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**A CONVERSATION ANALYTIC APPROACH
TO THE FUNCTIONS OF LEARNER CODE-SWITCHING
IN A UNIVERSITY LEVEL EFL CLASSROOM
IN TURKEY**

MA THESIS

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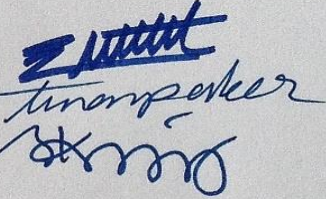
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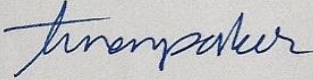
TUTANAK

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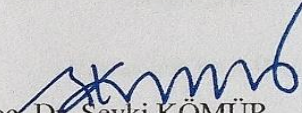
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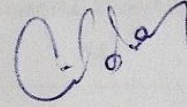
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YEMİN

Yüksek lisans tezi olarak sunduğum “A Conversation Analytic Approach to the Functions of Learner Code-Switching in a University Level EFL Classroom in Turkey” adlı çalışmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Kaynakça’da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.



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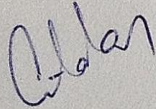
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3. Code-switching functions
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- | | |
|---|---|
| 1- Tezimden fotokopi yapılmasına izin vermiyorum | O |
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ABSTRACT

The main purpose of this study is to provide a detailed insight into the functions of learner code-switching. As code-switching (CS) is a common phenomenon in foreign language (FL) classrooms, it draws close attention from researchers. While some of them consider it as a resource, others believe that it is a threat to learning as it could limit learners' comprehensible input. Although it is a component of foreign language education, CS in FL classrooms is a controversial issue. This study analyses learner code-switching between first (L1) and second (L2) language. It is conducted in an EFL language classroom for university students at a private language school in Turkey. In this context, L1 stands for Turkish and L2 represents the target language, English. The learners are at B1 level (in accordance with the criteria of European Language Portfolio). The observed class consists of 9 learners: 3 female and 6 male, who are native speakers of Turkish, aged between 19-23.

The data for this study are obtained through observations, questionnaires and audio recordings of an adult EFL class held regularly. Observation is used to complement the information gathered from the data. Surveys are utilized to describe the profile of the learners in greater details. The class has been recorded for two months. 16 teaching hours (40 minutes each) have been transcribed and studied to identify the patterns featuring the different functions of learner code-switching. Conversation Analysis (CA) is used as a methodological framework for analysis as it allows researchers to look for "fine details" through an in-depth examination among other available methodological devices (Markee, 2000: 3). The recorded interactions demonstrate that learners constantly check each other's contribution and design their own moves accordingly. This thesis has thus showed that code-switching is not necessarily connected to learners' ability levels. Rather, it serves communicative functions in the classroom such as engendering metalanguage, comprehension, group membership, language equivalence as well as showing mood, floor-holding, (dis)alignment, habitual experience and quoting.

Key words: language classroom, bilingualism, learner code-switching, conversation analysis, functions.

ÖZET

Bu çalışmanın temel amacı, öğrencilerin dilsel kod değişiminin fonksiyonlarına ayrıntılı bir bakış sunmaktır. Dilsel kod-değişimi (CS), yabancı dil sınıflarında yaygın bir olgu olduğu için, araştırmacıların yakından ilgisini çekmektedir. Bazı araştırmacılar bunu bir kaynak olarak kabul ederken, bazıları ise sınıfta öğrencinin anlaşılır girdisini engelleyebileceğini düşünerek bir tehdit olduğuna inanmaktadırlar. Yabancı dil eğitiminin bir parçası olmasına rağmen, dil sınıflarında kod değişimi tartışmalı bir konudur. Bu çalışma birinci ve ikinci dil arasındaki öğrenen kod değişimini analiz etmektedir. Çalışma, Türkiye'de özel bir dil okulunun, üniversite seviyesindeki öğrenciler için olan bir İngilizce sınıfında gerçekleştirilmiştir. Bu bağlamda, ana dil (L1) Türkçe'yi, ikinci dil (L2) ise hedef dili, yani İngilizceyi temsil etmektedir. Öğrenciler B1 düzeyindedir (Avrupa Dil Portfolyosu kriterlerine göre). Araştırmaya konu olan sınıf 9 kişidir: Türkçe'yi anadil olarak konuşan 19-23 yaş arasında 3 kadın ve 6 erkek öğrenciden oluşmaktadır.

Bu çalışmanın verileri gözlem, anketler ve bir yetişkin dil sınıfının düzenli ses kayıtları ile elde edilmiştir. Gözlem, verilerinden toplanan bilgileri tamamlamak için kullanılmıştır. Anketler, öğrenci profillerini daha detaylı tanımlamak için kullanılmıştır. Araştırma yapılan sınıf iki ay süreyle kayıt edilmiştir. 16 ders saati (herbir saat için 40 dakika) döküm haline getirilmiştir ve öğrenen kod-geçişinin farklı fonksiyonlarını gösteren modellerin belirlenmesine çalışılmıştır. Konuşma Analizi (CA), araştırmacılar için mevcut metodolojik araçlar arasında derinlemesine bir inceleme yoluyla "ince detaylar" aramaya izin verdiği için, bu çalışmada metodolojik çerçeve olarak kullanılmıştır (Markee, 2000: 3). Kaydedilen konuşmalar, öğrencilerin sürekli birbirlerinin konuşmaya katkısını kontrol ettiklerini ve buna göre kendi hamlelerini tasarladıklarını göstermektedir. Bu tez, kod değişimlerinin mutlak olarak öğrenenlerin yetenek düzeyine bağlı olmadığını göstermiştir. Bundan ziyade, sınıf ortamında, metadil, anlamlama, grup üyeliği, dilsel denklik görevleriyle birlikte öğrencilerin ruh halini gösterme, sıra kapma, uyuş(ma)ma, ağız alışkanlığı ve alıntılama gibi iletişimsel işlevleri yerine getirmektedir.

Anahtar Kelimeler: dil sınıfı, iki dillilik, öğrenen dilsel kod-değişimi, konuşma analizi, fonksiyonlar.

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LIST OF ABBREVIATIONS

- A (or Ax)** Appendix
CA Conversation Analysis
CS Code-switching
EFL English as a Foreign Language
ELP European Language Portfolio
FL Foreign Language
L Learner
L1 First Language
L2 Second/Target Language
MT Mother Tongue
SCT Socio-Cultural Theory
T Teacher
TL Target Language
ZPD Zone of Proximal Development

CHAPTER I

1. INTRODUCTION

This chapter introduces detailed background information on code-switching in foreign language classrooms. The purpose of the study, its significance, research context and limitations are also presented in this chapter.

1.1. Purpose and Scope of the Study

The use of mother tongue in language classrooms is a common practice. Some teachers and researchers consider it as a deficiency, but a considerable number of researchers describe it as a natural and essential component of language teaching and learning. According to Lee (2000), code-switching in exchanges is a typical feature of a bilingual's speech. Recent studies (Halmari, 2004; Simon, 2001) have shown that code-switching plays a central role in communication among learners if used properly. In this research, mother tongue use, first language use, code-switching and language switch are used interchangeably.

Opinions concerning the use of first language (L1) in the classroom tend to vary and remain conflicting. Some scholars suggest that code-switching should be banned from language classroom because it seriously impedes the progress of target language (Prucha, 1983; Ellis, 1984; Wong-Fillmore, 1985; Chaudron, 1988). This may sound reasonable in some cases particularly when a learner tends to simply rely on teacher's code-switching and lose interest in some vital processes of meaning negotiation such as

guessing and inferring. It has also been claimed that frequent use of mother tongue in EFL classrooms can affect the way learners communicate in the target language adversely (Bhatt, 1997; Martin, 1999; Zhu, 2008).

In response to this criticism, recent researchers (Üstünel, 2004; Yang, 2004; Greggio & Gil, 2007; Then & Ting, 2009; and Lee, 2010) have examined teacher's code-switching and found out that it fulfils some vital functions in the language classroom. In her work, Üstünel (2004) focuses on "teacher-initiated" versus "teacher-induced" code-switching. She identifies twelve functions such as "encouraging learners to participate" and "providing metalanguage information" in relation to pedagogic focus of lessons. It would not be wrong to say that explaining particular linguistic rules and features in mother tongue could prove more effective and time-saving as researchers such as Crystal (1987), Cook (1991), Burenhult and Flyman-Mattsson (1999), Levine (2003) and Sert (2005) reveal in their studies. Similarly, Greggio and Gil (2007) assert that use of mother tongue can strengthen learners' motivation as a possible outcome of understanding complex structures and rules easier.

Another important issue is that learner code-switching has also aroused interest from researchers such as Butzkamm (1998), Zabrodskaia, (2007), Martin (1999), Mwinsheikhe (2003) and Probyn (2005). They have provided valuable insights into the reasons why students frequently keep falling back to mother tongue. Their studies have demonstrated that CS is not performed due to lack of ability, but it actually serves several communicative purposes.

In spite of the recent interest in CA and code-switching, there is still very limited research available on what the primary functions learner code-switching has and what purposes it serves in different language classroom settings. To close this gap, this study aims to offer an analysis of the interactional aspect of code-switching. Conversation Analysis (CA) will be used to analyse the data by providing crucial evidence on the functions CS fulfils. CA is a successful approach to bilingual conversation (Auer, 1984,

1995, 1998) as it gives the chance of constructing a detailed transcription with no details left out to the researcher.

This study will be carried out in the following stages: evening classes in which a small group of university students learn English as a foreign language at a private language school will be recorded systematically for a timespan of two months. The learners' interactions are also observed for their extra-linguistic and non-verbal elements such as gazing, eye contact, mimics, facial expressions and other movements contributing to the potential meanings of interactions. Then, the data will be transcribed in line with the principles of CA, without concentrating on any predetermined patterns. After an initial examination of the data, learner code-switching will be explored in details in order to see if CS is a common and recurring feature of the teacher-student and student-student interactions. The chosen extracts are decided on the merit of representing different functions of learner code-switching, which constitutes the primary concern of this study.

A detailed analysis of extracts is presented including observations and questionnaires about students' language background and learning styles. The analysis mainly focuses on the structural characteristics of code-switching and the language choice patterns in general. This thesis is thus mostly concerned with the interactional function of code-switching. How learners use code-switching in harmony with other linguistic practices in order to achieve communicative goals would be my particular interest.

To put it briefly, the primary motive behind this thesis is to investigate how, when and why code-switching occurs at an intermediate level EFL classroom where Turkish students learn English as a foreign language. It aims to shed light on the process how EFL students alternate between L1 and L2 to perform certain pragmatic functions or compensate for their inadequacies in the target language. In doing so, it will offer a better picture of the potential implications of code-switching and of a more general theory of the pragmatics of Turkish-English classroom interaction. Findings of the study may also offer an insight into the scope of code-switching and its functions in the language classroom for researchers and curriculum planners.

1.2. Research Context

1.2.1. English as a Foreign Language in Turkish Private School Context

The most commonly taught foreign language in Turkey is English and it is taught in public schools from 2nd grade (age 7) onwards, till the end of high school, which makes it a core subject within 12-year compulsory primary and secondary education (4+4+4). A second foreign language is also introduced to learners if they choose a language-based module at high school. However, the number of lessons given at public schools is relatively reasonable compared to private schools and colleges where a policy of “the earlier the better” is frequently adopted and learners begin learning English as early as in the kindergarten years. It is not rare to see that very young learners such as those aged 4-5 have English lessons twice or three times a week in their timetables. Highlighting the quality issues regarding language teaching in Turkey, a study (2013) carried out by the British Council with the support of TEPAV (Economic Policy Research Foundation of Turkey) and the Turkish Ministry of National Education has revealed that the practice of teaching English in Turkish public schools is in urgent need of improvement.

It is obvious that increasing number of parents and learners in Turkey are coming terms with the criticality of learning a foreign language such as English for a successful professional career. In addition to bringing high status to the individual in social terms, foreign language proficiency plays an important role in extending job opportunities for individuals. It is one of the most apparent motives behind the growing number of families’ insistence in registering their children with private language schools in Turkey. Language schools cater the needs of different learners who prefer learning English in better equipped and modern classrooms with more motivated teachers in comparison to public schools. Language schools also provide a wide range of English language classes, among which English for Specific Purposes (ESP), University-level language courses focusing on academic or general language skills and vocational English course can be

mentioned. The majority of English teachers in private and public institutions are native Turkish speakers. However, it has been a recent trend that language schools in the country recruit one or more native English speakers or those who speak English as a foreign language from other nationalities for communication-based classes they offer.

The use of mother tongue by teacher and learner in the classroom varies considerably corresponding to the educational focus and policy of language schools. In the case of an exam-based language course, the main concern is the student's overall success in the specific components of the exams such as YDS (Foreign Language Exam by the Student Selection and Placement Centre), which assesses the level of learners with reading, vocabulary and grammar questions whilst lacking the components assessing listening, speaking and writing skills. In such a context, the use of English as the medium of teaching does not serve the purpose. On the contrary, in EFL classes where focus is on communication, the use of the target language is generally a requirement of the institutional policy and constitutes the key element of the institution's marketing strategy. In these cases, the use of L1 is discouraged in the classroom because L2 is considered the default language.

As an important note, the language school where the data for this study have been collected is an example of the latter kind. The school offers English classes where lessons are planned and taught in accordance with the criteria of the European Language Portfolio. Speaking and listening are prioritized over other language skills in order to generate an environment for students to advance their communication skills in L2.

1.2.2. European Language Portfolio

This section gives an overview of European Language Portfolio (ELP) which has been frequently referred to in the recorded interactions between the teacher and students. It also aims to show how the spoken interactions have been performed within the framework of criteria defined by the portfolio.

ELP has been developed and approved by the Council of Europe to standardise the criteria for learners' language levels. All institutionalised language schools in Turkey including the one in which this research has been undertaken officially adopt this portfolio and the criteria it defines for language skills. Teachers in the school featured in this study design their syllabus and plan their classroom materials, which conforms to the standards of ELP's language passport. The school encourages students' self-assessment through the 'can do' statements specified in the booklets provided for listening, reading, writing, spoken interaction and production (Please see Appendix 11 (A11)).

The language passport is offered in the form of a booklet which learners use for recording and reflecting on their language learning experiences. A learner has the responsibility of updating this booklet and using the grids where related language competencies are described. The passport also features a section in which learners can monitor their progress. Another section of this passport is a portfolio which allows learner to collect all of her/his personal work to showcase the samples of his/her language competency level. This method designates learners as decision makers for their own learning and gives them the full responsibility for self-assessment. In a sense, the use of ELP in this context signifies the development of learner autonomy and self-awareness. Confirming this view, ELP's chief objectives can be summarised as follows:

- to increase self-awareness on the experience of learning and using the target language.
- to motivate learners by showing their development of language skills
- to record the linguistic skills that a learner has acquired

The Common European Framework of Reference for Languages (CEFR) introduced six levels for user competence. Level A describes a basic user. While level B describes an independent user, level C represents the qualifications of a proficient user. All levels also feature two sublevels such as A1 and A2. Anyone who starts learning English for

the first time is designated as an A1 learner and he/she progresses from A1 to C2 by going ahead in the target language.

1.2.3. Background to the Data

In Turkey, most learners are exposed to English in the classroom as they have limited opportunities for practising a foreign language in their daily lives. According to Macaro (2001: 537), “after a certain threshold of teacher L1 use, there is a rise in student L1 use with possible effects on learning”. Consistent with this statement, some language schools in Turkey have a general policy of requiring teacher to speak English as the language of instruction to maximise students’ contact with the target language. On the other hand, there is generally encouragement or at times teacher’s insistence rather than the pressure of official rules on students who make their decisions about whether to use English or Turkish in EFL classes offered by private language schools. In this context, teacher code-switching is discouraged in the classroom unless students are at a very low level such as A1. In this study, the teacher does not code-switch between L1 and L2 to ensure that learners receive the maximum L2 exposure.

Nevertheless, the students often code-switch between Turkish and English. The data also confirm that code-switching has been frequently employed by the selected group students in various situations such as answering questions, talking to or discussing with their peers, commenting on topics, asking permission and etc. The original contribution of this study to the literature is its examination of a classroom where the teacher never code-switches whilst the students are free to alternate between L1 and L2 whenever they find appropriate.

1.3. Research Questions

In this thesis, it is focused on learners' rather than teachers' code-switching patterns. The study sets out to address the following questions:

1. Why and when do students code-switch in the EFL classroom?
2. How do the initiator of the code-switches influence other interlocutors (peers)?
3. What are the functions of learner code-switching?
4. What types of code-switching are more frequent?

To find answers to the above mentioned questions, an analysis of the extracts will be made to identify the recurring patterns in the conversational exchanges participated by students either among themselves or with the teacher.

1.4. Limitations of the Study

The research is limited to a class of B1 level students at a private language school in Turkey. The study was applied to a class where English is the medium of instruction. The reason for choosing this language school was because it was accessible to where the researcher lived and also had close ties with the manager of it. However, this status limits the degree to which the results of the study may be generalized to the target population.

If the time constraints were to be overcome, the researcher would have done this research more extensively with more learners at Intermediate level in different school settings (public schools, colleges). The researcher would also have looked at different L2 classroom contexts (task-oriented, form and accuracy context, etc.) and in different countries and cultures (to see the cultural differences in CS).

There are also technical limitations that may potentially have an impact on the analysis of the data. In this research, the researcher has only used an audio recorder due to the size of the class (only 9 learner). As they generally sit around a table in a small classroom, we place the recorder in the middle of the table, where we thought we could best capture. Individual microphones could work better and camera recording would be really useful in providing data on non-verbal communication.



CHAPTER II

2. LITERATURE REVIEW

This chapter provides an overview of the literature on code-switching and the use of mother tongue in foreign language classrooms. In the literature review, the available research in the field is introduced and discussed. The chapter also presents the method of Conversation Analysis and the reasoning behind it. The last part annotates what this research is based on and why.

2.1. Code-switching

2.1.1. Definition

In the most basic terms, code-switching means speaker's alternation between two or more languages in the same utterance or dialogue (Myers-Scotton, 2001). As a distinct characteristic of bilingualism, it has frequently been examined in the studies centred on bilingual speakers. However, the definition of CS may differ slightly with the change of setting and context just as its functions. It can happen "between two or more languages simultaneously or interchangeably within one conversation" (Grosjean, 1982: 145). A speaker can replace words, chunks or a whole sentence to keep the conversation flowing.

CS is a strategy that a bilingual uses to transmit her/his content effectively. According to Tarone (1977), a language switch is a communicative strategy, just like literal

translation, appealing for assistance, mime, paraphrase, or avoidance. Next, Brown (2006) also claims that CS is a ‘complex strategy’ because it gives opportunity to bilinguals to transmit their messages beyond its referential meaning. Switching between languages can mean that speakers have immediate access to both languages effectively (Myers-Scotton, 2001). McDonough (1995: 25), on the other hand, promotes a different view by defining CS as an “achievement strategy” that is used by speakers when they need to compensate for their lack of language competence. Speaker can purposefully benefit from CS to “restart a conversation at the end of an interactive episode, to change conversational direction or to keep track of the main “drift” of the interaction by mapping out complex nested structural patterns in the conversation” (Li Wei, 1998).

CS is a common phenomenon in language classrooms. It is a known fact that no matter what type the class is (EFL, ESL or EAL class), the language of instruction is often supplemented with L1 or L2. Metila (2009: 44) asserts that “the pedagogical and communicative functions of classroom code-switching justify its use in teaching and learning contexts”. As in ordinary talk, no interactional exchange happens randomly in the classroom. Every utterance is closely linked to the pedagogical focus of lesson. While ordinary and classroom talk have some distinct features away from each other, there are some common properties they both share. According to Gumperz (1982: 75), “switching serves roughly similar functions in different situations, so that a single preliminary typology can be set up which holds across language situations”. These are “quotations, addressee specification, interjections, reiteration, message qualification and personalization vs objectivization.”

2.1.2. Code-switching in the Language Classroom

Switching between first and second languages in the form of code-switching is a commonly observed phenomenon in EFL context (Sert 2005: 1). It is apparent that mother tongue tends to be used by all members of the classroom –both students and

teachers (Borlongan, 2009) because it is considered to be “a natural and purposeful phenomenon, which facilitates both communication and learning.” (Eldridge, 1996)

There are many reasons why code-switching in the EFL context has been a popular topic of interest in the last three decades. Western language pedagogy has gained popularity in many countries and the use of mother tongue has been avoided in the classrooms. Even some who are for and against the CS use have used metaphors to elaborate their points further. Teachers who use the mother tongue in the classroom have been blamed for “sabotaging” the policy (Martin, 2005: 76), using “safe talk” (Chick, 1996) and “smuggling vernacular into the classroom” (Probyn, 2009). In addition, there was a scarcity of authentic resources (Legenhausen, 1991) in the past, so the common tendency was the exclusive use of target language by teachers in the classroom, which also created a learning environment in which learners were also encouraged to speak in L2. This Western-style pedagogy has challenged teachers, too. Harbord (1992: 350) points out that “many [ELT] teachers have tried to create an English-only classroom but have found they have failed to get the meaning across, leading to student incomprehension and resentment”. He concludes that “translation/transfer is a natural phenomenon and an inevitable part of second language acquisition.” (Harbord, 1992: 351). After the marginalisation of L1 use practically ended, the debate over the optimum amount of CS in language teaching attracted conflicting views. Some researchers have asserted that CS should be barred from L2 teaching. Others have attempted to justify L1 use by highlighting its functions as an effective tool for teaching. Therefore, the literature on the classroom CS features examples of conflict and tension.

According to Cook’s (2001) Multicompetence Theory, the positive involvement of L1 can be useful in L2 learning process. This theory puts forward that L2 learners are multicompetent as their minds have two grammars. Considering this multicompetence, L2 learners’ right to use their L1 cannot be taken from their hands in the L2 learning process. Cook’s theory underlines the belief that an extra language can bring richness into the classroom, so teachers can utilize L1 as a tool facilitating L2 learning. Furthermore, the need for and value of CS between MT and FL have also been explored

by other scholars (Atkinson, 1993; Chambers, 1992; Dickson, 1996; Macaro, 1996, 2001; Mitchell, 1988; Neil, 1997). Macaro (2003) has particularly demonstrated that CS was introduced as a positive substitute for “the use of first language (L1) [and] recourse to L1.”

Cook (2000) also suggests that allowing L1 in L2 classrooms is a humanistic approach towards learners. Thus, learners’ opportunity to speak what they think would not be limited by the deficiency of not having resources available to them. Cook maintains that rather than looking at code-switching as a barrier, teachers should look at it as a means of facilitating and easing the learning process.

In general, learners tend to choose their first language over L2 to communicate with other learners. Martin-Jones (1995, 2000) argues that this situation is related to the level of students because students’ language abilities and communicative repertoires vary widely. Most of code-switching take place automatically and unconsciously because of this distinction (Skiba, 1997; Sert, 2005; Jingxia, 2010). When one learner has the same or different perception of the received information, the other asks and checks what he or she knows. This generally leads learners to code-switch to discuss meaning in the simplest way, which facilitates their own learning process (Simon, 2001). Brown (2006) claims that learners use code-switching when they need a linguistic item but their level do not allow them to produce it yet. Thus, as a compensation tool, they cover their lack of ability in the target language and use their first language. Only in this way, they can manage the flow of the conversation. On the other hand, Heredia & Brown (2005) define code-switching as a strategic tool that speakers use to overcome gaps and flaws in conversations.

2.1.3. Too Much Code-switching in the Classroom?

The discussion about the use or non-use of code-switching in the classroom has been a recent research topic. There seems to be no agreement among teachers and researchers

on the topic (e.g., Macdonald, 1993; Nunan, 1991; Harbord, 1992; Macaro, 1997; Ellis, 1985). Sert (2005) states that two contrasting ideas continue to prevail about the use of code-switching in language classrooms. The first one is that there are teachers who prefer code-switching and let their students use L1, and the other is that there are teachers who stick to the rules strictly and have zero tolerance towards any instances of L1 use in the classroom no matter what the reasons are.

Language teachers who defend L1 use believe that code-switching might be an effective strategy in the cases that allow students to code-switch in the ways bilingual speakers do. This allows them to feel more comfortable with L2 and also gives them the opportunity to experiment with both languages. Confirming this, Elridge (1996: 303) notes that code-switching should be considered as a purposeful tool that serves educational aims. Hence, it is evident that banning learners' mother tongue from the classroom is not only impractical but also unwise considering the benefits of L1 use in the classroom.

Citing all these advantages should not mean that CS can effectively be used in all classrooms. CS is almost unavoidable for low-level students due to their need for clear explanations and meaning. Cipriani's research (2001) based on real participation strategies in a beginner class. She notes that code-switching fosters oral participation in the classroom. Her study also proves that teacher uses code-switching strategically to clarify words in communicative tasks. This use engenders a pleasant atmosphere for learners to speak in English. However, higher-level students do not often need such kind of support. Code-switching may be kept at a minimum level with advanced students due to the fact that they are more competent at the target language. In other words, they are able to understand the target language even when it is used in different contexts, so they do not need to fall back to L1 for the clarification of meaning or instructions.

When we talk about CS in the classroom as a linguistic concept, we should also mention teachers' CS as much as learners'. Teachers' CS has attracted some prominent researchers to investigate it by looking at the effect, functions and qualities of teachers'

CS as can be exemplified in the works by Üstünel & Seedhouse (2005), Edstrom (2006) and Van Der Meij & Zhao (2010). Sert asserts that by switching to the students' L1, the teacher can build "a bridge from the known [native language] to the unknown [new foreign language content]" (2005) and meaning can be open to the discussion, which can help learners to understand L2 at an earlier stage.

Jacobson (1983) lists four rationales of teacher and learner-code-switching in general in second language classroom. He defines code-switching necessary as

- it provides students with sufficient input in two languages for them to derive grammatical and lexical information,
- it enables students with differing relative language proficiencies to focus on learning the concepts being presented during content area instruction,
- it provides a way of establishing equal prestige for both languages within the classroom setting, and then is likely to encourage a balanced distribution of the two languages,
- it encourages the kind of language behaviour commonly used among bilinguals who are proficient in both languages and
- it keeps the students on task and thus contributes to the accumulation of academic learning time (Jacobson, 1983).

