 | 6 | |
| what | 11 | 5 | 3 | 19 | | At..am | 1 | 0 | 0 | 1 | |
| Where | 3 | 2 | 0 | 5 | | At..pm | 2 | 0 | 2 | 4 | |
| Who | 5 | 3 | 0 | 8 | | tonight | 4 | 2 | 2 | 8 | |
| Why | 1 | 2 | 0 | 3 | | today | 0 | 3 | 0 | 3 | 58 |
| What .. think about | 1 | 0 | 0 | 1 | 48 | On weekend | 2 | 2 | 1 | 5 | |
| What kind of | 2 | 1 | 2 | 5 | | tomorrow | 9 | 3 | 0 | 12 | |
| What types of | 1 | 0 | 0 | 1 | | On Monday | 5 | 7 | 6 | 18 | |
| What time | 0 | 0 | 1 | 1 | | Evening | 4 | 2 | 1 | 7 | |
| when | 3 | 1 | 0 | 4 | | but | 8 | 4 | 3 | 15 | 15 |
| How are you doing | 0 | 0 | 1 | 1 | | and | 12 | 0 | 2 | 14 | 14 |
| like | 9 | 0 | 1 | 10 | | I guess | 1 | 0 | 0 | 1 | 1 |
| likes | 1 | 0 | 0 | 1 | 15 | I think | 0 | 0 | 1 | 1 | 1 |
| enjoy | 1 | 0 | 3 | 4 | | If | 1 | 0 | 0 | 1 | 1 |
| I can't | 4 | 3 | 2 | 9 | 17 | Have to | 2 | 2 | 0 | 4 | 4 |
| Not really | 1 | 1 | 0 | 2 | | | | | | | |
| Maybe later | 0 | 0 | 1 | 1 | | | | | | | |
| thanks | 3 | 1 | 1 | 5 | | | | | | | |
| I'm sorry | 3 | 2 | 1 | 6 | 6 | | | | | | |

Table 8 shows that both the 'language use section' in the suggested annual plan and the 'study the sentences' sections of the coursebook were reinforced with using these

'language use patterns' frequently. As it can be implied in the table, the following functions were presented by using these language patterns. The 'language use patterns' based on function 'accepting and refusing & apologizing' are:

| | | |
|---|---|---|
| would like to | Nothing special | That would be great |
| would love to | Sure | I can't |
| Great | Sounds fun | Not really |
| Great idea | Sounds like fun | Maybe later |
| Yeah/Yes | Sounds good | Thanks |
| No matter | That's better | I'm sorry |
| Not at all | That's great | |

This shows that based on the functions, suggested annual plan, and the 'study the sentences' sections, these language use patterns were the focus of the coursebook "Upturn in English". When the frequency of these patterns was taken into consideration, the revised frequency list of the items proved that 'language use patterns' based on the functions 'accepting and refusing', and 'apologizing' were frequently used in the coursebook. The function 'making simple inquiries on invitation/offer' was presented with the 'language use patterns' which are given as follows:

| | | |
|---|---|---|
| Would you like to | Shall | Can I |
| What about | Why don't | Can we |
| Let's | Can | Can you |

These words present the 'language use patters' used in the coursebook based on the function 'making simple inquiries'; however, these patterns also exemplify the function 'making invitation and offer'. As it can be seen, these patterns are also the components of the function 'accepting and refusing' and existed in the 'study the sentences' sections of the coursebook and the 'language use section' of the suggested annual plan. These patterns were used frequently, and implying that the coursebook focused on these patterns in Unit-1.

The frequency list of items shows that 'Yes/No and WH questions' have high frequency, which means that Unit-1 focused on the function 'making simple

inquiries' by using these question words. When the 'study the sentences' section was taken into consideration, these patterns were also used in 'talking about future plans. The 'language use patterns' on the function 'making simple inquiries' can be presented as:

| | | |
|---|---|---|
| Are you.? | Who | What time? |
| does..? | Why | When? |
| do..? | What...think about? | How are you |
| what | What kind of | doing..? |
| Where | What types of? | |

Based on the frequency list, the focus of the function 'giving explanation/reason' might be the 'language use patterns' which are 'because' and 'so'. The language use patterns 'because and so' might be the focus due to the frequency of these patterns, which was determined as 10. Although these language use patterns were given neither in the 'language use section' of suggested annual plan nor in the 'study the sentences' sections of Unit-1, the frequency list of items implied that 'because and so' were the focus of the unit based on the function 'giving explanation/reason'.

In order to focus on the function 'telling the time, days and dates', the following time expressions were used in the coursebook, and might be given as follows:

| | |
|---|---|
| At..am | On weekend |
| At..pm | Tomorrow |
| Tonight | Evening |
| Today | On Monday etc. |

Even though the coursebook does not directly provide the time expressions in Unit-1, some 'time expressions' presented above were included in Unit-1 based on the function 'telling the time, days and dates'. These time expressions in this unit were used frequently, and this shows that this unit also includes time expressions although neither the 'language use section' of the suggested annual plan nor the 'study the sentences' sections of this unit focused on these items directly.

'Language use patterns' based on the tenses in Unit-1 are 'going to (future)/ gonna' and 'will/'ll'. Based on the frequency list of the items, 'language use section' of suggested annual plan, and the 'study the sentences' section, 'future tense' and

'present continuous tense' referring to future were used frequently in the coursebook. However, the functions of Unit-1 do not include any function on 'talking about future plans'. The use of 'future tense' and 'present continuous tense' has high frequency, and these language use patterns were also highlighted in the coursebook. As a result, it might be stated that the use of 'future tense' and 'present continuous tense' is another focus of Unit-1.

Another language use patterns on the function 'expressing likes and dislikes' might be 'like', 'enjoy', and 'don't like/doesn't like'. Even though this unit does not include any functions based on 'likes and dislikes', the frequency list of items revealed that this unit also included these 'language use patterns'. The frequency of using these patterns is also high. Nevertheless, neither the coursebook nor the suggested annual plan especially presented these patterns. In spite of this, it can be claimed that this unit focused on these 'language use patterns' on 'expressing likes and dislikes'.

The conjunctions in Unit-1 which were included in the frequency list are 'but' and 'and'. These conjunctions were used frequently in Unit-1 although the coursebook, the functions, and the suggested annual plan especially did not focus on these conjunctions. The students were exposed to them starting from Unit-1, and they became ready to learn these conjunctions in the following units. The other language use patterns such as 'I think', 'I guess', 'have to' and 'if' have low frequency, and this might be interpreted as they were not the focus of this unit.

To sum up, Unit-1 includes 'language use patterns' on 'future tense', 'present continuous tense', 'accepting/refusing phrases', 'WH and Yes/No questions', 'making invitation/offer phrases', 'likes', 'conjunctions', and 'time expressions' based on the functions, 'language use section' of the suggested annual plan, and the 'study the sentences' sections of Unit-1.

*4.1.1.2. Unit-2 teenlife language use patterns.* As it was done in Unit-1, the same steps were followed in Unit-2 benefiting from the functions, 'study the sentences' sections of the coursebook, 'language use section' of the suggested annual plan, and the frequency list of the items that was prepared by the researcher. The

functions of Unit-2 can be listed as follows:

| | |
|---|---|
| Describing the frequency of actions | Making simple inquiries |
| Expressing likes and dislikes | Stating personal opinions |
| Expressing preferences | |

The 'language use' section of Unit-2 in the suggested annual plan can be presented in the Table 9.

Table 9.

*The 'Language Use Section' of Unit-2 in the Suggested Annual Plan*

| | |
|---|---|
| -I rarely/seldom go to the theater, but I love going to concerts. | -I prefer hip-hop concerts, I think they're terrific.<br>-I prefer reading the news online. |
| -I love shopping and buying trendy clothes. | -What do you do in the evenings? |
| - I am fond of being alone, so I usually stay in my room | -I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music; I can't stand it. I think it's unbearable. |

Table 9 shows that the suggested annual plan provided some sentences based on the functions 'making simple inquiries', 'describing the frequency of actions', 'expressing likes and dislikes', 'expressing preferences', and 'stating personal opinions'. The function 'making simple inquiries' was exemplified with 'WH questions' in these sentences, and the function 'expressing likes and dislikes' was exemplified with 'like', 'love', 'can't stand', and 'fond of'. Besides, another function 'describing frequency of actions' was exemplified with the adverbs of frequency such as 'rarely', 'seldom', 'never' and 'usually'. Apart from these, the functions 'expressing preferences' and 'stating personal opinion' were exemplified with the words 'prefer', 'I think', and 'to be honest'. The 'study the sentences' sections of the coursebook Unit-2 were presented in Table 10 and Table 11.

Table 10.

*'Study the Sentences' Section 3- Talking About Daily Routines*

| Talking about daily routines: |
| --- |
| I walk to school. I don't take the bus to school. |
| She takes the bus to work. She doesn't drive to work. |
| Do you get up early? Yes, I do. |
| Does he have lunch at school? No, he doesn't. |
| What time do you usually get up on Sundays? I usually get up at 9 o'clock on Sundays. |
| What does she usually have for breakfast? She usually has milk and honey for breakfast |

Table 10 shows that Unit-2 Teenlife focused on daily routines by using 'Simple Present Tense'. When the functions were taken into consideration, it was determined that there was not any function on 'talking about daily routines'. However, the 'study the sentences' section of this unit presented 'Simple Present Tense', which means 'Simple Present Tense' was another focus of the unit. Even though the functions were not directly on the 'Simple Present Tense' or the 'daily routines', being part of 'WH and Yes/No questions' might be the implication of the function 'making simple inquiries'.

Table 11.

*'Study the Sentences' Section 4-5- Time Expressions and Adverbs of Frequency*

| *Time Expressions* | | *Adverbs of Frequency* |
| --- | --- | --- |
| early | in the morning | I always have breakfast. |
| late | in the afternoon | He usually gets up early on Saturdays |
| every day | in the evening | She often meets with her friends on Sundays. |
| at 9:00 | on Sundays | They sometimes have pancakes for breakfast. |
| at noon/midnight | on weekends | I hardly ever stay up late on weekdays. |
| at night | on weekdays | She never drinks coffee in the evening. |

Table 11 provided in the 'study the sentences' sections of the coursebook implies that this unit also focused on the time expressions with their prepositions and the adverbs of frequency. Although this unit does not have any function on time expressions, the 'study the sentences' section of the coursebook provided these expressions by focusing on their prepositions. On the other hand, the other table on adverbs of frequency shows that the function 'describing the frequency of actions'

was exemplified with the adverbs of frequency such as 'usually', 'never', 'sometimes' etc.

When the frequency list of items prepared by the researcher was taken into consideration, the following list might be useful for the 'language use patterns' in Unit-2. The frequency list of 'language use patterns' was presented in Table 12.

Table 12.

*The Frequency List of Language Use Patterns in Unit-2*

| Lang. Use Patterns | SB | WB | L. | Total | Total F. | Lang. Use Patterns | SB | WB | L. | Total | Total F. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| evening | 4 | 0 | 0 | 4 | | and | 15 | 18 | 8 | 41 | 41 |
| evenings | 0 | 2 | 0 | 2 | | but | 4 | 5 | 1 | 10 | 10 |
| afternoon | 3 | 1 | 0 | 4 | | are..? | 0 | 1 | 0 | 1 | |
| afternoons | 0 | 2 | 0 | 2 | | does..? | 4 | 5 | 0 | 9 | |
| at...a.m | 3 | 0 | 0 | 3 | | do..? | 14 | 16 | 0 | 30 | 40 |
| at...p.m | 8 | 0 | 0 | 8 | | What .. think about | 4 | 0 | 2 | 6 | 6 |
| on Friday etc | 7 | 5 | 0 | 12 | 67 | Why | 2 | 1 | 0 | 3 | |
| early | 7 | 1 | 0 | 8 | | what kind of | 2 | 0 | 0 | 2 | |
| late | 4 | 0 | 0 | 4 | | What time | 8 | 1 | 0 | 9 | |
| every day | 3 | 4 | 0 | 7 | | What's like | 0 | 1 | 0 | 1 | |
| weekdays | 2 | 5 | 0 | 7 | | when | 3 | 1 | 0 | 4 | 28 |
| weekend | 0 | 1 | 0 | 1 | | Where | 2 | 1 | 0 | 3 | |
| weekends | 1 | 3 | 1 | 5 | | Which | 1 | 0 | 0 | 1 | |
| once | 2 | 0 | 0 | 2 | | Why | 2 | 1 | 0 | 3 | |
| twice | 2 | 1 | 0 | 3 | | How | 0 | 1 | 0 | 1 | |
| three times | 1 | 0 | 0 | 1 | | How old | 1 | 0 | 0 | 1 | |
| always | 4 | 0 | 1 | 5 | | How often | 2 | 8 | 0 | 10 | 10 |
| often | 3 | 2 | 0 | 5 | 51 | can't stand | 0 | 1 | 0 | 1 | |
| sometimes | 4 | 1 | 1 | 6 | | like | 2 | 10 | 3 | 15 | 20 |
| never | 4 | 1 | 0 | 5 | | likes | 2 | 0 | 0 | 2 | |
| usually | 13 | 7 | 1 | 21 | | enjoy | 0 | 2 | 0 | 2 | |
| hardly ever | 3 | 0 | 0 | 3 | | would like to | 1 | 0 | 0 | 1 | |
| get home | 1 | 0 | 0 | 1 | | would love to | 1 | 0 | 0 | 1 | 13 |
| gets home | 1 | 0 | 0 | 1 | | prefer | 6 | 5 | 0 | 11 | |
| gets up | 2 | 1 | 0 | 3 | | so | 4 | 1 | 1 | 6 | 9 |
| get up | 10 | 4 | 0 | 14 | | because | 0 | 3 | 0 | 3 | |
| has | 3 | 0 | 2 | 5 | | What about | 0 | 0 | 1 | 1 | |
| have | 12 | 2 | 2 | 16 | | would you like to | 2 | 0 | 0 | 2 | 4 |
| go cycling | 0 | 0 | 3 | 3 | 50 | Why don't | 0 | 1 | 0 | 1 | |
| goes cycling | 2 | 0 | 0 | 2 | | to be honest | 0 | 1 | 0 | 1 | |
| goes to the movies | 0 | 1 | 0 | 1 | | I guess so | 0 | 1 | 0 | 1 | 3 |
| go to the movies | 0 | 1 | 0 | 1 | | I think | 1 | 0 | 0 | 1 | |
| Does her shopping | 0 | 1 | 0 | 1 | | good at | 1 | 1 | 1 | 3 | 3 |
| drink milk | 0 | 1 | 0 | 1 | | | | | | | |
| drinks coffee | 1 | 0 | 0 | 1 | | | | | | | |

Table 12 shows that both the 'language use section' in the suggested annual plan and the 'study the sentences' sections of the coursebook proved that these 'language use

patterns' were used in this Unit. As it can be inferred from the table, the following functions were exemplified with these language use patterns, and listed as follows. The language use patterns on the function 'describing frequency of actions' can be given as:

| How often | Always | Never |
| Once | Often | Usually |
| Twice | Sometimes | Hardly ever |
| Three times | | |

These adverbs present the 'language use patterns' on the function of 'describing frequency of actions' based on the frequency list of items. As it can be clearly understood, this function was presented with 'how often' and 'frequency of adverbs'. Based on the list, the number of frequency of these patterns is 51, which means that this unit focused on these items. Moreover, this result was also supported with the data gathering from the 'study the sentences' section and 'language use section' of the suggested annual plan of Unit-2.

Another function 'expressing likes and dislikes' focused on the language use patterns which are 'can't stand', 'like/likes', and 'enjoy'. Based on the list of frequently used items, the function 'expressing likes and dislikes' were presented with 'like', 'enjoy', and 'can't stand' in the coursebook. When the frequency of using these patterns was taken into consideration, the number was determined to be 20, which implies that these patterns were the frequently used ones. Even though the language use patterns on 'expressing likes and dislikes' were not included in the 'study the sentences' section of this unit, these language use patterns were another focus of Unit-2.

One of the functions that the MoNE provided for this unit is 'expressing preferences' and this function was presented with the 'language use patterns' such as 'would like' and 'prefer'. The frequency of using these patterns is determined to be 13, and these patterns were the focus in the 'language use section' of the suggested annual plan of Unit-2. As a result, these patterns were the items that the coursebook presented in the unit.

The following language use patterns focused on another function 'making simple inquiries':

| | | |
|---|---|---|
| Are..? | What's like..? | How..? |
| Does..? /do..? | When..? | How old..? |
| Why.. ? | Where..? | What about..? |
| What kind of..? | Which..? | Would you like to..? |
| What time..? | Why..? | Why don't..? |

These question words based on the frequency list show that these 'language use patterns' were used in the coursebook to infer the function 'making simple inquiries'. Moreover, the frequency of using these items is determined to be 72 in total, but the question words such as 'would you like', 'what about' and 'why don't', which were not frequently used in this unit, enabled students to make simple inquiries on invitation/offer. From a broad perspective, these language use patterns were also presented both in the 'study the sentences' section of the unit and in the 'language use section' of the suggested annual plan of this unit. This means that these patters were also the focus of this unit as it was in Unit-1.

The frequency list shows that the function 'stating personal opinions' was presented with the language use patterns such as 'what …think about?', 'to be honest', 'I guess so', and 'I think'. However, the frequency of using these patterns in the coursebook was not as frequent as the patterns on 'making simple inquiries' and 'describing the frequency of actions' etc.  The pattern 'what..think about' was used 6 times in the coursebook while the other patterns on this function were used 3 times. It means that these patterns were included in the coursebook rarely despite the focus on the function and its inclusion in the 'language use section' of the suggested annual plan of Unit-2.

The language use patterns that are not the focus of the functions are presented under the headings 'time expressions', 'talking about daily routines' and 'conjunctions' as follows:

| | | |
|---|---|---|
| Evening/Evenings | on Friday etc | weekdays |
| Afternoon/afternoons | Early | weekend/weekend |
| at...a.m | Late | |
| at...p.m | every day | |

Even though the functions of this unit do not focus on the time expressions, the 'study the sentences' section of the unit includes these expressions. When the

frequency list of items is taken into consideration, it can be noticed that these expressions were frequently used in the coursebook. Another focus of the 'study the sentences' section of the coursebook was 'talking about daily routines', and the following language use patterns were presented on it.

| | |
|---|---|
| get home /gets home | movies |
| gets up/get up | does shopping |
| has/ have | drink milk /drinks coffee |
| go cycling/goes cycling | does..? /do..? |
| goes to the movies/go to the | like/likes |

As it can be seen, 'simple present tense' was presented with 'daily routines', and these patters were frequently used in the coursebook which provided in the 'study the sentences' section. The frequency of these patterns was determined to be 106 even though all of these patterns were not included in the frequency list of language use patterns. This means that the focus of this unit was 'simple present tense', which was presented with 'daily routines' and 'adverbs of frequency'.

The conjunctions which might be another focus of this unit are 'and' and 'but'. Although these conjunctions were not the focus of the functions and the 'study the sentences' sections of the unit, these conjunctions were used 51 times in total in the coursebook. The students were exposed to these conjunctions in a context in this unit, and they became ready to focus on these patterns in the following units.

To sum up, Unit-2 generally focused on the functions by presenting the language use patterns such as 'simple present tense' with 'adverbs of frequency and time expressions', 'like/don't like', 'WH and Yes/No questions' including 'how often' and 'what..think about', 'I think', 'prefer', and the conjunctions 'and/but' which were also frequently used in Unit-1.

**4.1.1.3. Unit-3 cooking language use patterns.** The same steps were followed in Unit-3 benefiting from the functions, 'study the sentences' sections of the coursebook, 'language use section' of the suggested annual plan, and the frequency list of language use patterns that was revised by the researcher. The functions of Unit-3 can be listed as follows:

Describing simple processes

Expressing preferences

Making simple inquiries

Naming common objects

In this section, the functions except from 'naming common objects' were the focus because this function includes only the content words, and these words were analyzed as an answer to research question-1 (b). The 'language use section' in the suggested annual plan of Unit 3 was presented in Table 13.

Table 13.

*The 'Language Use Section' of Unit-3 in the Suggested Annual Plan*

| | |
|---|---|
| Do you prefer cooking pizza or pasta? | -It's easy to make a pizza. Let me tell you how to make a pizza. |
| — I love cooking and eating pizza. | First, put some oil into a pan and heat it. |
| — I usually prefer cooking pasta. | Second, mix two eggs in a bowl. |
| | Then add some salt. |
| | After that, add some cheese and milk. |
| | Finally, pour the mixture into the hot pan. |
| | -Do I use two or three eggs? |

According to Table 13, the suggested annual plan provided some sentences based on the functions 'describing simple processes', 'expressing preferences', and 'making simple inquiries'. These functions were exemplified with 'prefer', 'love', 'first', 'second', 'then' etc., 'yes/no questions and WH questions' including 'how to'. Furthermore, imperative structures focus on using the verbs in base forms such as 'add', 'mix', 'pour', and 'put'. In addition to these patterns, quantifiers were also presented associated with the content of Unit-3 Cooking. The 'study the sentences' section that the coursebook provided in Unit-3 was presented in Table 14.

Table 14.

*'Study the Sentences' Section 6- Describing a process: How to Make a French Toast?*

| |
|---|
| First, put the slices of bread in an oven or a toaster and turn it on. |
| Then take out the slices of bread when it is red enough. |
| Next, spread butter or jam on the toast. You can also put some vegetable. |
| After that, close the toast. |
| Finally, slice the toast in half and enjoy it. |

Table 14 shows that in this unit, the coursebook directly focused on only the function 'describing a process' emphasized in the 'study the sentences' section. The 'study the sentences' section provided that the function was presented with using sequence words such as 'first', 'then', 'next', 'after that', and 'finally'. Furthermore, the base forms of the verbs such as 'put', 'spread', 'close' etc. were also used, which means that imperative structure patterns were also focus of this unit. The following frequency list of language use patterns in Unit-3 provides not only the language use patterns but also their frequencies, and is presented in Table 15.

Table 15.

*The Frequency List of Language Use Patterns in Unit-3*

| Lang. Use Patterns | SB | WB | L. | Total | Total F. | Lang. Use Patterns | SB | WB | L. | Total | Total F. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Add | 9 | 5 | 2 | 16 | 16 | and | 32 | 29 | 12 | 73 | 73 |
| Put | 14 | 0 | 8 | 22 | 22 | but | 0 | 2 | 0 | 2 | |
| Stir | 2 | 3 | 1 | 6 | 6 | However | 0 | 1 | 0 | 1 | 3 |
| take out | 4 | 0 | 2 | 6 | 6 | after | 2 | 0 | 0 | 2 | |
| Finally | 2 | 1 | 5 | 8 | | before | 2 | 0 | 0 | 2 | 4 |
| First | 4 | 2 | 5 | 11 | | glasses of | 3 | 0 | 0 | 3 | |
| Next | 2 | 1 | 5 | 8 | 44 | glass of | 6 | 0 | 0 | 6 | |
| Then | 3 | 1 | 5 | 9 | | a liter of | 0 | 0 | 1 | 1 | |
| after that | 2 | 1 | 5 | 8 | | a packet of | 0 | 0 | 1 | 1 | |
| do..? | 8 | 1 | 0 | 9 | | cloves of | 0 | 1 | 0 | 1 | 28 |
| What | 4 | 2 | 0 | 6 | | head of | 0 | 1 | 0 | 1 | |
| What's in | 2 | 0 | 0 | 2 | | table spoon of | 3 | 1 | 0 | 4 | |
| When | 1 | 0 | 0 | 1 | | table spoons of | 6 | 1 | 0 | 7 | |
| Which | 1 | 0 | 0 | 1 | | tea spoon of | 3 | 1 | 0 | 4 | |
| Why | 0 | 1 | 0 | 1 | 32 | a little | 4 | 0 | 3 | 7 | |
| How | 5 | 1 | 0 | 6 | | a lot of | 0 | 1 | 0 | 1 | 18 |
| How many | 0 | 1 | 0 | 1 | | few | 0 | 0 | 1 | 1 | |
| How often | 1 | 0 | 0 | 1 | | some | 4 | 1 | 4 | 9 | |
| how to cook | 1 | 0 | 0 | 1 | | usually | 4 | 1 | 0 | 5 | |
| how to make | 2 | 1 | 0 | 3 | | always | 1 | 0 | 0 | 1 | 8 |
| While | 1 | 0 | 0 | 1 | | often | 1 | 0 | 0 | 1 | |
| when (cnj) | 2 | 0 | 2 | 4 | 5 | sometimes | 1 | 0 | 0 | 1 | |
| can (possible) | 4 | 0 | 1 | 5 | 5 | enjoy | 0 | 0 | 2 | 2 | 8 |
| Enjoy it | 3 | 0 | 1 | 4 | 5 | Like | 1 | 5 | 0 | 6 | |
| Bon appetite | 0 | 0 | 1 | 1 | | | | | | | |

Based on Table 15, it can be implied that the 'language use patterns' both in the 'language use section' of the suggested annual plan and in the 'study the sentences' section of this unit were used frequently in Unit-3. The following functions were presented by using these language use patterns. The function 'describing simple processes' focused on the following language use items which were listed in the frequency list. These items are 'first', 'then', 'next', 'after that', 'finally', 'after', 'before', 'while', and 'when (conj.)'. When the frequency list of language use patterns of Unit-3 was focused on, the frequency of using the sequence words was determined to be 44, which means high frequency when the frequency of other

patterns in the unit was taken into consideration. These sequence words based on the function 'describing simple processes' were 'first', 'then', 'next', 'after that', and 'finally'. These language use patterns were also included both in the 'study the sentences' section and 'language use section' of the suggested annual plan of Unit-3. However, other language use patterns such as 'before', 'after', 'when', and 'while' were not used in the 'study the sentences' section and 'language use section' of the unit. The frequency of using 'before and after' was determined to be 4 while the conjunctions 'while and when' were used 5 times in this unit. Even though these four patterns were not used as frequently as the sequence words, they were also included in the coursebook. This shows that the focus of this unit was also on the sequence words.

Another function of this unit is 'expressing preferences'. This function was presented by using 'enjoy and like' as it was used in the 'language use section' in the suggested annual plan of Unit-3. While the 'language use section' in the plan also provided 'prefer', this item was not included in the unit. In addition, the frequency of using these patterns was determined to be 5, which was not high when it was compared with other patterns. This means that even though this unit focused on 'expressing preferences' as a function, the unit did not give much importance to these patterns when the frequency of the patterns in the previous function was taken into consideration.

The following language use patterns were used to emphasize the function 'making simple inquiries', and might be presented as follows:

| | | |
|---|---|---|
| Do..? | Which | How often |
| What | Why | How to cook |
| What's in it? | How | How to make |
| When | How many | |

Based on the function "making simple inquiries", 'Wh questions and Yes/No questions' were used in the coursebook. When the frequency of using these items was taken into consideration, these items were used 32 times in the unit, which is higher when compared to other items used in this unit. Even though these question words were not provided in the 'study the sentences' section of the unit, the

'language use section' of the suggested annual plan presented them. It shows that these question words were the focus of this unit as they were in the previous units.

Some of the 'language use patterns' were frequently used in this unit; however, they were not the focus of the functions in Unit-3. These patterns were on 'imperatives', 'quantifiers', 'conjunctions', 'closing remarks', and 'adverbs of frequency'.

The language use patterns on the 'imperatives' are 'add', 'put', 'stir', and 'take out' etc. This shows that the verbs were used in the base form while talking about a recipe in Unit-3 Cooking. Using base forms at the beginning of the sentence implies that these are the 'imperative structures', and these structures were provided both in the 'study the sentences' section of the unit and in the 'language use section' of the suggested annual plan. These structures were frequently used although the frequency list of 'language use patterns' provided just some samples. All these show that using imperatives was another focus of this unit.

The following language use patterns were on the 'quantifiers', and can be presented as follows:

| glasses of / a glass of | ..cloves of | a little |
|---|---|---|
| a liter of | a head of | a lot of |
| a packet of | table spoon of | few |
| | tea spoon of | some |

According to these patterns, the quantifiers were used in this unit, and the frequency of using these quantifiers was determined to be 46 in total. Although the 'language use section' in the suggested annual plan and the coursebook provided examples of the 'quantifiers', the 'study the sentences' section and the functions of the unit did not focus on these items. However, this does not change the presence of the quantifiers in this unit.

Conjunctions were another focus of this unit based on the data in the frequency list, and the frequently used conjunctions in this unit are 'and' and 'but/however'. The frequency list provided some conjunctions in this unit, and their frequencies were determined to be 76 in total. The most frequently used conjunction among them was 'and', which was used 73 times while the least frequently used conjunction was 'however' which was used once. In spite of not being directly provided in the

functions and in the 'study the sentences' section of the unit, these conjunctions were also presented in this unit.

The frequency list presented some 'closing remarks' in this unit, and these remarks are 'enjoy it' and 'bon appetite'. This shows that this unit used some closing remarks such as 'Enjoy it' and 'Bon appetite' at the end of the recipe. The frequency of these remarks was determined to be 5 in total, which means they were not used as frequently as other patterns. In addition, neither the suggested annual plan of this unit nor the 'study the sentences' section provided these remarks.

Moreover, some language use patterns on 'adverbs of frequency' can be seen in the frequency list, and these patterns are 'usually', 'often', 'always', and 'sometimes'.This shows that the 'adverbs of frequency' were used in the unit even though they were not presented in the other sections such as functions, and the 'study the sentences' section of the coursebook. Even though these adverbs of frequency were the focus of Unit-2, and they were also used in Unit-3. In addition, the frequency of using them was determined to be 8, which means that these adverbs were not as frequently used as other patterns in the unit.

As a conclusion, the analysis of this unit showed that this unit presented language use patterns such as 'sequence words', 'imperatives', 'like', 'adverbs of frequency', 'WH and Yes/No questions', 'quantifiers', conjunctions 'and' and 'but', and 'closing remarks' for the recipe.

*4.1.1.4. Unit-4 communication language use patterns.* The steps in the previous units were used starting with presenting the functions followed by the 'language use section' of the annual plan, and 'study the sentences' section in the unit. The frequency list of language use patterns was also presented.

The functions of Unit-4 can be listed as follows:

Expressing concern and sympathy
Handling phone conversations
Making simple inquiries
Talking about plans

The 'language use section' in the suggested annual plan of Unit-4 was presented in Table 16.

Table16.

*The 'Language Use Section' of Unit-4 in the Suggested Annual Plan*

| | |
|---|---|
| Hello! | Would you like to leave a message? |
| This is ... calling, is ... in? | I'll talk to you soon. |
| May I speak to ...? | I'll see you at the café tomorrow, then. |
| Is ... there? | We'll meet next Saturday, then. |
| Hang on a minute; | I'm sorry to hear that. |
| I'll get him/her. | We'll meet up later, then. |
| Can you hold on a moment, please? | I'll get back to you in an hour. |
| I'm afraid he is not available at the moment. He has gone out. | |

According to Table 16, the 'language use section' in the suggested annual plan of Unit-4 presents that the four functions of this unit were provided in the sentences. In order to present the function 'expressing concern and sympathy', the sentence 'I'm sorry to hear that' was given. The function 'handling phone conversation' was exemplified with some words like 'Hello'. Another function of this unit 'making simple inquiries' was presented with using question words such as 'May I', 'Would you like' etc. As it was used in Unit-1, 'future tense' was indicated in the sentences to imply the function 'talking about a plan'.

In addition to the 'language use section' in the suggested annual plan, the 'study the sentences' sections of the coursebook were also analyzed and given as follows. The coursebook presented 'study the sentences' sections in this unit, and these sections are provided in Table 17 and Table 18.

Table 17.

*'Study the Sentences' Section- Making and Answering a Phone Call*

| | |
|---|---|
| John speaking | Could I speak to Steve, please? |
| Who's calling? | Could I ask who's calling? |
| One moment, please | Can you hold on a moment, please? |
| I'm sorry, he's not available at the moment | Would you like to leave a message? |
| Could you ask him to call me? | Could I take your name and number, please? |
| I can't hear you very well. It's a bad line. | Could you please repeat that? |
| I'll call back later. | Thanks for calling. |

Table 17 was one of the 'study the sentences' sections of the unit, and provided the function 'handling phone conversation' in general. However, these sentences also include the items based on other function such as 'making simple inquiries'. As it can be seen, the questions starting with 'May I', 'Could I', 'Can you', 'Could you' etc were enabled students to make requests and inquiries. Based on the function 'handling phone conversations', the sentences/ questions were exemplified with some phrases such as '… speaking', and the sentences on making and answering phone calls were exemplified with some question words on requests. Finally, the phone conversation was ended with thanking. All these structures were the focus of this unit as they were included both in the 'study the sentences' section and in the 'language use section' of the plan. Another 'study the sentences' section was presented as follows:

Table 18.

*'Study the Sentences' Section - Expressing Concern and Sympathy*

| | |
|---|---|
| I'm sorry to hear that. | We will meet up later, then. |
| I hope you feel better soon. | See you later, then. |
| That's so bad. | |

According to Table 18, these patterns based on the function 'expressing concern and sympathy' were not only presented in the 'study the sentences' section of the unit but also in the 'language use section' of the annual plan. This means that the sentences presented in the table were one of the focuses of both the functions of the unit and the unit itself. The frequency list of language use patterns in Unit-4 is presented in Table 19.

Table 19.

*The Frequency List of Language Use Patterns in Unit-4*

| Lang. Use Patterns | SB | WB | L. | Total | Total F. | Lang. Use Patterns | SB | WB | L. | Total | Total F. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| because | 4 | 1 | 0 | 5 | 5 | who's calling | 5 | 0 | 1 | 6 | 6 |
| so | 3 | 0 | 0 | 3 | 3 | can I speak to | 1 | 0 | 1 | 2 | 6 |
| but | 2 | 1 | 2 | 5 | 5 | could I speak to | 1 | 1 | 2 | 4 | |
| and | 13 | 7 | 0 | 20 | 20 | Can you | 1 | 1 | 1 | 3 | |
| going to (future) | 13 | 0 | 4 | 17 | 17 | Could you | 1 | 0 | 0 | 1 | 6 |
| will | 1 | 0 | 0 | 1 | 4 | Could you please | 1 | 0 | 1 | 2 | |
| I'll | 3 | 0 | 0 | 3 | | Could I | 1 | 1 | 1 | 3 | 3 |
| I hope | 2 | 0 | 1 | 3 | 3 | May I ask | 1 | 0 | 0 | 1 | 3 |
| feel better | 1 | 0 | 0 | 1 | 1 | Could I ask | 1 | 0 | 1 | 2 | |
| meet up | 1 | 0 | 0 | 1 | 1 | Could you ask | 1 | 1 | 2 | 4 | 5 |
| sorry to hear that | 1 | 0 | 0 | 1 | 1 | Could you tell | 1 | 0 | 0 | 1 | |
| See you later | 2 | 0 | 0 | 2 | 2 | Would you like | 6 | 2 | 2 | 10 | 10 |
| can (offer etc.) | 6 | 0 | 1 | 7 | 11 | Is Steve there | 1 | 0 | 0 | 1 | 2 |
| can't | 3 | 0 | 1 | 4 | | Is your brother in | 1 | 0 | 0 | 1 | |
| What | 7 | 7 | 0 | 14 | 14 | ….speaking | 5 | 0 | 3 | 8 | 18 |
| What time | 2 | 0 | 0 | 2 | 2 | This is… | 5 | 0 | 5 | 10 | |
| When | 2 | 1 | 0 | 3 | 3 | Hello | 12 | 0 | 9 | 21 | 21 |
| Where | 2 | 0 | 0 | 2 | 2 | Hang on a minute | 1 | 0 | 0 | 1 | 4 |
| Which | 2 | 3 | 0 | 5 | 5 | hold on a moment | 1 | 1 | 1 | 3 | |
| Who | 5 | 1 | 1 | 7 | 7 | sorry | 2 | 1 | 4 | 7 | 7 |
| why | 3 | 2 | 0 | 5 | 5 | not available | 3 | 1 | 2 | 6 | 6 |
| how | 2 | 3 | 0 | 5 | 5 | call back later | 1 | 0 | 0 | 1 | 1 |
| How is it going | 1 | 0 | 0 | 1 | 1 | take name and number | 1 | 1 | 1 | 3 | 3 |
| how many | 3 | 3 | 0 | 6 | 6 | would like to | 1 | 0 | 0 | 1 | 4 |
| How often | 1 | 0 | 0 | 1 | 1 | would love to | 1 | 0 | 2 | 3 | |
| do..? | 12 | 1 | 1 | 14 | 17 | I can't hear | 2 | 1 | 0 | 3 | 3 |
| does..? | 0 | 3 | 0 | 3 | | badline | 3 | 1 | 0 | 4 | 4 |
| always | 0 | 2 | 0 | 2 | 2 | thanks | 1 | 0 | 4 | 5 | 6 |
| usually | 5 | 2 | 0 | 7 | 7 | Thanks for | 1 | 0 | 0 | 1 | |
| hardly ever | 0 | 1 | 0 | 1 | 1 | See you | 2 | 0 | 1 | 3 | 3 |
| like | 4 | 0 | 0 | 4 | | Talk to you soon | 0 | 0 | 2 | 2 | 2 |
| love | 0 | 1 | 0 | 1 | 5 | Take care | 1 | 0 | 2 | 3 | 3 |

Table 19 implies that the language use patterns both in the 'language use section' of the suggested annual plan and in the 'study the sentences' section of this unit were used frequently in Unit-4.

The language use patterns on the function 'Expressing concern and sympathy' can be listed as follows:

| | |
|---|---|
| I hope | sorry to hear that |
| feel better | See you later |
| meet up later | |

It is clear that the phrases on the function 'expressing concern and sympathy' were the same provided in the 'study the sentences' section of the unit. The frequency of using these phrases in the unit was determined to be 8 in total, which is not as frequent as the use of other items in the unit. However, these phrases were included in the unit to refer the function 'expressing concern and sympathy'. Another function 'handling phone conversations' focused on the following language use patterns.

| | | |
|---|---|---|
| who's calling | Would you like | take name and number |
| Can I speak to | Hello | |
| Could I speak to | Is Steve there | I can't hear |
| Can you | Is your brother in | Bad line |
| Could you | ….speaking | would like to |
| Could you please | This is… | would love to |
| Could I | Hang on a minute | thanks |
| May I ask | Hold on a moment | Thanks for |
| Could  I ask | Sorry | See you |
| Could you ask | Not available | Talk to you soon |
| Could you tell | Call back later | Take care |

Based on these language use patterns, it can be stated that the function 'handling phone conversations' was exemplified with the phrases above. The questions starting with the modal verbs such as 'May I', 'Can I', 'Could you' etc. were frequently used in this unit, which were used 33 times. Moreover, these phone conversations were also on the function 'making simple inquiries' focusing on the 'WH and Yes/ No questions'. The frequency of using these questions was determined to be 41, which means that this unit generally focused on the 'making inquiries' such as 'Is.. there', 'Can I', 'Who's calling', 'May I' etc. Other phrases on handling phone conversations were also used as they were presented in the table, and they might be provided as 'Hello', 'this is …', '… speaking', 'ıs… there, Can I speak to.', 'hang on a minute',

'hold on a moment', 'sorry, not available', 'I can't hear', 'bad line', 'thank you', 'see you', and 'take care' etc. All these phrases were also focus of the 'study the sentences' section of the unit and the 'language use section' in the suggested annual plan. These results show that the focus of this unit was on handling phone conversation and the phrases/ sentences were used based on this function.

The 'language use patterns' on the function 'making simple inquiries' can be listed as follows:

| | | |
|---|---|---|
| What | Which | How is it going |
| What time | Who | how many |
| When | Why | How often |
| Where | How | Do..? /Does..? |

These patterns show that in addition to the question words included in the function 'handling phone conversations', other 'WH and Yes/no questions' were used in this unit frequently. These questions were used 68 times in this unit although these question words were not directly focus of the 'study the sentences' section and the 'language use section' in the plan.

The function 'talking about plans' focused on the language use patterns included in the frequency list and was presented with future tense indicating words such as 'be going to' and 'will'. The 'language use section' in the suggested annual plan of Unit-4 also proved that the future tense was another focus of the unit based on frequency of using them in the unit. The frequency of using future tense in this unit was determined to be 21 in total, which means that they were used more frequently when compared with other items that the coursebook presented.

Even though the functions do not focus on the some of the language items, 'study the sentences' sections of the coursebook and the frequency list provided some patterns on it. One of these language patterns is the conjunctions which were included in the frequency list, and presented with 'because', 'but', and 'and'. The frequency of using 'because and but' was determined to be 5, while the conjunction 'and' was used 20 times in this unit. In addition, another conjunction 'so' was also used in this unit but the frequency of it was determined to be 3, which means that it was not frequently used.

The functions 'making offer- accepting & refusing- possibility' are not included in the syllabus; however, the modal verbs 'can' and 'can't' are on these functions, and can be noticed in the frequency list. Although there is not any function on 'making offer, accepting & refusing, and possibility', this unit included these modal verbs as a repetition of the previous units. Neither the 'study the sentences' section nor the 'language use section' of the plan focused on them. Accordingly, these modal verbs were not the focus of this unit.

Another language use patterns, which are given in the frequency list of Unit-4 are 'adverbs of frequency'. Based on the patterns, 'always', 'usually', and 'hardly ever', 'adverbs of frequency' were also used in this unit even though they were not a focus of the 'study the sentences' section, 'language use section' in the annual plan, and the functions. The frequency of using these adverbs was determined to be 10 in total, and this means that they were not the ones frequently used when they were compared with the ones in Unit-2. Consequently, these adverbs were not directly focus of Unit-4 but they were repeated and enabled students to internalize these items.

To summarize, this unit was analyzed in terms of the functions, 'study the sentences' sections, 'language use section' of the annual plan, and the frequency list of language use patterns. The analysis indicates that this unit focused on 'WH and Yes/No questions' including the modal verbs such as 'May I, Could you, Can I, Would you like to, who is calling, is … there etc.'. In addition, the phrases/sentences mostly used in the phone conversations were frequently used. For example; 'sorry', 'bad line', 'take care', 'I can't hear', 'hello', 'not available', 'this is…', and '.. speaking' were used in this unit. To express concern and sympathy, the coursebook provided some sentences such as 'that's so bad' and 'I'm sorry to hear that'. This unit, as Unit-1, focused on future tense. Moreover, the conjunctions, adverbs of frequency, and 'can/can't' were also included in this unit.

*4.1.1.5. Unit-5 internet language use patterns.* The functions of Unit-5 can be listed as follows:

Accepting and refusing

Giving explanations/reasons

Making excuses

Making simple requests

Making simple inquiries

Talking about plans

Telling the time, days and dates

The 'language use section' of Unit-5 in the suggested annual plan is presented in Table 20.

Table 20.

*The 'Language Use Section' of Unit-5 in the Suggested Annual Plan*

| |
|---|
| Would you be interested in joining us?<br>Yes, sure. Where are you going to meet?<br> I'm afraid I'm busy. |
| Why don't we chat online at two o'clock? I want to tell you something.<br>I'm sorry, but I can't. I have a problem with the Internet.<br>What do you mean?<br>It isn't working right.<br>Do you mean the Internet connection?<br>I'm going to call you about this later, then |

When the sentences in Table 20 were analyzed based on the functions of this unit, it was determined that the unit presented the functions 'accepting and refusing', 'giving explanation/ reason', 'making requests', 'making excuses', 'making simple inquiries', 'talking about plans', and 'telling the time, days and dates'. The patterns 'yes', 'sure', 'I'm afraid', and 'I'm sorry but I can't' were provided to focus on the function 'accepting and refusing', while the function 'making excuses' was exemplified with the sentence 'I'm busy'. The focus of the function 'making requests' was exemplified with 'would you be interested in' and 'why don't'. 'WH and Yes/No questions' were used to imply the function 'making simple inquiries' while the future tense 'be going to' was the focus of the function 'talking about plans'. On the other hand, the function 'telling the time days and dates' was

exemplified with the time expression such as 'at two o'clock'. However, the function 'giving explanation/reason' was implied in the sentence 'I'm sorry, but I can't. I have a problem with the Internet'. In addition to these, the questions 'What do you mean?' and 'Do you mean..?' were also used for clarifications. After the analyzing the 'language use section' in the suggested annual plan of Unit-5, 'study the sentences' sections of the unit were presented in Table 21 and Table 22.

Table 21.

*'Study the Sentences' Section of Unit-5- Asking for Clarification*

| |
|---|
| Dan : Is your PC online or offline? |
| Bob : What do you mean? |
| Dan : I mean, is there a connection sign on the screen? |
| Bob : No, there isn't. |
| Dan : So, check the connection cable first. |
| Bob : Do you mean the cable between the modem and the computer? |
| Dan : Yes, the connection cable between the modem and the computer |

Table 21 based on the 'study the sentences' section of the unit emphasizes that this unit includes some language patterns on 'asking for clarifications' such as 'what do you mean?', 'Do you mean..?', and 'I mean'. Even though these patterns were not the focus of the functions, these phrases and sentences were also provided in the 'language use section' in the suggested annual plan of Unit-5, which means that the focus of this unit, in addition to the functions, was the language use patterns on 'asking for clarifications'.

Table 22.

*'Study the Sentences' Section of Unit-5- Connecting the Sentences*

| |
|---|
| I have a PC, but I usually access the Internet from my tablet. It's fun and easy because you can take it everywhere. |
| I keep in touch with my friends; I post my pictures on my website, and I practice my French |

Table 22 presents the conjunctions 'and' and 'but' to connect sentences even though the functions do not focus on these conjunctions. However, the function 'making explanation/ reason' might be presented with the conjunction 'because'. This might imply that these conjunctions were another focus of this unit.

In addition to the 'language use section' in the plan and the 'study the sentences' sections of the unit, the frequency list of language use patterns was also analyzed to make sure on the language use patterns used in the unit.  The frequency list of language use patterns was provided in Table 23, and it was analyzed based on the functions, 'study the sentences' sections and the 'language use section' of the plan.

Table 23.

*The Frequency List of Language Use Patterns in Unit-5*

| Lang. Use Patterns | SB | WB | L. | Total | Total F. | Lang. Use Patterns | SB | WB | L. | Total | Total F. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| because | 3 | 2 | 1 | 6 | 6 | yes | 5 | 0 | 3 | 8 | 8 |
| Would you like to | 2 | 0 | 0 | 2 | 2 | would like to | 1 | 0 | 0 | 1 | 2 |
| Can you | 1 | 0 | 1 | 2 | 2 | would love to | 1 | 0 | 0 | 1 | |
| Is..? | 3 | 0 | 1 | 4 | | I can't | 3 | 0 | 0 | 3 | 3 |
| Are..? | 3 | 1 | 0 | 4 | 50 | Maybe later | 1 | 0 | 0 | 1 | 1 |
| does..? | 4 | 0 | 0 | 4 | | pm | 2 | 0 | 0 | 2 | 2 |
| do..? | 26 | 7 | 5 | 38 | | afternoon | 2 | 0 | 0 | 2 | 2 |
| What is about | 2 | 1 | 1 | 4 | 5 | evening | 1 | 0 | 0 | 1 | 1 |
| What are about | 1 | 0 | 0 | 1 | | every day | 1 | 0 | 0 | 1 | 1 |
| what | 9 | 10 | 2 | 21 | 21 | today | 1 | 0 | 0 | 1 | 1 |
| What  is like | 0 | 1 | 0 | 1 | 1 | and | 18 | 8 | 4 | 30 | 30 |
| What time | 1 | 0 | 0 | 1 | 1 | but | 5 | 1 | 2 | 8 | 8 |
| when | 1 | 0 | 0 | 1 | 1 | always | 2 | 0 | 1 | 3 | 3 |
| Who | 4 | 2 | 1 | 7 | 7 | usually | 7 | 5 | 2 | 14 | 14 |
| why | 2 | 0 | 0 | 2 | 2 | sometimes | 0 | 1 | 0 | 1 | 1 |
| how | 4 | 0 | 0 | 4 | 4 | often | 1 | 1 | 1 | 3 | 3 |
| How are things | 1 | 0 | 1 | 2 | 2 | several times | 3 | 0 | 0 | 3 | 3 |
| how many | 4 | 5 | 0 | 9 | 9 | twice | 5 | 0 | 0 | 5 | 5 |
| How many hours | 3 | 1 | 1 | 5 | 5 | once | 6 | 0 | 0 | 6 | 6 |
| How much | 1 | 0 | 0 | 1 | 1 | never | 0 | 4 | 0 | 4 | 4 |
| How often | 7 | 0 | 0 | 7 | 7 | so | 5 | 0 | 2 | 7 | 7 |
| Do you mean | 2 | 0 | 1 | 3 | 3 | If | 3 | 4 | 0 | 7 | 8 |
| What do you mean | 2 | 0 | 1 | 3 | 3 | If so | 0 | 1 | 0 | 1 | |
| I mean | 7 | 0 | 1 | 8 | 8 | I guess | 0 | 0 | 1 | 1 | 1 |
| will | 2 | 0 | 0 | 2 | 4 | I think | 0 | 0 | 1 | 1 | 1 |
| I'll | 2 | 0 | 0 | 2 | | can't | 3 | 0 | 1 | 4 | 4 |
| going to (future) | 6 | 0 | 0 | 6 | 6 | can | 4 | 9 | 2 | 15 | 15 |
| | | | | | | good at | 2 | 0 | 1 | 3 | 3 |

As it can be seen in table 23, the 'language use patterns' provided both in the 'study the sentences' sections and in the 'language use section' in the annual plan were frequently used in this unit. The list of language use patterns in the unit were

categorized primarily based on the functions of Unit-5, and supported with the analysis of the 'study the sentences' sections and the 'language use section' in the suggested annual plan.

The function 'accepting and refusing' emphasized some language use patterns as they were included in the frequency list, and they are 'yes', 'would like to/ would love to', 'I can't', and 'maybe later'. The patterns based on the function 'accepting and refusing' show that as they were provided in the 'language use section' of the suggested annual plan of the unit, these phrases were the focus of the unit when the frequency of using them was taken into consideration.

When the frequency list was analyzed, it was found that another function 'giving explanation/reason' focused on the conjunction 'because'. The conjunction 'because' was provided in the 'study the sentences' section of the unit, and this implies the function 'giving explanation/reason'. The frequency of using this conjunction is 6, which is not as frequent as the other patterns in the unit. However, 'study the sentences' section and the functions shows that this unit included the conjunction 'because'.

The language use pattern used to emphasize the function 'making excuses' is 'I would like to but I can't. My uncle is going to visit us'. Even though one of the functions of the unit included 'making excuses', neither the 'study the sentences' section nor the unit itself focused on this function. This shows that this unit focused on neither this function nor the language use patterns of it.

The function 'making simple request' focused on the language use patterns which were included in the frequency list and was presented with the question words such as 'Would you like..?' and 'Can you..?'. Even though the frequency of using these questions was determined to be 8 in total, this function was also presented in the 'language use section' of the plan by focusing on the 'would you be interested in…' and 'why don't you..?'.

The question words used to emphasize the function 'making simple inquiries' in this unit are:

| Is..?/Are..? | How are things | when |
|---|---|---|
| does..?/do..? | How many/ How | Who |
| What is about | much | Why |
| /What are about | How many hours | What is like |
| What | How often | |
| How | What time | |

As it was the focus of other units, this function was presented with the 'WH and yes/no questions'. Moreover, the questions 'How many hours' and 'What is it about..?' were also used in this unit. The frequency of using these questions was determined to be 115 in total, which means these patterns were frequently used ones, and the use of these questions was also focus of the 'language use section' in the plan.

The tense used on the function 'talking about plans' are 'will/'ll' and 'going to'. This shows that the future tense was also used in this unit as it was used in the previous ones. Although the frequency of using future tense was determined to be 10 in total, the 'language use section' in the plan and the focus of the function emphasized that this unit included some structures based on future tense.

One of the functions of this unit is 'telling the time, days and dates', and this function presented with the language use items 'pm', 'afternoon', 'evening', 'every day', and 'today'. The function 'telling the times, days and dates' was presented with the time expressions in the unit. The frequency of using these expressions was determined to be 7 in total, which means they were not frequently used. The reason of not focusing on these expressions might be that Unit-2 focused on these expressions, and Unit-5 also included them as a repetition.

Some of the frequently used 'language use patterns' presented in the frequency list were not the direct focus of the functions of this unit; therefore, these patterns were provided as 'asking for clarifications', 'conjunctions', 'adverbs of frequency', and 'modals'. The 'language use patterns' on 'asking for clarifications' are 'Do you mean..?', 'what do you mean?', and 'I mean'. These patterns were also presented in the 'study the sentences' sections as a focus of the unit. When the frequency of using these items was taken into consideration, these patterns were used in this unit 14 times which implies the importance of them. These patterns were also provided in

the 'language use section' in the suggested annual plan, and these analyses imply that this unit focused on these language use patterns.

The conjunctions used in Unit-5 are 'and/but', 'because', 'so', and 'if (conditional conjunction)'. As mentioned before, the conjunctions 'and, but and because' were also emphasized in the 'study the sentences' section of the unit. The frequency of using 'and-but' was determined to be 38 in total, which is the most frequently used pattern of the unit. On the other hand, the other conjunctions 'so and if' were also used in this unit even though neither the annual plan nor the 'study the sentences' section presented these patterns. The frequency of using 'so' was determined to be 7 while the frequency of using 'if' was determined as 8 in total, and this might mean that these conjunctions were included in this unit.

The language use patterns on 'adverbs of frequency' can be presented as follows:

| | | |
|---|---|---|
| always | often | once |
| usually | several times | never |
| sometimes | twice | |

These patterns show that the adverbs of frequency were also used in this unit as they were used in the previous ones. When the frequency of using these adverbs was taken into consideration, these are one of the most frequently used patterns. It means that this unit also repeated these adverbs in Unit-2.

Modal verbs indicating possibility and ability were used in this unit, and these modal verbs are 'can' and 'can't'. The modal verbs which were also used in the previous units were provided again in Unit-5. The total number of frequency of using these modal verbs was determined as 19, and these modals indicate 'possibility' and 'ability' in this unit.

As a conclusion, the language use patterns in Unit-5 were 'Wh-Yes/No questions', 'What do you mean', 'I mean', 'future tense', 'adverbs of frequency', 'accepting/ refusing phrases', the conjunctions 'and, but, because, so, if', and the modals 'can/can't'.

***4.1.1.6. Unit-6 adventure language use patterns.*** The functions of Unit-6 can be listed as follows:

Expressing preferences

Giving explanations/reasons

Making simple comparisons

Making simple inquiries

Stating personal opinions

Talking about what people do regularly

Talking about past events

The 'language use section' of Unit-6 in the suggested annual plan is presented in Table 24.

Table 24.

*The 'Language Use Section' of Unit-6 in the Suggested Annual Plan*

| |
|---|
| What do you prefer doing on summer holidays? |
| — I would rather go rafting than canoeing because it is easier. |
| — I prefer rafting to kayaking because it is more entertaining. |
| —I have tried skateboarding, but I didn't like it. |
| —Well, last year I attended a summer camp. We had many activities. I think canoeing was the most challenging of all. |
| —I think bungee-jumping is more/less dangerous and challenging than canoeing. |

Based on Table 24, the 'language use section' in the suggested annual plan provides the 'language use patterns' that were used in the unit; therefore, the 'language use section' in the plan was analyzed based on the functions to decide which patterns were used. The function 'expressing preferences' was presented with 'prefer' and 'would rather' while the function 'giving explanation/reason' was presented with the conjunction 'because'. The comparative structures 'more and more than etc.' were used to focus on the function 'making simple comparisons'. On the other hand, the function 'making simple inquiries' was implied by using 'Wh question' in the 'language use section' whereas 'I think' was used to present the function 'stating personal opinions'. Finally, simple past tense was presented with the function 'talking about past events'. Additionally, the unit provided 'study the sentences' sections presented in Table 25 and Table 26.

Table 25.

*'Study the Sentences' Section of Unit-6 - Making Comparisons*

| |
|---|
| I think skateboarding is easier than parachute diving. |
| I think rafting is harder than canoeing. |
| I think bungee jumping is more dangerous and challenging than kayaking. |
| I think skateboarding is more entertaining than kayaking. |
| I think kayaking is less challenging than motor racing. |
| I think canoeing is less dangerous than parachute diving. |

Table 25 presents that this unit includes both the 'comparatives' and patterns on 'stating opinions' although these items were provided as 'making comparisons'. It is clear that these patterns were the focus of this unit since they were also emphasized both in the 'language use section' of the plan and in the functions.

Table 26.

*'Study the Sentences' Section of Unit-6 - Talking about Preferences*

| |
|---|
| What do you prefer doing on summer holidays? |
| I prefer cycling to driving because it's healthier. |
| I prefer rafting to kayaking because it's more entertaining. |
| I would rather go rafting than canoeing because it's easier. |
| I would rather do parkour running than skateboarding because it's more challenging |

It can be seen in Table 26, the patterns were on the functions 'expressing preferences' and 'giving explanation/reason'. Based on the table, 'prefer', 'would rather', and 'because' were provided to focus on these functions. Moreover, the functions 'making simple inquiries' and 'making simple comparisons' were exemplified with 'WH questions' and 'comparative structures'. Using these language use patterns both in the 'language use section' in the plan and in the 'study the sentences' section of the coursebook strengthens the idea that these patterns were the focus of the unit. The frequency list of language use patterns in this unit was presented to decide on whether these provided patterns were the focus of this unit.

Table 27.

*The Frequency List of Language Use Patterns of Unit-6*

| Lang. Use Patterns | SB | WB | L. | Total | Total F. | Lang. Use Patterns | SB | WB | L. | Total | Total F. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| and | 16 | 11 | 7 | 34 | 34 | Are..? | 0 | 2 | 0 | 2 | |
| but | 3 | 1 | 4 | 8 | 8 | Is.? | 2 | 0 | 2 | 4 | |
| If | 0 | 2 | 1 | 3 | 3 | were..? | 1 | 0 | 0 | 1 | 33 |
| as...as | 0 | 0 | 1 | 1 | 1 | does..? | 1 | 0 | 0 | 1 | |
| So | 3 | 0 | 2 | 5 | 5 | do..? | 9 | 8 | 2 | 19 | |
| because | 9 | 3 | 1 | 13 | 13 | did..? | 4 | 2 | 0 | 6 | |
| Because of | 0 | 0 | 2 | 2 | 2 | Would you like to | 2 | 0 | 0 | 2 | 2 |
| that's why | 0 | 1 | 0 | 1 | 1 | How big | 1 | 0 | 0 | 1 | 1 |
| more | 6 | 3 | 0 | 9 | | how far | 1 | 0 | 0 | 1 | 1 |
| more than | 7 | 1 | 1 | 9 | 29 | How fast | 1 | 0 | 0 | 1 | 1 |
| er than | 6 | 1 | 2 | 9 | | How many | 0 | 1 | 0 | 1 | 1 |
| less than | 2 | 0 | 0 | 2 | | How much | 1 | 1 | 0 | 2 | 2 |
| like | 5 | 2 | 1 | 8 | | How often | 0 | 2 | 0 | 2 | 2 |
| likes | 1 | 0 | 0 | 1 | 17 | what | 19 | 6 | 4 | 29 | 29 |
| enjoy | 6 | 0 | 0 | 6 | | What does mean | 1 | 0 | 0 | 1 | 1 |
| love | 1 | 1 | 0 | 2 | | What is it like | 2 | 1 | 0 | 3 | |
| would rather | 3 | 1 | 0 | 4 | 4 | What was it like | 1 | 0 | 0 | 1 | 4 |
| prefer | 12 | 5 | 1 | 18 | 18 | When | 2 | 3 | 0 | 5 | 5 |
| I mean | 4 | 0 | 0 | 4 | 4 | where | 5 | 3 | 0 | 8 | 8 |
| I think | 10 | 0 | 0 | 10 | 10 | which | 4 | 0 | 0 | 4 | |
| What .. think | 1 | 0 | 0 | 1 | 4 | Which one | 0 | 1 | 0 | 1 | 5 |
| What .. think about | 2 | 1 | 0 | 3 | | who | 4 | 3 | 0 | 7 | 7 |
| was | 1 | 0 | 0 | 1 | 3 | why | 7 | 2 | 1 | 10 | 10 |
| were | 2 | 0 | 0 | 2 | | can | 2 | 4 | 4 | 9 | 9 |
| began | 0 | 0 | 1 | 1 | 2 | should | 0 | 1 | 0 | 1 | 1 |
| begin | 1 | 0 | 0 | 1 | | have to | 0 | 1 | 0 | 1 | 1 |
| start | 2 | 0 | 0 | 2 | 5 | while | 2 | 0 | 0 | 2 | 2 |
| started | 0 | 0 | 3 | 3 | | when (cnj) | 4 | 1 | 0 | 5 | 5 |
| try | 4 | 0 | 0 | 4 | 5 | going to (future) | 1 | 0 | 0 | 1 | 1 |
| tried | 1 | 0 | 0 | 1 | | will | 0 | 0 | 1 | 1 | 1 |
| decided on | 1 | 0 | 0 | 1 | 1 | good at | 0 | 2 | 0 | 2 | 2 |
| usually | 2 | 2 | 0 | 4 | 4 | | | | | | |
| sometimes | 0 | 0 | 1 | 1 | 1 | | | | | | |

Table 27 presents the frequency list of language use patterns of Unit-6. First of all, the list was analyzed and categorized based on the functions of the unit. Then, the other patterns which were not focused in the functions were also included in this section.

The function 'expressing preferences' was exemplified with the language use patterns such as 'prefer' and 'would rather', and frequency of use was determined to be 22 in total. Using these structures were also emphasized both in the 'language use section 'of the plan and in the 'study the sentences' section of the unit. It can be stated that this unit focused on using these structures to express preferences.

Another function 'giving explanations/reasons' focused on some conjunctions such as 'because/ because of' and 'that's why', and these conjunctions were used 16 times in the unit. The use of these conjunctions both in the 'language use section' and in the 'study the sentences' section strengthens the idea that one of the focal points of this unit was using the conjunctions such as 'because', and 'that's why'.

The language use patterns used to emphasize the function 'making simple comparisons' are 'more' and 'more..than / less than', and this function was presented with the 'comparatives' which were used 29 times in the unit. These comparative structures were also included in the 'study the sentences' section and in the 'language use section' of the plan. Consequently, it might be claimed that the comparatives were among the focal points of the unit.

Question words were used to focus on the function 'making simple inquiries' as they were the focus in the previous units. These language use patterns are:

| | | |
|---|---|---|
| Are..? /Is.? | How fast | Which /Which one |
| Were..? | How many/How much | Who |
| Does..?/ do..? | How often | Why |
| Did..? | What is it like | What |
| Would you like to..? | What was it like | What does.. mean..? |
| How big | When | |
| How far | Where | |

This shows that 'Wh and Yes/No questions' were the ones which were most frequently used as they were in the previous units. However, some other question words such as 'how big', 'how far', and 'how fast' were also used in this time. These question words were also involved in the 'language use section' in the plan and in the 'study the sentences section' of the unit. Moreover, 'Yes/No questions' also indicated simple past tense which was another focus of this unit. As a result, this might imply that this unit included 'Wh and Yes/No questions'.

One of the functions of this unit is 'stating personal opinions', and it was presented with the language use patterns such as 'I think' and 'what.. think?/ What.. think about?'. The frequency of using these patterns was determined to be 14, and these patterns were also included in both 'language use section' of the annual plan and

'study the sentences' section of the unit, which might imply that this unit also focused on these patterns.

This unit included 'language use patterns' on the function 'talking about what people do regularly', and these patterns are 'usually' and 'sometimes'. These 'adverbs of frequency' were used with 'simple present tense' in the unit; however, neither the 'language use section' in the plan nor the 'study the sentences' section of the unit provided these adverbs. When the frequency of using these adverbs was taken into consideration, it can be seen that they were not frequently used, but simple present tense was embedded in the unit.

Another function of this unit is 'talking about past events', and this function was practiced with some of the language use patterns such as:

| | | |
|---|---|---|
| Was/were | decided on | Were..? |
| Start/ started | Begin/ began | What was..like? |
| Try/tried | Did..? | |

When these patterns were analyzed, it might be seen that 'simple past tense' was used to emphasize this function. Even though the 'study the sentences' section did not provide patterns on 'simple past tense', the 'language use section' in the annual plan provided some examples on it. The frequency of using simple past tense in the unit was determined to be 24 in total, which might imply the focus on 'simple past tense' in this unit.

In addition to the language use patterns that the functions of this unit focused, there were some other patterns which were not the focus of these functions but they were used in this unit. These patterns were 'expressing likes and dislikes', 'conjunctions', 'asking for clarifications', and 'modals'. The language use patterns on 'expressing likes and dislikes' are 'like/likes', 'enjoy', and 'love' which were the focus of other units. Even though this unit directly emphasized these verbs neither in the 'language use section' in the plan nor in the 'study the sentences' section of the unit, the frequency of using them which was determined to be 17 in total shows that these patterns were also included in this unit as they were used in other units.

The conjunctions used in Unit-6 are 'and/but', 'if', 'so', 'when/while', and 'as…as. Based on the frequency list, the most frequently used ones were 'and' and 'but', while others which were not frequently used were also included in the unit.The frequency list of language use patterns of Unit-6 shows that this unit also included some language use patterns on 'asking for clarifications', and these patterns might be given as 'What does… mean?' and 'I mean'. These language use patterns were the focus of Unit-5; however, this unit also provided some patterns which were not provided in 'language use section' in the plan and the 'study the sentences' section of the unit.

Modal verbs were included in the frequency list, and these modal verbs are 'can', 'should', and 'have to'. These modal verbs were used in the unit, but the most frequently used one was 'can' indicating 'possibility and ability' in this unit. The other modal verbs were just provided once. Moreover, these modal verbs were not presented in the 'language use section' in the plan and in the 'study the sentences' section of the unit. Consequently, this might mean that they were not the focus of the unit.

As a result of these analyses, this unit included 'comparatives', 'simple past tense', 'simple present tense' with adverbs of frequency, 'WH- Yes/No questions', 'prefer', 'would rather', 'I think', 'like', 'I mean', some modal verbs such as 'can', 'should', 'have to', and some conjunctions such as 'because', 'and', 'but', 'so', and, 'if'.

   *4.1.1.7. Unit-7 tourism language use patterns.* The functions of Unit-7 can be listed as follows:

   Describing places
   Describing the weather
   Expressing preferences
   Giving explanations/reasons
   Making simple comparisons
   Stating personal opinions
   Talking about past events

The functions 'describing places' and 'describing the weather' were not included in the analysis because these functions were based on the adjectives, and they were presented in the section of answer to research question 1(b). The 'language use section' of Unit-7 in the suggested annual plan is presented in Table 28.

Table 28.

*The 'Language Use Section' of Unit-7 in the Suggested Annual Plan*

Which one do you prefer? Historic sites or the seaside?