Teachers who avoid CS at all costs should bear its psychological implications on learners in mind carefully. This can lead to emotional distance or detachment between teachers and learners. The Accommodation Theory proposes that speakers adapt their "use of different language varieties to express solidarity with or social distance from their interlocutors" (Mesthrie et al, 2000: 180). Furthermore, not allowing students to use their mother tongue can be seen as a threat because L1 represents students' identity. Schweers (1999) has also observed in his study that majority of the participants (about 88.7) agree that the use of L1 in their classes is important. Otherwise, they feel that their identities are threatened.

There is reasonable ground for the worries researchers have had about the use of CS. They express their concern about the fact that CS could easily be abused. If students get used to be spoon-fed with explanation of every sentence in L1, they will always wait instead of processing information as much as they can. Students are not expected to become proficient at target language without devoting any intellectual effort. This would cause negative outcomes in the long run. Turnbull (2001: 536) points out that “I fear that licensing teachers to speak the L1 in their second or foreign language classes will lead to an overuse of the L1 by many teachers.” In addition, the overuse of L1 might affect the quantity and quality of L2 input. Some researchers have emphasised the importance of the standard of language being used with students (Guthrie 1984, Hall & Walsh, 2002). As a possible consequence, the classroom learning time may not fully be optimised by teachers, and students do not learn as much as they possibly can when compared to the classes where teachers speak in the target language at all times (Jingxia, 2010). It is also feared that the use of code-switching in classroom instruction might lead to internalization of non-standard L2 forms and fossilization of errors (Wong-Fillamore, 1985). Students might regard errors as standard forms of the language they learn, and therefore, they can stick to it without noticing their mistakes (Jingxia, 2010).

Another significant claim is that the use of L1 limits the comprehensible input in the classroom. Some researchers have supported the idea that comprehensible input is vital in a communicative setting (Krashen, 1982; VanPatten & Lee, 2003). Other studies have found out that simple exposure (limited time allowed for L2 due to frequent L1 use) to the target language is not sufficient. Students need to have comprehensible input as well as opportunity and encouragement to produce output in L2. Swain (1993: 160–161), for example, states that “learners need to be pushed to make use of their resources; they need to have their linguistic abilities stretched to their fullest; they need to reflect on their output and consider ways of modifying it to enhance comprehensibility, appropriateness, and accuracy”.

Taking the views and opinions of these two groups into consideration, benefits and drawbacks of code-switching in the FL classroom need to be critically reviewed. It

would be hard to draw conclusions on whether code-switching (CS) should be banned from EFL classrooms or acknowledged as a valuable resource. Jacobson (1983) claims that before justifying CS there are some prerequisites for CS to work like clockwork in the EFL classrooms. He maintains that if instruction in which code-switching is used, does not meet these criteria, it is “unstructured”. Jacobson (1983) argues that in order for CS to be educationally effective, three criteria must be met:

- the language must be distributed at an appropriate ratio of 50/50;
- the teaching of content must not be conscious of his/her alternation between the two languages; and
- the alternation must accomplish a specific learning goal.

Whether researchers in the field accept or not, code-switching has become an inseparable part of FL education. Research carried out in language classrooms around the world has shown that both teachers and learners code-switch to communicate and interact with each other. (Anton and Dicamilla Brage 2000, Cipriani 2001, Macaro 2001, Martinez 2001, Mariera 2001, Bergsieithner 2002, Turnbull 2002, Arnfast and Argensen 2003, Melo 2005). Thus, the focus of the debate should not be on whether CS is beneficial or not, but instead, why, how, when and to what extent CS is possible and meaningful.

2.1.4. Learner Code-Switching

Code-switching fulfils important functions in L2 classroom interactions and is widely employed not only by teachers but also learners of a foreign language. Learner CS can be closely related to teacher CS. The aforementioned controversy about CS among teachers (in part 2.1.3) has had significant implications on learners as well. Elridge claims that using L1 in L2 classroom proves “a failure to use and learn the target language or unwillingness to do so” (1996: 303). CS is also regarded as a “sign of

laziness or mental sloppiness and inadequate command of the language” (Sridhar 1996 apud McKay, Hornberger 1996: 59). That is, from teachers’ perspective, learners who persistently resort to L1 are simply viewed underperforming.

From a different perspective, on the other hand, learners have several reasons for code-switching. For example, according to Simon (2001), students use code-switching when they are learning L2 because they do not have the mastery of L2 high enough to that of their L1 or to their teachers’ mastery of L2. According to Sert (2005), students tend to code-switch and “use the native lexical item when she/he has not the competence for using the target language explanation for a particular lexical item”. Eldridge emphasizes that even though learners are aware of it or not, their CS serves a purpose such as “reinforcing, emphasizing or clarifying” their message content that they have tried to convey in L2 but thought that one of the participants has not comprehended (Eldridge,1996: 306). In the journey between L1 and L2, Eldridge (1996) argues that student CS serves the following functions: “equivalence”, “floor holding”, “reiteration”, “group membership” and “alignment”. These functions offer a starting point for this study, but the data analysis will likely to feature new and different functions.

The fact that code-switching has several pedagogic and other functions is also backed by the Accommodation Theory. It basically asserts that speakers assess the context so well and adapt their language use accordingly. Code-switching allows them to adapt their language to different environments (Mesthrie et al, 2000). This confirms that not only students but also teachers like bilingual speakers may prefer using both L1 and L2 in certain situations so as to fit in the context or to show solidarity in interaction.

One of the recent studies conducted in Turkey investigated the amount of mother tongue use in the classrooms and teachers’ and learners’ views on it (Oflaz, 2009). Oflaz (2009) found out that there was no major difference between what teachers and learners think about using L1 in the classroom. Both of them agreed that the use of L1 facilitates learning.

Another research on the use of mother tongue in the Turkish context was conducted by Paker and Karaağaç (2015) at Pamukkale University in 2014. The main purpose of their study was to investigate whether teachers' mother tongue use changes accordingly when variables change. They revealed that mother tongue use is an inevitable part of teaching another language.

Available research on CS has often looked only at teachers' or students' use and failed to connect the linguistic behaviours of the two groups. Moreover, the functions of students' code-switching have largely been neglected. They have not considered learner code-switching in the EFL language setting at a Turkish institution and how teacher's use of L1 in L2 classroom may influence not only the amount of codeswitching in the classroom but also the function of the code-switches in interactive exchanges among learners and teachers in EFL classrooms. Therefore, this study intends to investigate the nature of learners' CS. By analysing learners' code-switching in an intermediate FL classroom, the researcher aims to identify code-switching patterns that are used more often in classroom and functions they serve.

2.2. Conversation Analysis

This study uses an approach called as CA-for-SLA (Markee and Kasper 2004) that aims at "how the social organization of talk-in-interaction either shapes or contributes to language learning processes" (Mori and Markee 2009: 1). At the centre of this approach is language learning behaviour, which "is presumed to be a fundamental social enterprise, jointly constructed and intrinsically linked to learners' repeated and regular participation in their classroom activities" (Hall and Verplactse 2000: 11). CA-for-SLA is not a homogeneous approach or theory (Markee and Kasper: 2004), although an emerging number of CA-related studies dealing with second-language and foreign-language learning have been carried out (for a recent overview, see the 2009 special issue of *International Review of Applied Linguistics*, Volume 47). A key question for

CA practitioners in the field is whether and to what extent external theories have to be considered. Mori and Markee (2009) distinguish between two emerging tendencies: CA-inspired approaches to SLA, which are (relatively) purist or CA native; and CA-informed approaches to SLA, where CA is used “as a technical tool that provides the methodological muscle for a priori theories of SLA” (Mori and Markee 2009: 2). In this research, I will use CA as an aid that will help me to see the patterns to eventually reach a point where I can draw a valid conclusion about the functions of code-switching.

2.2.1. Definition

Conversation analysis (CA), as a branch of ethnomethodology, was introduced and developed by Sacks, Schegloff, and Jefferson together. With the help of their students and colleagues, they scrutinised “the fundamental organization of talk-in-interaction”, which is repeatedly shown by participants’ conduct in a variety of social interaction (Mori 2002: 326). Several studies have used CA to understand institutional interaction and the reflective relationship between teachers and students. CA have been used meticulously in recent studies (Markee, 2000; Ohta, 2004; and Seedhouse, 1995, 1997, 1999, 2004) to present considerable insight into language of classroom interactions.

2.2.2. The Conversation-Analytic Approach to Code-Switching

As a methodology, the CA approach has some distinct qualities and these offer key advantages in the examination of code-switching. Auer (1984) defines two distinct advantages. First, he points to the “sequential implicativeness” of language choices in conversation. That is, a participant’s choice of language can change the subsequent language choices in the conversation. The second one is that CA “limits the external analyst’s interpretational leeway because it relates his or her interpretation back to the members’ mutual understanding of their utterances as manifest in their behaviour”

(Auer, 1984, 6). There are many examples of researches (Auer 1998, Gafaranga and Torras 2000, Gafaranga and Torras 2001 2002, and Shin and Milroy 2000) that applied CA approach into bilingual interaction. The CA approach to bilingual code-switching focuses on three main points: “relevance, procedural consequentiality and the balance between social structure and conversational structure”.

Seedhouse (2004: 96) claims that “CA institutional-discourse methodology attempts to relate not only the overall organization of the interaction, but also individual interactional devices to the core institutional goal”. As a type of institutional interaction, classroom interaction has distinct and recognisable characteristics. CA attempts to understand these characteristics and the organization of the interaction as being rationally derived from the core institutional goal. It is possible to list some interactional properties that come from the core goal and form the interaction. The three characteristic features of ELT classroom discourse properties follow each other in an orderly way and give us a better understanding of L2 classroom interaction (Seedhouse, 2004):

- Language is both the vehicle and object of instruction.
- There is a reflexive relationship between pedagogy and interaction and interactants constantly display their analyses of the evolving relationship between them.
- The linguistic forms and patterns of interaction which the learners produce in the L2 are potentially subject to evaluation by the teacher in some way.

As the pedagogical focus decides on the sequence of interaction (Seedhouse, 2005); they have to agree because only “where language use and pedagogic purpose coincide, learning opportunities are facilitated” (Walsh, 2002: 5).

The CA approach does not only analyse single utterances. Instead, it examines sequences of talk “in its interactional environment” (Richards and Seedhouse 2005: 15). Thus, it allows the analyst to identify how each turn is constructed and how participants

orient themselves to each other and to the context. Revealing the range of pedagogical purposes and linguistic practices that are used in the classroom is therefore vital to understanding classroom interaction (Walsh, 2006: 53). Mori (2002: 326) reasons that which specific part of the institutional setting are being oriented to, can be uncovered by only a detailed analysis of the participants' interactional behaviour.

Auer (1992) discusses how meaning is constructed by code-switching in interaction. He looks for answers to whether meaning is mutually constructed by participants through act of code-switching or meaning in code-switching is already constructed ('bring along') with its distinctive social and symbolic values (the Markedness Theory).

In bilingual conversation, "whatever language a participant chooses for the organization of his/her turn, or for an utterance which is part of the turn, the choice exerts an influence on subsequent language choices by the same or other speakers" (Auer, 1984: 5). The meaning of code-switching must be interpreted with reference to the language choice in the preceding and following turns by the participants themselves. Auer (1984: 3) called for a conversation-analytic approach to code-switching which would focus on "members procedures to arrive at local interpretations".

2.3.Theoretical Background of Sociocultural Theory

2.3.1. Definition of the Zone of Proximal Development

Vygotsky's (1896-1934) Sociocultural Theory (SCT) has hugely affected the field of education. It would not be wrong to say that his most remarkable contribution to the field is the concept of the Zone of Proximal Development (ZPD). Vygotsky (1978: 86) defines ZPD as "the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable

peers”. The learner’s actual developmental level represents her/his mental functions they possess at present while the level of potential development shows the functions that are not currently ready to use as they have not matured yet. In the research context of this study, namely, in a monolingual classroom, the teacher is a competent user of L2. However, there are some capable students who scaffold for their peers by code-switching to L1 within their peer’s ZPDs in certain cases (4.3.3 and 4.4.3). In the EFL context, fluency in L2 can be regarded as the level of potential development while students’ current level is the one at which they use CS as a resource to reach the level they aim for. Linking sociocultural theory to my research, we try to find out how learner CS as a way of scaffolding is used in L2 classrooms. The chosen extracts will be analysed by looking at how learners’ CS make them generate their own ZPDs. Thus, this study will reveal the pedagogical functions of self/other (peer)-initiated or teacher-induced learner CS as an aid of scaffolding to create ZPD.

2.3.2. Applications of ZPD in L2 Teaching/Learning Context

Vygotsky’s ideas have been widely referred to in the field of education. The ZPD explained in the previous section (2.3.1) has been redefined by Ohta (2005) to fit in the educational setting. According to Ohta’s version of ZPD, individual linguistic production determines the actual developmental level in EFL classrooms. Language produced collaboratively with a teacher or peer also shows individual’s potential development level. Wertsch and Hikmann (1987 cited in Ohta, 2000) claim that teacher can only decide on a learner’s ZPD by negotiating through collaborative interaction. This helps teacher notice what the learner can do on their own and with assistance. Knowing the limits of students can help teacher encourage them to fulfil their potentials to the limits of their ZPD (Shayer, 2002). Therefore, a teacher can decide on the level of scaffolding needed because scaffolding can be “used most effectively when it is tailored depending on learners’ needs in response to learner development” (Lantolf and Aljaafreh, 1996).

It is proposed by Ohta (2005) that the ZPD should not be considered as a non-interactive interpersonal space. Instead, knowing how the mechanisms of ZPD work in the process of development will help learners manage their own ZPD. Hence, they become aware of their own needs and start to look for solutions. For this purpose, learners frequently ask questions for clarification (4.2.6), they want to show comprehension (4.3.1), they want the confirmation of what they have understood is correct (4.3.2) by code-switching to L1. In this research, the selected learners fulfil all these needs by asking for scaffolding in the form of CS.

Sociocultural theory also puts forward that education is not only about theories, but about teaching learners how they can learn on their own and continue to learn as well (Williams and Burden, 1997). Vygotsky (1962: 150) argues that “direct teaching of concepts is impossible and fruitless. A teacher who tries to do this usually accomplishes nothing but empty verbalism, a parrot like repetition of words by the child, simulating a knowledge of the corresponding concepts but actually covering up a vacuum”.

2.3.3. Scaffolding and its Use in the Language Classroom

Assistance in ZPD is called scaffolding in L2 classrooms (Wood et al., 1976). ZPD and scaffolding have often been used interchangeably and they refer to the same notion in this study. In the most general terms, scaffolding works as an instructional structure in the classroom. For example, teacher models the target language or demonstrates tasks and then gradually decreases the assistance and encourages learners to take more responsibility. That’s why, teacher manages the amount of scaffolding as well as the amount of CS in the class. Scaffolding and CS offer the following advantages (McKenzie, 1999), which can also be observed in the functions identified in Chapter 4. They both

- provide clear directions for students.
- clarify purpose of the task.

- keep students on task.
- offer assessment to clarify expectations.
- point students to worthy sources.
- reduce uncertainty, surprise and disappointment.
- deliver efficiency.
- create momentum.

Vygotsky suggests that more capable peers “nudge[s]” to make their peers perform better or undertake a task in the ZPD in a social interaction. The participants in this study have shown that a more able learner assists a less able one by scaffolding in the form of code-switching (please see 4.3.3). The learner tries to improve conditions in which her/his peer (novice) can participate in and extend their skills. In his defence of this phenomenon, Donato (1994) also advocates that collaborative work among learners give them opportunity as much as the scaffolded help provided by teacher as in expert-novice relationships in real life (4.4.3). However, “peer assistance” (Ohta, 2001: 88) becomes unnecessary if a learner is capable of performing a task on her/his own, so it may not be validated by the teacher (see section 4.4.3 for an example).

CHAPTER III

3. METHODOLOGY

This chapter presents information about participants, instruments and data collection procedures of the study. The reader will also be introduced how CA is used as a methodological framework in the course of the chapter.

3.1.Participants

3.1.1. Learners

For this study, a group of university students whose level of English ranges from pre-intermediate to upper-intermediate have been selected. After the students took a placement exam at the beginning of the term, their levels were identified and they were placed in the appropriate classes accordingly. The group is relatively small, consisting of 9 learners: 3 female and 6 male students (Appendix A13). They are at B1 level (intermediate, upper-intermediate level designated by ELP), aged between 19 and 23 (A10). The students are all native speakers of Turkish.

The surveys conducted show that nearly half of the learners have been learning English for 2 years (A12). During their journey of learning L2, most of the learners prefer using books as resources (A13). While half of the learners learn German as a second foreign

language, other half seems to be satisfied with one FL (English). The length of learners' German education varies between 1 and 4 years (A15). The goal of students is to improve their oral skills as mentioned in the Introduction. Nearly all of the students prove this right in the 'My Language and Experiences Survey' (A16). More than half of the students express that they like playing vocabulary games (6) and listening to music (5) (and discussing lyrics, filling in the blanks and studying the structures (A17)). It is obvious that they enjoy activities addressing their needs (see A16). In terms of language skills, it is a mixed-ability class (A18). It is obvious from the 'My Goals and My Learning Survey' that almost half of the learners prioritise speaking and vocabulary compared to other skills and thus, want to improve these skills (A19).

The participants are all adult learners who have previous experience in learning a language, which means that they have structured studying skills. It shows that majority of the learners prefer studying in a quiet area (Method 12). Many of them keep a notebook (Method 20) and prefer writing about a subject (Method 9). They claim that they learn better by reading (Method 1) and searching for something on the Internet (Method 25). They also take advantage of the classroom activities by participating (Method 21). However, there are some study methods that are not very popular among these learners (A21). They think that they cannot learn effectively by giving presentation (Method 24). As they prefer self-study, they feel that they do not learn by explaining to others (Method 22). Last but not least, they do not find creating a mind map useful (Method 2).

During this research, the students are asked to sit for two exams: Mid-term (A22) and Final Exam (A24). In the exams, they are expected to answer listening, reading, grammar, writing (written exam) and speaking (oral exam) questions. The results are presented here to give a general idea about each learner's competence. Mid-term exam results can be analysed further (A23). While more than half of the learners (L1, 2, 3, 5 and 9) have scored more than 70 in the speaking exam, they could get about 60 in written exam. Learners' receptive and productive skills are close to the each other in general. Only learner 1 and 2's skills are variable by 20 points. Final Exam also shows

similar results (A25). More than half of the learners score over 70 in written and oral exams.

3.1.2. Teacher

The teacher is a graduate of English Language Teaching department and has 10-year teaching experience in mono- and multilingual classrooms. Because of the policy of the language school where the research has been conducted, the teacher, as all other teaching staff in the institute do, is expected to use English in the classroom all the time. She has a foreign teacher-like attitude and never uses L1 in the class which makes this study more distinctive from other research in the field. She either speaks slowly or simplifies the words she uses or, alternatively, asks a student to translate for the rest of the class when she feels that learners struggle to understand instructions or the content of lesson.

3.2. Data Collection Procedures

The data for this study have been obtained through observations, questionnaires and audio recordings of regularly scheduled adult EFL (English as a Foreign Language) evening classes held at a private language course in Turkey.

Initially, three extensive surveys have been conducted to collect general information about the learners (considering their profiles, language history, goals and etc.). These have been done to identify learners' needs and their language background. The surveys are as follows:

- **Learner Profile Survey (A1):** It provides some basic information such as learners' age and the languages they use (Please see Appendix A4 for a completed sample).

- **My Language and Experiences Survey (A5):** It provides some essential information about learner's language history and any intercultural experiences (Please see Appendix A6).
- **My Goals and My Learning Survey (A7):** This survey reveals important facts about why learners' want to learn English. It also delivers learners' the most and least favourite activities while learning. With the help of this, I will gain a better insight into learners' study method as well (Please see Appendix A8).

Burns (1999) describes a survey as a data collection instrument in which the same questions are asked to collect information from a representative selection of respondents. These surveys have allowed to reach necessary background information in a very short of time so it would not be wrong to say that they are more advantageous than interviews as they need researches do it one at a time. In addition, the surveys have only been used to identify participants to present the context in general.

The data which are required for the actual analysis in this study come from MP3 recordings of learners while performing various tasks alone, in pairs or groups in the classroom. The selected research setting (a Turkish EFL classroom) does not adopt any official teaching method that the teacher is supposed to follow. Yet, the institution has a policy that expects all participants –especially teacher- to use L2 as much as possible. Lessons are designated to integrate four skills, so the teacher is expected to plan her lessons focusing on the development of reading, writing, speaking, and listening equally.

Some short but exemplary extracts from the transcribed conversation have been used in the analysis of the audio data. These extracts have been scanned meticulously for evidence for the functions of learner CS in the light of CA. No attention is paid to other variables such as speaker's identity in accordance with the CA approach. These kind of variables can only be a topic of interest to conversation analysts if they are produced by participants in the interaction (Levinson, 1983: 295).

3.2.1. Audio Recorded Data

The class has been chosen randomly, but the proficiency of students is at intermediate level or above, which ensures that they do not solely code-switch due to lack of ability. Each transcript features forty-minute recorded data and the participants and the teacher were informed about and asked for their consent for the recordings. In the beginning of the study, the presence of recorder in the classroom was intrusive and thus the students changed their reactions and responses to the activities. Knowing that being recorded via a technological device negatively affected their performance. As the study and recording carried on, the students were accustomed to having a recorder in the classroom and began seeing it as a part of classroom practice and their reactions looked natural, though. That's why, the first lessons recorded were not used for the study. In order to make sure that students were not affected psychologically by being recorded, maximum attention was given to the spontaneity, authenticity and naturalness of the classroom interaction.

As has been mentioned in the Introduction, the data have been transcribed first and analysed afterwards line by line to detect specific patterns without any presumptions. The interactional sequence has been paid great importance in order to work out why an utterance is organized in a specific way (in relevance to the study, mother tongue or the target language). More explanation about this is provided in the section 3.2.3.

3.2.2. Structured Observations

Each participant has been observed for sixteen hours (A9). The research involves observations 'spontaneous' conversations with and among students in the classroom during the lessons. Bell (1999) states that observing allows documentation and it makes classroom interactions and events transparent. It reflects what actually -rather than what

we think- happens. However, this technique can be criticised because it takes a long time to undertake but it gives a clear idea on the situation being observed.

In this study, observation sheets are also used to make a note of the participant who code-switches, the direction of the switch (from Turkish to English or the other way round), the reaction they receive (from another learner or teacher) (A10). Apart from that, the researcher has taken notes of what happened when during the lesson as it would be impossible to understand extra-linguistic features (attitude, eye-contact, so on) from the audio data. The researcher has transcribed the data as soon as she records, so all the notes in parenthesis are constructed by these notes taken during the lessons. This notation is used for both body movements e.g. head nods, finger snapping, postural shifts etc. and for audible sounds such as laughter (Please see Appendix A1 for transcription conventions).

3.2.3. CA as a Methodological Framework

According to Wei (1998: 171), “only a detailed, turn-by-turn analysis of the participants’ conversational work” can reveal specific issues such as attitude, preference and community norms. All of these can be “brought about” in the actual contributions of the participants. Therefore, an analyst has to approach to the data with no predetermined classification systems or notions. Instead, s/he should analyse data from which patterns can emerge. In other words, meaning is not “brought along”, which means is not inherent in the text itself. Rather, it can solely be reached by interpreting the text. As Markee (2000: 3) claims, CA methodology looks for “fine details” hidden in the interaction. Due to the reasons mentioned, Wei (1998: 170 cited in Auer) criticizes the Markedness theory as it ignores the interactional meaning of code-switching. In contrast, the CA approach to code-switching highlights the “emergent” nature of meaning and it regards code-switching as a contextualisation cue, which transmits social meaning from one participant to the other(s) in bilingual conversation.

However, the “markedness” theory of code-switching clearly avoids “the idea of local creation of social meaning and places its emphasis on the analyst’s perception of the correlation between one linguistic variety and a particular interaction type” (Wei, 2002: 162). the analysts’ perceptions is the determining factor in the indexical value of code-switching. Code-switching itself does not have any interactional significance because the result would be static and mistaken unless indexicality of code-switching in particular and the sociolinguistic behaviour of bilingual speakers are taken into consideration.

In the adoption of the CA perspective, there are three fundamental points about how to approach conversational code-switching: “relevance, procedural consequentiality and the balance between social structure and conversation structure” (Wei, 1998: 162).

- **Relevance:** the analysis has to be demonstratively relevant to the participants
- **Procedural consequentiality:** the meaning is not ‘brought along’ but ‘brought about’ in the course of interaction (Auer 1990: 80, also 1992)
- **Balance between social structure and conversation structure:** it is about how social factors such as identity, attitude and relationship is balanced in interaction.

From a methodological perspective, a sequential analysis of interaction is required. In the interaction, how participants use code-switching in order to mutually orient to one another’s utterances will be one of my primary focus. Thus, it is clear that the meaning of code-switching is hidden in the conversational context and therefore can not be fully understood without referring to the the context.

3.3.Ethical Considerations

All participants in this study are anonymous. They were clearly informed about their part in the project and their consent was sought. Prior to the data recording, the principal of the school as well as the teacher of the selected class granted approval for the research. Moreover, the participants were given information about what the aims of the

project are. They were also assured that participation was voluntary and their names would be kept completely anonymous. Thus, they were all notified that the retrieved information would be used in this study (Johansson & Svedner, 2006).

3.4. Validity

Conversation analysis is, in particular, “rigorous in its requirement of an empirical grounding for any description to be accepted as valid” (Peräkylä, 1997: 202). In this type of qualitative analysis, the data are the -only- main resource so it will be subject to careful scrutiny. Attributing some meanings to the switches can be misleading.

As Stroud (1992 in Wei, 2002: 169) points out, “such tendencies can misrepresent and obscure the complexity and dynamics of code-switching”. The factors below have been taken into consideration to increase the validity of my research.