— I'd rather visit historic sites, because to me, they are usually more interesting.

— To me, historical architecture is more beautiful than modern buildings.

What do you think about Rome? Did you enjoy your trip?

— It was incredible. It's truly an ancient city. And the weather was just perfect. It is in fact usually warm and sunny in Rome.

— The historic center is quite small, but it's fascinating.

— I think/guess/believe/suppose it is exciting.

— To me, it is lovely.

— To me, it sounds/looks fascinating.

I have gone to Italy three times already.

Table 28 shows that apart from the excluded functions of the unit, the 'language use section' in the suggested annual plan provided some sentences on the all functions of Unit-7. The function 'expressing preferences' was presented with 'prefer' in the sentences, while 'because' was used to refer the function 'giving explanation/reason'. Besides, the focus of the function 'making simple comparisons' was comparatives and superlatives which were presented by using 'more, more.. than'. The patterns 'what do you think..?, I think/guess/believe/suppose, and to me' were used as a focus of the function 'stating personal opinions' whereas the function 'talking about past events' was presented with simple past tense. Even though the functions of this unit do not include the function 'making simple inquiries', this function was also provided with 'WH questions' in the unit.

Table 29.

*'Study the Sentences' Section of Unit-7- Expressing Preferences and Giving Reason*

Which one do you prefer? Historic sites or the seaside?
I prefer visiting historic buildings, because to me, they are more beautiful than modern ones.
I would rather visit historic sites. To me, they are more interesting.

Table 29 presents the 'study the sentences' section of the unit. Based on the sentences given in the 'study the sentences' section, it can be implied that the functions 'expressing preferences', 'giving explanation/reason', and 'stating personal opinions' were the focus as they were in the 'language use section' of the annual plan. These functions were presented with 'prefer', 'would rather', 'because', and 'to me'. Moreover, 'WH questions' were on the function 'making simple inquiries' which was not included in this unit. The frequency list of language use patterns is another document to analyze the unit based on the language use patterns, and the list is presented in Table 30.

Table 30.

*The Frequency List of Language Use Patterns of Unit-7*

| Lang. Use Patterns | SB | WB | L. | Total | Total F. | Lang. Use Patterns | SB | WB | L. | Total | Total F. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| went | 0 | 2 | 2 | 4 | 4 | Are..? | 1 | 0 | 0 | 1 | |
| had | 0 | 0 | 1 | 1 | 1 | did..? | 5 | 4 | 4 | 13 | 21 |
| took | 0 | 0 | 1 | 1 | 1 | do..? | 6 | 1 | 0 | 7 | |
| took photographs | 0 | 1 | 0 | 1 | 1 | What | 12 | 3 | 1 | 16 | 16 |
| built | 0 | 0 | 1 | 1 | 1 | What is about | 2 | 0 | 0 | 2 | 2 |
| joined | 0 | 1 | 0 | 1 | 1 | What's like | 2 | 1 | 0 | 3 | |
| stayed | 0 | 1 | 0 | 1 | 1 | What was like | 1 | 0 | 0 | 1 | 4 |
| tried | 0 | 1 | 0 | 1 | 1 | What does it mean | 1 | 0 | 0 | 1 | 1 |
| had | 0 | 0 | 1 | 1 | 1 | What type of | 1 | 0 | 0 | 1 | 1 |
| was | 3 | 5 | 7 | 15 | 15 | where | 9 | 3 | 1 | 13 | 13 |
| most | 1 | 1 | 3 | 5 | 5 | Which | 1 | 0 | 0 | 1 | |
| greatest | 0 | 1 | 0 | 1 | 1 | Which one | 1 | 1 | 0 | 2 | 3 |
| tallest | 0 | 1 | 2 | 3 | 3 | Who | 2 | 0 | 0 | 2 | 2 |
| largest | 2 | 0 | 2 | 4 | 4 | Why | 4 | 1 | 0 | 5 | |
| oldest | 0 | 1 | 0 | 1 | 1 | Why .. Think | 1 | 0 | 0 | 1 | 6 |
| finest | 0 | 1 | 0 | 1 | 1 | How | 0 | 1 | 2 | 3 | 3 |
| best | 1 | 1 | 1 | 3 | 3 | How long | 1 | 1 | 0 | 2 | 2 |
| more | 2 | 0 | 0 | 2 | 8 | How many | 2 | 0 | 0 | 2 | 2 |
| more than | 3 | 2 | 1 | 6 | | How tall | 1 | 0 | 0 | 1 | 2 |
| prefer | 8 | 3 | 0 | 11 | 11 | and | 21 | 13 | 8 | 42 | 42 |
| would rather | 2 | 1 | 0 | 3 | 3 | If | 1 | 0 | 0 | 1 | 1 |
| because | 4 | 1 | 0 | 5 | 5 | so | 2 | 1 | 1 | 4 | 4 |
| to me | 3 | 1 | 1 | 5 | 5 | should | 1 | 0 | 1 | 2 | 2 |
| like | 2 | 1 | 1 | 4 | 5 | can | 7 | 0 | 2 | 9 | 9 |
| enjoy | 1 | 0 | 0 | 1 | | I hope | 0 | 0 | 1 | 1 | 1 |
| will | 0 | 0 | 1 | 1 | 2 | | | | | | |
| I'll | 0 | 0 | 1 | 1 | | | | | | | |

When Table 30 was taken into consideration, the patterns used in the 'language use section' and 'study the sentences' section were the focus of this unit. The patterns in the frequency list were also categorized based on the functions of the unit, and the patterns which were not included in the functions were also presented at the end.

The function 'expressing preferences' was practiced with 'prefer' and 'would rather' which were also provided both in the 'language use section' of the plan and in the 'study the sentences' section. The frequency of these items was determined to be 14 in total, and these patterns were the focus of this unit when these all were taken into consideration.

The conjunction 'because' was used to emphasize the function 'giving explanations/reasons', and the frequency of 'because' was determined to be 5 in the unit. Moreover, the sentences both in the 'language use section' in the plan and the 'study the sentences' section of the unit included this conjunction despite not being frequently used in the unit. The language use patterns on 'making simple comparisons' can be listed as follows:

| | | |
|---|---|---|
| most | largest | best |
| greatest | oldest | more /more than |
| tallest | finest | |

These patterns reveal that 'superlatives' and 'comparatives' were included to practice the function 'making simple comparisons'. These structures were also presented both in the 'study the sentences' section of the unit and in the 'language use section' of the plan. In addition, the frequency of using these structures which were determined to be 25 in total also strengthens the idea that one of the focal points of this unit was the 'comparisons'.

Another function of this unit is 'stating personal opinions', and this function was presented with the language use pattern 'to me'. Even though some other expressions such as 'I think', 'I believe', 'I suppose' were presented in the 'language use section' in the suggested annual plan, the unit in the coursebook only included the expression 'to me' to state personal opinion. However, the 'study the sentences' section of the unit emphasized the expression 'to me' although the frequency of using this expression was determined as 5 in the unit.

The last function of this unit is 'talking about past events', which was presented with the language use patterns such as:

| | | |
|---|---|---|
| went | built | had |
| had | joined | was |
| took | stayed | did..? |
| took photographs | tried | What was like? |

These patterns show that this unit included 'simple past tense' to present the function 'talking about past event'. Despite the fact that 'simple past tense' was not presented in the 'study the sentences' section of the unit, it was frequently used in the unit. Moreover, the 'language use section' of the plan also presented 'simple past tense', which might mean that 'simple past tense' was one of the focal points of this unit.

The frequency list of language use patterns in this unit was analyzed based on the functions of the unit; however, some frequently used patterns were not the focus of the functions. These patterns were presented as 'making simple inquiries', 'conjunctions', and 'modal verbs'. The language use patterns on the function 'making simple inquiries' are:

| | | |
|---|---|---|
| Are..? | What is about | What does it mean |
| did..?/do..? | What's like | What type of |
| What | What was like | Where |
| Which | Why | How long |
| Which one | Why .. Think | How many |
| Who | How | How tall |

Contrary to the previous units, this unit did not have the function 'making simple inquiries' although the unit included patterns on this function. Another frequently used pattern in this unit was the 'WH and Yes/No questions' as it can be seen in the frequency list of the language use patterns of Unit-7. The question words 'what', 'where', 'why', and 'what…like' were the most frequently used ones.

The conjunctions used in Unit-7 are 'and', 'if', and 'so'. These conjunctions were used in this unit, and the most frequently used one was 'and' as it was used in the previous units. Even though the conjunctions 'If and so' were included in the unit, they were not frequently used.

The frequency list of Unit-7 included some modal verbs such as 'should' and 'can'. Based on the frequency list of Unit-7, the modal verb 'can' was used more frequently than 'should' which was used twice. The modal verb 'should' was used to give advice, while 'can' was used to indicate 'possibility' in this unit.

As a conclusion, this unit included 'simple past tense'', comparatives/superlatives', 'WH-Yes/No questions', 'prefer', 'would rather', 'to me', 'like', the conjunctions such as 'because', 'and', 'so', 'if', and the modal verbs 'can' and 'should'.

***4.1.1.8. Unit-8 chores language use patterns.*** The functions of 8th Unit can be listed as follows:

Expressing feelings

Expressing likes and dislikes

Expressing obligation

Giving explanations/reasons

Making simple inquiries

Making simple suggestions

The function 'expressing feelings' was generally based on the adjectives, and they were presented as vocabulary items in the frequency list of the items in the analysis of the coursebook. Therefore, this function was not included in the analysis of the unit based on the language use patterns. The 'language use section' in the suggested annual plan of Unit-8 was presented in Table 31.

Table 31.

*The 'Language Use Section' of Unit-8 in the Suggested Annual Plan*

- Do you have to help around the house?
— Well, I must help my mom to take care of my brothers.

— I must help my brother to do his homework. And of course I must do mine and study for my exams.

- Don't you think it is necessary to tidy up your room?
— In our house, I'm responsible for cooking dinner. My wife works late, so I have always done the shopping and cooking.

My parents should respect my rights. I don't like it when my mom asks too many questions.

We must respect the elderly.

According to Table 31, the 'language use section' of the suggested annual plan reveals that these patterns focused on the functions of the unit. The function 'expressing likes and dislikes' was exemplified with 'don't like' while the modal verbs 'responsible for', 'necessary to', 'should', 'have to', and 'must' were used to refer the function 'making obligation'. Moreover, the conjunction 'so' was used in the sentences to practice the function 'giving explanation/ reason'. Even though this conjunction is used for indicating results, one of the clauses which this conjunction connected to provides 'explanation/reason'. That's why this conjunction was included in the function 'giving explanation/reason.' As it was the focus of nearly all units, 'making simple inquiries' was practiced with the question words. The function 'making simple suggestions' was exemplified with the modal verbs 'should' and 'must'. On the other hand, it can be stated that simple present tense was also included in the sentences with adverbs of frequency. As another document, 'study the sentences' section used to analyze the coursebook based on the language use patterns was not provided in this unit; therefore, the frequency list of language use patterns was directly analyzed. The frequency list of language use patterns of Unit-8 was presented in Table 32.

Table 32.

*The Frequency List of Language Use Patterns of Unit-8*

| Lang. Use Patterns | SB | WB | L. | Total1 | Total F. | Lang. Use Patterns | SB | WB | L. | Total1 | Total F. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| after | 0 | 5 | 0 | 5 | 5 | must | 7 | 1 | 0 | 8 | 8 |
| when (cnj) | 2 | 0 | 1 | 3 | 3 | has to | 2 | 0 | 0 | 2 | 3 |
| while | 0 | 1 | 0 | 1 | 1 | have to | 1 | 0 | 0 | 1 | |
| before | 2 | 2 | 0 | 4 | 4 | should | 5 | 0 | 0 | 5 | 5 |
| as soon as | 1 | 0 | 0 | 1 | 1 | necessary | 1 | 0 | 0 | 1 | 3 |
| but | 5 | 2 | 5 | 12 | 12 | necessary to | 2 | 0 | 0 | 2 | |
| and | 36 | 18 | 11 | 65 | 65 | Are they | 1 | 0 | 0 | 1 | |
| because | 3 | 0 | 1 | 4 | 4 | Is he | 0 | 1 | 0 | 1 | 10 |
| so | 1 | 2 | 0 | 3 | 3 | does He/she | 2 | 2 | 0 | 4 | |
| enjoy | 1 | 0 | 1 | 2 | 3 | do you | 3 | 1 | 0 | 4 | |
| enjoying | 1 | 0 | 0 | 1 | | What | 2 | 2 | 0 | 4 | 4 |
| like | 9 | 0 | 3 | 12 | 13 | when | 0 | 2 | 0 | 2 | 2 |
| likes | 1 | 0 | 0 | 1 | | Which | 0 | 1 | 0 | 1 | 1 |
| hate | 1 | 0 | 2 | 3 | 3 | Who | 2 | 0 | 0 | 2 | 2 |
| once | 0 | 2 | 1 | 3 | 3 | Why | 2 | 0 | 0 | 2 | 2 |
| sometimes | 2 | 4 | 5 | 11 | 11 | How many | 0 | 1 | 0 | 1 | 1 |
| always | 1 | 1 | 2 | 4 | 4 | What does think about | 1 | 0 | 0 | 1 | 1 |
| often | 0 | 1 | 0 | 1 | 1 | In my opinion | 1 | 0 | 0 | 1 | 1 |
| usually | 1 | 5 | 0 | 6 | 6 | I think | 2 | 0 | 0 | 2 | 2 |
| was | 1 | 0 | 0 | 1 | 2 | going to (future) | 1 | 0 | 0 | 1 | 1 |
| were | 1 | 0 | 0 | 1 | | will | 1 | 0 | 0 | 1 | 3 |
| responsible for | 12 | 3 | 1 | 16 | 16 | I'll | 1 | 0 | 1 | 2 | |

Table 32 shows that the patterns used in the 'language use section' in the annual plan were used in the unit frequently, and it can be inferred that the frequently used patterns were the focus of this unit. The language use patterns on the function 'expressing likes and dislikes' are 'enjoy/enjoying', 'like/don't like', and 'hate'. The frequency of using them was determined to be 19 in total, which can be considered as frequent used items, and this result was also proved with the use of these patterns in the 'language use section' of the annual plan. It can imply that these patterns were the focus of Unit-8.

Another function of this unit is 'expressing obligation /making simple suggestion', and this function was presented with 'responsible for', 'must', 'have to/has to', 'should', and 'necessary/ necessary to'. Based on the frequency list of language use

patterns in the coursebook, this unit provided 'responsible for', 'must', 'have to', 'should', and 'necessary to' to present the functions 'expressing obligation' and 'making simple suggestions' which are included in the umbrella term 'expressing responsibilities'. When the frequency of using these patterns in the unit was taken into consideration, the total number of the frequency of them was determined as 35. This is one of the highest frequencies in the list, and these patterns were also provided in the 'language use section' of the annual plan. Consequently, this unit also focused on these language use patterns.

The conjunctions 'because' and 'so' were used to emphasize the function 'giving explanations/reasons'. As they were also used in the previous units, these conjunctions were the focus of the function 'giving explanations/reasons'. Even though the frequency of using these conjunctions was determined to be 7, both the function of the unit and the 'language use section' of the annual plan focused on these patterns. Therefore, it can be stated that this unit also included the conjunctions 'because' and 'so'.

The last function of this unit is 'making simple inquiries' which focused on the question words below.

| Are they /Is he | When | Why |
|---|---|---|
| Does He/she -do you | Which | How many |
| What | Who | What ..think about |

The frequency of using these question words in the unit was determined to be 23 in total. Moreover, the 'language use section' of the annual plan also presented some patterns on this function, which means that this unit emphasized 'WH and Yes/No questions' as previous units did.

The language use patterns in the frequency list were categorized based on the function of the units; however, some patterns were not on these functions even though they were frequently used in the unit. These patterns were presented as 'adverbs of frequency-simple present tense' and 'conjunctions'. The language use patterns on 'adverbs of frequency-simple present tense' can be listed as follows:

| once | often | Is he |
|------|-------|-------|
| sometimes | usually | does He/she |
| always | Are they | do you |

Neither the 'language use section' of the annual plan nor the functions of the unit directly focused on the 'frequency adverbs' and 'simple present tense'. Based on the frequency list, it can be stated that this unit generally used simple present tense with frequency adverbs as they were presented in other units.

The conjunctions used in this unit are 'after/before', 'when/while', 'as soon as', and 'and/but'. The conjunctions are the inseparable parts of language, and that's why the frequency of using these conjunctions has the highest frequency in total when compared to the other language use patterns in the unit. The most frequently used conjunctions among them were 'and', 'but', 'before', and 'after' in the unit when the frequency list was considered. In addition to these patterns, some patterns on 'stating personal opinion', 'future tense', and 'simple past tense' were also used in the coursebook; however, they were not the ones frequently used. Therefore, it can be stated that they were not the direct focus of this unit.

As a result, the language use patterns in this unit were 'simple present tense with frequency adverbs', 'responsible for', 'should', 'must', 'have to', 'necessary to', 'like', 'hate', 'WH-Yes/No questions', and some conjunctions such as 'because', 'and', 'but', 'before', and 'after'. As a final conclusion, the units were analyzed based on the functions, 'language use section' in the suggested annual plan, 'study the sentences' sections, and the frequency list of language use patterns.

Table 33.

*Language Use Patterns in Units*

| | |
|---|---|
| Future tense /simple present tense/present continuous/simple past tense. | Would like |
| | What about/how about/shall/lets/Why don't |
| Wh-Yes/No questions | Like/don't like/ enjoy /dislike/hate /can't stand |
| Phrases on accepting/refusing | |
| And /but/ because/so | Prefer / would rather |
| After/before/when/while/If | May I/ Can I/Could you/ Is.. there/ …speaking (handling phone conversation) |
| Adverbs of frequency | |
| Imperatives | Sorry to hear that / feel better soon/ that's so bad etc (expressing concern and symphaty) |
| First/then/next/after that/finally | |
| Quantifiers | |
| Comparatives/superlatives | What do you think/I think/ To me/ I guess/to be honest |
| Should/have to/ must/ necessary to/ responsible for | What do you mean/ do you mean/ I mean |

Table 33 briefly presents the language use patterns in the units based on the results of these analyses.

**4.1.2. Vocabulary items that the coursebook "Upturn in English" frequently used.** The coursebook 'Upturn in English' was analyzed based on the frequency of vocabulary items. This analysis might be beneficial for the study to decide on whether TEPSE English questions from 2015 to 2017 included and focused on these items. As aforementioned, the MoNE announced that the students would be responsible for the coursebook "Upturn in English" and the vocabulary items; therefore, the analysis of frequency of vocabulary items gain importance in this study.

In the analysis of the coursebook 'Upturn in English' based on the frequency of vocabulary items, the lists to determine language use patterns were used. However, the frequency lists in this analysis include other vocabulary items contrary to the frequency lists of language use patterns. The top 30 words of each unit were presented in the following sub-sections (For the whole list see Appendix-2).

***4.1.2.1. Frequency of vocabulary items in unit-1.*** The initial steps which were used in the frequency lists of language use patterns were followed to create the frequency lists of vocabulary items in the coursebook. The most frequently used 30 vocabulary items in Unit-1 were presented in Table 34.

Table 34.

*Unit-1 Friendship Top 30 Frequently Used Words*

UNIT-1 FRIENDSHIP TOP 30 FREQUENTLY USED WORDS

| Words | SB | WB | L. | Total1 | Total F. | Words | SB | WB | L. | Total1 | Total F. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| going to (future) | 29 | 14 | 8 | 51 | 52 | like | 9 | 0 | 1 | 10 | 11 |
| gonna | 0 | 1 | 0 | 1 | | likes | 1 | 0 | 0 | 1 | |
| would like to | 3 | 1 | 4 | 8 | | I can't | 4 | 3 | 2 | 9 | 10 |
| would love to | 2 | 2 | 0 | 4 | 39 | can't | 1 | 0 | 0 | 1 | |
| Would you like to | 12 | 12 | 3 | 27 | | studies | 0 | 0 | 1 | 1 | |
| are you | 3 | 0 | 0 | 3 | | study | 3 | 1 | 0 | 4 | 10 |
| Are you | 4 | 3 | 0 | 7 | 26 | study for an exam | 3 | 0 | 0 | 3 | |
| does..? | 0 | 0 | 1 | 1 | | study together | 1 | 1 | 0 | 2 | |
| do..? | 8 | 4 | 3 | 15 | | see you | 4 | 3 | 3 | 10 | 10 |
| movie | 5 | 4 | 2 | 11 | 21 | accept | 1 | 3 | 0 | 4 | |
| movies | 6 | 4 | 2 | 10 | | accepting | 2 | 0 | 0 | 2 | 9 |
| do | 6 | 2 | 2 | 10 | 19 | accepts | 3 | 0 | 0 | 3 | |
| doing | 5 | 3 | 1 | 9 | | join | 4 | 2 | 3 | 9 | 9 |
| what | 11 | 5 | 3 | 19 | 19 | watch | 3 | 1 | 1 | 5 | 8 |
| had | 0 | 1 | 0 | 1 | | watching | 1 | 0 | 2 | 3 | |
| have | 8 | 6 | 2 | 16 | 18 | anything | 5 | 3 | 0 | 8 | 8 |
| having | 0 | 1 | 0 | 1 | | invitation | 5 | 1 | 0 | 6 | 8 |
| but | 8 | 4 | 3 | 15 | 15 | invitations | 2 | 0 | 0 | 2 | |
| and | 12 | 0 | 2 | 14 | 14 | refuse | 1 | 3 | 0 | 4 | |
| come | 7 | 4 | 2 | 13 | 14 | refuses | 3 | 0 | 0 | 3 | 8 |
| coming | 1 | 0 | 0 | 1 | | refusing | 1 | 0 | 0 | 1 | |
| great | 6 | 2 | 4 | 12 | 12 | saturday | 2 | 4 | 2 | 8 | 8 |
| friend | 3 | 0 | 0 | 3 | 12 | tonight | 4 | 2 | 2 | 8 | 8 |
| friends | 7 | 1 | 1 | 9 | | Yeah | 1 | 0 | 0 | 1 | |
| hi | 6 | 0 | 6 | 12 | 12 | Yes | 5 | 0 | 2 | 7 | 8 |
| tomorrow | 9 | 3 | 0 | 12 | 12 | visit | 5 | 2 | 1 | 8 | 8 |
| party | 3 | 5 | 0 | 8 | 12 | Who | 5 | 3 | 0 | 8 | 8 |

As it can be seen in Table 34, this unit included the future tense encoding word 'going to', the words on 'requests' or 'making invitations' such as 'would like' 'question words', some basic verbs like 'do', 'come', 'have', and 'conjunctions'. In addition to these words, the focus of this unit was friendship, and some words and phrases were used to emphasize the topic of this unit. The words on the topic of this unit were 'invitation', 'accept', 'refuse', and the phrases on the 'accepting and

refusing' such as 'I can', 'that's great', and 'I can't'. Moreover, the words to express 'likes and dislikes' were also presented when the table was considered.

**4.1.2.2. Frequency of vocabulary items in unit-2.** The most frequently used 30 vocabulary items in Unit-2 were presented in Table 35.

Table 35.

*Unit-2 Teenlife Top 30 Frequently Used Words*

UNIT-2 TEENLIFE TOP 30 FREQUENTLY USED WORDS

| Words | SB | WB | L. | Total1 | Total F. | Words | SB | WB | L. | Total1 | Total F. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| and | 15 | 18 | 8 | 41 | 41 | breakfast | 8 | 1 | 0 | 9 | 9 |
| are..? | 0 | 1 | 0 | 1 | | brother | 1 | 6 | 1 | 8 | 8 |
| does..? | 4 | 5 | 0 | 9 | 40 | early | 7 | 1 | 0 | 8 | 8 |
| do..? | 14 | 16 | 0 | 30 | | listening to | 3 | 0 | 0 | 3 | |
| has | 3 | 0 | 2 | 5 | | listen to | 2 | 0 | 0 | 2 | 8 |
| have | 12 | 2 | 2 | 16 | 22 | listen to loud music | 1 | 0 | 0 | 1 | |
| having | 0 | 1 | 0 | 1 | | listen to music | 1 | 1 | 0 | 2 | |
| usually | 13 | 7 | 1 | 21 | 21 | every day | 3 | 4 | 0 | 7 | 7 |
| gets up | 2 | 1 | 0 | 3 | | favorite | 2 | 3 | 2 | 7 | 7 |
| get up | 10 | 4 | 0 | 14 | 17 | friends | 3 | 2 | 2 | 7 | 7 |
| like | 2 | 10 | 3 | 15 | 17 | good | 3 | 1 | 3 | 7 | 7 |
| likes | 2 | 0 | 0 | 2 | | mom | 0 | 2 | 0 | 2 | 7 |
| What | 10 | 6 | 0 | 16 | 16 | mother | 1 | 4 | 0 | 5 | |
| school | 9 | 6 | 0 | 15 | 15 | sunday | 1 | 2 | 0 | 3 | 7 |
| a.m | 3 | 0 | 0 | 3 | 11 | Sundays | 4 | 0 | 0 | 4 | |
| p.m | 8 | 0 | 0 | 8 | | weekdays | 2 | 5 | 0 | 7 | 7 |
| prefer | 6 | 5 | 0 | 11 | 11 | cycle | 1 | 0 | 0 | 1 | 7 |
| but | 4 | 5 | 1 | 10 | 10 | cycling | 1 | 0 | 5 | 6 | |
| How often | 2 | 8 | 0 | 10 | 10 | sometimes | 4 | 1 | 1 | 6 | 6 |
| What time | 8 | 1 | 0 | 9 | 9 | music | 5 | 1 | 0 | 6 | 6 |
| work | 5 | 4 | 0 | 9 | 9 | so | 4 | 0 | 0 | 4 | 6 |
| do | 4 | 3 | 0 | 7 | 9 | So | 0 | 1 | 1 | 2 | |
| doing | 0 | 2 | 0 | 2 | | | | | | | |

When Table 35 was analyzed, 'question words', some 'basic verbs', words to express 'likes and dislikes' and conjunctions such as 'and' and 'but' were frequently used in Unit-2 as they were used in Unit-1. In addition, 'frequency adverbs', the words on

daily routines 'get up etc.', 'time expressions', and the words on preferences like 'prefer' were also used frequently in this unit contrary to Unit-1.

***4.1.2.3. Frequency of vocabulary items in unit-3.*** Top 30 frequently used words in this unit were given in Table 36.

Table 36.

*Unit-3 Cooking Top 30 Frequently Used Words*

UNIT-3 COOKING TOP 30 FREQUENTLY USED WORDS

| Words | SB | WB | L. | Total1 | Total F. | Words | SB | WB | L. | Total1 | Total F. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| and | 32 | 29 | 12 | 73 | 73 | then | 3 | 1 | 5 | 9 | 9 |
| minute | 0 | 1 | 1 | 2 | 22 | some | 4 | 1 | 4 | 9 | 9 |
| minutes | 14 | 4 | 2 | 20 | | water | 5 | 2 | 2 | 9 | 9 |
| put | 14 | 0 | 8 | 22 | 22 | butter | 6 | 1 | 2 | 9 | 9 |
| add | 9 | 5 | 2 | 16 | 16 | carrot | 3 | 2 | 0 | 5 | 9 |
| salt | 10 | 3 | 2 | 15 | 15 | carrots | 3 | 1 | 0 | 4 | |
| slice | 3 | 0 | 1 | 4 | 14 | boil | 4 | 1 | 2 | 7 | |
| sliced | 1 | 5 | 0 | 6 | | boiled | 1 | 0 | 0 | 1 | 9 |
| slices | 2 | 0 | 2 | 4 | | boils | 0 | 1 | 0 | 1 | |
| vegetable | 2 | 0 | 1 | 3 | 14 | glasses of | 3 | 0 | 0 | 3 | 9 |
| vegetables | 8 | 3 | 0 | 11 | | glass of | 6 | 0 | 0 | 6 | |
| dish | 7 | 0 | 0 | 7 | 14 | do..? | 8 | 1 | 0 | 9 | 9 |
| dishes | 4 | 3 | 0 | 7 | | sugar | 4 | 4 | 0 | 8 | 8 |
| fried | 5 | 0 | 0 | 5 | 13 | after that | 2 | 1 | 5 | 8 | 8 |
| fry | 4 | 4 | 0 | 8 | | bake | 6 | 2 | 0 | 8 | 8 |
| ingredients | 10 | 2 | 0 | 12 | 12 | finally | 2 | 1 | 5 | 8 | 8 |
| first | 4 | 2 | 5 | 11 | 11 | pepper | 4 | 2 | 1 | 7 | 8 |
| table spoon of | 3 | 1 | 0 | 4 | 11 | peppers | 0 | 1 | 0 | 1 | |
| table spoons of | 6 | 1 | 0 | 7 | | pizza | 5 | 0 | 0 | 5 | 8 |
| flour | 5 | 3 | 0 | 8 | 10 | pizza bread | 3 | 0 | 0 | 3 | |
| floured | 1 | 1 | 0 | 2 | | next | 2 | 1 | 5 | 8 | 8 |
| onion | 4 | 3 | 1 | 8 | 10 | cook | 5 | 1 | 0 | 6 | 7 |
| onions | 2 | 0 | 0 | 2 | | cooking | 1 | 0 | 0 | 1 | |

Table 36 shows that the conjunction 'and' was used frequently in this unit as it was used in the previous ones. The focus of this unit was 'cooking', and some verbs used to give recipes such as 'put', 'add' were frequently used. Moreover, the words used to name the ingredients, quantifiers, the words used in the cooking methods like 'fry

and 'slice' were also used frequently in this unit. This unit also emphasized the cooking processes with the use of sequence words 'first', 'then', 'after that', 'next', and 'finally'.

**4.1.2.4. Frequency of vocabulary items in unit-4.** The frequency list of top 30 vocabulary items in Unit-4 was presented in Table 37.

Table 37.

*Unit-4 Communication Top 30 Frequently Used Words*

UNIT-4 COMMUNICATION TOP 30 FREQUENTLY USED WORDS

| Words | SB | WB | L. | Total1 | Total | Words | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| please | 15 | 3 | 9 | 27 | 27 | This is… | 5 | 0 | 5 | 10 | 10 |
| Hello | 12 | 0 | 9 | 21 | 21 | language | 0 | 5 | 0 | 5 | 9 |
| and | 13 | 7 | 0 | 20 | 20 | languages | 1 | 3 | 0 | 4 | |
| text a message | 1 | 0 | 0 | 1 | | leave a message | 5 | 1 | 2 | 8 | 9 |
| text message | 0 | 2 | 0 | 2 | 18 | leave a message note | 1 | 0 | 0 | 1 | |
| text messages | 10 | 0 | 0 | 10 | | use | 5 | 2 | 0 | 7 | |
| text messaging | 1 | 4 | 0 | 5 | | used | 1 | 0 | 0 | 1 | 9 |
| do..? | 12 | 1 | 1 | 14 | 17 | using | 1 | 0 | 0 | 1 | |
| does..? | 0 | 3 | 0 | 3 | | Bye | 5 | 0 | 2 | 7 | 8 |
| going to (future) | 13 | 0 | 4 | 17 | 17 | Bye for now | 1 | 0 | 0 | 1 | |
| teens | 0 | 14 | 0 | 14 | 16 | ….speaking | 5 | 0 | 3 | 8 | 8 |
| teens' | 0 | 2 | 0 | 2 | | usually | 5 | 2 | 0 | 7 | 7 |
| would like to | 1 | 0 | 0 | 1 | | Who | 5 | 1 | 1 | 7 | 7 |
| would love to | 1 | 0 | 2 | 3 | 14 | can | 6 | 0 | 1 | 7 | 7 |
| Would you like | 6 | 2 | 2 | 10 | | May I ask | 1 | 0 | 0 | 1 | |
| friend | 6 | 0 | 0 | 6 | | Could I ask | 1 | 0 | 1 | 2 | 7 |
| friends | 5 | 3 | 0 | 8 | 14 | Could you ask | 1 | 1 | 2 | 4 | |
| What | 7 | 7 | 0 | 14 | 14 | communication | 3 | 3 | 0 | 6 | 7 |
| come | 9 | 0 | 3 | 12 | 12 | Communication | 0 | 1 | 0 | 1 | |
| % | 1 | 10 | 0 | 11 | 11 | daily | 0 | 6 | 0 | 6 | 7 |
| call | 2 | 1 | 3 | 6 | | daily basis | 0 | 1 | 0 | 1 | |
| calling | 1 | 0 | 1 | 2 | | has | 0 | 1 | 0 | 1 | 7 |
| calls | 1 | 0 | 0 | 1 | 11 | have | 4 | 2 | 0 | 6 | |
| called | 1 | 0 | 0 | 1 | | number | 4 | 0 | 2 | 6 | 7 |
| call back later | 1 | 0 | 0 | 1 | | numbers | 1 | 0 | 0 | 1 | |
| about | 6 | 4 | 0 | 10 | 10 | sorry | 2 | 1 | 4 | 7 | 7 |
| people | 6 | 4 | 0 | 10 | 10 | | | | | | |

Table 37 indicates that the words/word groups used on the 'phone conversations' and the words used to 'introducing oneself' were the focus of this unit. Moreover, the words/word groups indicating the ways of communication such as 'text message',

'call', 'leave a message note' were among the frequently used ones. In addition to these words, some modal verbs to emphasize the request and offer were also used with the phrases 'May I', 'Can I', and 'Could I '. Some of the words such as the conjunction 'and', 'WH-Yes/No question words', some basic verbs 'have' and 'come', and the words to make an offer 'would like' were also repeated in this unit.

***4.1.2.5. Frequency of vocabulary items in unit-5.*** The vocabulary items frequently used in Unit-5 were provided in Table 38.

Table 38.

*Unit-5 Internet Top 30 Frequently Used Words*

| UNIT-5 INTERNET TOP 30 FREQUENTLY USED WORDS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Words | SB | WB | L. | Total1 | Total | Words | SB | WB | L. | Total1 | Total |
| Is..? | 3 | 0 | 1 | 4 | 50 | problem | 6 | 0 | 0 | 6 | 9 |
| Are..? | 3 | 1 | 0 | 4 | | problems | 2 | 1 | 0 | 3 | |
| does..? | 4 | 0 | 0 | 4 | | week | 7 | 2 | 0 | 9 | 9 |
| do..? | 26 | 7 | 5 | 38 | | connect | 5 | 0 | 1 | 6 | 9 |
| ınternet | 29 | 9 | 9 | 47 | 47 | connected | 2 | 1 | 0 | 3 | |
| and | 18 | 8 | 4 | 30 | 30 | how many | 4 | 5 | 0 | 9 | 9 |
| use | 9 | 2 | 4 | 15 | | Internet addict | 3 | 0 | 0 | 3 | 9 |
| uses | 6 | 0 | 1 | 7 | 28 | Internet addicts | 6 | 0 | 0 | 6 | |
| using | 1 | 4 | 1 | 6 | | yes | 5 | 0 | 3 | 8 | 8 |
| what | 9 | 10 | 2 | 21 | 21 | day | 5 | 0 | 3 | 8 | 8 |
| has | 2 | 2 | 0 | 4 | 17 | but | 5 | 1 | 2 | 8 | 8 |
| have | 9 | 0 | 4 | 13 | | families | 1 | 0 | 0 | 1 | |
| onlıne | 10 | 5 | 1 | 16 | 16 | family | 4 | 1 | 1 | 6 | 8 |
| can | 4 | 9 | 2 | 15 | 15 | family's | 0 | 1 | 0 | 1 | |
| comment | 1 | 0 | 0 | 1 | | modem | 6 | 0 | 2 | 8 | 8 |
| computer | 10 | 0 | 3 | 13 | 15 | net | 4 | 2 | 2 | 8 | 8 |
| computer's | 1 | 0 | 0 | 1 | | I mean | 7 | 0 | 1 | 8 | 8 |
| usually | 7 | 5 | 2 | 14 | 14 | If | 3 | 4 | 0 | 7 | 8 |
| about | 6 | 6 | 1 | 13 | 13 | If so | 0 | 1 | 0 | 1 | |
| website | 8 | 0 | 4 | 12 | 12 | How often | 7 | 0 | 0 | 7 | 7 |
| do | 6 | 3 | 2 | 11 | 11 | Internet users | 2 | 5 | 0 | 7 | 7 |
| friend | 2 | 0 | 0 | 2 | | OK | 4 | 0 | 3 | 7 | 7 |
| friend's | 1 | 0 | 0 | 1 | 11 | PC | 4 | 0 | 3 | 7 | 7 |
| friends | 5 | 2 | 1 | 8 | | | | | | | |

Based on Table 38, the frequently used words are 'WH-Yes/No questions', the words related to internet, the phrases on 'asking for clarifications' like 'I mean', and conjunctions 'and', 'but', and 'if'. Moreover, some of the basic verbs such as 'do', 'use', and 'have' were also included in this unit as they were used in the previous ones.

***4.1.2.6. Frequency of vocabulary items in unit-6.*** The frequently used vocabulary items in Unit-6 were provided in Table 39.

Table 39.

*Unit-6 Adventures Top 30 Frequently Used Words*

UNIT-6 ADVENTURES TOP 30 FREQUENTLY USED WORDS

| Words | SB | WB | L. | Total1 | Total | Words | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| and | 16 | 11 | 7 | 34 | 34 | people | 8 | 3 | 1 | 12 | 12 |
| Are..? | 0 | 2 | 0 | 2 | | raft | 1 | 0 | 0 | 1 | 10 |
| Is.? | 2 | 0 | 2 | 4 | | rafting | 7 | 2 | 0 | 9 | |
| were..? | 1 | 0 | 0 | 1 | 33 | why | 7 | 2 | 1 | 10 | 10 |
| does..? | 1 | 0 | 0 | 1 | | can | 2 | 4 | 4 | 9 | 10 |
| do..? | 9 | 8 | 2 | 19 | | I think | 10 | 0 | 0 | 10 | 10 |
| did..? | 4 | 2 | 0 | 6 | | parkour running | 4 | 1 | 5 | 10 | 10 |
| what | 19 | 6 | 4 | 29 | 29 | challenge | 1 | 0 | 0 | 1 | 10 |
| do | 8 | 2 | 5 | 16 | 23 | challenging | 6 | 2 | 1 | 9 | |
| doing | 7 | 0 | 0 | 7 | | like | 5 | 2 | 1 | 8 | 9 |
| prefer | 12 | 5 | 1 | 18 | 18 | likes | 1 | 0 | 0 | 1 | |
| er than* | 6 | 1 | 2 | 9 | | skateboarding | 7 | 2 | 0 | 9 | 9 |
| more | 6 | 3 | 0 | 9 | 27 | activities | 3 | 1 | 0 | 4 | 9 |
| more than | 7 | 1 | 1 | 9 | | activity | 5 | 0 | 0 | 5 | |
| sport | 1 | 4 | 1 | 6 | 18 | but | 3 | 1 | 4 | 8 | 8 |
| sports | 7 | 5 | 0 | 12 | | hang gliding | 6 | 1 | 1 | 8 | 8 |
| extreme sport | 1 | 0 | 1 | 2 | 16 | parachute | 0 | 2 | 0 | 2 | 8 |
| extreme sports | 8 | 4 | 2 | 14 | | parachute diving | 4 | 2 | 0 | 6 | |
| pocket bike | 4 | 0 | 6 | 10 | 16 | where | 5 | 3 | 0 | 8 | 8 |
| pocket bikes | 2 | 0 | 4 | 6 | | white water rafting | 6 | 1 | 1 | 8 | 8 |
| danger | 1 | 0 | 0 | 1 | 14 | kayaking | 7 | 1 | 0 | 8 | 8 |
| dangerous | 6 | 4 | 3 | 13 | | entertaining | 6 | 1 | 0 | 7 | 7 |
| racing | 4 | 0 | 7 | 11 | 13 | who | 4 | 3 | 0 | 7 | 7 |
| because | 9 | 3 | 1 | 13 | 13 | | | | | | |

Table 39 proves that 'WH-Yes/No questions' and conjunctions like 'and', 'but', and 'because' were the inseparable parts of this coursebook, and they were frequently used in all units. When other words were taken into consideration, this unit basically focused on the types of sports, 'adjectives', 'comparatives', and the words on 'stating personal opinions' such as 'I think'. Moreover, 'simple present' and 'past tense' indicating words, the vocabulary items on 'expressing preferences', and 'likes and dislikes' were also frequently used items in Unit-6.

**4.1.2.7. Frequency of vocabulary items in unit-7.** The vocabulary items frequently used in Unit-7 were given in Table 40.

Table 40.

*Unıt-7 Tourısm Top 30 Frequently Used Words*

UNIT-7 TOURISM TOP 30 FREQUENTLY USED WORDS

| Words | SB | WB | L. | Total1 | Total | Words | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| and | 21 | 13 | 8 | 42 | 42 | more | 2 | 0 | 0 | 2 | 8 |
| Are..? | 1 | 0 | 0 | 1 | | more than | 3 | 2 | 1 | 6 | |
| did..? | 5 | 4 | 4 | 13 | 21 | vacation | 5 | 1 | 2 | 8 | 8 |
| do..? | 6 | 1 | 0 | 7 | | island | 4 | 0 | 0 | 4 | |
| What | 12 | 3 | 1 | 16 | 16 | island's | 1 | 0 | 0 | 1 | 7 |
| Cities | 0 | 1 | 0 | 1 | 16 | islands | 2 | 0 | 0 | 2 | |
| city | 6 | 7 | 2 | 15 | | great | 2 | 1 | 3 | 6 | 7 |
| was | 3 | 5 | 7 | 15 | 15 | greatest | 0 | 1 | 0 | 1 | |
| visit | 3 | 3 | 1 | 7 | 14 | modern | 3 | 3 | 1 | 7 | 7 |
| visiting | 4 | 3 | 0 | 7 | | structure | 1 | 2 | 1 | 4 | |
| place | 5 | 1 | 0 | 6 | 13 | structures | 0 | 3 | 0 | 3 | 7 |
| places | 5 | 2 | 0 | 7 | | about | 3 | 3 | 1 | 7 | 7 |
| where | 9 | 3 | 1 | 13 | 13 | weather | 3 | 1 | 2 | 6 | 6 |
| historic | 7 | 2 | 2 | 11 | 11 | tall | 0 | 3 | 0 | 3 | |
| prefer | 8 | 3 | 0 | 11 | 11 | tallest | 0 | 1 | 2 | 3 | 6 |
| world | 1 | 5 | 4 | 10 | 11 | Why | 4 | 1 | 0 | 5 | 6 |
| world's | 0 | 0 | 1 | 1 | | Why .. Think | 1 | 0 | 0 | 1 | |
| go | 2 | 1 | 3 | 6 | 10 | tourist attractions | 5 | 1 | 0 | 6 | 6 |
| went | 0 | 2 | 2 | 4 | | year | 1 | 0 | 1 | 2 | |
| can | 7 | 0 | 2 | 9 | 9 | years | 1 | 1 | 2 | 4 | 6 |
| had | 0 | 0 | 1 | 1 | | climate | 3 | 3 | 0 | 6 | 6 |
| has | 4 | 2 | 0 | 6 | 8 | dishes | 4 | 2 | 0 | 6 | 6 |
| having | 1 | 0 | 0 | 1 | | many | 4 | 2 | 0 | 6 | 6 |
| | | | | | | fascinating | 3 | 1 | 1 | 5 | 5 |

According to Table 40, this unit includes the vocabulary items on tourism, and that's why related vocabulary items such as 'place', 'dish', and 'climate' were used to emphasize this topic. These topic-based vocabulary items were presented with the adjectives such as 'modern', and 'fascinating', and comparative and superlative forms of these adjectives were also provided. When the items in the table were considered, in addition to the 'simple present' and 'past tense' encoding words, the items presenting preferences and opinions were also included in this unit as they

were included in Unit-6. Moreover, conjunctions 'and' and 'but', some basic verbs, and 'WH-Yes/No questions' were frequently used as they were used in all units.

**4.1.2.8. Frequency of vocabulary items in unit-8.** The top 30 frequently used vocabulary items were presented in Table 41.

Table 41.

Unit-8 Chores Top 30 Frequently Used Words

| Words | B | WB | L. | Total1 | Total | Words | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| and | 36 | 18 | 11 | 65 | 65 | must | 7 | 1 | 0 | 8 | 8 |
| What | 12 | 3 | 1 | 16 | 16 | all | 6 | 0 | 2 | 8 | 8 |
| chore | 1 | 0 | 1 | 2 | 14 | have | 3 | 4 | 0 | 7 | 8 |
| chores | 8 | 2 | 2 | 12 | | Having | 1 | 0 | 0 | 1 | |
| help | 3 | 2 | 7 | 12 | 14 | dusting the furniture | 1 | 0 | 1 | 2 | 7 |
| helps | 0 | 2 | 0 | 2 | | dusting the table | 1 | 0 | 0 | 1 | |
| like | 9 | 0 | 3 | 12 | 13 | dust the shelves | 2 | 1 | 1 | 4 | |
| likes | 1 | 0 | 0 | 1 | | home | 5 | 2 | 0 | 7 | 7 |
| mother | 5 | 5 | 0 | 10 | 22 | responsibilities | 3 | 1 | 0 | 4 | 7 |
| mom | 2 | 2 | 8 | 12 | | responsibility | 2 | 0 | 1 | 3 | |
| but | 5 | 2 | 5 | 12 | 12 | sister | 1 | 6 | 0 | 7 | 7 |
| sometimes | 2 | 4 | 5 | 11 | 11 | take out the garbage | 1 | 3 | 2 | 6 | 7 |
| do | 4 | 1 | 1 | 6 | | taking out the garbage | 1 | 0 | 0 | 1 | |
| doing | 3 | 0 | 0 | 3 | 10 | made your beds | 0 | 0 | 1 | 1 | |
| done | 1 | 0 | 0 | 1 | | make the bed | 1 | 1 | 0 | 2 | |
| Are they | 1 | 0 | 0 | 1 | | Make your bed | 1 | 0 | 0 | 1 | 6 |
| Is he | 0 | 1 | 0 | 1 | 10 | make my own bed | 0 | 1 | 0 | 1 | |
| does He/she | 2 | 2 | 0 | 4 | | make our beds | 0 | 1 | 0 | 1 | |
| do you | 3 | 1 | 0 | 4 | | name | 0 | 3 | 3 | 6 | 6 |
| brother | 5 | 4 | 1 | 10 | 10 | share | 4 | 1 | 0 | 5 | 6 |
| school | 1 | 8 | 0 | 9 | 9 | sharing | 1 | 0 | 0 | 1 | |
| families | 0 | 1 | 0 | 1 | 9 | tidy | 1 | 0 | 0 | 1 | |
| family | 5 | 3 | 0 | 8 | | tidying up | 0 | 0 | 1 | 1 | |
| father | 3 | 5 | 0 | 8 | 9 | tidy up | 1 | 0 | 0 | 1 | 6 |
| father's | 0 | 1 | 0 | 1 | | tidying up the livingroom | 1 | 0 | 0 | 1 | |
| cooking | 0 | 0 | 1 | 1 | | tidy my room | 0 | 0 | 1 | 1 | |
| cooks | 1 | 2 | 0 | 3 | | tidy up the room | 1 | 0 | 0 | 1 | |
| cooks our meals | 0 | 1 | 0 | 1 | 8 | usually | 1 | 5 | 0 | 6 | 6 |
| cook the meal | 0 | 1 | 0 | 1 | | vacuuming the floors | 1 | 0 | 0 | 1 | |
| cook the meals | 1 | 0 | 0 | 1 | | vacuum my room | 0 | 0 | 1 | 1 | |
| cook the dinner | 0 | 0 | 1 | 1 | | vacuums the floor | 0 | 1 | 0 | 1 | 6 |
| washing the dishes | 0 | 0 | 1 | 1 | 8 | vacuum the floor | 1 | 0 | 1 | 2 | |
| wash the dishes | 3 | 1 | 3 | 7 | | vacuum the carpets | 1 | 0 | 0 | 1 | |

Table 41 shows that Unit-8 basically includes the vocabulary items presenting 'chores', and these vocabulary items/phrases are the main focus of this unit. Moreover, modal verb 'must', 'adverbs of frequency', and 'likes and dislikes' were presented with words indicating responsibilities. As they were used in all units, 'conjunctions', 'WH-Yes/No question words', and some basic verbs were also included in this unit.

**4.1.3. Alignment between the English tests in TEPSE and the coursebook "Upturn in English" based on the frequently used items.** In this section, TEPSE English test questions from 2015 to 2017 were analyzed based on the frequently used vocabulary items and language use patterns, and the details were presented in the following sub-sections.

*4.1.3.1. Analysis of the 2015-2016 TEPSE English tests based on frequency of vocabulary and language use items.* In the analysis of the 2015-2016 TEPSE English tests, the same methods which were used to analyze the coursebook 'Upturn in English' were followed by the researcher. With the help of the software 'Word Frequency Counter' (Pterneas, 2009), the following lists which provide the top 30 frequently used items were presented, and they helped researcher to decide to what extent TEPSE English tests had content validity. Top 30 frequently used items in the 2015-2016 1st term TEPSE English test were presented in Table 42.

Table 42.

*Top 30 Frequently Used Items in the 2015-2016 1ˢᵗ Term TEPSE English Test*

2015-2016 1st TEPSE TOP 30 FREQUENTLY USED ITEMS

| Words | U1 | U2 | U3 | Total1 | Total | Words | U1 | U2 | U3 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| friends | 3 | 6 | 0 | 9 | 9 | Sunday | 1 | 0 | 0 | 1 | 4 |
| do you | 0 | 7 | 1 | 8 | 9 | Sundays | 1 | 2 | 0 | 3 | |
| Do you | 0 | 0 | 1 | 1 | | weekend | 1 | 1 | 0 | 2 | 4 |
| and | 3 | 0 | 4 | 7 | 7 | weekends | 1 | 1 | 0 | 2 | |
| home | 3 | 3 | 1 | 7 | 7 | After | 1 | 0 | 1 | 2 | 4 |
| like | 1 | 1 | 0 | 2 | 6 | After | 0 | 1 | 1 | 2 | |
| likes | 1 | 3 | 0 | 4 | | Has | 1 | 0 | 0 | 1 | 4 |
| really | 3 | 2 | 0 | 5 | 6 | Have | 0 | 2 | 1 | 3 | |
| Really | 0 | 1 | 0 | 1 | | Oven | 0 | 0 | 4 | 4 | 4 |
| usually | 0 | 4 | 2 | 6 | 6 | ingredients | 0 | 0 | 4 | 4 | 4 |
| but | 6 | 0 | 0 | 6 | 6 | Never | 0 | 2 | 0 | 2 | 4 |
| going to(future) | 5 | 1 | 0 | 6 | 6 | Never | 0 | 2 | 0 | 2 | |
| I think | 0 | 1 | 0 | 1 | 5 | comedies | 1 | 0 | 0 | 1 | 4 |
| He thinks | 0 | 1 | 0 | 1 | | comedy | 1 | 2 | 0 | 3 | |
| Shethinks | 0 | 3 | 0 | 3 | | Do | 2 | 0 | 0 | 2 | 3 |
| meet | 2 | 2 | 0 | 4 | 5 | Doing | 0 | 1 | 0 | 1 | |
| meets | 0 | 1 | 0 | 1 | | have breakfast | 0 | 2 | 0 | 2 | 3 |
| minutes | 0 | 0 | 5 | 5 | 5 | havingbreakfast | 0 | 1 | 0 | 1 | |
| watch | 1 | 0 | 0 | 1 | | Pan | 0 | 0 | 3 | 3 | 3 |
| watches | 0 | 2 | 0 | 2 | 5 | Add | 0 | 0 | 1 | 1 | 3 |
| watching | 0 | 2 | 0 | 2 | | Add | 0 | 0 | 2 | 2 | |
| prefer | 2 | 1 | 0 | 3 | 5 | What | 0 | 2 | 1 | 3 | 3 |
| prefers | 1 | 1 | 0 | 2 | | would love to | 2 | 0 | 0 | 2 | 3 |
| school | 2 | 3 | 0 | 5 | 5 | Would you like | 1 | 0 | 0 | 1 | |
| Mix | 0 | 0 | 4 | 4 | 4 | Some | 1 | 0 | 2 | 3 | 3 |
| music | 0 | 4 | 0 | 4 | 4 | | | | | | |

Table 42 provides the top 30 frequently used items in the 2015-2016 1ˢᵗ TEPSE English test, and distribution of these items based on the units can be seen as U1, U2, and U3. When the frequency of these items in the coursebook was taken into consideration, the following table (Table 43) might be beneficial to decide whether the frequently used items in the coursebook were presented in the exam or not. The following table is a sample including just 30 items, the whole frequency lists of items in the coursebook and in the 2015-2016 1ˢᵗ term TEPSE English test might be used to compare the other items (See appendix-2 and appendix-4).

Table 43.

*The Frequency List of Top-30 Items Based on TEPSE English Test (2015-2016 1st Term) and the Coursebook*

| Items | E1 | C1 | E2 | C2 | E3 | C3 | E.t | C.t | Items | E1 | C1 | E2 | C2 | E3 | C3 | E.t | C.t |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| friends | 3 | 12 | 6 | 7 | 0 | 1 | 9 | 20 | Sunday | 2 | 6 | 2 | 7 | 0 | 0 | 4 | 13 |
| do you?/are you? | 0 | 26 | 7 | 40 | 2 | 9 | 9 | 75 | weekend | 2 | 5 | 2 | 6 | 0 | 0 | 4 | 11 |
| and | 3 | 14 | 0 | 41 | 4 | 73 | 7 | 128 | after | 1 | 1 | 1 | 5 | 2 | 2 | 4 | 8 |
| home | 3 | 4 | 3 | 4 | 1 | 1 | 7 | 9 | has/have | 1 | 18 | 2 | 22 | 1 | 3 | 4 | 43 |
| like | 2 | 11 | 4 | 17 | 0 | 6 | 6 | 34 | oven | 0 | 0 | 0 | 0 | 4 | 6 | 4 | 6 |
| really | 3 | 3 | 3 | 4 | 0 | 0 | 6 | 7 | ingredients | 0 | 0 | 0 | 0 | 4 | 12 | 4 | 12 |
| usually | 0 | 0 | 4 | 21 | 2 | 5 | 6 | 26 | never | 0 | 1 | 4 | 5 | 0 | 0 | 4 | 6 |
| but | 6 | 15 | 0 | 10 | 0 | 2 | 6 | 27 | comedies | 2 | 7 | 2 | 0 | 0 | 0 | 4 | 7 |
| goingto(future) | 5 | 52 | 1 | 1 | 0 | 0 | 6 | 53 | do | 2 | 19 | 1 | 9 | 0 | 1 | 3 | 29 |
| Ithink | 0 | 1 | 5 | 1 | 0 | 0 | 5 | 2 | have breakfast | 0 | 0 | 3 | 3 | 0 | 0 | 3 | 3 |
| meet | 2 | 3 | 3 | 2 | 0 | 1 | 5 | 6 | pan | 0 | 0 | 0 | 0 | 3 | 7 | 3 | 7 |
| minutes | 0 | 0 | 0 | 0 | 5 | 22 | 5 | 22 | add | 0 | 0 | 0 | 0 | 3 | 16 | 3 | 16 |
| watch | 1 | 14 | 4 | 8 | 0 | 0 | 5 | 22 | What | 0 | 19 | 2 | 16 | 1 | 6 | 3 | 41 |
| prefer | 3 | 0 | 2 | 11 | 0 | 0 | 5 | 11 | would love to | 2 | 12 | 0 | 2 | 0 | 0 | 2 | 14 |
| school | 2 | 3 | 3 | 15 | 0 | 0 | 5 | 18 | Would you like | 1 | 27 | 0 | 2 | 0 | 0 | 1 | 29 |
| Mix | 0 | 0 | 0 | 0 | 4 | 7 | 4 | 7 | some | 1 | 7 | 0 | 2 | 2 | 9 | 3 | 18 |
| music | 0 | 4 | 4 | 6 | 0 | 0 | 4 | 10 | | | | | | | | | |

Table 43 provides the frequency list of top-30 items in the 2015-2016 1st term TEPSE English test and in the coursebook. The number of frequency of items in the coursebook can be seen as 'C1, C2, etc.', while the number of frequency of items in the exam can be seen as 'E1, E2, etc.'. Most of the items in TEPSE English test were also presented frequently in the coursebook when this list was taken into consideration.

Table 44.

*Top 30 Frequently Used Items in 2015-2016 2<sup>nd</sup> Term TEPSE English Test*

2015-2016 2nd TEPSETOP 30 FREQUENTLY USED ITEMS

| Words | U1 | U3 | U4 | U5 | U6 | U7 | U8 | T1 | T2 |
|---|---|---|---|---|---|---|---|---|---|
| do | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 | |
| does | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 8 |
| doing | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 4 | |
| Are you | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 |
| do you | 1 | 0 | 3 | 3 | 0 | 0 | 0 | 7 | |
| has | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 5 | 7 |
| have | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | |
| like | 1 | 0 | 0 | 0 | 1 | 1 | 2 | 5 | 7 |
| likes | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | |
| water | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 7 |
| waters | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 | |
| enjoy | 0 | 0 | 1 | 0 | 0 | 3 | 1 | 5 | 6 |
| enjoyed | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| because | 0 | 0 | 0 | 0 | 1 | 1 | 4 | 6 | 6 |
| prefer | 0 | 0 | 2 | 0 | 1 | 1 | 0 | 4 | |
| preferences | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 6 |
| prefers | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| would like to | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 4 | 5 |
| would you like to | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| mild | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 | 5 |
| really | 1 | 0 | 1 | 0 | 0 | 3 | 0 | 5 | 5 |
| many | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 | 5 |
| father | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 4 | 5 |
| father's | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | |

| Words | U1 | U3 | U4 | U5 | U6 | U7 | U8 | T1 | T2 |
|---|---|---|---|---|---|---|---|---|---|
| but | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 5 |
| But | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | |
| What | 1 | 0 | 1 | 1 | 0 | 2 | 0 | 5 | 5 |
| always | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 |
| and | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 4 | 4 |
| Internet | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 4 |
| must | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 4 | 4 |
| never | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 3 | 4 |
| Never | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | |
| visit | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 4 |
| visits | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| % | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 1 | 4 |
| should | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 4 | 4 |
| help | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 4 |
| helps | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | |
| go | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 4 |
| going | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 3 | |
| chore | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 3 |
| chores | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | |
| climate | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 3 |
| dishes | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 3 |
| Where | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 3 | 3 |

Table 44 presents the top-30 frequently used items in the 2015-2016 2<sup>nd</sup> term TEPSE English test. In this test, there was not any question on Unit-2 Teenlife; therefore, a column on Unit-2 was not provided in table. When the frequency of these items in the coursebook was taken into consideration, the following table (Table 45) might be beneficial to decide on whether the frequently used items in the coursebook were presented in the test or not. The following table is a sample including just 30 items, the whole frequency lists of items in the coursebook and in the 2015-2016 2<sup>nd</sup> term TEPSE English test might be used to compare the other items (See appendix-2 and appendix-5).

Table 45.

*The Frequency List of Top-30 Items Based on TEPSE English Test (2015-2016 2nd Term) and the Coursebook*

| Items | E1 | C1 | E3 | C3 | E4 | C4 | E5 | C5 | E6 | C6 | E7 | C7 | E8 | C8 | E.t | C.t |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| do | 1 | 19 | 0 | 1 | 0 | 5 | 1 | 11 | 1 | 23 | 1 | 3 | 4 | 10 | 8 | 72 |
| Are you/ do you | 2 | 26 | 0 | 9 | 3 | 17 | 3 | 50 | 0 | 33 | 0 | 21 | 0 | 10 | 8 | 166 |
| has/have | 1 | 18 | 1 | 3 | 0 | 7 | 0 | 17 | 0 | 2 | 4 | 8 | 1 | 8 | 7 | 63 |
| like | 1 | 11 | 0 | 6 | 0 | 4 | 0 | 0 | 1 | 9 | 1 | 4 | 4 | 13 | 7 | 47 |
| water | 0 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 1 | 2 | 6 | 4 | 0 | 0 | 7 | 15 |
| enjoy | 0 | 4 | 0 | 2 | 1 | 0 | 0 | 1 | 1 | 6 | 3 | 1 | 1 | 3 | 6 | 17 |
| because | 0 | 4 | 0 | 1 | 0 | 5 | 0 | 6 | 1 | 13 | 1 | 5 | 4 | 4 | 6 | 38 |
| prefer | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 1 | 18 | 2 | 11 | 0 | 0 | 6 | 32 |
| would like to | 1 | 39 | 0 | 0 | 0 | 14 | 0 | 4 | 0 | 2 | 4 | 0 | 0 | 2 | 5 | 61 |
| mild | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 0 | 0 | 5 | 2 |
| really | 1 | 3 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 6 | 3 | 3 | 0 | 2 | 5 | 15 |
| many | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 5 | 5 | 6 | 0 | 3 | 5 | 18 |
| father | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 9 | 5 | 12 |
| but | 2 | 15 | 0 | 2 | 0 | 5 | 0 | 8 | 0 | 8 | 1 | 0 | 2 | 12 | 5 | 50 |
| What | 1 | 19 | 0 | 6 | 1 | 14 | 1 | 21 | 0 | 29 | 2 | 16 | 0 | 4 | 5 | 109 |
| always | 0 | 2 | 0 | 1 | 0 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 4 | 4 | 4 | 12 |
| and | 0 | 14 | 0 | 73 | 0 | 20 | 0 | 30 | 0 | 34 | 3 | 42 | 1 | 65 | 4 | 278 |
| Internet | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 47 |
| must | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 4 | 8 |
| never | 0 | 1 | 0 | 0 | 2 | 4 | 0 | 4 | 0 | 0 | 1 | 0 | 1 | 0 | 4 | 9 |
| visit | 0 | 8 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 4 | 14 | 0 | 2 | 4 | 27 |
| should | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 5 | 4 | 9 |
| help | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 6 | 0 | 1 | 0 | 0 | 4 | 14 | 4 | 24 |
| go | 0 | 5 | 0 | 0 | 1 | 4 | 0 | 5 | 0 | 3 | 3 | 10 | 0 | 0 | 4 | 27 |
| chore | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 14 | 3 | 14 |
| climate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 0 | 0 | 3 | 6 |
| dishes | 0 | 0 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 0 | 1 | 3 | 21 |
| Where | 0 | 5 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 8 | 2 | 13 | 0 | 0 | 3 | 28 |

Table 45 shows the top-30 frequently used items in the 2015-2016 2nd term TEPSE English test and the frequency of these items in the coursebook. Based on this table, most of the items used in the test were also frequently used in the coursebook.

**4.1.3.2. Analysis of the 2016-2017 TEPSE English tests based on frequency of vocabulary and language use items.** As they were used in the previous analyses, the same steps were followed. In addition, the tables on the analysis of the 2016-2017 TEPSE English tests based on the frequency of items were presented in the following tables (Table 46 and Table 47).

Table 46.

*Top 30 Frequently Used Items in the 2016-2017 1ˢᵗ Term TEPSE English Test*

| Words | U1 | U2 | U3 | Total1 | Total | Words | U1 | U2 | U3 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| does..? | 1 | 5 | 0 | 6 | 13 | dislike | 2 | 0 | 1 | 3 | 4 |
| do..? | 6 | 1 | 0 | 7 | | Dislikes | 1 | 0 | 0 | 1 | |
| vegetable | 0 | 0 | 9 | 9 | 9 | favorite | 2 | 1 | 1 | 4 | 4 |
| eat | 1 | 0 | 1 | 2 | 8 | But | 4 | 0 | 0 | 4 | 4 |
| eating | 1 | 0 | 4 | 5 | | Can | 2 | 0 | 2 | 4 | 4 |
| eats | 0 | 0 | 1 | 1 | | home | 4 | 0 | 0 | 4 | 4 |
| pizza | 0 | 0 | 8 | 8 | 8 | put | 0 | 0 | 3 | 3 | 4 |
| like | 4 | 0 | 3 | 7 | 7 | putting | 0 | 0 | 1 | 1 | |
| watch | 1 | 0 | 0 | 1 | 7 | meat | 0 | 0 | 4 | 4 | 4 |
| watches | 2 | 0 | 0 | 2 | | music | 3 | 1 | 0 | 4 | 4 |
| watching | 3 | 0 | 0 | 3 | | sure | 3 | 0 | 1 | 4 | 4 |
| watching movies | 1 | 0 | 0 | 1 | | then | 2 | 0 | 2 | 4 | 4 |
| friend | 7 | 0 | 0 | 7 | 7 | Where | 2 | 2 | 0 | 4 | 4 |
| movie | 6 | 0 | 0 | 6 | 6 | always | 2 | 0 | 2 | 4 | 4 |
| minutes | 0 | 0 | 5 | 5 | 5 | fry | 0 | 0 | 2 | 2 | 3 |
| would like to | 1 | 0 | 0 | 1 | 5 | fried | 0 | 0 | 1 | 1 | |
| would love to | 2 | 0 | 0 | 2 | | going to(future) | 2 | 1 | 0 | 3 | 3 |
| would you like to | 1 | 1 | 0 | 2 | | refuse | 1 | 0 | 0 | 1 | 3 |
| action | 5 | 0 | 0 | 5 | 5 | refuses | 2 | 0 | 0 | 2 | |
| and | 1 | 0 | 4 | 5 | 5 | study | 1 | 0 | 0 | 1 | |
| fix | 0 | 3 | 0 | 3 | 5 | studying | 1 | 0 | 0 | 1 | 3 |
| fixing | 0 | 2 | 0 | 1 | | study for exam | 1 | 0 | 0 | 1 | |
| prefer | 0 | 0 | 2 | 2 | 5 | What | 2 | 0 | 1 | 3 | 3 |
| prefers | 2 | 1 | 0 | 3 | | Why | 0 | 1 | 2 | 3 | 3 |

Table 46 presents the top-30 frequently used items in the 2016-2017 1ˢᵗ term TEPSE English test. In addition to the top 30 frequently used items in the 2016-2017 1ˢᵗ term TEPSE English test, the frequency list based on the coursebook 'Upturn in English' was the focus of this analysis. The items in the coursebook and the test were compared, and the following table (Table 47) was presented to reveal some results.

Table 47.

*The Frequency List of Top-30 Items Based on TEPSE English Test (2016-2017 1ˢᵗ Term) and the Coursebook*

| Items | E1 | C1 | E2 | C2 | E3 | C3 | E.t | Ct | Items | E1 | C1 | E2 | C2 | E3 | C3 | E.t | C.t. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| does..? | 7 | 26 | 6 | 40 | 0 | 9 | 13 | 75 | but | 4 | 15 | 0 | 10 | 0 | 2 | 4 | 27 |
| vegetable | 0 | 0 | 0 | 0 | 9 | 14 | 9 | 14 | can | 2 | 5 | 0 | 5 | 2 | 5 | 4 | 15 |
| eat | 2 | 3 | 0 | 3 | 6 | 7 | 8 | 13 | home | 4 | 4 | 0 | 1 | 0 | 1 | 4 | 6 |
| pizza | 0 | 0 | 0 | 1 | 8 | 8 | 8 | 9 | put | 0 | 0 | 0 | 0 | 4 | 22 | 4 | 22 |
| like | 4 | 11 | 0 | 17 | 3 | 6 | 7 | 34 | meat | 0 | 0 | 0 | 0 | 4 | 3 | 4 | 3 |
| watch / movie | 7 | 14 | 0 | 2 | 0 | 0 | 7 | 16 | music | 3 | 4 | 1 | 6 | 0 | 0 | 4 | 10 |
| friend | 7 | 12 | 0 | 7 | 0 | 1 | 7 | 20 | sure | 3 | 3 | 0 | 0 | 1 | 0 | 4 | 3 |
| movie | 6 | 21 | 0 | 4 | 0 | 0 | 6 | 25 | then | 2 | 6 | 0 | 2 | 2 | 9 | 4 | 17 |
| minutes | 0 | 0 | 0 | 0 | 5 | 22 | 5 | 22 | Where | 2 | 5 | 2 | 3 | 0 | 0 | 4 | 8 |
| would like to | 4 | 39 | 1 | 4 | 0 | 0 | 1 | 43 | always | 2 | 2 | 0 | 5 | 2 | 1 | 4 | 8 |
| action | 5 | 2 | 0 | 0 | 0 | 0 | 5 | 2 | fry | 0 | 0 | 0 | 0 | 3 | 13 | 3 | 13 |
| and | 1 | 14 | 0 | 41 | 4 | 73 | 5 | 128 | going to(t) | 2 | 52 | 1 | 1 | 0 | 0 | 3 | 53 |
| fix | 0 | 0 | 5 | 3 | 0 | 0 | 5 | 3 | refuse | 3 | 8 | 0 | 0 | 0 | 0 | 3 | 8 |
| prefer | 2 | 0 | 1 | 11 | 2 | 0 | 5 | 11 | study/ exam | 3 | 10 | 0 | 2 | 0 | 0 | 3 | 12 |
| dislike | 3 | 1 | 0 | 0 | 1 | 0 | 4 | 1 | What | 2 | 19 | 0 | 16 | 1 | 6 | 3 | 41 |
| favorite | 2 | 5 | 1 | 7 | 1 | 5 | 4 | 17 | Why | 0 | 3 | 1 | 3 | 2 | 1 | 3 | 7 |

Table 47 is a sample including just 30 items, the whole frequency lists of items in the coursebook and in the 2016-2017 1ˢᵗ term TEPSE English test might be used to compare the other items (See appendix-2 and appendix-6). The analysis of the 2016-2017 2ⁿᵈ term TEPSE English test based on the frequency of the items was conducted with help of the program 'Word Frequency Counter' (Pterneas, 2009) and presented in Table 48.

Table 48.

*Top-30 Frequently Used Items in the 2016-2017 2nd Term TEPSE English Test*

2016-2017 2nd TEPSE TOP 30 FREQUENTLY USED ITEMS

| Words | U1 | U4 | U5 | U6 | U7 | U8 | T1 | T2 | Words | U1 | U4 | U5 | U6 | U7 | U8 | T1 | T2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| friends | 0 | 2 | 8 | 1 | 1 | 0 | 12 | 12 | as | 0 | 0 | 2 | 2 | 0 | 0 | 4 | 4 |
| does..? | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 9 | do | 1 | 0 | 2 | 0 | 0 | 0 | 3 | 4 |
| do you | 1 | 3 | 3 | 0 | 0 | 0 | 7 | | doing | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| extreme sports | 0 | 0 | 0 | 8 | 0 | 0 | 8 | 8 | go | 3 | 0 | 0 | 0 | 0 | 0 | 3 | 4 |
| net | 0 | 1 | 7 | 0 | 0 | 0 | 8 | 8 | goes | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| use | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 8 | internet | 0 | 1 | 3 | 0 | 0 | 0 | 4 | 4 |
| uses | 0 | 1 | 2 | 0 | 0 | 0 | 3 | | located | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 4 |
| and | 0 | 0 | 3 | 5 | 0 | 0 | 8 | 8 | most | 0 | 1 | 1 | 2 | 0 | 0 | 4 | 4 |
| Has | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 7 | sports | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 4 |
| have | 2 | 0 | 2 | 0 | 0 | 2 | 6 | | why | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 4 |
| prefer | 0 | 1 | 1 | 2 | 0 | 0 | 4 | 6 | Why | 1 | 2 | 0 | 0 | 0 | 0 | 3 | |
| prefers | 0 | 0 | 0 | 1 | 0 | 0 | 1 | | adrenalin seeker | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 4 |
| Prefers | 0 | 0 | 1 | 0 | 0 | 0 | 1 | | never | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 3 |
| all | 0 | 0 | 3 | 2 | 0 | 1 | 6 | 6 | Never | 0 | 0 | 2 | 0 | 0 | 0 | 2 | |
| enjoy | 1 | 0 | 0 | 4 | 0 | 0 | 5 | 6 | usually | 0 | 1 | 2 | 0 | 0 | 0 | 3 | 3 |
| Enjoys | 0 | 0 | 0 | 1 | 0 | 0 | 1 | | visit | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 3 |
| I think | 1 | 0 | 1 | 1 | 0 | 0 | 3 | | visiting | 1 | 0 | 0 | 0 | 0 | 0 | 1 | |
| he thinks | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 6 | were | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 3 |
| she thinks | 0 | 0 | 0 | 1 | 0 | 0 | 1 | | weren't | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| they think | 0 | 0 | 0 | 1 | 0 | 0 | 1 | | What time | 2 | 0 | 1 | 0 | 0 | 0 | 3 | 3 |
| like | 0 | 0 | 0 | 3 | 0 | 0 | 3 | | always | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 3 |
| likes | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 5 | Always | 0 | 0 | 1 | 0 | 0 | 0 | 1 | |
| Likes | 0 | 0 | 1 | 0 | 0 | 0 | 1 | | because | 0 | 0 | 1 | 2 | 0 | 0 | 3 | 3 |
| er than | 0 | 2 | 0 | 0 | 2 | 0 | 4 | 5 | come | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 3 |
| more than | 0 | 0 | 0 | 1 | 0 | 0 | 1 | | came | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |

As it can be seen in Table 48 2016-2017 2nd Term TEPSE English test does not include any questions on Unit-2 and Unit-3; therefore, the table above does not have any columns on these units. However, the distributions of the items in the test based on other units can be seen. When the analysis of the coursebook "Upturn in English" based on the frequently used items and the 2016-2017 2nd term TEPSE English test were compared, the results could be presented in Table 49. This table is a sample including just 30 items, the whole frequency lists of items in the coursebook and in the 2016-2017 2nd term TEPSE English test might be used to compare the other items. (See appendix-2 and appendix-7)

Table 49.

*The Frequency List of Top-30 Items Based on TEPSE English Test (2016-2017 $2^{nd}$ Term) and the Coursebook*

| Items | E1 | C1 | E4 | C4 | E5 | C5 | E6 | C6 | E7 | C7 | E8 | C8 | E.t | C.t |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| friends | 0 | 12 | 2 | 14 | 8 | 11 | 1 | 0 | 1 | 1 | 0 | 1 | 12 | 39 |
| does..?/do..? | 2 | 26 | 4 | 17 | 3 | 50 | 0 | 33 | 0 | 21 | 0 | 10 | 9 | 157 |
| extreme sports | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 16 | 0 | 0 | 0 | 0 | 8 | 16 |
| net | 0 | 0 | 1 | 0 | 7 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 8 |
| use | 0 | 1 | 1 | 9 | 7 | 28 | 0 | 2 | 0 | 0 | 0 | 2 | 8 | 42 |
| and | 0 | 14 | 0 | 20 | 3 | 30 | 5 | 34 | 0 | 42 | 0 | 65 | 8 | 205 |
| Has/have | 2 | 18 | 0 | 7 | 3 | 17 | 0 | 2 | 0 | 8 | 2 | 8 | 7 | 60 |
| prefer | 0 | 0 | 1 | 3 | 2 | 0 | 3 | 18 | 0 | 11 | 0 | 0 | 6 | 32 |
| all | 0 | 0 | 0 | 5 | 3 | 4 | 2 | 5 | 0 | 0 | 1 | 8 | 6 | 22 |
| enjoy | 1 | 4 | 0 | 0 | 0 | 1 | 5 | 6 | 0 | 1 | 0 | 3 | 6 | 15 |
| I think | 1 | 1 | 0 | 0 | 1 | 1 | 4 | 10 | 0 | 0 | 0 | 2 | 6 | 14 |
| like | 0 | 11 | 0 | 4 | 1 | 0 | 4 | 9 | 0 | 4 | 0 | 13 | 5 | 41 |
| more/-er than | 0 | 1 | 2 | 0 | 0 | 0 | 3 | 27 | 2 | 8 | 0 | 0 | 5 | 36 |
| as | 0 | 1 | 0 | 1 | 2 | 2 | 2 | 1 | 0 | 3 | 0 | 1 | 4 | 9 |
| do | 1 | 19 | 0 | 5 | 2 | 11 | 1 | 23 | 0 | 3 | 0 | 10 | 4 | 71 |
| go | 3 | 5 | 0 | 4 | 0 | 5 | 0 | 3 | 1 | 10 | 0 | 0 | 4 | 27 |
| internet | 0 | 0 | 1 | 0 | 3 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 47 |
| located | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 0 | 4 | 2 |
| most | 0 | 1 | 1 | 2 | 1 | 6 | 2 | 1 | 0 | 5 | 0 | 0 | 4 | 15 |
| sports | 0 | 2 | 0 | 0 | 0 | 1 | 4 | 18 | 0 | 1 | 0 | 0 | 4 | 22 |
| why | 1 | 3 | 2 | 5 | 0 | 2 | 1 | 10 | 0 | 6 | 0 | 2 | 4 | 28 |
| adrenalin seeker | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 0 | 0 | 0 | 0 | 4 | 6 |
| never | 0 | 1 | 0 | 4 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 9 |
| usually | 0 | 0 | 1 | 7 | 2 | 14 | 0 | 4 | 0 | 1 | 0 | 6 | 3 | 32 |
| visit | 1 | 8 | 0 | 1 | 0 | 2 | 0 | 0 | 2 | 14 | 0 | 2 | 3 | 27 |
| Were/was | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 15 | 0 | 2 | 3 | 21 |
| What time | 2 | 1 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 |
| always | 0 | 2 | 0 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 11 |
| because | 0 | 4 | 0 | 5 | 1 | 6 | 2 | 13 | 0 | 5 | 0 | 4 | 3 | 37 |
| come | 1 | 14 | 0 | 12 | 0 | 1 | 0 | 0 | 1 | 3 | 1 | 3 | 3 | 33 |

Table 49 indicates that except some of the items, most of the frequently used items in the test were also presented frequently in the coursebook.

**4.1.4. Alignment between functions of the provided syllabus and the questions in the English tests in TEPSE.** In this section, English tests in TEPSE conducted from 2015 to 2017 were analyzed by adapting table of specification to decide on to what extent these exams had content validity or not.

*4.1.4.1. Content validity of English tests in TEPSE between 2015 and 2016.*
The questions of 2015-2016 1st term TEPSE English test were published by MoNE (2015b), and the questions of 2015-2016 2nd term TEPSE exam were published by MoNE (2016b). The questions were revised and summarized based on the functions of each unit, which MoNE (2016) provided. The example of table of specification was provided by Newman, Frye, Blumenfeld, and Newman (1973 as cited in Newman, Lim, & Pineda, 2013). This provided table of specification was adapted and used in this study to analyze the test questions.

The table of specification in this study includes not only the functions but also the numbers of the functions; therefore, numbers were assigned to each function of the units. The assigned numbers and the functions are listed in Table 50, and the table of specifications of 2015-2016 1st TEPSE English Test is given in Figure 1.

Table 50.

*Assigned Numbers to the Functions*

| Units | Functions | Assigned Number To The Functions | Units | Functions | Assigned Number To The Functions |
|---|---|---|---|---|---|
| UNIT-1 Friendship | Accepting and refusing | 1 | UNIT-2 Teenlife | Describing the frequency of actions | 6 |
| | Apologizing | 2 | | Expressing likes and dislikes | 7 |
| | Giving explanations/ reason | 3 | | Expressing preferences | 8 |
| | Making simple inquiries | 4 | | Making simple inquiries | 9 |
| | Telling the time, days and dates | 5 | | Stating person opinions | 10 |
| UNIT-3 Cooking | Describing simple processes | 11 | UNIT-4 Communication | Expressing concern and sympathy | 15 |
| | Expressing preferences | 12 | | Handling phone conversation | 16 |
| | Making simple inquiries | 13 | | Making simple inquiries | 17 |
| | Naming common objects | 14 | | Talking about plans | 18 |
| UNIT-5 Internet | Accepting and refusing | 19 | UNIT-6 Adventure | Expressing preferences | 26 |
| | Giving explanations/ reason | 20 | | Giving explanatios/ reasons | 27 |
| | Making excuses | 21 | | Making simple comparison | 28 |
| | Making simple requests | 22 | | Making simple inquiries | 29 |
| | Making simple inquiries | 23 | | Stating personal opinions | 30 |
| | Talking about plans | 24 | | Talking about what people do regularly | 31 |
| | Telling the time, days and dates | 25 | | Talking about past events | 32 |
| UNIT-7 Tourism | Describing places | 33 | UNIT -8 Chores | Expressing feelings | 40 |
| | Describing weather | 34 | | Expressing likes and dislikes | 41 |
| | Expressing preferences | 35 | | Expressing obligation | 42 |
| | Giving explanations/ reason | 36 | | Giving explanations/ reasons | 43 |
| | Making simple comparisons | 37 | | Making simple inquiries | 44 |
| | Stating personal opinions | 38 | | Making simple suggestions | 45 |
| | Talking about past events | 39 | | | |

Table 50 shows the assigned numbers to the functions of the unit, and these numbers were used in the table of specifications to analyze English tests in TEPSE.

Table of Specification of 2015-2016 1ˢᵗ Term TEPSE English Test
(The number at the top of the cells indicates the function, and the number at the bottom indicates the test item. The number at the top of the cell in the column 'totals' indicates the assigned number to the function, while the number at the bottom indicates the number of the test items)
'*' means that this item casts a doubt on content validity

| UNITS | FUNCTIONS | KNOWLEDGE | COMPREHESION | APPLICATION | ANALYSIS | SYN./EVAL. | AFFECTIVE | PSYCHOMOTOR | TOTALS |
|---|---|---|---|---|---|---|---|---|---|
| UNIT-1 FRIENDSHIP | Accepting and refusing | | 1<br>5,16 | | | | | | 1<br>2 |
| | Apologizing | | | | | | | | |
| | Giving explanations/ reason | | 3<br>7,*,15,17 | | | | | | 3<br>3 |
| | Making simple inquiries | | 4<br>1 | | | | | | 4<br>1 |
| | Telling the time, days and dates | | 5<br>9 | | | | | | 5<br>1 |
| UNIT-2 TEENLIFE | Describing the frequency of actions | | 6<br>19 | | | | | | 6<br>1 |
| | Expressing likes and dislikes | | 7<br>12*,18 | | | | | | 7<br>2 |
| | Expressing preferences | | 8<br>20,8* | | | | | | 8<br>2 |
| | Making simple inquiries | | 9<br>2,4 | | | | | | 9<br>2 |
| | Stating personal opinions | | 10<br>6 | | | | | | 10<br>1 |
| UNIT-3 COOKING | Describing simple processes | | 11<br>13,14 | | | | | | 11<br>2 |
| | Expressing preferences | | | | | | | | |
| | Making simple inquiries | | 13<br>3 | | | | | | 13<br>1 |
| | Naming common objects | 14<br>10*,11 | | | | | | | 14<br>2 |

*Figure 1.* Table of specification of 2015-2016 1ˢᵗ term TEPSE English test

As it can be clearly seen in Figure 1, there are three units that the students were responsible for the 1st term TEPSE English test. The functions of each unit are presented, and distributions of questions based on these functions can be seen in this table. Based on Figure 1, it can be stated that the questions were not distributed equally on the functions and the units. This table reveals that there were some items casting a doubt on content validity, and they were presented with the symbol '*'. The details of this table of specification might be provided as follows:

Based on the functions of the units:

1. There are seven questions on the functions of Unit 1- Friendship, but one of these questions "question-7" casts a doubt on content validity because this question is on the topic of Unit-2.

2. There are eight questions on the functions of Unit 2- Teenlife, and two of these questions "question 8 and 12" cast a doubt on content validity because they are on the topic of Unit-1.

3. There are five questions on the functions of Unit 3- Cooking, and one of these questions "question 10" casts a doubt on content validity because it is on the topic of Unit 2.

Based on the topics of the units:

1. There are eight questions 'question 1, 5, 8, 9, 12, 15, 16, and 17' on the topic of Unit 1- Friendship, but two of these questions 'question 8 and 12" are on the functions 'expressing likes and dislikes' and 'expressing preferences' of Unit 2.

2. There are eight questions 'question 2, 4, 6, 7, 10, 18, 19, and 20' on the topic of Unit 2- Teenlife; however, there are two questions 'question 7 and 10' that might be the focus of the function 'giving explanation reason' of Unit 1- Friendship and 'naming common objects' of Unit 3- Cooking.

3. There are four questions 'question 3, 11, 13 and 14' on the topic of Unit 3- Cooking.

According to the table of specification, the number of the functions of each unit is different from each other. While Unit 1 and Unit 2 have five functions, Unit 3 has four functions. When the table of specification is examined, it can be noticed that some of the functions are common in some units, and there are eleven different

functions in total in the first three units. The functions of these units can be listed in Table 51.

Table 51.

*Functions of the First Three Units*

| FUNCTION | UNIT | FUNCTION | UNIT |
|---|---|---|---|
| Making simple inquires | 1, 2, 3 | Expressing likes and dislikes | 2 |
| Accepting and refusing | 1 | Expressing preferences | 2, 3 |
| Giving explanation/reason | 1 | Stating personal opinions | 2 |
| Apologizing | 1 | Describing simple process | 3 |
| Telling the time days and dates | 1 | Naming common objects | 3 |
| Describing the frequency of actions | 2 | | |

Table 51 shows that the number of functions is eleven, and the number of questions in TEPSE English test is twenty. Based on these tables, two questions could have been asked on each function; however, the table of specification shows that there were more questions on some of the functions and units while there was not any question on the other functions. It can be stated that the questions were not equally distributed to the functions and the units. The table of specification of 2015-2016 2nd Term TEPSE English test is presented in Figures 2, 3, and 4.

Table of Specification of 2015-2016 2<sup>nd</sup> Term TEPSE English Test
(The number at the top of the cells indicates the function, and the number at the bottom indicates the test item. The number at the top of the cell in the column 'totals' indicates the assigned number to the function, while the number at the bottom indicates the number of the test items)
'*' means that this item casts a doubt on content validity

| UNITS | FUNCTIONS | KNOWLEDGE | COMPREHESION | APPLICATION | ANALYSIS | SYN./EVAL. | AFFECTIVE | PSYCHOMOTOR | TOTALS |
|---|---|---|---|---|---|---|---|---|---|
| UNIT-1 FRIENDSHIP | Accepting and refusing | | | 1 / 12 | | | | | 1 / 1 |
| UNIT-1 FRIENDSHIP | Apologizing | | | | | | | | |
| UNIT-1 FRIENDSHIP | Giving explanations/ reason | | 3 / 7 | | | | | | 3 / 1 |
| UNIT-1 FRIENDSHIP | Making simple inquiries | | | | | | | | |
| UNIT-1 FRIENDSHIP | Telling the time, days and dates | | | | | | | | |
| UNIT-2 TEENLIFE | Describing the frequency of actions | | | | | | | | |
| UNIT-2 TEENLIFE | Expressing likes and dislikes | | | | | | | | |
| UNIT-2 TEENLIFE | Expressing preferences | | | | | | | | |
| UNIT-2 TEENLIFE | Making simple inquiries | | | | | | | | |
| UNIT-2 TEENLIFE | Stating personal opinions | | 10 / 1* | | | | | | 10 / 1 |
| UNIT-3 COOKING | Describing simple processes | | 11 / 6 | | | | | | 11 / 1 |
| UNIT-3 COOKING | Expressing preferences | | | | | | | | |
| UNIT-3 COOKING | Making simple inquiries | | | | | | | | |
| UNIT-3 COOKING | Naming common objects | 14 / 10*,11* | 14 / 14* | | | | | | 14 / 3 |

*Figure 2*. Table of specification of 2015-2016 2<sup>nd</sup> term TEPSE English test-1

Table of Specification of 2015-2016 2nd Term TEPSE English Test
(The number at the top of the cells indicates the assigned number to the function, and the number at the bottom indicates the test item. The number at the top of the cell in the column 'total' indicates the assigned number to the function, while the number at the bottom indicates the number of the test items)
'*' means that this item casts a doubt on content validity

| UNITS | FUNCTIONS | KNOWLEDGE | COMPREHESION | APPLICATION | ANALYSIS | SYN./EVAL. | AFFECTIVE | PSYCHOMOTOR | TOTALS |
|---|---|---|---|---|---|---|---|---|---|
| UNIT-4 COMMUNICATION | Expressing concern and sympathy | | 15 / 3 | | | | | | 15 / 1 |
| | Handling phone conversations | | 16 / 2 | | 9 / 16 | | | | 16 / 2 |
| | Making simple inquiries | | 17 / 4 | | | | | | 17 / 1 |
| | Talking about plans | | | | | | | | |
| UNIT-5 INTERNET | Accepting and refusing | | | | | | | | |
| | Giving explanations/ reason | | | | | | | | |
| | Making excuses | | | | | | | | |
| | Making simple requests | | | | | | | | |
| | Making simple inquiries | | 23 / 8 | | | | | | 23 / 1 |
| | Talking about plans | | | | | | | | |
| | Telling the time, days and dates | | | | | | | | |
| UNIT-6 ADVENTURE | Expressing preferences | | | | | | | | |
| | Giving explanations/ reasons | | | | | | | | |
| | Making simple comparisons | | 28 / 13* | | | | | | 28 / 1 |
| | Making simple inquiries | | 29 / 5* | | | | | | 29 / 1 |
| | Stating personal opinions | | | | | | | | |
| | Talking about what people do regularly | | | | | | | | |
| | Talking about past events | | | | | | | | |

*Figure 3.* Table of specification of 2015-2016 2nd term TEPSE English test-2

Table of Specification of 2015-2016 2<sup>nd</sup>Term TEPSE English Test
The number at the top of the cells indicates the assigned number to the function, and the number at the bottom indicates the test item. The number at the top of the cell in the column 'totals' indicates the assigned number to the function, while the number at the bottom indicates the number of the test items)
'*' means that this item casts a doubt on content validity

| UNITS | FUNCTIONS | KNOWLEDGE | COMPREHESION | APPLICATION | ANALYSIS | SYN./EVAL. | AFFECTIVE | PSYCHOMOTOR | TOTALS |
|---|---|---|---|---|---|---|---|---|---|
| UNIT-7 TOURISM | Describing places | | 33 / 15 | | | | | | 33 / 1 |
| | Describing the weather | | | | | | | | |
| | Expressing preferences | | 35 / 17 | | | | | | 35 / 1 |
| | Giving explanations/ reason | | 36 / 16 | | | | | | 36 / 1 |
| | Making simple comparisons | | | | | | | | |
| | Stating personal opinions | | | | | | | | |
| | Talking about past events | | | | | | | | |
| UNIT-8 CHORES | Expressing feelings | | | | | | | | |
| | Expressing likes and dislikes | | 41 / 19 | | | | | | 41 / 1 |
| | Expressing obligation | | | | | | | | |
| | Giving explanations/ reasons | | 43 / 18,20 | | | | | | 43 / 2 |
| | Making simple inquiries | | | | | | | | |
| | Making simple suggestions | | | | | | | | |

*Figure 4.* Table of specification of 2015-2016 2<sup>nd</sup> term TEPSE English test-3

According to Figure 2, Figure 3, Figure 4 and the plan that MoNE published (See appendix-8), there were five units both in the first term and in the second term; however, the students were responsible for the first three units in the 1<sup>st</sup> term TEPSE English test while they were responsible for the first eight units in the 2<sup>nd</sup> term TEPSE English test. According to the table, which was presented based

on the functions of the related units and the test questions, there were some items casting a doubt. The details of this table of specification might be provided as follows:

Based on the functions of the units:

1. There are two questions on the functions of Unit 1- Friendship.
2. There is one question on the functions of Unit 2-Teenlife.
3. There are four questions on the functions of Unit 3- Cooking.
4. There are four questions on the function of Unit 4- Communication.
5. There is one question on the functions of Unit 5- Internet.
6. There are two questions on the functions of Unit 6- Adventure
7. There are three questions on the functions of Unit 7- Tourism.
8. There are three questions on the functions of Unit 8- Chores.

Based on the topics of the units

1. There are two questions "question 7 and 12" on the topic of Unit 1- Friendship.
2. There is not any question on the topic of Unit 2- Teenlife; however, there is one question "question 1" that might be the focus of the function 'stating personal opinions' of Unit 2- Teenlife, and this casts a doubt on content validity.
3. There is one question "question 6" on the topic of Unit 3- Cooking; however the number of questions on the functions of Unit 3 is four and this casts a doubt on content validity.
4. There are five questions "questions 2,3,4,9 and 13" on the topic of Unit 4- Communication, but one of them "question 13" casts a doubt because the function of this question is on "making simple comparisons" which belongs to Unit 6.
5. There are two questions "question 1 and 8" on the topic of Unit 5- Internet; however, the function of 'question 1' is on "stating personal opinions" which does not belong to Unit 5, and this casts a doubt on content validity.
6. There are two questions on the topic of Unit 6- Adventure; however, the function of these two questions " question 10 and 11" is on "naming common

objects" which belongs to Unit 3- Cooking, and this casts a doubt on content validity.

7. There are four questions "question 5, 15, 16 and 17" on the topic of Unit 7- Tourism, but the function of 'question 5' is "making simple inquiries" which does not belong to Unit 7, and this casts a doubt on content validity.

8. There are four questions "question 14, 18, 19 and 20" on the topic of Unit 8- Chores; however, the function of the 'question 14' is "naming common objects" which belongs to Unit-3, and this casts a doubt on content validity.

As it can be clearly seen, the number of the functions of each unit is different from each other. When the table of specification is examined, it can be noticed that some of the functions are common in some units, and there are twenty-three different functions in total in the first eight units. The functions and the units can be listed in the Table 52.

Table 52.

*Functions of the First Eight Units*

| FUNCTION | UNITS | FUNCTION | UNITS |
|---|---|---|---|
| Making simple inquires | 1,2,3,4,5,6,7 | Handling phone conversation | 4 |
| Accepting and refusing | 1,5 | Talking about plans | 4, 5 |
| Giving explanation/reason | 1, 5, 6, 7, 8 | Making excuse | 5 |
| Apologizing | 1 | Making simple request | 5 |
| Telling the time days and dates | 1, 5 | Making simple comparisons | 6, 7 |
| Describing the frequency of actions | 2 | Talking about what people do regularly | 6 |
| Expressing likes and dislikes | 2,8 | Talking about past events | 6, 7 |
| Expressing preferences | 2, 3, 6, 7 | Describing places | 7 |
| Stating personal opinions | 2, 6, 7 | Describing the weather | 7 |
| Describing simple process | 3 | Expressing obligation | 8 |
| Naming common objects | 3 | Making simple suggestions | 8 |
| Expressing concern and sympathy | 4 | | |

Table 52 shows that the number of functions was twenty-three, and the number of questions in TEPSE was twenty. Each question of the test could have focused on only one function rather than asking more questions on some of the functions. The table of specification shows that there were more questions on some of the functions and units while there were not any question on the other functions and units.

*4.1.4.2. Content validity of English tests in TEPSE conducted between 2016 and 2017.* The questions of 2016-2017 1$^{st}$ term TEPSE English test were published by MoNE (2016c), and the questions of 2016-2017 2$^{nd}$ term TEPSE English test were published by MoNE (2017). The adapted table of specification was used, and the steps in the analysis of content validity of TEPSE English tests between 2015 and 2016 were also followed. The table of specification of 2016-2017 1$^{st}$ term TEPSE English test is presented in Figure 5.

Table of Specification of 2016-2017 1st Term TEPSE English Test

The number at the top of the cells indicates the assigned number to the function, and the number at the bottom indicates the test item. The number at the top of the cell in the column 'totals' indicates the assigned number to the function, while the number at the bottom indicates the number of the test items)

'*' means that this item casts a doubt on content validity

| UNITS | FUNCTIONS | KNOWLEDGE | COMPREHESION | APPLICATION | ANALYSIS | SYN./EVAL. | AFFECTIVE | PSYCHOMOTOR | TOTALS |
|---|---|---|---|---|---|---|---|---|---|
| UNIT-1 FRIENDSHIP | Accepting and refusing | | 1 / 5,12,16 | | | | | | 1 / 3 |
| UNIT-1 FRIENDSHIP | Apologizing | | | | | | | | |
| UNIT-1 FRIENDSHIP | Giving explanations/ reason | | 3 / 2*, 15 | | | | | | 3 / 2 |
| UNIT-1 FRIENDSHIP | Making simple inquiries | | 4 / 7,10 | | | | | | 4 / 2 |
| UNIT-1 FRIENDSHIP | Telling the time, days and dates | | 5 / 9 | | | | | | 5 / 1 |
| UNIT-2 TEENLIFE | Describing the frequency of actions | | | | | | | | |
| UNIT-2 TEENLIFE | Expressing likes and dislikes | | 7 / 1*, 17* | | | | | | 7 / 2 |
| UNIT-2 TEENLIFE | Expressing preferences | | 8 / 4* | | | | | | 8 / 1 |
| UNIT-2 TEENLIFE | Making simple inquiries | | 9 / 6,8 | | | | | | 9 / 2 |
| UNIT-2 TEENLIFE | Stating person opinions | | 10 / 18* | | | | | | 10 / 1 |
| UNIT-3 COOKING | Describing simple processes | | 11 / 19,20 | | | | | | 11 / 2 |
| UNIT-3 COOKING | Expressing preferences | | | | | | | | |
| UNIT-3 COOKING | Making simple inquiries | | 13 / 3 | | | | | | 13 / 1 |
| UNIT-3 COOKING | Naming common objects | 14 / 11, 13*,14* | | | | | | | 14 / 3 |

*Figure 5.* Table of specification of 2016-2017 1st term TEPSE English test

As it can be clearly seen in Figure 5, there are three units that the students were responsible for the 2016-2017 1st term TEPSE English test (see appendix-8). The functions and the distributions of these functions to the questions can be seen in the table. According to the table, there were some questions casting a doubt on content validity, and the details of this table of specification might be provided as follows:

Based on the functions of the units:

1. There are eight questions on the functions of Unit 1- Friendship, but one of these questions "question 2" casts a doubt on content validity because this question is on the topic of Unit 2.

2. There are six questions on the functions of Unit 2- Teenlife, and four of these questions "question 1,4,17 and 18" cast a doubt on content validity because these questions are on the topic of Unit 1 and 3.

3. There are six questions on the functions of Unit 3- Cooking, and two of these questions "question 13 and 14" cast a doubt on cotent validity because they are on the topic of Unit 2.

Based on the topics of the units

1. There are nine questions on the topic of Unit 1- Friendship, but one of these questions "question 17" is on the function "expressing likes and dislikes" of Unit 2.

2. There are five questions on the topic of Unit 2- Teenlife; however, there are questions "questions 2, 13 and 14" that might be the focus of the functions "giving explanation reason" of Unit 1- Friendship and the function "naming common objects" of Unit 3- Cooking.

3. There are six questions on the topic of Unit 3- Cooking; however two of these questions "question 1 and 18" are on the functions "expressing likes and dislikes" and "stating personal opinions" of Unit 2.

As it can be clearly seen, the number of the functions of each unit is different from each other. While Unit 1 and Unit 2 have five functions, Unit-3 has four functions. When the table of specification is examined, it can be noticed that some of the functions are common in some of the units. Moreover, there are eleven different functions in total in the first three units. The functions of first three units can be seen in Table 51 which is presented in the analysis of content validity of 2015-2016 1st

term TEPSE English test. When Table 51 is considered, it can be noticed that the number of functions was eleven, and the number of questions in TEPSE English test was 20. Based on the table, two questions could have been asked on each function; however, the table of specification shows that there were more questions on some of the functions and units while there was not any question on the other functions. It can be said that the questions were not distributed equally to the functions and the units. The table of specification of 2016-2017 $2^{nd}$ term TEPSE English test is presented in Figure 6, Figure 7, and Figure 8.

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Table of Specification of 2016-2017 2ⁿᵈTerm TEPSE English Test
The number at the top of the cells indicates the assigned number to the function, and the number at the bottom indicates the test item. The number at the top of the cell in the column 'totals' indicates the assigned number to the function, while the number at the bottom indicates the number of the test items)
'*' means that this item casts a doubt on content validity

| UNITS | FUNCTIONS | KNOWLEDGE | COMPREHESION | APPLICATION | ANALYSIS | SYN./EVAL. | AFFECTIVE | PSYCHOMOTOR | TOTALS |
|---|---|---|---|---|---|---|---|---|---|
| UNIT-1 FRIENDSHIP | Accepting and refusing | | 1 / 5 | | | | | | 1 / 1 |
| | Apologizing | | 2 / 1* | | | | | | 2 / 1 |
| | Giving explanations/ reason | | | | | | | | |
| | Making simple inquiries | | 4 / 6 | | | | | | 4 / 1 |
| | Telling the time, days and dates | | | | | | | | |
| UNIT-2 TEENLIFE | Describing the frequency of actions | | | | | | | | |
| | Expressing likes and dislikes | | 7 / 15* | | | | | | 7 / 1 |
| | Expressing preferences | | 8 / 19* | | | | | | 8 / 1 |
| | Making simple inquiries | | | | | | | | |
| | Stating person opinions | | | | | | | | |
| UNIT-3 COOKING | Describing simple processes | | | | | | | | |
| | Expressing preferences | | | | | | | | |
| | Making simple inquiries | | | | | | | | |
| | Naming common objects | 14 / 11*,13*,14* | | | | | | | 14 / 3 |

*Figure 6.* Table of specification of 2016-2017 2ⁿᵈ term TEPSE English test-1

Table of Specification of 2016-2017 2nd Term TEPSE English Test
The number at the top of the cells indicates the assigned number to the function, and the number at the bottom indicates the test item. The number at the top of the cell in the column 'totals' indicates the assigned number to the function, while the number at the bottom indicates the number of the test items)
'*' means that this item casts a doubt on content validity

| UNITS | FUNCTIONS | KNOWLEDGE | COMPREHESION | APPLICATION | ANALYSIS | SYN./EVAL. | AFFECTIVE | PSYCHOMOTOR | TOTALS |
|---|---|---|---|---|---|---|---|---|---|
| UNIT-4 COMMUNICATION | Expressing concern and sympathy | | | | | | | | |
| | Handling phone conversations | | | | | | | | |
| | Making simple inquiries | | 17 / 2, 4 | | | | | | 17 / 2 |
| | Talking about plans | | | | | | | | |
| UNIT-5 INTERNET | Accepting and refusing | | | | | | | | |
| | Giving explanations/ reason | | 20 / 20 | | | | | | 20 / 1 |
| | Making excuses | | | | | | | | |
| | Making simple requests | | | | | | | | |
| | Making simple inquiries | | 23 / 3 | | | | | | 23 / 1 |
| | Talking about plans | | | | | | | | |
| | Telling the time, days and dates | | | | | | | | |
| UNIT-6 ADVENTURE | Expressing preferences | | 26 / 17 | | | | | | 26 / 1 |
| | Giving explanations/ reasons | | 27 / 8 | | | | | | 27 / 1 |
| | Making simple comparisons | | | | | | | | |
| | Making simple inquiries | | | | | | | | |
| | Stating personal opinions | | 30 / 16 | | | | | | 30 / 1 |
| | Talking about what people do regularly | | 31 / 18* | | | | | | 31 / 1 |
| | Talking about past events | | | | | | | | |

*Figure 7.* Table of specification of 2016-2017 2nd term TEPSE English test-2

| Table of Specification of 2016-2017 2ndTerm TEPSE English Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| The number at the top of the cells indicates the assigned number to the function, and the number at the bottom indicates the test item. The number at the top of the cell in the column 'totals' indicates the assigned number to the function, while the number at the bottom indicates the number of the test items. '*' means that this item casts a doubt on content validity. | | | | | | | | | |
| UNITS | FUNCTIONS | KNOWLEDGE | COMPREHESION | APPLICATION | ANALYSIS | SYN./EVAL. | AFFECTIVE | PSYCHOMOTOR | TOTALS |
| UNIT-7 TOURISM | Describing places | | | | | | | | |
| | Describing the weather | | 34 / 7 | | | | | | 34 / 1 |
| | Expressing preferences | | | | | | | | |
| | Giving explanations/ reason | | | | | | | | |
| | Making simple comparisons | | 37 / 12 | | | | | | 37 / 1 |
| | Stating personal opinions | | | | | | | | |
| | Talking about past events | | 39 / 9 | | | | | | 39 / 1 |
| UNIT-8 CHORES | Expressing feelings | | | | | | | | |
| | Expressing likes and dislikes | | | | | | | | |
| | Expressing obligation | | 42 / 10 | | | | | | 42 / 1 |
| | Giving explanations/ reasons | | | | | | | | |
| | Making simple inquiries | | | | | | | | |
| | Making simple suggestions | | | | | | | | |

*Figure 8.* Table of specification of 2016-2017 2nd term TEPSE English test-3

According to Figure 6, Figure 7, Figure 8, and the plan that MoNE published (See appendix-8), there are five units both in the first term and in the second term; however, the students were responsible for the first three units in the 1$^{st}$ term TEPSE English test while they were responsible for the first eight units in the 2$^{nd}$ term TEPSE English test. According to the table of specification of 2016-2017 2$^{nd}$ term TEPSE English test, there are some items casting doubt on content validity, and the details of this table of specification might be listed as follows:

Based on the functions of the units:

1. There are three questions on the functions of Unit 1- Friendship but one of them "question 1" is on the topic of Unit 8.

2. There are two questions on the functions of Unit 2-Teenlife but these questions "question 15 and 19" cast a doubt on content validity because they are on the topic of Unit 5 and Unit 6.

3. There are three questions on the functions of Unit 3- Cooking and all of these questions "question 11, 13 and 14" cast a doubt because they are actually on the topic of Unit 4, Unit 6 and Unit 8.

4. There are two questions on the functions of Unit 4- Communication.

5. There are two questions on the functions of Unit 5- Internet.

6. There are four questions on the functions of Unit 6-Adventure, but one of these questions casts a doubt on content validity because it is on the topic of Unit 5.

7. There are three questions on the functions of Unit 7- Tourism.

8. There is one question on the functions of Unit 8- Chores.


Based on the topics of the units

1. There are two questions "question 5 and 6" on the topic of Unit 1- Friendship.

2. There is not any question on the topic of Unit 2- Teenlife; however, there are two questions "question 15 and 19" that might be the focus of the functions "expressing likes and dislikes" and "expressing preferences" of Unit 2- Teenlife.

3. There is not any question on the topic of Unit 3- Cooking; however the number of questions on the function "naming common objects" of Unit 3 is three.

4. There are three questions "question 2, 4 and 11" on the topic of Unit 4-Communication, but one of them "question 11" casts a doubt because the function of this question is on "naming common objects" which belongs to Unit 3.

5. There are four questions "question 3, 18, 19 and 20" on the topic of Unit 5-Internet; however, "the questions 18 and 19" cast doubt because the function of 'the question 18' is "talking about what people do regularly " in Unit 6 and the function of 'the question 19' is "expressing preferences" in Unit 2.

6. There are five questions on the topic of Unit 6- Adventure; however, the functions of two questions "question 13 and 15" are "naming common objects" in Unit 3 and "expressing likes and dislikes" in Unit 2.

7. There are three questions "question 7, 9 and 12" on the topic of Unit 7-Tourism.

8. There are three questions "question 1, 10 and 14" on the topic of Unit 8-Chores; however, the function of 'the question 1' is "apologizing" in Unit-1 while the function of 'the question 14' is "naming common objects" in Unit-3.

As it can be clearly seen, the number of the functions of each unit is different from each other. When the table of specification is examined, it can be noticed that some of the functions are common in some of the units, and there are twenty-three different functions in total in the first eight units, which can be examined in Table 52.

As it has already been known that the number of questions in TEPSE English test was twenty while the number of functions was twenty-three. Therefore, each question of the exam could have focused on only one function rather than asking more questions on some of the functions. The table of specification shows that there were more questions on some of the functions and units while there was not any question on the other functions and units.

**4.2. The Teachers' Views toward Content Validity of TEPSE English Tests Conducted Between 2015-2016 and 2016-2017**

In the semi-structured interviews, five questions were addressed to the teachers to reveal their views on TEPSE English tests which were conducted between 2015-2016 and 2016-2017. The interview questions were parallel to the research questions that the researcher tried to find answers by analyzing the documents.

Based on the following interview questions, the answers of the teachers might be beneficial for enlightening the views of teachers about TEPSE English tests and might help researcher to triangulate the data which were collected via documents by using quantitative methods. The questions are:

1. What language use patterns does the coursebook provide?

2. What vocabulary items does the coursebook frequently use?

3. Do the English language tests in TEPSE exactly focus on the frequently used items in the coursebook? If yes or no, which items are tested or not tested?

4. Is there an exact match between functions of the provided syllabus and the questions in the English language test in TEPSE?

5. Do you have any comments?

The semi-structured interview data collected from 21 English language teachers teaching English to 8th grade students, and they were coded and categorized after the transcribing process. One of the interviews was presented in Appendix-9.

**4.2.1. Language use patterns that the coursebook "Upturn in English" provided.** The theme of the interview question-1 and the codes have been provided in Table 53, and most indicative quotations were included in the study.

Table 53.

*Coding Scheme of Question-1*

| Theme | Codes |
|---|---|
| Language Use Patterns | Language Skills/ how structures presented |
| | Grammar (tenses/ adjectives/ modals/ frequency adverbs/ comparatives/ conjunctions/imperatives |
| | Expressions (clarification/ accepting-refusing/ offer-request/ expressing opinion/ expressing likes-dislikes/ expressing concern and sympathy/ phone conversations/ responsibility) |
| | Phrases/ Words (question words/ sequence words/ abbreviations) |

Table 53 presents the theme 'language use patterns' and the codes for the first interview questions, and details were provided in the following sections.

*4.2.1.1. Language skills and how structures presented.* Based on the responses, nine teachers out of twenty-one mentioned the language skills or how the structures presented in the coursebook. Four of them indicated that the coursebook focused mostly on reading, and paid less attention to listening, speaking, and writing. Three of the participants agreed that the coursebook was not grammar-focused, and one of them also emphasized that the coursebook tried to use an inductive approach to teach grammar. However, another participant criticized the ways of teaching English in the coursebook by emphasizing the inconsistency between the exercises and the reading passages. Based on the language skills and how structures presented in the coursebook, the following statements might be useful:

> "*The coursebook included the skills such as reading, speaking, writing, and listening; however, there was more emphasis on the reading, some on speaking but less emphasis on listening and writing…*" (Participant 6, Age:32).

*"When we consider the whole coursebook, it was not a grammar focused…"* (Participant 7, Age:25).

*"The coursebook was generally based on the activities. Before starting the activities, grammar structures related to the unit were presented with sample sentences at the beginning of each unit… these sentences were written bold… The coursebook generally followed inductive approach."* (Participant 11, Age:25).

*"Generally, also in the coursebooks of Cambridge or Oxford, there was not a practice focusing only one grammar point. However, listening, speaking- all of them- would be on the simple present tense if the simple present tense was presented. But there is a chaos- I mean, simple present tense was presented at first, and other grammar structures were also used as if the level of students' readiness were high… And also, even though they tried not to focus on grammar, grammar was included in the coursebook…"* (Participant 17, Age:32).

**4.2.1.2. Grammar.** According to the responses of 21 participants, the teachers mentioned 'grammar' based on the tenses, frequency adverbs, conjunctions, modal verbs, imperative sentences, adjectives, and comparatives. Most of the participants (n=17) approached the coursebook as a whole while the others focused this question unit by unit, and provided a broad perspective towards the grammar used in the coursebook. Some of the quotations are provided as follows:

*"I can summarize as 'present simple tense', 'be going to', 'will', 'present continuous tense', 'would love', 'would like', 'prepositions', 'prefer', 'rather', 'comparatives', 'present perfect tense', 'simple past tense', 'modal verbs', and 'imperatives'"* (Participant 3, Age:28).

*"There were some structures such as 'accepting and refusing an invitation', 'would like', present continuous tense with 'be going to', simple present tense, 'frequency adverbs', time expressions, and 'expressing thinking/exciting/interest'"* (Participant 14, Age: 32).

Based on nearly all of the responses (n=19), the tenses that the coursebook focused on can be summarized as:

> *"The sentences based on 'simple present tense' were generally used. There were also some sentences on 'present continuous tense' and 'future tense'. The sentences to indicate future tense were used with the structure 'be going to'. In the units, starting with Unit-6, 'simple past tense' structures started to be included. Towards to the end, there were just a few sentences based on 'present perfect tense'"* (Participant 10, Age:31).

More than half of the participants (n=12) agreed that modal verbs used in the coursebook, and based on their responses, the modals which were included in the coursebook were 'can', 'could', 'may', 'must', 'have to', 'should', 'necessary to' and 'responsible for'. The following statements might prove this inference.

> *"We have noticed the item 'can, could, may'...Moreover, in the last unit, 'should', 'have to' and 'must' were the mostly used ones"* (Participant 1, Age:25).

> *"The structures expressing obligations such as 'should', 'must', and 'necessary to' were used. Then, the expressions used in the phone conversations 'can and could' were included..."* (Participant 4, Age: 25).

Moreover, some of the participants (n=8) stated that the coursebook included some conjunctions, which can be listed as 'and', 'but', and 'because'. One of the quotations on the conjunctions is:

> *"There are some conjunctions such as 'and', 'but' and 'because'"* (Participant 10, Age-31).

Half of the participants (n=11) revealed that there were some sentences to compare two or more than two things like comparatives and superlatives in the coursebook. The following statements might clarify this assumption:

> *"Well, one of the expressions that we noticed in all TEPSE was the 'expressions on preferences'. The expressions 'would like' and 'prefer' were used a lot. Then, statements on comparisons: 'comparative and superlatives...'"* (Participant 9, Age:27).

*"There were comparative forms in Unit-7; in fact, this was emphasized both in Unit-6 and Unit-7"* (Participant 6, Age:32).

Based on nearly half of the responses (n=10), the coursebook included imperative sentences, and the quotation below might exemplify it:

*"In Unit-3 Cooking, imperative sentences were mostly used; for example, 'bake it, pre-heat the oven, slice the bread, cut the onions'"* (Participant 11, Age:25).

Some of the participants (n=8) stated the use of frequency adverbs in the coursebook, and the following quotations on this issue are given:

*"WH questions were used frequently in all units. Moreover, I noticed the use of frequency adverbs such as 'always' and 'usually'"* (Participant 20, Age: 32).

*"We have been exposed to the question 'How often' with frequency adverbs"* (Participant 5, Age: 25).

Just a few of the participants (n=2) mentioned that this coursebook also focused on some adjectives, and one of the statements can be given as follows:

*"Another unit 'tourism' focused on adjectives like 'interesting' and 'fantastic'"* (Participant 7, Age:25).


***4.2.1.3. Expressions.*** Based on the responses, the expressions used in the coursebook can be listed as:

| | | |
|---|---|---|
| Making offer/request | Asking for clarifications | Expressing responsibilities |
| Expressing likes and dislikes | Expressing time | Phone conversations |
| Accepting and refusing | Stating personal opinions | Expressing concern and sympathy |
| Expressing preferences | | |

Most of the participants (n=18) indicated the use of expressions on 'making offer/request' in the coursebook. These expressions can be listed as 'Would like, would you like, Could I, Can I, May I, Do you want, What about etc.', and can be emphasized with the following quotations:

*"There are some expressions to make an offer such as 'would you like', 'do you want', 'what about', and 'how about'... Moreover, there are some expressions to make a request like 'can you' and 'could you'"* (Participant 9, Age: 27).

*"The coursebook included 'would you like' and 'how about', and positive or negative answers to these questions like 'I'm sorry but I can't' and 'that's great' were also included. As a scope of Unit-4, there were some expressions on communication and dialogues on 'talking on the phone' such as 'could you', 'can I', and 'may I'"* (Participant 5, Age:25).

Nearly half of the participants (n=9) expressed that the coursebook included some 'language use patterns' on 'likes and dislikes'. The statements below might be useful to reveal these patterns:

*"Again, the expressions 'likes and dislikes' were the focused items in all grades. We are exposed to the expressions 'I like', 'I love or I hate' and 'I can't'"* (Participant 9, Age: 27).

*"There are sentences such as 'like', 'don't like', 'hate', 'dislike', and 'can't stand' used to express 'likes and dislikes' on the sport types and vacation types"* (Participant 10, Age: 31).

The expressions on 'accepting and refusing' were emphasized by nearly half of the participants (n=9), and these expressions might be 'that would be great, that's great, why not, I'm afraid, and I can't etc.' based on the responses some of which are presented as follow:

*"For instance, there are the sections of 'accepting and refusing' in Unit-1 Friendship, and the patterns like 'would be great', 'no thanks', 'I'm busy', 'I can't' were presented there"* (Participant 11, Age:25).

*"The cooursebook also included dialogues used in the daily life. I mean, the expressions on 'excuse, refuse, accept' were especially used in nearly all units..."* (Participant 19, Age:31).

More than half of the participants (n=15) agreed that the coursebook included some expressions on 'preferences' like 'prefer' and 'would rather'. Based on these responses, these expressions are provided as:

> *"In all units, there were some expressions like 'would rather' and 'prefer'"* (Participant 12, Age: 24).

The expressions on 'asking for clarifications' were revealed by some of the participants (n=7), and their responses emphasized the expressions 'What do you mean?' and 'I mean'. One of the participants shared her view as follows:

> *"The sentences like 'what do you mean', 'I mean', and 'do you mean' on asking for clarifications are often used in all units and listening scripts"* (Participant 18, Age:31).

Just a few of the participants (n=3) mentioned the time expressions used in the coursebook, and one of them stated that:

> *"Again, the plans were mentioned in this unit, and there were also some expressions on 'telling the time, days and dates'"* (Participant 11, Age: 25).

Some expressions on stating personal opinions were indicated by nearly half of the participants (n=9). Based on their responses, the expressions used to state an opinion are 'what do you think, I think, and to me etc'. Their responses might be summarized as:

> *"The questions and answers on 'asking for opinions' such as 'I think' and 'what do you think?' were used"* (Participant 4, Age:25).

> *"Again, there are some expressions on stating personal opinions; 'I think' and 'to me'"* (Participant 9, Age: 27).

Five of the participants expressed that the coursebook included some expressions indicating the responsibilities especially in Unit-8. One of the participants expressed that:

> *"Another unit is 'Chores', and this unit included the patterns such as 'responsibility', 'responsible for', 'should', and 'must'"* (Participant 7, Age:25).

Again, five of the participants mentioned some expressions used in the phone conversations, and these expressions might be listed as 'May I, Can I, Could you..?, Would you like to..?, This is…, Who is calling? etc.'. Two of the quotations are provided as follows:

> *"In unit-4, the expressions 'Could you, Could I, Would you like to, May I' were used to indicate the phone conversations"* (Participant 15- Age:31).

> *"In Unit-4 Communication, generally, there were the expressions on dialogues, phone conversations or text messaging, and expressions on how to start and end a conversation. The mostly used expressions were 'hello, is Steve there?, hi Tina, this is peter, hang on, wait, may I ask, who is calling, could you tell him to contact with etc.'"* (Participant 7, Age: 25).

Finally, just a few participants (n=3) indicated the 'language use patterns' on expressing concern and sympathy, which were included in Unit-4 based on their responses.

> *"The language use patterns that we called as 'expressing concern and sympathy' such as 'I'm sorry to hear that' and 'I hope you feel better' were used"* (Participant 7- Age:25).

*4.2.1.4. Phrases-words.* According to the responses, the structures on 'abbreviations', 'sequence words', and 'question words' were included in the coursebook.

Very few of the participants (n=2) indicated that abbreviations were the structures that the coursebook included. One of these participants stated as follows:

> *"...there are 'adverbs of frequency, prefer, would rather, how often, and abbreviations'"* (Participant 18, Age:31).

Moreover, some of the participants (n=6) emphasized the use of sequence words in the coursebook as follows:

> *"To emphasize the process of something, 'imperatives' focused on, and sequence words such as 'first, second, next, after that, finally' have an important place in this unit"* (Participant 4, Age:25).

Based on more than half of the responses (n=12), the coursebook also focused on the question words, which can be summarized as:

*"There were the question words 'how often'...there were 'yes-no questions and WH questions', and this was one of the points that the coursebook focused"* (Participant 13, Age:31).

**4.2.2. Vocabulary items that the coursebook "Upturn in English" frequently used.** The theme of the interview question 2 and the codes have been provided in Table 54, and most indicative quotations were included in the study.

Table 54.

*Coding Scheme of Question-2*

| Theme | Codes |
|---|---|
| Vocabulary items | Frequently used vs Focused items |
| | Vocabulary items (grammatical, question words, sequence words, and phrases) |

Table 54 presents the theme 'vocabulary items' and the codes for the 2$^{nd}$ interview question, and details on these codes were provided in the following sections.

**4.2.2.1. Frequently used vs focused items.** Based on the responses, a few of the participants (n=3) indicated the inconsistency between the focused and frequently used items. This inconsistency might be emphasized as:

*"The items which were frequently used and the focused ones were different"* (Participant 12, Age: 24).

*"There were the vocabulary items, which were given highlighted and as suggested lexis but they were not the focus of the coursebook. For instance, in Unit-1, there were some vocabulary items such as 'back up, count on, depend on, get on well with' which could have been the focus; however, the*

*coursebook generally included the vocabulary items such as 'movie and watch'"* (Participant 7, Age:25).

***4.2.2.2. Vocabulary items.*** The responses revealed that each unit in the coursebook provided and focused on different vocabulary items while some basic verbs, question words, and conjunctions were used in all units. Based on the responses, nearly half of the teachers (n=9) focused on the coursebook unit by unit to answer this question while the rest of them provided a general view about the vocabulary items used in the coursebook.

> *"The coursebook generally included frequently used vocabulary items in teaching English. Some of them were the verbs such as "go, play, come, do, have, watch, listen, buy, speak, read, see, and write". Each unit focused on different topics and included the vocabulary items related to the topics"* (Participant 9, Age:27).

> *"As conjunctions 'and', 'but', 'because', and 'so' were frequently used in all units. There were WH question words frequently used"* (Participant 13, Age: 31).

> *"I think that the items 'like, would you like, I'd like to' were used frequently in Unit-1. In Unit-2, there were some items such as 'I think, 'like', and 'frequency adverbs-sometimes and usually-.' The vocabulary items 'first, then, next, finally, ingredients, process, add, mix' were in Unit-3.The items 'could I, could you, text message, send speak' were in the Unit-4. In Unit-5, there were the vocabulary items such as 'online, computer, pc, connect, connection'. Unit-6 included the vocabulary items 'I think, prefer, sport, activity, dangerous, challenging'. The vocabulary items 'historic, place, visit, weather, culture, and tourist attractions' were in Unit-7. In Unit-8, there were vocabulary items such as 'be responsible for, clean, rules, like'. At the same time, the phrases to express the houseworks like 'make the bed', 'do the laundry', 'wash the dishes', and 'water the plants...'"* (Participant 15, Age: 31).

**4.2.3. Alignment between the English tests in TEPSE and the coursebook "Upturn in English" based on the frequently used items.** The responses of the teachers were analyzed based on the following codes in Table 55.

Table 55.

*Coding Scheme of Question-3*

| Theme | Codes |
|---|---|
| The coursebook and TEPSE English tests | Workbook vs Students' book |
| | The reason of having difficulty in the exams |
| | Focused on language use patterns rather than vocabulary items |
| | Focused both on the vocabulary items and language use patterns |
| | Focused on the unit-based vocabulary items |
| | The tested items even though they were not focused in the coursebook |
| | The tested items included in the coursebook |
| | The items which were not tested even though they were the focus in the coursebook |

Table 55 presents the theme 'the coursebook and TEPSE English tests' and the codes for the 3rd interview question, and details were provided in the following sections.

***4.2.3.1. Workbook vs students' book.*** Based on the responses, one of the participants expressed that the focus of TEPSE English tests was not only the students' book but also the workbook. The statement based on this issue is provided as follows:

> *"If I'm not mistaken, there were more questions based on the workbook rather than the students' book in the exam…I can say that the questions are mostly based on the workbook (%60) rather than students' book (%40)"* (Participant 2, Age:25).

***4.2.3.2. The reason of having difficulty in the exams.*** One of the participants expressed that even though the students know most of the vocabulary items, they might be confused even when some minor changes have been made. The following quotation might reveal this problem:

> *"In fact, there are the structures that the students can easily understand but the only change is maybe just a few words or a name. For instance, in 2016-2017 TEPSE English test, there is a sentence like 'Do you like eating French toast?' in the first question. However, if different word was used instead of 'French toast' or using 'how about' instead of 'do you like', our students would think that the question changed totally"* (Participant 8, Age: 32).

***4.2.3.3. Focused on language use patterns rather than vocabulary items.*** Some of the participants (n=5) indicated that TEPSE English tests focused language use pattern rather that vocabulary items frequently used in the coursebook. One of the quotations on this code is:

> *"As language use patterns or grammar, the structures in the coursebook were presented in the exams. However, a vocabulary item that the coursebook used once could be asked in the exams, and this might astonish the students"* (Participant 6, Age:32).

***4.2.3.4. Focused both on the vocabulary and language use patterns.*** More than half of participants' view (n=14) about TEPSE English tests based on the frequently used items might be presented as:

> *"I cannot say that the vocabulary items or language use patterns which were not presented in the coursebook were included in the exams. After solving the questions which were published by MoNE, the questions in TEPSE were nearly the same or the items were used in the options or in the question itself"* (Participant 19, Age:31).

***4.2.3.5. Focused on the unit-based vocabulary items.*** One of the participants expressed that the English tests in TEPSE focused on the unit-based vocabulary items by saying:

> *"I can say that; when we focused on the coursebook, the exams included unit based vocabulary items rather than frequently used items. Moreover, we can notice that they did not focus on the items in each unit; however, selected items from different units were included, I mean, it did not include all items"* (Participant 14, Age:32).

***4.2.3.6. The tested items even though they were not the focus of the coursebook.*** Based on the responses, more than half of the participants (n=13) stated some tested items in TEPSE English tests even though they were not frequently used in the coursebook. According to their responses, these items were 'drum, however, so, tire, frying pan, before, after, and, snowshoeing'. The following quotations might be useful:

> *"In the 2016 first term TEPSE, there was a question on the 'parts of a bike' but it surprised us because this word was used in only one of the pages of the coursebook, and it was a word that we did not focus on... Again in the same exam, the word 'however' was not a frequently used one in the coursebook"* (Participant 1, Age: 25).

> *"Unit-based vocabulary items were included in a few questions. For example, the answer of question-11 in the 2015-2016 TEPSE was 'frying pan', and it was used in Unit-3. However, this word was not included in the other units/ sections of the coursebook"* (Participant 2, Age:25).

> *"Of course, there were some words, which we did not extremely focus in the exams. One them was the word 'drum'. Although this word was not the focused one in the coursebook, it was included in the exam...And also, 'before' and 'after' were used in the exams, while the sequence words like 'first and second' were frequently used in the coursebook"* (Participant 13, Age:31).

*4.2.3.7. The tested items included in the coursebook.* The items tested in the exams were mentioned by some of the participants (n=9). Based on the responses, the items/ language use patterns which were tested in the exams might be listed as:

| | | |
|---|---|---|
| Accepting-refusing | Modals | Phone conversation |
| Likes-dislikes | Conjunction | Simple present tense |
| Comparative | Part of a vehicle | Present continuous |
| Making offers | Responsibility | tense |
| Cooking processes | Sequence words | Simple past tense |
| Imperatives | WH question words | Future tense |
| Preferences | Expressing opinion- | |
| Basic verbs | sympathy | |

The following quotation summarizes the language use patterns and vocabulary items that TEPSE English test tested:

> *"I have noted the conspicuous ones such as:*
>
> *In the 2015-2016 1ˢᵗ TEPSE: Simple present tense, offers, parts of a vehicle, present continuous tense, imperatives, cooking, and conjunctions. In the 2015-2016 2ⁿᵈ TEPSE: Expressing opinion, expressing sympathy, present simple tense, cooking, present continuous tense, phone conversations, expressing preference, simple past tense, responding to offers, and conjunctions.*
>
> *In the 2016-2017 1ˢᵗ TEPSE: Expressing opinion, responding to offers, present simple tense, expressing preference, be going to, cooking, expressing preference, and conjunctions.*
>
> *In the 2016-2017 2ⁿᵈ TEPSE: Phone conversations, present simple tense, comparatives, expressing opinion, be going to, conjunctions, simple past tense, imperatives, extreme sports, and chore"* (Participant 3, Age:28).

*4.2.3.8. The items which were not tested even though they were the focus of the coursebook.* According to very few of the responses (n=2), there were also some items which were not tested in TEPSE English tests. Based on the responses,

'imperatives, comparatives-superlatives, simple past tense, and prepositions in the time expressions' were not completely focused. Two of the quotations were given below:

*"As I have noticed, 'imperatives', 'comparative-superlatives', and 'simple past tense' were not exactly presented in the exams"* (Participant 4, Age:25).

*"In Unit-2, there was a conspicuous section under the title 'time expressions'. This section focused on the prepositions but I could not see any question on this topic in the exam"* (Participant 18, Age: 31).

**4.2.4. Alignment between functions of the provided syllabus and the questions in the English tests in TEPSE.** The theme of the interview question 4 and the codes have been provided in Table 56, and most indicative quotations were included.

Table 56.

*Coding Scheme of Question 4*

| Theme | Codes |
|---|---|
| | Content of the coursebook |
| | Content of the exams |
| Exams vs. Functions | Alignment problem between functions and the exams/no alignment |
| | The exams align with the functions in general |
| | Distribution of questions based on the functions/units |
| | Inconsistency between the functions and units |
| | The functions/items which were not tested |
| | Functions based on 4 skills vs exams |
| | Pros of TEPSE |

Table 56 presents the theme 'exams vs. functions' and the codes for the 4th interview question, and details were also provided in the following sections.

***4.2.4.1. Content of the coursebook.*** Four participants made comments on the content of the coursebook, and expressed the pros, cons, and suggestions on the coursebook.

> *"The coursebook provides very good examples, and it seems that the coursebook emphasizes four language skills (speaking, reading, writing, and listening)"* (Participant 2, Age:25).

> *"I had many difficulties while using this coursebook. Why?, because it was not well organized. I mean, it says 'let's make speaking activity or let's compare two photos' which are not possible. At the beginning, these activities could have been started as 'compare / speak by using these words'. It might be like 'filling the blanks' at the beginning, and in the second activity, less controlled practices might be provided. In the third one, the student can make sentences own her/his own. Generally, we benefited from the other materials, and this was very difficult to use these materials in 2-hour lessons when we did not have an opportunity like elective English courses"* (Participant 17, Age:32).

> *"There was a unit called 'Adventures', there are some vocabulary items like 'zorbing, rugby, and snowshoeing'. I will not talk totally about the negative effects of it; some of the students enjoyed after learning what the 'rugby' is while the others started this unit with some biases because it was the first time of being exposed to this vocabulary"* (Participant 8, Age:32).

> *"TEPSE includes multiple-choice questions, that's why, I think, the mini tests might be added at the end of the each unit, and the topics might be practiced with the questions"* (Participant 11, Age:25).

***4.2.4.2. Content of the exams.*** Some of the responses (n=5) revealed that TEPSE English tests were on reading comprehension and dialogues rather than grammar and four language skills. The following statement might reveal the content of TEPSE English tests:

> *"The exams included the questions on reading comprehension, photos and tables. Grammar was not the direct focus of the exams, the students made*

*inferences… These exams did not assess four skills. Vocabulary items and grammar… these exams were the ones that the students memorizing the vocabulary items – I mean, it is not necessary to know even grammar- would be successful in"* (Participant 7, Age:25).

***4.2.4.3. Alignment problem between the functions and the exams/no alignment.*** Based on the responses, two participants indicated the alignment problem between the functions and the exams. The quotations of the participants are provided as follows:

*"Listening, writing, and speaking cannot be exactly included because TEPSE is a multiple choice exam. Therefore, the only skill out of four skills is reading. However, to me, TEPSE are also unable to assess reading skill since the questions in the tests do not align with each other when we consider on the functions"* (Participant 2, Age:25).

*"The functions and the questions in the exams were nearly parallel to each other; however, I cannot say that these exams could exactly test/ assess because of the some distractive questions -I mean the questions that the students were not frequently exposed to"* (Participant 1, Age:25).

***4.2.4.4. The exams align with the functions in general.*** Most of the participants (n=18) indicated that the questions in TEPSE generally aligned with the functions. The following statement is provided to emphasize the views of participants.

*"'Accepting-refusing', 'making excuse' were the topics that the coursebook focused in the first unit, and in 2015-2016 TEPSE, there were the questions on these topics. Two dialogue questions and a paragraph were included to test these topics. In the 2016-2017 1ˢᵗ TEPSE test, followed the same rules, and focused on these topics. There were the questions on the topics focused on 'suggestions, making excuse, accepting, and refusing'. When we consider the functions, 'expressing likes dislikes' were the striking points in each unit. This was frequently used in the coursebook, and there were the questions to*

*assess this in TEPSE conducted between 2015-2016 and 2016-2017. Also, the function 'expressing preferences' were the focus and tested in the exams"* (Participant 18, Age:31).

*"In fact, they align with each other but the way of asking the questions is a little bit different- I mean, they were asked in a dialogue and fill the blanks format, and students can answer them somehow thanks to being familiar with them. I do not think that they could test all the functions. There are some functions which were frequently tested such as 'giving explanation and reason, expressing concern and sympathy, frequency'. There were the questions on 'cooking', 'likes-dislikes', and there were many questions on 'accepting-refusing'. Also, there was a question on 'suggestion' focusing on the modal verb 'should'. Of course, there are some functions could not be tested because all of them could not be tested at the same time. However, the questions were based on nearly all of the functions"* (Participant 11, Age:25).