- **Standardisation:** The transcription system developed by Jefferson (1988) has been used to ensure standardisation. According to Ten Have (1999: 77), “Jeffersonian conventions are the canonical transcription a ‘common language’ with some dialects”. Because transcript variation defies practicality and cause problems such as “a problem of inconsistency in the writings of the authors themselves” (O’Connell and Kowal, 1990), “a problem of reproduction, quotation, or editing of transcripts” (Kitzinger, 1998), or “a problem of reliability and intersubjectivity” (Kerswill and Wright, 1990; Peräkylä, 1997; Pitt et al., 2005).
- **Transparency:** In the transcripts, the original language is also provided with the translation to be able to achieve transparency. Some researchers (Aronsson and Cederborg, 1997) are criticized for only presenting the translation in the data or showing the original version in the data and producing the translation in the appendix (Bergmann, 1992). However, Ten Have (1999: 93) claims that these methods are not enough to make the data clear. By keeping in my mind that

transparency and access ensure validity, I have presented all the information and made it accessible to the reader in its original form. In this way, the reader can compare the translation of the text and feel free to challenge any part of it or suggest any alternative version of it.

- **Availability:** Both the tape and the transcript allowed me to listen to the data repeatedly (Sacks, 1984) to give priority to any unique moment if needed. That helped me have a form of “professional vision” (Goodwin, 1994) and “professional listening”.
- **Technology:** The study has been enhanced by a software named ‘Transana’ to transcribe the data because it has simplified the complexity of transcripts and transcribing practices. Transana that includes basic Jeffersonian symbols and adds time codes to link the audio-visual files and the transcript offers facilities for analysts. It is very helpful for databasing and organising (Ten Have, 2007). With the help of the software, the fundamental features of interaction has been recorded and studied effectively.
- **Emic Perspective:** CA analysis is built on the emic perspective. According to Seedhouse (2004: 314), an analyst “cannot make any claims beyond what is demonstrated by the interactional detail without destroying the emic perspective and hence the whole validity of the enterprise”. Therefore, it would not be wrong to say that a valid study can only be done by evidencing what has been claimed through a detailed sequential analysis (internal validity).
- **Generalisability:** It would be wrong to extend the findings beyond the specific classrooms investigated in one research (external validity) (Bryman, 2001). In Stroud’s words, “the problem of intention and meaning in code-switching is the problem of knowing to what extent the intentions and meanings that we assign to switches can in fact be said to be intended by a speaker or apprehended by his or her interlocutors” (1992: 131).
- **Data-driven:** The CA approach to conversational code-switching rejects avoids predetermined classificatory frameworks. Rather, it tries to reveal what is underlying in the data. Thus, it is not analyst- but data-oriented. The data are the

crucial factor in deciding what the patterns and then functions are. The researcher can only see and interpret the data as much as transcriptions allow (Liddicoat, 2007).

3.5. Reliability

Both the factors above and the ones below have increased the reliability of the research.

- **Multiple Hearing:** The data as a transportable, repeatable resource have allowed me to share it for multiple hearings as well as access to other readers. According to Ten Have (1999: 97), friendly supervision, comparing and refining transcripts and translations with other researchers gives me a chance to compare and contrast between what I and they have heard, which is useful and practical. The functions of code-switching in the reflexive relationship between pedagogy and interaction in the classroom have been researched no matter who is transcribing the data.
- **Anonymity:** In the course of data collection and analyses learners remain anonymous and outcomes are not related to their personalities.
- **Triangulation:** Because any one source of information above is likely to be incomplete or partial, practicing “triangulation, whereby a variety of data sources and different methods are compared with one another to cross-check data” is recommended (Mills, 2003: 80). Using multiple sources makes the collected information more reliable (Richards, 2001). In this vein, I have not only recorded but also observed the classroom. Questionnaires have also helped me support my claims.
- **Sampling:** Reliability of the research is also satisfied by the 16-hour recording, which covers a period of two months.
- **Technical quality:** The quality of the recordings is ensured by using a high quality HD recorder.

- **Relevancy:** Kirk and Miller (1986) claim that the findings should be “independent of accidental circumstances of the research” (cited in Peräkylä 2004: 285). In other words, purposefully-selected extracts have a great impact on the research in general as they can potentially change the result of the research. The relevance of the extracts selected has been given utmost attention to maximise reliability.
- **Background Information:** In the beginning of each extract, background information is provided to give a clear picture of the classroom to the reader. It is critical to become familiar with the setting (Heath et al., 2010) in order to understand the interaction fully.

CHAPTER IV

4. DATA ANALYSIS and DISCUSSION

In this chapter, the functions of learner CS extracts transcribed from the data are analysed in terms of their pedagogical functions. This section also provides answers to the research questions stated in Section 1.3.

4.1. Introduction

The data proved that all functions that will be analysed below, can be classified into major 10 categories. It is worthwhile to express that although these functions are presented separately, it is so common to see some of them overlapping in the same extract. In other words, one extract can serve more than one function at the same time. For example, Extract 40 is presented to give evidence of CS for reiteration (to create humour effect) but it also models CS patterns of asking for clarification, commenting and reiteration for clarification. To make it reader-friendly, I referred to the overlapping functions in parenthesis. Furthermore, all the categorization go hand in hand with the other classifications revealed by previous CS studies (e.g., Elridge, 1996; Liebscher and Dailey-O'Cain, 2005; Jakobsson and Ryden, 2010; Van der Walt, 2009) but expands on them and presents samples of a more-detailed analysis with the help of CA.

For this study, 16 teaching hours (40 minutes each) were analysed in detail (A2). 10 pedagogical functions were identified in relation to learner CS. In order to avoid ambiguity, the data were presented in its original form with all its imperfections such as misspellings, uncorrected grammar or sentence patterns as well as the use of capitalizations, abbreviations, shortened forms, asterisks and symbols. Changes were not made to avoid altering the meaning and message contained in the data. To differentiate between the base language and code-switching discourse, all Turkish words were italicised and the translations (marked with italic) were given in square brackets. Side arrow (→) only shows a sample of a function of learner CS (Please see the conventions in A1.). The interactions analysed in section 4 are all part of an ongoing exchange between teacher and student that neither started nor stopped with this particular interaction. We will now discuss the relationship between pedagogical focus and language choice by sequentially analysing these extracts (T =teacher, Lx =identified learner).

4.2.Metalanguage

The contrastive code-switching can function as enactment during conversation. According to Alfonzetti (1998: 195), bilinguals use code switching “to underline the climax of a story, to set off the setting from the events, to report the utterances of the characters in the story, to frame comments, to differentiate narrative from evaluative talk”.

Metalanguage
▪ Commenting
▪ Evaluating
▪ Eliciting procedural information
▪ Shifting the topic

▪ Emphasising
▪ Asking for clarification
▪ Asking for permission
▪ Negotiating meaning
▪ Noticing
▪ Solving misunderstandings

4.2.1. Commenting on the Task

Extract 1 (Lesson 14)

- 1 T: huh uh to let your hair down good good huh uh ok: I would pass Hamdi
2 because he's just came I would come back to you ↑Fevzi?
3 →L7: *ne çabuk geldi ya sıra?* [tr: how quick is it my turn?] (laughter)ehh if I
4 had a five thousand Turkish liras in my pocket I would go to Spain and I
5 would (.)watch *ne dicem Barselona'nın maçı ne demek?* [tr: what will I
say what does 'Barcelona match' mean?]
6 T: ok Barcelona match football match huh uh
7 →L7: yes ehh *dört tane değil mi?*[tr: isn't it four?] (.)if I had umm five thousand
8 Turkish liras in my pocket I would buy a new smart phone

In this extract, the teacher starts with an activity that reinforces if clause type 2 and asks students what they would do if they had five thousand Turkish liras in their pockets. The teacher obviously directs the turns in this activity as it can be seen in line 2. Fevzi is nominated to take a turn and s/he aligns with the teacher. In line 3, Learner 7 code-switches to mother tongue and this part functions as ‘preface’. Alfonzetti (1998: 193) claims that code-switching can serve as ‘entry-devices’. Before the learner produces his sentence he comments on the design of the turn-taking and complains about the speed of the turns because he probably doesn’t expect the teacher to skip another learner’s turn

and allocate him instead. Although the teacher doesn't want to break the cycle of turn-taking, s/he gives the reason why s/he skips a learner. The teacher obviously thinks that learners need some 'thinking time' to perform to their best so gives extra time to the latecomer student. As Learner 7 cannot remember a lexis but is not willing to leave the floor, asks the teacher L2 equivalence of a group of word. In line 6, teacher aligns and provides English equivalence of the word and ends her/his turn with a discourse marker 'huh uh' to signal that s/he leaves the floor for Learner 7. In line 7, learner takes the turn begins in L2 but code-switches to L1 to elicit procedural information (See section 2.2.3 to read more about this) and then switches back to target language and produce a meaningful and grammatically-correct sentence.

4.2.2. Evaluating

Extract 2 (Lesson 4)

- 1 T: huh uh they just give your money back
- 2 L1: ↑ huh
- 3 T: and you get the egg
- 4 →L1: *çok iyiymiş* [tr:that's good] (laughter)
- 5 T: yes that's that's very good (laughter) I always did online shopping for my
- 6 groceries huh uh ok please continue speaking you need to speak more
- 7 (T warns Hamdi) ok Yusuf he is speaking now (T points Hamdi)

In Extract 2, T shares her/his experience about the topic 'online shopping'. In the activity, all of the learners find the question about 'online shopping for groceries' unrelated as it is not popular in Turkey. Yet, the teacher wants them to familiarize with the life in native language countries as it is a part of the culture so tells learners about it. In line 2, learner 1 gives a back-channeling response 'huh' with rising intonation. Learner 1 code-switches to Turkish to give 'personal evaluation' about the teacher's

experience in line 4. It is clearly a shock for Learner 1 to hear what T explains as it is not a common procedure in Turkey. This evaluation gets a reaction (laughter) from the other participants. In the next line, the teacher close the interaction and ask learners to continue working in pairs and nominate a quiet learner to take a turn next as the teacher feels that s/he shies away from speaking.

4.2.3. Eliciting Procedural Information

Extract 3 (Lesson 11)

- 1 T: and without looking in your book ok you close the books and just
2 write everything like you know buying selling seller insurance
3 tax whatever write everything like this
4 →L3: *sadece kelimeleri mi yazıyoruz?* [tr: shall we only write the words]
5 L1: *kelime mi yazalım?* [tr: shall we write]
6 T: yes yes yes yes
7 →L3: *sadece kelimeleri yazıyoruz* [tr: we only write the words]
8 T: yes

In extract 3, T wants learners to brainstorm about shopping for a house to make them recall the lexis they have studied in the previous lessons. It is proved by many scholars that learners prefer talking in mother tongue rather than in target language for talking about the task. In line 1-3, the teacher gives procedural information about the activity. Learner 3 prefers code-switching to Turkish to make sure that s/he has understood correctly. Learner 1 continues asking her/his question in Turkish after Learner 3's initiation in line 5. Learner 3 seems that s/he evaluates what they will do in the activity but not starting the activity shows that s/he expects another confirmation from the teacher in line 7 by repeating the same sentence but in the form of affirmative not interrogative.

4.2.4. Shifting the Topic

Extract 4 (Lesson 4)

- 1 L3: but musics are have to free
2 T: huh uh ok it it has to be free
3 L3: yeah
4 T: so you download huh uh
5 →L3: I *başka bişey* [tr: something different] I'm sometimes I buy clothing and
6 shoes online shopping this is good thing for me because if I don't want
7 whatever I want I find clothes and shoes on the website on the website umm
8 T: ↑goo:d good one I like that

In extract 4, learners are expected to talk about their shopping preferences. Learner 3 claims that they shouldn't pay for music it has to be free. As it is a content-based activity, the teacher disprefers a direct and explicit negative evaluation to Learner 3's mistake in order not to interrupt the flow of the speaking and thus provides recast in line 2. Up till line 5, Learner 3 aligns with the topic 'online shopping for buying music' and the teacher wants to elicit more about this topic so continues it by commenting in line 4 and uses a discourse marker 'huh uh' to encourage L3 to produce more. L3 aligns by beginning her/his turn in target language, but then switches into Turkish and introduces a new theme 'online shopping for clothes' which is a subtopic. L3 disaligns to alert the audience for the shift and then aligns back by switching back to target language. Myers-Scotton's Markedness Model proposes that a shift or change in topic can initiate code-switching, which is in the same vein with Blom and Gumperz's situational code-switching (Myers-Scotton, 1993: 114–15). In other words, in line 5, the learner highlights for all participants that s/he has changed the topic slightly by code-switching to Turkish. This code-switching serves as a conversational resource to announce the sudden topic change, but is soon afterwards abandoned, so that the new topic is dealt with in the target language (English). At the end of her/his turn, the learner signals that s/he is now ready to give up the floor by using a discourse marker 'umm' in line 7.

Teacher immediately takes up the floor to give positive feedback and ends with a comment.

4.2.5. Emphasising

Extract 5 (Lesson 3)

- 1 →L3: *ben başka bir konuya geçtim şuan* [tr: I have shifted to a new topic now]if
2 we send a gift for an important person for us we'll buy product and then we
3 take this person's address and shipping company will deliver=
4 T: =deliver she says for example your friend lives in Ankara you buy a present
5 from the shop you have to send it and you pay extra money for shipping but
6 if you buy it online you just give the address address of your friend and then
7 they ↑will send it
8 L2: ok

In extract 5, learners have a discussion about online shopping. While one group supports the advantages of it, the others talk against and claim its disadvantages. The teacher role is to moderate and to give support when needed. All members talk against each other depending on readiness of themselves and their opinions so they self-select their turns. When learners have difficulty in understanding, they gaze at the teacher so she takes over for a short time to solve the conflict and then leaves it to the learners back again to control. As a member of the opposing group, Learner 2 understands what s/he claims after the teacher's explanation between the line 4 and 7. In line 1, Learner 3, not for teacher but for the opposing group, emphasises that s/he supports her opinion by changing the topic slightly to make it more advantageous for her/himself and the group s/he belongs to. She disaligns herself by code-switching to Turkish for emphasis and then aligns back by switching back to English.

4.2.6. Asking for Clarification

Extract 6 (Lesson 15)

- 1 →L1: what kind of refund is Ella willing to give ↑*yani*? [tr: it means?]
2 T: so she said if I don't like the dress if I give it back do I get ↑full refund
3 and she said ↑no you ge:t (.) ↑partial partial? we've got ↑two types of
4 refund it can be partial that means you get the part of the money back
5 ↑not all money and that's full refund that's a hundred percent what about
6 partial? it can be you ↓know

Extract 6 is taken from a lesson where learners do a listening activity and then answers some comprehension questions about what they have heard. Learner 1 reads the question first but cannot understand it so asks ‘*yani*?’ in Turkish. In this, ‘*yani*’ is a discursive item that does not have a specific meaning. Its meaning can only be inferred from a context. Its meaning can vary depending on its intonation even in the same context. This discourse marker signals that the speaker has not understood and needs clarification if it is used with rising intonation. In this extract, Learner 1 expects the teacher to clarify what the question asks. It can be because the word ‘partial’ has not been introduced before or learners have not heard it with the word ‘refund’ so they have difficulty in understanding. Between lines 2-6, teacher gives a lengthy explanation of the question and lexis ‘partial’.

4.2.7. Asking for Permission

Extract 7 (Lesson 11)

- 1 T: yes you are giving an advice to somebody who wants to buy a house
2 L3: °ok°
3 T: so: what do you advise?
4 →L1: *söyliyim mi*? [tr: shall I say it out?]

- 5 T: I'm just imagine I'm buying a house and you give me advices yes
 6 ↑Yusuf?
 7 L1: umm if you want if you want relaxing you should buy house with big
 garden

In Extract 7, learners are asked to think about tips to someone who wants to buy a house. Although the teacher has given procedural information before, s/he repeats it in line 1 after giving some time to think about it. In line 4, Learner 1 code-switches to Turkish and asks for the teacher's permission to take a turn. Asking for permission to take a turn is another function of metalanguage. More examples can be found in the data (A2). As a second part of adjacency pair, teacher delays granting L1's permission. The teacher first finishes her/his explanation and then validates L1's question by giving her/him a turn in line 5 and 6.

4.2.8. Negotiating Meaning

Extract 8 (Lesson 12)

- 1 L5: coat of paint ↑*nee:?*[tr: what?]
 2 T: paint well painting
 3 →L2: paint *boyama*[tr: paint] paint
 4 L5: ↑coat of?
 5 →L2: *coat ceket olarak buldum ama*=[tr: but I have found `coat' as jacket]
 6 T: for example you umm polish your nails one coat and then second coat
 7 what's that?
 8 →L5: *ikinci tur boyuyo üstüne boyuyo*[tr: she paints for the second coat second
 turn]
 9 T: yes huh uh that means coat for example I paint the wall and one coat and
 10 then second coat I ↑again to make it you know all clean and nice
 11 L2: huh uh

In Extract 8, learners look at and examine the advertisements about houses. They are written in short forms so they struggle with it. In line 1, Learner 5 does not understand the collocation ‘coat of paint’ and so switches to Turkish to ask its meaning. The teacher replies by simplifying it. In line 3, another learner tries to process the word by saying its name in both languages (reiteration is analysed in part 4.3.4). However, both Learner 5 and 2 are not satisfied with the simplified answer so Learner 5 asks the part of the collocation that is omitted by the teacher with a rising intonation. Learner 2 also checks it in her/his dictionary and finds the first meaning of it as ‘a part of clothing’ in line 5. Therefore, the teacher decides to explain it again and encourages learners to contribute by inviting them to code switch (teacher-induced CS; Üstünel, 2004) to be able to check their understanding. After Learner 5’s giving the Turkish equivalence of teacher’s utterance, the teacher provides positive feedback and provides another example by adapting the lexis to the context in line 9 and 10. Finally, Learner 2 shows that s/he has understood by using discourse marker ‘huh uh’. This extract proves that in language classrooms, learners code-switch to mother tongue to negotiate meaning.

4.2.9. Noticing

Noticing is an important term introduced by Lewis (1997, 2000). It is a major contribution of the Lexical Approach to linguistic theory because it helps conscious learning for acquisition to occur. Noticing is like a first step in the learning journey towards the acquisition. Lewis (1997: 52) claims that this journey start with a “transition from input to intake through exercises and activities which help the learner observe or notice the L2 more accurately, ensure quicker and more carefully formulated hypotheses about the L2, and so aid acquisition”. Noticing therefore is prerequisite to internalisation. He goes further to talk about the importance of negative evidence in

teaching-learning; this points to the occurrence of potential mistakes in language use, noting that the teacher is an important source of feedback on what is not sanctioned.

Extract 9 (Lesson 11)

- 1 L1: *ben şimdi bir şeye bağdaştırdım da*[tr: now I have made a relation with something]
- 2 T: huh?
- 3 →L1: *adulthood yetişkinlik childhood çocukluk neighbourhood komşuluk olmaz mı?* [tr: adulthood (means) being adult childhood (means) being child isn't neighbourhood being neighbours?]
- 4 L2: *ben de öyle düşündüm komşuluk diye*[tr: I thought the same being neighbours]
- 5 T: ↑uh huh uh huh
- 6 L2: *hatta brotherhood kardeşlik falan*[tr: and also brotherhood being neighbours]

Extract 9 represents a good example of code-switching for noticing. In this extract, the teacher and students negotiate the meaning of a lexis ‘neighbourhood’ that is introduced in the previous lesson. However, all the explanations do not satisfy the learners and thus Learner 1 shares her/ his hypothesis which is also the reason why s/he struggles like some of her/his friends in line 1. The suffix ‘-hood’ does not add the same meaning to all words, it can be used to form nouns describing various state of them. This is confusing for Turkish learners because all these nouns mentioned in line 3 and 6 take the same suffix ‘-lık’(the middle sound ‘ı’ is inflected according to the previous sound so it can change to any vowel accordingly.) in their Turkish equivalence. This interference causes a conflict. At first, the teacher does not understand why they still questions the previously-learned item in line 2 but realizes in line 5 that the meaning of the lexis ‘neighbourhood’ should be studied more. In this case, we can see both learners and teacher noticing in the same extract.

4.2.10. Solving Misunderstandings

Extract 10 (Lesson 1)

- 1 T: did you watch anything or? did you buy anything recently?
2 L1: buy anything?=
3 T: =buy you know
4 L1: buy?
5 →L2: =satin aldın mı herhangi bişey? [tr: have you bought anything?]
6 L1: *I didn't no hani ben evdeydim ya buy ı pek bağdaştıramadım* [tr: I was at home you know so I haven't made a relation]

In Extract 10, the teacher has a light chat with students and asks them what they have done on weekend holiday as a warming-up activity. In line 1, the teacher asks questions when there is a pause or s/he feels that the student has lack of ideas. In the process of talking, the teacher remembers the pedagogical focus of the lesson planned 'shopping' and uses a deictic language which can only be understood later on in the middle of the lesson (please see the appendix to see the data.). The teacher might ask this question to connect this activity to the main activity or to raise attention to the upcoming main activity. The teacher asks two questions. First of which is related to the topic but the second is unrelated so gets more attention from the learner. Thus, the first question goes unnoticed and Learner 1 shows her/his reaction to the question by partially repeating the trouble source turn. In this extract, Learner 1 struggles to understand 'buy' and finds it irrelevant to the flow of the speech so asks twice in line 2 and 4, but does not prefer code-switching to Turkish. Learner 2 gives Turkish equivalence of the question asked in line 1 to help them resolve the conflict. Learner 1 struggles to carry on in target language thus, in line 6, Learner 1 starts his turn in target language but feels that it will not resolve the problem so code-switches to Turkish to make her/his point clear.

4.3.Comprehension

Comprehension
▪ Showing comprehension
▪ Asking for feedback
▪ Scaffolding
▪ Reiteration (for clarification&emphasis)

4.3.1. Showing Comprehension

Extract 11 (Lesson 10)

- 1 T: page twenty and then you write ↑two more you write ↑two more what do
2 you think about moving out ok?:? please read it you've got two minutes
3 (LL start reading in silence)(2.0)
4 →L1: *gene anlamadım (.) napcamızı anlamadım* [tr: I didn't understand again I
didn't understand what to do]
5 T: you will write two more tips advice
6 →L2: *anladın mı?* [tr: do you understand?]
7 L1: *anladım* [tr: I understand] (laughter)(.)

In Extract 11, T gives procedural information in line 1. Learners are expected to read tips about moving a house and produce two more. After 2 minutes silence (line 3), Learner 1 code-switches to Turkish to express that he hasn't comprehended the task. The teacher replies in target language in line 5 because of institutional policies (please read part 3.1.2 for detailed information). In line 6, Learner 2 asks again because s/he thinks that Learner 1 has not fully understood what s/he is supposed to do for the task. But after the teacher's explanation for the second time in line 5, directing the same question can be face-threatening for both the teacher and the learner. Learner 1 may find asking the same question again pointless as the teacher does not prefer giving instructions in L1 so

Learner 1 does not want to be in a position in which s/he always fails to understand in front of other members of the classroom community. Thus, even if he does not fully comprehend, he disprefers asking again so pretends that he has understood or gives up trying to understand until his friend sitting next to her/him asks a question to reveal this. The question and then laughter after it in line 6 and 7 reveals that they both (Learner 1 and 2) have failed to understand.

In most of examples including this extract, the teacher is the participant who never code-switches back and forth between first and second languages so s/he avoids aligning with the learners and speaking in mother tongue. The teacher always speaks in target language. Learners sometimes align with it and switch back to target language consciously or unconsciously. When they do this consciously, it is because they are aware of the pedagogical focus of their presence in the classroom. However, when they code- switch back to English unconsciously because they may think that it is face-threatening for the teacher.

4.3.2. Asking for Feedback

Extract 12 (Lesson 10)

- 1 L3: it drives me off the wall when (.)thin (.)the thin person who eat too much
2 T: ↑ aww good one ↑ slim?
3 L3: yes ↑slim person eat too much
4 T: huh uh so:=
5 →L3: =yapabildim mi tam?[tr: did I manage it properly?]
6 T: it drives you crazy when a slim person eats too much but puts on no
weight
7 L3: ↑ yes
8 L2: humm
9 T: yes like me I'm not a slim person but I've got some friends they eat too

10 much but they eat ↑more than me and I ↑put on weight they ↑don't so
11 you know not good it's annoying ↑annoying?

In extract 12, the teacher starts the lesson with some expressions to express dislikes at the beginning of the lesson. Turns are determined by the teacher. In line 1, Learner 3 produces a sentence which is meaningful but grammatically-incorrect. In line 2, the teacher disprefers repairing it and gives positive feedback first. Then s/he only provides a prompt 'slim' but not the target sentence in line 2 as the teacher expects the learner to have a try. In reply to this, Learner 3 remakes the second half of the sentence (other-initiated self-repair attempt). When the teacher is getting prepared to provide an implicit repair with a rising intonation of evaluative discourse marker 'so', Learner 3 disaligns and code-switches to Turkish to ask the teacher for a feedback about her/his performance in line 5.

In second or foreign language classrooms, learners use mother tongue to speak about the task. It can be because it sounds artificial or because they are not on-task so there is no need to continue speaking in the target code. The teacher avoids giving feedback and continues her/his sentence by providing the correct version of the sentence in line 6. In reply to the teacher's repair, Learner 3 code-switches back to target language and produces a positive feedback with a rising intonation 'yes' which shows that she is satisfied because s/he has been understood by the teacher in line 7. Another learner (Learner 2) tries to comprehend the teacher's utterance in line 6 so produces a discourse marker 'hummm' that shows understanding. In next turn, the teacher continues clarifying her/his point and give extra examples for reinforcement (line 9-11).

4.3.3. Scaffolding

Extract 13 (Lesson 14)

- 1 T: humm so: well you can say I can help
2 L4: *help olur mu?* [tr: is help acceptable]
3 T: well you can say yeah
4 →L2: *ya da sonunda for help gibi bişey ekleyebilirsin* [tr: or you can add 'for help' in the end]
5 T: huh uh

In extract 13, learners are asked to make sentences to practise if clause type 2 as a warming-up activity. The question ‘what would you do if you had five thousand Turkish liras in your pocket?’ is written on the board. Learner 4 wants to make a sentence but is not sure how s/he can make it. The previous lines are not given here due to the lack of space (please check the data in the appendix for details.). In line 1 the teacher produces the discourse marker ‘humm’ that shows s/he is thinking what to say next. It does not take long to decide what to say as a reply so s/he uses another discourse marker ‘so’ to evaluate by stretching the sound in the end. The teacher provides a prompt for the learner. In reply to the teacher’s turn, Learner 4 code-switches to L1 and the reason why s/he repeats what the teacher has produced in interrogative form may be because s/he may have been surprised as it is a lexis that has been introduced in lower levels. In line 3, the teacher assures L4 by giving positive feedback in her/his reply. In line 4, Learner 2 takes a turn in Turkish and provides scaffolding for her/his peer by providing an alternative usage.

Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals (Sawyer, 2006) (Please see 2.3.3 for further reading.).It is generally thought that scaffolding can be provided by the teacher in the classroom. Wood Bruner and Ross (1976) claim that support can be given by the teacher or more knowledgeable peer in

providing comprehensible input and moving the learner into the zone of proximal development. In next turn, the teacher validates L2's turn and gives her/him a positive feedback with a discourse marker 'huh uh' to show agreement in line 5. The teacher may have thought that learners are not only responsible for their own learning but for other members of their classroom community as well.

My observations have drawn insight into the classroom as a community. Not only in this specific classroom but also in others as well, learners feel that they constitute a community in which they share some common properties. One of these properties is the reason to enrol the course and be present for the instruction in the same setting, which means they have the same goal. It is clearly observable that learners scaffold for each other continually such as giving each other's prompts, providing Turkish or English equivalence or explaining the procedure and so on. They do all of these for three reasons. The first one is that they belong to the same community and the second one is that the teacher ask them to do so and the last one is they are the participants of the interaction and so for the sake of conversation they have to cooperate (Grice's Cooperative Theory). As Gordon Wells (1987: 218) concedes, "conversation may not be perfect as a means of information exchange... but when engaged in collaboratively, it can be an effective medium for learning and teaching. In any case, since there is no better alternative, we must do the best we can."

4.3.4. Reiteration

Extract 14 (Reiteration for clarification) (**Lesson 10**)

- 1 L7: it bugs me when people very speaks umm
- 2 T: when people?
- 3 →L7: *çok konuştuklarında*[tr: (people) speaks too much]
- 4 T: when people speaks too much

5 L7: speaks too much

6 T: ok:

In Extract 14, the teacher asks students to produce a sentence to show their dislikes by using some structures. In this activity, turns are decided by the teacher. The other students are in the status of active listening unless they have something to contribute or have a question to ask. In line 1, Learner 7 takes her/his turn and produces a sentence following teacher's nomination. Because the sentence needs repairing, the teacher repeats the second half of the sentence till where the trouble source starts in order to give a hint to the learner in line 2. Instead of self-repairing the ill-made sentence, Learner 7 code-switches to Turkish and reiterates to clarify what s/he has said (line 1) in line 3. And then the teacher gives up expecting a repair from Learner 7 and provides a repair (other-initiated other-repair) in line 4 in the target language. The learner aligns with the teacher's code and code-switches back to English in line 5 and produces target language. Finally Learner 7 can only get a positive feedback 'ok' from the teacher as s/he has not provided a repair on her/his own although the teacher has signaled it in line 2 but s/he has missed this opportunity.

Extract 15 (Reiteration for Emphasis) (Lesson 7)

1 T: ok that's that's good but what happens if you you know if you are out of

2 charge?

3 →L8: if not, I am bored *çok çok sıkılıyorum*[tr: I am very bored]

4 T: you you are bored

5 L8: yes

In this extract, learners are talking about the things they cannot live without. Learner 8 talks about the importance of mobile phone for her/him. This statement makes the teacher ask more questions about the topic to elicit more information in the target language. In lines 1 and 2, the teacher asks a question. Learner 8 gives a meaningful

sentence for the context in target language first and then code-switches to mother tongue to give the Turkish equivalence what s/he has just said in mother tongue without a pause. The learner may have done this to place emphasis on the degree of how much he is bored. In next turn, the teacher evaluates what Learner 8 has said by using an emphatic language so just repeats the same sentence with changing it's subject to personal pronoun 'you'. The learner aligns with the teacher's code and switches back to English with a 'yes' to express agreement without any intonation.

4.4.Group Membership

Group Membership
▪ Creating humour effect
▪ Group solidarity
▪ Giving support (Self /T-directed)
▪ Personal Experiences
▪ Hedging (For T/ Learner)

4.4.1. Creating Humour Effect

Extract 16 (Lesson 5)

- 1 T: hello↑
- 2 →L2: *bizde çıkıyoduk hoşgeldin*[tr:we were leaving, welcome] (laughter)
- 3 T: almost over
- 4 L1: *bitmeye yakın ahh* [tr: almost over] (laughter)

In Extract 16, the teacher has started the lesson and one of the students arrives late and the teacher greets her/him in line 1 with a rising intonation. In the next turn, Learner 2 purposefully code-switches to Turkish to create a humour effect in the classroom. Moyer

(1998: 220) claims that code switching is used for the purpose of 'humour effect'. These kind of switches appear to develop a sense of group solidarity, often occurring in gossip and jokes. She also makes a relationship between code switching and identity and expresses that bilinguals code-switch for humour and irony to show ambivalence which they have about their identity. This is also investigated in Woolard's (1998) research in Catalonia. All learners even the latecomer student and the teacher laugh at the joke after Learner 2's utterance. In line 3, teacher takes advantage of this state and refers to the previous lessons and produces the lexis 'almost over' which has been covered recently. The teacher's aim to do this, can be that s/he may have wanted to recycle the lexis or encourage the learners to use the items that have been taught to practise whenever they have a chance. In line 4, another learner continues with the code Learner 2 has initiated (Turkish) and gives a Turkish equivalence of the teacher's turn. Then s/he ends her/his turn with a discourse marker 'aah' that is used for expressing surprise. Learner 1 may have provided this marker because s/he may be sorry why s/he has not retained it or it can be a sign of recycling it in the talk in action. Learner 1's indication of her/his surprise with the discourse marker 'ahh' creates a humour effect even if s/he has not done it on purpose contrary to the learner's utterance in line 2.

4.4.2. Group Solidarity

Extract 17 (Lesson 3)

- 1 T: no you have to you have to support your own idea you can't say yes I agree
- 2 with you (laughter) so: where is discussion then?
- 3 L1: huh if you don't use the internet you don't make a online shopping
- 4 →L5: *ee* we use internet *yani* [tr: of course we use the Internet]

In Extract 17, students are asked to discuss online shopping. The learners are put into groups and they are supposed to talk against each other and support their ideas. In the previous lines, one of the learner agrees with another learner in the opposing group,

which cause a humour effect in the class but the teacher warns the students in line 1, reminds them their goal in line 2 by saying ‘where is the discussion then?’. In next turn, Learner 1 aligns with teacher’s request, shows that s/he has understood by using a discourse marker ‘huh’ and then produce a sentence. In line 4, L5 initiates her/her turn with a discourse marker ‘ee’ to signal that Learner 1’s point is not meaningful for their case because they are all competent internet users. At the end of her/his sentence, s/he switches to Turkish to produce ‘yani’, that is a discourse marker used to express her/his Turkishness. As it is in the final position, it does not help the learner to hold the floor as well. Elridge (1996) claims the similarities between the Liverpoolian ‘like’ and the Turkish ‘yani’ in his study. Because they both do not carry any value in terms of the content transmitted. Heller (1988: 92) argues that by code-switching, learners refuse to agree with all the obligations of being English even if they are willing to learn that language. Gumperz makes a clear distinction between ‘we’ and ‘they’ code. The extract (17) shows that according to Gumperz’s terms, while s/he uses Turkish as the ‘we’ code, English is regarded as ‘they’ code. He links these terms with a notion of group identity:

The tendency is for the ethnically specific, minority language to be regarded as the ‘we-code’ and become associated with in-group and informal activities, and for the majority language to serve as the ‘they-code’ associated with the more formal, stiffer and less personal out-group relations. (Gumperz, 1982:66)

As far as I know from my experiences as a teacher, the use of mixture of English and Turkish in language classrooms is very common. It is very interesting to see that learners still prefer this style which is a composite of two languages while –especially in this case- the word that they borrowed from their first language does not contribute anything to the sentence in the target language. Rather, the sentence is distorted with the addition of the borrowed word from mother tongue. Thus, it would be faulty to undermine this issue and state that only function of CS here is to show learners’ Turkishness against all the obligations of being English. Thus, Auer (1988: 207) claims that “it seems that members of the same network adapt to each other and develop a common style of linguistic behaviour which may or may not be characterised by code-switching and

transfer” . I assume that learners use this ‘careless’ language purposefully because they do not want to look so ‘competent’ in target language as it will look ‘snobbery’ which may disturb the other members of the community. This is only a suggestion and needs further research.

4.4.3. Giving Support

4.4.3.1. Self-directed

Extract 18 (Lesson 9)

- 1 T: for example I say ↑ swap if you support Galatasaray (a Turkish football
2 team) so if you support you you know ↑change your seat
3 L3: *nee?* [tr: what?]
4 T: so you understand ↑no?
5 L8: if not?
6 L9: *Türkçe olarak bir anlatabilir misiniz?* [tr: can you explain it in Turkish?]
7 T: I don't speak in Turkish in B1 class in B1 class no
8 →L3: *şimdi şey söylecek Galatasaray'ı destekliyorsan sen kalkacaksın yani o*
9 *düşünceye katılıyorsan kalkıp yer değiştireceksin*[tr: she will say
something if you support Galatasaray you stand up if you agree you swap
with somebody]
10 T: you change your seat

In Extract 18, the learners play a game at the final phase of the lesson. In line 1, the teacher gives the procedural information but the learners struggle to understand the instructions. In the next line, Learner 3 code-switches to first language to express that s/he has not understood. The teacher tries to check the learner’s comprehension in next turn with a rising intonation ‘no’. Learner 8 takes a turn and asks a question to elicit more procedural information about the game in fifth line. Learner 9 code-switches to

Turkish to request the teacher to give the instructions in mother tongue in line 6. As it is explained in the introduction, the teacher has an only-English policy in the classroom and sticks to it strictly. Therefore, s/he disaligns and prefers speaking in the target code because of pedagogical purposes. She does so because she thinks that the level of learners is high enough to be able to understand the instructions in English. That's why; she emphasises the level of the class. Although there is no request from the teacher to Learner 3 to give instructions in Turkish, the learner does so in her/his turn. S/he may have done so because she thinks that another participant (Learner 9) needs it to be explained further so Learner 3 supports her/him in line 8 and 9 by giving the Turkish equivalence of all the instruction. This move does not get any praise or feedback from the teacher because the teacher may have considered this as an 'unnecessary' use of first language after her/his rejection of using L1 and emphasizing that the learners should be competent enough to comprehend basic instruction like this (line 1). In the final turn of this extract, the teacher only summarises the activity by simplifying it in line 10.

4.4.3.2. *T-directed*

Extract 19 (Lesson 9)

- 1 L1: *independently ne demek?* [tr: what does independently mean (in Turkish)?]
 2 T: what does independent mean?
 3 →L3: =*bağımsız*[tr: independent]
 4 →L7: =*bağımsız*[tr: independent]
 5 T: huh uh for example you buy a car from me and I say go to ↑that car
 6 dealer and you go there and he tells lies I tell lies and we sell the car
 7 (.)but if you go to a ↑different card dealer different repairman so: that's
 8 an ↑independent

In this extract, the topic is shopping for a car and they read a text about mistakes that people make when they buy a car. After reading, the teacher checks the learners' comprehension and the learners ask questions about the text. In the first line, Learner 1 takes a turn to ask a word that s/he struggles with. In line 2, the teacher directs the question without selecting any learner to take a turn and provides them with scaffolding by omitting suffix '-ly' to simplify it. This line is a good example of teacher-induced code-switching as the teacher encourages the learners to provide the Turkish equivalence of the word 'independent' (Üstünel, 2004). The teacher invites learners to code-switch to mother tongue by asking directly such as 'what does it mean in Turkish?', 'How do you say that in Turkish?', 'what does it mean?', 'it means?' or indirectly by rising her/his intonation 'socialise?'. The learners (Learner 3 and Learner 7) aligns with the teacher's request and replies to Learner 1's request after the teacher's pointing them in the direction of Learner 1's request.

This function differs from a self-directed support because Learner 3 and Learner 7 get a positive feedback with a discourse marker 'huh uh' that shows that their contribution is validated by the teacher. While Learner 3 who aligns with the teacher in this extract gets a feedback, the same learner cannot get a feedback in the previous extract (Extract 18) as s/he disaligns with the teacher and directs her/himself to support another learner. In Extract 18, the teacher finds support unnecessary considering the level and the pedagogical purposes so the learner's support of explanation of instructions in Turkish is ignored and the teacher continues as if s/he has not heard the previous utterance. Support from the class members or teacher can be very effective tool if necessary. Teachers try to balance giving support to learners as spoon-feeding would only make learners overdependent on the teacher's help all the time.

4.4.4. Personal Experiences

Extract 20 (Lesson 1)

- 1 T: but if you're watching the others well you must know how to you
2 know you ↑learn you learn [by watching
3 →L1: [I can learn I can learn but I don't know
4 *istemiyorum* [tr: I don't want] I don't want
5 T: you don't want to do it ok that's that's fine=

In Extract 20, this conversation is constructed in the very beginning of the lesson. One week passes after the last lesson so the teacher wants to do a speaking activity as a warm-up. The learners are asked what they have done at the weekend. The conversation is shaped by the learner's ideas shared. The learner has a routine and boring weekend and therefore, starts talking about the ideal weekend. In the first line, the teacher takes a turn to elicit more information on the subtopic 'dancing'. The learner does not allow the teacher to finish her/his turn and takes a turn to express her/his ideas. In the middle of her/his turn, s/he code switches to Turkish to share her/his sincere feelings about it. According to Jorgensen (1998), code-switching can function as 'a way of changing the subject into something private, or to express emotions'. Turkish is used for private business and for emotional utterances in Extract 20. Because this is her/his personal opinion, s/he prefers to code switch back to mother tongue as it may sound more genuine compared to more 'artificial' target language. Learner 1 reiterates by giving Turkish and then English equivalence of her/his utterance in line 4. After showing her/his personal idea, s/he immediately aligns with the teacher and switches back to the target language. In reply to Learner 1's turn, the teacher evaluates the situation and closes the topic.

4.4.5. Hedging

Extract 21 (For T) (Lesson 15)

- 1 T: ↑ ahh ok ↑just for your project so you are a hardworking student huh? At
2 university?
- 3 L9: no
- 4 T: because you always talk about your project
- 5 L1: *yok öyle bir şey* [tr: no never](laughter)
- 6 L9: no
- 7 T: ↑ no?
- 8 →L9: *no: hocam benim şimdi kuzenlerim var aynı sınıftayız proje yapalım*
9 *dediler yani o yüzden katıldım onlara değilse yapmazdım yani* [tr:
Madam I've got two cousins we are in the same class they asked me to do
a project and I agreed otherwise I wouldn't]
- 10 T: hum

In Extract 21, the teacher engages learners with a speaking activity. The learners are expected to speak about what they would do if they had five thousand Turkish liras in their pocket. Learner 9 talks about the class project they do in her/his department. Learner 9 uses that target structure (please see the data mentioned in the appendix.) but the teacher wants to elicit more from the learner so asks more questions in lines 1 and 2. Learner 9 replies the teacher's question as economically as possible with one word answer 'no'. In next line, the teacher explains the reason why s/he thinks so. Learner 1 takes a turn as he knows that the teacher's hypothesis is not correct. Learner 1 code-switches to Turkish to lighten the mood (please see CS for humour effect) and gets laughter from the class as s/he has targeted. Learner 9 continues in L2 with a 'no'. In next line, the teacher puts emphasis on 'no' by pronouncing it with a rising intonation in line 7. The teacher may have done this because s/he has expected more than a 'no' as a reply from this student as s/he has been trying to elicit more from the learner. In line 8, the learner initiates in target language and produces another 'no' and then code-switches

to mother tongue to give the reasons why he is not a hardworking student. It is clear that the learners avoid producing ‘hayır’ or ‘yok’ to express disagreement as it would be more face threatening. They may think that producing a reply to show disagreement in mother tongue is harder than producing a disagreement word such as ‘no’ in target language as they alienate themselves by CS. Therefore, they use English equivalence of the word instead of producing it in their first language to soften or weaken what they say. I looked for patterns if it is the case only for teachers or it is valid for the learners, too so please check the next extract to see if learners hedge their language for their peers as well.

Extract 22 (For a L) (Lesson 14)

- 1 T: who wants to go to Miami was it? (.)would you take Hamdi with you?
- 2 L2: no: ((laughter))
- 3 T: no: ((laughter)) Hamdi sorry for you
- 4 →L2: *yani beş bin lira param var kusura bakma yani*[tr: sorry but I have got (only)five thousand liras]

In Extract 22, the learner does the same activity in Extract 21 to practice if clause type 2. Both learners want to go to Miami and the teacher makes a joke after hearing that both learners want to go to Miami for holiday. In next line, Learner 2 refuses the suggestion with a stretched ‘no’ in line 2, which creates a humour effect and Learner 2 gets a reaction (laughter) from the learners. In next turn, the teacher echoes Learner 2’s utterance and comments on the situation. In line 4, like in the previous extract (Extract 21), Learner 2 code-switches to Turkish to give her/his excuse for her/his refusal. It can be inferred from these extracts (Extract 21 and 22) that learners use CS for hedging as a conversation strategy. While they produce their refusal in target language as it would sound gentler, they code switch to mother tongue to express their apologies.

4.5.Equivalence

Equivalence
▪ Asking for L1 equivalence
▪ Asking for L2 equivalence
▪ Giving L1 equivalence (T/Learner-Induced)

4.5.1. Asking for L1 Equivalence

Extract 23 (Lesson 4)

- 1 L3: kno:wledge?
- 2 T: knowledge
- 3 →L3: *o ne demekti tam anlami?* [tr:what does exactly mean?]
- 4 T: it's for example my knowledge about English=
- 5 L3: *=bilgi bilgi pardon bilgi* [tr:knowledge knowledge sorry knowledge]

In Extract 23, Learner 3 asks the teacher for the meaning of a word with a rising intonation. Instead of showing alignment with the Learner 3's request, the teacher provides a repair for the mispronounced word in line 2. And then Learner 3 code switches to Turkish to clarify that s/he is not interested in the pronunciation of the word but the Turkish equivalence of it. As the teacher in this context never uses mother tongue, s/he recasts to make the meaning clearer in line 4. After the teacher scaffolds with an example, Learner 3 uptakes and provides the Turkish equivalence of the word in the next line (line 5). The teacher activates her/his previous knowledge. The example the teacher gives, triggers Learner 3's memory and thus the learner retains it without a pause and feels apologetic because of not remembering it before in line 5.

4.5.2. Asking for L2 Equivalence

Extract 24 (Lesson 6)

- 1 L3: so: I don't drive fast it's my children umm (.)also back seat problem
2 T: huh uh
3 →L3: for my children I'll *bebek küçükler için koltuk?*[tr:seat for little ones babies]
4 T: baby seat
5 L3: humm baby seat I'll buy baby seat for them
6 T: huh uh

In Extract 24, learners are asked to choose family or sport car by providing a reason for their preference. This is a role play activity and they act as parents and make a decision in pairs. After they select the car, the class comes together to hear each other's decisions and their reasons for it. The teacher addresses each pair in turns. In line 1, Learner 3 shares their decision they have come to and teacher uses a discourse marker 'huh uh' to signal that she is actively listening to them (back channeling). In the next line, she continues with their ideas why they do not prefer a fast car but she cannot recall the lexis to express her ideas in line 3 so she ends with code-switching to Turkish to her/his statement which is initiated in target language. In line 4, the teacher responds to Learner 3's request and provides the lexis. The learner initiates her/his turn with a discourse marker to signal that s/he thinks how s/he will adapt the lexis to her/his sentence and repeats the word to gain more time to think and then produce a meaningful and grammatically-correct sentence in line 5. In reply to this turn, the teacher gives positive feedback by using a discourse marker 'huh uh' to signal validation in the last line of this extract.

4.5.3. Giving L1 Equivalence

Extract 25 (Teacher-Induced) (Lesson 8)

- 1 T: =↑yes they they inspect (T writes it on the board)(.)ok:?? get your cars get
2 your car inspected what does it mean in ↑Turkish ↑ gu:ys?
3 →L1: *kontrol edildi* [tr: it is inspected]
4 T: uhh huh ↑you: get your car inspected

Extract 25 is a part taken from the post-reading activity. The reading text is about the problems people face when they buy a car. The learners are expected to give advice in the end of the activity. In this part, the teacher checks their comprehension. In line 1, teacher introduce a word taken from the passage and write on the board but there is a short silence and s/he thinks that the meaning of the sentence is not grasped by the learners so she continues with a stretched ‘ok’ in risen intonation so she notices (please see ‘noticing’ in part 4.2.9) that more instruction is needed for this word so s/he decides to scaffold and uses the lexis in a sentence (teacher noticing). At the final part of her/his turn, the teacher wants to make sure of their comprehension and invite the learners to provide Turkish equivalence of the word (teacher-induced CS). Learner 1 aligns with the teacher and code-switches to Turkish at the teacher’s request (line 2) in line 3. In next turn, the teacher gives her/him a positive feedback and repeats the example again given in line 1 as this lexis is used as a collocation so the teacher may have repeated the example to help the learners recycle and retain it as a chunk.

Extract 26 (Student-Induced) (Lesson 5)

- 1 L3: *bir dakika*[tr:(hold on)a minute]what's the meaning of /kənvɜ.tai.bl/ ?((L3 mispronounces ‘convertible’))
2 →L2: *dönüşebilen*[tr:convertible]
3 T: convertible

- 4 L2: *dönüştürülebilir olması lazım*[tr:it should be convertible]
 5 T: but it can be open or you know covered

In Extract 26, the topic is ‘shopping for a car’ and learners are asked to talk about the features of cars in a post-listening activity. In line 1, Learner 3 code switches to Turkish to gain some time to think and then code-switches back to the target language to ask for clarification of the word. Learner 3’s question in line 1 functions as the one in line 2 in the previous extract (Extract 25) and Learner 2 aligns with Learner 3 and produces the meaning in Turkish (student-induced code-switching). In the next line, the teacher provides repair and gives the correct version of the word to make sure that the learners have enough input to learn the pronunciation of the word. In line 4, Learner 2 probably misunderstands the teacher’s repetition of the lexis and code switches back to Turkish again to comment on the lexis (metalinguage). In line 5, the teacher tries to clarify the meaning for the context by exemplifying it.

4.6.Mood /Feeling

Mood
▪ Expressing shock
▪ Expressing frustration
▪ Expressing surprise

4.6.1. Expressing Shock

Extract 27 (Lesson 10)

- 1 T: why? so when you do your homework that's how you get dut dudut ((T shows Ss her detailed feedback))
 2 L1: ohh

- 3 T: I write loads of notes for you so?
 4 →L1: *hepsini İngilizce mi yazdınız?* [tr: did you write them all in English?]
 5 T: ((laughter)) are you asking? I never speak in Turkish in the class I never
 6 write in Turkish
 7 L1: yes I know

In Extract 27, the teacher collects homework and gives feedback on them. As writing a text can take a long time, the teacher prefers to give it as homework and comment on it afterwards. At the beginning of the lesson, the teacher gives out the writing homework and explains if there are questions on it. This is the first time that the teachers give feedback on their writing and in line 1, s/he shows a sample of homework with the feedback on. In the next line, the learner who has done the writing use a discourse marker ‘oh’ to express her/his shock. The teacher’s aim is to show what kind of feedback to expect from their writing homework so the teacher explains it in line 3. In reply to the teacher’s explanation, Learner 1 code-switches to Turkish to express her/his mood because s/he is shocked by the length of the feedback written by the teacher. In the next line, the teacher is bemused by the learner’s reaction and illuminates the learner as s/he only writes and speaks in English in the class with a strong language by using ‘never’ twice. In line 7, Learner 1 code-switches back to target language as the shock fades away.

4.6.2. Expressing Frustration

Extract 28 (Lesson 13)

- 1 T: ok good right ↑yes Kübra how are you today?
 2 L3: umm not good=
 3 T: =not good why?
 4 →L3: *hocam şuanda konuş miyim gerçekten kötüyüm de* [tr: Madam I don't
 want speak now (because) I don't feel well]

- 5 T: really? ok I can see something on your finger as well ((T realises a plaster
6 on S's finger)) is it an accident?
7 L3: humm o *ayrı* [tr: that's another (thing)] I cut my finger in the afternoon

In Extract 28, at the very beginning of the lesson the teacher greets everybody before introducing what to do in the lesson. In the first a few minutes, the teacher goes around in turn and chats with learners about light things to make them feel comfortable in the classroom. In the first line, the teacher gives a positive feedback for another learner and a discourse marker 'yes' with rising intonation to initiate conversation with Learner 3. The teacher greets her/him asks about her/his welfare but in the next line, Learner 3 uses a discourse marker 'umm' to signal her/his dispreference. The second part of the adjacency pair is delayed and then she expresses that s/he is not well. In line 3, the teacher repeats her/his reply without a pause and attempts to elicit the reason of her/his not feeling well. In the next line, the learner disaligns with the teacher and code-switches to mother tongue and expresses her feelings. I put this under the title of 'frustration' as she looked frustrated while speaking. In line 5, the teacher sees a plaster on the learner's finger and makes a relation with the learner's present feelings. The teacher asks if the reason of her/his feeling 'not good' (Line 2) results from her finger. In line 7, the learner continues in mother tongue and clarifies that her/his finger is not the main reason which she does not want to talk about. After the clarification, she code-switch back to English and describe the minor accident she has had.

4.6.3. Expressing Surprise

Extract 29 (Lesson 2)

- 1 T: huh huh high definition ok good I think we have said all of the features
2 so that's good now we'll do little bit of speaking so it's speaking spoken
3 production ↑ eight ((T writes the criteria about the skills depending on
4 European Language Portfolio)) spoken production eight it's from the

- 5 portfolio right?
6 →L5: ayyy [an expression to show surprise and excitement]
7 T: that's the short form do you have it no?
8 L5: cik [a negative expression to show disagreement]

In Extract 29, this is the final phase of a reading lesson. The learners have read a description of a camcorder and then talked about the features of it. The teacher shifts the topic and introduces a speaking lesson between the lines 1 and 6. Before the activity the learners are informed about the criterion they will cover from the European Language Portfolio which they are supposed to have available every lesson (please read more about it in section 1.2.2 in the Introduction). Unfortunately, they generally forget to bring it as it is an evening class and most of the students attend to course right after their classes after university without having a change to have a quick visit to where they stay.