*4.2.4.5. Distribution of questions based on the functions/units.* More than half of the participants (n=12) made comments on the distribution of questions based on the units. Ten participants stated that the questions based on the units were not equally distributed in some of the English tests in TEPSE while two of them stated that the questions were distributed equally. The following two quotations present these two views:

*"When TEPSE between 2015-2016 and 2016-2017 were taken into consideration, the distribution of the questions based on the topics was not equal in the some of exams. For instance, the topics of Unit-2 and Unit-3 were not included in the 2016-2017 2$^{nd}$ term TEPSE English test; it could not test what it intends to test. The twenty questions could have been distributed equally to units"* (Participant 6, Age:32).

*"The questions were good and equally distributed"* (Participant 10, Age:31).

***4.2.4.6. Inconsistency between the functions and the units.*** Nearly half of the participants (n=9) indicated the inconsistency between the functions and the units. One of the participants stated as:

> *"As I stated before, -the question on 'drum- the function of this question does not belong to this unit -I mean it is a vocabulary question on the function 'naming object' but this function was not among the functions of this unit...Some of the students had some difficulties while answering these questions whereas the others did not have any difficulties... Maybe some students had difficulties but they could tolerate and answer these questions because they were exposed to these functions in the previous units. However, I think that it would be better if the questions were asked based on the functions of the related units"* (Participant 15, Age: 31).

***4.2.4.7. The functions/items which were not tested.*** Based on the responses, one of the participants stated one of the functions which the questions did not focus on, while the other participant focused on the items which could have been included in the exams.

> *"In TEPSE English tests on the 26th of November 2015 and 28th of April 2016, I could not recognize many expressions on the function 'telling the time, days and dates'. Especially, I could not see any expressions on dates including numeric forms"* (Participant 16, Age: 26).

> *"For instance, we use a great variety of expressions to express idea, to make an offer etc.;however, just a few of them were included. The expressions such as 'why don't we', 'what about', and 'how about' could have been used"* (Participant 4, Age:25).

***4.2.4.8. Functions based on 4 skills vs exams.*** Five participants stated that four skills both the coursebook and the functions focused on could not be tested in the exams by stating:

*"The functions were generally based on the communicative ones while the exams were multiple-choice tests. The coursebook focused on reading and listening… Of course, these activities were useful for improving students' English; however, the students assume as if these activities were waste of time because of not being tested in the exams…"* (Participant 12, Age: 24).

***4.2.4.9. Pros of TEPSE.*** Apart from the other participants, one of them emphasized the pros of TEPSE as a response to the fourth research question as follows:

*"There were some good sides of the exams. I think that positive sides were conducting two exams in a year, including the first three units in the first term TEPSE, and including the following five units in the second term TEPSE. Also, I think that conducting make-up exams were also a positive side. When we compare these exams with the new one (LGS), I can say that TEPSE tests were more effective and efficient"* (Participant 19, Age:31).

**4.2.5. Suggestions and comments of partcipants.** Interview question-5 examines the other comments and suggestions of the participants.

Table 57.

*Coding Scheme of Question 5*

| Theme | Codes |
|---|---|
| | Four skills vs. exams |
| | The coursebook vs TEPSE |
| Other comments | Pros of TEPSE |
| | LGS (The number of questions and Point value of questions, content validity) |
| | TEPSE vs LGS |
| | Suggestions |

Table 57 presents the codes for the 5th interview question, and details were provided in the following sections.

***4.2.5.1. Four skills vs. exams.*** Based on the responses, nearly half of the participants (n=9) emphasized that these exams could not test four language skills. The following quotation might summarize the views of the participants:

> *"The major problem in teaching foreign languages is that there are not any proper criteria to teach listening, writing, speaking, and even reading in our country. We have exams just to test grammar and vocabulary knowledge"* (Participant 9, Age:27).

***4.2.5.2. The coursebook vs TEPSE.*** Four participants mentioned the relation between the coursebook and TEPSE as a response to question-5. Based on these responses, two of them criticized the coursebook while the rests focused on the good sides of it.

> *"As we all have known, language cannot be tested only with written exams. I mean, the exams like TOEFL and IELTS can be conducted on computers or KET PET exams of Cambridge can be conducted based on the age groups 'flyers and movers'. Since the aim that we are trying to reach is that; however, our coursebook is not qualified from this perspective... I mean, neither the coursebook nor the exams (TEPSE and LGS) are motivating, and have a capacity to improve and test the English language skills"* (Participant 17, Age: 32).

> *"I think that the coursebook should be developed, and I demand that the coursebook should be more consistent with the exams. I used the coursebook provided by MoNE... and we do not have an opportunity to buy supplementary resources. That's why the coursebook should be more consistent with the exams"* (Participant 12, Age:24).

> *"Well, the coursebook was generally focusing on the items and using them frequently. From this perspective, I think it was much more effective and efficient"* (Participant 19, Age:31).

***4.2.5.3. Pros of TEPSE.*** As they were mentioned in the previous question, the pros of TEPSE such as content validity, number of questions and the matching between the coursebook and the exams were also emphasized by the participants (n=8):

*"It makes us happy that the questions were on reading comprehension rather than memorizing... I am in favor of TEPSE..."* (Participant 18, Age:31).

***4.2.5.4. LGS.*** Based on the responses more than half of the participants (n=20) mentioned LGS exams focusing on the number of questions, content validity and the point value of English test questions, and criticized it.

*"As I stated before, in the LGS English tests, the number of questions and point value of English test questions were decreased. The decrease in the point value of the questions changed the views of the students toward English test in the exam. Also, when we focus on the exam, it seems that the decrease in the number of questions lowers content validity"* (Participant 16, Age:26).

***4.2.5.5. TEPSE vs LGS.*** The responses indicated that more than half of the participants (n=15) compared TEPSE and LGS, and they stated that they were in favor of TEPSE exams. The following quotation might prove this inference:

*"I think, even though we criticized TEPSE in some aspects, it was better than the new system (LGS), and it could test more functions than the LGS can"* (Participant 11, Age:25).

***4.2.5.6. Suggestions.*** Five participants provided some suggestions toward the language exams in Turkey by focusing on the four language skills and the way of presenting questions. These suggestions might be presented as:

*"But, I wish that listening, speaking, and writing were also included, and we could assess them objectively. These types of things might be included if it is possible to conduct a new system"* (Participant 15, Age:31).

*"The questions including photos/pictures make it more intelligible for our students, and using pictures in the paragraph questions might change the students' perspectives because they have some biases toward the paragraphs"* (Participant 20, Age: 32).

# CHAPTER V

# CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter includes discussion of results, conclusion, pedagogical implications, and suggestions for further research.

## 5.1. Conclusion and Discussion

This section discusses the findings on content validity of English tests in TEPSE conducted between 2015-2016 and 2016-2017 and teachers' views.

**5.1.1. Content validity of English tests in TEPSE conducted between 2015-2016 and 2016-2017.** The current study aimed to investigate content validity of TEPSE English tests conducted between 2015-2016 and 2016-2017. As Wolf, Farnsworth and Herman (2008) emphasize that the purpose of a test is the first step of validation; thus, they also supported the idea of matching the content of the assessment with the intended construct. Therefore, based on the interviews and documents, the researcher tried to find answers to the research questions. The results show that the findings that the researcher obtained from the documents for the first two sub-questions under the first research question were triangulated with the responses of the participants. The items that the researcher obtained from the documents were also voiced by the participants. However, the first two sub-questions of the first research question were asked to prepare a background to the third sub-question, and these were not necessary to be discussed. As a result, the focus of this study was the answers to the third and fourth sub-questions which are presented as follows:

1. Do the English language tests in TEPSE exactly focus on the frequently used items in the coursebook "Upturn in English"? If yes or no, which items are tested or not tested?

2. Is there an exact match between functions of the provided syllabus and the questions in the English language test in TEPSE?

*5.1.1.1. Alignment between the coursebook and TEPSE English tests based on the frequently used items.* Language items used in the coursebook and the tests are crucial as Hughes (2003) states "A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned" (p.26). For this purpose, the alignment gains importance considering the frequently used items between the coursebook and TEPSE English tests. The analyses of both the coursebook and the English tests in TEPSE show that most of the frequently used items in the tests were also the ones used frequently in the coursebook, which was also emphasized with a similar finding obtained in the study of Jaturapitakkul (2013) which revealed content validity of the traditional English language tests in Thailand by focusing on the alignment between the tests and the content that the students learnt in the classroom. Moreover, the consistency between the coursebook and TEPSE English tests affects content validity positively as it was also emphasized in the studies of Aksan (2001) and Kang and Chang (2014).

The items that the coursebook did not include were not used in the English test in 2015-2016 1st term TEPSE except three items 'gym, car and buy'. However, even though some of the items were not frequently used in the coursebook, the lexical items that English test in 2015-2016 1st term TEPSE included and used once in the first three units of coursebook are 'attend', 'can't stand', 'casual clothes', 'cookies', 'far away', 'fashion', 'feeling well', 'fine', 'however', 'hungry', 'be into', 'if', 'magazine', 'orange juice', 'problem', 'quite', 'ridiculous', 'shall', 'similar', 'spend', and 'to be honest'. (See appendix-2 for the whole list). When the number of these items was taken into consideration, 88.06 % of the items in the test were also used more than once in the first three units of the coursebook. Moreover, Table 43 based

on the frequency list of Top-30 items verifies that 2015-2016 1st term TEPSE English test mostly focused on the frequently used items in the coursebook.

The items that the coursebook did not include were not used in the English tests in 2015-2016 2nd term TEPSE except four items 'Chinese', 'Egypt', 'least', and 'you're welcome'. However, even though some of the items were not frequently used in the coursebook, English test in 2015-2016 2nd term TEPSE included these items which were used once in the first eight units of coursebook. These are 'alone', 'argue', 'convenient', 'crystal', 'dislike', 'duty', 'everyone', 'holiday', 'how is it going', 'immediately', 'interaction', 'official language', 'outdoor', 'respect', 'scuba diving', 'sorry to hear', 'that's why', 'well-known', 'wonderful', and 'you're right' (See appendix-2 for the whole list). When the number of items was taken into consideration, 89.39% of the items included in the test were also used in the coursebook more than once. Moreover, Table 45 based on the frequency list of Top-30 items verifies that 2015-2016 2nd term TEPSE English test mostly focused on the frequently used items in the coursebook.

Additionally, another English test which was conducted in the 2016-2017 1st term also included the frequently used items in the coursebook. The frequency list which was presented in Table 47 showed that the frequently used items in the test were included in the coursebook, and the frequency of these items was nearly parallel to the frequency of these items in the test. However, there were some items in the test which were not included in the coursebook. These items are 'offer' and 'that's right'. The items which were used once in the coursebook but included in the test were 'actually', 'another', 'bad', 'be into', 'chips', 'cooker', 'difficult', 'dislike', 'drum', 'feel well', 'for a while', 'French', 'geography', 'got it', 'if', 'jug', 'knife', 'lie', 'rest', 'shall', 'should', 'tasty', 'teen', and 'turn down'. The number of the items in the test shows that there were 204 language items in the test while, 26 of the items were used once or none in the coursebook. This means that 87.26% of the language items in the test were used more than once in the coursebook.

When the English test in TEPSE in 2016-2017 2nd term was taken into consideration, the frequency list in Table 49 shows that the most frequently used items in the test were also used frequently in the coursebook. However, the items which were not included in the coursebook were used in the test. While the items 'adventurous' and

'have fun' were not included in the coursebook, the items 'against', 'be into', 'dislike', 'duty', 'feel better', 'freedom', 'in my opinion', 'of course', 'population', 'push', 'relatives', 'shall', 'still', 'trekking', 'unbearable', and 'nothing better to' were used once in the coursebook. When the number of these items was taken into consideration, the number of the items used in the test was 220; however, 18 of them were used once or none in the coursebook. This means that 91.82% of the items in the test were also used in the coursebook more than once.

As a result, contrary to the study of Siddiek (2010), which emphasized the reason of lacking content validity of Sudan School Certificate English examinations as not having questions based on the textbook, and the study of Abella, Urrutia and Shneyderman (2003), which criticized language achievement tests because of not being valid measures of content area knowledge, the contents of TEPSE English tests were generally based on the coursebook. Most of the items in TEPSE English tests were also included in the coursebook and used frequently, which might indicate that there is an alignment between the coursebook and TEPSE English tests based on the frequency of the items. As it was also emphasized in the study of Külekçi (2016), providing representatives of the items intended to be assessed in the test proves content validity. Therefore, alignment between the coursebook and the test based on the frequently used items might increase content validity of TEPSE English tests. The study of Kang and Chang (2014) strengthens the idea that TEPSE English tests have content validity because they stated that because of being based on the textbook and curriculum, PECT had appropriate content to test learners' English skills. Moreover, the study of Aksan (2001) emphasized content validity of an exam based on the alignment between the exam and the content of the coursebook; therefore, the alignment between TEPSE English tests and the coursebook might prove content validity of TEPSE English tests.

*5.1.1.2. Alignment between the functions and TEPSE English tests.* The alignment between the functions and TEPSE English tests gains importance since as Ekbatani (2011) asserts, content validity is consistence between objectives/functions of the test and the test itself. For this purpose, table of specifications based on the tests were created by the researcher as it was also used in the studies of Sims (2015)

and Newman, Lim and Pineda (2013) to analyze content validity of the tests. These researchers considered the table of specifications as a way of determining the alignment between the functions and the test items to analyze content validity.

The table of specifications of 2015-2016 1st term TEPSE English test shows that based on the topics, the test questions were distributed to units as in the following: eight questions on Unit-1, eight questions on Unit-2, and four questions on Unit-3, which might mean that there was not exactly an equal distribution. However, it can be claimed that there was nearly equal distribution based on the functions because there were seven questions based on the functions of Unit-1, eight questions on the functions of Unit-2, and five questions on the functions of Unit-3. Moreover, the only function ignored in the test was 'apologizing', while the other functions were tested, and only four questions casted doubt on content validity because of the inconsistency between the unit and function. Based on Table 51, two questions could have been asked on each function, and it can be claimed that the distributions of questions are not exactly equal between the units. Therefore, the inconsistencies cast doubt on content validity of 2015-2016 1st Term TEPSE English test even though there were not significant inconsistencies. However, most of the questions were on the intended functions provided by MoNE.

On the other hand, the table of specification of 2015-2016 2nd term TEPSE English test (Figures 2, 3, and 4) reveals that based on the functions, there were two questions on Unit-1 and Unit-6, one question on Unit-2 and Unit-5, four questions on Unit-3 and Unit-4, four, and three questions on Unit-7 and Unit-8. However, based on the topics, there were two questions on Unit-1, Unit-5, and Unit-6, one question on Unit-3, five questions on Unit-4, and four questions on Unit-7 and Unit-8 while there was not any question on Unit-2. As it can be noticed in the inconsistencies between the units and functions, there were six questions casting doubt on content validity. While these questions focused on a function of an intended unit, the topics of the questions were on different units. Each question of the exam could have been focused only one function rather than asking more questions on some functions. Therefore, these inconsistencies cast doubt on content validity of 2016-2017 2nd Term TEPSE English test even though most of the questions were on the intended functions.

In other TEPSE English test conducted in the 1$^{st}$ term of 2016 and 2017, Table 51 reveals that two questions could have been asked on each function to distribute the questions equally both on the functions and the units. However, based on the functions, there were eight questions on Unit-1, six questions on Unit-2 and Unit-3. When the topics were taken into consideration, there were nine questions on Unit-1, five questions on Unit-2, and six questions of Unit-3. Even though the distribution of the questions seems nearly equal, there were six questions casting doubt on content validity because of the inconsistencies between the topics and functions of these questions.

In addition to the 2016-2017 1$^{st}$ term TEPSE English test, 2016-2017 2$^{nd}$ term TEPSE English test was also examined. Figures 6, 7, and 8 show that based on the functions; there were three questions on Unit-1, Unit-3, Unit-6, and Unit-7, while there were two questions on Unit-2, Unit-4, and Unit-5, and only one question on Unit-8. However, based on the topics, there were two questions on Unit-1 and three questions on Unit-4, Unit-7 and Unit-8. Moreover, it was determined that there were four questions on Unit-5, and five questions on Unit-6, while there was not any question on Unit-2 and Unit-3. Each question of the test could have been focused on only one function rather than asking more questions on some of the functions. Moreover, the distribution of the questions was not equal as it can be seen in Figures 6, 7, and 8. These inconsistencies between the functions and the units cast a doubt on content validity, and there were seven questions emphasizing these inconsistencies.

As a conclusion, the results show that the distribution of the questions based on the functions in the 1$^{st}$ term TEPSE English tests seems more equal than the 2$^{nd}$ term TEPSE English tests. Besides, there were some questions casting doubt because of the inconsistency between the functions and units of these questions. However, more than half of the questions in each test were on the functions that they intended to test, which was also emphasized in the similar findings obtained in the studies of Vural (2017) and Fathony (2017), while the questions casting doubt might affect content validity of the tests negatively. This was also emphasized by Chakwera (2004) who stated that there was an alignment between content validity and curricular validity which covers the functions. However, when the functions and the questions were examined thoroughly, it can be stated that the functions could be tested based on the units that the students were responsible for. For instance, in the 1$^{st}$ term TEPSE

English tests, students were responsible for the first three units, and the tested functions were on these units that the students were responsible for in the 1$^{st}$ term TEPSE English tests. The effect of the equal distribution of the questions on content validity was also emphasized in the study of Razmjoo and Tabrizi (2010) on TEFL M.A Entrance Examination. Similar to the results of TEPSE English tests in the current study, Razmjoo and Tabrizi's study indicated that there was not an equal distribution of items among the content categories and that TEFL M.A. Entrance Examination was not a valid one in terms of content validity. This might mean that the functions could be tested but the inequality in distribution of the functions might affect content validity negatively.

**5.1.2. The teachers' views toward content validity of TEPSE English tests conducted between 2015-2016 and 2016-2017.** One of the research questions of the current study aimed to determine the teachers' views toward content validity of TEPSE English tests conducted between 2015-2016 and 2016-2017. For this purpose, semi-structured interviews were held with 21 English language teachers teaching English to 8$^{th}$ grade students. In order to triangulate the data which were obtained from the documents by the researcher, first two questions were directed to the participants regarding the frequently used language use patterns and vocabulary items in the coursebook. The interview questions are provided as follows:

1. What language use patterns does the coursebook provide?

2. What vocabulary items does the coursebook frequently use?

3. Do the English language tests in TEPSE exactly focus on the frequently used items in the coursebook? If yes or no, which items are tested or not tested?

4. Is there an exact match between functions of the provided syllabus and the questions in the English language test in TEPSE?

5. Do you have any comments?

The responses to third and the fourth questions provide some implications on content validity of TEPSE English tests. Additionally, the fifth question also provides different perspectives toward the exams, which are pros and cons of

TEPSE English tests, comparison of TEPSE and LGS, and some suggestions for the exams. For this reason, the participants' views and responses are discussed and compared with the findings obtained from the analysis of exam documents and contents of the coursebook.

***5.1.2.1. Alignment between the coursebook and TEPSE English tests based on the frequently used items.*** As it was voiced by Hughes (2003), a test which has content validity is the test representing the items that will match the content. For this purpose, teachers' views were also taken into consideration in addition to the findings obtained from the analysis of documents.

Based on the responses, 23.80% of the participants (n=5) expressed that TEPSE English tests mostly focused on language use patterns in the coursebook rather than vocabulary items. Moreover, 66.6% of the participants (n=14) agreed that TEPSE English tests were generally in alignment with the coursebook based on the frequently used items. The following statement might clarify this assumption:

> *"I think that, generally, the tests focused on the vocabulary items and language use patterns in the coursebook"* (Participant 15, Age:31).

This assumption might be strengthened with the findings obtained from the documents. When the percentages of the included items in the test, which were used more than once in the coursebook were taken into consideration, the percentage was found to be 88.06 in the 2015-2016 1st term TEPSE test, while it was 89.39 in the 2nd term TEPSE test. Moreover, 87.26% of the items in the 2016-2017 1st term TEPSE test and, 91.82% of the items in the 2016-2017 2nd term TEPSE test were used more than once in the coursebook. Even though there were many items which were frequently used both in the coursebook and the tests, 61.9% of the participants (n=13) indicated that the tests included some items as key words which were not frequently used in the coursebook. The mostly emphasized items which were not focused on the coursebook were presented as 'drum (n=6), however (n=4), and tire (n=4). The following two responses express this as follows:

> *"In the 2016 first term TEPSE exam, there was a question on the 'parts of a bike' but it surprised us because this word was used in only one of the pages*

*of the coursebook, and it was a word that we did not focus on... In the same exam, the word 'however' was not a frequently used one"* (Participant 1, Age: 25).

*"Of course, there were some words, which we did not extremely focus in the exams. One them was the word 'drum'. Although this word was not the focused one in the coursebook, it was included in the exam"* (Participant 13, Age:31).

When the responses of participants were taken into consideration, the top-3 items which were tested even though they were not frequently used in the coursebook were 'drum', 'however', and 'tire'. Regarding the documents, 'drum' and 'however', were used once in the coursebook, while the item 'tire' was used three times in the coursebook. This might mean that including these items in the test might affect content validity negatively; however, when the number of the items was considered, most of the items in tests were frequently used in the coursebook. Contrary to the studies of Siddiek (2010) and Abella, Urrutia and Shneyderman, (2003) which attributed the lack of content validity in exams to their not having questions based on the textbook, Jaturapitakkulin (2013) emphasized content validity of traditional English language tests in Thailand by focusing the alignment between the test and the content that the students learnt in the classroom. In addition, Aksan (2001) examined content validity of English language exams at Niğde University, and the participants were asked the question 'to what extent is the content of coursebook represented in the exams'. The responses revealed that most of the teachers were positive on this issue, and this indicated that these exams had content validity based on teachers' views. Therefore, it can be inferred that the alignment between the coursebook and TEPSE English tests based on the frequency of items might prove content validity of TEPSE English tests.

*5.1.2.2. Alignment between the functions and TEPSE English tests.* As it was voiced by Ekbatani (2011), alignment between the functions and the tests was crucial in terms of content validity. In line with this, the teachers' views were obtained on the fourth research question during the interviews.

Based on the responses, 85.7% of the participants (n=18) agreed that there was an alignment between the functions and TEPSE English tests despite some inconsistencies and unequal distributions of questions across units. The quotations on the alignment can be presented as follows:

> *"The questions in tests align with the functions. The students were not assessed with the functions which were not provided in the coursebook... The questions were not too difficult, and they were not the questions which did not align with the functions or they were not the ones testing different things"* (Participant 7, Age:25).

> *"There was not an equal distribution but there was an alignment between the functions and the questions"* (Participant 14, Age:32).

> *"I can say not only 'yes' but also 'no' to this. I can generally say 'Yes'. ... However, the functions of the some questions were on the different units, not on the units that the functions belong to"* (Participant 6, Age:32).

47.61% of the participants (n=10) indicated that there was not an equal distribution of the questions based on the units/functions while 9.52% of the participants (n= 2) thought that the questions were distributed equally based on the units, especially the first three units. Moreover, 42.85% of the participants (n=9) emphasized the inconsistencies between the functions and the units. As in the study of Razmjoo and Tabrizi (2010) on TEFL M.A Entrance Examination which indicated that TEFL M.A. Entrance Examination was not a valid one in terms of content validity because there was not an equal distribution of items among the content categories, content validity of English tests in TEPSE might be also affected negatively. However, the participants of the current study also stated that these inconsistencies might not be a problem because of the exposure of the students to these functions in the previous units. The following statement might provide an insight into this issue:

> *"As I stated before, in the question on 'drum', 'the function of this question does not belong to this unit -I mean it is a vocabulary question on the function 'naming object' but this function was not among the functions of this unit...As I stated before, even though the unit does not include this function, maybe some students had difficulties but they could tolerate and answer these*

*questions because they were exposed to these functions in the previous units"*
(Participant 15, Age:31).

Additionally, 57.14% of the participants (n=12) expressed that these exams could not assess four language skills as it was emphasized in the study of Akın (2016) which indicated that YDS tests grammar, vocabulary, and reading comprehension rather than four language skills. The following quotation on this issue is presented:

> *"The major problem in teaching foreign languages is that there are not any proper criteria to teach listening, writing, speaking, even reading in our country. We have exams just to test grammar and vocabulary knowledge"*
> (Participant 9, Age:27).

> *"Of course, learning a language does not only mean solving tests, there should be listening, speaking, and writing as functions, and they should be assessed. However, conducting multiple-choice tests is also reasonable because of the practicality"* (Participant 13, Age:31).

To conclude, the findings regarding to the views of teachers toward content validity of TEPSE English test revealed that great majority of the participant agreed that TEPSE English tests had content validity despite some inconsistencies, unequal distributions, which were also emphasized in the study of Razmjoo and Tabrizi (2010) and the lack of assessing four language skills. These findings are also in alignment with those of the study conducted by Vural (2017), in which most of the teachers agreed that TEPSE test questions tested the functions in the coursebook, while acknowledging its failure in assessing listening and speaking skills, which could affect content validity negatively. Al- Adawi and Al-Balushi (2016) also obtained similar underscoring need to test listening and speaking in the exams. Moreover, the studies conducted by Weiping and Juan (2005), Haiyan and Fuqin (2005), and Nicholson (2015) emphasized the weak content validity of the exams due to the failure in reflecting the students' communicative competence. Therefore, from this perspective, content validity of TEPSE English tests can be stated to be affected negatively.

*5.1.2.3. Other comments.* Based on the responses to the fifth research question, the comments of participants focused on four language skills, TEPSE, LGS, and the coursebook. Several participants also provided some suggestions to the exams conducted in Turkey. Similar to the study of Mart (2014), which also emphasized both the negative and positive perspectives of the teachers toward TEPSE, the views of the participants toward TEPSE tests were mostly positive.

As it was also emphasized in the study of Gömleksiz and Aslan (2017), 57.14% of the participants agreed that these exams could not assess four language skills. Similarly, the current study revealed 95.23% of the participants criticized LGS in some aspects. Moreover, the participants compared TEPSE and LGS, and 71.42% of them stated that TEPSE was better than LGS considering the number of questions, content validity, and point value of test questions. The following quotation might summarize these perspectives:

> *"As I stated before, in the LGS English tests, the number of questions and point value of English test questions were decreased. The decrease in the point value of questions changed the views of the students toward English test in the exam. Also, when we focus on the exam, it seems that the decrease in the number of questions lowers content validity"* (Participant 16, Age:26).

> *"I think, even though we criticized TEPSE in some aspects, it was better than the new system (LGS), and it could test more functions than the LGS can"* (Participant 11, Age:25).

The participants (23.8%) suggested improvements in the exams conducted in Turkey by indicating the need to focus on the four language skills, which was in alignment with the findings of the studies conducted by Vural (2017) and Al- Adawi and Al-Balushi (2016). Moreover, presenting the questions in different formats was also stated.

> *"But, I wish that listening, speaking, and writing were also included, and we could assess them objectively. These types of things might be included if it is possible to conduct a new system"* (Participant 15, Age:31).

> *"The questions including photos/pictures make the questions more intelligible for our students, and using pictures in the paragraph questions might change*

*the students' perspectives because they have some biases toward the paragraphs"* (Participant 20, Age: 32).

**5.1.3. Overall summary of the study.** Language assessment has a crucial role in education, and the importance of assessment has been voiced by many researchers. Brown and Abeywickrama (2010) reflected the principles of language assessment as practicality, reliability, validity, authenticity, and washback. When the educational setting of Turkey is considered, exams which are generally multiple-choice are at the very heart of the educational system. Based on this fact, TEPSE English tests among the language tests in Turkey is the focus of the current study. TEPSE was an exam including 20 questions on each lesson such as Mathematics, Turkish, Science, English, and Principles of Ataturk and History of Revolution, and conducted between 2013 and 2018. The major aim of this study was to investigate TEPSE English tests conducted between 2015-2016 and 2016-2017 and the coursebook used in the 8$^{th}$ grade. Therefore, the current study benefited from mixed method to investigate the coursebook 'Upturn in English' and TEPSE English tests between 2015-2016 and 2016-2017. This exam has been suddenly replaced by another exam 'LGS'; however, the researcher had already started carrying out this study, and there was not any study investigating content validity of TEPSE English tests conducted between 2015-2016 and 2016-2017. Also, to the best knowledge of the author, there was only one study conducted on content validity of English test in TEPSE (Vural, 2017). In her study, Vural (2017) focused on TEPSE English test in 2014 and the data were only based on the teachers' views. The current study; therefore, aimed to find out to what extent English tests in TEPSE conducted between 2015-2016 and 2016-2017 have content validity based on the analysis of documents and teachers' views.

The two major aims of the current study are analyzing content validity of the English tests in TEPSE as well as language teachers' views on content validity of the English tests. In order to obtain information about content validity of English tests in TEPSE, mixed research method was used. As Creswell (2009) stated that observations, interviews, and documents are the ways of data collection methods, and the current study benefited from the documents such as syllabus provided by MoNE, the

coursebook 'Upturn in English' and TEPSE English tests conducted between 2015-2016 and 2016-2017. Besides, semi-structured interviews were held with 21 English language teachers teaching to 8th grade students in eighteen different provinces. As quantitative analysis, the coursebook 'Upturn in English' and TEPSE English tests were analyzed and compared based on the frequency of the items. In Turkey, curricula are realized with coursebooks, and neither the coursebook nor TEPSE English tests in those years included some of the vocabulary items suggested by curriculum. Therefore, analyzing the frequency of vocabulary items in the coursebook and TEPSE English tests is one of the aims of the current study. Moreover, the table of specification provided by Newman, Frye, Blumenfeld, and Newman (1973 as cited in Newman, Lim, & Pineda, 2013) was adapted and used to analyze TEPSE English tests based on content validity. The following main research questions were investigated.

1. To what extent do the English tests in TEPSE conducted between 2015-2016 and 2016-2017 have content validity?

2. What are English language teachers' views on content validity of English test in TEPSE?

First of all, the alignment between the coursebook and TEPSE English tests based on the frequently used items was crucial as Hughes (2003) stated "A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned" (p.26). The findings obtained from the documents and interviews revealed that most of the frequently used items in the tests were also used frequently in the coursebook. The details of the alignment between the coursebook and TEPSE English tests can be presented as:

1. 88.06 % of the items in the 2015-2016 1st term TEPSE English test were also used more than once in the first three units of the coursebook.

2. 89.39% of the items included in the 2015-2016 2nd term TEPSE English test were also used in the coursebook more than once.

3. 87.26% of the language items in the 2016-2017 1st term TEPSE English test were used more than once in the coursebook.

4. 91.82% of the items in the 2016-2017 2nd term TEPSE English test were also used in the coursebook more than once.

Also, the frequency lists of top-30 items based on TEPSE English tests and the coursebook (See Table 42, 44, 46 and 48) show similar results, which means that there is an alignment between the coursebook and TEPSE English tests regarding the frequently used items. Moreover, Kang and Chang (2014) state that a test has content validity if it is based on the textbook and curriculum; therefore, it can be stated that TEPSE English tests have content validity based on the representativeness of frequently used items.

Moreover, Ekbatani (2011) claims that content validity is a consistence between objectives/functions of the test and the test itself. In regard, the alignment between the functions and TEPSE English tests was another focus of this study. The findings obtained from the table of specifications revealed that:

1. The distribution of the questions based on the topics, especially in the $2^{nd}$ term TEPSE English tests, was not exactly equal.

2. The distribution of the questions based on the functions in the $1^{st}$ term TEPSE English tests seems more equal than the $2^{nd}$ term TEPSE English tests.

3. There were some questions casting doubt on content validity because of the inconsistency between the functions and units of these questions.

4. More than half of the questions in each test were on the functions that they intended to test

5. The functions could be tested based on the units that the students were responsible for.

Razmjoo and Tabrizi (2010) emphasized the effect of the equal distribution of the items on content validity, and the impact of consistency between the functions and tests on content validity was voiced by Ekbatani (2011). Therefore, it can be inferred that the inconsistencies and unequal distributions in the tests affected content validity of TEPSE English tests negatively. However, it cannot be denied that more than half of the questions in each test could test what they intends to test, and the questions were on the predetermined functions provided by MoNE.

In reponse to the first research question, it can be claimed that TEPSE English tests between 2015-2016 and 2016-2017 seem to have content validity based on the alignment between the coursebook and the tests, while their content validities were

affected negatively because of some inconsistencies and unequal distributions of the questions.

In addition to the documents, teachers' views were the other focus of the current study. The participants' responses were investigated, and results might be presented as follows:

1. 66.6% of the participants agreed that there was an alignment between the coursebook and TEPSE English tests based on the frequently used items, while 23.80% of the participants expressed that TEPSE English tests focused on language use patterns in the coursebook rather than vocabulary items.

2. 61.9% of the participants indicated that the tests included a few items 'however, drum, and tire' as key words which were not frequently used in the coursebook.

Based on the responses, it might be stated that there was an alignment between the coursebook and TEPSE English tests regarding the frequency of the items. However, including some items which were not frequently used might affect content validity negatively. Fortunately, most of the items in the tests were also used frequently in the coursebook. Aksan (2001) revealed that representativeness of the content in the tests proves content validity; therefore, it can be implied that the most of the participants agreed on content validity of TEPSE English tests based on the representativeness of frequently used items.

The current study has also focused on the views of teachers toward the alignment between the functions and TEPSE English tests. The responses of the participants can be presented as:

1. 85.7% of the participants agreed that there was an alignment between the functions and TEPSE English tests despite some inconsistencies and unequal distributions.

2. 47.61% of the participants indicated that there was not equal distribution of the questions based on the units/functions

3. 14.28% of the participants agreed that the questions were distributed equally based on the first three units.

4. 42.85% of the participants emphasized the inconsistencies between the functions and the units. However, they also stated that these inconsistencies might not be a problem.

5. 57.14% of the participants expressed that these exams could not assess four language skills

6. 95.23% of the participants criticized LGS in some aspects such as the number of questions, point value of English test questions, and content validity.

7. 71.42% of them stated that TEPSE was better than LGS considering the number of questions, content validity, and point value of test questions.

The responses indicate that the participants agreed on content validity of TEPSE English tests regarding the alignment between the functions and tests despite some inconsistencies and neglecting assessing four language skills. Moreover, the participants compared LGS and TEPSE, and criticized the LGS for the decrease in the number of the questions and in the point value of English test questions. They also stated that the number of the questions in LGS English test which is 10, might affect content validity negatively when compared to the number of questions in TEPSE English test which was 20. Therefore, the participants were in favor of conducting TEPSE English test rather than LGS English test. Moreover, the participants of the current study also demand a test which can assess four language skills because they believe that language learning mean more than vocabulary and grammar, and students should be tested based on these skills, which might also improve content validity if it is implemented successfully. As a conclusion, it can be put forward that TEPSE English tests conducted between 2015-2016 and 2016-2017 seem to have  high content validity based on the alignment among the coursebook, functions, and the tests; however, content validity of these tests was also affected negatively because of some incocnsistencies, unequal distributions, and lacking of assessing four language skills. The reason for this might be attributed to the frequent changes in the educational system in Turkey. TEPSE English tests are one of the exams which were also prone to the changes based on the system and could not test what intend to test in some aspects. To improve content validity of these exams, it might be suggested that these exams include the neglected features such as assessing four language skills as mentioned in the studies of many researchers like Aslan and Gömleksiz (2017), and Vural (2017). Moreover, equal distribution of the

topics/functions in the exams plays a crucial role in content validity as it was emphasized in the studies of Razmjoo and Tabrizi (2010); therefore, the questions should be distributed equally based on the topics/functions.

## 5.2. Pedagogical Implications

The results of the current study revealed some pedagogical implications based on the data obtained from the documents and the interviews. These implications are generally on some suggestions on improving content validity of a test and the language skills that should be tested in the exams. These implications are presented as follows:

1. As Cheng and Fox (2017) have emphasized the importance of developing a table of specifications, which is helpful for creating high quality tests, a blueprint or a table of specifications might be used at the initial phase of preparing the tests. Then it might be possible to distribute the questions to the units and functions equally if multiple-choice tests are used to test the functions provided by MoNE. This might also improve content validity of the tests.

2. The number of questions might be increased in the English tests to create an opportunity to test as many functions as possible.

3. Kang and Chang (2014) emphasized that a content valid test should be based on the content of the coursebook and the curriculum. Therefore, the English tests might focus more on the frequently used vocabulary items rather than including the least frequently used ones as key words or answers to the questions.

4. Four language skills might be tested in the exams to improve content validity if the intended goal is to improve and test the students' communicative competence, which was also stressed in the study of Vural (2017).

5. Point value and the number of questions in the English tests might affect students' perceptions toward English negatively, which might lead harmful washback both on the students and the teachers. Therefore, these

two factors might be taken into consideration by MoNE to remove these negative effects.

## 5.3. Recommendations

The current study tried to provide a perspective on content validity of TEPSE English tests conducted between 2015-2016 and 2016-2017. However, this study also has some limitations, and the further research might focus on these limitations to conduct more reliable and valid studies.

The current study was limited to the documents such as the coursebook, TEPSE English tests, and the functions provided by MoNE and the interviews held with 21 English language teachers. Therefore, another study might also include vocabulary items in the curriculum to examine content validity, and more participants are needed to generalize the results obtained. Another study might compare content validity of TEPSE and LGS English tests because most of the participants of the current study expressed that content validity of LGS English tests might be low, which might be further investigated. A sample content valid English test might be prepared by a researcher focusing on the implications of the current study, and the steps in creating a content valid test might be focus of another study. Moreover, relation between the teacher-made tests and English tests conducted by MoNE might be investigated in terms of predictive validity.

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# TÜRKÇE GENİŞLETİLMİŞ ÖZET

## GİRİŞ

### Problem Durumu

Dil değerlendirmesi ve önemi Brown (2004), Hughes (2003), Ekbatani (2011), and Solano-Flores (2016) gibi birçok bilim insanı tarafından vurgulanmıştır. Dil değerlendirme ilkelerinden biri olan 'kapsam geçerliliği' Hughes (2003), Brown and Abeywickrama (2010), Ekbatani (2011), and Gorsuch and Griffee (2018) tarafından öne sürülmüştür. Dil sınavlarının varlığına bağlı olarak, bu sınavların kapsam geçerliliği yıllardır birçok araştırmacının dikkatini çekmektedir ve buna dönük çalışmalar yapılmaktadır. Bunların dışında, bu çalışmanın odak noktası TEOG İngilizce testleridir. Bu konu üzerinde Vural (2017) ve Gömleksiz ve Aslan (2017) tarafından yürütülen bazı çalışmalar mevcuttur. Gömleksiz ve Aslan (2017) 2016-2017 dönemlerinde yapılan TEOG İngilizce testlerine ilişkin öğrenci görüşlerini incelerken Vural (2017) 2014 TEOG İngilizce testin kapsam geçerliliğini sadece öğretmen görüşleri açısından incelemiştir. Bu çalışma 2015-2016 ve 2016-2017 dönemlerindeki TEOG İngilizce testlerinin kapsam geçerliliğini araştırmayı hedeflemiştir çünkü araştırmacı bu dönemlerde 8. Sınıf öğrencilerini TEOG sınavına hazırlamaktaydı ve bu testlerde kapsam geçerliliğine dönük bazı problemlerle karşılaşmıştır. Bunun yanında, bu yıllarda yapılan TEOG İngilizce testlerinin kapsam geçerliliği hem doküman analizi hem de öğretmen görüleri açısından değerlendirilmemiştir.

### Problem Cümlesi

Bu araştırmanın problemini; "2015-2016 ve 2016-2017 TEOG İngilizce sınavlarının ne ölçüde kapsam geçerliliği vardır?" ve "İngilizce öğretmenlerinin TEOG İngilizce testlerinin kapsam geçerliliğine ilişkin görüşleri nelerdir?" soruları oluşturmaktadır.

**Alt problemler**

Bu çalışmada iki ana problem ve alt problemlere cevap bulunmaya çalışılınmıştır. Bu problemler:

1. 2015-2016 ve 2016-2017 TEOG İngilizce sınavlarının ne ölçüde kapsam geçerliliği vardır?

a)'Upturn in English' kitabı hangi dil yapılarını içermektedir?

b)'Upturn in English' kitabı hangi kelimeleri sıklıkla kullanmıştır?

c)TEOG İngilizce sınavları 'Upturn in English' kitabında sık kullanılan yapı ve kelimelere odaklanmış mıdır? (Hangi kelimeler test edilmiş hangileri test edilmemiştir?)

d)TEOG İngilizce sınavları ve ünite planlarındaki kazanımlar arasında tam bir uyum var mıdır?

2. İngilizce öğretmenlerinin TEOG İngilizce testlerinin kapsam geçerliliğine ilişkin görüşleri nelerdir?

**Araştırmanın Amacı**

Araştırmacının bildiği kadarıyla, 2015-2016 ve 2016-2017 TEOG İngilizce sınavlarının içerik geçerliliği doküman analizi ve öğretmen görüşleri açısından henüz incelenmemiştir. Bu yüzden bu çalışma, bu dönemlerde yapılan TEOG İngilizce sınavlarını test sorularına, ders kitabına ve soruların dayandığı müfredata göre analizleyerek kapsam geçerliliğini araştırmayı amaçlamıştır. Buna ek olarak, öğretmenlerle yapılan görüşmeler de öğretmenlerin TEOG İngilizce sınavlarının kapsam geçerliliğine dönük bakış açılarını ortaya koymak için analizlenmiştir.

**Araştırmanın Önemi**

Bu çalışma, bir testin kapsam geçerliliğinin olup olmadığına karar vermekte nasıl bir yol izlenebileceğini konusunda bir fikir oluşturabilir. Bu çalışmanın, kapsam geçerliliğinin önemi ve kapsam geçerliliği olan bir sınav üretmek konusunda diğer araştırmacı ve eğitimcilere fikir sağlayabileceği düşünülmektedir.

**YÖNTEM**

**Araştırmanın Yöntemi**

Bu çalışmada iki ana soru ve alt sorulara cevap bulunmaya çalışılınmıştır. Bu sorular:

1. 2015-2016 ve 2016-2017 TEOG İngilizce sınavlarının ne ölçüde kapsam geçerliliği vardır?

    a)    'Upturn in English' kitabı hangi dil yapılarını içermektedir?

    b)    'Upturn in English' kitabı hangi kelimeleri sıklıkla kullanmıştır?

    c)    TEOG İngilizce sınavları 'Upturn in English' kitabında sık kullanılan yapı ve kelimelere odaklanmış mıdır? (Hangi kelimeler test edilmiş hangileri test edilmemiştir?)

    d)    TEOG İngilizce sınavları ve ünite planlarındaki kazanımlar arasında tam bir uyum var mıdır?

2. İngilizce öğretmenlerinin TEOG İngilizce testlerinin kapsam geçerliliğine ilişkin görüşleri nelerdir?

Bu çalışma bu sorulara cevap bulmak için nicel ve nitel veri toplama araçları olan dokümanlardaki kelime sıklıkları, kazanım-soru uyumu ve görüşmelerden yararlanmıştır.

**Çalışma Grubu**

Bu çalışmanın nitel veri toplama işleminde yapılan görüşmeler için 18 farklı ilden (Burdur, Afyonkarahisar, Ağrı, Van, Konya, Ankara, İzmir, Kilis, Samsun, Şırnak, Hakkâri, İstanbul, Antalya, Elazığ, Denizli, Erzurum, Ardahan ve Kocaeli) 21 8. Sınıf İngilizce öğretmeni gönüllü olmuştur. TUIK (2016) verilerine göre bu illerin TEOG yerleştirme puanları baz alındığında, katılımcıların en başarılı, en başarısız ve orta seviyede başarılı illerden çalışmaya katıldıkları görülmüştür. Ayrıca katılımcıların öğretmenlik yaptıkları iller Türkiyenin 7 bölgesinden de veri sağlayabilmektedir. Gönüllülük esasına dayalı olarak seçilen katılımcılarla 5 sorudan oluşan yarı yapılandırılmış görüşmeler gerçekleştirilmiştir.

**Veri Toplama Araçları**

Veriler, 'Upturn in English' ders kitabından, 2015-2016 ve 2016-2017 TEOG İngilizce sınavlarından ve MEB tarafından yayımlanan ünite planlarından toplanmıştır. Ders kitabı ve sınavlar, sık kullanılan yapı ve kelimeleri ortaya çıkarmak ve karşılaştırmak için 'Word Frequency Counter' isimli bir yazılımdan yararlanılarak analizlenmiş ve karşılaştırılmıştır. Buna ek olarak, sınav sorularının kazanımlarla uyumunu belirlemek için Newman, Frye, Blumenfeld, ve Newman (1973 aktaran Newman, Lim, & Pineda, 2013) tarafından oluşturulan belirtke tablosu uyarlanmış ve kullanılmıştır. Öğretmen görüşleri için ise, sosyal medyada bulunan TEOG İngilizce öğretmenleri gruplarına duyuru yapılmış ve sadece 8. Sınıf İngilizce derslerine giren İngilizce öğretmenlerinin çalışmada yer alması istenmiştir. Elde edilen görüşme kayıtlar yazıya dökülmüştür. Bu yazılı metinler daha sonra araştırmacı tarafından temalara ayrılmış ve kodlamalar yapılmıştır. Bu kodların güvenirliği için başka bir puanlayıcı tarafından da tekrar kodlaması istenmiş ve karşılaştırmalar yapılarak güvenirlik 0.96 olarak hesaplanmıştır.

## BULGULAR

Araştırma sorularından ilk sorunun ilk iki alt problemi, üçüncü alt probleme veri toplamak amacıyla yöneltilmiştir. Bu yüzden ilk sorunun üçüncü alt probleminden başlayarak bulgulara odaklanılmıştır. 'Upturn in English' ders kitabı ve 2015-2016 ve 2016-2017 TEOG İngilizce sınavlarının analizlerine göre, TEOG İngilizce sınavlarında sık kullanılan yapı ve kelimelerin çoğu ders kitabında da sıklıkla kullanılmıştır. Bir diğer alt problem kazanımlar ve sınavların uyumunu araştırmayı hedeflemektedir. Buna dönük olarak ise belirtke tablosundan elde edilen veriler, kazanım-konu arasında bazı tutarsızlıkların olduğunu ve soruların ünite/kazanımlara eşit şekilde dağıtılmadığını ortaya koymuştur. Bu eşitsizlik ve tutarsızlıkların kapsam geçerliliğini olumsuz etkileyebileceği söylenebilir. Öğretmen görüşlerinden elde edilen bulgulara göre katılımcıların %66.6 (s=14)'ı kitap ve TEOG İngilizce sınavları arasında bir uyum olduğunu belirtmiştir. Öğretmenlerin %85.7 (s=18)'si bazı tutarsızlık ve soruların eşit dağıtılmamasına rağmen TEOG İngilizce sınavlarının kazanımlarla uyumlu olduğunu belirtmiştir. Katılımcıların %57.14'ü bu sınavların

dört dil becerisini ölçmediğini de belirtmiştir ve bir sınavın iletişim yetisini ölçememesi kapsam geçerliliğini olumsuz etkileyebilmektedir.

## SONUÇ, TARTIŞMA VE ÖNERİLER

Dokümanlardan ve görüşmelerden elde edilen sonuçlara göre, TEOG İngilizce sınavlarının sık kullanılan kelime ve yapılar açısından kitapla uyumu vardır. Bu bulgu Jaturapitakkul (2013)'ün çalışmasında ders kitabı ve sınav arasındaki uyuma ilişkin elde edilen bulgularla benzerlik göstermektedir. Ayrıca Aksan (2001) ve Kang ve Chang (2014)'in çalışmalarında da belirtildiği gibi ders kitabı ve sınavlar arasındaki uyum kapsam geçerliliğini olumlu etkilemektedir. Bu sonuç Siddiek (2010) ve Abella, Urrutia, Shneyderman (2003)'ın çalışmalarında elde ettikleri sonuçlardan farklıdır. Bu araştırmacılar inceledikleri sınavların istenilen içerikle veya ders kitabıyla uyumlu olmadığını bu yüzden de kapsam geçerliliklerinin olmadığını belirtmişlerdir. Fakat TEOG İngilizce sınavları ve ders kitabı arasında bir uyum olduğu ve bu uyumun kapsam geçerliliğini olumlu etkilediği gözlemlenmiştir. Bu da TEOG İngilizce sınavlarının kapsam geçerliliğini arttırmaktadır. Bu sınavların kazanımlarla uyumu ele alındığında ise, sınav sorularının konu/kazanımlara eşit dağıtılmaması, dört dil becerisini ölçmemesi ve kazanım-konu arasındaki bazı tutarsızlıkların kapsam geçerliliğini olumsuz etkileyebileceği söylenebilir. Bu sonuç aynı zamanda Razmjoo ve Tabrizi (2010) tarafından da desteklenmektedir. Fakat belirtke tablsou incelendiğinde, soruların yarısından fazlası ölçülmek istenen kazanımı ölçebilmiştir ve bu kapsam geçerliliğini olumlu etkileyebilir. Bu bulgu ise Chakwera (2004) ve Fathony (2017)'in çalışmalarında elde edilen bulgularla uyuşmaktadır. Katılımcıların 57.14%'ü bu sınavların dört dil becerisini ölçmediğini de belirtmiştir. Weiping ve Juan (2005), Haiyan ve Fuqin (2005) ve Nicholson (2015)'ın çalışmalarında belirttikleri gibi bir sınavın iletişim yetisini ölçememesi kapsam geçerliliğini olumsuz etkileyebilmektedir. Vural (2017)'in çalışmasındaki bulgulara benzer olarak öğretmen görüşlerinin çoğunun da TEOG İngilizce sınavlarının kazanımlarla uyumlu olduğunu belirtmesinden dolayı, bazı olumsuzluklara rağmen TEOG İngilizce sınavlarının kapsam geçerliliğinin olduğu çıkarımı yapılabilir.

Bu çalışmanın sonraki araştırmalar için bazı önerileri şu şekilde sıralanabilir:

Bu çalışma, ders kitabı, TEOG İngilizce testleri ve MEB tarafından belirlenen kazanımlar gibi dökümanlarla ve 21 İngilizce öğretmeniyle yapılan görüşmelerle sınırlıdır. Bu yüzden, başka bir çalışma kapsam geçerliliğini ölçmek için müfredatta bulunan kelimeleri ve sonuçları genelleyebilmek için daha fazla katılımcıyı dahil edebilir. Başka bir çalışma, Türkiye'de şu anda uygulanmakta olan TEOG yerine uygulanan yeni sınav LGS ile TEOG sınavlarını kapsam geçerliliği açısından karşılaştırabilir.

# APPENDICES

# APPENDIX -1

## Required Permission from MoNE

*MAKÜ Kayıt Tarih ve No: 29/09/2017 - 16(*

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Temel Eğitim Genel Müdürlüğü

Sayı : 70297673-605.01-E.14454212
Konu: Tez Önerisi

20.09.2017

MEHMET AKİF ERSOY ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) Mehmet Akif Ersoy Üniversitesi Rektörlüğünün, Genel Müdürlüğümüzde
12/09/20176 tarihinde ve 13610749 sayıda işlem gören yazısı.
b) Milli Eğitim Bakanlığının 07/03/2012 tarih ve B.08.0.YET.0020.00.0/361-2012/13
sayılı Genelgesi.

Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi
Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Ayşenur
UZUN'un " Transition Examination from Primary to Secondary Education) Content Validity
and English Language Teachers' Views (TEOG İngilizce Testinin İçerik Geçerliliği ve
İngilizce Öğretmenlerinin Görüşleri" konulu tez önerisi hakkındaki ilgi yazı ve ekleri Genel
Müdürlüğümüzde oluşturulan komisyon tarafından incelenmiştir.

Söz konusu araştırmanın eğitim ve öğretimi aksatmayacak şekilde **gönüllülük esasına**
dayalı olarak uygulanması, uygulamalarda sadece yazımız ekinde gönderilen **mühürlü**
**anketin** kullanılması ve araştırma sonucunda elde edilen raporun, basılı ve dijital ortamda
Genel Müdürlüğümüze teslim edilmesi gerekmektedir. Bu çerçevede araştırmanın
yürütülmesinde bir sakınca bulunmamaktadır.

Bilgilerinizi ve gereğini rica ederim.

Yasin VURAL
Bakan a.
Genel Müdür V.

Ek:
1-Mühürlü Anket Formu (1 sayfa)
2-İlgi yazı ve ekleri

BELGENİN ASLI
ELEKTRONİK İMZALIDIR

Dağıtım:
Gereği:
Mehmet Akif Ersoy Üniversitesi Rektörlüğüne
(ek konuldu Mühürlü Anket Formu (1 sayfa)

Bilgi:
Afyonkarahisar, Ağrı, Ankara, Antalya,
Ardahan, Burdur, Deniz, Elazığ, Erzurum,
Hakkari, İstanbul, İzmir, Kilis,
Kocaeli, Konya, Samsun, Şırnak, Van
Valiliklerine (İl Millî Eğitim Müdürlüğü)
Not: Bilgi amaçlıdır. Cevabi yazı
gönderilmeyecektir.

# APPENDIX-2

## Frequency List of Items In the Coursebook

| Frequency List of Items in the 1st Unit. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| word | SB | WB | L. | total1 | total | word | SB | WB | L. | total1 | total |
| about | 3 | 0 | 1 | 4 | 4 | but | 8 | 4 | 3 | 15 | 15 |
| above | 2 | 0 | 0 | 2 | 2 | Bye | 1 | 0 | 1 | 1 | 3 |
| accept | 1 | 3 | 0 | 4 |  | cafe | 1 | 0 | 0 | 1 | 1 |
| accepting | 2 | 0 | 0 | 2 | 9 | called | 1 | 0 | 0 | 1 | 5 |
| accepts | 3 | 0 | 0 | 3 |  | calling | 1 | 0 | 3 | 4 |  |
| action | 0 | 2 | 0 | 2 | 2 | call on | 0 | 2 | 0 | 2 | 2 |
| activities | 1 | 0 | 0 | 1 | 3 | can | 4 | 1 | 0 | 5 | 5 |
| activity | 0 | 0 | 2 | 2 |  | Can | 1 | 0 | 0 | 1 |  |
| address | 3 | 0 | 0 | 3 | 3 | Can I | 0 | 1 | 0 | 1 | 6 |
| after | 0 | 1 | 0 | 1 | 1 | Can we | 1 | 0 | 0 | 1 |  |
| afternoon | 1 | 2 | 2 | 5 | 5 | Can you | 2 | 1 | 0 | 3 |  |
| already | 0 | 1 | 0 | 1 | 1 | CDs | 0 | 1 | 0 | 1 | 1 |
| always | 2 | 0 | 0 | 2 | 2 | center | 1 | 1 | 0 | 2 | 2 |
| and | 12 | 0 | 2 | 14 | 14 | cheers | 2 | 0 | 0 | 2 | 2 |
| animated | 1 | 0 | 0 | 1 | 2 | choice | 1 | 0 | 0 | 1 | 1 |
| animation | 1 | 0 | 0 | 1 |  | city | 2 | 1 | 1 | 4 | 4 |
| another | 1 | 0 | 0 | 1 | 1 | class | 2 | 0 | 0 | 2 | 2 |
| any | 0 | 1 | 1 | 2 | 2 | classmates | 1 | 0 | 0 | 1 | 2 |
| anything | 5 | 3 | 0 | 8 | 8 | classmates' | 1 | 0 | 0 | 1 |  |
| archive | 0 | 1 | 0 | 1 | 1 | clean | 0 | 0 | 1 | 1 | 1 |
| are like | 2 | 0 | 0 | 2 | 3 | closest | 1 | 0 | 0 | 1 | 1 |
| be like | 0 | 1 | 0 | 1 |  | club | 1 | 0 | 1 | 2 | 2 |
| argue | 1 | 0 | 0 | 1 | 1 | collection | 1 | 0 | 0 | 1 | 1 |
| arms | 0 | 2 | 0 | 2 | 2 | come | 7 | 4 | 2 | 13 | 14 |
| as | 1 | 0 | 0 | 1 | 1 | coming | 1 | 0 | 0 | 1 |  |
| ask | 0 | 1 | 0 | 1 | 1 | comedies | 3 | 0 | 0 | 3 | 7 |
| attend | 1 | 0 | 0 | 1 | 1 | comedy | 4 | 0 | 0 | 4 |  |
| aunt | 1 | 0 | 0 | 1 | 1 | come in | 1 | 0 | 0 | 1 | 1 |
| back someone up | 1 | 0 | 0 | 1 | 2 | come into | 2 | 0 | 0 | 2 | 2 |
| back you up | 1 | 0 | 0 | 1 |  | come over | 3 | 1 | 0 | 4 | 4 |
| barbecue | 1 | 1 | 0 | 2 | 2 | competition | 1 | 0 | 0 | 1 | 1 |
| bear | 0 | 1 | 0 | 1 | 1 | computer game | 1 | 0 | 0 | 1 | 1 |
| because | 3 | 1 | 0 | 4 | 4 | concert | 0 | 1 | 0 | 1 | 1 |
| become | 1 | 0 | 0 | 1 | 1 | cookies | 1 | 0 | 0 | 1 | 1 |
| before | 0 | 1 | 0 | 1 | 1 | count on | 2 | 0 | 0 | 2 | 2 |
| beginning | 1 | 0 | 0 | 1 | 1 | cousin | 3 | 1 | 0 | 4 | 4 |
| bicycle | 3 | 0 | 1 | 4 | 4 | cup | 1 | 0 | 0 | 1 | 1 |
| big | 0 | 1 | 0 | 1 | 2 | date | 1 | 1 | 0 | 2 | 2 |
| biggest | 0 | 1 | 0 | 1 |  | day | 0 | 1 | 0 | 1 | 1 |
| birthday party | 1 | 2 | 0 | 3 | 3 | Dear | 1 | 1 | 0 | 2 | 2 |
| blue | 0 | 1 | 0 | 1 | 1 | December | 1 | 0 | 0 | 1 | 1 |
| blueray | 0 | 0 | 1 | 1 | 1 | depend on | 1 | 0 | 0 | 1 | 1 |
| bodies | 1 | 0 | 0 | 1 | 1 | depressed | 0 | 1 | 0 | 1 | 1 |
| bring | 2 | 2 | 0 | 4 | 4 | difficult | 1 | 0 | 0 | 1 | 1 |
| brother | 0 |  | 2 | 2 | 4 | dislikes | 1 | 0 | 0 | 1 | 1 |
| brothers | 2 | 0 | 0 | 2 |  | do | 6 | 2 | 2 | 10 | 19 |
| buddies | 2 | 0 | 0 | 2 | 2 | doing | 5 | 3 | 1 | 9 |  |
| bug | 0 | 1 | 0 | 1 | 1 |  |  |  |  |  |  |
| busy | 3 | 1 | 1 | 5 | 5 |  |  |  |  |  |  |

| word | SB | WB | L. | total1 | total |
|---|---|---|---|---|---|
| are you | 3 | 0 | 0 | 3 | |
| Are you | 4 | 3 | 0 | 7 | 26 |
| does..? | 0 | 0 | 1 | 1 | |
| do..? | 8 | 4 | 3 | 15 | |
| drama | 1 | 0 | 0 | 1 | 1 |
| drink | 1 | 1 | 0 | 2 | 3 |
| drink sth at a cafe | 1 | 0 | 0 | 0 | |
| each | 1 | 0 | 0 | 1 | 1 |
| eat | 1 | 0 | 0 | 1 | |
| eating | 0 | 1 | 0 | 1 | 3 |
| eat out | 1 | 0 | 0 | 1 | |
| email | 1 | 0 | 0 | 1 | 1 |
| end | 1 | 0 | 0 | 1 | 1 |
| enjoy | 1 | 0 | 3 | 4 | 4 |
| enjoy yourself | 1 | 0 | 0 | 1 | 1 |
| enough | 1 | 0 | 0 | 1 | 1 |
| especially | 0 | 0 | 1 | 1 | 1 |
| evening | 4 | 2 | 1 | 7 | 7 |
| event | 1 | 1 | 0 | 2 | 3 |
| events | 1 | 0 | 0 | 1 | |
| everything | 1 | 0 | 0 | 1 | 1 |
| exam | 0 | 1 | 0 | 1 | 1 |
| example | 1 | 0 | 0 | 1 | 1 |
| excuse | 1 | 0 | 0 | 1 | 4 |
| excuses | 3 | 0 | 0 | 3 | |
| favorite | 3 | 1 | 1 | 5 | 5 |
| Feel at home | 1 | 0 | 0 | 1 | 1 |
| feeling | 1 | 1 | 0 | 2 | 2 |
| feeling blue | 0 | 1 | 0 | 1 | 1 |
| feel like | 0 | 1 | 0 | 1 | 1 |
| a few | 0 | 0 | 1 | 1 | 1 |
| find | 1 | 0 | 0 | 1 | 1 |
| fine | 1 | 0 | 0 | 1 | 1 |
| Forest | 1 | 0 | 0 | 1 | 1 |
| forever | 2 | 0 | 0 | 2 | 2 |
| free | 0 | 1 | 0 | 1 | 1 |
| friday | 2 | 0 | 0 | 2 | 2 |
| friend | 3 | 0 | 0 | 3 | 12 |
| friends | 7 | 1 | 1 | 9 | |
| Friendship | 1 | 0 | 0 | 1 | 2 |
| friendships | 1 | 0 | 0 | 1 | |
| fun | 3 | 0 | 0 | 3 | 3 |
| game | 0 | 1 | 0 | 1 | 1 |
| gave | 0 | 0 | 1 | 1 | 2 |
| give | 0 | 1 | 0 | 1 | |
| get off | 1 | 0 | 0 | 1 | 1 |
| get on well with | 2 | 0 | 0 | 2 | 2 |
| glad | 0 | 1 | 0 | 1 | 1 |

| word | SB | WB | L. | total1 | total |
|---|---|---|---|---|---|
| go | 2 | 2 | 0 | 4 | 5 |
| going | 1 | 0 | 0 | 1 | |
| God | 0 | 1 | 0 | 1 | |
| go for a walk | 1 | 0 | 0 | 1 | 3 |
| go for walks | 1 | 0 | 0 | 1 | |
| going for walks | 1 | 0 | 0 | 1 | |
| go out | 1 | 0 | 0 | 1 | 3 |
| go out of town | 2 | 0 | 0 | 2 | |
| go shopping | 1 | 0 | 0 | 1 | 3 |
| go to a shoppingma | 2 | 0 | 0 | 2 | |
| go to the concert | 1 | 0 | 0 | 1 | 3 |
| go to a rock concert | 2 | 0 | 0 | 2 | |
| go to the gym | 0 | 1 | 0 | 1 | 1 |
| go to the movies | 2 | 0 | 1 | 3 | 4 |
| going to the movie | 0 | 0 | 1 | 1 | |
| going to (future) | 29 | 14 | 8 | 51 | 52 |
| gonna | 0 | 1 | 0 | 1 | |
| good | 0 | 2 | 2 | 4 | 4 |
| good bye | 2 | 0 | 0 | 2 | 2 |
| Got it | 0 | 1 | 0 | 1 | 1 |
| graduation | 0 | 1 | 0 | 1 | 1 |
| grandparents | 1 | 0 | 0 | 1 | 1 |
| great | 6 | 2 | 4 | 12 | 12 |
| Great idea | 1 | 0 | 0 | 1 | 1 |
| greet | 1 | 0 | 0 | 1 | 1 |
| guess | 1 | 0 | 0 | 1 | 1 |
| guests | 0 | 0 | 1 | 1 | 1 |
| gym | 0 | 1 | 0 | 1 | 1 |
| had | 0 | 1 | 0 | 1 | |
| have | 8 | 6 | 2 | 16 | 18 |
| having | 0 | 1 | 0 | 1 | |
| have a party | 3 | 0 | 0 | 3 | 4 |
| having the party | 1 | 0 | 0 | 1 | |
| have a picnic | 1 | 0 | 0 | 1 | 1 |
| have a dinner | 0 | 1 | 0 | 1 | 1 |
| hair | 1 | 0 | 0 | 1 | 1 |
| happen | 1 | 0 | 0 | 1 | 3 |
| happens | 2 | 0 | 0 | 2 | |
| happy | 0 | 2 | 0 | 2 | 2 |
| have sth in commo | 2 | 0 | 0 | 2 | 2 |
| have to | 2 | 2 | 0 | 4 | 4 |
| having over | 1 | 0 | 0 | 1 | 1 |
| heard | 0 | 0 | 1 | 1 | 1 |
| hello | 1 | 0 | 4 | 1 | 5 |
| help | 1 | 0 | 1 | 2 | 2 |
| here | 0 | 1 | 0 | 1 | 2 |
| Here | 0 | 1 | 0 | 1 | |
| hi | 6 | 0 | 6 | 12 | 12 |
| home | 4 | 0 | 0 | 4 | 4 |

| word | SB | WB | L. | total1 | total | word | SB | WB | L. | total1 | total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Hope | 1 | 1 | 0 | 2 | 2 | morning | 0 | 0 | 2 | 2 | 2 |
| hours | 0 | 0 | 1 | 1 | 1 | most | 1 | 0 | 0 | 1 | 1 |
| house | 1 | 2 | 1 | 4 | 4 | mostly | 0 | 0 | 1 | 1 | 1 |
| How are you doing | 0 | 0 | 1 | 1 | 1 | mother | 0 | 0 | 1 | 1 | 1 |
| hugs | 0 | 1 | 0 | 1 | 1 | movie | 5 | 4 | 2 | 11 | 21 |
| hungry | 1 | 0 | 0 | 1 | 1 | movies | 6 | 4 | 2 | 10 | |
| I'm into | 0 | 1 | 0 | 1 | 1 | movie theater | 0 | 0 | 1 | 1 | 1 |
| I can't | 4 | 3 | 2 | 9 | 10 | music | 0 | 4 | 0 | 4 | 4 |
| can't | 1 | 0 | 0 | 1 | | nature walking | 1 | 0 | 1 | 2 | 2 |
| I hope | 3 | 1 | 1 | 5 | 5 | Nature | 0 | 0 | 1 | 1 | |
| I guess | 1 | 0 | 0 | 1 | 1 | never | 1 | 0 | 0 | 1 | 1 |
| I think | 0 | 0 | 1 | 1 | 1 | next | 0 | 1 | 0 | 1 | 1 |
| if | 1 | 0 | 0 | 1 | 1 | night | 3 | 1 | 0 | 4 | 4 |
| imagine | 1 | 1 | 0 | 2 | 2 | No matter | 0 | 0 | 1 | 1 | 1 |
| important | 0 | 1 | 0 | 1 | 1 | not at all | 1 | 0 | 0 | 1 | 1 |
| interests | 1 | 0 | 0 | 1 | 1 | Nothing special | 0 | 0 | 1 | 1 | 1 |
| invitation | 5 | 1 | 0 | 6 | 8 | Not really | 1 | 1 | 0 | 2 | 2 |
| invitations | 2 | 0 | 0 | 2 | | November | 1 | 0 | 0 | 1 | 1 |
| invite | 1 | 0 | 0 | 1 | 2 | now | 0 | 1 | 0 | 1 | 1 |
| invited | 0 | 1 | 0 | 1 | | number | 1 | 0 | 0 | 1 | 1 |
| join | 4 | 2 | 3 | 9 | 9 | OK | 0 | 0 | 2 | 2 | 4 |
| just | 1 | 4 | 0 | 5 | 5 | Okay | 0 | 2 | 0 | 2 | |
| know | 3 | 0 | 1 | 4 | 4 | one | 1 | 1 | 1 | 3 | 5 |
| large | 0 | 1 | 0 | 1 | 1 | ones | 1 | 0 | 1 | 2 | |
| lasts | 0 | 0 | 1 | 1 | 1 | open | 0 | 1 | 0 | 1 | 1 |
| late | 1 | 0 | 0 | 1 | 1 | organizing | 2 | 2 | 2 | 6 | 6 |
| Let's | 1 | 0 | 0 | 1 | 1 | other | 2 | 0 | 0 | 2 | 3 |
| letter | 1 | 0 | 0 | 1 | 1 | Others | 1 | 0 | 0 | 1 | |
| lie | 1 | 0 | 0 | 1 | 1 | outside | 0 | 1 | 0 | 1 | 1 |
| like | 9 | 0 | 1 | 10 | 11 | park | 1 | 0 | 0 | 1 | 1 |
| likes | 1 | 0 | 0 | 1 | | part | 1 | 0 | 0 | 1 | 1 |
| list | 0 | 1 | 0 | 1 | 1 | party | 3 | 5 | 0 | 8 | 8 |
| Listen | 0 | 0 | 1 | 1 | 1 | pasta | 0 | 1 | 0 | 1 | 1 |
| live | 0 | 1 | 0 | 1 | 4 | people | 1 | 0 | 0 | 1 | 1 |
| lives | 2 | 1 | 0 | 3 | | performing | 0 | 1 | 0 | 1 | 1 |
| lonely | 0 | 1 | 0 | 1 | 1 | phone | 1 | 0 | 0 | 1 | 1 |
| long | 0 | 0 | 1 | 1 | 1 | physically active | 2 | 0 | 0 | 2 | 2 |
| love | 1 | 0 | 1 | 2 | 2 | pick me up | 0 | 0 | 1 | 1 | 2 |
| make | 2 | 1 | 0 | 3 | 4 | pick yo uup | 0 | 1 | 0 | 1 | |
| Making | 1 | 0 | 0 | 1 | | picnic | 1 | 0 | 0 | 1 | 1 |
| Make an excuse | 1 | 0 | 0 | 1 | 3 | place | 2 | 1 | 0 | 3 | 3 |
| making excuses | 2 | 0 | 0 | 2 | | plain | 0 | 1 | 0 | 1 | 1 |
| match | 4 | 0 | 0 | 4 | 4 | planned | 0 | 1 | 0 | 1 | 4 |
| may | 1 | 1 | 0 | 2 | 2 | plans | 1 | 1 | 1 | 3 | |
| Maybe later | 0 | 0 | 1 | 1 | 1 | playing | 0 | 0 | 1 | 1 | 2 |
| meet | 2 | 1 | 0 | 3 | 3 | plays | 1 | 0 | 0 | 1 | |
| mind | 2 | 0 | 0 | 2 | 2 | play computer gam | 3 | 0 | 0 | 3 | 3 |
| Monday | 0 | 1 | 2 | 3 | 3 | play soccer | 4 | 0 | 0 | 4 | 6 |
| more than | 0 | 0 | 1 | 1 | 1 | play sports | 2 | 0 | 0 | 2 | |

| word | SB | WB | L. | total1 | total | word | SB | WB | L. | total1 | total |
|------|----|----|----|--------|-------|------|----|----|----|--------|-------|
| please | 5 | 0 | 0 | 5 | 5 | soon | 1 | 0 | 0 | 1 | 1 |
| am | 1 | 0 | 0 | 1 | 5 | sorry | 3 | 2 | 1 | 6 | 6 |
| pm | 2 | 0 | 2 | 4 | | sounds fun | 1 | 0 | 0 | 1 | 2 |
| poem | 0 | 1 | 0 | 1 | 1 | sounds like fun | 0 | 1 | 0 | 1 | |
| promise | 0 | 1 | 0 | 1 | 1 | Sounds good | 0 | 1 | 0 | 1 | 1 |
| race | 3 | 0 | 1 | 4 | 4 | space | 0 | 0 | 1 | 1 | 1 |
| rackets | 1 | 0 | 0 | 1 | 1 | spend time | 1 | 0 | 0 | 1 | 1 |
| really | 1 | 1 | 1 | 3 | 3 | sports | 1 | 1 | 0 | 2 | 2 |
| refuse | 1 | 3 | 0 | 4 | | start | 0 | 0 | 2 | 2 | 4 |
| refuses | 3 | 0 | 0 | 3 | 8 | starts | 2 | 0 | 0 | 2 | |
| refusing | 1 | 0 | 0 | 1 | | stay | 3 | 0 | 0 | 3 | 3 |
| relatives | 1 | 0 | 0 | 1 | 1 | stranger | 3 | 0 | 0 | 3 | 3 |
| Reply | 1 | 0 | 0 | 1 | 1 | studies | 0 | 0 | 1 | 1 | |
| request | 1 | 0 | 0 | 1 | 1 | study | 3 | 1 | 0 | 4 | 10 |
| responsible for | 0 | 2 | 0 | 2 | 2 | study for an exam | 3 | 0 | 0 | 3 | |
| Road | 1 | 0 | 0 | 1 | 1 | study together | 1 | 1 | 0 | 2 | |
| rock | 2 | 0 | 0 | 2 | 2 | Sunday | 2 | 2 | 2 | 6 | 6 |
| romance | 2 | 0 | 1 | 3 | 5 | sure | 2 | 1 | 0 | 3 | 3 |
| romances | 1 | 0 | 1 | 2 | | surprise | 0 | 1 | 0 | 1 | 1 |
| sad | 0 | 4 | 0 | 4 | 4 | swear | 0 | 1 | 0 | 1 | 1 |
| same | 1 | 0 | 0 | 1 | 1 | take a walk | | 1 | 0 | 1 | 1 |
| saturday | 2 | 4 | 2 | 8 | 8 | take my little broth | 0 | 1 | 0 | 1 | |
| sauce | 0 | 1 | 0 | 1 | 1 | take you | 0 | 0 | 2 | 2 | 4 |
| say | 3 | 0 | 2 | 5 | 6 | Take the bus | 1 | 0 | 0 | 1 | |
| says | 0 | 0 | 1 | 1 | | Take care | 2 | 0 | 1 | 3 | 3 |
| school | 2 | 0 | 1 | 3 | 3 | tea | 2 | 0 | 0 | 2 | 2 |
| sci-fi | 4 | 0 | 2 | 6 | 6 | team | 0 | 1 | 0 | 1 | 1 |
| see | 2 | 2 | 0 | 4 | 4 | Tell | 0 | 0 | 1 | 1 | 1 |
| see a movie | 2 | 1 | 1 | 4 | 5 | tennis | 3 | 0 | 0 | 3 | 3 |
| see it | 0 | 1 | 0 | 1 | | test | 1 | 0 | 0 | 1 | 1 |
| seems | 0 | 0 | 1 | 1 | 1 | thanks | 3 | 1 | 1 | 5 | 5 |
| see you | 4 | 3 | 3 | 10 | 10 | Thats better | 1 | 0 | 0 | 1 | 1 |
| sender | 1 | 0 | 0 | 1 | 1 | That's great | 0 | 1 | 0 | 1 | 4 |
| Shall | 0 | 1 | 0 | 1 | 1 | that would be grea | 2 | 1 | 0 | 3 | |
| share | 1 | 0 | 0 | 1 | 1 | theatres | 0 | 1 | 1 | 2 | 2 |
| short | 1 | 1 | 0 | 2 | 2 | then | 2 | 3 | 1 | 6 | 6 |
| show | 1 | 2 | 0 | 3 | 4 | things | 1 | 0 | 0 | 1 | 1 |
| showing | 0 | 1 | 0 | 1 | | Think | 1 | 0 | 0 | 1 | 2 |
| similar | 1 | 0 | 0 | 1 | 1 | think of | 0 | 1 | 0 | 1 | |
| sister's | 0 | 1 | 0 | 1 | 3 | thriller | 2 | 0 | 0 | 2 | 6 |
| sisters | 2 | 0 | 0 | 2 | | thrillers | 2 | 0 | 2 | 4 | |
| sit and chit chat | 1 | 0 | 0 | 1 | 1 | through | 0 | 0 | 1 | 1 | 1 |
| six | 0 | 3 | 0 | 3 | 3 | tickets | 0 | 1 | 0 | 1 | 1 |
| So | 2 | 1 | 3 | 6 | 6 | time | 2 | 2 | 1 | 5 | 5 |
| soccer | 3 | 0 | 0 | 3 | 3 | tiny | 0 | 1 | 0 | 1 | 1 |
| some | 3 | 2 | 2 | 7 | 7 | today | 0 | 3 | 0 | 3 | 3 |
| someone | 5 | 0 | 0 | 5 | 5 | together | 1 | 1 | 0 | 2 | 2 |
| something | 3 | 0 | 0 | 3 | 3 | tomato | 0 | 1 | 0 | 1 | 1 |
| sometimes | 1 | 0 | 0 | 1 | 1 | tomorrow | 9 | 3 | 0 | 12 | 12 |

| word | SB | WB | L. | total1 | total |
|---|---|---|---|---|---|
| tonight | 4 | 2 | 2 | 8 | 8 |
| tournament | 2 | 0 | 0 | 2 | 2 |
| town | 2 | 0 | 0 | 2 | 2 |
| travelling | 0 | 0 | 1 | 1 | 1 |
| true | 5 | 0 | 0 | 5 | 5 |
| Tuesday | 1 | 0 | 0 | 1 | 1 |
| turns | 1 | 0 | 0 | 1 | 1 |
| two | 1 | 1 | 0 | 2 | 2 |
| uncle | 1 | 0 | 0 | 1 | 1 |
| until | 0 | 1 | 0 | 1 | 1 |
| Use | 1 | 0 | 0 | 1 | 1 |
| very | 1 | 0 | 0 | 1 | 1 |
| visit | 5 | 2 | 1 | 8 | 8 |
| volleyball | 1 | 0 | 0 | 1 | 1 |
| walking | 0 | 0 | 1 | 1 | 1 |
| want | 0 | 2 | 1 | 3 | 3 |
| was | 1 | 0 | 0 | 1 | |
| wash | 1 | 0 | 0 | 1 | 1 |
| watch | 3 | 1 | 1 | 5 | 8 |
| watching | 1 | 0 | 2 | 3 | |
| watch a movie | 3 | 0 | 1 | 4 | |
| watch movies | 1 | 0 | 0 | 1 | 6 |
| watching movies | 0 | 0 | 1 | 1 | |
| week | 0 | 1 | 1 | 2 | 2 |
| weekend | 2 | 2 | 1 | 5 | 5 |
| well | 2 | 0 | 1 | 3 | 3 |
| what | 11 | 5 | 3 | 19 | 19 |

| word | SB | WB | L. | total1 | total |
|---|---|---|---|---|---|
| What about | 3 | 1 | 0 | 4 | 4 |
| What a nice | 0 | 1 | 0 | 1 | 1 |
| What .. think about | 1 | 0 | 0 | 1 | 1 |
| What kind of | 2 | 1 | 2 | 5 | 6 |
| What types of | 1 | 0 | 0 | 1 | |
| What time | 0 | 0 | 1 | 1 | 1 |
| when | 3 | 1 | 0 | 4 | 4 |
| Whenever | 0 | 2 | 0 | 2 | 2 |
| when we | 2 | 0 | 0 | 2 | 4 |
| when you're | 0 | 2 | 0 | 2 | |
| Where | 3 | 2 | 0 | 5 | 5 |
| Who | 5 | 3 | 0 | 8 | 8 |
| Why | 1 | 2 | 0 | 3 | 3 |
| Why dont | 1 | 0 | 0 | 1 | 1 |
| will | 0 | 2 | 1 | 3 | 8 |
| I'll | 0 | 3 | 1 | 4 | |
| we'll | 0 | 0 | 1 | 1 | |
| work | 0 | 1 | 0 | 1 | 1 |
| world | 1 | 0 | 0 | 1 | 1 |
| would like to | 3 | 1 | 4 | 8 | 39 |
| would love to | 2 | 2 | 0 | 4 | |
| Would you like to | 12 | 12 | 3 | 27 | |
| Yeah | 1 | 0 | 0 | 1 | 8 |
| Yes | 5 | 0 | 2 | 7 | |
| Years | 1 | 0 | 0 | 1 | 1 |
| young | 0 | 1 | 0 | 1 | 1 |

| word | SB | WB | L. | Total1 | Total | word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | **Frequency List of Items in the 2nd Unit** | | | | | |
| about | 2 | 1 | 1 | 4 | 4 | cheese | 1 | 1 | 0 | 2 | 2 |
| above | 1 | 0 | 0 | 1 | 1 | choir | 0 | 1 | 0 | 1 | 1 |
| activities | 2 | 0 | 1 | 3 | 3 | city | 2 | 0 | 0 | 2 | 2 |
| Actually | 0 | 1 | 0 | 1 | 1 | classical | 2 | 0 | 0 | 2 | 2 |
| after | 3 | 2 | 0 | 5 | 5 | clean the rooms | 0 | 1 | 0 | 1 | 1 |
| afternoon | 3 | 1 | 0 | 4 | 6 | coach | 0 | 1 | 0 | 1 | 1 |
| afternoons | 0 | 2 | 0 | 2 | | come | 1 | 0 | 0 | 1 | 1 |
| again | 0 | 1 | 0 | 1 | 1 | comfortable | 0 | 0 | 1 | 1 | 1 |
| a little | 1 | 0 | 0 | 1 | 1 | cool | 1 | 1 | 0 | 2 | 2 |
| all | 0 | 0 | 1 | 1 | 1 | create | 1 | 0 | 0 | 1 | 1 |
| alone | 1 | 0 | 0 | 1 | 1 | cycle | 1 | 0 | 0 | 1 | 7 |
| a lot of | 1 | 0 | 0 | 1 | 1 | cycling | 1 | 0 | 5 | 6 | |
| always | 4 | 0 | 1 | 5 | 5 | day | 1 | 0 | 0 | 1 | 1 |
| and | 15 | 18 | 8 | 41 | 41 | dear | 1 | 1 | 0 | 2 | 2 |
| any | 0 | 0 | 1 | 1 | 1 | design | 1 | 0 | 0 | 1 | 2 |
| around | 0 | 1 | 0 | 1 | 1 | designer | 0 | 1 | 0 | 1 | |
| art class | 0 | 1 | 0 | 1 | 1 | different | 1 | 0 | 1 | 2 | 2 |
| ask | 0 | 1 | 0 | 1 | 1 | dinner | 1 | 0 | 0 | 1 | 1 |
| bad | 1 | 0 | 0 | 1 | 1 | do | 4 | 3 | 0 | 7 | 9 |
| badminton | 0 | 1 | 0 | 1 | 1 | doing | 0 | 2 | 0 | 2 | |
| band | 3 | 0 | 1 | 4 | 5 | do activities | 0 | 1 | 0 | 1 | 1 |
| band's | 1 | 0 | 0 | 1 | | doeshershopping | 0 | 1 | 0 | 1 | 1 |
| barber | 0 | 1 | 0 | 1 | 1 | doexercise | 0 | 1 | 0 | 1 | 1 |
| because | 0 | 3 | 0 | 3 | 3 | dohomework | 0 | 1 | 0 | 1 | 4 |
| before | 1 | 0 | 0 | 1 | 1 | domyhomework | 1 | 0 | 0 | 1 | |
| best | 0 | 0 | 1 | 1 | 1 | dotheirhomework | 0 | 1 | 0 | 1 | |
| Best wishes | 0 | 1 | 0 | 1 | 1 | doyourhomework | 1 | 0 | 0 | 1 | |
| bike | 4 | 0 | 2 | 6 | 6 | doingsports | 0 | 0 | 1 | 1 | 1 |
| black | 1 | 0 | 1 | 2 | 2 | are..? | 0 | 1 | 0 | 1 | 40 |
| Books | 0 | 1 | 0 | 1 | 1 | does..? | 4 | 5 | 0 | 9 | |
| boring | 2 | 0 | 0 | 2 | 2 | do..? | 14 | 16 | 0 | 30 | |
| bossaball | 2 | 0 | 0 | 2 | 2 | dramas | 0 | 1 | 0 | 1 | 1 |
| brake | 2 | 0 | 0 | 2 | 3 | draw | 1 | 0 | 0 | 1 | 1 |
| brakes | 0 | 0 | 1 | 1 | | drinking | 0 | 1 | 0 | 1 | 4 |
| brake lever | 2 | 0 | 0 | 2 | 2 | drinking orange juice | 0 | 1 | 0 | 1 | |
| breakfast | 8 | 1 | 0 | 9 | 9 | drink milk | 0 | 1 | 0 | 1 | |
| brother | 1 | 6 | 1 | 8 | 8 | drinks coffee | 1 | 0 | 0 | 1 | |
| brush my teeth | 1 | 0 | 0 | 1 | 1 | drive | 2 | 0 | 0 | 2 | 2 |
| but | 4 | 5 | 1 | 10 | 10 | drums | 0 | 1 | 0 | 1 | 1 |
| butter | 0 | 1 | 0 | 1 | 1 | early | 7 | 1 | 0 | 8 | 8 |
| by bus | 0 | 1 | 0 | 1 | 1 | eat | 2 | 1 | 0 | 3 | 3 |
| camping | 0 | 0 | 1 | 1 | 1 | eggs | 1 | 1 | 0 | 2 | 2 |
| can | 1 | 1 | 1 | 3 | 3 | electronic | 1 | 0 | 0 | 1 | 1 |
| can't | 0 | 1 | 1 | 2 | 2 | end | 1 | 0 | 0 | 1 | 1 |
| can't stand | 0 | 1 | 0 | 1 | 1 | energetic | 1 | 0 | 1 | 2 | 2 |
| casual clothes | 1 | 0 | 0 | 1 | 1 | enjoy | 0 | 2 | 0 | 2 | 2 |
| CD cover | 3 | 0 | 0 | 3 | 3 | enjoy yourself | 1 | 0 | 0 | 1 | 1 |
| chain | 2 | 0 | 0 | 2 | 2 | evening | 4 | 0 | 0 | 4 | 6 |
| change | 1 | 0 | 0 | 1 | 1 | evenings | 0 | 2 | 0 | 2 | |

| word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| every day | 3 | 4 | 0 | 7 | 7 |
| exciting | 2 | 0 | 0 | 2 | 2 |
| exercise | 1 | 0 | 1 | 2 | 2 |
| False | 1 | 0 | 0 | 1 | 1 |
| family | 0 | 1 | 0 | 1 | 1 |
| far away | 1 | 0 | 0 | 1 | 1 |
| fashion clothes | 1 | 0 | 0 | 1 | 1 |
| fast food | 1 | 0 | 0 | 1 | 1 |
| father | 3 | 3 | 0 | 6 | 6 |
| favorite | 2 | 3 | 2 | 7 | 7 |
| find | 0 | 1 | 0 | 1 | 1 |
| fix | 0 | 0 | 1 | 1 | 3 |
| fixing | 1 | 0 | 1 | 2 | |
| flute | 1 | 0 | 0 | 1 | 1 |
| following | 1 | 0 | 0 | 1 | 1 |
| for a while | 1 | 0 | 0 | 1 | 1 |
| forget | 1 | 0 | 0 | 1 | 1 |
| frame | 2 | 0 | 0 | 2 | 2 |
| free time | 0 | 2 | 0 | 2 | 2 |
| Friday | 0 | 1 | 0 | 1 | 1 |
| friends | 3 | 2 | 2 | 7 | 7 |
| fruit | 1 | 0 | 0 | 1 | 1 |
| fun | 1 | 0 | 0 | 1 | 1 |
| game | 0 | 1 | 0 | 1 | 1 |
| gear | 2 | 0 | 1 | 3 | 4 |
| gears | 0 | 0 | 1 | 1 | |
| geography | 0 | 1 | 0 | 1 | 1 |
| get home | 1 | 0 | 0 | 1 | 2 |
| gets home | 1 | 0 | 0 | 1 | |
| gets up | 2 | 1 | 0 | 3 | 17 |
| get up | 10 | 4 | 0 | 14 | |
| Give | 1 | 0 | 0 | 1 | 1 |
| go | 1 | 3 | 0 | 4 | 4 |
| go cycling | 0 | 0 | 3 | 3 | 5 |
| goes cycling | 2 | 0 | 0 | 2 | |
| goes to the movies | 0 | 1 | 0 | 1 | 2 |
| go to the movies | 0 | 1 | 0 | 1 | |
| go home | 0 | 1 | 0 | 1 | 1 |
| go out | 0 | 1 | 0 | 1 | 1 |
| go shopping | 1 | 0 | 0 | 1 | 1 |
| go to a restaurant | 0 | 1 | 0 | 1 | 1 |
| go to bed | 4 | 0 | 0 | 4 | 4 |
| go to school | 3 | 1 | 0 | 4 | 4 |
| go to the beach | 1 | 0 | 0 | 1 | 1 |
| go to the gym | 0 | 1 | 0 | 1 | 1 |
| go to the theatre | 0 | 1 | 0 | 1 | 1 |
| go to work | 1 | 1 | 0 | 2 | 2 |
| going to (future) | 0 | 1 | 0 | 1 | 1 |
| good | 3 | 1 | 3 | 7 | 7 |

| word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| good at | 1 | 1 | 1 | 3 | 3 |
| good idea | 0 | 1 | 0 | 1 | 1 |
| grandparents | 0 | 2 | 0 | 2 | 2 |
| guitar | 1 | 0 | 0 | 1 | 1 |
| habits | 3 | 0 | 0 | 3 | 3 |
| hairdresser | 0 | 1 | 0 | 1 | 1 |
| half past | 0 | 1 | 0 | 1 | 1 |
| handlebar | 2 | 0 | 0 | 2 | 2 |
| hanging out | 1 | 0 | 1 | 2 | 3 |
| hang out | 1 | 0 | 0 | 1 | |
| hardly ever | 3 | 0 | 0 | 3 | 3 |
| has | 3 | 0 | 2 | 5 | 22 |
| have | 12 | 2 | 2 | 16 | |
| having | 0 | 1 | 0 | 1 | |
| have a shower | 2 | 0 | 0 | 2 | 2 |
| have breakfast | 2 | 1 | 0 | 3 | 3 |
| have dinner | 1 | 0 | 0 | 1 | 1 |
| have lunch | 1 | 1 | 0 | 2 | 2 |
| headphones | 1 | 0 | 0 | 1 | 1 |
| health | 0 | 0 | 1 | 1 | 1 |
| hear | 0 | 0 | 1 | 1 | 1 |
| hearth | 1 | 0 | 0 | 1 | 1 |
| heavy | 1 | 0 | 0 | 1 | 1 |
| Hello | 0 | 0 | 1 | 1 | 1 |
| help | 0 | 3 | 0 | 3 | 3 |
| Hi | 0 | 1 | 0 | 1 | 1 |
| high | 1 | 1 | 0 | 2 | 2 |
| hiking | 2 | 0 | 1 | 3 | 3 |
| hiphop | 1 | 1 | 0 | 2 | 2 |
| history | 0 | 1 | 0 | 1 | 1 |
| home | 0 | 1 | 0 | 1 | 1 |
| homework | 0 | 1 | 0 | 1 | 1 |
| honey | 2 | 1 | 0 | 3 | 3 |
| hope to hear from | 0 | 1 | 0 | 1 | 1 |
| house | 2 | 0 | 0 | 2 | 2 |
| housework | 0 | 2 | 0 | 2 | 2 |
| How | 0 | 1 | 0 | 1 | 1 |
| How often | 2 | 8 | 0 | 10 | 10 |
| How old | 1 | 0 | 0 | 1 | 1 |
| icy | 1 | 0 | 0 | 1 | 1 |
| I guess so | 0 | 1 | 0 | 1 | 1 |
| I think | 1 | 0 | 0 | 1 | 1 |
| impressive | 1 | 0 | 1 | 2 | 2 |
| information | 1 | 0 | 0 | 1 | 1 |
| instruments | 2 | 0 | 0 | 2 | 2 |
| interesting | 1 | 0 | 0 | 1 | 1 |
| jazz | 3 | 0 | 0 | 3 | 3 |
| jogging | 0 | 0 | 1 | 1 | 1 |
| junk food | 1 | 0 | 0 | 1 | 1 |

| word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| keep fit | 0 | 1 | 0 | 1 | 1 |
| know | 0 | 1 | 0 | 1 | 1 |
| late | 4 | 0 | 0 | 4 | 4 |
| later | 0 | 1 | 0 | 1 | 1 |
| leave | 1 | 0 | 0 | 1 | 1 |
| leave school | 2 | 0 | 0 | 2 | 2 |
| legs | 0 | 0 | 1 | 1 | 1 |
| lemonade | 1 | 0 | 0 | 1 | 1 |
| lessons | 0 | 2 | 0 | 2 | 2 |
| letter | 0 | 1 | 0 | 1 | 1 |
| life | 0 | 1 | 0 | 1 | 1 |
| lifestyle | 1 | 0 | 0 | 1 | 1 |
| like | 2 | 10 | 3 | 15 | 17 |
| likes | 2 | 0 | 0 | 2 | |
| listening to | 3 | 0 | 0 | 3 | |
| listen to | 2 | 0 | 0 | 2 | 8 |
| listen to loud musi( | 1 | 0 | 0 | 1 | |
| listen to music | 1 | 1 | 0 | 2 | |
| live | 2 | 1 | 0 | 3 | 3 |
| loud | 1 | 0 | 1 | 2 | 2 |
| love | 1 | 0 | 0 | 1 | 1 |
| lunch | 1 | 0 | 0 | 1 | 1 |
| magazine | 1 | 0 | 0 | 1 | 1 |
| make deals | 0 | 1 | 0 | 1 | 1 |
| makes | 0 | 0 | 1 | 1 | 1 |
| martial arts | 0 | 1 | 0 | 1 | 1 |
| mean | 1 | 0 | 0 | 1 | 1 |
| meet | 0 | 1 | 0 | 1 | 2 |
| meets | 1 | 0 | 0 | 1 | |
| metal | 1 | 0 | 0 | 1 | 1 |
| middle school | 1 | 0 | 1 | 2 | 2 |
| midnight | 1 | 0 | 0 | 1 | 1 |
| milk | 2 | 0 | 0 | 2 | 2 |
| mom | 0 | 2 | 0 | 2 | 7 |
| mother | 1 | 4 | 0 | 5 | |
| month | 1 | 2 | 0 | 3 | 3 |
| morning | 4 | 1 | 0 | 5 | 5 |
| Mostly | 1 | 0 | 0 | 1 | 1 |
| mountain biking | 2 | 0 | 0 | 2 | 2 |
| much | 0 | 1 | 0 | 1 | 1 |
| mudguard | 2 | 0 | 0 | 2 | 4 |
| mudguards | 1 | 0 | 1 | 2 | |
| music | 5 | 1 | 0 | 6 | 6 |
| musicals | 0 | 1 | 0 | 1 | 1 |
| music show | 1 | 0 | 0 | 1 | 1 |
| name | 2 | 2 | 0 | 4 | 4 |
| near | 2 | 0 | 1 | 3 | 3 |
| need | 0 | 1 | 0 | 1 | 1 |
| neighborhood | 2 | 0 | 1 | 3 | 3 |

| word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| never | 4 | 1 | 0 | 5 | 5 |
| new | 0 | 1 | 0 | 1 | 1 |
| next | 0 | 1 | 0 | 1 | 1 |
| night | 1 | 0 | 0 | 1 | 1 |
| noon | 1 | 0 | 0 | 1 | 1 |
| o'clock | 1 | 2 | 0 | 3 | 3 |
| often | 3 | 2 | 0 | 5 | 5 |
| OK | 1 | 0 | 0 | 1 | 1 |
| once | 2 | 0 | 0 | 2 | 2 |
| one | 0 | 0 | 1 | 1 | 1 |
| online | 1 | 0 | 0 | 1 | 1 |
| orange juice | 1 | 0 | 0 | 1 | 1 |
| orchestra | 0 | 1 | 0 | 1 | 1 |
| organ | 1 | 0 | 0 | 1 | 1 |
| outside | 1 | 0 | 1 | 2 | 2 |
| pancakes | 2 | 0 | 0 | 2 | 2 |
| parents | 4 | 2 | 0 | 6 | 6 |
| park | 0 | 0 | 1 | 1 | 1 |
| pasta | 0 | 1 | 0 | 1 | 1 |
| pedal | 2 | 0 | 0 | 2 | 3 |
| pedals | 0 | 0 | 1 | 1 | |
| pen pal | 0 | 1 | 0 | 1 | 1 |
| Performer | 1 | 0 | 0 | 1 | 2 |
| performer's | 1 | 0 | 0 | 1 | |
| photos | 1 | 0 | 0 | 1 | 1 |
| pictures | 1 | 0 | 0 | 1 | 1 |
| pizza | 0 | 1 | 0 | 1 | 1 |
| places | 0 | 0 | 2 | 2 | 1 |
| play | 0 | 1 | 0 | 1 | 1 |
| play a sport | 1 | 0 | 0 | 1 | 3 |
| play sports | 0 | 1 | 0 | 1 | |
| playing sports | 0 | 1 | 0 | 1 | |
| play basketball | 0 | 1 | 0 | 1 | 1 |
| play computer games | 1 | 1 | 0 | 2 | 2 |
| players | 1 | 0 | 0 | 1 | 1 |
| playing soccer | 0 | 1 | 0 | 1 | 2 |
| play soccer | 0 | 1 | 0 | 1 | |
| playing tennis | 0 | 2 | 0 | 2 | 3 |
| play tennis | 0 | 1 | 0 | 1 | |
| Please | 0 | 1 | 0 | 1 | 1 |
| a.m | 3 | | | 3 | 11 |
| p.m | 8 | 0 | 0 | 8 | |
| pop | 3 | 0 | 0 | 3 | 5 |
| Pop | 2 | 0 | 0 | 2 | |
| popular | 0 | 1 | 0 | 1 | 1 |
| practice | 0 | 2 | 0 | 2 | 3 |
| Practicing | 0 | 1 | 0 | 1 | |
| prefer | 6 | 5 | 0 | 11 | 11 |

| word | SB | WB | L. | Total1 | Total | word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| prepare | 1 | 0 | 0 | 1 | **1** | subject | 0 | 1 | 0 | 1 | **1** |
| problem | 1 | 0 | 0 | 1 | **1** | such as | 0 | 0 | 1 | 1 | **1** |
| program | 0 | 0 | 1 | 1 | **1** | sunday | 1 | 2 | 0 | 3 | **7** |
| quite | 1 | 0 | 0 | 1 | **1** | Sundays | 4 | 0 | 0 | 4 | |
| rap | 1 | 0 | 0 | 1 | **1** | supposed to | 1 | 0 | 0 | 1 | **1** |
| read a book | 1 | 0 | 0 | 1 | **1** | surf on the Net | 0 | 1 | 0 | 1 | **1** |
| read a newspaper | 0 | 1 | 0 | 1 | **1** | swimming | 0 | 1 | 0 | 1 | **1** |
| read the news | 1 | 0 | 0 | 1 | **1** | take me to school | 1 | 0 | 0 | 1 | **1** |
| really | 0 | 4 | 0 | 4 | **4** | takes the bus | 1 | 0 | 0 | 1 | **3** |
| rest | 1 | 0 | 0 | 1 | **1** | take the bus | 2 | 0 | 0 | 2 | |
| ride a bike | 0 | 1 | 0 | 1 | **2** | take the train | 0 | 1 | 0 | 1 | **1** |
| ride his bike | 1 | 0 | 0 | 1 | | tea | 0 | 1 | 0 | 1 | **1** |
| ridiculous | 1 | 0 | 0 | 1 | **1** | teach | 0 | 1 | 0 | 1 | **1** |
| right | 0 | 1 | 0 | 1 | **1** | teacher | 1 | 0 | 0 | 1 | **1** |
| river side | 1 | 0 | 1 | 2 | **2** | teens | 1 | 0 | 0 | 1 | **1** |
| rock | 2 | 1 | 0 | 3 | **3** | tell | 0 | 1 | 0 | 1 | **1** |
| room | 1 | 0 | 0 | 1 | **1** | tennis | 0 | 3 | 0 | 3 | **3** |
| Saturday | 1 | 1 | 0 | 2 | **3** | term | 0 | 2 | 0 | 2 | **2** |
| Saturdays | 1 | 0 | 0 | 1 | | terrific | 2 | 0 | 0 | 2 | **2** |
| school | 9 | 6 | 0 | 15 | **15** | Then | 2 | 0 | 0 | 2 | **2** |
| school band | 0 | 1 | 0 | 1 | **1** | thing | 0 | 0 | 1 | 1 | **1** |
| science | 0 | 1 | 0 | 1 | **1** | three times | 1 | 0 | 0 | 1 | **1** |
| score | 1 | 0 | 0 | 1 | **1** | thrillers | 0 | 1 | 0 | 1 | **1** |
| seat | 2 | 0 | 1 | 3 | **3** | tickets | 1 | 0 | 0 | 1 | **1** |
| see a | 1 | 0 | 0 | 1 | **2** | time | 1 | 0 | 0 | 1 | **1** |
| see a movie | 1 | 0 | 0 | 1 | | tire | 2 | 0 | 0 | 2 | **3** |
| show | 2 | 0 | 2 | 4 | **4** | tyres | 0 | 0 | 1 | 1 | |
| silver | 1 | 0 | 1 | 2 | **2** | titles | 1 | 0 | 0 | 1 | **1** |
| sing | 0 | 1 | 0 | 1 | **1** | to be honest | 0 | 1 | 0 | 1 | **1** |
| singer | 1 | 0 | 2 | 3 | **3** | tomorrow | 1 | 0 | 0 | 1 | **1** |
| sister | 0 | 1 | 0 | 1 | **1** | too | 1 | 1 | 1 | 3 | **3** |
| sleep | 1 | 0 | 0 | 1 | **1** | tournament | 0 | 1 | 0 | 1 | **1** |
| snow shoeing | 2 | 0 | 0 | 2 | **2** | trendy | 3 | 0 | 0 | 3 | **3** |
| snow tubing | 3 | 0 | 0 | 3 | **3** | True | 1 | 0 | 0 | 1 | **1** |
| so | 4 | 0 | 0 | 4 | **6** | try | 2 | 1 | 0 | 3 | **3** |
| So | 0 | 1 | 1 | 2 | | tutor | 0 | 1 | 0 | 1 | **1** |
| some | 2 | 0 | 0 | 2 | **2** | on TV | 1 | 0 | 0 | 1 | **1** |
| sometimes | 4 | 1 | 1 | 6 | **6** | twice | 2 | 1 | 0 | 3 | **3** |
| song | 1 | 0 | 0 | 1 | **3** | types of | 1 | 0 | 0 | 1 | **1** |
| songs | 2 | 0 | 0 | 2 | | unbearable | 1 | 0 | 0 | 1 | **1** |
| soon | 0 | 1 | 0 | 1 | **1** | untidy | 1 | 0 | 0 | 1 | **1** |
| sport | 0 | 1 | 0 | 1 | **4** | until | 0 | 1 | 0 | 1 | **1** |
| sports | 2 | 1 | 0 | 3 | | unusual | 2 | 0 | 0 | 2 | **2** |
| starts | 1 | 1 | 0 | 2 | **2** | use | 1 | 0 | 0 | 1 | **1** |
| stay up | 1 | 0 | 0 | 1 | **1** | usually | 13 | 7 | 1 | 21 | **21** |
| stronger | 0 | 0 | 1 | 1 | **1** | very | 1 | 2 | 2 | 5 | **5** |
| student | 0 | 0 | 1 | 1 | **4** | visit | 0 | 2 | 0 | 2 | **2** |
| students | 1 | 2 | 0 | 3 | | voice | 1 | 0 | 1 | 2 | **2** |
| study | 2 | 0 | 0 | 2 | **2** | | | | | | |

| word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| walk | 1 | 0 | 0 | 1 | 1 |
| walk to school | 3 | 0 | 0 | 3 | 3 |
| walk to work | 1 | 0 | 0 | 1 | 1 |
| want | 0 | 1 | 0 | 1 | 1 |
| wash the dishes | 0 | 1 | 0 | 1 | 1 |
| watching | 0 | 2 | 0 | 2 | 2 |
| watch the news | 1 | 0 | 0 | 1 | 1 |
| watch tv | 3 | 2 | 0 | 5 | 5 |
| wear | 2 | 0 | 0 | 2 | 2 |
| website | 0 | 1 | 0 | 1 | 1 |
| wednesday | 0 | 1 | 0 | 1 | 1 |
| week | 2 | 0 | 0 | 2 | 1 |
| weekdays | 2 | 5 | 0 | 7 | 7 |
| weekend | 0 | 1 | 0 | 1 | 6 |
| weekends | 1 | 3 | 1 | 5 | |
| Well | 0 | 2 | 0 | 2 | 2 |
| What | 10 | 6 | 0 | 16 | 16 |
| What about | 0 | 0 | 1 | 1 | 1 |
| What .. think about | 4 | 0 | 2 | 6 | 6 |

| word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| what kind of | 2 | 0 | 0 | 2 | 2 |
| What time | 8 | 1 | 0 | 9 | 9 |
| What's like | 0 | 1 | 0 | 1 | 1 |
| when | 3 | 1 | 0 | 4 | 4 |
| When (cnj) | 1 | 0 | 0 | 1 | 1 |
| Where | 2 | 1 | 0 | 3 | 3 |
| Which | 1 | 0 | 0 | 1 | 1 |
| Why | 2 | 1 | 0 | 3 | 3 |
| Why don't | 0 | 1 | 0 | 1 | 1 |
| work | 5 | 4 | 0 | 9 | 9 |
| working out | 0 | 1 | 0 | 1 | 1 |
| would like to | 1 | 0 | 0 | 1 | |
| would love to | 1 | 0 | 0 | 1 | |
| would you like to | 2 | 0 | 0 | 2 | 4 |
| write | 0 | 1 | 0 | 1 | 1 |
| Yeah | 1 | 1 | 0 | 2 | |
| Yes | 1 | 0 | 0 | 1 | 3 |
| years old | 0 | 1 | 0 | 1 | 1 |
| You're right | 0 | 1 | 0 | 1 | 1 |
| zorbing | 2 | 0 | 0 | 2 | 2 |

### Frequency List of Items in the 3rd Unit

| Word | SB | WB | L. | total1 | Total | Word | SB | WB | L. | total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| about | 4 | 0 | 2 | 6 | 6 | butter | 6 | 1 | 2 | 9 | 9 |
| absorbs | 1 | 0 | 0 | 1 | 1 | cabbage | 4 | 1 | 0 | 5 | 6 |
| add | 9 | 5 | 2 | 16 | 16 | cabbages | 0 | 1 | 0 | 1 | |
| a few times | 0 | 0 | 1 | 1 | 1 | cake | 0 | 1 | 0 | 1 | 2 |
| after | 2 | 0 | 0 | 2 | 2 | cakes | 0 | 1 | 0 | 1 | |
| after that | 2 | 1 | 5 | 8 | 8 | can | 4 | 0 | 1 | 5 | 5 |
| a liter of | 0 | 0 | 1 | 1 | 1 | carrot | 3 | 2 | 0 | 5 | 9 |
| a little | 4 | 0 | 3 | 7 | 7 | carrots | 3 | 1 | 0 | 4 | |
| all | 3 | 2 | 0 | 5 | 5 | cattle | 0 | 1 | 0 | 1 | 1 |
| almonds | 1 | 0 | 0 | 1 | 1 | cauliflower | 0 | 2 | 0 | 2 | 2 |
| almost | 0 | 1 | 0 | 1 | 1 | cheese | 4 | 0 | 1 | 5 | 5 |
| a lot of | 0 | 1 | 0 | 1 | 1 | chicken | 2 | 0 | 0 | 2 | 2 |
| always | 1 | 0 | 0 | 1 | 1 | chicken stock | 0 | 1 | 0 | 1 | 1 |
| and | 32 | 29 | 12 | 73 | 73 | chips | 0 | 1 | 0 | 1 | 1 |
| a packet of | 0 | 0 | 1 | 1 | 1 | chocolate | 0 | 1 | 0 | 1 | 1 |
| around | 0 | 1 | 0 | 1 | 1 | chocolate pudding | 0 | 1 | 0 | 1 | 1 |
| backyards | 0 | 1 | 0 | 1 | 1 | choices | 0 | 1 | 0 | 1 | 1 |
| bake | 6 | 2 | 0 | 8 | 8 | chop | 2 | 0 | 0 | 2 | 5 |
| baking powder | 2 | 3 | 0 | 5 | 5 | chopped | 2 | 0 | 1 | 3 | |
| baking sheet | 0 | 1 | 0 | 1 | 1 | close | 1 | 0 | 1 | 2 | 2 |
| ball | 1 | 0 | 0 | 1 | 1 | cloves of | 0 | 1 | 0 | 1 | 1 |
| barbeque | 0 | 1 | 0 | 1 | 2 | coconut | 0 | 1 | 0 | 1 | 1 |
| barbeques | 0 | 1 | 0 | 1 | | coffee | 0 | 1 | 0 | 1 | 1 |
| beaches | 0 | 1 | 0 | 1 | 1 | cold | 1 | 1 | 0 | 2 | 2 |
| beat | 0 | 0 | 1 | 1 | 2 | completely | 0 | 0 | 1 | 1 | 1 |
| beaten | 0 | 1 | 0 | 1 | | consists | 1 | 0 | 0 | 1 | 2 |
| because | 1 | 0 | 0 | 1 | 1 | consists of | 1 | 0 | 0 | 1 | |
| beef | 1 | 1 | 0 | 2 | 2 | contain | 1 | 0 | 0 | 1 | 1 |
| beef steak | 0 | 1 | 0 | 1 | 1 | continuously | 1 | 0 | 0 | 1 | 1 |
| before | 2 | 0 | 0 | 2 | 2 | cook | 5 | 1 | 0 | 6 | 7 |
| belong | 1 | 0 | 0 | 1 | 1 | cooking | 1 | 0 | 0 | 1 | |
| below | 1 | 0 | 0 | 1 | 1 | cooker | 1 | 0 | 0 | 1 | 1 |
| berries | 2 | 0 | 0 | 2 | 3 | corn flour | 0 | 2 | 0 | 2 | 2 |
| Berry | 1 | 0 | 0 | 1 | | corns | 0 | 1 | 1 | 2 | 2 |
| big | 1 | 0 | 0 | 1 | 1 | countries | 1 | 1 | 0 | 2 | 2 |
| biscuit | 0 | 1 | 0 | 1 | 1 | cover | 1 | 0 | 1 | 2 | 4 |
| Blend | 0 | 1 | 0 | 1 | 1 | covered | 0 | 1 | 0 | 1 | |
| boil | 4 | 1 | 2 | 7 | | crack | 0 | 0 | 1 | 1 | 1 |
| boiled | 1 | 0 | 0 | 1 | 9 | create | 0 | 1 | 0 | 1 | 1 |
| boils | 0 | 1 | 0 | 1 | | crushed | 0 | 1 | 0 | 1 | 1 |
| Bon appetite | 0 | 0 | 1 | 1 | 1 | cup of | 0 | 3 | 0 | 3 | 3 |
| booklet | 2 | 0 | 0 | 2 | 2 | cut | 2 | 2 | 0 | 4 | 4 |
| border | 0 | 2 | 0 | 2 | 2 | day | 0 | 2 | 0 | 2 | 2 |
| both | 0 | 2 | 0 | 2 | 2 | deep | 0 | 1 | 0 | 1 | 1 |
| bowl | 3 | 2 | 2 | 7 | 7 | delicious | 3 | 0 | 0 | 3 | 3 |
| bread | 2 | 0 | 2 | 4 | 4 | describe | 1 | 0 | 0 | 1 | 1 |
| brown | 1 | 2 | 0 | 3 | 3 | dessert | 0 | 1 | 0 | 1 | 3 |
| Brush | 0 | 3 | 0 | 3 | 3 | desserts | 0 | 2 | 0 | 2 | |
| but | 0 | 2 | 0 | 2 | 2 | | | | | | |

| Word | SB | WB | L. | total1 | Total | | Word | SB | WB | L. | total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| dice | 2 | 0 | 0 | 2 | 3 | | give | 1 | 0 | 0 | 1 | 1 |
| diced | 0 | 0 | 1 | 1 | | | glasses of | 3 | 0 | 0 | 3 | 9 |
| different | 0 | 1 | 0 | 1 | 1 | | glass of | 6 | 0 | 0 | 6 | |
| dinner | 1 | 0 | 0 | 1 | 1 | | greased | 0 | 1 | 0 | 1 | 1 |
| dish | 7 | 0 | 0 | 7 | 14 | | green | 1 | 3 | 0 | 4 | 4 |
| dishes | 4 | 3 | 0 | 7 | | | green salad | 0 | 1 | 0 | 1 | 1 |
| doing | 0 | 1 | 0 | 1 | 1 | | grill | 3 | 2 | 0 | 5 | 5 |
| dough | 4 | 3 | 0 | 7 | 7 | | half | 1 | 0 | 0 | 1 | 1 |
| do..? | 8 | 1 | 0 | 9 | 9 | | hands | 1 | 0 | 0 | 1 | 1 |
| dry | 2 | 0 | 0 | 2 | 2 | | has | 0 | 1 | 0 | 1 | 3 |
| easy | 1 | 0 | 0 | 1 | 1 | | have | 0 | 1 | 0 | 1 | |
| eat | 4 | 1 | 0 | 5 | 7 | | having | 0 | 1 | 0 | 1 | |
| eating | 0 | 2 | 0 | 2 | | | head of | 0 | 1 | 0 | 1 | 1 |
| eggplants | 1 | 2 | 0 | 3 | 3 | | healthy | 1 | 0 | 0 | 1 | 1 |
| eggs | 3 | 0 | 2 | 5 | 5 | | heat | 2 | 1 | 2 | 5 | 5 |
| egg yolk | 0 | 3 | 0 | 3 | 3 | | homes | 0 | 1 | 0 | 1 | 1 |
| end | 1 | 0 | 0 | 1 | 1 | | hot | 2 | 4 | 0 | 6 | 6 |
| enjoy | 0 | 0 | 2 | 2 | 2 | | hour | 1 | 0 | 0 | 1 | 2 |
| enjoy it | 3 | 0 | 1 | 4 | 4 | | hours | 1 | 0 | 0 | 1 | |
| enough | 1 | 1 | 1 | 3 | 3 | | how | 5 | 1 | 0 | 6 | 6 |
| evening | 0 | 1 | 0 | 1 | 1 | | However | 0 | 1 | 0 | 1 | 1 |
| every | 0 | 0 | 1 | 1 | 1 | | How many | 0 | 1 | 0 | 1 | 1 |
| everywhere | 0 | 2 | 0 | 2 | 2 | | How often | 1 | 0 | 0 | 1 | 1 |
| eye catching | 1 | 0 | 0 | 1 | 1 | | how to cook | 1 | 0 | 0 | 1 | 1 |
| family | 0 | 1 | 0 | 1 | 1 | | how to make | 2 | 1 | 0 | 3 | 3 |
| fasten | 0 | 1 | 0 | 1 | 1 | | immediately | 0 | 1 | 0 | 1 | 1 |
| favorite | 4 | 0 | 1 | 5 | 5 | | increase | 0 | 1 | 0 | 1 | 1 |
| few | 0 | 0 | 1 | 1 | 1 | | ingredients | 10 | 2 | 0 | 12 | 12 |
| finally | 2 | 1 | 5 | 8 | 8 | | in half | 1 | 0 | 1 | 2 | 2 |
| find | 1 | 0 | 0 | 1 | 1 | | interesting | 1 | 0 | 0 | 1 | 1 |
| fingers | 1 | 0 | 0 | 1 | 1 | | in the middle | 1 | 0 | 0 | 1 | 1 |
| first | 4 | 2 | 5 | 11 | 11 | | jam | 1 | 1 | 1 | 3 | 3 |
| fish | 2 | 1 | 0 | 3 | 3 | | jug | 0 | 1 | 0 | 1 | 1 |
| fish and chip | 0 | 1 | 0 | 1 | 2 | | just | 0 | 1 | 0 | 1 | 1 |
| fish and chips | 0 | 1 | 0 | 1 | | | Keep | 1 | 0 | 0 | 1 | 1 |
| florets | 0 | 1 | 0 | 1 | 1 | | knead | 2 | 0 | 0 | 2 | 2 |
| flour | 5 | 3 | 0 | 8 | 10 | | knives | 1 | 0 | 0 | 1 | 1 |
| floured | 1 | 1 | 0 | 2 | | | know | 1 | 0 | 0 | 1 | 1 |
| fold | 0 | 0 | 1 | 1 | 1 | | lamb | 3 | 1 | 0 | 4 | 4 |
| food | 1 | 1 | 0 | 2 | 2 | | large | 1 | 2 | 0 | 3 | 3 |
| fresh | 1 | 1 | 0 | 2 | 2 | | lasagna | 1 | 0 | 0 | 1 | 1 |
| fried | 5 | 0 | 0 | 5 | 13 | | leave to cool | 1 | 0 | 0 | 0 | 1 |
| fry | 4 | 4 | 0 | 8 | | | Leave | 0 | 1 | 0 | 1 | 1 |
| friends | 0 | 1 | 0 | 1 | 1 | | leeks | 1 | 0 | 0 | 1 | 1 |
| fruit cake | 0 | 1 | 0 | 1 | 1 | | lengths | 0 | 1 | 0 | 1 | 1 |
| frying pan | 2 | 1 | 0 | 3 | 3 | | lentils | 1 | 0 | 0 | 1 | 1 |
| garlic | 0 | 1 | 0 | 1 | 1 | | let it cool | 1 | 0 | 0 | 1 | 2 |
| gently | 0 | 0 | 1 | 1 | 1 | | Let..cool | 1 | 0 | 0 | 1 | |
| getting together | 0 | 1 | 0 | 1 | 1 | | lightly | 1 | 0 | 0 | 1 | 1 |

| Word | SB | WB | L. | total1 | Total | | Word | SB | WB | L. | total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| like | 1 | 5 | 0 | 6 | 6 | | other | 1 | 0 | 0 | 1 | 1 |
| Like people | 0 | 1 | 0 | 1 | 1 | | oven | 3 | 2 | 1 | 6 | 6 |
| loaf | 1 | 0 | 0 | 1 | 1 | | package | 1 | 0 | 0 | 1 | 1 |
| loaf pan | 2 | 0 | 0 | 2 | 2 | | pan | 2 | 1 | 4 | 7 | 7 |
| long | 0 | 1 | 0 | 1 | 1 | | parks | 0 | 1 | 0 | 1 | 1 |
| love | 0 | 1 | 0 | 1 | 1 | | pasta | 1 | 0 | 1 | 2 | 2 |
| low | 1 | 1 | 0 | 2 | 2 | | peel | 2 | 0 | 0 | 2 | 3 |
| lunch | 1 | 0 | 0 | 1 | 1 | | peeled | 0 | 1 | 0 | 1 | |
| made | 0 | 1 | 0 | 1 | 6 | | people | 3 | 2 | 0 | 5 | 6 |
| make | 5 | 0 | 0 | 5 | | | people's | 0 | 1 | 0 | 1 | |
| many | 1 | 1 | 0 | 2 | 2 | | pepper | 4 | 2 | 1 | 7 | 8 |
| mashed | 1 | 0 | 0 | 1 | 1 | | peppers | 0 | 1 | 0 | 1 | |
| meal | 1 | 1 | 0 | 2 | 2 | | perfect | 0 | 1 | 0 | 1 | 1 |
| means | 1 | 0 | 0 | 1 | 1 | | photos | 2 | 0 | 0 | 2 | 2 |
| meat | 3 | 0 | 0 | 3 | 3 | | piece | 1 | 0 | 0 | 1 | 1 |
| meat pie | 0 | 1 | 0 | 1 | 1 | | pilaf | 3 | 0 | 0 | 3 | 3 |
| medium | 0 | 2 | 0 | 2 | 2 | | pistachios | 1 | 0 | 0 | 1 | 1 |
| meet | 1 | 0 | 0 | 1 | 1 | | pizza | 5 | 0 | 0 | 5 | 8 |
| Melt | 1 | 0 | 0 | 1 | 2 | | pizza bread | 3 | 0 | 0 | 3 | |
| melted | 0 | 1 | 0 | 1 | | | place | 1 | 1 | 0 | 2 | 2 |
| microwave | 2 | 0 | 0 | 2 | 2 | | plate | 0 | 0 | 1 | 1 | 1 |
| milk | 3 | 1 | 0 | 4 | 4 | | pop | 0 | 0 | 1 | 1 | 2 |
| minute | 0 | 1 | 1 | 2 | 22 | | popping | 0 | 0 | 1 | 1 | |
| minutes | 14 | 4 | 2 | 20 | | | popular | 1 | 6 | 0 | 7 | 7 |
| mix | 2 | 2 | 1 | 5 | 7 | | pot | 0 | 0 | 1 | 1 | 1 |
| mixed | 0 | 1 | 1 | 2 | | | potatoes | 2 | 0 | 0 | 2 | 2 |
| mixing bowl | 3 | 0 | 0 | 3 | 3 | | pour | 4 | 0 | 1 | 5 | 5 |
| mixture | 2 | 1 | 2 | 5 | 5 | | powder | 0 | 1 | 0 | 1 | 1 |
| more | 0 | 1 | 0 | 1 | 1 | | Pre-heat | 1 | 1 | 0 | 2 | 2 |
| most | 1 | 0 | 0 | 1 | 1 | | prepare | 1 | 0 | 0 | 1 | 1 |
| muffin cups | 1 | 0 | 0 | 1 | 1 | | prices | 0 | 1 | 0 | 1 | 1 |
| Muffins | 1 | 0 | 0 | 1 | 1 | | Process | 4 | 2 | 0 | 6 | 6 |
| mushrooms | 1 | 1 | 0 | 2 | 2 | | put | 14 | 0 | 8 | 22 | 22 |
| names | 1 | 0 | 0 | 1 | 1 | | ready | 2 | 0 | 1 | 3 | 3 |
| national | 2 | 0 | 0 | 2 | 2 | | recipe | 1 | 1 | 0 | 2 | 3 |
| need | 1 | 0 | 0 | 1 | 1 | | recipes | 1 | 0 | 0 | 1 | |
| Net | 1 | 0 | 0 | 1 | 1 | | rectangle | 0 | 1 | 0 | 1 | 1 |
| next | 2 | 1 | 5 | 8 | 8 | | red | 1 | 0 | 1 | 2 | 2 |
| noodles | 1 | 0 | 0 | 1 | 1 | | regional | 1 | 0 | 0 | 1 | 1 |
| nothing better to | 0 | 1 | 0 | 1 | 1 | | Remove | 1 | 0 | 0 | 1 | 1 |
| now | 0 | 1 | 0 | 1 | 1 | | rice | 6 | 0 | 0 | 6 | 6 |
| nuts | 1 | 0 | 0 | 1 | 1 | | Rinse | 1 | 0 | 0 | 1 | 1 |
| oats | 0 | 1 | 0 | 1 | 1 | | roast | 2 | 1 | 0 | 3 | 3 |
| often | 1 | 0 | 0 | 1 | 1 | | roast beef | 0 | 2 | 0 | 2 | 2 |
| oil | 3 | 0 | 2 | 5 | 5 | | roll | 1 | 4 | 0 | 5 | 5 |
| one | 1 | 0 | 0 | 1 | 1 | | rollin gpin | 2 | 0 | 0 | 2 | 2 |
| onion | 4 | 3 | 1 | 8 | 10 | | round | 1 | 0 | 0 | 1 | 3 |
| onions | 2 | 0 | 0 | 2 | | | rounds | 0 | 2 | 0 | 2 | |
| orzo | 2 | 0 | 0 | 2 | 2 | | salt | 10 | 3 | 2 | 15 | 15 |

| Word | SB | WB | L. | total1 | Total |   | Word | SB | WB | L. | total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| sauce | 1 | 2 | 1 | 4 | 4 |   | surface | 1 | 1 | 0 | 2 | 2 |
| sauce pan | 1 | 0 | 0 | 1 | 1 |   | sweet tooth | 0 | 1 | 0 | 1 | 1 |
| say | 1 | 0 | 0 | 1 | 1 |   | table spoon of | 3 | 1 | 0 | 4 | 11 |
| Sea food | 0 | 1 | 0 | 1 | 1 |   | table spoons of | 6 | 1 | 0 | 7 | |
| search | 1 | 0 | 0 | 1 | 1 |   | take it into | 0 | 0 | 1 | 1 | 1 |
| Season | 0 | 1 | 0 | 1 | 1 |   | take out | 4 | 0 | 2 | 6 | 6 |
| seconds | 0 | 0 | 1 | 1 | 1 |   | Take off | 1 | 0 | 0 | 1 | 1 |
| seeded | 0 | 1 | 0 | 1 | 1 |   | talking | 1 | 0 | 0 | 1 | 1 |
| serve | 2 | 2 | 0 | 4 | 5 |   | tasty | 1 | 0 | 0 | 1 | 1 |
| serving | 1 | 0 | 0 | 1 | |   | tea | 0 | 1 | 0 | 1 | 1 |
| Set | 1 | 0 | 0 | 1 | 1 |   | tea spoon of | 3 | 1 | 0 | 4 | 4 |
| shake | 0 | 0 | 1 | 1 | 1 |   | tea towel | 1 | 0 | 0 | 1 | 1 |
| Shape into | 2 | 1 | 0 | 3 | 3 |   | tender | 0 | 1 | 0 | 1 | 1 |
| sheep | 0 | 1 | 0 | 1 | 1 |   | term | 1 | 0 | 0 | 1 | 1 |
| shops | 0 | 2 | 0 | 2 | 2 |   | thanks | 1 | 0 | 0 | 1 | 1 |
| should | 0 | 1 | 0 | 1 | 1 |   | Thanks to | 0 | 1 | 0 | 1 | 1 |
| sides | 0 | 1 | 0 | 1 | 1 |   | then | 3 | 1 | 5 | 9 | 9 |
| sites | 0 | 1 | 0 | 1 | 1 |   | thickly | 0 | 2 | 0 | 2 | 2 |
| slice | 3 | 0 | 1 | 4 | 14 |   | things | 1 | 0 | 0 | 1 | 1 |
| sliced | 1 | 5 | 0 | 6 | |   | throughout | 0 | 1 | 0 | 1 | 1 |
| slices | 2 | 0 | 2 | 4 | |   | toast | 4 | 0 | 3 | 7 | 7 |
| small | 0 | 3 | 0 | 3 | 3 |   | toaster | 1 | 0 | 1 | 2 | 2 |
| snack | 4 | 0 | 0 | 4 | 4 |   | together | 1 | 1 | 0 | 2 | 2 |
| so | 0 | 2 | 0 | 2 | 2 |   | tomato | 3 | 1 | 2 | 6 | 6 |
| soft | 0 | 1 | 0 | 1 | 2 |   | too | 1 | 0 | 0 | 1 | 1 |
| softened | 0 | 1 | 0 | 1 | |   | top | 3 | 0 | 0 | 3 | 3 |
| some | 4 | 1 | 4 | 9 | 9 |   | traditional | 1 | 2 | 0 | 3 | 3 |
| sometimes | 1 | 0 | 0 | 1 | 1 |   | turn down | 1 | 0 | 0 | 1 | 1 |
| soup | 1 | 0 | 0 | 1 | 1 |   | turn it on | 1 | 0 | 1 | 2 | 2 |
| spread | 2 | 0 | 1 | 3 | 3 |   | turn off | 0 | 0 | 2 | 2 | 2 |
| sprinkle | 0 | 1 | 0 | 1 | 1 |   | turns | 1 | 0 | 0 | 1 | 1 |
| square | 0 | 1 | 0 | 1 | 1 |   | type of | 0 | 1 | 0 | 1 | 2 |
| start | 0 | 0 | 1 | 1 | 2 |   | types of | 0 | 1 | 0 | 1 | |
| starts | 1 | 0 | 0 | 1 | |   | typical | 0 | 1 | 0 | 1 | 1 |
| steak | 0 | 1 | 0 | 1 | 1 |   | until | 1 | 3 | 1 | 5 | 5 |
| steam | 2 | 1 | 0 | 3 | 4 |   | Use | 1 | 0 | 0 | 1 | 2 |
| steamed | 1 | 0 | 0 | 1 | |   | using | 1 | 0 | 0 | 1 | |
| step by step | 1 | 0 | 0 | 1 | 1 |   | usually | 4 | 1 | 0 | 5 | 5 |
| sticky | 0 | 1 | 0 | 1 | 1 |   | vanilla custard | 0 | 2 | 0 | 2 | 2 |
| still | 0 | 1 | 0 | 1 | 1 |   | variations | 1 | 0 | 0 | 1 | 1 |
| stir | 2 | 3 | 1 | 6 | 7 |   | various | 0 | 1 | 0 | 1 | 1 |
| stirring | 1 | 0 | 0 | 1 | |   | vegetable oil | 0 | 1 | 0 | 1 | 4 |
| stop | 0 | 0 | 1 | 1 | 1 |   | vegetable oil | 2 | 1 | 0 | 3 | |
| stove | 0 | 0 | 2 | 2 | 2 |   | vegetable | 2 | 0 | 1 | 3 | 14 |
| strawberry jam | 0 | 1 | 0 | 1 | 1 |   | vegetables | 8 | 3 | 0 | 11 | |
| such as | 1 | 1 | 0 | 2 | 2 |   | very | 0 | 4 | 0 | 4 | 4 |
| sugar | 4 | 4 | 0 | 8 | 8 |   | wait | 3 | 0 | 1 | 4 | 4 |
| summer | 0 | 2 | 0 | 2 | 2 |   | warm | 2 | 1 | 0 | 3 | 4 |
| supposed to | 1 | 0 | 0 | 1 | 1 |   | warmed | 0 | 1 | 0 | 1 | |

| Word | SB | WB | L. | total1 | Total | Word | SB | WB | L. | total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| water | 5 | 2 | 2 | 9 | **9** | while | 1 | 0 | 0 | 1 | **1** |
| well | 1 | 0 | 0 | 1 | **1** | whole | 0 | 1 | 0 | 1 | **1** |
| wet | 1 | 0 | 0 | 1 | **1** | Why | 0 | 1 | 0 | 1 | **1** |
| What | 4 | 2 | 0 | 6 | **6** | write down | 1 | 0 | 0 | 1 | **1** |
| What's in | 2 | 0 | 0 | 2 | **2** | year | 0 | 1 | 0 | 1 | **1** |
| When | 1 | 0 | 0 | 1 | **1** | yeast | 4 | 0 | 0 | 4 | **4** |
| when (cnj) | 2 | 0 | 2 | 4 | **4** | yoghurt | 2 | 0 | 0 | 2 | **2** |
| Which | 1 | 0 | 0 | 1 | **1** | zucchinis | 0 | 1 | 0 | 1 | **1** |

| Frequency List of the Items in the 4th Unit | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| words | SB | WB | L. | Total1 | Total | words | SB | WB | L. | Total1 | Total |
| abbreviations | 3 | 0 | 0 | 3 | **3** | call | 2 | 1 | 3 | 6 | |
| 2NITE | 1 | 0 | 0 | 1 | **1** | calling | 1 | 0 | 1 | 2 | |
| B4N | 2 | 0 | 0 | 2 | **2** | calls | 1 | 0 | 0 | 1 | **11** |
| BBL | 1 | 0 | 0 | 1 | **1** | called | 1 | 0 | 0 | 1 | |
| CUL8R | 1 | 0 | 0 | 1 | **1** | call back later | 1 | 0 | 0 | 1 | |
| HAND | 1 | 0 | 0 | 1 | **1** | caller | 2 | 0 | 0 | 2 | **2** |
| LOL | 1 | 0 | 0 | 1 | **1** | can | 6 | 0 | 1 | 7 | **7** |
| about | 6 | 4 | 0 | 10 | **10** | can't | 3 | 0 | 1 | 4 | **4** |
| accessory | 1 | 0 | 0 | 1 | **1** | can I speak to | 1 | 0 | 1 | 2 | **6** |
| According to | 1 | 0 | 0 | 1 | **1** | could I speak to | 1 | 1 | 2 | 4 | |
| activity | 4 | 0 | 0 | 4 | **4** | Can you | 1 | 1 | 1 | 3 | |
| afraid | 1 | 0 | 0 | 1 | **1** | Could you | 1 | 0 | 0 | 1 | **6** |
| afternoon | 3 | 0 | 1 | 4 | **4** | Could you please | 1 | 0 | 1 | 2 | |
| all | 0 | 5 | 0 | 5 | **5** | Could I | 1 | 1 | 1 | 3 | **3** |
| alley | 1 | 0 | 0 | 1 | **1** | May I ask | 1 | 0 | 0 | 1 | |
| alphabet | 0 | 1 | 0 | 1 | **1** | Could I ask | 1 | 0 | 1 | 2 | **7** |
| always | 0 | 2 | 0 | 2 | **2** | Could you ask | 1 | 1 | 2 | 4 | |
| Among | 0 | 1 | 0 | 1 | **1** | Could you tell | 1 | 0 | 0 | 1 | **1** |
| and | 13 | 7 | 0 | 20 | **20** | changing | 1 | 0 | 0 | 1 | **1** |
| answering | 1 | 0 | 0 | 1 | **2** | cheap | 2 | 0 | 0 | 2 | **2** |
| answers | 1 | 0 | 0 | 1 | | choices | 0 | 2 | 0 | 2 | **2** |
| any | 1 | 0 | 0 | 1 | **1** | city | 1 | 0 | 0 | 1 | **1** |
| anything | 1 | 0 | 1 | 2 | **2** | clothes | 1 | 0 | 0 | 1 | **1** |
| approximately | 1 | 3 | 0 | 4 | **4** | coffee | 0 | 1 | 0 | 1 | **1** |
| around | 0 | 1 | 0 | 1 | **1** | combinations | 1 | 0 | 0 | 1 | **1** |
| as | 0 | 1 | 0 | 1 | **1** | come | 9 | 0 | 3 | 12 | **12** |
| ask | 2 | 0 | 0 | 2 | **3** | communicate | 0 | 3 | 0 | 3 | **5** |
| asked | 1 | 0 | 0 | 1 | | communicating | 1 | 1 | 0 | 2 | |
| bad | 2 | 0 | 0 | 2 | **2** | communication | 3 | 3 | 0 | 6 | **7** |
| badline | 3 | 1 | 0 | 4 | **4** | Communication | 0 | 1 | 0 | 1 | |
| barbeque | 1 | 0 | 0 | 1 | **1** | Communicator | 0 | 1 | 0 | 1 | **1** |
| Be back later | 1 | 0 | 0 | 1 | **1** | contact with | 1 | 0 | 0 | 1 | **1** |
| became | 1 | 0 | 0 | 1 | **1** | contain | 0 | 1 | 0 | 1 | **2** |
| because | 4 | 1 | 0 | 5 | **5** | Contains | 0 | 1 | 0 | 1 | |
| because of | 1 | 0 | 0 | 1 | **1** | correct | 1 | 0 | 0 | 1 | **1** |
| believe | 2 | 0 | 0 | 2 | **2** | daily | 0 | 6 | 0 | 6 | **7** |
| below | 1 | 2 | 0 | 3 | **3** | daily basis | 0 | 1 | 0 | 1 | |
| best | 1 | 0 | 0 | 1 | **1** | day | 5 | 0 | 0 | 5 | **5** |
| between | 1 | 1 | 0 | 2 | **2** | Dial | 1 | 0 | 0 | 1 | **1** |
| billion | 1 | 0 | 0 | 1 | **1** | Digital | 0 | 1 | 0 | 1 | **1** |
| birthday | 0 | 0 | 1 | 1 | **1** | display | 0 | 1 | 0 | 1 | **2** |
| books | 2 | 0 | 0 | 2 | **2** | Displays | 0 | 1 | 0 | 1 | |
| bowling | 2 | 0 | 0 | 2 | **2** | do | 5 | 0 | 0 | 5 | **5** |
| bring | 0 | 0 | 1 | 1 | **1** | do the activity | 3 | 0 | 0 | 3 | |
| brother | 4 | 0 | 0 | 4 | **4** | do an activity | 1 | 0 | 0 | 1 | **5** |
| but | 2 | 1 | 2 | 5 | **5** | doing the activity | 1 | 0 | 0 | 1 | |
| buy | 2 | 0 | 0 | 2 | **2** | do..? | 12 | 1 | 1 | 14 | **17** |
| Bye | 5 | 0 | 2 | 7 | **8** | does..? | 0 | 3 | 0 | 3 | |
| Bye for now | 1 | 0 | 0 | 1 | | dominant | 0 | 1 | 0 | 1 | **1** |