After giving the context of the extract, it is easy to understand why Learner 5 is surprised in line 6. When the teacher describes which criterion they will cover in that lesson, Learner 5 replies with an exclamation mark ‘ayyy’ to show her surprise and disappointment. In line 6, the teacher completes her/his explanation about the portfolio and feels that the learner does not have the portfolio available so the teacher ends her/his turn with a negative marker ‘no’ by rising intonation. In line 8, instead of replying the teacher’s question with a simple ‘no’ in target language, the learner disprefers that and utters ‘cik’ which is the sound that people make to show their disagreement. It is a very common expression among young people especially in texting. This is the type of language when the class members talk to each other so s/he aligns with the code that the other members of the community (the classroom) uses not the one that the teacher expects her/him to use (please see ‘group solidarity’ section for more information).

To summarise, language learners do not prefer to use target language when they want to express their genuine feelings and opinions. Instead, they code-switch to their first language, express themselves and then switch the code back to the target language. I

don't think that they do this unconsciously because it is clear from the extracts that they only use first language for some functions such as expressing their 'moods' and when they have finished doing so, they change the code as they are aware of the pedagogical focus of the lesson.

4.7. Floor Holding

Extract 30 (Lesson 3)

- 1 T: around the world we see it on the internet on Tv=
- 2 →L1: =yes yes *yani* [tr: I mean] I think very I think all the websites ↑not safe=
- 3 T: not very safe=
- 4 L1: =huh huh=

In Extract 30, the learners discuss the online shopping and they are given some time to take some notes before starting the activity but in the process of discussion, they can not only read or just tell the memorised lines. They have to improvise during the discussion because the topic is mutually shaped by all participants and the direction of it cannot be estimated. The teacher tries not to intervene as s/he wants them to solve the problems and support their ideas. S/he only gives supports when s/he feels that the learners cannot move the discussion forward without it.

In line 1, the teacher prompts Learner 1 a lexis in the previous line and when s/he does not understand so exemplifies it. In line 2, Learner 1 accepts the examples, code-switches to Turkish and use a discourse marker 'yani'(please check 'group solidarity' to read more on 'yani'.). This marker functions as filler and gives Learner 1 more time to hold the floor. And immediately Learner 1 code-switches back to the target language to say the sentence s/he has just produced but there is a problem with its sentence. The learner fails to place 'very' correctly and to use a verb. In line 3, the teacher ignores the second trouble and provides implicit repair and places it correctly in her/his prompt. In

the last line of this extract, Learner 1 uses a discourse marker ‘huh uh’ to signal her/his comprehension.

Like in every language, there are words or sounds that do not have a message value. Participants in a conversation use them to signal to others that s/ he has paused to think but has not yet finished speaking. The markers can have essential function when the speaker needs to pause for a moment to think before continuing on with verbal communication. In Turkish, ‘yani’ (it means), ‘şey’ (thing), ‘işte’ (that is), and ‘falan’ (as such, so on) are common fillers. Thus, I will analyse one more extract to sample another Turkish filler ‘şey’ to show the frequency the learners use these in their communication especially when they need to improvise.

Extract 31 (Lesson 2)

- 1 →L1: humm this.. şey [tr: thing]online shopping is unsafer than şey [tr: well]
2 market shopping=
3 T: =is safer or?
4 L1: unsaf[er

Extract 31 is also a part taken from the discussion activity mentioned above (Extract 30). Learner 1 makes a statement but cannot remember a lexis and code switches to Turkish and uses a placeholder word ‘şey’ in Turkish. It functions just like ‘whatsit’ in English. Instantaneously, Learner 1 code-switches back to English in the rush of the discussion and initiate the sentence but cannot still remember the word s/he needs so uses the placeholder ‘şey’ again in Turkish and back to English as soon as s/he retains the word s/he has been looking for. In line 3, the teacher tries to scaffold as s/he notices that the learner is struggling but s/he makes her/his point clear in line 4 in reply to the teacher’s question to understand the reason that has led to the confusion. The learner code-switches so strategically that s/he only code-switches back and forth to compensate her/his lack of lexis. S/he does not prefer interrupting the flow of the discussion and use code switching as a conversation strategy to hold the floor just like it is in the previous

extract. And s/he manages to remember what she looks for and ends her/his turn successfully.

Extract 32 (Gaining Time) (Lesson 14)

- 1 L8: umm festival continue three days
- 2 T: huh uh
- 3 L8: humm *ondan* [tr: that] world's best djs
- 4 T: huh?
- 5 →L8: *ondan sonra başka noluyordu orlarda?* [tr: what else happen there?]
- 6 umm I stay and or hotels

In Extract 32, learners express how they would use some amount of money and Learner 8 tells the class why s/he prefers going to Miami. In line 1, the learner shares her/his ideas and gets a positive feedback ‘huh uh’ from the teacher. Then, the learner continues speaking about the festival and code-switches to Turkish and produces only one word ‘ondan’ which does not add any message value but has a floor-holding function (please see ‘floor-holding’ to read further.). In line 4, the teacher struggles to understand so produces a discourse marker ‘huh’ to express her/his incomprehension. In reply, the learner code switches to Turkish and thinks aloud to gain more time to think. This self-talk functions as a filler and after using the discourse marker ‘umm’ to show her/his thinking s/he then code switches back to English in line 6 because of pedagogical focus.

4.8. (Dis)Alignment

There are two types of disalignment. While the one that is validated by the teacher shifts the direction of the topic in the conversation and the other type that is strategically ignored, is regarded as ‘not produced at all’ by the teacher for pedagogical reasons.

Extract 33 (Validated by T) (Lesson 3)

- 1 T: no like anybody yes Fevzi so it takes a long time=
2 →L7: =yes yes *hocam o tamam nasıl başlasam?* [tr:Madam how shall I start?]
3 ((unintelligible talk 0.2)) yes I agree but if you use shipping you have to pay
4 money
5 L3: shipping?
6 T: so:
7 L1: *kar*[go[tr: shipping]
7 L5: [*kargo*[tr: shipping]
8 T: if you do online shopping you have to pay extra money for shipping
good good point

The Extract 33 is taken from a lesson in which a discussion about the advantages and disadvantages of online shopping takes place. As the teacher realises that some learners dominate the discussion largely, s/he intervenes and disprefers Learner 1 to take a turn and nominates Learner 7 to take a turn and provides scaffolding by summarising the point where the discussion is. In line 2, Learner 7 disaligns and code-switches to her/his first language even though s/he initiates her/his turn immediately. The learner asks the teacher how to start but the various replies from her/his group members give her/him ideas about it in a short time (0.2). They make a decision and s/he vocalises their point so code switches back to the target language and produces a meaningful and grammatically correct sentence in line 3. Learner 3 (a member in the opposing team) cannot comprehend the meaning of a lexis in line 5 so invites other group members to code switch (student-initiated CS). In line 6, the teacher intervenes and supports Learner 3's invitation with an evaluative stretched discourse marker 'so'. The teacher validates the learners code switch to help Learner 3's comprehension.

Here, the teacher's pedagogical focus is to induce learners to code-switch. In these cases, learners express alignment by code-switching to Turkish as in the sample extract. In line 7 and 8, Learner 1 (a learner from the opposing group) and Learner 5(a member

from the same group with Learner 3) aligns with Learner 3's request in line 5 and provides Turkish equivalence of the word 'shipping'. As it is effective at that point of the interaction, this move (CS in line 7 and 8) gets positive feedback after an evaluation of the point supported by the group in line 9. By doing so, the learners display affiliation to the pedagogical focus, for example they recognise that the aim is for them to produce an answer in the L2. They also thereby display their recognition that the aim of the teacher's invitation to switch to the L1 is to clarify the meaning of a word for another participant of the interaction and pedagogical focus. The learners are also aware that if a member of opposing group does not understand their claim, they cannot talk against them, which will drag the conversation to the end, which is not preferred for the lesson purposes. According to Seedhouse (2004), learners do not always affiliate themselves with the teacher's pedagogical focus, for a variety of reasons. Learners' language choice may display their degree of affiliation or disaffiliation with the teacher's pedagogical focus. Considering pedagogical reasons, not all switches are validated by the teacher and gets positive feedback, which is exemplified in the next extract.

Extract 34 (Not validated by T) (Lesson 14)

- 1 T: maybe this year?
- 2 L7: I think
- 3 L2: *inşallah* [tr: hopefully]
- 4 T: I think Beşiktaş can go ↑no? Fenerbahçe? ok: opponent yes
- 5 →L3: *siz hangi takımı tutuyorsunuz?* [tr: which team do you support?]
- 6 L5: *opponent neydi?* [tr: what does opponent mean?]
- 7 T: well Galatasaray and Fenerbahçe they are [opponents]

In Extract 34, Learner 7 shares that if s/he had five thousand Turkish liras, s/he would go to Spain to see a football match. The teacher wants to take advantage of knowing the learner's interest in football and ask more questions to elicit more target language as he is a quiet, reserved member of the class. In line 1, the teacher directs the question with

rising intonation; Learner 7 aligns and replies the teacher's question. Another learner (Learner 2) who is a fan of football takes a turn and code-switches to Turkish to show her/his willingness. There might be three possible reasons why Learner 2 has code switched here. The first one is because of habitual experience, the second one is that s/he wants to express how much s/he is willing for it, the last one is because he does not know how to express it in that target language. From my observation of this student (Learner 2), the third reason is invalid for this case because s/he is one of the reasonably able learners (please check her/his performance in A25 and A27 in the Appendix.)

In line 4, the teacher shifts the topic slightly to practise a lexis 'opponent' introduced recently and then Learner 3 takes a turn and code switches to Turkish to ask a personal question out of a personal interest in line 5. The teacher disprefers answering the question because of two reasons: the first one is that it is asked in mother tongue so it does not serve any purpose for the lesson focus and the latter is that it might disrupt the mood of the class as it is a male-dominant class and they are all interested in football to some degree. The teacher wants to use the time economically and instead of putting the learners in a mood which they get less motivated to achieve lesson goals and gauging the mood back again, the teacher disaligns and avoids to answer Learner 3's question and directs her/his attention to the question asked in line 6 which is more meaningful for the education goals. Even I the question asked in mother tongue just like the one asked in line 5 by Learner 3, it aligns with the topic. Therefore, the teacher uses a filler 'well' to have more time to think how to clarify the meaning of the word 'opponent' the best and completes her/his turn by exemplifying it in line 7.

4.9.Habitual Experience

Extract 35 (Lesson 7)

1 →L5: humm I can't live without *mp üç player mi dicem?* [tr: shall I say mp3 player?]

- 2 T: mp three is it this? ((T displays an MP3 player)) (laughter)
 3 L5: *ağız alışkanlığı* [mp three player [tr: habitual experience mp3 player]
 4 T: [mp three player

In Extract 35 is taken from a speaking activity. The lesson focus is to practise a structure: ‘I can’t live without...’. The teacher goes around the class and asks students what their priority in their lives and the reasons of it. Learner 5 is nominated by the teacher to take a turn and so s/he uses a discourse marker ‘humm’ to signal that s/he is still thinking. After that, s/he initiates the sentence and uses the target structure but in the end s/he code-switches to Turkish to check English equivalence of a lexis so nominates the teacher to reply. In line 2, the teacher scaffolds by both displaying and vocalising the word. In the next line, Learner 5 accepts that s/he has pronounced the word unconsciously wrong for the context because of habitual experience According to Sert (2005: 4) “in some cases code-switching may be regarded as an automatic and unconscious behaviour”. In the last line, the teacher notices (teacher noticing) that they need more exposure to the pronunciation of the word to make them recycle it in other contexts so repeats the word.

Extract 36 (Lesson 14)

- 1 L2: if I had a five thousand Turkish liras in my pocket I would buy a
 2 playstation *dört* [tr: four] and
 3 T: four play station four
 4 L2: four play games
 5 T: play games so how much is it? play station four?
 6 L2: I think one thousand and umm may be three hundred Turkish liras now=
 7 T: =umm that's quite expensive
 8 L2: but it can be play station *üç* [tr: three] maybe
 9 T: three right ok
 10 →L2: play station ↑ *üç* [tr: three] (laughter) *o kadar ingilizcem o kadar yetti* [tr: my English is not good enough]

In Extract 36, the learners share what they would do with five thousand Turkish liras. The teacher goes around and nominates learners to take a turn. In line 1, Learner 2 shares her/his sentence. The sentence has two mistakes the first one is misuse of indefinite article 'a' in the beginning of the sentence and use of Turkish word instead of the English version before Learner 2 continues, the teacher interrupts and only repairs the second mistake as s/he thinks that the learner has produced it unconsciously. Thus, the teacher wants to make her/him notice her/his own mistake. In line 4, Learner 2 corrects her/himself immediately and completes her/his sentence that has been initiated in line 1. Because of pedagogical focus of the lesson, the teacher wants to elicit more output from the learners as much as and as long as possible. In line 5, the teacher summarises by repeating the part of the learner's sentence and directs another question and explains what s/he means by 'it' so s/he clarifies in the sentence. As a reply to the teacher's question, the learner aligns and answers the question. In line 7, the teacher evaluates the situation. In line 8, Learner 2 offers another alternative but just before s/he ends her/his turn by using a Turkish word (a number) 'üç' again. S/he does it like a reflex action because s/he is so accustomed to use the word in L1 even with foreign words. Again, it is repaired by the teacher in line 9. In line 10, Learner 2 code-switches to Turkish just to utter the word 'üç' in Turkish as he is so annoyed with her/himself because he repeatedly makes the same mistake because of habitual experience. And s/he continues to comment on her/his level of English (metalinguage).

At it is obvious from the Extracts 35 and 36, Turkish speakers struggle with the loan words taken from English. As they don't comply with the complex systems and rules of communication, they generally end up being an exception to the rules. In this context, it would be useful to take a look at the loan words from English such as 'play station' or the short forms like 'mp', 'cd', 'dvd' . While they are pronounced exactly the same as they are in English, the numbers that come with them are adapted to Turkish so they become a composite of Turkish and English as they carry the features of both languages such as 'play station **dört**' (play station four) or 'mp **üç**' (mp three) in use.

Code-Switching from L1 to L2

When we talk about code-switching, we do not mean only the switch from target language (English in this context) to mother tongue (Turkish in this context). We also refer to the switches from mother tongue to target language, too. This study shows that learners' code-switch from first language to the second one to fulfil three functions. In this part we will only analyse the CS -from Turkish to English- under three subtitles for practical reasons. The subtitles are quoting, giving L2 equivalence and lastly pedagogical focus.

4.10. Quoting

Extract 37 (Lesson 4)

- 1 →L1: *burda biri vardı böyle* you are familiar *dedi* [*bana* [tr:there was somebody here and he said to me`you are familiar']
- 2 L4: [neydii?[tr:what was it?]
- 3 T: ummm
- 4 L1: *huh ben yok dedim çünkü onun ailesinden değilim diye anladım*[tr:I said no because I thought that I was not (a member)of his/her family]
- 5 L2: family ((laughter))

In Extract 37, the teacher covers a word in the class and the word triggers learner 1's experience about the word 'familiar' so s/he wants to share her/his personal experience in the class. In line 1, s/he prefers to share it in mother tongue as it is not a part of a lesson focus. S/he quotes a sentence from the conversation s/he has had before with a foreigner and code switch back to Turkish again.

Some earlier researchers (Gal, 1979: 109 ;Myers-Scotton, 1993: 117; Sornicola, 1977: 133) thought that switching in quotations may be due to the purpose of preserving the original language. However, Myers-Scotton (1993:139) has later on accepted that that

bilinguals code-switch in reported speech to achieve ‘an aesthetic effect’. It would not be wrong to say that learners like bilinguals can use another language to make their speech richer. Not only by using mimicry, tone of voice, imitation of personal ways of talking, different verbs of saying but also using different languages (code-switching), learners create many voices in their communicative performance. In this way, they use CS as a conversational resource to make their discourse ‘polyphonic’ so more effective (Lüdi and Py, 1986: 158). Furthermore, by providing an impersonal quotation (line 1), Learner 1 also distances her/himself from the utterance ‘you are familiar’. According to Alfonzetti (1998: 204), bilinguals use code-switching strategically to ‘depersonalise’ her/ his own ideas from the person whose ideas are reported. In this way, reporter signals that s/he just reports for the content value but it should not mean that s/he agrees on it.

In line 4, Learner 4 continues with the same code (Turkish) to direct a question because s/he does not understand what has happened. In line 3, the teacher only participates by using a discourse marker ‘umm’ to show comprehension. Learner 1 continues sharing the rest of the story and the reason why misunderstanding has happened. In line 5, Learner 2 code switches to target language to clarify the misunderstanding between the two words ‘familiar’ and ‘family’ and then the members show a reaction (laughter) to the story. Code-switching to the mother tongue to resolve a conflict or to clarify a point is not a common pattern I have tracked in the data (see ‘asking for clarification’ in section 4.2.6). This happens other way round (from L2 to L1) as students prefer code switching to first language, not the second one when clarification is required.

4.11. Giving L2 Equivalence

Extract 38 (Lesson 2)

- 1 L1: ° sometimes° *ürün ne demek?*=[tr: what is product (in English)?]
 2 →L3: =pro[duct
 3 T: [product huh huh product

In extract 38, students talk against each other to support their own ideas by giving reasons in a discussion. In this activity they have to improvise and produce a reply to their opposing team. In line 1, Learner 1 tries to construct her/his sentence, initiates her/his turn in English but disaligns as s/he does not have the lexis available to her/him and then ask a question to her/his group members. Learner 3 code switches to target language to give English equivalence of the word. L3 shows alignment and supports Learner 1 immediately (please see the part about ‘giving support’ in section 4.4.3) and provides the word s/he needs. In line 3, the teacher only validates Learner 3’s reply and Learner 1 continues by constructing her/his sentence by using the word provided by her/his group member.

4.12. Deviant Case: Reiteration for Humour (from L1 to L2)

Extract 39 (Lesson 3)

- 1 L3: easier than real shopping
- 2 T: ok actual actual shopping huh huh
- 3 L5: *biz farklı söylecez çok alakasız olacak*= [tr: we will say a different (so) it will be irrelevant]
- 4 L1: =yani?= [tr: I mean]
- 5 T: no it has to be like a reply huh huh it has to be like a reply [to what's said
- 6 L1: *[karşılığı olacak*
[tr: it would be in reply]
- 7 T: huh huh
- 8 L1: *ama doğru: daha kolay* [tr: but that's right this is easier]
- 9 L8: *haklısın* [tr: you are right] ((unintelligible talk))
- 10 L5: *hiç birşeye karşılık veremiyolar şuan* [tr: they can't speak against now]
- 11 →L8: yes you're right (laughter)
- 12 T: no you have to you have to support your own idea you can't say yes I agree

with you ((laughter)) so where is discussion then?

This extract is taken from the online shopping discussion and it stands for a single case as it does not share any patterns with any other parts of the data. I apologize for providing a lengthy extract here but all the lines here is important to make the extract meaningful as a whole and help readers to understand the context. In line 1, Learner 3 makes a statement to support the advantages of online shopping and in the next line; the teacher takes a turn to repair the statement. In line 3, Learner 5 disaligns and code switches to Turkish and comments on the upcoming statement (asking for clarification as metalanguage). In the next line, Learner 1 (in group 1) takes a turn and continues with the code L5 has initiated (Turkish) by providing a discourse marker ‘yani’ to say ‘like what?’ (The similarity in use between the discourse marker ‘like’ and ‘yani’ has been mentioned before in ‘group solidarity’ in section 4.4.2). At that point, the teacher intervenes and gives guidelines again but before T ends her/his turn learner 1 self-selects and initiates her/his turn. Thus, teacher’s and learner 1’s turns overlap. Learner 1 wants to contribute to the conversation so, code switches to mother tongue to clarify what the teacher has just said (CS for giving Learner 1 equivalence) and the teacher takes a turn to give a positive feedback for Learner 1’s support by giving Turkish equivalence in line 7. In the next line, Learner 1 continues in the same code (Turkish) and comments on the guideline (See ‘commenting’ in section 4.2.1 as metalanguage). In line 9, Learner 8 (in group 1) and comments on Learner 1’s statement in line 8 and agrees with her/him. In line 10, Learner 5 (in the opposing group) continues in the same code (Turkish) and claims that group 1 cannot talk against -in English- and it shows that they need more food for thought. In line 11, Learner 8 code switches to target language just to repeat what s/he has already said in Turkish in line 9 (see ‘reiteration’ in section 4.3) just to show that they are able to produce their opinions in target language against Learner 5’s claim. However, this time Learner 8 does not reiterate for clarification or emphasis but humour effect. His choice of code gets a reaction (laughter) from the class as s/he aims for. The learner may have done this for three reasons: to disalign with Learner 5, to create an amiable mood in the class and to gain more time to talk against the opposing

group. All of these possible reasons are used strategically to be able to carry on the conversation. Depending on this study, the code-switching from the mother tongue to target language for the reasons mentioned above is a rare occasion in the language classroom.

4.13. Pedagogical Focus

The reason why learners code switch back to target language is because they usually keep in mind that all the activities conducted in the class have a pedagogical focus.

Extract 40 (Lesson 3)

- 1 L2: *ya bir şeyler yoksa ya motive edemedim derse nolcak?* [tr: if something is not available or if s/he says 'I couldn't motivate']
- 2 →L3: *bunun ingilizcesi neymiş onu söyle* [tr: say it in English]
- 3 T: yes
- 4 L2: *ivit* [tr: yes] ((laughter))
- 5 L5: *°herkes sustu°* [tr: everybody went quiet]

Extract 40 is taken from a discussion in which there are two opposing groups. Learner 2 (a learner from group 1) tries to construct her/his ideas in mother tongue but s/he gets a warning in the same code from a learner from the opposing group (Learner 3) in line 2. In the next line, the teacher participates by only agreeing with Learner 3. Learner 2 code switch back to Turkish and her/his word choice gets laughter from the other learners so in this way Learner 2 softens the mood of the class that can be face-threatening for her/him. In the next turn, Learner 5 (a learner from group 2) makes a statement by continuing in the mother tongue code to signal that the opposing group cannot support their ideas in both codes.

Extract 41 (Self-awareness) (Lesson 13)

- 1 T: oh so what what year are you now?
2 →L9: *iki* [tr: two](.) two
3 T: humm ok ((laughter))
4 L9: *bunları ingilizce konuşmam gerekiyor ama böyle arada oluyor yani* [tr: I am supposed to say it in English but it happens at times]
5 T: ok that's that's ok ok Mustafa thank you ↑Fevzi?

In Extract 41, learners are asked to talk about what they would do if they had a chance. After learner 9 produces the target sentence, the teacher asks more questions to make her/him speak more as s/he is a quiet member of the class and s/he does not take a turn unless nominated by the teacher. As the learners are all university students, talking about their problems about school and accommodation is a 'safe' topic and it flows as they all have some experiences. Thus, the teacher asks some personal questions about her/his education life at university in line 1. In next line, Learner 9 code switches and replies in Turkish and then realises that the teacher expects her/him to answer in target code so then code switch back to English and provides English equivalence of her/his answer to the question directed to her/him. His choice of replying the question in Turkish and then in English gets a reaction (laughter) from both the teacher and other learners in the class. In line 3, T uses a discourse marker to show her/his dispreference. This kind of pauses and hedges before delivery often indicate dispreference. In this context, it is so because pedagogical focus needs learner 9 to speak in target language that is suitable to the level. In line 2, learner only says 'two' and no more. T does not find this satisfying enough. After that reaction (laughter) from all participants, Learner 9 notices the reason why the teacher asks her/him the questions (pedagogical focus) and makes an apologetic statement in line 4. The teacher accepts her/his apology by saying 'ok' and then nominates another learner to take a turn in line 5.

4.14. Research Questions and Discussion

The data analysis clarified that CS is inevitable in many cases despite the fact that the teacher makes a special effort to use L2 during the lesson. This demonstrates that no matter how the teacher avoids using L1, learners tend to use their mother tongue as the primary medium of communication on the lesson-related, personal or other issues. The teaching in the chosen classroom was carried out in an English-only class, so there is no evidence that the teacher was the initiator of CS among the learners. However, the data showed that the teacher encouraged learners to speak in L1 in order to realise the pedagogic purpose of the lesson (teacher-induced CS). The data also revealed that there was no clear tendency of a learner to code-switch further if another learner initiated it. There were also examples of learners' CS to L1 for a specific reason (Disalignment 4.8), and then, switching back to the target language to carry on the task (**Research Question 2**).

Auer (2013: 173) argues that “rather than focusing on the perceived, symbolic values of the different languages, the CA approach tries to establish the meaning of code-switching by examining in close detail the types of interaction which involve the very act of language alternation”. Auer’s words have been justified in determining the functions of code-switching and their possible meanings in this study as CA simplified the process considerably.

It has been revealed that CS is inevitable in the language classrooms despite some factional researchers and educators’ countering views (for relevant discussion, please see section 2.1.3). 10 pedagogical functions of learner CS has been identified in the data (**Research Question 3**). These functions are metalanguage (commenting, evaluating, eliciting procedural information, shifting the topic, emphasizing, asking for clarification & permission, negotiating meaning, noticing and resolving problems); comprehension (showing comprehension, asking for feedback, scaffolding and reiteration); group membership (creating humour effect, group solidarity, giving support and hedging); equivalence (Asking for L1& L2 equivalence and giving L1 equivalence); mood

(expressing shock, frustration and surprise); floor-holding; (dis)alignment; habitual experience; quoting (from L1 to L2) and giving L2 equivalence (from L1 to L2). In one occasion, a learner reiterates a specific sentence to create humour effect in the classroom. In a glance at the data, we rarely see that learners use reiteration to lighten up the atmosphere by code-switching from mother tongue to the target language (4.12), but this choice of the student gets a positive reaction (laughter) from the class. It should also be noted that the some of the functions listed above are overlapped in the data.

It is also worth noting that most of CS, except quoting and giving L2 equivalence, follow the direction from L2 to L1 (**Research Question 4**). Learners' CS from L1 to L2 is mainly determined by the pedagogical focus. The data exemplify that the learners are aware of their institutional aim and feel apologetic when they speak in L1 as being expected to respond in the target language (Extract 41). The students also expect each other to obey rules and pursue the institutional goals (for example speaking in L2 in a task) and do not refrain from inviting her/his peer to switch back to L2 when a specific activity requires (Extract 40).