| words | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| dominates | 0 | 1 | 0 | 1 | 1 |
| drinks | 0 | 0 | 1 | 1 | 2 |
| drink sth at a café | 1 | 0 | 0 | 1 | |
| drive | 1 | 0 | 0 | 1 | 1 |
| each | 0 | 2 | 0 | 2 | 2 |
| effects | 1 | 0 | 0 | 1 | 1 |
| email | 1 | 2 | 0 | 3 | 4 |
| emails | 1 | 0 | 0 | 1 | |
| even | 1 | 0 | 0 | 1 | 1 |
| everyday | 0 | 4 | 0 | 4 | 4 |
| example | 2 | 0 | 0 | 2 | 2 |
| exchange email | 0 | 4 | 0 | 4 | 5 |
| exchanging email | 0 | 1 | 0 | 1 | |
| exchange messages | 0 | 2 | 0 | 2 | 2 |
| exciting | 1 | 0 | 0 | 1 | 1 |
| excuse | 1 | 0 | 0 | 1 | 1 |
| exhibition | 2 | 0 | 0 | 2 | 2 |
| experience | 0 | 1 | 0 | 1 | 1 |
| face to face | 2 | 2 | 0 | 4 | 4 |
| fantastic | 0 | 1 | 0 | 1 | 1 |
| fast | 3 | 0 | 0 | 3 | 3 |
| father | 2 | 0 | 0 | 2 | 2 |
| feel better | 1 | 0 | 0 | 1 | 1 |
| first | 2 | 0 | 0 | 2 | 2 |
| Fits | 0 | 1 | 0 | 1 | 1 |
| Follow | 1 | 0 | 0 | 1 | 1 |
| formal | 1 | 0 | 0 | 1 | 1 |
| friend | 6 | 0 | 0 | 6 | 14 |
| friends | 5 | 3 | 0 | 8 | |
| fun | 2 | 0 | 0 | 2 | 2 |
| gadget | 0 | 1 | 0 | 1 | 1 |
| general | 0 | 1 | 0 | 1 | 3 |
| generally | 1 | 1 | 0 | 2 | |
| get | 1 | 0 | 0 | 1 | 1 |
| Give | 1 | 0 | 0 | 1 | 1 |
| go | 3 | 0 | 0 | 3 | 4 |
| going | 1 | 0 | 0 | 1 | |
| go to the movie theat | 1 | 0 | 0 | 1 | 1 |
| go to the music stores | 1 | 0 | 0 | 1 | 3 |
| go to the stores | 1 | 0 | 0 | 1 | |
| go to the technology s | 1 | 0 | 0 | 1 | |
| gone out | 1 | 0 | 0 | 1 | 1 |
| going to (future) | 13 | 0 | 4 | 17 | 17 |
| good | 2 | 1 | 0 | 3 | 3 |
| goodbye | 1 | 0 | 0 | 1 | 1 |
| grandmother's | 0 | 0 | 1 | 1 | 1 |
| grandparents | 0 | 0 | 1 | 1 | 1 |
| Great | 1 | 0 | 0 | 1 | 1 |
| greet | 1 | 0 | 0 | 1 | 1 |

| words | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| guess | 1 | 0 | 0 | 1 | 1 |
| half of | 1 | 0 | 0 | 1 | 1 |
| handwriting | 0 | 1 | 0 | 1 | 1 |
| Hang on a minute | 1 | 0 | 0 | 1 | 1 |
| hold on a moment | 1 | 1 | 1 | 3 | 3 |
| hang up | 1 | 0 | 0 | 1 | 1 |
| hardly ever | 0 | 1 | 0 | 1 | 1 |
| has | 0 | 1 | 0 | 1 | 7 |
| have | 4 | 2 | 0 | 6 | |
| Have a nice day | 1 | 0 | 0 | 1 | 1 |
| have a picnic | 1 | 0 | 0 | 1 | 1 |
| Hello | 12 | 0 | 9 | 21 | 21 |
| help | 1 | 0 | 0 | 1 | 1 |
| Hi | 4 | 0 | 1 | 5 | 5 |
| High | 1 | 0 | 0 | 1 | 1 |
| home | 3 | 0 | 1 | 4 | 4 |
| how | 2 | 3 | 0 | 5 | 5 |
| How is it going | 1 | 0 | 0 | 1 | 1 |
| how many | 3 | 3 | 0 | 6 | 6 |
| How often | 1 | 0 | 0 | 1 | 1 |
| human | 0 | 1 | 0 | 1 | 1 |
| I can't hear | 2 | 1 | 0 | 3 | 3 |
| I hope | 2 | 0 | 1 | 3 | 3 |
| Is Steve there | 1 | 0 | 0 | 1 | 1 |
| Is your brother in | 1 | 0 | 0 | 1 | 1 |
| if | 2 | 0 | 0 | 2 | 2 |
| important | 1 | 0 | 1 | 2 | 2 |
| inch | 0 | 1 | 0 | 1 | 1 |
| informal | 1 | 0 | 0 | 1 | 1 |
| information | 1 | 0 | 0 | 1 | 1 |
| interest | 0 | 1 | 0 | 1 | 2 |
| interested in | 1 | 0 | 0 | 1 | |
| Invite | 1 | 0 | 0 | 1 | 4 |
| inviting | 0 | 0 | 3 | 3 | |
| invitation | 0 | 0 | 1 | 1 | 1 |
| just | 0 | 1 | 0 | 1 | 1 |
| keep in touch with | 1 | 1 | 0 | 2 | 2 |
| keyboard | 0 | 3 | 0 | 3 | 3 |
| kinds of | 0 | 1 | 0 | 1 | 1 |
| know | 2 | 0 | 0 | 2 | 2 |
| language | 0 | 5 | 0 | 5 | 9 |
| languages | 1 | 3 | 0 | 4 | |
| late | 0 | 0 | 1 | 1 | 2 |
| later | 1 | 0 | 0 | 1 | |
| leave a message | 5 | 1 | 2 | 8 | 9 |
| leave a message note | 1 | 0 | 0 | 1 | |
| leave a voicemail | 1 | 0 | 0 | 1 | 1 |
| leave home | 1 | 0 | 0 | 1 | 1 |
| less | 0 | 1 | 0 | 1 | 1 |

| words | SB | WB | L. | Total1 | Total | | words | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| let's | 2 | 0 | 0 | 2 | 2 | | packs | 0 | 1 | 0 | 1 | 1 |
| Let me know | 1 | 0 | 0 | 1 | 1 | | Pardon | 1 | 0 | 1 | 2 | 2 |
| letter | 0 | 2 | 0 | 2 | 3 | | parents | 0 | 0 | 1 | 1 | 2 |
| letters | 0 | 1 | 0 | 1 | | | parents' | 1 | 0 | 0 | 1 | |
| like | 4 | 0 | 0 | 4 | 4 | | partner | 1 | 0 | 0 | 1 | 1 |
| lives | 0 | 2 | 0 | 2 | 2 | | party | 1 | 0 | 2 | 3 | 3 |
| Lots of love | 1 | 0 | 0 | 1 | 1 | | pasta | 0 | 1 | 0 | 1 | 1 |
| love | 0 | 1 | 0 | 1 | 1 | | people | 6 | 4 | 0 | 10 | 10 |
| make | 2 | 2 | 0 | 4 | 5 | | person | 0 | 3 | 0 | 3 | 3 |
| Makes | 0 | 1 | 0 | 1 | | | phone | 3 | 0 | 0 | 3 | 5 |
| Making a phone call | 1 | 0 | 0 | 1 | 2 | | phones | 0 | 2 | 0 | 2 | |
| make a phone call | 1 | 0 | 0 | 1 | | | phone call | 1 | 0 | 0 | 1 | 1 |
| match | 1 | 0 | 0 | 1 | 1 | | phone conversation | 1 | 0 | 0 | 1 | 1 |
| mean | 1 | 1 | 0 | 2 | 3 | | phrases | 0 | 1 | 0 | 1 | 1 |
| means | 1 | 0 | 0 | 1 | | | place | 1 | 0 | 0 | 1 | 1 |
| meet | 2 | 0 | 0 | 2 | 3 | | plan | 3 | 0 | 0 | 3 | 4 |
| meet up | 1 | 0 | 0 | 1 | | | plans | 1 | 0 | 0 | 1 | |
| message | 1 | 1 | 0 | 2 | 2 | | play boardgames | 1 | 0 | 0 | 1 | 2 |
| message note | 0 | 2 | 0 | 2 | 2 | | playing boardgames | 1 | 0 | 0 | 1 | |
| million | 1 | 3 | 0 | 4 | 4 | | play chess | 1 | 0 | 0 | 1 | 1 |
| missing | 0 | 1 | 0 | 1 | 1 | | play computer games | 1 | 0 | 0 | 1 | 1 |
| mobile | 0 | 2 | 1 | 3 | 6 | | play sports | 1 | 0 | 0 | 1 | 1 |
| mobile phones | 3 | 0 | 0 | 3 | | | please | 15 | 3 | 9 | 27 | 27 |
| mock | 1 | 0 | 0 | 1 | 1 | | pm | 1 | 0 | 0 | 1 | 1 |
| mode of | 0 | 1 | 0 | 1 | 1 | | pocket | 0 | 2 | 0 | 2 | 2 |
| moment | 3 | 0 | 0 | 3 | 3 | | point | 0 | 1 | 0 | 1 | 1 |
| most | 1 | 1 | 0 | 2 | 2 | | popular | 2 | 1 | 0 | 3 | 3 |
| mostly | 2 | 0 | 0 | 2 | 2 | | postcard | 0 | 2 | 0 | 2 | 2 |
| museum | 1 | 0 | 0 | 1 | 1 | | prefer | 2 | 1 | 0 | 3 | 3 |
| name | 0 | 1 | 0 | 1 | 1 | | product | 0 | 1 | 0 | 1 | 1 |
| name and number | 1 | 0 | 0 | 1 | 1 | | project | 2 | 0 | 0 | 2 | 2 |
| nearly | 2 | 3 | 0 | 5 | 5 | | pronounce | 0 | 1 | 0 | 1 | 2 |
| need | 1 | 0 | 1 | 2 | 2 | | Pronounces | 0 | 1 | 0 | 1 | |
| negative | 1 | 0 | 0 | 1 | 1 | | real | 0 | 1 | 0 | 1 | 1 |
| never | 0 | 4 | 0 | 4 | 4 | | really | 0 | 0 | 1 | 1 | 1 |
| new | 1 | 0 | 0 | 1 | 1 | | receive | 0 | 2 | 0 | 2 | 2 |
| not available | 3 | 1 | 2 | 6 | 6 | | receiver | 2 | 0 | 0 | 2 | 2 |
| now | 3 | 0 | 0 | 3 | 3 | | Recognizes | 0 | 1 | 0 | 1 | 1 |
| number | 4 | 0 | 2 | 6 | 7 | | record | 1 | 0 | 0 | 1 | 1 |
| numbers | 1 | 0 | 0 | 1 | | | repeat | 3 | 0 | 1 | 4 | 4 |
| o'clock | 1 | 0 | 0 | 1 | 1 | | right | 1 | 0 | 0 | 1 | 1 |
| often | 0 | 1 | 0 | 1 | 1 | | Saturday | 3 | 0 | 0 | 3 | 3 |
| OK | 4 | 0 | 1 | 5 | 6 | | say | 1 | 5 | 0 | 6 | 6 |
| Okay | 1 | 0 | 0 | 1 | | | school | 2 | 1 | 0 | 3 | 4 |
| one | 3 | 1 | 0 | 4 | 4 | | schools | 1 | 0 | 0 | 1 | |
| originally | 0 | 1 | 0 | 1 | 1 | | science | 2 | 0 | 0 | 2 | 2 |
| others | 0 | 3 | 0 | 3 | 3 | | screen | 0 | 4 | 0 | 4 | 4 |
| outside | 0 | 1 | 0 | 1 | 1 | | Secret code | 0 | 1 | 0 | 1 | 1 |

| words | SB | WB | L. | Total1 | Total | | words | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| See you | 2 | 0 | 1 | 3 | 5 | | text | 0 | 1 | 0 | 1 | 2 |
| See you later | 2 | 0 | 0 | 2 | | | Texting | 0 | 1 | 0 | 1 | |
| send a fax | 1 | 0 | 0 | 1 | 1 | | text language | 2 | 0 | 0 | 2 | 2 |
| send text messages | 6 | 0 | 0 | 6 | 6 | | text a message | 1 | 0 | 0 | 1 | 18 |
| send an email | 2 | 0 | 0 | 2 | 2 | | text message | 0 | 2 | 0 | 2 | |
| sender | 2 | 0 | 0 | 2 | 2 | | text messages | 10 | 0 | 0 | 10 | |
| sentences | 1 | 2 | 0 | 3 | 3 | | text messaging | 1 | 4 | 0 | 5 | |
| service | 2 | 0 | 0 | 2 | 2 | | thanks | 1 | 0 | 4 | 5 | 6 |
| short | 2 | 0 | 0 | 2 | 2 | | Thanks for | 1 | 0 | 0 | 1 | |
| sign language | 0 | 2 | 0 | 2 | 2 | | then | 3 | 0 | 0 | 3 | 3 |
| sister | 3 | 0 | 0 | 3 | 3 | | This is... | 5 | 0 | 5 | 10 | 10 |
| SMS | 1 | 0 | 0 | 1 | 1 | | through | 0 | 3 | 0 | 3 | 3 |
| so | 3 | 0 | 0 | 3 | 3 | | Thursday | 0 | 0 | 1 | 1 | 1 |
| soccer | 1 | 0 | 0 | 1 | 1 | | tickets | 1 | 0 | 0 | 1 | 1 |
| socialize | 0 | 1 | 0 | 1 | 1 | | time | 1 | 0 | 0 | 1 | 1 |
| social networking site | 0 | 3 | 0 | 3 | 4 | | together | 2 | 0 | 0 | 2 | 2 |
| social networks | 1 | 0 | 0 | 1 | | | Tonight | 1 | 0 | 0 | 1 | 1 |
| some | 2 | 0 | 1 | 3 | 3 | | touchscreen | 0 | 1 | 0 | 1 | 1 |
| sometimes | 0 | 1 | 0 | 1 | 1 | | translate | 0 | 1 | 0 | 1 | 2 |
| soon | 2 | 0 | 0 | 2 | 2 | | Translates | 0 | 1 | 0 | 1 | |
| sorry | 2 | 1 | 4 | 7 | 7 | | Translator | 0 | 1 | 0 | 1 | 1 |
| sorry to hear that | 1 | 0 | 0 | 1 | 1 | | travelling | 0 | 1 | 0 | 1 | 1 |
| speak | 1 | 1 | 0 | 2 | 3 | | True | 1 | 0 | 0 | 1 | 1 |
| speaking | 0 | 0 | 1 | 1 | | | understand | 1 | 0 | 0 | 1 | 1 |
| speak face to face | 1 | 0 | 0 | 1 | 1 | | use | 5 | 2 | 0 | 7 | |
| ....speaking | 5 | 0 | 3 | 8 | 8 | | used | 1 | 0 | 0 | 1 | 9 |
| special about | 0 | 1 | 0 | 1 | 1 | | using | 1 | 0 | 0 | 1 | |
| stadium | 2 | 0 | 0 | 2 | 2 | | usually | 5 | 2 | 0 | 7 | 7 |
| start | 1 | 0 | 0 | 1 | 1 | | very | 3 | 1 | 1 | 5 | 5 |
| storage | 0 | 2 | 0 | 2 | 2 | | visit | 0 | 0 | 1 | 1 | 1 |
| study for the test | 0 | 0 | 1 | 1 | 1 | | voice | 0 | 1 | 0 | 1 | 1 |
| symbol | 0 | 1 | 0 | 1 | 2 | | voice calls | 0 | 2 | 0 | 2 | 2 |
| symbols | 1 | 0 | 0 | 1 | | | voice mail | 0 | 1 | 0 | 1 | 1 |
| Take care | 1 | 0 | 2 | 3 | 3 | | want | 2 | 0 | 0 | 2 | 2 |
| take name and number | 1 | 1 | 1 | 3 | 3 | | watch a movie | 1 | 0 | 0 | 1 | 1 |
| talk | 1 | 0 | 0 | 1 | 1 | | Wednesday | 0 | 0 | 2 | 2 | 2 |
| Talk to you soon | 0 | 0 | 2 | 2 | 2 | | weekend | 1 | 0 | 0 | 1 | 1 |
| talking | 1 | 1 | 0 | 2 | 2 | | well | 2 | 1 | 0 | 3 | 3 |
| Talking on a landline | 0 | 1 | 0 | 1 | | | What | 7 | 7 | 0 | 14 | 14 |
| talk on a landline | 0 | 1 | 0 | 1 | 3 | | What time | 2 | 0 | 0 | 2 | 2 |
| talk on landlines | 0 | 1 | 0 | 1 | | | When | 2 | 1 | 0 | 3 | 3 |
| teachers | 2 | 0 | 0 | 2 | 2 | | When(cnj.) | 1 | 0 | 0 | 1 | 1 |
| technical specification | 0 | 1 | 0 | 1 | 1 | | Where | 2 | 0 | 0 | 2 | 2 |
| technology | 4 | 0 | 0 | 4 | 4 | | Which | 2 | 3 | 0 | 5 | 5 |
| teenagers | 5 | 0 | 0 | 5 | 5 | | Who | 5 | 1 | 1 | 7 | 7 |
| teens | 0 | 14 | 0 | 14 | 16 | | who's calling | 5 | 0 | 1 | 6 | 6 |
| teens' | 0 | 2 | 0 | 2 | | | why | 3 | 2 | 0 | 5 | 5 |
| telephone | 0 | 1 | 0 | 1 | 1 | | will | 1 | 0 | 0 | 1 | 4 |
| tell | 1 | 0 | 0 | 1 | 1 | | I'll | 3 | 0 | 0 | 3 | |

| words | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| word | 0 | 1 | 0 | 1 | 5 |
| words | 1 | 3 | 0 | 4 | |
| work | 1 | 0 | 1 | 2 | 3 |
| working | 1 | 0 | 0 | 1 | |
| world | 2 | 4 | 0 | 6 | 6 |
| worried about | 1 | 0 | 0 | 1 | 1 |
| would like to | 1 | 0 | 0 | 1 | 14 |
| would love to | 1 | 0 | 2 | 3 | |
| Would you like | 6 | 2 | 2 | 10 | |

| words | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| write about | 1 | 0 | 0 | 1 | 1 |
| write a letter | 1 | 0 | 0 | 1 | 1 |
| write text messages | 2 | 0 | 0 | 2 | 2 |
| Yes | 3 | 0 | 1 | 4 | 4 |
| yoghurt | 0 | 1 | 0 | 1 | 1 |
| Young | 1 | 0 | 0 | 1 | 1 |
| % | 1 | 10 | 0 | 11 | 11 |
| 8 in 10 | 0 | 1 | 0 | 1 | 3 |
| 9 in 10 | 0 | 2 | 0 | 2 | |

## Frequency List of the Items in the 5th Unit

| word | SB | WB | L. | Total1 | Total | word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| % | 1 | 0 | 0 | 1 | 1 | Café | 1 | 0 | 0 | 1 | 2 |
| about | 6 | 6 | 1 | 13 | 13 | cafés | 0 | 0 | 1 | 1 | |
| about 2 etc | 1 | 0 | 1 | 2 | 2 | Call | 1 | 0 | 0 | 1 | 1 |
| accept | 1 | 0 | 0 | 1 | 2 | can | 4 | 9 | 2 | 15 | 15 |
| accepts | 1 | 0 | 0 | 1 | | can't | 3 | 0 | 1 | 4 | 4 |
| access | 2 | 0 | 2 | 4 | 5 | I can't | 2 | 0 | 0 | 2 | 2 |
| accesses | 0 | 0 | 1 | 1 | | Can you | 1 | 0 | 1 | 2 | 2 |
| according to | 1 | 0 | 0 | 1 | 1 | chart | 0 | 3 | 0 | 3 | 3 |
| account | 1 | 1 | 0 | 2 | 2 | chat | 0 | 1 | 0 | 1 | 3 |
| actually | 0 | 1 | 0 | 1 | 1 | chat online | 1 | 0 | 0 | 1 | |
| addicts | 1 | 0 | 0 | 1 | 1 | chats online | 1 | 0 | 0 | 1 | |
| address | 1 | 1 | 0 | 2 | 2 | check | 4 | 1 | 2 | 7 | 7 |
| adults | 0 | 1 | 0 | 1 | 1 | checks his emails | 1 | 0 | 0 | 1 | 5 |
| affects | 1 | 0 | 0 | 1 | 1 | check your email | 2 | 0 | 0 | 2 | |
| afternoon | 2 | 0 | 0 | 2 | 2 | check your emails | 2 | 0 | 0 | 2 | |
| age | 0 | 1 | 0 | 1 | 1 | Choose | 0 | 1 | 0 | 1 | 1 |
| agree | 0 | 1 | 0 | 1 | 1 | city | 1 | 0 | 0 | 1 | 1 |
| all | 4 | 0 | 0 | 4 | 4 | clarification | 1 | 0 | 0 | 1 | 1 |
| allow | 0 | 1 | 0 | 1 | 1 | class | 1 | 0 | 0 | 1 | 1 |
| almost | 0 | 0 | 1 | 1 | 1 | clear | 1 | 0 | 0 | 1 | 1 |
| alot | 1 | 0 | 0 | 1 | 1 | come | 1 | 0 | 0 | 1 | 1 |
| always | 2 | 0 | 1 | 3 | 3 | comment | 1 | 0 | 0 | 1 | 15 |
| and | 18 | 8 | 4 | 30 | 30 | computer | 10 | 0 | 3 | 13 | |
| answer | 2 | 0 | 0 | 2 | 2 | computer's | 1 | 0 | 0 | 1 | |
| any | 1 | 1 | 0 | 2 | 2 | computer parts | 0 | 1 | 0 | 1 | 1 |
| anyone | 0 | 1 | 0 | 1 | 1 | confirm | 1 | 0 | 0 | 1 | 1 |
| anything | 1 | 3 | 0 | 4 | 4 | connect | 5 | 0 | 1 | 6 | 9 |
| anyway | 1 | 0 | 0 | 1 | 1 | connected | 2 | 1 | 0 | 3 | |
| around | 2 | 0 | 0 | 2 | 2 | connection | 1 | 0 | 1 | 2 | 2 |
| as | 0 | 2 | 0 | 2 | 2 | connection cable | 5 | 0 | 2 | 7 | 7 |
| ask | 4 | 0 | 0 | 4 | 5 | connection sign | 2 | 0 | 2 | 4 | 4 |
| asks for | 1 | 0 | 0 | 1 | | copy | 2 | 0 | 0 | 2 | 2 |
| at least | 1 | 0 | 0 | 1 | 1 | counselling service | 1 | 0 | 0 | 1 | 1 |
| attachment | 1 | 1 | 0 | 2 | 2 | create | 0 | 2 | 0 | 2 | 2 |
| avoid | 0 | 1 | 0 | 1 | 1 | dad | 0 | 0 | 1 | 1 | 1 |
| bad | 0 | 1 | 0 | 1 | 1 | dangerous | 0 | 2 | 0 | 2 | 2 |
| Be careful | 0 | 1 | 0 | 1 | 1 | Dan speaking | 1 | 0 | 1 | 2 | 2 |
| because | 3 | 2 | 1 | 6 | 6 | day | 5 | 0 | 3 | 8 | 8 |
| behavior | 0 | 1 | 0 | 1 | 1 | desktop | 1 | 0 | 0 | 1 | 4 |
| best | 1 | 1 | 2 | 4 | 4 | desktop PC | 1 | 0 | 1 | 2 | |
| between | 4 | 0 | 2 | 6 | 6 | desktop PCs | 1 | 0 | 0 | 1 | |
| Billion | 0 | 2 | 0 | 2 | 2 | devices | 0 | 1 | 0 | 1 | 1 |
| book | 2 | 0 | 0 | 2 | 2 | disconnect | 1 | 0 | 0 | 1 | 1 |
| brochure | 1 | 0 | 0 | 1 | 1 | Distributions | 0 | 1 | 0 | 1 | 1 |
| brother | 1 | 1 | 0 | 2 | 2 | do | 6 | 3 | 2 | 11 | 11 |
| but | 5 | 1 | 2 | 8 | 8 | do homework | 2 | 0 | 0 | 2 | 4 |
| Bye | 3 | 0 | 2 | 5 | 5 | doing your homework | 1 | 0 | 0 | 1 | |
| cable | 2 | 0 | 1 | 3 | 3 | does homework | 1 | 0 | 0 | 1 | |
| cable modem | 4 | 0 | 2 | 6 | 6 | | | | | | |

| word | SB | WB | L. | Total1 | Total | | word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| do online shopping | 0 | 1 | 0 | 1 | 3 | | get some help | 1 | 0 | 0 | 1 | 1 |
| do shopping | 2 | 0 | 0 | 2 | | | get information | 0 | 4 | 0 | 4 | 4 |
| Is..? | 3 | 0 | 1 | 4 | 50 | | get news | 0 | 1 | 0 | 1 | 1 |
| Are..? | 3 | 1 | 0 | 4 | | | give | 0 | 1 | 0 | 1 | 1 |
| does..? | 4 | 0 | 0 | 4 | | | go | 5 | 0 | 0 | 5 | 5 |
| do..? | 26 | 7 | 5 | 38 | | | go to the movies | 1 | 0 | 0 | 1 | 1 |
| Do you mean | 2 | 0 | 1 | 3 | 3 | | goes online | 1 | 0 | 0 | 1 | 2 |
| double | 0 | 0 | 1 | 1 | 1 | | go online | 1 | 0 | 0 | 1 | |
| download | 1 | 2 | 0 | 3 | 4 | | going (future) | 6 | 0 | 0 | 6 | 6 |
| during | 0 | 0 | 1 | 1 | 1 | | Good | 1 | 0 | 1 | 2 | 2 |
| DVD discs | 0 | 1 | 0 | 1 | 1 | | good at | 2 | 0 | 1 | 3 | 3 |
| easy | 1 | 0 | 1 | 2 | 2 | | great | 1 | 0 | 0 | 1 | 1 |
| email | 1 | 0 | 0 | 1 | 2 | | habit | 0 | 1 | 0 | 1 | 1 |
| emails | 0 | 1 | 0 | 1 | | | harddisk drive | 1 | 0 | 0 | 1 | 1 |
| email address | 0 | 0 | 1 | 1 | 2 | | has | 2 | 2 | 0 | 4 | 17 |
| email message | 1 | 0 | 0 | 1 | | | have | 9 | 0 | 4 | 13 | |
| enjoy | 0 | 1 | 0 | 1 | 1 | | headphones | 0 | 1 | 0 | 1 | 1 |
| entering | 1 | 0 | 0 | 1 | 1 | | health | 0 | 1 | 0 | 1 | 1 |
| even | 0 | 0 | 1 | 1 | 1 | | hello | 4 | 0 | 2 | 6 | 6 |
| evening | 1 | 0 | 0 | 1 | 1 | | help | 4 | 0 | 2 | 6 | 6 |
| every day | 1 | 0 | 0 | 1 | 1 | | here | 1 | 1 | 1 | 3 | 3 |
| Everyone | 1 | 0 | 0 | 1 | 1 | | Hi | 1 | 0 | 0 | 1 | 1 |
| everywhere | 1 | 0 | 2 | 3 | 3 | | hobby | 1 | 0 | 0 | 1 | 1 |
| except | 0 | 1 | 0 | 1 | 1 | | home | 0 | 1 | 1 | 2 | 3 |
| excuse | 1 | 0 | 0 | 1 | 1 | | homes | 1 | 0 | 0 | 1 | |
| Experts | 1 | 0 | 0 | 1 | 1 | | hour | 1 | 0 | 1 | 2 | 4 |
| expressopinion | 1 | 0 | 0 | 1 | 1 | | hours | 1 | 0 | 1 | 2 | |
| face to face | 1 | 0 | 0 | 1 | 1 | | how | 4 | 0 | 0 | 4 | 4 |
| fair | 2 | 0 | 0 | 2 | 2 | | How are things | 1 | 0 | 1 | 2 | 2 |
| families | 1 | 0 | 0 | 1 | 8 | | how many | 4 | 5 | 0 | 9 | 9 |
| family | 4 | 1 | 1 | 6 | | | How many hours | 3 | 1 | 1 | 5 | 5 |
| family's | 0 | 1 | 0 | 1 | | | How much | 1 | 0 | 0 | 1 | 1 |
| fashion | 0 | 1 | 0 | 1 | 1 | | How often | 7 | 0 | 0 | 7 | 7 |
| fast | 1 | 0 | 0 | 1 | 1 | | If | 3 | 4 | 0 | 7 | 8 |
| Father | 0 | 1 | 0 | 1 | 1 | | If so | 0 | 1 | 0 | 1 | |
| feel | 0 | 2 | 0 | 2 | 3 | | I guess | 0 | 0 | 1 | 1 | 1 |
| feelings | 0 | 1 | 0 | 1 | | | I mean | 7 | 0 | 1 | 8 | 8 |
| file | 1 | 0 | 0 | 1 | 1 | | internet | 29 | 9 | 9 | 47 | 47 |
| find | 2 | 0 | 0 | 2 | 2 | | Internet addict | 3 | 0 | 0 | 3 | 9 |
| first | 3 | 0 | 1 | 4 | 4 | | Internet addicts | 6 | 0 | 0 | 6 | |
| follow up | 1 | 0 | 0 | 1 | 1 | | Internet connection | 4 | 0 | 1 | 5 | 5 |
| forever | 0 | 1 | 0 | 1 | 1 | | Internet friends | 2 | 0 | 0 | 2 | 2 |
| forget | 1 | 1 | 0 | 2 | 2 | | Internet users | 2 | 5 | 0 | 7 | 7 |
| friend | 2 | 0 | 0 | 2 | 11 | | I think | 0 | 0 | 1 | 1 | 1 |
| friend's | 1 | 0 | 0 | 1 | | | identities | 0 | 2 | 0 | 2 | 3 |
| friends | 5 | 2 | 1 | 8 | | | identity | 0 | 1 | 0 | 1 | |
| fun | 2 | 0 | 1 | 3 | 3 | | inform | 0 | 1 | 0 | 1 | 1 |
| generally | 1 | 0 | 0 | 1 | 1 | | information | 4 | 2 | 0 | 6 | 6 |
| geographical regions | 0 | 1 | 0 | 1 | 1 | | in person | 0 | 2 | 0 | 2 | 2 |

| word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| interaction | 1 | 0 | 0 | 1 | 1 |
| invitation | 3 | 0 | 0 | 3 | 3 |
| invites | 1 | 0 | 0 | 1 | 2 |
| Invite | 1 | 0 | 0 | 1 | |
| join | 1 | 0 | 0 | 1 | 1 |
| Just | 0 | 1 | 0 | 1 | 1 |
| keep in touch with | 3 | 0 | 1 | 4 | 4 |
| keyboard | 0 | 1 | 0 | 1 | 1 |
| know | 0 | 1 | 0 | 1 | 2 |
| known | 0 | 1 | 0 | 1 | |
| laptop | 1 | 0 | 0 | 1 | 2 |
| laptops | 1 | 0 | 0 | 1 | |
| leave home | 2 | 0 | 0 | 2 | 2 |
| like you | 0 | 1 | 0 | 1 | 1 |
| listen to music | 1 | 1 | 0 | 2 | 2 |
| live | 0 | 1 | 0 | 1 | 1 |
| log in | 1 | 1 | 0 | 2 | 3 |
| log on | 1 | 0 | 0 | 1 | |
| log off | 1 | 1 | 0 | 2 | 3 |
| log out | 1 | 0 | 0 | 1 | |
| look for | 0 | 1 | 0 | 1 | 1 |
| love | 1 | 0 | 0 | 1 | 2 |
| loves | 1 | 0 | 0 | 1 | |
| magazines | 1 | 0 | 0 | 1 | 1 |
| make | 1 | 0 | 0 | 1 | 3 |
| makes | 0 | 2 | 0 | 2 | |
| Make an excuse | 1 | 0 | 0 | 1 | 1 |
| make live chats | 1 | 0 | 0 | 1 | 1 |
| make new friends | 1 | 0 | 0 | 1 | 2 |
| make online friends | 0 | 1 | 0 | 1 | |
| many | 1 | 0 | 1 | 2 | 2 |
| maybe | 1 | 0 | 0 | 1 | 2 |
| Maybe later | 1 | 0 | 0 | 1 | |
| meet | 1 | 1 | 0 | 2 | 2 |
| member | 0 | 1 | 0 | 1 | 1 |
| memory | 1 | 0 | 0 | 1 | 1 |
| messages | 1 | 0 | 0 | 1 | 1 |
| microphone | 0 | 1 | 0 | 1 | 1 |
| Million | 0 | 5 | 0 | 5 | 5 |
| mobile device | 1 | 0 | 0 | 1 | 1 |
| modem | 6 | 0 | 2 | 8 | 8 |
| monitor | 0 | 1 | 0 | 1 | 1 |
| month | 2 | 0 | 0 | 2 | 2 |
| most | 4 | 1 | 1 | 6 | 6 |
| Mother | 0 | 1 | 0 | 1 | 1 |
| mouse | 0 | 1 | 0 | 1 | 1 |
| need | 0 | 0 | 1 | 1 | 1 |
| net | 4 | 2 | 2 | 8 | 8 |
| never | 0 | 4 | 0 | 4 | 4 |

| word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| Never mind | 1 | 0 | 1 | 2 | 2 |
| new | 0 | 1 | 0 | 1 | 1 |
| No problem | 1 | 0 | 0 | 1 | 1 |
| now | 3 | 0 | 3 | 6 | 6 |
| number | 0 | 1 | 0 | 1 | 1 |
| number of | 0 | 3 | 0 | 3 | 3 |
| offline | 1 | 1 | 1 | 3 | 3 |
| often | 1 | 1 | 1 | 3 | 3 |
| OK | 4 | 0 | 3 | 7 | 7 |
| once | 6 | 0 | 0 | 6 | 6 |
| one | 0 | 0 | 1 | 1 | 1 |
| online | 10 | 5 | 1 | 16 | 16 |
| online friend | 0 | 1 | 0 | 1 | 5 |
| online friends | 0 | 4 | 0 | 4 | |
| only | 1 | 0 | 0 | 1 | 1 |
| open | 1 | 0 | 1 | 2 | 2 |
| other | 0 | 3 | 0 | 3 | 3 |
| parents | 0 | 4 | 0 | 4 | 4 |
| partner | 2 | 0 | 0 | 2 | 2 |
| password | 1 | 3 | 0 | 4 | 4 |
| PC | 4 | 0 | 3 | 7 | 7 |
| people | 1 | 3 | 0 | 4 | 4 |
| person | 0 | 2 | 0 | 2 | 2 |
| personal | 1 | 0 | 0 | 1 | 1 |
| personal information | 0 | 1 | 0 | 1 | 1 |
| photos | 0 | 2 | 1 | 3 | 3 |
| pictures | 1 | 0 | 0 | 1 | 1 |
| place | 1 | 0 | 0 | 1 | 2 |
| places | 0 | 1 | 0 | 1 | |
| playing computer gam | 0 | 1 | 0 | 1 | 1 |
| play online games | 2 | 2 | 0 | 4 | 5 |
| plays online games | 1 | 0 | 0 | 1 | |
| please | 1 | 0 | 1 | 2 | 2 |
| pm | 2 | 0 | 0 | 2 | 2 |
| popular | 1 | 0 | 0 | 1 | 1 |
| post | 1 | 1 | 1 | 3 | 3 |
| practice English | 1 | 1 | 0 | 2 | 4 |
| practice my French | 1 | 0 | 1 | 2 | |
| pretend | 0 | 1 | 0 | 1 | 1 |
| printer | 0 | 1 | 0 | 1 | 1 |
| problem | 6 | 0 | 0 | 6 | 9 |
| problems | 2 | 1 | 0 | 3 | |
| processor | 1 | 0 | 0 | 1 | 1 |
| program | 2 | 0 | 0 | 2 | 2 |
| project | 0 | 1 | 0 | 1 | 1 |
| put | 1 | 1 | 0 | 2 | 2 |
| questions | 2 | 0 | 0 | 2 | 2 |
| rarely | 0 | 1 | 0 | 1 | 1 |
| read | 1 | 0 | 0 | 1 | 1 |

| word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| reads newspapers | 1 | 0 | 0 | 1 | **1** |
| real | 0 | 3 | 0 | 3 | **3** |
| refuse | 2 | 0 | 0 | 2 | **3** |
| refuses | 1 | 0 | 0 | 1 | |
| register | 1 | 1 | 0 | 2 | **2** |
| region | 0 | 1 | 0 | 1 | **2** |
| Regions | 0 | 1 | 0 | 1 | |
| research for | 0 | 1 | 0 | 1 | **1** |
| reset | 1 | 0 | 0 | 1 | **1** |
| right | 0 | 0 | 1 | 1 | **1** |
| rude | 0 | 1 | 0 | 1 | **1** |
| rules | 0 | 1 | 0 | 1 | **1** |
| safe | 0 | 1 | 0 | 1 | **1** |
| Safety | 0 | 1 | 0 | 1 | **1** |
| same | 1 | 1 | 0 | 2 | **2** |
| say | 3 | 0 | 0 | 3 | **3** |
| school | 1 | 1 | 1 | 3 | **4** |
| schools | 1 | 0 | 0 | 1 | |
| scores | 0 | 1 | 0 | 1 | **1** |
| screen | 3 | 0 | 1 | 4 | **4** |
| search engine | 1 | 1 | 0 | 2 | **2** |
| search for information | 1 | 0 | 0 | 1 | **1** |
| see | 0 | 1 | 0 | 1 | **1** |
| send | 1 | 1 | 0 | 2 | **2** |
| send emails | 1 | 2 | 0 | 3 | **3** |
| send messages | 0 | 1 | 0 | 1 | **1** |
| services | 1 | 0 | 0 | 1 | **1** |
| settings | 1 | 0 | 0 | 1 | **1** |
| several times | 3 | 0 | 0 | 3 | **3** |
| share | 0 | 6 | 0 | 6 | **6** |
| shopping malls | 0 | 0 | 1 | 1 | **1** |
| side | 0 | 2 | 0 | 2 | **2** |
| signs in | 0 | 1 | 0 | 1 | **1** |
| sister | 0 | 1 | 0 | 1 | **1** |
| site designer | 0 | 0 | 1 | 1 | **1** |
| sites | 0 | 4 | 0 | 4 | **4** |
| smart phone | 1 | 0 | 0 | 1 | **2** |
| smart phones | 1 | 0 | 0 | 1 | |
| so | 5 | 0 | 2 | 7 | **7** |
| socialnetworkingsites | 0 | 5 | 0 | 5 | **5** |
| software | 2 | 1 | 0 | 3 | **3** |
| solve | 1 | 0 | 0 | 1 | **1** |
| some | 2 | 3 | 0 | 5 | **5** |
| someone | 0 | 1 | 0 | 1 | **1** |
| something | 4 | 1 | 0 | 5 | **5** |
| sometimes | 0 | 1 | 0 | 1 | **1** |
| source | 0 | 2 | 0 | 2 | **2** |
| speakers | 0 | 1 | 0 | 1 | **1** |
| spend | 2 | 1 | 0 | 3 | **3** |

| word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| spend a lot of time | 1 | 0 | 0 | 1 | **3** |
| spend much time | 1 | 0 | 0 | 1 | |
| spends the most time | 0 | 1 | 0 | 1 | |
| sports | 0 | 1 | 0 | 1 | **1** |
| state | 1 | 0 | 0 | 1 | **1** |
| stay | 0 | 1 | 0 | 1 | **1** |
| stranger | 0 | 1 | 0 | 1 | **2** |
| strangers | 0 | 1 | 0 | 1 | |
| street | 0 | 0 | 1 | 1 | **1** |
| surely | 1 | 0 | 0 | 1 | **1** |
| Surfing the Net | 0 | 1 | 0 | 1 | **1** |
| system unit | 0 | 1 | 0 | 1 | **1** |
| tablet | 4 | 0 | 1 | 5 | **6** |
| tablets | 1 | 0 | 0 | 1 | |
| take it | 1 | 0 | 1 | 2 | **3** |
| take you | 1 | 0 | 0 | 1 | |
| Take care | 3 | 0 | 1 | 4 | **4** |
| talk | 3 | 0 | 0 | 3 | **3** |
| teacher | 1 | 0 | 0 | 1 | **3** |
| teachers | 0 | 2 | 0 | 2 | |
| technology | 0 | 1 | 0 | 1 | **1** |
| teenagers | 2 | 0 | 0 | 2 | **2** |
| telephone | 0 | 1 | 0 | 1 | **1** |
| telephone line | 1 | 0 | 0 | 1 | **1** |
| tell | 0 | 2 | 0 | 2 | **2** |
| thanks | 2 | 0 | 1 | 3 | **5** |
| Thanks a lot | 1 | 0 | 1 | 2 | |
| then | 1 | 0 | 0 | 1 | **1** |
| thing | 1 | 0 | 2 | 3 | **7** |
| things | 2 | 1 | 1 | 4 | |
| think | 1 | 0 | 0 | 1 | **1** |
| This is Bob | 1 | 0 | 1 | 2 | **2** |
| through | 1 | 1 | 0 | 2 | **2** |
| time | 4 | 0 | 0 | 4 | **4** |
| today | 1 | 0 | 0 | 1 | **1** |
| together | 1 | 0 | 0 | 1 | **1** |
| too | 0 | 1 | 0 | 1 | **1** |
| total | 0 | 2 | 0 | 2 | **2** |
| true | 1 | 0 | 0 | 1 | **1** |
| trying | 1 | 0 | 1 | 2 | **2** |
| twice | 5 | 0 | 0 | 5 | **5** |
| uncle | 1 | 0 | 0 | 1 | **1** |
| uncomfortable | 0 | 2 | 0 | 2 | **2** |
| understand | 1 | 0 | 0 | 1 | **1** |
| upload | 1 | 1 | 0 | 2 | **2** |
| USB flashdrive | 0 | 1 | 0 | 1 | **1** |
| use | 9 | 2 | 4 | 15 | **28** |
| uses | 6 | 0 | 1 | 7 | |
| using | 1 | 4 | 1 | 6 | |

| word | SB | WB | L. | Total1 | Total | | word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| use Internet phone | 1 | 0 | 0 | 1 | 1 | | What do you mean | 2 | 0 | 1 | 3 | 3 |
| username | 1 | 0 | 0 | 1 | 1 | | What is like | 0 | 1 | 0 | 1 | 1 |
| usually | 7 | 5 | 2 | 14 | 14 | | What time | 1 | 0 | 0 | 1 | 1 |
| very | 1 | 0 | 0 | 1 | 1 | | when | 1 | 0 | 0 | 1 | 1 |
| videos | 1 | 0 | 0 | 1 | 1 | | when (cnj) | 0 | 1 | 0 | 1 | 1 |
| visit | 1 | 1 | 0 | 2 | 2 | | Who | 4 | 2 | 1 | 7 | 7 |
| wait | 1 | 0 | 0 | 1 | 1 | | why | 2 | 0 | 0 | 2 | 2 |
| want | 1 | 0 | 0 | 1 | 1 | | will | 2 | 0 | 0 | 2 | 4 |
| watch movies | 1 | 1 | 0 | 2 | 3 | | I'll | 2 | 0 | 0 | 2 | |
| watch serials | 0 | 1 | 0 | 1 | | | wireless | 0 | 0 | 1 | 1 | 1 |
| web | 0 | 0 | 1 | 1 | 1 | | wireless modem | 3 | 1 | 0 | 4 | 4 |
| web browser | 1 | 1 | 0 | 2 | 2 | | world | 1 | 3 | 0 | 4 | 4 |
| webcam | 0 | 1 | 0 | 1 | 1 | | would like to | 1 | 0 | 0 | 1 | 4 |
| website | 8 | 0 | 4 | 12 | 12 | | would love to | 1 | 0 | 0 | 1 | |
| week | 7 | 2 | 0 | 9 | 9 | | Would you like to | 2 | 0 | 0 | 2 | |
| Well | 1 | 0 | 1 | 2 | 2 | | write | 1 | 0 | 0 | 1 | 1 |
| What is about | 2 | 1 | 1 | 4 | 5 | | year | 0 | 1 | 0 | 1 | 1 |
| What are about | 1 | 0 | 0 | 1 | | | yes | 5 | 0 | 3 | 8 | 8 |
| what | 9 | 10 | 2 | 21 | 21 | | | | | | | |

| Frequency List of the Items in the 6th Unit | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| word | SB | WB | L. | Total1 | Total | | word | SB | WB | L. | Total1 | Total |
| about | 4 | 0 | 2 | 6 | 6 | | call | 0 | 1 | 0 | 1 | 3 |
| activities | 3 | 1 | 0 | 4 | 9 | | called | 1 | 0 | 1 | 2 | |
| activity | 5 | 0 | 0 | 5 | | | can | 2 | 4 | 4 | 9 | 10 |
| Adeline | 0 | 1 | 0 | 1 | 1 | | canoeing | 4 | 2 | 0 | 6 | 6 |
| adrenalin seeker | 3 | 0 | 0 | 3 | 6 | | careers | 0 | 0 | 1 | 1 | 1 |
| adrenalin seekers | 2 | 0 | 1 | 3 | | | caving | 4 | 2 | 0 | 6 | 6 |
| adventure | 2 | 0 | 0 | 2 | 2 | | challenge | 1 | 0 | 0 | 1 | 10 |
| adventure sports | 0 | 2 | 0 | 2 | 2 | | challenging | 6 | 2 | 1 | 9 | |
| against | 1 | 0 | 0 | 1 | 1 | | champion | 0 | 0 | 1 | 1 | 1 |
| ago | 0 | 0 | 1 | 1 | 1 | | choose | 1 | 0 | 0 | 1 | 1 |
| aim | 1 | 0 | 0 | 1 | 1 | | city | 2 | 0 | 1 | 3 | 3 |
| air | 2 | 0 | 0 | 2 | 2 | | class | 0 | 0 | 1 | 1 | 1 |
| a little | 0 | 0 | 1 | 1 | 1 | | climbing | 0 | 0 | 1 | 1 | 1 |
| all | 2 | 2 | 1 | 5 | 5 | | compare | 2 | 0 | 0 | 2 | 2 |
| alone | 1 | 0 | 0 | 1 | 1 | | Competition | 0 | 1 | 0 | 1 | 2 |
| and | 16 | 11 | 7 | 34 | 34 | | competitions | 0 | 1 | 0 | 1 | |
| ankle | 0 | 1 | 0 | 1 | 2 | | concept | 1 | 0 | 1 | 2 | 2 |
| ankles | 0 | 1 | 0 | 1 | | | consider | 1 | 0 | 1 | 2 | 2 |
| another | 2 | 0 | 0 | 2 | 2 | | contact | 0 | 1 | 0 | 1 | 1 |
| ANTENNA | 0 | 1 | 0 | 1 | 1 | | country | 1 | 0 | 0 | 1 | 1 |
| any | 1 | 1 | 1 | 3 | 3 | | countryside | 0 | 0 | 1 | 1 | 1 |
| a pair of | 0 | 0 | 1 | 1 | 1 | | course | 1 | 0 | 0 | 1 | 1 |
| around | 2 | 0 | 2 | 4 | 4 | | cycling | 2 | 2 | 0 | 4 | 4 |
| as | 1 | 0 | 0 | 1 | 1 | | danger | 1 | 0 | 0 | 1 | 14 |
| as...as | 0 | 0 | 1 | 1 | 1 | | dangerous | 6 | 4 | 3 | 13 | |
| attracts | 1 | 0 | 0 | 1 | 1 | | death | 0 | 1 | 0 | 1 | 1 |
| bad | 0 | 1 | 0 | 1 | 1 | | decided on | 1 | 0 | 0 | 1 | 1 |
| ball | 0 | 1 | 0 | 1 | 1 | | difference | 0 | 1 | 0 | 1 | 1 |
| BASE | 0 | 1 | 0 | 1 | 1 | | different | 1 | 0 | 0 | 1 | 1 |
| base jump | 0 | 1 | 0 | 1 | 5 | | difficult | 0 | 0 | 2 | 2 | 2 |
| BASE jumping | 0 | 4 | 0 | 4 | | | do | 8 | 2 | 5 | 16 | 23 |
| BASE jumpers | 0 | 1 | 0 | 1 | 1 | | doing | 7 | 0 | 0 | 7 | |
| basic | 0 | 1 | 0 | 1 | 2 | | Are..? | 0 | 2 | 0 | 2 | 33 |
| basics | 0 | 1 | 0 | 1 | | | Is.? | 2 | 0 | 2 | 4 | |
| because | 9 | 3 | 1 | 13 | 13 | | were..? | 1 | 0 | 0 | 1 | |
| Because of | 0 | 0 | 2 | 2 | 2 | | does..? | 1 | 0 | 0 | 1 | |
| becoming | 0 | 0 | 1 | 1 | 1 | | do..? | 9 | 8 | 2 | 19 | |
| before | 1 | 0 | 0 | 1 | 1 | | did..? | 4 | 2 | 0 | 6 | |
| began | 0 | 0 | 1 | 1 | 2 | | don't think | 1 | 0 | 0 | 1 | 1 |
| begin | 1 | 0 | 0 | 1 | | | driving | 1 | 0 | 0 | 1 | 1 |
| below | 1 | 0 | 0 | 1 | 1 | | EARTH | 0 | 1 | 0 | 1 | 1 |
| between | 0 | 1 | 0 | 1 | 1 | | easy | 4 | 2 | 0 | 6 | 6 |
| boring | 1 | 1 | 0 | 2 | 2 | | email | 0 | 2 | 0 | 2 | 2 |
| bridges | 0 | 1 | 0 | 1 | 1 | | enjoy | 6 | 0 | 0 | 6 | 6 |
| broken | 0 | 1 | 0 | 1 | 1 | | entertaining | 6 | 1 | 0 | 7 | 7 |
| Bungee jumping | 4 | 1 | 0 | 5 | 5 | | equipment | 0 | 0 | 1 | 1 | 1 |
| BUILDING | 0 | 1 | 0 | 1 | 3 | | er than | 6 | 1 | 2 | 9 | 9 |
| buildings | 1 | 1 | 0 | 2 | | | Event | 0 | 1 | 0 | 1 | 2 |
| but | 3 | 1 | 4 | 8 | 8 | | events | 0 | 1 | 0 | 1 | |

| word | SB | WB | L. | Total1 | Total | | word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| examples | 0 | 2 | 0 | 2 | 2 | | Hi | 3 | 0 | 0 | 3 | 3 |
| exciting | 2 | 1 | 0 | 3 | 3 | | high | 0 | 0 | 2 | 2 | 2 |
| experienced | 0 | 0 | 1 | 1 | 1 | | high quality | 1 | 0 | 1 | 2 | 2 |
| expert | 1 | 0 | 0 | 1 | 1 | | holidays | 1 | 0 | 0 | 1 | 1 |
| explore | 1 | 0 | 0 | 1 | 1 | | home | 0 | 2 | 0 | 2 | 2 |
| extremely | 0 | 1 | 0 | 1 | 1 | | hot air balloon ride | 1 | 0 | 0 | 1 | 1 |
| extreme sport | 1 | 0 | 1 | 2 | 16 | | How big | 1 | 0 | 0 | 1 | 1 |
| extreme sports | 8 | 4 | 2 | 14 | | | how far | 1 | 0 | 0 | 1 | 1 |
| eye catching | 1 | 0 | 0 | 1 | 1 | | How fast | 1 | 0 | 0 | 1 | 1 |
| famous | 0 | 0 | 1 | 1 | 1 | | How many | 0 | 1 | 0 | 1 | 1 |
| fans | 1 | 0 | 1 | 2 | 2 | | How much | 1 | 1 | 0 | 2 | 2 |
| fascinating | 2 | 2 | 0 | 4 | 4 | | How often | 0 | 2 | 0 | 2 | 2 |
| fast | 2 | 0 | 3 | 5 | 5 | | hurt | 0 | 1 | 0 | 1 | 1 |
| favorite | 0 | 2 | 0 | 2 | 2 | | If | 0 | 2 | 1 | 3 | 3 |
| feet | 0 | 2 | 0 | 2 | 2 | | I mean | 4 | 0 | 0 | 4 | 4 |
| Festival | 0 | 2 | 0 | 2 | 2 | | I think | 10 | 0 | 0 | 10 | 10 |
| first | 3 | 1 | 1 | 5 | 5 | | ice climbing | 0 | 1 | 0 | 1 | 1 |
| first aid | 0 | 1 | 0 | 1 | 4 | | idea | 0 | 0 | 1 | 1 | 1 |
| first aid kit | 0 | 3 | 0 | 3 | | | important | 0 | 2 | 0 | 2 | 2 |
| following | 0 | 1 | 0 | 1 | 1 | | including | 0 | 1 | 0 | 1 | 1 |
| foot wear | 0 | 1 | 0 | 1 | 1 | | increasing | 0 | 0 | 1 | 1 | 1 |
| for example | 0 | 1 | 1 | 2 | 2 | | indoor | 1 | 0 | 0 | 1 | 1 |
| freedom | 1 | 0 | 0 | 1 | 1 | | information | 0 | 2 | 0 | 2 | 2 |
| free running | 0 | 0 | 1 | 1 | 1 | | injured | 0 | 1 | 0 | 1 | 1 |
| free time | 1 | 0 | 0 | 1 | 1 | | inline Skating | 0 | 1 | 0 | 1 | 1 |
| fun | 0 | 0 | 3 | 3 | 3 | | in other words | 0 | 1 | 0 | 1 | 1 |
| get from | 0 | 0 | 1 | 1 | 1 | | interested in | 0 | 2 | 0 | 2 | 2 |
| get injured | 0 | 1 | 0 | 1 | 1 | | interesting | 1 | 0 | 0 | 1 | 1 |
| go | 2 | 1 | 0 | 3 | 3 | | involving | 1 | 0 | 0 | 1 | 1 |
| goes wrong | 0 | 1 | 0 | 1 | 1 | | is like | 1 | 0 | 1 | 2 | 2 |
| going to (future) | 1 | 0 | 0 | 1 | 1 | | joining | 0 | 2 | 0 | 2 | 2 |
| gokarting | 0 | 1 | 0 | 1 | 1 | | jump | 0 | 2 | 0 | 2 | 5 |
| good | 0 | 0 | 1 | 1 | 1 | | jumping | 0 | 0 | 1 | 1 | |
| good at | 0 | 2 | 0 | 2 | 2 | | jumps | 1 | 0 | 0 | 1 | |
| ground | 0 | 1 | 0 | 1 | 1 | | jumping off | 0 | 1 | 0 | 1 | |
| half | 0 | 1 | 0 | 1 | 1 | | jumpers | 0 | 1 | 0 | 1 | 1 |
| hang gliding | 6 | 1 | 1 | 8 | 8 | | just | 1 | 0 | 1 | 2 | 3 |
| hard | 1 | 2 | 0 | 3 | 3 | | Just | 0 | 0 | 1 | 1 | |
| harmful | 0 | 1 | 0 | 1 | 1 | | kayaking | 7 | 1 | 0 | 8 | 8 |
| has | 1 | 0 | 1 | 2 | 2 | | keeps me fit | 0 | 0 | 1 | 1 | 1 |
| hat | 0 | 1 | 0 | 1 | 1 | | keep someone from | 0 | 1 | 0 | 1 | 1 |
| have to | 0 | 1 | 0 | 1 | 1 | | kilos | 0 | 0 | 1 | 1 | 1 |
| Have you | 1 | 0 | 0 | 1 | 1 | | kind of | 1 | 0 | 0 | 1 | 1 |
| head | 0 | 1 | 0 | 1 | 1 | | learn | 0 | 2 | 0 | 2 | 2 |
| healthy | 1 | 0 | 0 | 1 | 1 | | less than | 2 | 0 | 0 | 2 | 2 |
| heart stopping | 0 | 2 | 0 | 2 | 2 | | life | 0 | 2 | 0 | 2 | 2 |
| helmet | 0 | 4 | 0 | 4 | 4 | | like | 5 | 2 | 1 | 8 | 9 |
| help | 0 | 1 | 0 | 1 | 1 | | likes | 1 | 0 | 0 | 1 | |
| here | 1 | 0 | 0 | 1 | 1 | | Location | 0 | 1 | 0 | 1 | 1 |

| word | SB | WB | L. | Total1 | Total | | word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| look like | 0 | 0 | 1 | 1 | 1 | | parkour running | 4 | 1 | 5 | 10 | 10 |
| lots of | 0 | 0 | 3 | 3 | 3 | | people | 8 | 3 | 1 | 12 | 12 |
| love | 1 | 1 | 0 | 2 | 2 | | performing | 2 | 0 | 0 | 2 | 2 |
| mail | 0 | 1 | 0 | 1 | 1 | | per hour | 0 | 0 | 1 | 1 | 1 |
| make | 0 | 1 | 0 | 1 | 1 | | person | 1 | 0 | 0 | 1 | 1 |
| manufacturers | 1 | 0 | 1 | 2 | 2 | | physical risk | 1 | 0 | 0 | 1 | 1 |
| many | 1 | 1 | 3 | 5 | 5 | | place | 0 | 0 | 1 | 1 | 2 |
| medical | 0 | 1 | 0 | 1 | 1 | | places | 1 | 0 | 0 | 1 | |
| medical help | 0 | 1 | 0 | 1 | 1 | | play | 0 | 6 | 0 | 6 | 6 |
| meet | 1 | 0 | 0 | 1 | 1 | | pocket bike | 4 | 0 | 6 | 10 | 16 |
| million | 0 | 1 | 0 | 1 | 1 | | pocket bikes | 2 | 0 | 4 | 6 | |
| mini golf | 1 | 0 | 0 | 1 | 1 | | popular | 1 | 1 | 2 | 4 | 4 |
| mini motorbike | 1 | 0 | 0 | 1 | 2 | | popularity | 0 | 0 | 1 | 1 | 1 |
| mini motorbikes | 0 | 0 | 1 | 1 | | | possible | 0 | 0 | 1 | 1 | 1 |
| Mobile | 0 | 1 | 0 | 1 | 3 | | prefer | 12 | 5 | 1 | 18 | 18 |
| mobile phone | 0 | 2 | 0 | 2 | | | Prize | 0 | 3 | 0 | 3 | 4 |
| month | 1 | 0 | 0 | 1 | 1 | | prizes | 0 | 1 | 0 | 1 | |
| more | 6 | 3 | 0 | 9 | 18 | | producing | 1 | 0 | 1 | 2 | 2 |
| more than | 7 | 1 | 1 | 9 | | | Proper | 0 | 1 | 0 | 1 | 1 |
| most | 1 | 0 | 0 | 1 | 1 | | protect | 0 | 3 | 0 | 3 | 3 |
| motor | 1 | 0 | 0 | 1 | 7 | | protection | 0 | 1 | 0 | 1 | 1 |
| motorbike | 2 | 0 | 2 | 4 | | | push | 1 | 0 | 0 | 1 | 1 |
| motorbikes | 0 | 0 | 2 | 2 | | | quickly | 1 | 0 | 0 | 1 | 1 |
| motorcyclists | 0 | 0 | 1 | 1 | 1 | | quite | 0 | 0 | 1 | 1 | 1 |
| motor racing | 3 | 1 | 0 | 4 | 4 | | racing | 4 | 0 | 7 | 11 | 13 |
| move | 1 | 0 | 0 | 1 | 1 | | raffle coupon | 0 | 1 | 0 | 1 | 1 |
| movements | 1 | 0 | 0 | 1 | 1 | | raft | 1 | 0 | 0 | 1 | 10 |
| mysterious | 1 | 0 | 0 | 1 | 1 | | rafting | 7 | 2 | 0 | 9 | |
| name | 4 | 0 | 0 | 4 | 4 | | reach | 0 | 0 | 1 | 1 | 1 |
| nature | 1 | 0 | 0 | 1 | 1 | | real | 2 | 0 | 2 | 4 | 4 |
| need | 1 | 1 | 1 | 3 | 3 | | really | 4 | 0 | 2 | 6 | 6 |
| normal | 0 | 0 | 1 | 1 | 1 | | Reason | 1 | 0 | 0 | 1 | 3 |
| now | 1 | 0 | 1 | 2 | 2 | | reasons | 2 | 0 | 0 | 2 | |
| objects | 1 | 0 | 0 | 1 | 1 | | registration fee | 0 | 2 | 0 | 2 | 2 |
| of course | 0 | 1 | 0 | 1 | 1 | | riding | 1 | 0 | 1 | 2 | 3 |
| one | 2 | 0 | 1 | 3 | 3 | | rode | 0 | 0 | 1 | 1 | |
| one fourth of | 0 | 0 | 1 | 1 | 1 | | right | 1 | 0 | 0 | 1 | 1 |
| One of the most | 0 | 1 | 0 | 1 | 1 | | rivers | 1 | 0 | 0 | 1 | 1 |
| ones | 1 | 0 | 0 | 1 | 1 | | rock climbing | 0 | 5 | 0 | 5 | 5 |
| open | 0 | 0 | 1 | 1 | 1 | | running | 0 | 2 | 0 | 2 | 2 |
| other | 2 | 0 | 1 | 3 | 3 | | safe | 0 | 0 | 1 | 1 | 1 |
| outdoors | 1 | 0 | 0 | 1 | 1 | | safety | 0 | 1 | 0 | 1 | 1 |
| pain | 0 | 1 | 0 | 1 | 1 | | safety items | 0 | 1 | 0 | 1 | 1 |
| parachute | 0 | 2 | 0 | 2 | 8 | | save | 0 | 1 | 0 | 1 | 1 |
| parachute diving | 4 | 2 | 0 | 6 | | | say | 1 | 0 | 0 | 1 | 1 |
| parkour | 0 | 0 | 1 | 1 | 1 | | scared | 0 | 0 | 1 | 1 | 1 |
| parkour runner | 0 | 0 | 1 | 1 | 2 | | scenery | 1 | 0 | 0 | 1 | 1 |
| parkour runners | 1 | 0 | 0 | 1 | | | scuba diving | 1 | 0 | 0 | 1 | 1 |
| | | | | | | | see | 1 | 0 | 0 | 1 | 1 |

| word | SB | WB | L. | Total1 | Total | | word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Shirt | 0 | 1 | 0 | 1 | **1** | | today | 1 | 0 | 1 | 2 | **2** |
| shocking | 0 | 1 | 0 | 1 | **1** | | touch | 0 | 1 | 0 | 1 | **1** |
| shoes | 0 | 1 | 0 | 1 | **2** | | towers | 0 | 1 | 0 | 1 | **1** |
| Shoes | 0 | 1 | 0 | 1 | | | toys | 0 | 0 | 1 | 1 | **1** |
| should | 0 | 1 | 0 | 1 | **1** | | tracking | 0 | 1 | 0 | 1 | **1** |
| size | 2 | 0 | 3 | 5 | **5** | | trainers | 0 | 0 | 1 | 1 | **1** |
| skateboarding | 7 | 2 | 0 | 9 | **9** | | treatment | 0 | 1 | 0 | 1 | **1** |
| skillful | 1 | 0 | 0 | 1 | **1** | | trees | 0 | 0 | 1 | 1 | **1** |
| skis | 0 | 1 | 0 | 1 | **1** | | trekking | 0 | 1 | 0 | 1 | **1** |
| Skydiving | 1 | 0 | 0 | 1 | **1** | | Trip | 1 | 0 | 0 | 1 | **1** |
| slow | 0 | 0 | 1 | 1 | **1** | | try | 4 | 0 | 0 | 4 | **5** |
| small | 0 | 0 | 1 | 1 | **1** | | tried | 1 | 0 | 0 | 1 | |
| snacks | 0 | 1 | 0 | 1 | **1** | | TV | 0 | 2 | 0 | 2 | **2** |
| snowboard | 0 | 1 | 0 | 1 | **1** | | use | 0 | 0 | 1 | 1 | **2** |
| So | 3 | 0 | 2 | 5 | **5** | | using | 0 | 1 | 0 | 1 | |
| some | 1 | 2 | 0 | 3 | **3** | | usually | 2 | 2 | 0 | 4 | **4** |
| someone | 1 | 0 | 0 | 1 | **1** | | vacation | 2 | 0 | 0 | 2 | **2** |
| something | 0 | 1 | 0 | 1 | **1** | | vehicle | 0 | 0 | 1 | 1 | **1** |
| sometimes | 0 | 0 | 1 | 1 | **1** | | very | 1 | 1 | 1 | 3 | **3** |
| spaces | 0 | 0 | 1 | 1 | **1** | | wait | 0 | 1 | 0 | 1 | **1** |
| SPAN | 0 | 1 | 0 | 1 | **1** | | walls | 0 | 0 | 1 | 1 | **1** |
| special | 0 | 0 | 1 | 1 | **1** | | want to | 1 | 0 | 0 | 1 | **1** |
| speed | 0 | 0 | 3 | 3 | **3** | | watching | 0 | 2 | 0 | 2 | **2** |
| sport | 1 | 4 | 1 | 6 | **18** | | water | 2 | 0 | 0 | 2 | **2** |
| sports | 7 | 5 | 0 | 12 | | | way | 0 | 0 | 1 | 1 | **1** |
| stadium | 0 | 2 | 0 | 2 | **2** | | weigh | 1 | 0 | 0 | 1 | **2** |
| stairs | 0 | 0 | 1 | 1 | **1** | | weighs | 0 | 0 | 1 | 1 | |
| standard | 1 | 0 | 0 | 1 | **1** | | Well | 0 | 0 | 1 | 1 | **1** |
| stands | 0 | 1 | 0 | 1 | **1** | | was | 1 | 0 | 0 | 1 | **3** |
| start | 2 | 0 | 0 | 2 | **5** | | were | 2 | 0 | 0 | 2 | |
| started | 0 | 0 | 3 | 3 | | | what | 19 | 6 | 4 | 29 | **29** |
| state | 0 | 1 | 0 | 1 | **1** | | What does mean | 1 | 0 | 0 | 1 | **1** |
| such | 0 | 0 | 1 | 1 | **1** | | What .. think | 1 | 0 | 0 | 1 | **4** |
| such as | 0 | 1 | 0 | 1 | **1** | | What .. think about | 2 | 1 | 0 | 3 | |
| summer | 1 | 0 | 0 | 1 | **1** | | whatever | 0 | 0 | 1 | 1 | **1** |
| sure | 0 | 0 | 1 | 1 | **1** | | What is it like | 2 | 1 | 0 | 3 | **4** |
| swimming | 0 | 1 | 0 | 1 | **1** | | What was it like | 1 | 0 | 0 | 1 | |
| take | 0 | 1 | 0 | 1 | **1** | | When | 2 | 3 | 0 | 5 | **5** |
| taking part in | 1 | 0 | 0 | 1 | **1** | | when (cnj) | 4 | 1 | 0 | 5 | **5** |
| talk | 1 | 0 | 0 | 1 | **3** | | where | 5 | 3 | 0 | 8 | **8** |
| talking | 2 | 0 | 0 | 2 | | | which | 4 | 0 | 0 | 4 | **5** |
| tall | 0 | 1 | 0 | 1 | **1** | | Which one | 0 | 1 | 0 | 1 | |
| Teen | 0 | 2 | 0 | 2 | **2** | | while | 2 | 0 | 0 | 2 | **2** |
| tell | 0 | 0 | 1 | 1 | **1** | | white water rafting | 6 | 1 | 1 | 8 | **8** |
| test | 1 | 0 | 0 | 1 | **1** | | who | 4 | 3 | 0 | 7 | **7** |
| text | 0 | 1 | 0 | 1 | **1** | | why | 7 | 2 | 1 | 10 | **10** |
| that's why | 0 | 1 | 0 | 1 | **1** | | wide | 0 | 0 | 1 | 1 | **1** |
| things | 1 | 0 | 0 | 1 | **1** | | will | 0 | 0 | 1 | 1 | **1** |
| tiring | 0 | 1 | 0 | 1 | **1** | | world | 2 | 0 | 2 | 4 | **4** |

| word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| would | 1 | 0 | 0 | 1 | 1 |
| would rather | 3 | 1 | 0 | 4 | 4 |
| Would you like to | 2 | 0 | 0 | 2 | 2 |

| word | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|
| year | 1 | 0 | 0 | 1 | 2 |
| years | 0 | 0 | 1 | 1 | |