The data show that the use of L1 is both unavoidable and necessary. It is difficult for learners to use L2 all the time and the data evidence that the students converse with their peers about non-lesson related issues mostly in Turkish. However, this study focuses on learners' use of CS as a communicative tool to address their needs. As it has been exemplified in the data, CS serves various functions, among which clarification (4.2.6), asking for feedback (4.3.2), showing comprehension (4.3.1), and hedging (4.4.5) can be mentioned.

It is evident that CS takes place more in situations when the students feel that they do not need to use L1, and in situations when students need to check their own perceptions of the given instructions against those of their peers (metalinguage 4.2 and comprehension 4.3). Meaning is created, negotiated and constantly changed in the course of interaction, so the learners constantly check each other's contributions and design their own moves accordingly. The data also reveal that speakers work

collaboratively at the meaning of each conversational turn and CS is closely associated with these conversational structures. CS is apparently used by learners as a communicative strategy (Auer 1984 and 1995) (**Research Question 1**). In Gumperz's words, "alternation to the code plays as a role of contextualisation cue in interaction. These cues give learners the opportunity of orienting to each other". Auer (1984, 1991) also agrees that "bilingual code-switching should be analysed as a contextualisation cue since it works the same as other contextualisation cue" (Wei, 1998:164).

It has also been found that all students participating in the study alternate between the two codes by fulfilling functions to work towards communication. As mentioned in the Literature Review (Chapter 2, Section 2.1.2) of this study, the weaker learners are expected to fall back to L1, so they code-switch more as they need to compensate for their weaknesses. The learners who code-switch do not signal an unwillingness to communicate in the target language as it is proved once more that code-switching is not essentially related to learners' level. In fact, the data show that the stronger learners tend to code-switch for reasons such as commenting on the activity (4.2.1) or supporting another peer in the conversation (4.4.3). That is, while the less able students go silent, the more able ones participate more, code-switch more and speak more in the target language.

CHAPTER V

5. CONCLUSION

In this chapter, a summary of the study with its aims and findings is presented. The chapter ends with a discussion about the implications of the study both for practice and for researchers.

5.1. Overview of the Study

The purpose of this study was to investigate the functions of learner code-switching in an intermediate level EFL classroom. The study aimed to show how EFL students alternate between a foreign language and their native language to perform certain pragmatic functions and counter-balance their language deficiencies. The data were collected by observations, surveys and audio recordings of an adult EFL language class at a private language school in Turkey. The participants were university students at B1 level (intermediate) and native speakers of Turkish. 16 teaching hours (40 minutes each) were transcribed and analysed by using CA as a methodological framework. For the analysis of the audio data, only transcripts of the tape-recorded conversations were used and classroom interactions were sequentially analysed. Data analysis was conducted in the light of CA mechanisms such as turn-taking, repair and preference organization by focusing on the pedagogical focus of the lesson. All the recorded interactions were assessed and justified in this context and order. As a result, the extracts featuring learner

CS were categorized according to their pedagogical functions in the L2 classroom and the study revealed ten pedagogical categories in relation to the functions of learner CS.

This study was based on the Socio-Cultural Theory which adopts the view that “learning arises not through interaction but in interaction” (Ellis, 2000). This view closely relates to the Conversation Analysis, the main concern of which is the “fine details” of interaction. Scaffolding plays a vital role in education because learning in an L2 context is a collaborative achievement and not an isolated effort where the learner works unassisted. According to Van Lier (1988 cited Donato 1994), L2 teaching methodology can benefit from a study of L1 scaffolding to see how learners tacitly take advantage of it strategically. In this study, CS is considered as a way of scaffolding. The data showed that learners use CS as a means of scaffolding to create a ZPD for particular focus of a lesson. The fact that some learners use CS to self-scaffold, provide scaffolding for their peers or invite teacher for scaffolding were detected. All these forms of CS seem to serve to specific pedagogical functions such as asking for clarification, noticing, asking for feedback.

5.2.Implications for Practice

The teacher in this study never code-switches due to his/her personal attitude towards language teaching and the institutional policy, which adds another dimension to this study. There is no teacher-initiated code-switching in the data. Teacher’s choice of language definitely has an effect on their students’ choice of language. The power of the teacher as the speaker, who holds the floor, is undeniable because s/he has control over the classroom rules and also over the processes of code-switching to a certain extent. In view of the recent research cited in the Literature Review section (Chapter 2, Section 2.1.3), it should normally be expected that learners would switch to L1 more often if the teacher also alternated between L1 and L2. Granted permission to code-switch by the teacher, the students (featured in this study) do not merely fall back on the L1 every time

they encounter a deficiency in their L2 learning. Most of them seem to be aware of the academic focus of lessons, and so, make frequent use of language alternation to indicate the changes in their orientation towards general classroom interaction or individual members. They do this despite the fact that the teacher does not deliberately model or display the code-switching behaviour.

The findings suggest that the exclusion of L1 use from the language classroom would be unfavourable in terms of the positive effects of the classroom interaction on learning. Use of code-switching can facilitate successful teaching if used carefully and judiciously as learners use CS in L2 context to organise, enhance and enrich their speech, and thus, their learning. Ignoring such a resource in language teaching would mean to take away one of learners' learning aid from them.

This study offers an insight into the classroom interaction as how learners use CS for different purposes in the classroom interaction has mostly been ignored by teachers. Reflecting on learners' use of CS in the classroom would be beneficial for learners who can realise their own language habits, raise awareness of their use and show how often code-switching occur. I suggest that this kind of reflection in the lesson can help them understand the processes of spoken language and make them more aware of their own speech patterns. I believe that teachers could also benefit from knowing students' speech habits, their reasons and limitations. This would help teachers be more aware of interactional and pedagogical dynamics of their students' learning and their teaching habits in the classroom, which, in turn, may allow them to plan their practices and classroom activities accordingly.

5.3. Implications for Researchers

This study covers a small-scale sample of classroom interaction, and different language levels, ages, types of classrooms, location or different cultural variables can be preferred for further research. It is obvious from the data that some learners in each group switch

between L1 and L2 more than others. An analysis of the relationship between individual learners and the number and type of switches would be an interesting topic for potential researchers.

In addition, this study has only investigated the functions of learners' code-switches. Studying a large number of students in a different context could yield different results and reveal new implications of codeswitching. Moreover, further and a more extensive research could support the findings of this study and find out whether the functions identified in this study are applicable to all EFL settings or whether they are only valid in its specific context.

Turkish EFL learners' code-switching and its function in the classroom interaction constitute the main focus here. However, I hope that this study can also assist in raising the teaching practitioners' awareness on the existence and nature of CS in FL classrooms, providing teachers with a reference framework for the design of their own CS in the class and inviting other teachers to constantly reflect upon their own and their students' use of languages (both L1 and L2) so as to fulfil pedagogical and communicative purposes better in their teaching.

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Appendix 1: Transcription System

The transcription symbols used here are common to conversation analytic research and the system of transcription is a slightly adapted version of Jefferson's (1984). It is important to note that:

- linguistic errors made by speakers have not been corrected. All spoken utterances have been transcribed verbatim wherever possible and no attempt has been made to turn the discourse into 'sentences'.
- the normal written uses of punctuation (full stops, question marks etc.) are not followed in this system.
- many passages are marked unintelligible. The lessons were recorded under normal classroom conditions, which meant that background noise was inevitable.

Conventions

T	Teacher
L	Unidentified learner
L1	Identified learner
LL	Several or all learners
[]	Simultaneously overlapping or simultaneous utterances by more than one learner.
=	If inserted at the end of one speaker's turn and at the beginning of the next speaker's adjacent turn, it indicates that there is no gap at all between the two turns.
→	Arrows in the left margin pick out features of especial interest (learner code-switching).
(0.3)	Numbers in parentheses indicate silence, represented in tenths of a second. Silences may be marked either within an utterance or between utterances.
(.)	A dot in parentheses indicates a "micropause", a silence hearable but not readily measurable ordinarily less than 2/10 of a second.

?	A question mark indicates rising intonation, not necessarily a question.
::	Colons are used to indicate the stretching of the sound just preceding them. The more colons, the longer the stretching.
-	A hyphen after a word or part of a word indicates a cut-off or self-interruption.
↑	This arrow is used to indicate some form of stress or emphasis, either by increased loudness or higher pitch.
(())	Double parentheses are used to mark transcriber's description of events, rather than representations of them. Thus ((cough)), ((sniff)), ((telephone rings)), ((footsteps)), ((whispered)), ((pause)) and the like.
<i>evet</i> [tr: yes]	Turkish words are italicized, and are immediately followed by an English translation.
° °	Utterances between degree signs are noticeably quieter than surrounding talk.
go to Miami	Capitals are used only for proper nouns, not to indicate beginnings of sentences.
CAPITALS	Especially loud sounds relative to surrounding talk.
/foteɪdʒ/	In the case of inaccurate pronunciation of an English word, an approximation of the sound is given by using the International Phonetic Alphabet between slashes.

Appendix 2: Transcripts

LESSON 1

- T: Hello: everybody good to see you: ↑ whose ↑ whose is that?
LL: *Bilmiyoruz* [tr: we don't know]
T: whose computer is that? not mi:ne not mi:ne oh: ↑ is it?really? thank you because I've lost one umm ↑ five months ago I've lost one laptop so: that would be really nice ((laughter)) so it is yours? Fevzi? is it your laptop?
L7: *yok* [tr: no]
T: no? himm that's interesting
L1: *çıktı* [tr: it is on]
L5: *aaa ben giremedim yanlış mı yaptım* [tr: aaa I couldn't access have I made a mistake?]
L7: *Şimdi ordan gireceksi*=[tr: now you're gonna access from there]
L5: =*Aa ben B'ydim onda* [tr: aa I'm on B on that]
L4: *Ben de B2'yim* [tr: I'm B2]
L1: *Ben de giremedim şimdi* [tr: but I couldn't also access now]
T: =Ri:ght we need to (.) turn this off (.)I need a guy to just to you know switch this off (.) someone yeah someone yes tall 'n strong ((laughter))
LL: ((laughter))
T: there must be a powerr: the one with a (.)green green light yes ↑ that one=
L7: =yeah
T: just turn it off
L1: *kapandı* [tr: it is turned off]
L7: *kapandı galiba* [tr: it is turned off I suppose]
T: Yess so just do it again
L6: *Basılı tut* [tr: keep pressing on]
T: Yeah
L6: *fişini çekelim* ((laughter))[tr: let's unplug it]
T: Yeah it's just ↑ unplug huh? Ok good to see you all how are you: good o
L3: o:r uhmm not[
L1: [tired
T: uhmm tired?=
L1: yes
T: because you're coming from the school?
L1: yes
T: ri:ght you're lo..losing your voice?
L1: what?
T: have you got any like cold in.fection [something like that?
L1: [*boğaz ağrısı mı?* [tr: is it sorethroat?]
T: yes you're losing your voice no:?=
L1: =no
T: is it because just you're ↑ tired?
L1: ((nodding))
T: yeah ok ok so: what's the ↑ date today?
L3: *nee*↑ [tr: what?] ↑ *date*?
T: date? like da:te [what day first what day
L1: [*Cumartesi filan* [tr: like Saturday]
T: somebody's phone? we always start with the da:y↑ actually

L2: *uzun olarak diyo* [tr: says the long one]
 T: what ↑ day is it? it's the first day of the week
 L2: Tuesday
 T: is it Tuesday really?
 L1: first day of the week
 T: so
 L2: *yok pazartesi yaa* [tr: no, it's Monday]
 T: it's Monday Monday ((laughter))
 LL: ((laughter))
 T: not Tuesday yet you're going so fast ok Monday ((T writes it on the board))ye:s so what ↑ date?
 what ↑ number?
 L1: two
 L2: two
 T: second
 L1: second
 T: second of what? ma=
 L1: =March
 T: March yes that's right so what year?
 L2: twenty fifteen
 L3: twenti:
 L1: *iki bin on beş nasıl deniyoy?* [tr: how do you say 2015?]
 T: how do we say the ↑ year actually properly?
 L1: two thousand and five
 L2: two thousand and fifteen
 T: two thousand ↑ and?
 LL: fifteen
 T: fifteen that's right good (.)
 T: (.)ok so first of all I'll ask you about your weekend because I'm curious curious?
 L1: *meraklı*[tr: curious]
 T: yes I have little bit ov curious hihh hih oL3: I'm curious (.) about↑ ((T writes it on the board))
 L4: *curious merak değil mi?* [tr: does it mean curious?]
 T: huh huh that means I want to know about your weekend so: what diju do↑ what did you buy diju
 bu:y anything what diju bu:y did you do outside diju sit somewhere so: you know little bit talking
 chat about your weekend and we'll talk about shop↑ping hih hi this who:le week so: do you want
 to start or do you want to have think do you need time for thinking everybody?
 L1: ° I'm ready°
 T: you're ready?
 L1: yes
 T: you're ready that's good is everybody ready?
 L2: I can start
 T: You're ready ↑ so that's good to hear you missed the lesson then can I understand that? from
 this?
 L1: missed?
 L2: *dersi özlediniz mi diyo* [tr: she is asking if you have missed the lesson]
 T: you missed? that means yes? you missed the lesson?
 L4: *evet* [tr: yes]
 L1: ↑ yes ((laughter))
 T: Fevzi you really? is ↑ it? it is a real yes? ((laughter))
 L7: yes yes ((smiling))
 T: good to hear that's good to hear yes
 L2: do I start?
 T: yeah let's start with you
 L2: I didn't have (.)money
 T: ok that's general student problem ↑ is it?

LL: yeah ((laughter))
 T: yes
 L2: so I don't I didn't get anywhere
 T: huh uh
 L2: just I stayed in my house
 T: so what's the ↑ best thing to do if you are if you have no money?
 L2: uhmm no just I
 T: if you are penniless penniless do you know this?
 L1: *efendim?*[tr: yes?](0.2)
 L2: *şey miydi ya?* [tr: was it?]
 L1: *ben bunu biliyodum* ya[tr: I knew that]
 L2: *parasız yerine kullanılan bişey vardı* [tr: there was something that can be used instead of penniless]
 T: kind of it's like you are showing your pockets
 L2: *beş parasız yaa* [tr: penniless]
 T: yes pockets you are showing your pockets and you're like ↑ penniless right?
 L1: *paket mi ne anlamadım* [tr: is it packet? I didn't get that.]
 T: no money ((T shows his pockets))
 L2: *çulsuz gibi bişey işte* [(['çulsuz' is an expression used for people who have no money))tr: it is something like needy?]
 T: penny what does penny mean?
 L1: *bilmiyorum* [tr: I don't know.]
 T: coin
 L2: *para öylemi?* [tr: is it money]
 T: penny ↑ less
 L2: *meteliksiz dimi?* [tr: penniless, isn't it?]
 T: yes
 L4: *I'm broke muydu o gibimi?* [tr: is it like 'I'm broke'?]
 T: I'm broke yes ((T writes it on the board))
 L1: *I'm broke aynen* [tr: yes, I'm broke.]
 T: no money that's right they are all the same ok so: you were broke
 L2: yes
 T: what's the best thing to do if you have no money what's the best activity to do
 L2: ok
 T: as a student of course
 L2: humm a computer and a coffee for me
 T: you a coffee and internet
 L2: ↑yes
 T: ok do you have internet ↑ connection or not I mean what do you do do you play games for example?
 L2: yes I play games
 T: huh huh
 L2: I have facebook account
 T: alright ok huh huh
 L2: I am online
 T: social=
 L2: =activities
 T: scioal networking websites ((T writes it on the board))
 L1: *social sosyal medya* [tr: social networking websites]
 T: so one of them is
 L1: facebook
 T: facebook twitter whatever there's a long list huh? long list so: ok yes?
 L2: that's all
 T: that's all you were just in front of screen and played games and

L2: yes I played games and everytime played game ((knock at the door))
 T: huh huh ok that's good come in please hello:
 L5: hello:
 T: good to see you please sit down ok thank you good ok continue with you?
 L1: humm in Saturday I-(0.4)
 L2: *on Saturday mi?* [tr: is it on Saturday?]
 L1: on Saturday
 T: huh huh on Saturday huh uh before the days we always use ↑ on on Monday
 L1: on Saturday
 T: huh huh on Saturday
 L1: on Saturday I: (0.2) made my homework all day
 T: right really?
 L1: yeah I made my ↑ art homework
 T: OK huh huh you were you were drawing something=
 L1: =yeah
 T: huh huh
 L1: umm (.)Sunday (0.2) on Sunday I- I didn't do anything I: stayed I: stayed at the dormitory
 T: huh huh huh uh
 L1: I watched TV I had a rest
 T: huh uh
 L2: that's all

T: did you watch anything or? did you buy anything recently?
 L1: buy anything?=
 T: =buy you know
 L1: buy?
 L2: *=satin aldın mı herhangi bişey* [tr: have you bought anything?]
 L1: *I didn't no hani ben evdeydim ya buy ı pek bağdaştıramadım* [tr: I was at home you know so I haven't made a relation]

T: himm I meant recently like on may be Friday or:
 L1: no
 T: no?
 L1: ↓ no
 T: nothing ok↓ you were at home and you were you were ↑ hardworking huh you worked really hard?
 L1: himm I was hardworking on Sunday and I had arest on Saturday I'd
 T: you had a ↑ rest?
 L1: in Sunday ↑ ON Sunday ((laughter))
 T: that's good that's good ok so that's that's fine
 L1: it was very boring for me in my opinion we can't olmamali ne demek?
 T: shouldn't be
 L1: shouldn't be
 T: shouldn't be like this
 L1: yes
 T: so what's your ↑ ideal weekend?
 L1: (0.2) humm
 T: I mean what's best when you say you know ↑ ideal weekend what what should you do?
 L4: *idea mi?* [tr: is it idea?]
 T: ideal
 L2: *idea düşünce filan* [tr: idea, like opinion]
 T: that's idea I mean ideal↑ id↑ eall
 LL: *ideal yaa* [tr: it is ideal]
 L4: *fikir değil mi?*[tr: isn't it opinion?]
 L2: *idea fikir* [tr: idea opinion]
 L1: *ideal ne demek?* [tr: what does ideal mean?](unintelligible talk)

T: ↑ for example an ↑ ideal husband should be cleaning the house[should be helping the wife and should be doing this should do that should=

L1: *olması gereken* [yaa [tr: it is ideal]

T: [yes ideal huh ↓ok ((smiling))

L1: humm you make everything for with your friends (0.2))you: you should go cinema you should go swimming yaa they are my dreams for university=

T: =you should socialise socialise?

L2: *sosyalleşme* [tr: socialising]

L1: *sosyal sosyal aktivitemi?* [tr: social social activity?]

T: verb what's the verb form?

L2: *sosyalleşmek* [tr: to socialise]

T: ↑yes you should socialise ((T writes it on the board))

L1: ↓yes

T: ok:(.) so:?

L1: you should go.. bar (.) ne demek?

T: pub

L1: pub↑

T: pub club

L1: pub club

T: huh huh so do you like dancing then or do you just go to club and drink drink drink and then go home?

L1: I drink ((laughter))I like going to the club and drink drink drink=

T: =that's all? and watch the others

L1: yes

T: what about.. do you dance?

L1: ya I don't know dancing

T: you don't know how to dance

L1: *evet* [tr: yes] yees ((laughing))

T:	but if you're watching the others well you must know how to you know you ↑ learn you learn [by watching
L1:	[I can learn I can learn but I don't know <i>istemiyorum</i> [tr: I don't want]I don't want
T:	you don't want to do it ok that's that's fine=

L1: =maybe

T: aa may↑ be at the: you know you've got ↑ night at the ummmm end of the term you go to Barrida and as a whole course do you know last term we did one in Barrida?

L1: last term?

T: last term

L2: *geçen dönem yaptık ya [dönem sonu yemeği* [tr: as we did last term, end-of-term do]

T: [night

L1: ha gece=

T: =special night huh huh maybe next special night you will be ↑dancing?

L1: may be((smiling))

T: maybe why not ↑ yes

L1: *önceki* [tr: previous one]

T: previous one previous

L1: *previous önceki mi?* [tr: does it mean previous?]

T: huh huh ((T writes it on the board with its opposite))(0.3)↑ previous ↑ next

L1: himm previous night I. I danced I dancing

T: you danced

L1: I danced huhh I danced [with my friends

T: [hihihh that's good

L1: it's very enjoyable it was very enjoyable it was very enjoyable

T: I didn't see anybody did you see me?
 L1: ↑ noo
 T: I was there ((laughter)) I was there but [yes I was there
 L1: [did you see me?
 T: ↑ noo because it was very crowded
 L1: yes
 T: it was very crowded huh huh
 L2: *crowded kalabalık mıydı?* [tr: does it mean crowded?]
 L1: *kalabalık* [tr: crowded]
 T: huh huh there were ↑ many people so I didn't see you (.) ok good may be next next time I'll see you then
 L1: *bu dönem yapılacak mı?* [tr: will it be done this term?]
 L2: *yapılır her [dönem oluyo* [it is because it is done all terms]
 T: [I think so I think so
 L3: *sen yazıldın mı o kursa?* [tr: have you registered on that course?]
 L1: *humm ↑ yazıldım ha dans kursuna yazıldım* [tr: I have aaa I have registered on dance course.]
 T: ↑ really? where is it?
 L1: where is it? in the university
 T: at the university
 L1: salsa and machata
 T: aaa maybe himm who is it=
 L1: Hamdi
 T: Hamdi Hamdi can teach you how to=
 L4: *=öğretir misin?* [tr: do you teach?]
 T: dance yes
 L1: *Hamdi'yle beraber dans edersiniz* [tr: you can dance with Hamdi]((laughter))
 T: what don't be couple with him couple?
 LL: *çift* [tr: couple]
 T: huh huh don't be couple with him
 L2: *eş olmayın* [tr: Don't be couple]
 L1: *eş olmayız hayatta olmaz ki* [tr: we won't, no way]((laughter))
 T: you need to find a girl (.)to dance=
 L1: =yeah
 T: I think
 L1: I think ((laughter))
 T: ok good thank you yes Fevzi? how was you weekend what did you do?
 L7: humm I hang out with my friend on Saturday
 T: huh huh
 L7: I went to go their home
 T: you went to their their house?=
 L7: their home heir house their house
 T: huh huh
 L7: we played computer games
 T: ok so was it like boy's day
 L7: yes
 T: or: only boys?
 L7: yes
 T: no girls?
 L7: yes

T: only boys like eating pizza and playing computer games n but when there are some girls around it's different

L7: yes

T: ↑ isn't it ↑ isn't it?

L7: ° yes°

T: huh huh ok

L7: on Sunday I slept all day

T: you slept all day?

L7: yeah and

T: why were you ti:red o:r ↑ o:r ill o:r?

L7: *tatil diye* [tr: because it's holiday] ((laughter))((unintelligible talk))

T: because it was holiday ok ok:

L7: cleaned my home=

T: your hou:se or only room

L7: house

T: whole house

L1: *evde mi kaliyosun apartta mi?* [tr: do you live in an apart or a house?]

L7: *apart işte ya* [tr: it's an apart]

T: ohh apart it must be you know small is it small?

L7: small

T: huh huh ok:

L1: *yani övmeye gerek yok diyo* [tr: she says you don't need to compliment yourself]((laughter))

T: well it is small how long does it take how long does it take to clea:n
[you room=

L7: [three hours three hours

T: th↑ ree ↑ hours that's a long time

L7: *sakin sakin yapıom=* [tr: I do it slowly]

T: =you do it slowly you just cleaned the table and then drank your coffee and then ((laughter))you did did you really?

L7: *film falan izledim böyle* [tr: and I watched tv]((laughter))

L4: *ya da müzik filan* [tr: or music]

L7: *rahat yani bole=* [tr: I was like relaxed]

T: =but normally normally if you don't stop and watch tv and you know drink coffee and do something else how ↑ long does it take if you just ↑ do it?

L7: one one hour=

T: =one hour ((laughter)) ok ok huh uh helloo: good to see you ok↓ so good so little bit of cleaning and little bit of cleaning

L7: yes

T: I mean for a short time cleaning for a long time resting

L7: ° yes°

T: so goo:d I like that Sunday huh ok thank you yeas Meriç how are you today?

L6: I'm ill

T: you are?

L6: ill

T: ill? are you ill why?

L6: umm cold

T: aa you've got cold that's all of us problem isn't it? I've got it as well ok you feel better now? you feel ↑ better?

L6: better?

L2: *daha iyi misin?* [tr: Are you feeling better?]