## Frequency List of the Items in the 7th Unit

| word | SB | WB | L. | total1 | Total |
|---|---|---|---|---|---|
| about | 3 | 3 | 1 | 7 | 7 |
| about two | 0 | 1 | 0 | 1 | 1 |
| above | 1 | 0 | 0 | 1 | 1 |
| accommodation | 3 | 0 | 0 | 3 | 3 |
| adventure | 1 | 0 | 0 | 1 | 1 |
| After | 1 | 0 | 0 | 1 | 1 |
| all inclusive | 1 | 0 | 0 | 1 | 1 |
| along | 1 | 0 | 0 | 1 | 1 |
| amazing | 0 | 0 | 2 | 2 | 2 |
| ancient | 3 | 0 | 0 | 3 | 3 |
| and | 21 | 13 | 8 | 42 | 42 |
| any | 0 | 0 | 1 | 1 | 1 |
| approximately | 1 | 1 | 1 | 3 | 3 |
| architect | 0 | 0 | 1 | 1 | 1 |
| architectural style | 1 | 0 | 1 | 2 | 2 |
| architecture | 0 | 2 | 3 | 5 | 5 |
| areas | 0 | 1 | 0 | 1 | 1 |
| around | 1 | 0 | 0 | 1 | 1 |
| as | 0 | 1 | 2 | 3 | 3 |
| attraction | 0 | 1 | 0 | 1 | 2 |
| attractions | 1 | 0 | 0 | 1 | |
| banana trees | 1 | 0 | 0 | 1 | 1 |
| beach | 1 | 0 | 0 | 1 | 2 |
| beaches | 1 | 0 | 0 | 1 | |
| beautiful | 2 | 1 | 1 | 4 | 4 |
| because | 4 | 1 | 0 | 5 | 5 |
| become | 0 | 1 | 0 | 1 | 1 |
| bed and breakfast | 1 | 0 | 0 | 1 | 1 |
| began | 0 | 0 | 1 | 1 | 1 |
| bell tower | 0 | 1 | 0 | 1 | 1 |
| best | 1 | 1 | 1 | 3 | 3 |
| between | 1 | 0 | 0 | 1 | 1 |
| blog | 0 | 0 | 1 | 1 | 1 |
| blue | 2 | 0 | 0 | 2 | 2 |
| boat tours | 0 | 1 | 0 | 1 | 1 |
| border | 0 | 0 | 1 | 1 | 1 |
| bottom | 0 | 0 | 1 | 1 | 1 |
| budget | 1 | 0 | 0 | 1 | 1 |
| build | 1 | 0 | 0 | 1 | 2 |
| built | 0 | 0 | 1 | 1 | |
| buildings | 2 | 0 | 2 | 4 | 4 |
| buy | 0 | 1 | 0 | 1 | 1 |
| can | 7 | 0 | 2 | 9 | 9 |
| candidate | 0 | 1 | 0 | 1 | 1 |
| candied chestnut | 1 | 0 | 0 | 1 | 1 |
| capital | 2 | 0 | 0 | 2 | 2 |
| center | 0 | 1 | 0 | 1 | 1 |
| check | 0 | 0 | 1 | 1 | 1 |
| chilly | 1 | 0 | 0 | 1 | 1 |

| word | SB | WB | L. | total1 | Total |
|---|---|---|---|---|---|
| Church | 0 | 1 | 0 | 1 | 2 |
| churches | 0 | 1 | 0 | 1 | |
| Cities | 0 | 1 | 0 | 1 | 16 |
| city | 6 | 7 | 2 | 15 | |
| civilizations | 1 | 2 | 0 | 3 | 3 |
| class | 0 | 1 | 0 | 1 | 1 |
| climate | 3 | 3 | 0 | 6 | 6 |
| clock | 0 | 0 | 2 | 2 | 2 |
| clock tower | 0 | 0 | 1 | 1 | 2 |
| clock towers | 0 | 0 | 1 | 1 | |
| coast | 1 | 0 | 0 | 1 | 1 |
| coconut palms | 1 | 0 | 0 | 1 | 1 |
| cold | 0 | 1 | 0 | 1 | 1 |
| come | 2 | 0 | 0 | 2 | 3 |
| comes | 1 | 0 | 0 | 1 | |
| constructed | 0 | 0 | 1 | 1 | 1 |
| construction | 1 | 1 | 1 | 3 | 3 |
| continental | 0 | 1 | 0 | 1 | 1 |
| convenient | 1 | 0 | 0 | 1 | 1 |
| Country | 1 | 0 | 0 | 1 | 1 |
| cousins | 0 | 0 | 1 | 1 | 1 |
| crossroad | 0 | 1 | 0 | 1 | 1 |
| crystal clear | 1 | 0 | 0 | 1 | 1 |
| cuisine | 1 | 3 | 0 | 4 | 4 |
| cultural | 0 | 1 | 0 | 1 | 1 |
| cultures | 0 | 2 | 0 | 2 | 2 |
| Currency | 1 | 0 | 0 | 1 | 1 |
| damp | 1 | 0 | 0 | 1 | 1 |
| day | 1 | 0 | 0 | 1 | 1 |
| definitely | 1 | 0 | 1 | 2 | 2 |
| degrees | 0 | 1 | 0 | 1 | 1 |
| designed | 1 | 0 | 1 | 2 | 2 |
| dessert | 1 | 0 | 0 | 1 | 1 |
| diameter | 0 | 1 | 0 | 1 | 1 |
| Are..? | 1 | 0 | 0 | 1 | 21 |
| did..? | 5 | 4 | 4 | 13 | |
| do..? | 6 | 1 | 0 | 7 | |
| different | 0 | 5 | 0 | 5 | 5 |
| discovering | 0 | 1 | 0 | 1 | 1 |
| dishes | 4 | 2 | 0 | 6 | 6 |
| do | 2 | 1 | 0 | 3 | 3 |
| during | 1 | 1 | 0 | 2 | 2 |
| Earth | 0 | 0 | 1 | 1 | 1 |
| easily | 1 | 0 | 0 | 1 | 1 |
| east | 0 | 1 | 0 | 1 | 1 |
| economy | 0 | 1 | 0 | 1 | 1 |
| enjoy | 1 | 0 | 0 | 1 | 1 |
| entertaining | 0 | 2 | 0 | 2 | 2 |
| entire | 0 | 1 | 0 | 1 | 1 |

| word | SB | WB | L. | total1 | Total | | word | SB | WB | L. | total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ever | 0 | 0 | 1 | 1 | 1 | | holds | 0 | 0 | 1 | 1 | 1 |
| every | 1 | 0 | 0 | 1 | 1 | | home | 0 | 1 | 0 | 1 | 1 |
| everything | 1 | 0 | 0 | 1 | 1 | | hostels | 1 | 0 | 0 | 1 | 1 |
| every year | 1 | 0 | 1 | 2 | 2 | | hot | 1 | 1 | 0 | 2 | 2 |
| example | 0 | 1 | 0 | 1 | 4 | | hotel | 0 | 1 | 0 | 1 | 2 |
| examples | 1 | 1 | 1 | 3 | | | hotels | 1 | 0 | 0 | 1 | |
| exciting | 0 | 1 | 0 | 1 | 1 | | How | 0 | 1 | 2 | 3 | 3 |
| experience | 1 | 0 | 0 | 1 | 1 | | How long | 1 | 1 | 0 | 2 | 2 |
| exploring | 1 | 0 | 0 | 1 | 1 | | How many | 2 | 0 | 0 | 2 | 2 |
| famous | 0 | 0 | 1 | 1 | 1 | | How tall | 1 | 0 | 0 | 1 | 2 |
| fantastic | 2 | 1 | 0 | 3 | 3 | | huge | 1 | 0 | 0 | 1 | 1 |
| fascinating | 3 | 1 | 1 | 5 | 5 | | If | 1 | 0 | 0 | 1 | 1 |
| favorite | 2 | 0 | 0 | 2 | 2 | | I hope | 0 | 0 | 1 | 1 | 1 |
| feelings | 0 | 1 | 0 | 1 | 1 | | icon | 0 | 0 | 1 | 1 | 1 |
| find | 2 | 0 | 0 | 2 | 2 | | imagine | 0 | 0 | 1 | 1 | 1 |
| finest | 0 | 1 | 0 | 1 | 1 | | important | 3 | 0 | 0 | 3 | 3 |
| first | 1 | 0 | 1 | 2 | 2 | | increase | 0 | 1 | 0 | 1 | 1 |
| flowers | 1 | 0 | 0 | 1 | 1 | | incredible | 1 | 0 | 0 | 1 | 1 |
| fly | 0 | 1 | 0 | 1 | 1 | | information | 1 | 0 | 0 | 1 | 1 |
| focal point | 1 | 0 | 0 | 1 | 1 | | inland | 1 | 0 | 0 | 1 | 1 |
| follow | 0 | 1 | 0 | 1 | 1 | | in memory of | 0 | 0 | 1 | 1 | 1 |
| food | 0 | 1 | 0 | 1 | 1 | | interesting | 2 | 1 | 0 | 3 | 3 |
| friend | 0 | 1 | 0 | 1 | 1 | | island | 4 | 0 | 0 | 4 | 7 |
| friendly | 1 | 0 | 0 | 1 | 1 | | island's | 1 | 0 | 0 | 1 | |
| full of | 1 | 0 | 0 | 1 | 1 | | islands | 2 | 0 | 0 | 2 | |
| giant | 0 | 1 | 0 | 1 | 1 | | joined | 0 | 1 | 0 | 1 | 1 |
| Give | 1 | 0 | 0 | 1 | 2 | | junction point | 1 | 0 | 0 | 1 | 1 |
| gives | 1 | 0 | 0 | 1 | | | kebabs | 1 | 0 | 0 | 1 | 1 |
| go | 2 | 1 | 3 | 6 | 10 | | kilometers | 0 | 1 | 0 | 1 | 1 |
| went | 0 | 2 | 2 | 4 | | | kinds of | 1 | 0 | 0 | 1 | 1 |
| go shopping | 0 | 1 | 0 | 1 | 1 | | km | 1 | 0 | 0 | 1 | 1 |
| go sightseeing | 0 | 1 | 0 | 1 | 1 | | know | 2 | 0 | 0 | 2 | 2 |
| goes over | 0 | 0 | 1 | 1 | 1 | | land | 2 | 0 | 0 | 2 | 3 |
| going back | 1 | 0 | 0 | 1 | 1 | | lands | 0 | 0 | 1 | 1 | |
| good bye | 0 | 1 | 0 | 1 | 1 | | largest | 2 | 0 | 2 | 4 | 4 |
| great | 2 | 1 | 3 | 6 | 7 | | last | 0 | 1 | 0 | 1 | 1 |
| greatest | 0 | 1 | 0 | 1 | | | lean | 0 | 1 | 0 | 1 | 2 |
| green | 3 | 0 | 0 | 3 | 3 | | leans | 0 | 1 | 0 | 1 | |
| Greet | 0 | 1 | 0 | 1 | 1 | | learning | 0 | 1 | 0 | 1 | 1 |
| had | 0 | 0 | 1 | 1 | 8 | | life | 0 | 0 | 1 | 1 | 1 |
| has | 4 | 2 | 0 | 6 | | | like | 2 | 1 | 1 | 4 | 4 |
| having | 1 | 0 | 0 | 1 | | | List | 0 | 1 | 0 | 1 | 1 |
| Heritage | 0 | 1 | 0 | 1 | 1 | | little | 1 | 0 | 0 | 1 | 1 |
| hiking | 1 | 0 | 0 | 1 | 1 | | live | 1 | 0 | 0 | 1 | 1 |
| historic | 7 | 2 | 2 | 11 | 11 | | local | 0 | 3 | 0 | 3 | 3 |
| historical | 0 | 0 | 2 | 2 | 2 | | located | 0 | 1 | 0 | 1 | 2 |
| historic sites | 1 | 2 | 0 | 3 | 3 | | located in | 0 | 1 | 0 | 1 | |
| history | 2 | 0 | 0 | 2 | 2 | | location | 2 | 0 | 0 | 2 | 2 |
| | | | | | | | looking for | 1 | 0 | 0 | 1 | 1 |

| word | SB | WB | L. | total1 | Total | | word | SB | WB | L. | total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| lots of | 0 | 2 | 1 | 3 | 3 | | period | 0 | 0 | 1 | 1 | 1 |
| lovely | 1 | 0 | 0 | 1 | 1 | | photos | 1 | 0 | 1 | 2 | 2 |
| madrassas | 0 | 1 | 0 | 1 | 1 | | photo safari | 1 | 0 | 0 | 1 | 1 |
| majestic | 1 | 0 | 0 | 1 | 1 | | place | 5 | 1 | 0 | 6 | 13 |
| make | 0 | 0 | 1 | 1 | 1 | | places | 5 | 2 | 0 | 7 | |
| manmade | 0 | 1 | 1 | 2 | 2 | | plain | 1 | 0 | 0 | 1 | 1 |
| many | 4 | 2 | 0 | 6 | 6 | | popular | 2 | 3 | 0 | 5 | 5 |
| means | 1 | 0 | 0 | 1 | 1 | | Population | 1 | 0 | 0 | 1 | 1 |
| meatball | 1 | 0 | 0 | 1 | 1 | | postcards | 0 | 1 | 0 | 1 | 1 |
| Mediterranean | 2 | 0 | 0 | 2 | 4 | | prefer | 8 | 3 | 0 | 11 | 11 |
| Mediterranean Sea | 2 | 0 | 0 | 2 | | | province | 4 | 0 | 0 | 4 | 4 |
| meeting | 1 | 0 | 0 | 1 | 1 | | rafting | 1 | 0 | 0 | 1 | 1 |
| memorable | 1 | 0 | 0 | 1 | 1 | | really | 0 | 1 | 2 | 3 | 3 |
| meters | 0 | 3 | 1 | 4 | 4 | | recent | 0 | 1 | 0 | 1 | 1 |
| mild | 2 | 0 | 0 | 2 | 2 | | recreation | 1 | 0 | 0 | 1 | 3 |
| million | 1 | 0 | 1 | 2 | 2 | | recreational activities | 2 | 0 | 0 | 2 | |
| miracle | 0 | 0 | 1 | 1 | 1 | | region | 1 | 1 | 0 | 2 | 3 |
| mixture | 0 | 0 | 1 | 1 | 1 | | religions | 0 | 1 | 0 | 1 | |
| modern | 3 | 3 | 1 | 7 | 7 | | resort | 2 | 0 | 0 | 2 | 2 |
| monastery | 0 | 1 | 0 | 1 | 1 | | rich | 1 | 0 | 0 | 1 | 1 |
| months | 0 | 1 | 0 | 1 | 1 | | sandy | 1 | 0 | 0 | 1 | 1 |
| more | 2 | 0 | 0 | 2 | 8 | | say | 1 | 1 | 0 | 2 | 2 |
| more than | 3 | 2 | 1 | 6 | | | scene | 1 | 0 | 0 | 1 | 1 |
| mosaics | 0 | 1 | 0 | 1 | 1 | | scenery | 0 | 1 | 1 | 2 | 2 |
| mosques | 0 | 1 | 0 | 1 | 1 | | sea | 0 | 1 | 0 | 1 | 1 |
| most | 1 | 1 | 3 | 5 | 5 | | seaside | 1 | 0 | 0 | 1 | 1 |
| mountain biking | 1 | 0 | 0 | 1 | 1 | | see | 0 | 0 | 1 | 1 | 1 |
| mountains | 3 | 1 | 0 | 4 | 4 | | settled | 0 | 1 | 0 | 1 | 1 |
| multicultural | 1 | 0 | 0 | 1 | 1 | | short | 0 | 1 | 0 | 1 | 1 |
| museum | 0 | 1 | 0 | 1 | 1 | | should | 1 | 0 | 1 | 2 | 2 |
| name | 2 | 1 | 0 | 3 | 4 | | sightseeing | 1 | 0 | 0 | 1 | 1 |
| names | 1 | 0 | 0 | 1 | | | sites | 2 | 0 | 0 | 2 | 2 |
| need | 1 | 0 | 0 | 1 | 1 | | ski | 1 | 0 | 0 | 1 | 1 |
| north western | 1 | 0 | 0 | 1 | 1 | | skyscraper | 0 | 1 | 0 | 1 | 1 |
| now | 1 | 2 | 0 | 3 | 3 | | smiling | 1 | 0 | 0 | 1 | 1 |
| Official language | 1 | 0 | 0 | 1 | 1 | | so | 2 | 1 | 1 | 4 | 4 |
| offroad racing | 1 | 0 | 0 | 1 | 1 | | some | 3 | 2 | 0 | 5 | 5 |
| old | 0 | 1 | 0 | 1 | 2 | | sound | 0 | 0 | 1 | 1 | 1 |
| oldest | 0 | 1 | 0 | 1 | | | South | 0 | 1 | 0 | 1 | 3 |
| one of | 0 | 3 | 1 | 4 | 5 | | south central | 1 | 0 | 0 | 1 | |
| One of | 0 | 0 | | 1 | | | South eastern | 0 | 1 | 0 | 1 | |
| ones | 1 | 0 | 0 | 1 | 1 | | souvenirs | 0 | 1 | 0 | 1 | 1 |
| ordered | 0 | 0 | 2 | 2 | 2 | | speaking | 1 | 0 | 0 | 1 | 1 |
| other | 2 | 0 | 0 | 2 | 2 | | special | 2 | 0 | 0 | 2 | 2 |
| parents | 0 | 0 | 2 | 2 | 2 | | spectacular | 0 | 0 | 1 | 1 | 1 |
| partner | 1 | 0 | 0 | 1 | 1 | | sports | 1 | 0 | 0 | 1 | 1 |
| partsof | 0 | 2 | 0 | 2 | 2 | | springs | 1 | 0 | 0 | 1 | 1 |
| people | 3 | 2 | 0 | 5 | 5 | | started | 0 | 1 | 0 | 1 | 1 |

| word | SB | WB | L. | total1 | Total | | word | SB | WB | L. | total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| stay | 1 | 2 | 0 | 3 | 4 | | very | 2 | 0 | 0 | 2 | 2 |
| stayed | 0 | 1 | 0 | 1 | | | visit | 3 | 3 | 1 | 7 | 14 |
| stop | 1 | 0 | 0 | 1 | 1 | | visiting | 4 | 3 | 0 | 7 | |
| stretches | 0 | 1 | 0 | 1 | 1 | | warm | 1 | 0 | 1 | 2 | 2 |
| structure | 1 | 2 | 1 | 4 | 7 | | was | 3 | 5 | 7 | 15 | 15 |
| structures | 0 | 3 | 0 | 3 | | | water | 1 | 0 | 1 | 2 | 4 |
| such | 0 | 0 | 1 | 1 | 1 | | waters | 2 | 0 | 0 | 2 | |
| such as | 1 | 1 | 1 | 3 | 3 | | waterfalls | 0 | 0 | 1 | 1 | 1 |
| summer | 0 | 2 | 0 | 2 | 4 | | weather | 3 | 1 | 2 | 6 | 6 |
| summers | 2 | 0 | 0 | 2 | | | weeks | 0 | 1 | 0 | 1 | 1 |
| sunny | 0 | 0 | 1 | 1 | 1 | | Well | 0 | 1 | 0 | 1 | 1 |
| take | 1 | 0 | 1 | 2 | 3 | | well known | 0 | 1 | 0 | 1 | 1 |
| took | 0 | 0 | 1 | 1 | | | west | 0 | 1 | 0 | 1 | 1 |
| took photographs | 0 | 1 | 0 | 1 | 2 | | What | 12 | 3 | 1 | 16 | 16 |
| take photographs | 0 | 1 | 0 | 1 | | | What is about | 2 | 0 | 0 | 2 | 2 |
| tall | 0 | 3 | 0 | 3 | 6 | | What's like | 2 | 1 | 0 | 3 | 4 |
| tallest | 0 | 1 | 2 | 3 | | | What was like | 1 | 0 | 0 | 1 | |
| temperature | 1 | 0 | 0 | 1 | 2 | | What does it mean | 1 | 0 | 0 | 1 | 1 |
| Temperatures | 0 | 1 | 0 | 1 | | | What type of | 1 | 0 | 0 | 1 | 1 |
| tiring | 1 | 0 | 0 | 1 | 1 | | wheel | 0 | 2 | 0 | 2 | 2 |
| today | 0 | 0 | 2 | 2 | 2 | | where | 9 | 3 | 1 | 13 | 13 |
| tomb | 0 | 0 | 1 | 1 | 1 | | Which | 1 | 0 | 0 | 1 | 3 |
| to me | 3 | 1 | 1 | 5 | 5 | | Which one | 1 | 1 | 0 | 2 | |
| top | 0 | 1 | 0 | 1 | 1 | | Who | 2 | 0 | 0 | 2 | 2 |
| Total | 1 | 0 | 0 | 1 | 1 | | Why | 4 | 1 | 0 | 5 | 6 |
| tourist attractions | 5 | 1 | 0 | 6 | 6 | | Why .. Think | 1 | 0 | 0 | 1 | |
| tourist destination | 2 | 1 | 0 | 3 | 3 | | wife | 0 | 0 | 1 | 1 | 1 |
| tourists | 2 | 1 | 1 | 4 | 4 | | will | 0 | 0 | 1 | 1 | 2 |
| tower | 0 | 1 | 1 | 2 | 2 | | I'll | 0 | 0 | 1 | 1 | |
| tracking | 1 | 0 | 0 | 1 | 1 | | winter | 1 | 0 | 0 | 1 | 4 |
| traders | 1 | 0 | 0 | 1 | 1 | | winters | 2 | 1 | 0 | 3 | |
| traditional | 2 | 1 | 0 | 3 | 3 | | wonderful | 0 | 1 | 0 | 1 | 1 |
| try | 2 | 1 | 0 | 3 | 4 | | wonders | 0 | 1 | 1 | 2 | 2 |
| tried | 0 | 1 | 0 | 1 | | | wood | 1 | 0 | 0 | 1 | 1 |
| tropical | 2 | 0 | 0 | 2 | 2 | | word | 2 | 0 | 0 | 2 | 2 |
| true | 1 | 0 | 0 | 1 | 1 | | workers | 1 | 0 | 1 | 2 | 2 |
| truly | 2 | 0 | 1 | 3 | 3 | | world | 1 | 5 | 4 | 10 | 11 |
| typical | 1 | 0 | 0 | 1 | 1 | | world's | 0 | 0 | 1 | 1 | |
| unique | 0 | 2 | 0 | 2 | 2 | | would | 0 | 0 | 1 | 1 | 1 |
| upload | 0 | 0 | 1 | 1 | 1 | | would rather | 2 | 1 | 0 | 3 | 3 |
| upper | 0 | 1 | 0 | 1 | 1 | | write | 0 | 5 | 0 | 5 | 5 |
| usually | 0 | 1 | 0 | 1 | 1 | | year | 1 | 0 | 1 | 2 | 6 |
| vacation | 5 | 1 | 2 | 8 | 8 | | years | 1 | 1 | 2 | 4 | |
| various | 1 | 0 | 0 | 1 | 1 | | Yes | 1 | 0 | 1 | 2 | 2 |

| Words | SB | WB | L. | Total1 | Total | Words | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| about 3 etc. | 0 | 3 | 0 | 3 | 3 | clean my room | 1 | 0 | 2 | 3 | 4 |
| above | 1 | 0 | 0 | 1 | 1 | clean your room | 1 | 0 | 0 | 1 | |
| after | 0 | 5 | 0 | 5 | 5 | clean up the house | 1 | 0 | 0 | 1 | 1 |
| afternoon | 0 | 4 | 0 | 4 | 4 | Come | 0 | 1 | 0 | 1 | 3 |
| all | 6 | 0 | 2 | 8 | 8 | coming | 0 | 0 | 2 | 2 | |
| always | 1 | 1 | 2 | 4 | 4 | computers | 0 | 1 | 0 | 1 | 1 |
| and | 36 | 18 | 11 | 65 | 65 | cooking | 0 | 0 | 1 | 1 | 8 |
| anything | 0 | 1 | 0 | 1 | 1 | cooks | 1 | 2 | 0 | 3 | |
| apartment block | 0 | 1 | 0 | 1 | 1 | cooks our meals | 0 | 1 | 0 | 1 | |
| around | 1 | 0 | 0 | 1 | 1 | cook the meal | 0 | 1 | 0 | 1 | |
| arrive home | 0 | 2 | 0 | 2 | 2 | cook the meals | 1 | 0 | 0 | 1 | |
| As | 1 | 0 | 0 | 1 | 1 | cook the dinner | 0 | 0 | 1 | 1 | |
| as soon as | 1 | 0 | 0 | 1 | 1 | Cooperate with | 0 | 1 | 0 | 1 | 1 |
| aunt | 0 | 0 | 2 | 2 | 2 | couches | 1 | 0 | 0 | 1 | 1 |
| band | 0 | 1 | 0 | 1 | 1 | cupboard | 0 | 0 | 1 | 1 | 1 |
| because | 3 | 0 | 1 | 4 | 4 | cycling | 1 | 0 | 0 | 1 | 1 |
| bedrooms | 2 | 0 | 0 | 2 | 2 | dad | 2 | 0 | 1 | 3 | 3 |
| before | 2 | 2 | 0 | 4 | 4 | daily | 1 | 0 | 0 | 1 | 1 |
| best | 1 | 0 | 0 | 1 | 1 | day | 0 | 2 | 0 | 2 | 2 |
| between | 0 | 1 | 0 | 1 | 1 | Deal | 0 | 0 | 1 | 1 | 1 |
| big | 0 | 1 | 0 | 1 | 1 | desk | 1 | 1 | 0 | 2 | 2 |
| bin | 0 | 1 | 0 | 1 | 1 | diary | 1 | 0 | 0 | 1 | 1 |
| bird | 1 | 0 | 0 | 1 | 2 | dinner | 0 | 4 | 0 | 4 | 4 |
| birds | 0 | 0 | 1 | 1 | | directions | 1 | 0 | 0 | 1 | 1 |
| books | 1 | 0 | 1 | 2 | 2 | dirty | 0 | 1 | 0 | 1 | 1 |
| breakfast | 0 | 1 | 0 | 1 | 1 | dishes | 0 | 0 | 1 | 1 | 1 |
| bring | 0 | 1 | 0 | 1 | 1 | disorganized | 0 | 1 | 0 | 1 | 1 |
| broken | 0 | 1 | 0 | 1 | 1 | do | 4 | 1 | 1 | 6 | 10 |
| brother | 5 | 4 | 1 | 10 | 10 | doing | 3 | 0 | 0 | 3 | |
| building blocks | 1 | 0 | 0 | 1 | 1 | done | 1 | 0 | 0 | 1 | |
| busy | 0 | 0 | 1 | 1 | 1 | does the grocery shopp | 2 | 0 | 0 | 2 | 4 |
| but | 5 | 2 | 5 | 12 | 12 | do the grocery shoppin | 1 | 1 | 0 | 2 | |
| call | 0 | 1 | 0 | 1 | 1 | do homework | 0 | 1 | 0 | 1 | 3 |
| canteen | 0 | 1 | 0 | 1 | 1 | do my homework | 0 | 1 | 0 | 1 | |
| care | 0 | 1 | 0 | 1 | 1 | Do your homework | 0 | 1 | 0 | 1 | |
| chairs | 1 | 0 | 0 | 1 | 1 | doing the laundry | 1 | 0 | 0 | 1 | 3 |
| Chart | 1 | 0 | 0 | 1 | 1 | does the laundry | 0 | 1 | 0 | 1 | |
| children | 1 | 0 | 2 | 3 | 3 | do the laundry | 1 | 0 | 0 | 1 | |
| chore | 1 | 0 | 1 | 2 | 14 | do the ironing | 1 | 0 | 0 | 1 | 1 |
| chores | 8 | 2 | 2 | 12 | | Are they | 1 | 0 | 0 | 1 | 10 |
| class | 0 | 1 | 0 | 1 | 4 | Is he | 0 | 1 | 0 | 1 | |
| Classroom | 2 | 1 | 0 | 3 | | does He/she | 2 | 2 | 0 | 4 | |
| cleaning the bathroom | 2 | 0 | 1 | 3 | 4 | do you | 3 | 1 | 0 | 4 | |
| clean the bathroom | 1 | 0 | 0 | 1 | | drinking her coffee | 1 | 0 | 0 | 1 | 1 |
| cleaning the windows | 1 | 0 | 0 | 1 | 2 | dry the dirty dishes | 1 | 0 | 0 | 1 | 2 |
| clean the windows | 0 | 0 | 1 | 1 | | dry the dishes | 1 | 0 | 0 | 1 | |
| clean my desk | 1 | 0 | 2 | 3 | 4 | during | 1 | 0 | 0 | 1 | 1 |
| Clean your desk | 0 | 1 | 0 | 1 | | | | | | | |

| Words | SB | WB | L. | Total1 | Total | Words | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| little | 0 | 0 | 1 | 1 | 1 | packed | 0 | 1 | 0 | 1 | 1 |
| live | 0 | 2 | 0 | 2 | 2 | pants | 1 | 0 | 0 | 1 | 1 |
| loads the dishwasher | 0 | 1 | 0 | 1 | 2 | parents | 2 | 2 | 1 | 5 | 5 |
| load the dishwasher | 1 | 0 | 0 | 1 | | people | 0 | 2 | 0 | 2 | 2 |
| love | 0 | 0 | 1 | 1 | 1 | pick up | 1 | 0 | 0 | 1 | 1 |
| lunch | 0 | 1 | 0 | 1 | 1 | play soccer | 0 | 3 | 0 | 3 | 3 |
| lunch break | 0 | 2 | 0 | 2 | 2 | play the guitar | 0 | 1 | 0 | 1 | 1 |
| made your beds | 0 | 0 | 1 | 1 | | please | 0 | 0 | 2 | 2 | 2 |
| make the bed | 1 | 1 | 0 | 2 | | possible | 0 | 0 | 1 | 1 | 1 |
| Make your bed | 1 | 0 | 0 | 1 | 6 | practice | 0 | 2 | 0 | 2 | 3 |
| make my own bed | 0 | 1 | 0 | 1 | | practice music | 0 | 1 | 0 | 1 | |
| make our beds | 0 | 1 | 0 | 1 | | put | 0 | 1 | 1 | 2 | 2 |
| make cakes | 0 | 0 | 1 | 1 | 1 | put away | 1 | 0 | 0 | 1 | 1 |
| makes easier | 1 | 0 | 0 | 1 | 1 | quiet | 1 | 0 | 0 | 1 | 1 |
| many | 1 | 1 | 1 | 3 | 3 | Raise your hand | 0 | 1 | 0 | 1 | 2 |
| materials | 0 | 1 | 0 | 1 | 1 | Raise your hands | 1 | 0 | 0 | 1 | |
| math | 1 | 0 | 0 | 1 | 1 | read a book | 1 | 0 | 0 | 1 | 2 |
| may | 0 | 0 | 1 | 1 | 1 | reading newspaper | 1 | 0 | 0 | 1 | |
| meals | 1 | 0 | 0 | 1 | 1 | really | 1 | 0 | 1 | 2 | 2 |
| member of | 0 | 1 | 0 | 1 | 2 | respect | 1 | 0 | 0 | 1 | 1 |
| members | 1 | 0 | 0 | 1 | | responsibilities | 3 | 1 | 0 | 4 | 7 |
| minutes | 0 | 1 | 0 | 1 | 1 | responsibility | 2 | 0 | 1 | 3 | |
| mom | 2 | 2 | 8 | 12 | 12 | responsible for | 12 | 3 | 1 | 16 | 16 |
| moment | 1 | 0 | 0 | 1 | 1 | rock | 0 | 1 | 0 | 1 | 1 |
| Monday | 1 | 2 | 0 | 3 | 3 | rubbish | 0 | 1 | 0 | 1 | 1 |
| month | 0 | 1 | 0 | 1 | 1 | rules | 3 | 2 | 0 | 5 | 5 |
| mopping the floor | 1 | 0 | 1 | 2 | 4 | said | 2 | 0 | 0 | 2 | 2 |
| mop the floors | 1 | 0 | 0 | 1 | | Saturday | 1 | 3 | 0 | 4 | 4 |
| mop the bathroom floo | 1 | 0 | 0 | 1 | | school | 1 | 8 | 0 | 9 | 9 |
| morning | 1 | 2 | 0 | 3 | 3 | Second | 0 | 0 | 1 | 1 | 1 |
| mother | 5 | 5 | 0 | 10 | 10 | seem | 0 | 0 | 1 | 1 | 1 |
| music | 0 | 2 | 0 | 2 | 2 | set the table | 1 | 2 | 0 | 3 | 3 |
| music club | 0 | 1 | 0 | 1 | 1 | share | 4 | 1 | 0 | 5 | 6 |
| must | 7 | 1 | 0 | 8 | 8 | sharing | 1 | 0 | 0 | 1 | |
| name | 0 | 3 | 3 | 6 | 6 | shoes | 2 | 0 | 0 | 2 | 2 |
| near | 0 | 1 | 0 | 1 | 1 | should | 5 | 0 | 0 | 5 | 5 |
| neat | 1 | 0 | 0 | 1 | 1 | siblings | 1 | 0 | 0 | 1 | 1 |
| necessary | 1 | 0 | 0 | 1 | 3 | sister | 1 | 6 | 0 | 7 | 7 |
| necessary to | 2 | 0 | 0 | 2 | | small | 0 | 1 | 0 | 1 | 1 |
| need | 0 | 1 | 1 | 2 | 2 | so | 1 | 2 | 0 | 3 | 3 |
| nice | 2 | 0 | 0 | 2 | 2 | socks | 1 | 0 | 0 | 1 | 1 |
| Now | 1 | 0 | 0 | 1 | 1 | some | 1 | 0 | 1 | 2 | 2 |
| o'clock | 0 | 1 | 0 | 1 | 1 | sometimes | 2 | 4 | 5 | 11 | 11 |
| often | 0 | 1 | 0 | 1 | 1 | speak | 1 | 1 | 0 | 2 | 3 |
| okay | 0 | 0 | 4 | 4 | 4 | speaking | 0 | 1 | 0 | 1 | |
| once | 0 | 2 | 1 | 3 | 3 | start | 0 | 0 | 1 | 1 | 1 |
| only | 1 | 0 | 0 | 1 | 1 | such as | 1 | 0 | 0 | 1 | 1 |
| other | 2 | 0 | 0 | 2 | 3 | Sunday | 1 | 0 | 0 | 1 | 1 |
| others | 0 | 1 | 0 | 1 | | Sure | 0 | 0 | 1 | 1 | 1 |

| Words | SB | WB | L. | Total1 | Total | Words | SB | WB | L. | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| sweeping the leaves | 1 | 0 | 0 | 1 | 2 | voice | 1 | 0 | 0 | 1 | 1 |
| sweep the floor | 1 | 0 | 0 | 1 | | waiting | 1 | 0 | 0 | 1 | 1 |
| take | 0 | 1 | 0 | 1 | 1 | walk | 0 | 1 | 0 | 1 | 2 |
| take a bath | 1 | 0 | 0 | 1 | 1 | walk to school | 0 | 1 | 0 | 1 | |
| take care of | 1 | 1 | 2 | 4 | 5 | walk the dog | 1 | 0 | 0 | 1 | 1 |
| takes care of | 1 | 0 | 0 | 1 | | want | 0 | 0 | 1 | 1 | 1 |
| Take off | 1 | 0 | 0 | 1 | 1 | was | 1 | 0 | 0 | 1 | 2 |
| take out the garbage | 1 | 3 | 2 | 6 | 7 | were | 1 | 0 | 0 | 1 | |
| taking out the garbage | 1 | 0 | 0 | 1 | | washing the car | 1 | 1 | 0 | 2 | 3 |
| take the bus | 0 | 1 | 0 | 1 | 1 | wash the car | 0 | 1 | 0 | 1 | |
| tall | 0 | 1 | 0 | 1 | 1 | washing the dishes | 0 | 0 | 1 | 1 | 8 |
| task | 0 | 1 | 0 | 1 | 3 | wash the dishes | 3 | 1 | 3 | 7 | |
| tasks | 2 | 0 | 0 | 2 | | wash our faces | 1 | 0 | 0 | 1 | 2 |
| teacher | 1 | 1 | 0 | 2 | 2 | Wash your hands | 1 | 0 | 0 | 1 | |
| team | 0 | 1 | 0 | 1 | 1 | watering the plants | 1 | 0 | 0 | 1 | 4 |
| Thanks | 1 | 0 | 0 | 1 | 1 | water potted plants | 1 | 0 | 0 | 1 | |
| then | 0 | 0 | 3 | 3 | 3 | waters the plants | 0 | 1 | 0 | 1 | |
| there | 0 | 1 | 0 | 1 | 1 | water the plants | 0 | 0 | 1 | 1 | |
| things | 2 | 0 | 2 | 4 | 4 | weather | 2 | 0 | 0 | 2 | 2 |
| think | 1 | 0 | 0 | 1 | 1 | Wednesday | 1 | 3 | 0 | 4 | 4 |
| Thursday | 1 | 2 | 0 | 3 | 3 | weed the garden | 0 | 2 | 0 | 2 | 2 |
| tidy | 1 | 0 | 0 | 1 | 6 | week | 0 | 1 | 1 | 2 | 2 |
| tidying up | 0 | 0 | 1 | 1 | | weekdays | 0 | 1 | 0 | 1 | 1 |
| tidy up | 1 | 0 | 0 | 1 | | What | 2 | 2 | 0 | 4 | 4 |
| tidying up the livingroo | 1 | 0 | 0 | 1 | | What does think about | 1 | 0 | 0 | 1 | 1 |
| tidy my room | 0 | 0 | 1 | 1 | | when | 0 | 2 | 0 | 2 | 2 |
| tidy up the room | 1 | 0 | 0 | 1 | | when (cnj) | 2 | 0 | 1 | 3 | 3 |
| Timetable | 0 | 1 | 0 | 1 | 1 | Which | 0 | 1 | 0 | 1 | 1 |
| tired | 1 | 0 | 1 | 2 | 2 | while | 0 | 1 | 0 | 1 | 1 |
| today | 2 | 0 | 0 | 2 | 2 | Who | 2 | 0 | 0 | 2 | 2 |
| tomorrow | 1 | 0 | 0 | 1 | 1 | Why | 2 | 0 | 0 | 2 | 2 |
| too | 2 | 1 | 1 | 4 | 4 | will | 1 | 0 | 0 | 1 | 3 |
| Tuesday | 1 | 2 | 0 | 3 | 3 | I'll | 1 | 0 | 1 | 2 | |
| uncle | 0 | 0 | 2 | 2 | 2 | work | 1 | 0 | 0 | 1 | 2 |
| understand | 1 | 1 | 0 | 2 | 2 | work hard | 1 | 0 | 0 | 1 | |
| Use | 1 | 1 | 0 | 2 | 2 | would like to | 0 | 0 | 1 | 1 | 1 |
| usually | 1 | 5 | 0 | 6 | 6 | would you | 0 | 0 | 1 | 1 | 1 |
| vacuuming the floors | 1 | 0 | 0 | 1 | 6 | Write | 0 | 1 | 0 | 1 | 2 |
| vacuum my room | 0 | 0 | 1 | 1 | | writing | 1 | 0 | 0 | 1 | |
| vacuums the floor | 0 | 1 | 0 | 1 | | Yeah | 0 | 0 | 1 | 1 | 2 |
| vacuum the floor | 1 | 0 | 1 | 2 | | Yes | 0 | 0 | 1 | 1 | |
| vacuum the carpets | 1 | 0 | 0 | 1 | | years old | 0 | 0 | 1 | 1 | 1 |
| very | 2 | 1 | 1 | 4 | 4 | yesterday | 2 | 0 | 0 | 2 | 2 |
| visit | 0 | 0 | 1 | 1 | 2 | | | | | | |
| visiting | 1 | 0 | 0 | 1 | | | | | | | |

# APPENDIX-3

## Suggested Annual Plan

| month | days | hours | unit/theme | functions | skills | suggested lexis/ language use | suggest.text activity types | assessment |
|---|---|---|---|---|---|---|---|---|
| SEPTEMBER | 9-23 | 4 | **UNIT 1** **FRIENDSHIP** | **Accepting and refusing** **Apologizing** **Giving explanations /reasons** **Making simple inquiries** **Telling the time, days and dates** | **Listening** Students will be able to understand the overall meaning of short recorded conversations on everyday topics such as accepting and refusing an offer/ Invitation; apologizing; and making simple inquiries. **Spoken Interaction** Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation; apologizing; and making simple inquiries. **Spoken Production** Students will be able to accept and refuse an offer/invitation, give reasons, apologize and make simple inquiries as a short series of simple phrases and sentences. **Reading** Students will be able to read very short, simple texts on friendship and similar familiar topics. Students will be able to understand short, simple offers, invitation letters, etc. **Writing** Students will be able to write a short, simple letter apologizing and giving reasons for not attending a party in response to an invitation. **Compensation Strategies** Students will be able to easily ask and answer questions and exchange ideas and information. | back up best friend, -s buddy, -ies cool count on get on well with somebody go for a walk laid-back mate, -s pajama party, -ies secret, -s sharing sleepover, -s slumber party, -ies support Are you busy tomorrow evening? — No, not at all. Why? Would you like to come over tomorrow? — I'm sorry, but I can't. My cousin is coming tomorrow. — Sure, that sounds fun! Would you like some fruit juice? — Yes, I'd love some. — No, thanks. I'm full. — Yeah, that would be great. How about a slumber party at my house this Saturday? | **Texts** Conversations Diaries/Journal Entries E-mails Maps SMS **Activities** Guessing word meaning from context Listening Matching Reading Comprehension Questions Real-life tasks Role-play and Simulations Speaking | **Project** Students work in pairs and role play inviting their best friend to their home OR write their dialogs about three parts of their visit. Welcoming and coming in. Serving foods/ drinks and chatting. Seeing him/her off and inviting him/her again. **Dossier** Students start filling in the European Language Portfolio. |
| | 6-30 | 4 | | | | | | |
| OCTOBER | 3-7 | 4 | | | | | | |
| | 10-14 | 4 | | | | | | |

| MONTH | DAYS | HOURS | UNIT/THEME | FUNCTIONS | SKILLS | SUGGESTED LEXIS/ LANGUAGE USE | Suggested Text And Activity Types | ASSESSMENT |
|---|---|---|---|---|---|---|---|---|
| OCTOBER | 7-21 | 4 | UNIT 2 TEENS | **Describing the frequency of actions** **Expressing likes and dislikes** **Expressing preferences** **Making simple inquiries** **Stating person opinions** | **Listening** Students will be able to understand phrases, words and expressions related to regular actions teenagers do and what people like, dislike and prefer. **Spoken Interaction** Students will be able to ask what people do regularly and respond to questions about the actions they regularly do. **Spoken Production** Students will be able to express what they prefer, like and dislike. Students will be able to give a simple description of daily routines, using a short series of simple phrases and sentences. **Reading** Students will be able to read short simple texts such as personal narratives about what people do regularly and their likes and dislikes. **Writing** Students will be able to write a short paragraph about the actions they do regularly. **Attitudes** Students will be able to exhibit a willingness to apply the skills to new situations outside the classroom. **Intercultural Awareness** Students will be able to recognize similarities and differences in teen culture in other countries by comparing music, movies, free time activities and home life. | argue casual fashion, -s impressive nerd, -s outfit, -s relationship, -s ridiculous serious snob, -s teenager, -s terrific trendy unbearable types of music I rarely/seldom go to the theater, but I love going to concerts. I prefer hip-hop concerts, I think they're terrific. I prefer reading the news online. I love shopping and buying trendy clothes. What do you do in the evenings? I usually do my homework, but I also listen to music. I love rap. And to be honest, I never listen to pop music; I can't stand it. I think it's unbearable. I am fond of being alone, so I usually stay in my room. | **Texts** Brochures Diaries/Journal Entries News Reports Personal Narratives Questionnaires **Activities** Arts and Crafts Chants and Songs Cognates Communicative Tasks Drawing and Coloring Flashcards Games Labeling Listening Matching Questions and Answers Reading Comprehension Questions Real-life Tasks Role-play and Simulations Skimming and Scanning Speaking | **Exams** **1st Written Exam** **Project** Students work in pairs or groups. They create an imaginary music band and prepare a CD cover showing the band's name, instruments and song titles. Then, they have an interview with one of the members of the band asking about his/her life and his/her likes and preferences. Students write diary/journal entries about what they do after school every |
| | 24-28 | 4 | | | | | | |
| | 31-4 | 4 | | | | | | |

| MONTH | DAYS | HOURS | UNIT/THEME | FUNCTIONS | SKILLS | SUGGESTED LEXIS/ LANGUAGE USE | SUGGESTED TEXT and ACTIVITY TYPES | ASSESSMENT |
|---|---|---|---|---|---|---|---|---|
| NOVEMBER | 7-11 | 4 | **UNIT 3**<br><br>**COOKING** | **Describing simple processes**<br><br>**Expressing preferences**<br><br>**Making simple inquiries**<br><br>**Naming common objects** | **Listening**<br>Students will be able to get the gist of short, clear, simple descriptions of a process.<br><br>**Spoken Interaction**<br>Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed<br><br>**Spoken Production**<br>Students will be able to give a simple description or presentation of how bread is prepared.<br><br>**Reading**<br>Students will be able to understand the overall meaning of short texts related to process descriptions and derive the probable meanings of unknown words from the context.<br><br>**Writing**<br>Students will be able to write a series of simple phrases and sentences linked with simple connectors like 'first', 'second,' 'finally,' etc. to describe the process of how something is made, such as a cake.<br><br>**Compensation Strategies**<br>Students will be able to derive the probable meanings of unknown words from the context when they read and/or listen to a text.<br><br>**Intercultural Awareness**<br>Students will be able to recognize cultural diversity in food choices through readings and discussion. | bitter<br>boil<br>chop<br>dice<br>fry<br>mash<br>oil<br>pan, -s<br>peel<br>pour<br>salty<br>slice<br>sour<br>spicy<br>tasty<br>Do you prefer cooking pizza or pasta?<br>— I love cooking and eating pizza.<br>— I usually prefer cooking pasta.<br>It's easy to make a pizza.<br>Let me tell you how to make a pizza.<br>First, put some oil into a pan and heat it.<br>Second, mix two eggs in a bowl.<br>Then add some salt.<br>After that, add some cheese and milk.<br>Finally, pour the mixture into the hot pan.<br>Do I use two or three eggs? | **Texts**<br>Conversations<br>Instructions<br>Jokes<br>Phone Conversations<br>Questionnaires<br>Recipes<br><br>**Activities**<br>Arts and Crafts<br>Cognates<br>Labeling<br>Listening<br>Matching<br>Reading Comprehension Questions<br>Reordering<br>Skimming and Scanning<br>Speaking | **Projects:**<br><br>Students think of their favorite foods.<br>They find the recipes and describe the preparation process using pictures.<br><br>Students record a video describing typical Turkish foods for "visitors" from other countries. |
| | 14-18 | 4 | | | | | | |
| | 21-25 | 4 | | | | | | |

| MONTH | DAYS | HOURS | UNIT/THEME | FUNCTIONS | SKILLS | SUGGESTED LEXIS/ LANGUAGE USE | SUGGESTED TEXT and ACTIVITY TYPES | ASSESSMENT |
|---|---|---|---|---|---|---|---|---|
| DECEMBER | 28-2 | 4 | **UNIT 4** **COMMUNICATION** | **Expressing concern and sympathy** **Handling phone conversations** **Making simple inquiries** **Talking about plans** | **Listening** Students will be able to understand phrases and the highest frequency vocabulary related to communication. Students will be able to follow a phone conversation. **Spoken Interaction** Students will be able to make a simple phone call asking and responding to questions. **Spoken Production** Students will be able to describe in simple terms their concerns, sympathy and future plans. **Reading** Students will be able to understand short, simple texts containing the highest frequency vocabulary on communication. **Writing** Students will be able to write a short email message expressing their future plans and concerns. **Compensation Strategies** Students will be able to repeat their questions when someone does not understand them. **Attitudes** Students will be able to display a willingness to seek opportunities to practice English. | available connect contact dial engaged get/keep in touch get back, hang on/up hold line memo, -s pick up polite, put someone through Hello! This is ... calling, is ... in? May I speak to ...? Is ... there? Hang on a minute; I'll get him/her. Can you hold on a moment, please? I'm afraid he is not available at the moment. He has gone out. Would you like to leave a message? I'll talk to you soon. I'll see you at the café tomorrow, then. We'll meet next Saturday, then. I'm sorry to hear that. We'll meet up later, then. I'll get back to you in an hour. | **Texts** Conversations Instructions Jokes Phone Conversations Questionnaires Recipes **Activities** Arts and Crafts Cognates Labeling Listening Matching Reading Comprehension Questions Reordering Skimming and Scanning Speaking | **Project** Students work in pairs to record a mock phone conversation in which they plan a weekend activity together. |
| | 5-9 | 4 | | | | | | |
| | 12-16 | 4 | | | | | | |
| | 19-23 | 4 | | | | | | |

| MONTH | DAYS | HOURS | UNIT | FUNCTIONS | SKILLS | SUGGESTED LEXIS/ LANGUAGE USE | SUGGESTED TEXT and ACTIVITY TYPES | ASSESSMENT |
|---|---|---|---|---|---|---|---|---|
| DECEMBER | 26-30 | 4 | **UNIT 5** **THE INTERNET** | **Accepting and refusing** **Giving explanations/ reasons** **Making excuses** **Making simple requests** **Making simple inquiries** **Talking about plans** **Telling the time, days and dates** | **Listening** Students will be able to understand the gist and comprehend phrases and the highest frequency vocabulary related to the topic "Internet" provided speech is clearly and slowly articulated. **Spoken Interaction** Students will be able to communicate during simple tasks requiring a simple and direct exchange of information about their Internet habits. **Spoken Production** Students will be able to make excuses, accept and refuse offers by using a series of phrases and simple sentences. **Reading** Students will be able to identify main ideas in very short, simple texts about Internet habits. Students will be able to find specific, predictable information in simple materials such as news reports and brochures related to the topic "Internet". **Writing** Students will be able to write a basic paragraph to describe and explain their Internet habits by using simple connectors like "and, but, because". Students will be able to inquire about others' plans and respond to simple inquires and requests. **Compensation Strategies** Students will be able to answer follow-up questions if asked for clarification. Students will be able to express themselves by using several words to convey the intended meaning when they can't think of a word or expression. | account, -s attachment, -s browse browser, -s comment, -s confirm connection, -s delete log on/in/off register reply screen, -s search engine, -s sign in/up social networking site, -s upload I rarely email my friends, but I often use social networking sites. Would you be interested in joining us? — Yes, sure. Where are you going to meet? — I'm afraid I'm busy. Why don't we chat online at two o'clock? I want to tell you something. — I'm sorry, but I can't. I have a problem with the Internet. — What do you mean? — It isn't working right. — Do you mean the Internet connection? | **Texts** Brochures E-mails Jokes News Reports Questionnaires SMS  **Activities** Chants and Songs Reading Comprehension Questions Real-life tasks Skimming and Scanning Speaking | **Exams** **3rd Written Exam** **Project** Students prepare a caricature or a poster to inform the students at their school about their Internet habits. Students prepare a short questionnaire to find out their friends' Internet habits and show the results to the class. |
| JANUARY | 2-6 | 4 | | | | | | |
| | 9-13 | 4 | | | | | | |
| | 16-20 | 4 | | | | | | |

| MONTH | DAYS | HOURS | UNIT/THEME | FUNCTIONS | SKILLS | SUGGESTED LEXIS/ LANGUAGE USE | Suggested Text And Activity Types | ASSESSMENT |
|---|---|---|---|---|---|---|---|---|
| FEBRUARY | 6-10 | 4 | **UNIT 6**<br><br>**ADVENTURES** | **Expressing preferences**<br><br>**Giving explanations/reasons**<br><br>**Making simple comparisons**<br><br>**Making simple inquiries**<br><br>**Stating personal opinions**<br><br>**Talking about what people do regularly**<br><br>**Talking about past events** | **Listening**<br>Students will be able to identify the topic of an adventure-related discussion when it is conducted slowly and clearly.<br>Students will be able to understand the main point in short, clear, simple messages and pronouncements on simple comparisons, preferences and reasons.<br>**Spoken Interaction**<br>Students will be able to interact with reasonable ease in short conversations, provided the other person helps when necessary.<br>Students will be able to ask and answer questions and exchange ideas and information on and expressing preferences and giving reasons.<br>**Spoken Production**<br>Students will be able to use simple descriptive language to make brief statements about and compare sports and games.<br>**Reading**<br>Students will be able to read very short, simple texts such as personal narratives, advertisements and brochures related to an adventure and find the main points in such materials.<br>**Writing**<br>Students will be able to write a short, simple paragraph comparing two objects.<br>Students will be able to write a very simple brochure expressing their preference for sports and free time activities.<br>**Compensation Strategies**<br>Students will be able to clarify their questions when needed. | amusing<br>canoeing<br>caving<br>challenging<br>disappointing<br>embarrassing<br>entertaining<br>extreme<br>fascinating<br>hang-gliding<br>kayaking<br>motor-racing<br>rafting<br>skateboarding<br>take risks<br>What do you prefer doing on summer holidays?<br>— I would rather go rafting than canoeing because it is easier.<br>— I prefer rafting to kayaking because it is more entertaining.<br>I have tried skateboarding, but I didn't like it.<br>Well, last year I attended a summer camp. We had many activities. I think canoeing was the most challenging of all.<br>I think bungee-jumping is more dangerous | **Texts**<br>Advertisements<br>Brochures<br>Catalogues<br>Children's<br>Encyclopedia<br>Personal<br>Narratives<br><br>**Activities**<br>Cognates<br>Flashcards<br>Listening<br>Matching<br>Real-life tasks<br>Skimming and Scanning<br>Speaking | **Projects**<br><br>Students search the Internet and find suitable towns/cities from their home country/the world for different kinds of adventures. They explain which three of these adventures they would choose and why by preparing a poster with visuals.<br><br>Students plan an adventure trip and share the plan with the class, using posters or other visuals. |
| | 13-17 | 4 | | | | | | |
| | 20-24 | 4 | | | | | | |

| MONTH | DAYS | HOURS | UNIT/THEME | FUNCTIONS | SKILLS | SUGGESTED LEXIS/ LANGUAGE USE | Suggested Text And Activity Types | ASSESSMENT |
|---|---|---|---|---|---|---|---|---|
| FEB- MARCH | 7-3 | 4 | **UNIT 7**<br><br>**TOURISM** | **Describing places**<br><br>**Describing the weather**<br><br>**Expressing preferences**<br><br>**Giving explanations/ reasons**<br><br>**Making simple comparisons**<br><br>**Stating personal opinions**<br><br>**Talking about past events** | **Listening**<br>Students will be able to understand and extract the essential information from short, recorded passages dealing with tourism which is delivered slowly and clearly.<br>**Spoken Interaction**<br>Students will be able to exchange information on topics related to tourism and popular tourist attractions.<br>Students will be able to describe their favorite tourist attractions by giving information about their location, important features and weather.<br>Students will be able to make simple comparisons between different tourist attractions.<br>**Spoken Production**<br>Students will be able to describe their favorite tourist attractions by using simple phrases and sentences.<br>Students will be able to express their preference for particular tourist attractions and give reasons.<br>**Reading**<br>Students will be able to read various texts such as advertisements, brochures, maps, etc. on tourism to find specific information.<br>**Writing**<br>Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction/s.<br>**Attitudes**<br>Students will be able to maintain concentration and motivation during a class period. | all-inclusive<br>ancient<br>architecture<br>attraction, -s<br>bed and breakfast<br>country side<br>culture<br>destination<br>fascinating<br>historic site, -s<br>incredible<br>resort, -s<br>rural<br>square<br>urban<br>Which one do you prefer? Historic sites or the seaside?<br>— I'd rather visit historic sites, because to me, they are usually more interesting.<br>— To me, historical architecture is more beautiful than modern buildings. What do you think about Rome? Did you enjoy your trip?<br>— It was incredible. It's truly an ancient city. And the weather was just perfect. It is in fact usually warm and sunny in Rome.<br>— The historic center is quite small, but it's fascinating.<br>— I think/guess/believe/suppose it is exciting.<br>— To me, it is lovely.<br>— To me, it sounds/looks fascinating. I have gone to Italy three times already. | **Texts**<br>Advertisements<br>Brochures<br>Diaries/Journal Entries<br>Maps<br>Personal Narratives<br><br>**Activities**<br>Games<br>Labeling<br>Reading Comprehension Questions<br>Real-life Tasks<br>Skimming and Scanning<br>Speaking | **Exams**<br><br>**1st Written Exam**<br><br><br>**Projects**<br>Students interview their friends and ask about their travel preferences (cultural, historical, cuisine), and then they prepare an itinerary plan using maps and pictures.<br><br>Students prepare a short travel brochure for a city/place of their choice using visuals. |
| MARCH | 6-10 | 4 | | | | | | |
| | 13-17 | 4 | | | | | | |
| | 20-24 | 4 | | | | | | |

| MONTH | DAYS | HOURS | UNIT/THEME | FUNCTIONS | SKILLS | SUGGESTED LEXIS/ LANGUAGE USE | SUGGESTED TEXT and ACTIVITY TYPES | ASSESSMENT |
|---|---|---|---|---|---|---|---|---|
| MARCH-APRIL | 7-31 | 4 | **UNIT 8** <br><br> **CHORES** | **Expressing feelings** <br><br> **Expressing likes and dislikes** <br><br> **Expressing obligation** <br><br> **Giving explanations/ reasons** <br> **Making simple inquiries** <br> **Making simple suggestions** | **Listening** <br> Students will be able to identify the main point of a short talk describing the responsibilities of different people. <br> Students will be able to understand people's obligations, feelings and dislikes. <br> Students will be able to follow changes of topic during factual, short talks and form an idea of the main content. <br> **Spoken Interaction** <br> Students will be able to communicate during simple, routine tasks requiring a direct exchange of information asking about the responsibilities of others and expressing their own responsibilities. <br> **Spoken Production** <br> Students will be able to describe in simple terms their obligations, dislikes and feelings and make simple suggestions. <br> **Reading** <br> Students will be able to read very short, simple diaries and journal entries describing a person's daily responsibilities. <br> **Writing** <br> Students will be able to write short, simple poems about their feelings in relation to their obligations at home and school. <br> **Attitudes** <br> Students will be able to maintain concentration and motivation during a class period. | arrive on time <br> clean up <br> doing chores <br> iron <br> keep quiet <br> keep/break promises <br> laundry <br> load/empty the dishwasher <br> make the bed <br> obey the rules <br> return books <br> set the table <br> take out the garbage/trash <br> tidy up <br> to-do list <br> wash/dry the dishes <br> Do you have to help around the house? <br> — Well, I must help my mom to take care of my brothers. <br> — I must help my brother to do his homework. And of course I must do mine and study for my exams. <br> Don't you think it is necessary to tidy up your room? <br> In our house, I'm responsible for cooking dinner. My wife works late, so I have always done the shopping and cooking. <br> My parents should respect my rights. <br> I don't like it when my mom asks too many questions. <br> We must respect the elderly. | **Texts** <br> Diaries/Journal Entries <br> News Reports <br> Personal Narratives <br> Questionnaires <br> **Activities** <br> Guessing word meaning from context <br> Labeling <br> Listening Questions and Answers <br> Real-life Tasks <br> Skimming and Scanning <br><br> Speaking | **Project** <br><br> Students write a short paragraph titled "Chores." They explain the responsibilities of each of their family members. They write at least three responsibilities for each family member. |
| APRIL | 3-7 | 4 | | | | | | |
| | 10-14 | 4 | | | | | | |
| | 17-21 | 4 | | | | | | |

# APPENDIX-4

## Frequency List of Items in 2015-2016 1st Term TEPSE English Test

| Frequency List of Items in 2015-2016 1st Term TEOG English test | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Words | U1 | U2 | U3 | Total1 | Total | Words | U1 | U2 | U3 | Total1 | Total |
| about thirty | 0 | 0 | 1 | 1 | 1 | do you | 0 | 7 | 1 | 8 | 9 |
| accepts | 1 | 0 | 0 | 1 | 1 | Do you | 0 | 0 | 1 | 1 | |
| activity | 0 | 2 | 0 | 2 | 2 | eggs | 0 | 1 | 2 | 3 | 3 |
| add | 0 | 0 | 1 | 1 | 3 | enjoy | 1 | 0 | 0 | 1 | 2 |
| Add | 0 | 0 | 2 | 2 | | enjoys | 0 | 1 | 0 | 1 | |
| after | 1 | 0 | 1 | 2 | 4 | every day | 0 | 1 | 0 | 1 | 1 |
| After | 0 | 1 | 1 | 2 | | faraway | 0 | 1 | 0 | 1 | 1 |
| all | 0 | 0 | 2 | 2 | 2 | fashion | 0 | 2 | 0 | 2 | 2 |
| alone | 1 | 0 | 0 | 1 | 1 | favourite | 0 | 3 | 0 | 3 | 3 |
| always | 2 | 0 | 0 | 2 | 2 | feeling well | 1 | 0 | 0 | 1 | 2 |
| and | 3 | 0 | 4 | 7 | 7 | feels | 1 | 0 | 0 | 1 | |
| another | 1 | 0 | 0 | 1 | 1 | fine | 0 | 1 | 0 | 1 | 1 |
| anything | 1 | 0 | 0 | 1 | 1 | fish | 0 | 0 | 1 | 1 | 1 |
| attend | 1 | 0 | 0 | 1 | 1 | fixing | 0 | 1 | 0 | 1 | 1 |
| bake | 0 | 0 | 2 | 2 | 3 | flour | 0 | 0 | 1 | 1 | 1 |
| Bake | 0 | 0 | 1 | 1 | | free time | 0 | 2 | 0 | 2 | 2 |
| bakingpowder | 0 | 0 | 2 | 2 | 2 | friends | 3 | 6 | 0 | 9 | 9 |
| barbecue | 1 | 0 | 0 | 1 | 3 | fry | 0 | 0 | 1 | 1 | 1 |
| barbecues | 2 | 0 | 0 | 2 | | Frying pan | 0 | 0 | 1 | 1 | 1 |
| because | 2 | 0 | 0 | 2 | 3 | gets on well with | 1 | 0 | 0 | 1 | 1 |
| Because | 0 | 1 | 0 | 1 | | go | 1 | 1 | 0 | 2 | 2 |
| before | 0 | 0 | 2 | 2 | 2 | go to the gym | 1 | 0 | 0 | 1 | 2 |
| nothingbetterto | 1 | 0 | 0 | 1 | 1 | goes to the gym | 1 | 0 | 0 | 1 | |
| bowl | 0 | 0 | 2 | 2 | 2 | go to a shopping mall | 0 | 2 | 0 | 2 | 2 |
| breakfast | 0 | 1 | 0 | 1 | 1 | go to school | 0 | 1 | 0 | 1 | 1 |
| busy | 2 | 0 | 0 | 2 | 2 | go  to the cinema | 0 | 1 | 0 | 1 | 1 |
| but | 6 | 0 | 0 | 6 | 6 | goes to a rock concert | 0 | 1 | 0 | 1 | 1 |
| buys | 0 | 1 | 0 | 1 | 1 | go for awalk | 1 | 0 | 0 | 1 | 1 |
| cake | 0 | 0 | 1 | 1 | 1 | going to(future) | 5 | 1 | 0 | 6 | 6 |
| call on | 1 | 0 | 0 | 1 | 1 | good | 1 | 0 | 0 | 1 | 1 |
| can'tstand | 0 | 1 | 0 | 1 | 2 | good at | 0 | 1 | 0 | 1 | 1 |
| Can'tstand | 0 | 1 | 0 | 1 | | Good bye | 1 | 0 | 0 | 1 | 1 |
| Canyou | 0 | 0 | 1 | 1 | 1 | good idea | 0 | 1 | 0 | 1 | 1 |
| car | 0 | 1 | 0 | 1 | 1 | grandparents | 0 | 2 | 0 | 2 | 2 |
| casualclothes | 0 | 3 | 0 | 3 | 3 | Great idea | 1 | 0 | 0 | 1 | 1 |
| chain | 0 | 1 | 0 | 1 | 1 | grill | 0 | 0 | 1 | 1 | 1 |
| cheese | 0 | 1 | 0 | 1 | 1 | handle bar | 0 | 1 | 0 | 1 | 1 |
| classical | 0 | 1 | 0 | 1 | 2 | hanging out | 0 | 1 | 0 | 1 | 1 |
| Classical | 0 | 1 | 0 | 1 | | hardly ever | 0 | 1 | 0 | 1 | 2 |
| classmates | 1 | 0 | 0 | 1 | 1 | Hardly ever | 0 | 1 | 0 | 1 | |
| cokkies | 1 | 0 | 0 | 1 | 1 | has | 1 | 0 | 0 | 1 | 4 |
| come | 2 | 0 | 0 | 2 | 2 | have | 0 | 2 | 1 | 3 | |
| comedies | 1 | 0 | 0 | 1 | 4 | have ..in common | 1 | 0 | 0 | 1 | 1 |
| comedy | 1 | 2 | 0 | 3 | | have a party | 1 | 0 | 0 | 1 | 1 |
| cook | 0 | 0 | 1 | 1 | 1 | have a rest | 1 | 0 | 0 | 1 | 1 |
| cooker | 0 | 0 | 2 | 2 | 2 | have breakfast | 0 | 2 | 0 | 2 | 3 |
| counts on | 1 | 0 | 0 | 1 | 1 | havingbreakfast | 0 | 1 | 0 | 1 | |
| dislikes | 2 | 0 | 0 | 2 | 2 | heat | 0 | 0 | 1 | 1 | 1 |
| do | 2 | 0 | 0 | 2 | 3 | Hi | 2 | 0 | 0 | 2 | 2 |
| doing | 0 | 1 | 0 | 1 | | holidays | 0 | 1 | 0 | 1 | 1 |

| Words | U1 | U2 | U3 | Total1 | Total | Words | U1 | U2 | U3 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| home | 3 | 3 | 1 | 7 | 7 | or | 0 | 1 | 1 | 2 | 2 |
| honest | 1 | 0 | 0 | 1 | 1 | orangejuice | 0 | 1 | 0 | 1 | 1 |
| house | 0 | 1 | 0 | 1 | 1 | organizing | 1 | 0 | 0 | 1 | 1 |
| How | 0 | 1 | 1 | 2 | 2 | other | 0 | 0 | 1 | 1 | 1 |
| However | 1 | 1 | 0 | 2 | 2 | oven | 0 | 0 | 4 | 4 | 4 |
| Howoften | 0 | 1 | 0 | 1 | 1 | pan | 0 | 0 | 3 | 3 | 3 |
| Howtomake | 0 | 0 | 1 | 1 | 1 | party | 2 | 0 | 0 | 2 | 2 |
| hungry | 1 | 0 | 0 | 1 | 1 | pizza | 0 | 0 | 1 | 1 | 1 |
| I'minto | 0 | 1 | 0 | 1 | 1 | Place | 0 | 0 | 1 | 1 | 1 |
| Ican't | 1 | 0 | 0 | 1 | 2 | playing soccer | 0 | 1 | 0 | 1 | 2 |
| Icant | 1 | 0 | 0 | 1 | | plays soccer | 0 | 1 | 0 | 1 | |
| If | 1 | 1 | 0 | 2 | 2 | please | 1 | 0 | 0 | 1 | 1 |
| Ihope | 1 | 0 | 0 | 1 | 1 | pour | 0 | 0 | 2 | 2 | 3 |
| Ithink | 0 | 1 | 0 | 1 | 5 | Pour | 0 | 0 | 1 | 1 | |
| He thinks | 0 | 1 | 0 | 1 | | prefer | 2 | 1 | 0 | 3 | 5 |
| Shethinks | 0 | 3 | 0 | 3 | | prefers | 1 | 1 | 0 | 2 | |
| impressive | 1 | 2 | 0 | 3 | 3 | Pre-heat | 0 | 0 | 1 | 1 | 1 |
| ingredients | 0 | 0 | 4 | 4 | 4 | problem | 0 | 1 | 0 | 1 | 1 |
| invitation | 2 | 0 | 0 | 2 | 2 | put | 0 | 0 | 1 | 1 | 2 |
| it's Angela | 1 | 0 | 0 | 1 | 1 | Put | 0 | 0 | 1 | 1 | |
| join | 1 | 0 | 0 | 1 | 2 | quite | 2 | 0 | 0 | 2 | 2 |
| joining | 0 | 1 | 0 | 1 | | reading a book | 0 | 1 | 0 | 1 | 3 |
| Just | 1 | 0 | 0 | 1 | 1 | reads book | 0 | 1 | 0 | 1 | |
| kinds of | 0 | 1 | 0 | 1 | 2 | Reads magazines | 0 | 1 | 0 | 1 | |
| type of | 0 | 1 | 0 | 1 | | really | 3 | 2 | 0 | 5 | 6 |
| Leaveit to cool | 0 | 0 | 1 | 1 | 1 | Really | 0 | 1 | 0 | 1 | |
| Let's | 1 | 0 | 0 | 1 | 1 | refuses | 1 | 0 | 0 | 1 | 1 |
| Let it cool | 0 | 0 | 1 | 1 | 1 | ridiculous | 0 | 1 | 0 | 1 | 1 |
| like | 1 | 1 | 0 | 2 | 6 | riding my bike | 0 | 1 | 0 | 1 | 1 |
| likes | 1 | 3 | 0 | 4 | | rock | 0 | 2 | 0 | 2 | 2 |
| listening to music | 1 | 0 | 0 | 1 | 2 | Rolling pin | 0 | 0 | 1 | 1 | 1 |
| listen to music | 0 | 1 | 0 | 1 | | romance | 1 | 0 | 0 | 1 | 3 |
| loves | 3 | 0 | 0 | 3 | 3 | romances | 2 | 0 | 0 | 2 | |
| magazine | 0 | 1 | 0 | 1 | 1 | Saturday | 2 | 0 | 0 | 2 | 3 |
| meet | 2 | 2 | 0 | 4 | 5 | Saturdays | 1 | 0 | 0 | 1 | |
| meets | 0 | 1 | 0 | 1 | | school | 2 | 3 | 0 | 5 | 5 |
| milk | 0 | 0 | 1 | 1 | 1 | sci-fi | 2 | 0 | 0 | 2 | 2 |
| minutes | 0 | 0 | 5 | 5 | 5 | seat | 0 | 1 | 0 | 1 | 1 |
| Mix | 0 | 0 | 4 | 4 | 4 | see you | 1 | 0 | 0 | 1 | 2 |
| Mixing bowl | 0 | 0 | 1 | 1 | 1 | See you | 1 | 0 | 0 | 1 | |
| mixture | 0 | 0 | 3 | 3 | 3 | serving | 0 | 0 | 1 | 1 | 1 |
| morning | 0 | 1 | 0 | 1 | 1 | Shall | 1 | 0 | 0 | 1 | 1 |
| movie | 0 | 1 | 0 | 1 | 3 | share | 1 | 0 | 0 | 1 | 1 |
| movies | 1 | 1 | 0 | 2 | | shows | 0 | 2 | 0 | 2 | 2 |
| music | 0 | 4 | 0 | 4 | 4 | similar | 1 | 0 | 0 | 1 | 1 |
| never | 0 | 2 | 0 | 2 | 4 | So | 1 | 1 | 0 | 2 | 2 |
| Never | 0 | 2 | 0 | 2 | | some | 1 | 0 | 2 | 3 | 3 |
| often | 0 | 1 | 0 | 1 | 1 | sometimes | 1 | 0 | 1 | 2 | 2 |
| oil | 0 | 0 | 1 | 1 | 1 | sorry | 1 | 0 | 0 | 1 | 1 |

| Words | U1 | U2 | U3 | Total1 | Total | Words | U1 | U2 | U3 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| sounds better | 1 | 0 | 0 | 1 | 1 | usually | 0 | 4 | 2 | 6 | 6 |
| spend | 0 | 1 | 0 | 1 | 1 | very | 1 | 2 | 0 | 3 | 3 |
| Spends time | 0 | 1 | 0 | 1 | 1 | visit | 0 | 2 | 0 | 2 | 2 |
| sports | 0 | 1 | 0 | 1 | 1 | volleyball | 1 | 0 | 0 | 1 | 2 |
| starts | 1 | 0 | 0 | 1 | 1 | Volleyball | 1 | 0 | 0 | 1 | |
| staying | 3 | 0 | 0 | 3 | 3 | walk to school | 0 | 1 | 0 | 1 | 1 |
| sugar | 0 | 0 | 2 | 2 | 2 | wants | 0 | 1 | 0 | 1 | 1 |
| Sunday | 1 | 0 | 0 | 1 | 4 | watch | 1 | 0 | 0 | 1 | 5 |
| Sundays | 1 | 2 | 0 | 3 | | watches | 0 | 2 | 0 | 2 | |
| Take it out | 0 | 0 | 1 | 1 | 1 | watching | 0 | 2 | 0 | 2 | |
| take the bus | 0 | 1 | 0 | 1 | 1 | wearing | 0 | 1 | 0 | 1 | 1 |
| Tea towel | 0 | 0 | 1 | 1 | 1 | weekend | 1 | 1 | 0 | 2 | 4 |
| thanks | 1 | 0 | 0 | 1 | 2 | weekends | 1 | 1 | 0 | 2 | |
| Thanks | 1 | 0 | 0 | 1 | | What | 0 | 2 | 1 | 3 | 3 |
| then | 2 | 0 | 0 | 2 | 2 | What about | 1 | 1 | 0 | 2 | 2 |
| Thriller | 1 | 0 | 0 | 1 | 3 | When | 0 | 2 | 0 | 2 | 2 |
| thrillers | 2 | 0 | 0 | 2 | | Where | 0 | 2 | 0 | 2 | 2 |
| tire | 0 | 1 | 0 | 1 | 1 | Who | 1 | 1 | 0 | 2 | 2 |
| to be honest | 1 | 0 | 0 | 1 | 1 | Why don't | 1 | 0 | 0 | 1 | 1 |
| tonight | 1 | 0 | 0 | 1 | 1 | will | 1 | 0 | 0 | 1 | 1 |
| too | 0 | 0 | 1 | 1 | 1 | would love to | 2 | 0 | 0 | 2 | 3 |
| tournament | 2 | 0 | 0 | 2 | 2 | Would you like | 1 | 0 | 0 | 1 | |
| trendy | 0 | 2 | 0 | 2 | 2 | zorbing | 0 | 1 | 0 | 1 | 1 |
| try | 0 | 1 | 0 | 1 | 1 | | | | | | |

# APPENDIX-5

## Frequency List of Items in 2015-2016 2$^{nd}$ Term TEPSE English Test

**Frequency List of Items in 2015-2016 2nd Term TEOG English Test**

| Words | U1 | U3 | U4 | U5 | U6 | U7 | U8 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|
| about | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| all | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 2 |
| alone | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| always | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 4 |
| and | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 4 | 4 |
| another | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| anything | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| argued | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| around | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 |
| asking | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| available | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| because | 0 | 0 | 0 | 0 | 1 | 1 | 4 | 6 | 6 |
| best | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 | 2 |
| bikes | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| billion | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| blue | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 | 3 |
| brother | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| buildings | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 |
| bungee jumping | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 |
| busy | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| but | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 5 |
| But | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | |
| can | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 | 2 |
| centre | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| chat online | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| choice | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| chore | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 3 |
| chores | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | |
| civilizations | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| classmates | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| climate | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 3 |
| cold | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| come | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| communication | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| convenient | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| cook | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| cooks the meals | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| Could I ask | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Could I speak to | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| countries | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 |
| country | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| crystal | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| cultures | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| daily | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| day | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 2 |
| days | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| different | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| dishes | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 3 |
| disliked | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 |
| dislikes | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | |

| Words | U1 | U3 | U4 | U5 | U6 | U7 | U8 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|
| do | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 8 |
| does | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | |
| doing | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 4 | |
| does the laundry | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| doing the laundry | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | |
| do homework | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| doing grocery shoppi | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| Are you | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 |
| do you | 1 | 0 | 3 | 3 | 0 | 0 | 0 | 7 | |
| duty | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| each other | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 3 |
| Email | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| emails | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | |
| enjoy | 0 | 0 | 1 | 0 | 0 | 3 | 1 | 5 | 6 |
| enjoyed | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| everyone | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| exploring | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 2 |
| face to face | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| family | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 2 |
| father | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 4 | 5 |
| father's | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | |
| favorite | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| Fax message | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| feel better | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| films | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Fine | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| fixing | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| food | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| friend | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 3 |
| friends | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| garden | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 |
| getting on well with | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| go | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 4 |
| going | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 3 | |
| go out | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| going shopping | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| going to(future) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| good at | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| great | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 2 |
| hang gliding | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 |
| has | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 5 | 7 |
| have | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | |
| has to | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| hated | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 3 |
| hates | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | |
| Hello | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 2 |
| help | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 4 |
| helps | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | |
| Hi | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 3 | 3 |
| historic | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 3 |

| Words | U1 | U3 | U4 | U5 | U6 | U7 | U8 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|
| holiday | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 |
| holidays | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| home | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 2 |
| hot | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| hours | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| How | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| How is it going | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| How many hour | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| How often | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 2 |
| I guess | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 2 |
| I hope | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 2 |
| I mean | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| Internet | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 4 |
| I think | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| he thinks | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| immediately | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| ingredients | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| interaction | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| invitation | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| invites | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| islands | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| is like | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| join | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| kitchen | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| last | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| least | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| like | 1 | 0 | 0 | 0 | 1 | 1 | 2 | 5 | 7 |
| likes | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | |
| love | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 3 |
| loves | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | |
| make phone call | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| many | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 | 5 |
| meals | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| means | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| meet | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| mild | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 | 5 |
| mom | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| mopping the floc | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| more than | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| most | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 2 |
| mother | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| movies | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| must | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 4 | 4 |
| name | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| Net | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 2 |
| never | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 3 | 4 |
| Never | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | |
| new | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 |
| official language | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| outdoors | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 3 |

| Words | U1 | U3 | U4 | U5 | U6 | U7 | U8 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|
| parachute diving | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| parents | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| parkour running | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| party | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| people | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| performing | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| Phone call | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| place | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 |
| plan | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| plants | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| play online games | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| prefer | 0 | 0 | 2 | 0 | 1 | 1 | 0 | 4 | 6 |
| preferences | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | |
| prefers | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| project | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| really | 1 | 0 | 1 | 0 | 0 | 3 | 0 | 5 | 5 |
| refuse | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| respect | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| respecting | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | |
| responsibilities | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 |
| responsible for | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 |
| say | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| school | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| sci-fi | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| scuba diving | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| search for information | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| seeyou | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| send emails | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| sending fax messages | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| sending text messages | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| send text messages | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | |
| serve | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| severa ltimes | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| share | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| sharing | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | |
| should | 0 | 3 | 0 | 0 | 0 | 0 | 1 | 4 | 4 |
| sister | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| so | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 |
| some | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| soon | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| sorry | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| sorry to hear | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Sounds good | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| speak | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| spend | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| spends much time | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| spends some time | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | |
| sports | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 3 |
| stay | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| steam | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |

| Words | U1 | U3 | U4 | U5 | U6 | U7 | U8 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|
| summer | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 3 |
| summers | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | |
| Sunday | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| sure | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| Sure | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| take care of | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| takes the rubbish out | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| taking out the garbage | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 |
| tasks | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| technical specification | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| Teens | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| Teens' | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | |
| Text message | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| thanks | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| That's why | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| This is Jim's | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| this is Lucy | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | |
| too | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| tourist | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| tourist destination | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| traditional | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| try | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 3 |
| trying | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| tried | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| tropical | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| unique | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| use | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 3 |
| uses | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | |
| usually | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 2 |
| vegetables | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| visit | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 4 |
| visits | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| wants | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| was | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| wash | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| washing the dishes | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| wash the dishes | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | |

| Words | U1 | U3 | U4 | U5 | U6 | U7 | U8 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|
| watch | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| water | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 7 |
| waters | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 | |
| water the flowers | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| watering the plants | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | |
| weather | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| week | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| well known | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| What | 1 | 0 | 1 | 1 | 0 | 2 | 0 | 5 | 5 |
| What kind of | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| When | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| when he | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| Where | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 3 | 3 |
| white water rafting | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| Who | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 2 |
| who is calling | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| Who is calling | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | |
| Why | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| will | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| winter | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 3 |
| winters | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| wonderful | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| world | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| would like to | 1 | 0 | 0 | 0 | 0 | 3 | 0 | 4 | 5 |
| would you like to | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| would rather | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| year | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 2 |
| Yes | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| You're right | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| You're welcome | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| young | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| % | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 1 | 4 |

# APPENDIX-6

## Frequency List of Items in 2016-2017 1<sup>st</sup> Term TEPSE English Test

| Frequency List of Items in 2016-2017 1st Term TEOG English Test | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Words | U1 | U2 | U3 | Total1 | Total | Words | U1 | U2 | U3 | Total1 | Total |
| about 5 | 0 | 0 | 1 | 1 | 1 | delicious | 0 | 0 | 2 | 2 | 2 |
| Accepts | 1 | 0 | 0 | 1 | 1 | difficult | 0 | 0 | 1 | 1 | 1 |
| action | 5 | 0 | 0 | 5 | 5 | dish | 0 | 0 | 2 | 2 | 2 |
| activity | 0 | 1 | 0 | 1 | 1 | dislike | 2 | 0 | 1 | 3 | 4 |
| actually | 1 | 0 | 0 | 1 | 1 | Dislikes | 1 | 0 | 0 | 1 | |
| After | 0 | 0 | 1 | 1 | 1 | do | 1 | 0 | 0 | 1 | 1 |
| after that | 0 | 0 | 1 | 1 | 1 | doe she | 0 | 2 | 0 | 2 | |
| all | 0 | 0 | 3 | 3 | 3 | does his | 0 | 1 | 0 | 1 | |
| always | 1 | 0 | 2 | 3 | 4 | does she | 0 | 1 | 0 | 1 | |
| Always | 1 | 0 | 0 | 1 | | does your | 0 | 1 | 0 | 1 | 13 |
| and | 1 | 0 | 4 | 5 | 5 | Does your | 1 | 0 | 0 | 1 | |
| another | 1 | 0 | 0 | 1 | 1 | do you | 4 | 1 | 0 | 5 | |
| be like | 0 | 0 | 1 | 1 | | Do you | 2 | 0 | 0 | 2 | |
| are like | 1 | 0 | 0 | 1 | 3 | drums | 0 | 1 | 0 | 1 | 1 |
| like me | 0 | 0 | 1 | 1 | | easy | 0 | 0 | 1 | 1 | 1 |
| back you up | 1 | 0 | 0 | 1 | 1 | eat | 1 | 0 | 1 | 2 | |
| bad idea | 1 | 0 | 0 | 1 | 1 | eating | 1 | 0 | 4 | 5 | 8 |
| bake | 0 | 0 | 1 | 1 | 2 | eats | 0 | 0 | 1 | 1 | |
| baking | 0 | 0 | 1 | 1 | | enjoy | 0 | 0 | 1 | 1 | |
| because | 1 | 0 | 0 | 1 | 2 | enjoys | 0 | 0 | 1 | 1 | 3 |
| Because | 0 | 1 | 0 | 1 | | Enjoys | 1 | 0 | 0 | 1 | |
| Before | 0 | 0 | 1 | 1 | 1 | enjoy it | 0 | 0 | 1 | 1 | 1 |
| be into | 2 | 0 | 0 | 2 | 3 | evening | 1 | 0 | 0 | 1 | 1 |
| I'm into | 1 | 0 | 0 | 1 | | every day | 0 | 1 | 0 | 1 | 2 |
| better | 1 | 0 | 0 | 1 | 1 | Every day | 1 | 0 | 0 | 1 | |
| bikes | 0 | 2 | 0 | 2 | 2 | family | 0 | 1 | 0 | 1 | 1 |
| boils | 0 | 0 | 1 | 1 | 1 | father | 1 | 0 | 0 | 1 | 1 |
| bowl | 0 | 0 | 1 | 1 | 1 | favorite | 1 | 0 | 1 | 2 | 4 |
| brakes | 0 | 3 | 0 | 3 | 3 | favourite | 1 | 1 | 0 | 2 | |
| bread | 0 | 0 | 1 | 1 | 1 | feel well | 1 | 0 | 0 | 1 | 1 |
| brother | 0 | 1 | 0 | 1 | 2 | Finally | 0 | 0 | 1 | 1 | 1 |
| brothers | 1 | 0 | 0 | 1 | | First | 0 | 0 | 1 | 1 | 1 |
| brush your teeth | 0 | 1 | 0 | 1 | 1 | fix | 0 | 3 | 0 | 3 | 5 |
| buddies | 2 | 0 | 0 | 2 | 2 | fixing | 0 | 2 | 0 | 1 | |
| busy | 1 | 0 | 0 | 1 | 1 | for a while | 1 | 0 | 0 | 1 | 1 |
| but | 3 | 0 | 0 | 3 | 4 | french | 1 | 0 | 0 | 1 | 1 |
| But | 1 | 0 | 0 | 1 | | friend | 1 | 0 | 0 | 1 | |
| By bus | 0 | 1 | 0 | 1 | 1 | friend's | 1 | 0 | 0 | 1 | |
| cafe | 1 | 0 | 0 | 1 | 1 | friends | 4 | 0 | 0 | 4 | 7 |
| can | 2 | 0 | 2 | 4 | 4 | friends's | 1 | 0 | 0 | 1 | |
| Can I | 1 | 0 | 0 | 1 | 2 | fry | 0 | 0 | 2 | 2 | 3 |
| Can you | 0 | 1 | 0 | 1 | | fried | 0 | 0 | 1 | 1 | |
| cheese | 0 | 0 | 1 | 1 | 1 | frying pan | 0 | 0 | 2 | 2 | 2 |
| chips | 0 | 0 | 1 | 1 | 1 | fun | 1 | 0 | 0 | 1 | 1 |
| comedies | 1 | 0 | 0 | 1 | 1 | geography | 0 | 1 | 0 | 1 | 1 |
| cooker | 0 | 0 | 1 | 1 | 1 | go | 0 | 1 | 0 | 1 | 1 |
| country | 0 | 0 | 1 | 1 | 1 | go to the movie | 1 | 0 | 0 | 1 | 1 |
| cut | 0 | 0 | 2 | 2 | 2 | go to work | 0 | 2 | 0 | 2 | 2 |
| day | 0 | 1 | 0 | 1 | 1 | going to(future) | 2 | 1 | 0 | 3 | 3 |
| december | 1 | 0 | 0 | 1 | 1 | good at | 0 | 1 | 0 | 1 | 1 |

| Words | U1 | U2 | U3 | Total1 | Total | | Words | U1 | U2 | U3 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Got it | 1 | 0 | 0 | 1 | 1 | | night | 2 | 0 | 0 | 2 | 2 |
| great | 1 | 0 | 0 | 1 | 1 | | No problem | 1 | 0 | 0 | 1 | 1 |
| great idea | 1 | 0 | 0 | 1 | 1 | | Not really | 1 | 0 | 0 | 1 | 1 |
| hang out | 1 | 0 | 0 | 1 | 1 | | now | 0 | 1 | 0 | 1 | 1 |
| Hardly ever | 0 | 0 | 1 | 1 | 1 | | offer | 2 | 0 | 0 | 2 | 2 |
| Has | 1 | 0 | 0 | 1 | 2 | | often | 1 | 0 | 0 | 1 | 1 |
| have | 0 | 1 | 0 | 1 | | | ok | 0 | 0 | 1 | 1 | 2 |
| Have to | 0 | 0 | 1 | 1 | 1 | | Ok | 1 | 0 | 0 | 1 | |
| heat | 0 | 0 | 1 | 1 | 1 | | others | 0 | 0 | 1 | 1 | 1 |
| help | 0 | 1 | 0 | 1 | 1 | | oven | 0 | 0 | 3 | 3 | 3 |
| here | 0 | 0 | 1 | 1 | 1 | | party | 1 | 0 | 0 | 1 | 1 |
| Hi | 0 | 0 | 1 | 1 | 1 | | people | 0 | 0 | 2 | 2 | 2 |
| home | 4 | 0 | 0 | 4 | 4 | | pick me up | 0 | 1 | 0 | 1 | 1 |
| house | 1 | 0 | 0 | 1 | 1 | | pizza | 0 | 0 | 8 | 8 | 8 |
| How | 0 | 1 | 0 | 1 | 1 | | pizza bread | 0 | 0 | 1 | 1 | 1 |
| How often | 0 | 1 | 0 | 1 | 1 | | place | 1 | 0 | 0 | 1 | 1 |
| how to | 0 | 1 | 0 | 1 | 1 | | plan | 1 | 0 | 0 | 1 | 1 |
| I can't | 0 | 1 | 0 | 1 | 1 | | playing soccer | 0 | 0 | 1 | 1 | 1 |
| If | 0 | 0 | 1 | 1 | 1 | | play the guitar | 1 | 0 | 0 | 1 | 1 |
| I think | 1 | 0 | 0 | 1 | 1 | | pm | 1 | 0 | 0 | 1 | 1 |
| ingredients | 0 | 0 | 1 | 1 | 1 | | pop | 1 | 0 | 0 | 1 | 1 |
| invitation | 1 | 0 | 0 | 1 | 2 | | popular | 0 | 0 | 1 | 1 | 1 |
| invitations | 1 | 0 | 0 | 1 | | | practice | 0 | 1 | 0 | 1 | 1 |
| invite | 1 | 0 | 0 | 1 | 2 | | prefer | 0 | 0 | 2 | 2 | 5 |
| invites | 1 | 0 | 0 | 1 | | | prefers | 0 | 1 | 0 | 1 | |
| jazz | 1 | 0 | 0 | 1 | 1 | | Prefers | 2 | 0 | 0 | 2 | |
| join | 1 | 0 | 0 | 1 | 1 | | prepare | 0 | 0 | 1 | 1 | 1 |
| Jug | 0 | 0 | 1 | 1 | 1 | | problem | 0 | 1 | 0 | 1 | 1 |
| keep | 0 | 0 | 1 | 1 | 1 | | put | 0 | 0 | 3 | 3 | 4 |
| kind of | 1 | 0 | 0 | 1 | 1 | | putting | 0 | 0 | 1 | 1 | |
| knife | 0 | 0 | 1 | 1 | 1 | | ready | 0 | 0 | 2 | 2 | 2 |
| know | 0 | 1 | 0 | 1 | 1 | | really | 0 | 1 | 0 | 1 | 1 |
| lesson start | 0 | 1 | 0 | 1 | 1 | | recipe | 0 | 0 | 2 | 2 | 2 |
| lie | 1 | 0 | 0 | 1 | 1 | | refuse | 1 | 0 | 0 | 1 | 3 |
| life | 0 | 1 | 0 | 1 | 1 | | refuses | 2 | 0 | 0 | 2 | |
| like | 4 | 0 | 3 | 7 | 7 | | responsible for | 1 | 0 | 0 | 1 | 1 |
| listening to music | 0 | 0 | 1 | 1 | 2 | | rest | 1 | 0 | 0 | 1 | 1 |
| listen to music | 1 | 0 | 0 | 1 | | | romances | 3 | 0 | 0 | 3 | 3 |
| love | 2 | 1 | 0 | 3 | 3 | | say | 1 | 0 | 0 | 1 | 2 |
| low | 0 | 0 | 1 | 1 | 1 | | Says | 0 | 0 | 1 | 1 | |
| make | 0 | 0 | 2 | 2 | 2 | | seeing movies | 1 | 0 | 0 | 1 | 1 |
| meat | 0 | 0 | 4 | 4 | 4 | | see you | 1 | 0 | 0 | 1 | 1 |
| meet | 2 | 0 | 0 | 2 | 2 | | serve | 0 | 0 | 1 | 1 | 1 |
| minutes | 0 | 0 | 5 | 5 | 5 | | shall | 1 | 0 | 0 | 1 | 2 |
| movie | 1 | 0 | 0 | 1 | 6 | | Shall we | 1 | 0 | 0 | 1 | |
| movies | 5 | 0 | 0 | 5 | | | should | 0 | 0 | 1 | 1 | 1 |
| music | 3 | 0 | 0 | 3 | 4 | | sister | 1 | 0 | 0 | 1 | 2 |
| Music | 0 | 1 | 0 | 1 | | | sisters | 1 | 0 | 0 | 1 | |
| Need | 0 | 0 | 1 | 1 | 1 | | slice | 0 | 0 | 2 | 2 | 2 |
| never | 1 | 0 | 0 | 1 | 3 | | snow shoeing | 0 | 1 | 0 | 1 | 1 |
| Never | 2 | 0 | 0 | 2 | | | so | 0 | 0 | 2 | 2 | 2 |

| Words | U1 | U2 | U3 | Total1 | Total | Words | U1 | U2 | U3 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| something | 1 | 0 | 0 | 1 | 1 | Twice | 0 | 1 | 0 | 1 | 1 |
| sorry | 2 | 0 | 0 | 2 |  | until | 0 | 0 | 1 | 1 | 1 |
| Sorry | 0 | 1 | 0 | 1 | 3 | usually | 0 | 1 | 0 | 1 | 1 |
| Sounds good | 1 | 0 | 0 | 1 | 1 | vegetable | 0 | 0 | 1 | 1 | 9 |
| Sounds great | 1 | 0 | 0 | 1 | 1 | vegetables | 0 | 0 | 8 | 8 |  |
| start | 0 | 1 | 0 | 1 | 1 | very | 0 | 1 | 1 | 2 | 2 |
| Steam | 0 | 0 | 1 | 1 | 1 | Wait | 0 | 0 | 1 | 1 | 1 |
| study | 1 | 0 | 0 | 1 |  | wants | 1 | 0 | 0 | 1 | 1 |
| studying | 1 | 0 | 0 | 1 | 3 | watch | 1 | 0 | 0 | 1 |  |
| study for exam | 1 | 0 | 0 | 1 |  | watches | 2 | 0 | 0 | 2 | 7 |
| sure | 0 | 0 | 1 | 1 | 4 | watching | 3 | 0 | 0 | 3 |  |
| Sure | 3 | 0 | 0 | 3 |  | watching movies | 1 | 0 | 0 | 1 |  |
| tasty | 1 | 0 | 0 | 1 | 1 | Wednesdays | 1 | 0 | 0 | 1 | 1 |
| teens | 0 | 0 | 1 | 1 | 1 | What | 2 | 0 | 1 | 3 | 3 |
| that's right | 1 | 0 | 0 | 1 | 1 | What do you think abo | 1 | 0 | 0 | 1 | 1 |
| then | 2 | 0 | 1 | 3 | 4 | What kind of | 1 | 0 | 1 | 2 | 2 |
| Then | 0 | 0 | 1 | 1 |  | what time | 1 | 0 | 0 | 1 | 2 |
| Thinks | 0 | 0 | 1 | 1 | 1 | What time | 0 | 1 | 0 | 1 |  |
| thriller | 1 | 0 | 0 | 1 | 3 | When | 0 | 2 | 0 | 2 | 2 |
| thrillers | 2 | 0 | 0 | 2 |  | Where | 2 | 2 | 0 | 4 | 4 |
| time | 1 | 1 | 0 | 2 | 2 | Who | 1 | 0 | 0 | 1 | 1 |
| toast | 1 | 0 | 0 | 1 | 1 | Why | 0 | 1 | 1 | 2 | 3 |
| today | 1 | 0 | 0 | 1 | 1 | Why do | 0 | 0 | 1 | 1 |  |
| together | 1 | 0 | 0 | 1 | 1 | will | 1 | 0 | 2 | 3 | 3 |
| tomorrow | 1 | 0 | 0 | 1 | 1 | work | 0 | 2 | 0 | 2 | 2 |
| tonight | 1 | 0 | 0 | 1 | 1 | would like to | 1 | 0 | 0 | 1 |  |
| top | 0 | 0 | 1 | 1 | 1 | would love to | 2 | 0 | 0 | 2 | 5 |
| true friends | 2 | 0 | 0 | 2 | 2 | would you like to | 0 | 1 | 0 | 1 |  |
| turn down | 0 | 0 | 1 | 1 | 1 | Would you like to | 1 | 0 | 0 | 1 |  |
|  |  |  |  |  |  | Yes | 1 | 0 | 0 | 1 | 1 |

# APPENDIX-7

## Frequency List of Items in 2016-2017 2nd Term TEPSE English Test

| The Frequency List of Items in 2016-2017 2nd Term TEOG English Test | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Words** | U1 | U4 | U5 | U6 | U7 | U8 | Total1 | **Total** | **Words** | U1 | U4 | U5 | U6 | U7 | U8 | Total1 | **Total** |
| about 10 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** | dangerous | 0 | 0 | 0 | 2 | 0 | 0 | 2 | **2** |
| Access | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** | date | 0 | 0 | 0 | 0 | 2 | 0 | 2 | **2** |
| actually | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** | didn't | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| adrenalin | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** | dislike | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **2** |
| adrenalin seeker | 0 | 0 | 0 | 4 | 0 | 0 | 4 | **4** | Dislikes | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| adventurous | 0 | 0 | 0 | 2 | 0 | 0 | 2 | **2** | do | 1 | 0 | 2 | 0 | 0 | 0 | 3 | **4** |
| against | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** | doing | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| air | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** | Do his homework | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| all | 0 | 0 | 3 | 2 | 0 | 1 | 6 | **6** | does it | 1 | 0 | 0 | 0 | 0 | 0 | 1 | |
| alone | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** | does your | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **9** |
| alotof | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **2** | do you | 1 | 3 | 3 | 0 | 0 | 0 | 6 | |
| lotsof | 0 | 0 | 0 | 0 | 1 | 0 | 1 | | during | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| always | 0 | 0 | 2 | 0 | 0 | 0 | 2 | **3** | duty | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| Always | 0 | 0 | 1 | 0 | 0 | 0 | 1 | | eat | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| and | 0 | 0 | 3 | 5 | 0 | 0 | 8 | **8** | Emails | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| approximately | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** | empty the dishwasher | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| around | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** | enjoy | 1 | 0 | 0 | 4 | 0 | 0 | 5 | **6** |
| as | 0 | 0 | 2 | 2 | 0 | 0 | 4 | **4** | Enjoys | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| ask | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** | entertaining | 0 | 0 | 1 | 1 | 0 | 0 | 2 | **2** |
| attraction | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** | er than | 0 | 2 | 0 | 0 | 2 | 0 | 4 | **5** |
| basketball | 0 | 0 | 0 | 2 | 0 | 0 | 2 | **2** | more than | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| because | 0 | 0 | 1 | 2 | 0 | 0 | 3 | **3** | extreme | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** |
| bedroom | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** | extreme sports | 0 | 0 | 0 | 8 | 0 | 0 | 8 | **8** |
| be into | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **2** | facetoface | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **2** |
| I'm into | 0 | 0 | 0 | 1 | 0 | 0 | 1 | | family | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| Believes | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** | fast | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| belike | 0 | 0 | 0 | 3 | 0 | 0 | 3 | **3** | father | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| better | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** | favorite | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **2** |
| boring | 0 | 0 | 0 | 2 | 0 | 0 | 2 | **2** | favourite | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| bungee jumping | 0 | 0 | 0 | 2 | 0 | 0 | 2 | **2** | feel better | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| but | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** | football | 0 | 0 | 0 | 2 | 0 | 0 | 2 | **2** |
| Can you | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** | freedom | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** |
| caving | 0 | 0 | 0 | 2 | 0 | 0 | 2 | **2** | friendly | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| center | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** | friends | 0 | 2 | 8 | 1 | 1 | 0 | 12 | **12** |
| challenging | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** | go | 3 | 0 | 0 | 0 | 0 | 0 | 3 | **4** |
| cheap | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** | goes | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| check your emails | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** | go online | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| city | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** | going to (future) | 2 | 0 | 0 | 0 | 0 | 0 | 2 | **2** |
| classmates | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** | Good | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| Classroom | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** | goodat | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** |
| Clean your desk | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** | grandmother | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| come | 1 | 0 | 0 | 0 | 0 | 1 | 2 | **3** | hanging out the washi | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| came | 0 | 0 | 0 | 0 | 1 | 0 | 1 | | Has | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **7** |
| communicate | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** | have | 2 | 0 | 2 | 0 | 0 | 2 | 6 | |
| communication | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** | have fun | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| concert | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** | hates | 0 | 0 | 1 | 1 | 0 | 0 | 2 | **2** |
| connected | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **2** | Hello | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| construction | 0 | 0 | 0 | 0 | 2 | 0 | 2 | **2** | Hi | 1 | 1 | 0 | 0 | 0 | 0 | 2 | **2** |
| contact | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** | history | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| dad | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** | home | 0 | 0 | 0 | 0 | 0 | 2 | 2 | **2** |

| Words | U1 | U4 | U5 | U6 | U7 | U8 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|
| homework | 0 | 0 | 1 | 0 | 0 | 1 | 2 | **2** |
| How | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| How are things | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| How many hours | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| How often | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| I hope | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| In my opinion | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** |
| I think | 1 | 0 | 1 | 1 | 0 | 0 | 3 | **6** |
| he thinks | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| she thinks | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| they think | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| in person | 0 | 0 | 2 | 0 | 0 | 0 | 2 | **2** |
| interested in | 1 | 0 | 0 | 1 | 0 | 0 | 2 | **2** |
| internet | 0 | 1 | 3 | 0 | 0 | 0 | 4 | **4** |
| Jill speaking | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| Keep | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| keep in touch with | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **2** |
| keeps in touch with | 0 | 0 | 1 | 0 | 0 | 0 | 1 | |
| kindsof | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** |
| last | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| late | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| lesson | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| Letters | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| like | 0 | 0 | 0 | 3 | 0 | 0 | 3 | **5** |
| likes | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| Likes | 0 | 0 | 1 | 0 | 0 | 0 | 1 | |
| Listen to | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| located | 0 | 0 | 0 | 0 | 4 | 0 | 4 | **4** |
| love | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **2** |
| Loves | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| made | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| make friends | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **2** |
| making friends | 0 | 0 | 1 | 0 | 0 | 0 | 1 | |
| many | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| meeting | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **2** |
| meets | 0 | 0 | 1 | 0 | 0 | 0 | 1 | |
| meters | 0 | 0 | 0 | 0 | 2 | 0 | 2 | **2** |
| mobile phone | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| modern | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| most | 0 | 1 | 1 | 2 | 0 | 0 | 4 | **4** |
| museum | 2 | 0 | 0 | 0 | 0 | 0 | 2 | **2** |
| music | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| nature | 0 | 0 | 0 | 3 | 0 | 0 | 3 | **3** |
| net | 0 | 0 | 7 | 0 | 0 | 0 | 7 | **8** |
| Net | 0 | 1 | 0 | 0 | 0 | 0 | 1 | |
| never | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **3** |
| Never | 0 | 0 | 2 | 0 | 0 | 0 | 2 | |
| new | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| nice | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |

| Words | U1 | U4 | U5 | U6 | U7 | U8 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|
| no problem | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| nothing better to | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| of course | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| ok | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| old | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| one | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** |
| online | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| only | 0 | 0 | 2 | 0 | 0 | 0 | 2 | **2** |
| open | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| others | 0 | 0 | 0 | 2 | 0 | 0 | 2 | **2** |
| parachute diving | 0 | 0 | 0 | 2 | 0 | 0 | 2 | **2** |
| parents | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| PC | 0 | 0 | 3 | 0 | 0 | 0 | 3 | **3** |
| people | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **2** |
| People | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| playing board games | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** |
| play onilne games | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| pm | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| population | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| prefer | 0 | 1 | 1 | 2 | 0 | 0 | 4 | **6** |
| prefers | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| Prefers | 0 | 0 | 1 | 0 | 0 | 0 | 1 | |
| protect | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** |
| pushing | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** |
| rafting | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** |
| Raise your hand | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| really | 0 | 0 | 0 | 3 | 0 | 0 | 3 | **3** |
| relatives | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| responsibilities | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **2** |
| responsibility | 0 | 0 | 0 | 0 | 0 | 1 | 1 | |
| rock | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| rules | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| school | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| sending text message | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| Shall | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| short | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| social networking site | 0 | 0 | 2 | 0 | 0 | 0 | 2 | **2** |
| some | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** |
| soon | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| sorry | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** |
| South | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| southeastern | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| speak | 0 | 0 | 1 | 0 | 0 | 1 | 2 | **2** |
| spend | 0 | 0 | 1 | 0 | 1 | 0 | 2 | **8** |
| spend time | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| sports | 0 | 0 | 0 | 4 | 0 | 0 | 4 | **4** |
| start | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| still | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| structure | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |

| Words | U1 | U4 | U5 | U6 | U7 | U8 | Total1 | Total | Words | U1 | U4 | U5 | U6 | U7 | U8 | Total1 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| summer | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** | usually | 0 | 1 | 2 | 0 | 0 | 0 | 3 | **3** |
| Sure | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** | vacation | 0 | 0 | 0 | 0 | 2 | 0 | 2 | **2** |
| Talk to | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** | visit | 0 | 0 | 0 | 0 | 2 | 0 | 2 | **3** |
| teacher | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** | visiting | 1 | 0 | 0 | 0 | 0 | 0 | 1 | |
| temperature | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** | Voice mails | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| testing | 0 | 0 | 0 | 2 | 0 | 0 | 2 | **2** | volleyball | 0 | 0 | 0 | 2 | 0 | 0 | 2 | **2** |
| text messages | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** | want | 0 | 0 | 0 | 1 | 1 | 0 | 2 | **2** |
| texts | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** | watch films | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| thanks | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** | were | 0 | 0 | 0 | 0 | 2 | 0 | 2 | **3** |
| that would be great | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** | weren't | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| think of | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** | What | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| this is Adam | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **2** | What's the weather li | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| this is Akın | 1 | 0 | 0 | 0 | 0 | 0 | 1 | | What about | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| tickets | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** | What time | 2 | 0 | 1 | 0 | 0 | 0 | 3 | **3** |
| tidy | 0 | 0 | 0 | 0 | 0 | 1 | 1 | **1** | When | 1 | 1 | 0 | 0 | 0 | 0 | 2 | **2** |
| time | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** | when I | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** |
| together | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** | Where | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| To me | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **1** | Who | 1 | 1 | 0 | 0 | 0 | 0 | 2 | **2** |
| tomorrow | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** | Who is calling | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| tonight | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** | why | 0 | 0 | 0 | 1 | 0 | 0 | 1 | **4** |
| tourists | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** | Why | 1 | 2 | 0 | 0 | 0 | 0 | 3 | |
| Translate | 0 | 0 | 1 | 0 | 0 | 0 | 1 | **1** | will | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| translator | 0 | 0 | 2 | 0 | 0 | 0 | 2 | **2** | wonderful | 0 | 0 | 0 | 0 | 1 | 0 | 1 | **1** |
| trekking | 0 | 0 | 0 | 2 | 0 | 0 | 2 | **2** | World | 0 | 0 | 2 | 0 | 0 | 0 | 2 | **2** |
| truly | 0 | 0 | 0 | 1 | 1 | 0 | 2 | **2** | would you like to | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| unbearable | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** | writes | 0 | 1 | 0 | 0 | 0 | 0 | 1 | **1** |
| use | 0 | 0 | 5 | 0 | 0 | 0 | 5 | **8** | Yeah | 1 | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| uses | 0 | 1 | 2 | 0 | 0 | 0 | 3 | | | | | | | | | | |

# APPENDIX-8

## Plan Published by MoNE

**2015 - 2016 EĞİTİM ÖĞRETİM YILI 8. SINIF İNGİLİZCE DERS KAZANIMLARININ ÇALIŞMA TAKVİMİNE GÖRE DAĞILIM ÇİZELGESİ**

| | | | | |
|---|---|---|---|---|
| **UNIT 1 FRIENDSHIP** | | | | |
| **Month** | **Week** | **Hour** | **FUNCTIONS** | **SKILLS** |
| SEPTEMBER | 5th | 4 | Accepting and refusing<br>Apologizing<br>Giving explanations/reasons<br>Making simple inquiries<br>Telling the time, days and dates | **Listening**<br>• Students will be able to understand the overall meaning of short recorded conversations on everyday topics such as accepting and refusing an offer/invitation; apologizing; and making simple inquiries.<br>**Spoken Interaction**<br>• Students will be able to interact with reasonable ease in structured situations and short conversations involving accepting and refusing an offer/invitation; apologizing; and making simple inquiries.<br>**Spoken Production**<br>• Students will be able to accept and refuse an offer/invitation, give reasons, apologize and make simple inquiries as a short series of simple phrases and sentences.<br>**Reading**<br>• Students will be able to read very short, simple texts on friendship and similar familiar topics.<br>Students will be able to understand short, simple offers, invitation letters, etc.<br>**Writing**<br>• Students will be able to write a short, simple letter apologizing and giving reasons for not attending a party in response to an invitation.<br>**Compensation Strategies**<br>• Students will be able to easily ask and answer questions and exchange ideas and information. |
| OCTOBER | 1st & 2nd | 8 | | |
| **I. DÖNEM BİRİNCİ SINAV** | | | | |

| UNIT 2 TEEN LIFE | | | | |
|---|---|---|---|---|
| OCTOBER | 3rd & 4th | 8 | Describing the frequency of actions<br>Expressing likes and dislikes<br>Expressing preferences<br>Making simple inquiries<br>Stating personal opinions | **Listening**<br>• Students will be able to understand phrases, words and expressions related to regular actions teenagers do and what people like, dislike and prefer.<br>**Spoken Interaction**<br>• Students will be able to ask what people do regularly and respond to questions about the actions they regularly do.<br>**Spoken Production**<br>• Students will be able to express what they prefer, like and dislike.<br>• Students will be able to give a simple description of daily routines, using a short series of simple phrases and sentences.<br>**Reading**<br>• Students will be able to read short, simple texts such as personal<br>narratives about what people do regularly and their likes and dislikes. |
| NOVEMBER | 1st | 4 | | **Writing**<br>• Students will be able to write a short paragraph about the actions they do regularly.<br>**Attitudes**<br>• Students will be able to exhibit a willingness to apply the skills to new situations outside the classroom.<br>**Intercultural Awareness**<br>• Students will be able to recognize similarities and differences in teen culture in other countries by comparing music, movies, free time activities and home life. |
| **UNIT 3 COOKING** | | | | |
| NOVEMBER | 2nd, 3rd & 4th | 12 | Describing simple processes<br>Expressing preferences<br>Making simple inquiries<br>Naming common objects | **Listening**<br>• Students will be able to get the gist of short, clear, simple descriptions of a process.<br>**Spoken Interaction**<br>• Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed.<br>**Spoken Production**<br>• Students will be able to give a simple description or presentation of how bread is prepared.<br>**Reading**<br>• Students will be able to understand the overall meaning of short texts related to process descriptions and derive the probable meaning of unknown words from the context.<br>**Writing**<br>• Students will be able to write a series of simple phrases and sentences linked with simple connectors like 'first', 'second,' 'finally,' etc. to describe the process of how something is made, such as a cake.<br>**Compensation Strategies**<br>• Students will be able to derive the probable meanings of unknown words from the context when they read and/or listen to a text.<br>**Intercultural Awareness**<br>• Students will be able to recognize cultural diversity in food choices through readings and discussion. |
| **BİRİNCİ DÖNEM MERKEZİ SİSTEM ORTAK SINAV** | | | | |
| **UNIT 4 COMMUNICATION** | | | | |

| | | | | |
|---|---|---|---|---|
| **DECEMBER** | 1ˢᵗ, 2ⁿᵈ, 3ʳᵈ, 4ᵗʰ | 16 | Expressing concern and sympathy<br>Handling phone conversations<br>Making simple inquiries<br>Talking about plans | **Listening**<br>• Students will be able to understand phrases and the highest frequency vocabulary related to 'communication.'<br>Students will be able to follow a phone conversation.<br>**Spoken Interaction**<br>• Students will be able to make a simple phone call asking and responding to questions.<br>**Spoken Production**<br>• Students will be able to describe in simple terms their concerns, sympathy and future plans.<br>**Reading**<br>• Students will be able to understand short, simple texts containing the highest frequency vocabulary on communication.<br>**Writing**<br>• Students will be able to write a short e-mail message expressing their future plans and concerns.<br>**Compensation Strategies**<br>• Students will be able to repeat their questions when someone does not understand them.<br>**Attitudes**<br>• Students will be able to display a willingness to seek opportunities to practice English. |

**UNIT 5 THE INTERNET**

| | | | | |
|---|---|---|---|---|
| **DECEMBER** | 5ᵗʰ | 4 | Accepting and refusing<br>Giving explanations/reasons<br>Making excuses<br>Making simple requests<br>Making simple inquiries<br>Talking about plans<br>Telling the time, days and dates | **Listening**<br>• Students will be able to understand the gist and comprehend phrases and the highest frequency vocabulary related to the topic 'Internet' provided speech is clearly and slowly articulated.<br>**Spoken Interaction**<br>• Students will be able to communicate during simple tasks requiring a simple and direct exchange of information about their Internet habits.<br>**Spoken Production**<br>• Students will be able to make excuses, accept and refuse offers by using a series of phrases and simple sentences.<br>**Reading**<br>• Students will be able to identify main ideas in very short, simple texts about internet habits.<br>• Students will be able to find specific, predictable information in simple materials such as news reports and brochures related to the topic 'Internet'.<br>**Writing**<br>• Students will be able to write a basic paragraph to describe and explain their Internet habits by using simple connectors like 'and', 'but' and 'because'.<br>• Students will be able to inquire about others' plans and respond to simple inquires and requests.<br>**Compensation Strategies**<br>• Students will be able to answer follow-up questions if asked for clarification.<br>• Students will be able to express themselves by using several words to convey the intended meaning when they can't think of a word or expression |
| **JANUARY** | 1ˢᵗ, 2ⁿᵈ, 3ʳᵈ | 12 | | |

**I. DÖNEM ÜÇÜNCÜ SINAV**

**YARI YIL TATİLİ**

**UNIT 6 ADVENTURES**

| | | | | Listening |
|---|---|---|---|---|
| **FEBRUARY** | 2<sup>nd</sup>,3<sup>rd</sup>,4<sup>th</sup> | 12 | Expressing preferences<br>Giving explanations/reasons<br>Making simple comparisons<br>Making simple inquiries<br>Stating personal opinions<br>Talking about what people do regularly<br>Talking about past events | • Students will be able to identify the topic of an adventure-related discussion when it is conducted slowly and clearly.<br>• Students will be able to understand the main point in short, clear, simple messages and pronouncements on simple comparisons, preferences and reasons.<br>**Spoken Interaction**<br>• Students will be able to interact with reasonable ease in short conversations, provided the other person helps when necessary.<br>• Students will be able to ask and answer questions and exchange ideas and information on and expressing preferences and giving reasons.<br>**Spoken Production**<br>• Students will be able to use simple descriptive language to make brief statements about and compare sports and games.<br>**Reading**<br>• Students will be able to read very short, simple texts such as personal narratives, advertisements and brochures related to an adventure and find the main points in such materials.<br>**Writing**<br>• Students will be able to write a short, simple paragraph comparing two objects. |
| **MARCH** | 1<sup>ST</sup> | 4 | | • Students will be able to write a very simple brochure expressing their preference for sports and free time activities.<br>**Compensation Strategies**<br>• Students will be able to clarify their questions when needed. |

**II. DÖNEM BİRİNCİ SINAV**

**UNIT 7 TOURISM**

| | | | | |
|---|---|---|---|---|
| **MARCH** | 2nd & 3rd, 4th, 5th | 16 | Describing places<br>Describing the weather<br>Expressing preferences<br>Giving explanations/reasons<br>Making simple comparisons<br>Stating personal opinions<br>Talking about past events | **Listening**<br>• Students will be able to understand and extract the essential information from short, recorded passages dealing with tourism which is delivered slowly and clearly.<br>**Spoken Interaction**<br>• Students will be able to exchange information on topics related to tourism and popular tourist attractions.<br>• Students will be able to describe their favorite tourist attractions by giving information about their location, important features and weather.<br>• Students will be able to make simple comparisons between different tourist attractions.<br>**Spoken Production**<br>• Students will be able to describe their favorite tourist attractions by using simple phrases and sentences.<br>• Students will be able to express their preference for particular tourist attractions and give reasons.<br>**Reading**<br>• Students will be able to read various texts such as advertisements,<br>brochures, maps, etc. on tourism to find specific information.<br>**Writing**<br>• Students will be able to design a brochure, advertisement or a postcard about their favorite tourist attraction/s.<br>**Attitudes**<br>• Students will be able to maintain concentration and motivation during a class period. |

**UNIT 8 CHORES**

| | | | | |
|---|---|---|---|---|
| **APRIL** | 1st & 2nd, 3rd, 4th | 16 | Expressing feelings<br>Expressing likes and dislikes<br>Expressing obligation<br>Giving explanations/reasons<br>Making simple inquiries<br>Making simple suggestions | **Listening**<br>• Students will be able to identify the main point of a short talk describing the responsibilities of different people.<br>• Students will be able to understand people's obligations, feelings and dislikes.<br>• Students will be able to follow changes of topic during factual, short talks and form an idea of the main content.<br>**Spoken Interaction**<br>• Students will be able to communicate during simple, routine tasks requiring a direct exchange of information asking about the responsibilities of others and expressing their own responsibilities.<br>**Spoken Production**<br>• Students will be able to describe in simple terms their obligations,<br>dislikes and feelings and make simple suggestions.<br>**Reading**<br>• Students will be able to read very short, simple diaries and journal entries describing a person's daily responsibilities.<br>**Writing**<br>• Students will be able to write short, simple poems about their feelings in relation to their obligations at home and school. |

**İKİNCİ DÖNEM MERKEZİ SİSTEM ORTAK SINAV**

**UNIT 9 SCIENCE**

# APPENDIX-9

## Sample Interview -Responses of Participant 15

*Researcher:2015-2016 ve 2016-2017dönemlerinde kullanılan 'Upturn in English' kitabı hangi dil yapılarını içermekteydi? Kalıplar olabilir, grammar yapıları olabilir.*

*Participant:* Eğer ünite ünite gidecek olursak kısa kısa: 1.Ünitede 'like, don't like, would you like to, do you like,  be going to' yapısı, 2.Ünitede 'I think,  I like, prefer, how often' yapıları,  daily routinesi anlatırken 'simple present tense,  wh questions' . 3.Ünitede cooking processi anlatırken 'first, then, next, after that, finally' yapıları. Yine işlemleri anlatırken kullanılan imperatives 'cut, dice, put, add' yapıları. 4.Ünitede phone conversationı anlatırken 'could you, Could I, would you like to, May I' yapıları. Future plans'i anlatırken 'be going to' yapısı,  'concern and sympathy'i anlatırken 'that's so bad, I'm sorry to hear that' yapısı. İnternet ünitesinde 'what do you mean, I mean' yapısı,  yine 'how often' soru kalıbı,  future plans'ten bahsederken 'be going to' yapısı,  'wh questions'. 6.Ünitede 'I think' yapısı, comparativesleri anlatırken kullanılan yapılar 'easier than, less dangerous than' gibi ,  'I like, I enjoy, prefer, would rather' yapıları, reasonı anlatmak için 'because' yapısına vurgu olduğunu düşünüyorum. Yine' wh questions' var bu ünitede de. 7.Ünitede 'prefer, would rather' yapıları, yine comparativelerle ilgili yapılar, 'because,  to me' yapısı, past eventsları anlatırken 'simple past tense' ,  describing places konusunda 'wh question'lar. 8.Ünitede 'like, don't like' yapısı, ' must, has to-have to' yapısı , 'I think, in my opinion' yapıları,  rules kısmında 'imperatives' yapıları var.

*Researcher: Peki hocam başka eklemek istediğiniz bir şey var mı bu soruya?*

*Participant:* Hayır, yok.

*Researcher: Yine bu kitapta 'Upturn in English' kitabında yani, hangi kelimeler sık kullanılmıştı? Ünite ünite de gidebilirsiniz, genel olarak da açıklayabilirsiniz bize*

*Participant:*1. Ünitede 'like, would you like, I'd like to' kelimelerinin yoğun olarak kullanıldığını düşünüyorum. 2. Ünitede 'I think ', 'like',  frequency adverbs (often, sometimes, usually gibi)'. 3. Ünitede 'first, then, next, finally, ingredients, process,

add, mix' kelimeleri. 4. Ünitede 'could I, could you, text message, send, speak' kelimesi. 5. Ünitede 'online, computer, pc, connect, connection' kelimesi. 6. ünitede 'I think, prefer, sport, activity, dangerous, challenging' kelimeleri. 7. ünitede 'historic, place, visit, weather, culture, tourist attractions' kelimeleri. 8. Ünitede ' be responsible for, clean, rules, like' kelimeleri ve aynı zamanda ev işlerini anlatırken kullanılan 'make the bed, do the laundry, wash the dishes, water the plants' gibi kelime grupları diyebilirim.

*Researcher: Peki hocam, 3. Soru ile devam ediyorum o halde. 2015-2016, 2016-2017 dönemlerinde yapılan TEOG İngilizce test soruları kitapta sık kullanılan bahsettiğiniz bu yapı ve kelimelere odaklanmış mıydı? Odaklandıysa hangilerine odaklandı? Odaklanmadıysa hangilerine odaklanmadı?*

*Participant:* Kitapta kullanılan kelime ve yapılara odaklandığını düşünüyorum genel itibariyle. Eğer örnek verecek olursam 2015-2016 yılında yapılan sınavlarda 'like, dislike, prefer, wh questions, after, before, I think', daily routine'i anlatırken 'simple present tense' kullanımı, future plans'ten bahsederken 'be going to' yapısının kullanılması, past events'i anlatırken 'simple past tense' yapısının kullanılması bunlara örnek verilebilinir. 2016-2017 yılında da aynı şekilde genel itibariyle kitapta kullanılan yapı ve kelimelere yer verildiğini düşünüyorum. Örnek olarak 'I guess, I think, wh questions, prefer, accept ve refuse' bildiren yapılar, 'comparisons', 'be responsible for'. 'after', 'before' kelimeleri processi anlatırken. Böyle diye düşünüyorum.

*Researcher: Peki kitapta sık kullanıldığı halde yer verilmeyen ya da sık kullanılmadığı halde sorularda yer verilen kelimeler var mıydı hocam?*

*Participant:* Şöyle söyleyebilirim 2015-2016 yılında yapılan benim dikkatimi çeken ve öğrencilerimin zorlandıklarını düşündüğüm ya da hatalı cevap verdikleri soru 'tire' ile ilgili bir soru vardı. Cevap 'tire' idi, görselli bir soruydu. Bu yanlış hatırlamıyorsam 2. Ünitede 'parts of bicycle' baz alınarak sorulmuş bir soru galiba ama çok da sorulması gereken bir soru değil diye düşünüyorum yani bunun yerine kazanımlarla ya da daha sık kullanılan kelime ve yapılarla ilgili daha güzel bir soru hazırlanabilirdi diye düşünüyorum. Aynı şekilde 2016-2017 yılında da 'snowshoeing ve drum'lı bir soru vardı. Bunlar da aynı şekilde kelime sorularıydı, görselli sorulardı

ama 'drum' kelimesi ünitede sadece tek bir yerde geçen bir kelimeydi. Yani bunun yerine daha ölçücü, hem kazanımlara hem de kitapta daha sık kullanılan yapı ve kelimelere odaklanan daha iyi bir soru sorulabilirdi diye düşünüyorum. Öğrencilerde kafa karışıklığı yaratan ya da öğrencileri ikilemde bırakan ya da öğrencilerin çok da odaklanmadığı yerden gelen sorulardı diye düşünüyorum.

*Researcher: Peki hocam başka eklemek istediğiniz bir şey var mı bu soruya?*

*Participant:* Yok, hayır.

*Researcher: Yine 2015-2016, 2016-2017 dönemlerinde yapılan TEOG İngilizce sınav soruları MEB tarafından belirlenen kazanımları ölçebildi mi sizce? Uyumlu muydu yani bu kazanımlarla?*

*Participant:* Genel itibariyle uyumlu olduğunu düşünüyorum. Hem 2015-2016 hem 2016-2017 yılının sorularının kitaptaki kazanımlarla genel olarak uyumlu olduğunu düşünüyorum. Yalnız tek bir şey ekleyebilirim; az önce de söylediğim gibi 'drum'lı soruda mesela o ünitede yer alan bir kazanım değildi yani 'naming object' diyebiliriz, bir nesneyi ya da etkinliği tanımlayan bir kelime sorusu ama o ünitede yer alan kazanımlar içerisinde yer almıyordu. Ama kitapta böyle bir kazanım vardı. 'Naming common objects' diye bir kazanım 3. Ünitede vardı diye hatırlıyorum. Ama bu soruda sorulan yerde öyle bir kazanım yoktu. Genel itibariyle kitapta yer alan bir kazanım ama o ünitede olmayan bir kazanımdı, öğrenciler bunları yapmakta bazı öğrenciler zorlandı bazı öğrenciler zorlanmadı.

*Researcher: Peki buna benzer başka sorular da var mıydı? Başka bir ünitenin kazanımını ele alıp, başka bir ünitenin de kelimelerini ele alıp birleştirilen sorular var mıydı?*

*Participant:* Vardı, evet.

*Researcher: Peki bu sorular hocam öğrenciler için herhangi bir sıkıntı oluşturuyor mu sizce? Yani daha önce belirlenen bir ünitenin kazanımının başka bir üniteyle alınması*

*Participant:* Az önce de söylediğim gibi belki öğrenciler zorlandı ama diğer ünitelerde karşılaştıkları için ya da aşina oldukları için o ünitede öyle bir kazanım yer almasa bile öğrenciler bunu bir şekilde tolare edip çözebildiler. Ama yine de o

ünitede yer alan kazanımlardan birebir soru gelse daha güzel olabilirdi diye düşünüyorum. Ama öğrenciler bu açığı kapatabiliyor daha önce elde edildiği için o kazanım.

*Researcher: Peki hocam son olarak başka eklemek istediğiniz bir şey var mı? Bir yorumunuz?*

*Participant:* Teog sınavlarıyla ilgili, ikinci sınav olarak yer alıyordu Teog sınavları ve öğrenci kısa sürede nereden soru çıkacağını biliyordu, öğrenciyi canlı tutabiliyorduk. O yüzden Teog sınavlarının güzel bir sınav sistemi olduğunu düşünüyordum. Fakat Türkiye'de yapılan her sınav gibi birçok kişiyi aynı anda test etmek tabi ki multiple-choice seçeneğimiz var elimizde. Ama keşke sonuçta bir dil olduğu için listening, speaking, writing kısımları da olsa ve biz de bunları çok objektif şekilde değerlendirebilsek. Belki bu tarz şeyler eklenebilir eğer yeni bir sınav sistemi uygulanacaksa. Bir de şunu söyleyebilirim yeni uygulanacak sınav sisteminin 10 sorudan oluşacağı söyleniyor. Bu 10 soru o kadar çok ünite yoğunluğu o kadar çok zaman ve sadece 10 sorunun sorulması çok da mantıklı değil diye düşünüyorum. Öğrenci nereden hangi sorunun geleceğini kestiremeyecek, o yüzden daha güzel bir şekilde hazırlanabilir.

*Researcher: Peki, size şöyle bir sorum olacak: TEOG gibi bir dönemde 20, ikinci dönemde 20 olarak 40 soruyla mı kazanımların daha rahat ölçülebileceğine inanıyorsunuz? Yoksa dönem sonunda yapılan 10 soruluk bir sınav da sizce kazanımları ölçer mi?*

*Participant:* Eşit oranda ölçeceğini düşünmüyorum açıkçası. Daha önce de söylemiştim, Teog sınavlarının yılda 2 defa yapılması, 1. Sınav için şu kadar üniteden sorumlu, 2. Sınav için şu kadar üniteden sorumlu denilmesi öğrenci nerede ne yapacağını, nereye çalışacağını biliyordu. Biz de öğrencilere o şekilde rehberlik yapabiliyorduk. Elimizde kazanımlar belliydi nerden ne çıkacağını sınırlandırabiliyorduk en azından ama 10 soruda aynı şeyi yapabilmek mümkün değil tam olarak. Bilemiyorum ama 30 ünite olduğunu düşünün, 30 üniteden10 soruyla kazanımları test etmek var, 8 üniteden 40 soruyla kazanımları test etmek var. Yani Teog sınav formatının kazanımları test etmek için daha ideal bir sınav olduğunu düşünüyorum.

# CURRICULUM VITAE

**Personal Information**

Name-Surname : Ayşenur UZUN

Place and date of birth: Burdur, 1993

**Educational Background**

Bachelor Degree: Burdur Mehmet Akif Ersoy University Education Faculty Department of Foreign Language Education Division of English Language Teaching

Master of Arts Degree: Burdur Mehmet Akif Ersoy University Institute of Educational Sciences Department of Foreign Language Education Division of English Language Teaching

Languages: English and German

**Publications**

*Proceedings:*

Uzun, A., & Kılıçkaya, F. (2017). *Review of graduate research on language assessment in Turkey between 2011 and 2016.* Paper presented at the 3rd International Language, Culture and Literature Symposium, Antalya, Turkey.

*Journal Article:*

Uzun, A., & Kılıçkaya, F. (2017). Review of graduate research on language assessment in Turkey between 2011 and 2016. *PASAA: Journal of Language Teaching and Learning in Thailand, 54,* 205-234.

**Teaching Experience**

Traineeship: Sakarya Primary School- Burdur (2014-2015)

Ercan Akın Science High School- Burdur (2014-2015)

Teaching: Kızılören İsmet Attila Secondary School- Afyon (2015- present)

**Contact:**

E-mail:a.uzun15@hotmail.com