L6: yes

T: better you feel better that's that's good yes yes are you taking anything like painkiller

[or medicine
L1: [ilaç
L6: [yes
T: good↓
L1: *hastalık di mi?* [tr: illness isn't it?](T writes it on the board)(0.5)
T: painkiller↑
L1: *↑ilaç hastalık ta mı demek?* [does it mean medicine and illness?]
T: you've got headache and then it ↑ kills the pain right? huh huh
L1: *kills the pain ne demek?* [tr: what does 'kills the pain' mean?]
T: kill
L2: kill
L1: kill
L2: *kill öldürmek demek hani katil filan* [tr: it means to kill like killer]
T: you've got headache and then you take painkiller and then your headache goes ((T points his head))ok so:you're taking tablests
L6: yes
T: so are you drinking anything like herbal tea or anything you know to (.)to make you feel better
L6: yes uhuh
T: just you know you can talk about your weekend I'm just asking about your illness
L6: on Saturday and on Sunday stayed in dormitory
T: allright ok ↑ why?
L6: I'm ill
T: because you're ill
L6: I'm I played computer
T: you played computer games ok↓
L6: I watched TV
T: huh huhh so what did you enjoy watching what was ↑ good on TV at the weekend
L6: (.) *Beya-* umm White Show ((beyaz means white in Turkish))
T: whi..we can say you know beyaz show because it's you know private name so who were the ↑ guests who were the ↑ guests?
L1: *misafirler kimdi?* [tr: who were the guests?]
T: huh huh ((T writes it on the board))who were the guests huh huh
L6: (0.2)*hatırlamıyorum ki* [tr: I don't remember]
L1: *öyküyle ayaz vardı*[tr: Oyku and Ayaz were there]
T: you can't remember?
L1: *Sekiz Saniye'nin oyuncusu vardı bitane* [tr: there was one of the actors/actresses of the movie 'Sekiz Saniye' (Eight Seconds)]
T: who who who wasn't it?
L1: do you know ↑Kiraz Mevsimi? ((a popular TV programme in Turkey))
T: yes I know all of my little students are watching it
L1: I don't know their name name is
T: =Ayaz Öykü
L1: *Ayaz Öykü and Sekiz Saniye şuan sinemada* [tr: Eight Seconds is on the cinema]
T: is it is it who is starring it?
L3: *aa onlarda mi vardi?* [tr: were they there as well?]
L1: *sadece onun bir oyuncusu onun iste main neydi main ana karakter* [tr: one actor'actress of the movie andwhat was it? it's main character]
L2: main character
L1: main character
T: well you can just say for example I don't know himmm gimme gimme a popular name ((T clicks her fingers))
L1: popular name?
T: give me some s=

L2: Ahmet Kural
 T: Ahmet Kural was ↑ starring it or is ↑ starring it starring is the top [you know actress
 L1: [top
 T: huh huh top actress so who was starring can you remember the ↑ name of the=
 L1: noo I don't know
 T: you don't know
 L1: no name
 T: so are they ↑ popular or not?
 L1: no
 T: no
 L1: Öykü and Ayaz popular=
 T: yes they are popular I know
 L1: but main character in- in the film no no popular for me=
 T: aa ok ok ok good yes thank you Meriç anything else?
 L6: yes
 T: that's all ok ok thank you yes ↑ Gülşen?
 L4: on Saturday on Saturday I meet I met with my friends we went to Firuzan
 T: ri:ght ok is it your popular you know cafe for example when you get together with your friends
 do you always go to not ↑ alwa:ys but occasionally like generally go to firuzan?
 L4: yees sometimes hihh sometimes we go to Firuzan sometimes we go to milano D'or
 [it depends
 T: [hum it depends if I go to Firuzan so what himm what do you advise me what do you advise me
 to ↑ drink what do you advise me to drink (.) or ↑ eat
 L4: you: don't coffee
 T: you don't drink coffee really?=
 L4: =yes
 T: is it terrible=
 L4: yes
 T: really why?
 L4: *Kahve Diyarında için* [tr: You should drink in 'Kahve Diyarı']((smiles))
 T: ahah ok (0.2) huh huh?
 L4: (0.3)° *başka ne dicem*° [tr: what else I will say]maybe drink coffee I don't know=
 T: =so anything to eat
 L4: *I don't know hihh onu nasıl soylicem tost yapılmıyomus orda ses olduğu için yiyecek bisey yok*
 [tr: how will I say that, they don't serve toast because of noise, so there is no food served]
 T: they don't ↑serve food
 L4: yes
 T: they don't serve food huh huh for example if you go to England some pubs only serve drinks
 like beer, coffee, tea and you can see this sign ((T writes it on the board))↑ no: ↑ foo:d ↑ served
 L2: *sadece içecek yani* [tr: only drinks, you mean]
 L4: *yani yiyecek başladığında mı?*[tr: you mean when they start serving food]
 T: you can see this sign in England sometimes it says no hot food served it means cold like
 sandwiches ok=
 L1: =salad
 T: salad ok but anything cold ok no hot food
 L1: ↑ why?
 T: because it's harder I think to prepare so: but cold food is there you know made ↑ ready you just
 take sandwich and they just give you that's easy huh huh
 L4: and- *Cumartesi neydi?*= [tr: what is Saturday? (in English)]
 T: =Saturday
 L4: haa Saturday
 T: Friday=

L4: = huh Friday
 T: Saturday Sunday
 L4: Saturday we went to we meet with my friends home=
 T: =so I met my friends you don't have to use ↑ with all the time I met my mum I met my friends that's that's ok you don't have to use I met WITH my ↓ noo ↑ ok?
 L4: *huh huh we homework we made homework teknik resim*[teknik class = [tr: technical drawing, technical class]
 L1: [art
 T: =art art class drawing ok
 L4: *two day we made two day we made ödev yaptık*= [tr: we did homework]
 L1: =iki [gün yaptınız? [tr: for two days?]
 L4: *evet* [tr: yes]
 T: aa for two days so you did your project for two days?
 L4: yes
 T: is it finished now over?
 L4: so so
 T: so ↓so nearly nearly right ok↓ or you can do you know this almost almost ↑ over you say=
 L4: =*yakın mı?* [tr: almost?]
 L5: =*bitmek üzere* [tr: almost finished]
 L4: *bitmek üzere* [tr: almost finished]
 T: ↑nearly over ((T writes it on the board))
 L1: *bitmek üzere mi?* [tr: is it almost over?]
 T: huh huh almost like you ↑ finished for example eighty five percent you finished and you said ↑ almost over not a ↑ hundred percent y- yet if it's ((T writes it on the board))so it means ↑ almost over ok so good so you did your homework
 L4: *efendim?* [tr: yes?]
 T: you DID your homework=
 L4: =yes
 T: at the weekend that's that's good=
 L4: my my homework finished=
 T: =huh huh
 L4: but my Buse (.)Ipek no finished
 T: they didn't finished why?
 L4: *az kaldı onların ki de yani* [°*bitmek üzere az kaldı*° [tr: little bit is left for them, nearly finished]
 T: [they've got little [bit to go
 L4: [little bit
 T: good so: you went out you did your homework so it was a ↑ good weekend then for you?
 L4: yes I=
 T: kind of balanced homework and you know socialising it was balanced ↑ balanced?
 L3: *dengelemek mi?* [tr: does it mean to balance?]
 T: yeah it was balanced ((T writes it on the board))(0.2) goo:d ri:ght (.) thank you Huriye?
 L5: yes I didn't do anything because I was at my home
 T: huh huh
 L5: in Burdur
 T: huh huh
 L5: (.)I hang out with my family
 T: huh huh
 L5: watch tv
 T: huh huh
 L5: and I did my homework (.)for two days Saturday [and Sunday
 T: [and Sunday
 T: when did you ↑ go to: ↑ Burdur?
 L5: (.)onn Thursday

T: on Thursday so no class [on Friday
 L5: [no class on Friday yes
 T: himm that's good (.)ok so how often do you go to Burdur to see your family
 [because it's very close
 L1: [hergün[tr: everyday]((laughter))
 T: so every week↑
 L5: every week[yeah
 T: [every week really?
 L5: [every week I go Thursday I [arrive
 T: [come back
 L5: today=
 T: today=
 L5: =on Monday
 T: you came on Monday=
 L5: =yes=
 L5: =I came here for three days=
 T: only for three days ((laughter)) but hummm
 L5: normally I was here (.) six days
 T: huh huh
 L5: because umm I had /fra:nse/ ((L5 mispronounces 'French')) course here
 T: French course huh huh who's giving the French course is it ↑ Isminaz teacher?
 L5: yes
 T: huh huh
 L5: and it finished and=
 T: it's over [so you can go home
 L5: [and my weekend is free=
 T: that's good so see your ↑family more than your ↑university teacher
 LL: yes ((laughter))
 T: that's ↑interesting that's interesting so is it good or bad because=
 L5: =good because I want this
 T: huh huh
 L5: they say don't come every week but I go=
 T: but you go do you have any sisters brothers?
 L5: brother one
 T: ↑younger ↑older?
 L5: younger
 T: younger how old is he
 L5: humm thirteen
 T: thirteen soo what class is it seven or:?
 L5: seven
 T: year seven right ok so: that's interesting it's not a ↑typical university student life is it?=
 L5: =I I addicted to my family
 T: you're addicted to your family
 L5: especially for my mum
 T: to yo- your mum
 L5: to my mum
 T: ↑ hummm well she must be kind of like you know just ↑go away ↑do your ↑school ((laughter))
 L5: yes
 T: is she like that?
 L5: ° yes°
 T: humm interesting I don't know it's got advantages of course because you always eat you mum's
 you know food
 L5: yes

T: that's fantastic and for example if you're ↑ill you can just go to Burdur and rest at home ((laughter)) so that's that's really good but I don't ↓know what about your friends for example all of your friends are together from Monday to Sunday they're always together but you go and you miss the ↑half of the time

L5: ° yes° they say umm let's meet

T: huh huh

L5: but I say [I'm not at home

T: [oo sorry darling I'm in Burdur=

L5: = yes

T: with my family

L5: yes ((laughter))

T: huh? so which one is better family or friends?

L5: ° family°

T: family↓ ok

L5: ↓I think

T: ok I don't know I think because there are some students who are come from Burdur but they don't go every week because they want to you know ↑experience you know ↑university life so but you prefer family family life

L5: yes I'm boring I'm bored here=

T: you're ↑ bored huh huh

L5: yes because I live alone here

T: huh huh what about ↑ your friends don't you have friends?

L5: my friends ummm=

T: =hummm they are boring((laughter))

L5: study lessons=

T: =they ↓ humm

L5: and I don't have much ch friends=

T: =many friends

L5: many friends

T: huh huh

L5: because it's my first class first year=

T: =right aaa=

L5: =that's why

T: =that's why you're in year one that's why next year it can be different

L5: maybe ((laughter))

T: ok good good to hear ri:ght (.)Hamdi Bey ((laughter)) ok tell us about your weekend please

L8: humm I went go university=

T: ↑you?

L8: university

T: ↑you:?

L1: went to

L8: I

T: hum

L8: went go

L3: went go

T: went go? =

L8: =aa

LL: =went bi de go [tr: went and also go]

T: twice I ↑went and ↑go ((laughter)) ok

L8: went to university

T: huh huh

L8: dance practice

T: alri:ght good but there's another one here

L1: *dansa başladım* [tr: I've started to learn dancing]
 L8: *başladın mı?* [tr: have you started?] ((laughter))
 L1: *başlıcam* [tr: I'll start]
 T: maybe in the class one day you can show us some ↑ moves ri:ght together as a couple ((laughter))
 L8: *girls olursa yaparız* [tr: we can if there are girls]((laughter))((unintelligible talk))
 T: ok
 L8: then=
 T: =ladies
 L8: then
 T: ↑ladies
 L8: then I hang out with my friends
 T: huh huh
 L8: *Kafeler street* ((a street in which many cafes are))
 T: huh huh so which cafe did you go?
 L8: I went to go- I ↑ went Milano ((smiling))
 T: so you went to Milano=
 L8: =Milano
 T: so what do you advise me to dud dud aa yes what do you advise me to ↑ drink?
 L4: *sıcak çikolata*= [tr: hot chocolate]
 T: =in Milano
 L8: I don't know
 T: =so what do you drink when you go
 L8: Turkish coffee
 T: himm that's fine Turkish coffee?
 L4: ° *çok güzel değil yaa*° [tr: it's not very good]
 L1: *çok güzel değilmiş* [tr: it's not very good]((laughter))
 L4: *sıcak çikolata için o güzel* [tr: I advise you hot chocolate, that's good]
 T: hot [chocolate
 L4: [chocolate
 L5: *hayır kahve dünyasındaki daha güzel*= [tr: no, the one in 'Kahve Dünyası' is better]
 T: =ok maybe next week or one week we can just compare the cafes
 L1: compare [ne demek?
 T: [com↑ pare
 L2: *karşılaştırmak* [tr: to compare]
 T: we can compare the cafes and restaurants in Isparta and=
 L2: =*gideriz* [tr: we should go]
 T: yes why not[we can ((laughter))
 L2: [*gidelim burası iyi hocam deriz biz size* [tr: when we go, we will tell you what is
 good, Madam]
 T: yes you need to tell me so I can go huh huh ok so you drink you drank Turkish coffee? you drank
 Turkish coffee? you drank
 L8: yes yes
 T: so how much did you pay for[Turkish coffee
 L8: [humm I paid six Turkish liras
 T: [six humm that's ok I think six Turkish liras is ok huh huh but in
 some café cafes you pay six or seven only for a cup of ↑tea t[in some cafes
 L2: [*aynen* [tr: yes]
 T: and I think that's expensive huh huh
 L8: Sunday uhmm I went dance practice=
 T: =↑again?

L8: yes
 T: ok it is twice a week?
 L8: yes
 T: on Saturday and [Sunday
 L8: [Sunday
 T: ri:ght
 L8: night I went to Barida discorium dance night
 T: but it's all dance dance your weekend=
 L8: =yes ((laughter))
 T: so.. the.. I ↑like that huh huh
 L8: ↓*ondan sonra eve geldim yani öyle* [tr: after that, I came home, yes]
 T: what time did you leave the club what time did you say goodbye I'm going home?
 L8: hummm
 T: in the morning?
 L8: yok ((laughter)) half past one
 T: humm that's ok then ↑that's ok↓ so: this morning you feel ok? afte:r
 L8: yes
 T: going home late=
 L8: no I wake wake up early humm lesson start ten=
 T: =at ten so I'll ask you something I dunno if you if anybody know this ((T writes 'hangover' on the board))(0.2)
 L1: ↑hang[over
 T: [hangover=
 L2: =*geceden kalma* [tr: hangover]
 T: huh huh kind of you drink too much and then you sleep late and then in the morning you're like ↑what ((T holds her head))
 L2: baş ağrısı
 T: you've got headache you don't feel well so did you have ↑ hangover this morning?
 L1: ° hangover?°
 L8: no
 T: huh↑
 L8: no
 T: so you didn't drink too much
 L1: ↑ haa ((unintelligible talk))
 T: only one↑
 L8: only one
 T: one beer
 L8: yes
 T: ohh that's that's nothing I think one beer huh huh ok good ↑ok: last person are you ok you feel hot?
 L3: ° yes °
 T: because you rushed right just tell me like two three sentences about your weekend?
 L3: uhmm I didn't do anything because I was ill
 T: ↓ ri:ght so what was the problem? =
 L3: =I have a throat..=
 T: =sorethroat ((smiling))
 L3: *üff gelmiyo* [tr: uff I couldn't remember]((unintelligible talk)) last month I [feel good I feel better
 L1: [*şeyini hatırlamıyorum da* [tr: I don't remember that]=
 L8: =sarışım zayıf bisey
 T: huh huh you feel better
 L3: tha:n yesterday
 T: huh huh so that's all so you didn't go outside
 L3: no=

T: = no you were at home o:k I hope you ↑get well soon
L8: *ders saatinde yetişemediğimden* [tr: because I couldn't catch it at lesson time]
T: ok ri:ght I'll just leave it like this because next lesson we will again you know use them in a sentence I want to start the book for a little
L1: *kullanmayalım kitabı yaa biz böyle iyiyiz* [tr: let's not use the book, we're fine like this](laughter)
T: well many of my students say the same they're like can we humm boring just close it we are ↑ ok together but we have to do the book because we've got exam so we'll do little bit book
L3: ri:ght humm humm humm humm
L1: *kredi kartları* [tr: credit cards]
T: yes we'll talk about shopping actually ↑ right ↓ok ↑so ((T opens the book and starts reading)) a word to begin write the words below the correct pictures' so: look at the pictures and then we will write what they are so if you look at number one what what do d- do you see in the ↑ picture I'm on page eight=
L1: =credit card
T: it's a credit card we're all aware of it we know ok what about number ↑two?
L2: debit card
L1: *aynen* [tr: yes]
T: debit card it's a debit card so what's the difference between debit card and credit card actually?
L1: debit ↑ne?
L3: *banka kartı* [tr: debit card]
L5: *hesap kartı gibi bisey* [tr: like a debit card]
T: yes for example I'm working here I'm a teacher and I've got a debit card=
L3: =*maaş kartı* [tr: salary card]
T: yes but credit card yes it's different hhuh huh ok:
L1: *maas kartı mı?* [tr: is it salary card?]
T: huh huh number three: what's that? =
L4: =cardholder
L5: =cardholder
L5: cardholder
T: yes that's a cardholder
L4: *kart şeyi* [tr: card stuff]
T: huh huh ok: if you go to a shop you can see a cardholder and then you can use maybe credit card or debit card ok number ↑ four what's that last three digit number?
L1: =security card
L2: =card verification number
T: card verification number yes
L1: *güvenlik numarası olmuyo muydu o?* [tr: wasn't it security number?]
T: well I think the whole number is security number but the last three digit is card veri- verification number
L1: verification↑
T: well you that's that's not something verify means [humm
L7: [güvenlik [tr: security]
T: yes you are it's like verified ((T imitates to stamp a document)) you know=
L2: =*onay* [tr: verification]
L1: *ney?*= [tr: what?]
L2: =*onaylanması* [tr: verification]
T: =card verification number huh huh verified
L1: ° veri-fied° ((T writes 'verify' on the board))
T: that's a verb and verification is a noun of course huh huh ok: uhmm last one what's that?
L1: finish date

- L4: *kartın kullanılmaması* [tr: not to use the card]
T: date of issue they say
L1: *issue sona ermesi mi?* [tr: does it mean expiring date?]
T: huh huh yes so your credit card you've got two numbers I don't know if you if I've got a credit card I can I think I've got but I dunno if I've got it with me ((T looks for her credit card in her bag))(0.3)) yes so let's see it so eighteen fifth May May two thousand and eighteen that's the the number that it will ↑ expire
L1: *sona ereceği* [tr: expiring date]
T: huh huh that's the number ok ehh no:w we'll do reading ↑ read the product information about a camcorder what's a camcorder by the way?
L1: *kamera kayıt ° cihazı°* [tr: recording camera](.)
T: what is it?
L1: *recorder dan corder ı almışlar* [tr: they've taken -corder from recorder]((smiling=
T: =yes yes camera camera and recorder camcorder
L1: haa
T: ((the bell rings)) ohhh how quick no: ↓ ri:ght ok so when we come back we will read the information about the ↑ cam.corder camera like combination of camera and recorder and then we'll talk about it and then we've got speaking I like that we will talk about a product (.) for example may be mobile phones we can compare Iphone and maybe Samsung
L1: humm
T: may ↑ be ((laughter))
L2: *Iphonu karşılaştırcaz* [tr: we'll compare Iphone]
T: yes huh huh good good sides bad sides which one is more expensive which one is you know ↑ better ↑ cheaper so we'll talk about it ok have a good break ((T exits))

LESSON 2

- L3: *bişeyi araya bilir miyim? iki saniye* [tr: can I call something? two seconds]
T: ok ok what's that music? is it salsa?
L1: I learn salsa ((laughter))
T: like that? ((music plays))(unintelligible talk 1.1)) ↑ok guys
L1: *bayaa iyiymiş bu* [tr: that's really good]
L8: *zaten onlara bakıp bakıp heves ediyon sonra kıza gidip yapmaya çalışıyon olmuyo kızın eli meli değmiyo*((laughter)) *genelde öyle oluyo* [tr: you look ate those and then you go to the girl and try to do it but the girl's hand doesn't touch, that's what generally happens]
T: ok you need to learn that=
L1: yes
T: so
L8: *kıza gel deneyelim diyon olmuyo çok garip bişey oluyo* [tr: you ask girl if you can try it but it doesn't work, it turns out to be something weird]((laughter))
T: ok we're on pa:ge ↑ eight and can you just ↑ rea:d (())read the description of the camcorder in silence very quickly please you've got one minute
L1: *biz mi okuyalım? sesli mi okicaz?* [tr: shall we read it in silence? aloud?]
T: no no in ↑ silence (0.2))
L2: *gece görüş şeyi sen↑ ce?* [tr: it's like night vision, isn't it?]
L1: *bakiyim mi bi?* [tr: shall I look it up?]
L2: *büyük açılmış* [tr: it means wide angle]=
L1: =ne? *büyük acı*[tr: what: wide angle]
L2: *büyük acı* [tr: wide angle]
L1: *gece görüşü* [tr: night vision]((laughter)) (0.2)
T: so who's absent today? who is missing?
L7: Mustafa
L2: *kim yok?* [tr: who is absent?]
L1: *aa Mustafa yok* [tr: aa Mustafa is off]

T: ↓humm right
L1: *doğru* [tr: right] ((unintelligible talk)) ((LL whispers))
L1: *sen ne dedin ona?* [tr: what did you say to him?]
L2: *işte yüksek düşük bir şekilde dedi büyük açıdan filan çeker ° tarzında bişey diyo°* [tr: it says it is in a way like, it is like it takes from wide angle](0.3)
L4: °*düşük açı mı?*° [tr: low angle?]
L1: *bir şey mi söylecektik?* [tr: are we supposed to say something?]
T: no just reading you're just reading
L1: humm ok
T: hav- I think you've finished
LL: yeah
T: ri:ght ok let's- I'll read it first and then I'll ↑ ask some people to read and then we'll look at the description ↑ after ok: so just follow ((T reads the text))
T: Sony HDR-CX160 high definition handycam corder handycam camcorder price \$370 product information take amazing (.)1920 times ten-1080 full hd video with this compact camcorder it features a special sensor for good low light performance and wide angle lens plus 40 times extended zoom ehhe feature to help you get closer to the action ↑ record and ↑ store up to six hours (.) of high definition video footage with the built in embedded flash memory (.)you can also view your photos on the three inch (.)touch screen display so ummL6: ↑Fevzi can you read it please? just start from the product information because the other parts are not that=
L7: product information take amazing 1920(.)*çarpı nasıl okunuyodu?* [tr: how do we read times? (in English)]
T: ↑ times ti↓ mes=
L1: =times
L7: =times times 1060- 80 full hd video with this compact camcorder it features a special sensor for good low light /per'fɔ:r.mə nt s/ ((L7 mispronounces 'performance')) and wide /eɪn.dʒ ə l/ ((L7 confuses 'angel' with 'angle'))lens=
T: wide angle
L7: angle lens plus 42
T: times
L7: times extended zoom feature to help you get closer to the action record and store up to six hours (.) of high definition video footage with the built in embedded flash flash memory (.)you can also view your photos on the three inch touch screen display
T: ok thank you ↑ Gülşen? can you read it again please?
L4: pro- product information take amazing take amazing (.)1920 times 10 7-80 full hd video with this compact camcorder it features a special sensor for good low light performance and wide angle lens plus a 42 times extended zoom feature to help you get closer to the action record and store up to six hours of high definition video /foteɪdʒ/ ((L4 mispronounces 'footage'))
T: footage
L4: footage with the built in embedded flash memory (.)you can also view your photos on the three inch touch screen display
T: ok good now we will look at the features of the camcorder so what's what's what can you say about the ↑ features?
L8: *özellikleri nedir diye* [tr: asking about the features]=
T: =huh huh so what's what are the features of this camcorder
L4: /lʌv/ lights ((L4 mispronounces 'low'))
L1: *sen söyle* [tr: you tell]
L3: special sensor=
T: yes special sensor for low light goo:d
L4: a /wid/ angle ((L4 mispronounces 'wide'))
L1: wide angle=
T: =a wide angle huh huh wide angle lens
L4: *bi de* [tr: and]forty-two times [extended zoom

T: [zooms huh huh good
L5: what's the meaning of angle?
T: angle?=
L1: =açı [tr: angle]
L2: =açı[tr: angle]
T: huh huh I was gonna draw a ↑triangle and I was gonna ask you yes ↑ angle ok so: that's why we say ((T draws a triangle on the board)) triangle because it's got one two three angles ((T points the corners of the triangle))=
L1: =üç açı [tr: three angles]
L4: üçgen [tr: triangle]
L2: üçgen [tr: triangle]
L5: üçgen [tr: triangle]
T: yes huh huh one two three angles so that's why it's tri:angle ↑ three angles ok yes it's ↑ high definition huh huh hd so that's one of the features ok (.) anything about storage? anything about storage?
L2: depolama alanı [tr: storage]
T: up to huh huh six hours
L1: depolamak? [tr: to store?]
T: video storage huh huh
L2: altı saatin üstünde depoluyomuş [tr: it stores more than six hours]
L4: high definition

T:	huh huh high definition ok good I think we have said all of the features so that's good now we'll do little bit of speaking so it's speaking spoken production ↑ eight ((T writes the criteria about the skills depending on European Language Portfolio))spoken production eight it's from the portfolio right?
L5:	ayyy [an expression to show surprise and excitement]
T:	that's the short form do you have it no?
L5:	cık [an negative expression to show disagreement]

T: well if you don't have it when you go home just you know=
L5: =°tamam° [tr: ok]
T: tick it ok it's spoken production eight if you can write it yes if you can write it here spoken production this activity eight ok talk about the ↑ advantages and ↑ disadvantages of internet shopping do you think it's safe what options are there to pay for (.)the ↑ products you buy ok so I want you to work in pairs actually we've got ((T calculates if each students has got a pair or not)) yes we've got eight people so that's good so you will work in pairs and together at least five advantages five disadvantages of online shopping ok you're writing you're taking notes but I don't want full sentence I want just bullet points ((T demonstrates bullet points on the board)) like this for example cheaper yes bullet ↑ bullet points ok like ↑ short notes you're working together you two: you two can eh you go or Meriç can go Meriç can you work together with Gülşen? Kubra and Huriye you need to work together
L1: beş beş mi yazcaz? [tr: are we going to write five each?]
T: ↑ together ten=
L2: =birimiz beş [birimiz beş [tr: you and I write five each]
T: [ten together ten you can just divide into two your page divide into two advantages disadvantages huh huh
L2: avantaj dezavantaj yazcaz iste 5 sen 5 ben [tr: we'll write advantages and disadvantages, you and I write five each]
T: no no ↑ no ((laughter)) don't be smart ↑ no (11:08)
T: do it yourself (.)thank you Meriç ((unintelligible talk)) so online shopping is it good is it safe
L2: °cheaper° (0.1)
L1: online shopping ((T walks around to see what LL are doing))(0.2)
L2: uzun cümleler olmicak mı? [tr: will they not be long sentences?]
T: no no keep them short because we'll do speaking so they're just notes

L1: *güvenli olmayan?* [tr: unsafe?]
 L2: don't safe
 T: unsafe
 L1: *unsafeler o zaman* [tr: it's unsafeler, then?]
 T: it's not safe because safe is an adjective it isn't safe huh huh or you can just write safe you know it would be ok
 L4: unsafe?
 T: unsafe
 L1: you didn't *yok* [tr: no] you shouldn't try them
 T: you shouldn't do ↑ what?
 L1: you shouldn't try them..your coat *aldığını deneyemezsin* [tr: you can't try on what you buy]
 T: ahh (('ahh' is an expression used for surprise)) huh huh
 L2: you shouldn't try
 T: you don't try them on
 L1: *ama ben* [tr: but I] *aa* (('aa' is an expression used for surprise))
 T: try on remember last week we did it try try something on
 L1: you don't try *o zaman* [tr: then]
 T: you don't try it on
 L1: *it on ne için geliyo?* [tr: why do you use 'it on'?]
 T: it the product
 L1: *humm tamam* [tr: hmm OK]
 T: on ↑ on you
 L1: *tamam tamam anladım* [tr: OK OK I see] it
 T: *huh huh* (('huh huh' is an expression used for agreement))
 L6: ° *hocam, beş tane dimi?*° [tr: teacher, they are five, aren't?](0.2)
 T: ↑ ten five advantages five disadvantages in total ↑ten (°)
 L5: *tamam çok güzel* [tr: okay, it's great]
 L4: *daha çok çeşit var* [tr: there is more variety]
 T: yes
 L4: ° *başka ne var?*° [tr: what's more?]
 L1: you have much you have many
 T: what does it mean?
 L1: *daha çok çeşit var* [tr: there is more variety]
 L4: more kind *olmaz mı?* [tr: can't we use 'more kind'?]
 T: uh huh in variety
 L1: huh?
 T: you can find things in va-↑ variety (0.1)
 L1: ° you can find°
 T: huh huh
 L1: in variety
 L2: *o anda demek için on the moment diyebilir miyiz?* [tr: can we use 'at the moment' to say at that moment?]
 T: at that moment
 L2: at that?
 T: moment huh huh (°) or you can use immediately it means yess
 L3: ↑ *hemen* ° *değil mi?*° [tr: immediately, isn't it?]
 T: huh huh immediately for example whenever you want it you can get it immediately
 L3: *himm* [hemen [tr: immediately]
 L1: [hemen [tr: immediately]
 T: at that moment
 L1: *it can't be you ne demek* [tr: What does 'it can't be you' mean?]
 T: it can't be?
 L1: you *sana olmayabilir* [tr: it may not fit you]
 T: it may not suit you ↑ suit?

- L1: *suit takım elbise değil mi?* [tr: isn't 'suit' a ((men's)) suit?]
T: but it's a verb at the same time for example ↑ that umm jumper doesn't suit you ((T points at S's jumper))
- L2: *senin bedenine uymuyor=* [tr: it doesn't suit your body?]
T: =no no it doesn't suit you
- L1: *olmamış mı?* [tr: isn't it right?]
T: huh uh
- L1: *benim cümle nasıl olacak peki sana olmayabilir* [tr: how do I make my sentence then, it may not suit you]
T: it may not suit you
- L1: *neden can't kullanmadık?* [tr: why didn't we use 'can't'?]
L2: *belki olur belki olmaz diye mi?* [tr: is it because it may or may not be?]
T: because it's a possibility can is humm when you are asking for example can I do this can I do that or you can say I ↑ can do English type of things
- L1: *o zaman* [tr: then] it may not be suit to suit
T: it may not ↑ suit you
- L4: it may not *olmaz mı?*[tr: can't it be 'it may not']
L1: it may not suit you
T: huh uh it may not suit you
L1: ° it ma:y not (())suit you°
T: for example if you do it cannot it can't suit you it's a different meaning it can't it means like no
- L2: *hiç hesapta olamaz* [tr: It is never taken into account]
T: yes it's like obligation ↑ no
- L1: *anladım* [tr: I got it]
T: it's different so may is much better (.) okaL1: last one minute and then we will start
- L2: *üç tane olumlu iki tane olumsuz kaldı* [tr: I have three positives and two negatives left]
L1: *bir iki üç tamam bende de dört var olmadı üç tane yapmışız deyip geçeriz ((laughter)) bakalım* [tr: one two three okay I have four alternatively we skip ((the activity)) saying we've done three](unintelligible talk)
- L1: *safe ayy* (('ayy' is an expression used for regret)) *ben safe I dezavantaja yazmışım* [tr: I've written down 'safe' as a disadvantage]
L2: *ben avantaja yazdım güvenli değil nasıl oluyo* [tr: I've written it down as an advantage how do we say it's not safe]
- L1: humm ((unintelligible talk)) *ne olabilir yaa?* [tr: what can it be?]
L4: ° *başka ne olabilir yaa° avantajlarına ucuz kolay* [tr: what else can it be the advantages cheap easy]
L1: *ne* [tr: what]
L4: *ucuz daha kolay* [tr: cheap easier]
L1: *evet daha hızlı* [tr: yes faster]
L5: *hayır çeşit* ((unintelligible talk)) [tr: no variety]
L1: *daha çok çeşit varr* [tr: there is more variety]
T: ye:s in variety
L4: *onu yaptık* [tr: we've done it]
L1: *o zaman slowly diyelim biz avantaja* [tr: then let's say 'slowly' as an advantage]
T: is it a is it an advantage slow [something is slow
L2: *[daha ziyade dezavantaji* [tr: it's more of a disadvantage]
T: it's a disadvantage
L2: yes
T: right ok good good if something is slower=
L2: *ama avantajda olabilir* [tr: but it may also be an advantage you know for patience] *hani acele işe şeytan karışır diye* ((a Turkish proverb meaning 'great haste makes waste'))((laughter))
T: okay ((laughter)) okay guys let's start guys can you just tell me ummmm two advantages two disadvantages your best
- L1: okay
L2: *tamam* [tr: okay]

T: together of course
L2: *nasıl diyim?* [tr: How do we say?]
T: well you can say| one and one
L1: [sen avantaj söyle ben dezavantaj söyliyim öyle olsun [tr: you tell (the class) one of the advantages then I'll name a disadvantage and so on]
L2: *tamam avantaj söyliyim o zaman=* [tr: okay I'll tell (you) one of the advantages then]
T: =you need to tell me why it is it is so
L1: *bi de why ı mı soylicez?* [tr: do we also have to explain why?]
L2: *ben onu yazdığım için rahat* [tr: it's easy (for me) as I've written it down] online shopping is safe because there is system of production type
T: system of?
L2: *production koruma olarak mı kullanılıyo ben öyle hatırlıyorum da koruma hani ödemeyi koruma sistemleri var ya online* [tr: we do use ((the word)) 'production' as protection I don't remember it so protection you know there are online payment protection systems]
T: ahh they're safer because=
L2: *=kart numaralarını gösterme üyelerine filan*[tr: protecting your card numbers, such as from members]
T: they protect
L2: protect ok
T: they protect they protect your humm identity details identity details? identity?
L3: *kimlik* [tr: identity]
T: huh huh i-den-tity details ((T writes it on the board as she separates it into syllables))(.) it means like your credit card number your name your last name uhhh the=
L3: =verification number
T: verification number everything about you=
L2: *=tam manasıyla nedir? Türkçe manasıyla ° ne diye geçiyo?°* [tr: what does it exactly mean in Turkish?]
L3: *özel bilgi*[tr: personal information]
L2: *özel bilgi olarak mı geçiyo tam manasıyla?°=* [tr: does it exactly mean personal information?]
T: =well what's identity card your na:me your last na:me
L1: *kimlik* [tr: identity card]
T: yes huh huh identity details huh huh good that's one of the advantages ok
L2: *avantaj dezavantaj* [tr: advantages disadvantages]
T: ok:
L1: humm
L2: *sen devam et (())*[tr: you go on]
L1: ((laughter)) *hazır değildim* [tr: I wasn't ready] (0.1) umm advantages is easier is easier than shopping umm online shopping
T: online shopping=
L1: easier than=
T: is easier than shopping in the market or shopping in the huhh I don't know shopping market right is it easier?
L1: yes
T: huh uh okay advantage okay
L1: *ben why düşünüyodum da sormadınız* ((smiling)) [tr: I was thinking about 'why' but you didn't ask (me)]
T: no it's easier because you don't go anywhere you're in front of computer that's ↓ why ((unintelligible talk))
L2: online shopping is=
T: =↑ guys we need to listen to each others Fevzi and Hamdi listen please
L2: online shopping is generally cheap
T: cheaper ok

L1: humm this şey [tr: that] online shopping is unsafer than şey [tr: well] market shopping=
T: =is safer or?
L1: unsaf[er]

L2: [unsafer
T: generally they say ↑ mo:re
L4: more
L1: more unsafe
T: because it's longer now so: it's more unsafe but we say safer but [we say more unsafe
L1: [unsafe
T: huh huh it's more unsafe
L1: because it can be nick
T: it can be?
L1: nick
T: what doe-do you mean?
L1: *dolandırmak dolandırıcılık*=[tr: to swindle fraud]
T: =ohh nick nick is different
L1: *o zaman swindle* [tr: swindle then]
T: oh noo
L1: *burdan çıktı* [tr: I've found it out here] ((Y points the dictionary application on his mobile phone))
T: is it all from your humm you can you can use you know steal actually ste=-
L1: steal?=
L2: =*hırsız* [tr: robber]
L5: =*hırsız* [tr: robber]
T: =they can steal they can steal your money nick is different nick is like ((T imitates to be a pickpocket)) like this for example you're watching something they come behind you and they get your wallet ↑nick=
L1: *o zaman o da çalma olur* [tr: so it's also stealing]
T: they nick it it's something physical
L1: humm
T: but steal is more general you can use it everywhere nick is like just you know get wallet o: get something from your pocket from your bag ok? so: nick nick is different ok good? so you've finished?
T: yes you're done ok Hamdi and Fevzi don't give me the same ones give me different you know for example ↑ safe ok it's it's more unsafe
L3: humm=
L5: = online shopping advan-tage different kind
T: you can find kinds o: find things in variety (.) huh?
L1: yes
T: for example in different colours in different sizes size?
LL: *beden* [tr: size]
T: huh huh you can find in different for example you got to shop there is no ↑ for mee there is no small and I do online shopping I can find all all sizes in different colours so: that's good that you can find everything in variety ok goo:d yes? Fevzi?
L7: online shopping disadvantage failure product
T: (.)what do you mean?
L7: *hatalı ürün ne demek?* [tr: what does defective product mean?]
T: defect=
L7: =defect
T: in Turkish even we we [use defect
L1: [defo[tr: a defect]
T: yes defect
L7: ° *defolu*° [tr: defective]

T: huh huh ((T writes it on the board)) (.)
L1: ° de-fect°
T: huh uh oL3: there can be a defect in the product huh? or there might be a problem with the product good good disadvantage huh huh more?
L8: (.) ° *hangini söylicen?*° (.) [tr: which one will you say]
T: °ahhh°
L8: (0.2) *hangisini desem ki?* [tr: which one should I say]
T: I'm getting older ((laughter))
L8: online shopping
T: huh huh
L8: gain time
T: aaa time-saver you gain that's a that's a good one ↑ time-saving ((T writes it on the board))
L1: ° *zamanını korur*° [tr: (it) saves your time]
T: yes that's time saving good huh huh because you don't go to shop=
L8: =yes
T: so you can do it very quickly huh huh ok:
L7: shopping can be enjoyable for some people
T: ahh is it a disadvantage or advantage?=
L7: =advantage shopping
T: like online shopping is
L7: no not online shopping
T: do you mean like normal going for shopping is a like hobby for some people
L7: yes
T: for especially for women ((a S points to another)) is it like pointing ↑ you you ((laughter))are you pointing Huriye? ((She nods)) huh uh ok good thank you good good ones yes please Gülşen and Meriç?
L4: *dezavantajları soyliyim mi? yoksa bi avantaj bi şey mi?* [tr: can I tell you the disadvantages? or first an advantage and then the thing?]
T: ok tell the different ones huh huh
L4: *unsafe dedim* [tr: I called it 'unsafe'] because they want to identify identity card?
T: they want to steal your s identity details huh huh
L1: *identity ne demek?*= [tr: what does identity mean?]
L4: =*kimlik bilgilerin* [tr: your identity details]
L3: =*kimlik bilgilerin* [tr: your identity details]
T: all details about you huh huh
L4: sometimes some *siteler?* [tr: (web)sites?]
T: websites
L4: websites very slow
T: ohh they are very slow good
L4: they can side effects *yanlış ürün olursa* [tr: if it is the wrong product]
T: defect again problems with the product huh huh
L4: *için* [tr: for that]((unintelligible talk)) it may not suit you huh huh *bu kadar* [tr: that's all]
T: good Meriç?
L6: I could not good shopping pay credit card
T: so: using your credit card with when you're shopping is not good
L6: yes
T: ok ↑ why?
L6: humm because bank umm credit card shopping bank uhh shopping bank interest
L3: *ne dedi?* [tr: what did he say?]
L6: interest
T: what do you mean? (()) what do you mean? huh huh
L6: *faiz* [tr: interest]
T: ohh ohh you're you're yes↓ so you mean like you have to pay more if you don't pay the credit card on time because there are interest rates for example you buy something a hundred Turkish

liras and you ↑ don't pay your credit card and then it maybe it is one hundred and ten Turkish
liras because it's ↑ late and the bank get interest rate from you interest rate? (.)

L3: faiz [mi? [tr: is it interest?]

L2: [faiz oranı [tr: interest rate]

T: yes interest rate (0.1)) good Meriç I like I like that different way of thinking huh uh ok thank you
I'll come here yes ↑ ladies (.) ((unintelligible talk between the pair))

L4: ° *şu ikisi farklı*° [tr: those two are different]

L5: himm advantages one of them advantages is

T: one of the

L5: one of the

T: advan↑tanges is

L5: ↑ quickly online shopping is [quickly

T: [is okay: huh huh time-saving huh huh

L5: and then other advantage sale

T: ahh you can find sale it means it's cheaper huh huh

L5: *bunu geçiyim mi?* [tr: can I skip it?]

L4: *bundan sonrakini* [tr: the next one]

T: I think she's finished↓you ↑finished?

L4: *iki o ikiyi ben mi söylüyorum?* [tr: that's two am I naming the two?]

T: yes

L5: hum *neyse nasıl yaptın?* [tr: anyway how did you do ((that))?]

L4: one of the disand-disadvantages disadvantage humm deceptive

T: it can fool you for example they say it's a fantastic good T-shirt but the T-shirt comes like you
know ↑ rubbish so: it's deceptive

L4: *aldatıcı* [tr: deceptive]

T: good good word huh huh deceptive ((unintelligible talk)) I like I like that word (.)Kubra I like
that word deceptive it means they can ↑ fool you so it's not a safe website they can fool you for
example you buy you buy a mobile phone they show you the picture of it for example they
show you the picture of the mobile phone ↑ not the phone but the picture of it so: they sell you
something like like ↑banana or something like that so: it is ↑ deceptive it is deceptive so good
now I want this group to say yes online shopa- shopping is good you're saying that's fantastic
ok? this group is saying no: that's not good that's horrible that's got you know disadvantages so
all of you come together think about the disadvantages you've got two minutes and you are
thinking about the advantages=

L1: =*onu söyledik* [tr: we said that]

T: because it will be kind of discussion ok you'll say something and you'll answer back you're like
ohh teacher leave us alone ((laughter))

L4: *ordan yazdıklarımızı yapalım* [tr: let's name the ones we've written]

L1: *söyledik şimdi ne gerek var?* [tr: we've already named that it's no use]

T: but it'll be a discussion now it will be like=

L1: =*münazara* [tr: discussion]

T: they say something and then you say something please please use them ((T points the useful
language box in the coursebook)) use them here look I agree with you or I disagree with you
because so you give the reason ok? or you say you are right ↑ but but ((unintelligible talk))

L1: *bunların dışında mı olsun?* [tr: should it be outside these ones?]

T: well you can just you know put them together huh huh ((laughter))

L2: *avantajlarını mı dezavantajlarını mı?* [tr: (are they) advantages or disadvantages?]

L4: *bunlar biz de de var* [tr: we have these too]

L3: *bizimki çok şey işte*[tr: ours are rather you know]

L1: *bak bunu yazalım* [tr: look let's write this down]

L2: *o zaten kesin* [tr: that's for sure]

L1: *tamam senin için de bu I think diyelim we think diyebilir miyiz? we think bize göre*[tr: okay, it's
for you too, let's write (down) 'I think', can we say 'we think', 'we think' in our opinion]

T: no no make it personal I think

L1: *I think mesela we dedin mi olmaz* [tr: For example 'I think', it's not correct to say 'we']
T: no that's like you know group idea no
L1: *benim düşüncem mi sadece?* [tr: is it only my idea?]
T: huh huh
L1: I think
L2: *dezavantajları yazıyoruz değil mi?* [tr: we're writing down the disadvantages, aren't we?]
L3: *I think böyle mi oluyo?* [tr: 'I think' is this right?]
L1: *kaç cümle?* [tr: how many sentences?](.)
L3: *karşılıklı olacağı için=* [tr: as there will be opposing sides]
T: yes I can't say five or ten because it will be mutual ((unintelligible talk))((LL put their ideas together for the discussion))(.)
L1: *bazen de* [tr: write it (down) sometimes]
L2: ha bazen bazen [tr: hmm sometimes sometimes]
L1: bazen summer summer [tr: sometimes 'summer' 'summer']
T: sometimes?
L1: sometimes sometimes
L1: ° *bir yer?*° [tr: ((What's)) a place?]
T: somewhere place
L1: huhh herhangi bir yer işte some somewhere sometimes [tr: huh I mean anywhere, 'some' 'somewhere' 'sometimes']
L3: *aynen aynen* ((laughter)) [tr: exactly exactly]
L4: ° *Meriç bu ne?*° [tr: Meriç what is this?]
T: some some
L5: ° *ben şunu yazdım*°[tr: I've written those down]
L1: I don't quit
L2: I don't quit *deme* [tr: don't say 'I don't quit']
L1: off offer
L5: *biz onu demicektik* ((unintelligible talk)) [tr: we wouldn't say that]

L1: ° sometimes° <i>ürün ne demek?</i> = [tr: 'sometimes' what is 'urun' in English?]
L3: =pro[duct
T: [product huh huh product

L1: product (0.2)
L5: can (0.3)
L1: *şimdi biz onların ne yazdığını bilsek olmaz mı?* hani ona göre= [tr: wouldn't it be okay if we knew what they've written? well,((we would write))accordingly]
L2: *hazırlık yapalım=* [tr: let's do preparation]
T: uh huh they will say it and then you will answer
L1: *direk? yazmayada gerek yok o zaman*[tr: directly? we don't need to write ((them)) down, then]
T: but ideas you put your ideas together ((unintelligible talk))
L1: *computer mi desek yaa? computer diyelim=* [tr: should we use ((the word))'computer'? let's use 'computer']
L7: *o zaman da şey oluyo*[tr: but this time it makes ((it))]
L1: if youu don't use ↑ *ne diyelim? internet diyelim* [tr: what should we use? let's use 'internet']
L3: *kargo?* [tr: cargo?]
T: uhmm huh huh
L4: *kargo is the same?* [tr: cargo 'is the same?']
T: shipping
L3: shipping
T: yes ((unintelligible talk)) Kübra you can get a good idea from here because you pay=
L1: *shipping ne demek?* [tr: what does 'shipping' mean?]
T: extra
L1: shipping? (.) shipping?=
L2: =shipping *kargo* [demek [tr: 'shipping' means cargo]

- T: [well ↑ yes the person who will ↑ get your product and bring it home like Aras
Yurtiçi whatever
- L1: *ahh tamam şimdi ona karşı şeyler yazalım* ((laughter)) [tr: okay let's write something down to argue against it?]
- L8: *ne olabilir?* [tr: what can it be?]
- L1: *haa kargoya* [*da para veriyosun* [tr: you pay for the shipping, too]
- L7: [*para veriyosun para veriyosun* ((laughter)) [tr: you pay for (it) pay for (it)]
- L5: *iyi bişey oluyo ama bazen mobilet falan oluyo ya* [tr: it is good but they sometimes use motorbike or like that]
- L1: *ne?* [tr: what?]
- L5: *telefon telefonla yapılan alışverişlerde kargo olmayabiliyo=* [tr: You may not be charged for the shipping when you shop on the phone]
- L1: = *haa yüz tl üzerinde olanlarda filan* [tr: well, such as the ones cost more than 100 liras]
- L4: =*hani bazen* [tr: you know sometimes]
- L5: *mobiletle geliyo günlük mesela bazı şeylerde* [tr: some of the things for instance are delivered by motor courier]
- T: she knows everything ((S giggles)) about shopping=
- L5: *oluyo* [tr:it happens]
- T: are you a ↑ shopaholic?
- L1: ° *zorunda kalmak*°[tr: be obliged to]
- L5: yes ((smiling))
- T: shopaholic
- L4: addict
- T: huh huh addicted ↑ shopaholic ((unintelligible talk))
- L1: *zorunda kalmak? you must mı olur?*= [tr: be obliged to? is it 'you must'?]
- T: =you have to=
- L1: =you have to
- L2: *iki tane kaldı*[tr: we have two left]
- L1: ° you have to:° ↑ *pay ödemek* pay you have to paay you have to pay *ne desin? ihtiyacı yok* ((laughter))((unintelligible talk)) [tr: 'pay' means to pay, 'you have to pay' what should he say? He doesn't need ((it))]
- T: you have to pay money or you have to pa:y you have to pay for what?
- L1: *cok sesli düşünüyorum* ((laughter)) *tamam bu doğru oldu karşı koycaz simdi onlara Dursun sende gel* [tr: I was thinking aloud okay we've done it right, we'll contest them now, Dursun join us]
- L5: *bu eksik kaldı ama* [tr: but this is still unfinished]
- L1: *onu söylemicem internet kullanmıyosan alışveriş yapamazsın ne demek zaten online safe yerine unsafe demişiz* [tr: I won't read it, how do we say if you don't use the Internet, you can't shop ((online)), well we've written 'safe' for online (shopping) instead of 'unsafe']
- L5: *yok yok şey diyom ben safe li bölüm tamam ama bizim iki tane* ((unintelligible talk)) [tr: no no I mean, well the part with 'safe' is okay but we have two (of them)]
- T: ok a few minutes and then we start
- L1: yeter bu kadar yaa biz yaptık bile [tr: no worries we've already done (it)]
- T: you're ready?
- L1: yes
- L5: *okuruz şimdi* [tr: We'll read it out now]
- T: ladies are you ready?
- L3: yes
- T: you're ready? ok you think shopping is good or not?=
=good *yani*[tr: I mean]
- T: online shopping online shopping is good for everybody good for users ok? but you think no: it's not good and because it's got some disadvantages ok who wants to start? I'll ask [ladies
- L5: [*avantaj başlasın biz karşı koyalım* [tr: let the advantage (group) start first so we'll talk against

- (them)]
- T: I'll ask ladies to start Kubra do you want to start?
- L4: *onlar başlasın* [tr: they should start]
- L3: *tamam biz başlayalım* [tr:okay we'll start first]
- L4: *başlayalım mı?* [tr: are we starting?] ((the bell rings))
- L5: *zil çaldı* [tr: the bell rang]
- L1: *çok hızlı oldu* [tr: it was quick]
- T: we've got one more lesson
- L1: *aa doğru yaa* [tr: yeah it's right]
- T: right ok: so we'll do this
- L5: *çok heyecanlanmışım ama ben* [tr: but I got really excited]
- L1: *bence gizli kardeşlik yapabilirsiniz* ((laughter)) [tr: we can have a secret brotherhood]
- L5: *kardeşlik* ((brotherhood))
- T: keep your powers together huh? keep your powers together?=
=yes yes *güçlerimizi ° birleştirelim*° [tr: let's unite our powers]

LESSON 3

- ((unintelligible talk)) ((LL talk about their dance practice experiences))
- L8: *her gün çalışırsan bir hafta* [tr: if you practise one week]
- L1: *aa ben bir ay iki ay filan zannetmişim* [tr: I thought it would be one or two weeks] ((unintelligible talk))
- L8: *her gün eşsiz yaparsın* (0.1) [tr: you can do it every day without a partner]
- T: ok guys I think everybody is ↑ ready for the discussion ((unintelligible talk))
- L1: *dans öğreniyom da hocam* [tr: I have been learning to dance Madam]
- T: you can't teach dancing by speaking you have to show
- L1: *gösteriyö altına* [tr: it shows below]
- T: how? ((laughter))
- L8: *ayak hareketlerini gösteriyorum böyle böyle diye* [tr: I show the leg moves]
- T: really?
- L8: *soruyo* [tr: he is asking ((me))]
- T: humm good ok so girls can you start first and then it will be girls boys=
girls başlıcağı [tr: girls were going to start]
- L2: [bayanlar önden [tr: ladies first]
- L4: I think=
=girls and Meriç of course((laughter)) no: I shouldn't call you girls ((laughter))
- L1: *onu unuttuk* [tr: we have forgotten him]
- T: are you ↑ with us Meriç? are you with us? you're together as a group
- L3: yes
- T: huh huh good yes let's
- L3: we think online shopping is easily(.)
- T: easier

- L3: easier than real shopping
- T: ok actual actual shopping huh huh
- L8: *biz farklı soylicez çok alakasız olucak*= [tr: we will say a different (so) it will be irrelevant]
- L1: =yani= [tr: I mean]
- T: no it has to be like a reply huh huh it has to be like a reply [to what's said
- L1: [karşılığı olacak [tr: in reply]
- T: huh huh
- L1: *ama doğru: daha kolay* [tr: but that's right this is easier]
- L8: *haklısın* [tr: you are right] ((unintelligible talk))
- L5: *hiç bişeye karşılık veremiyolar şuan* [tr: they can't speak against now]
- L8: yes you're right ((laughter))

T: no you have to you have to support your own idea you can't say yes I agree with you ((laughter)) so where is discussion then?

L1: huh if you don't use the internet you don't make a online shopping

L5: *ee we use internet yani* [tr: of course we use the Internet]

L1: *ya bilmiyorsam yapamam=* [tr: I can't do it, if I don't know]

L8: *=ya yoksa* [tr: if not available]

L2: *ya bir şeyler yoksa ya motive edemedim derse nolcak?* [tr: if something is not available or if s/he says 'I couldn't motivate']

L3: *bunun ingilizcesi neymiş onu söyle* [tr: tell us that this is in English]

T: yes

L2: *ivit* [tr: yes] ((laughter))

L5: *° herkes sustu°* [tr: everybody went quiet]

L1: *fatura ne demek?* [tr: what does bill mean (in English)?]

T: bill

L1: bill humm if you *yokk* [tr: no] if you don't *bill neydi?* [tr: what does bill mean?]

T: if you don't pay the bill you don't use internet you don't make shopping

L8: *oki doki* [tr: okay]

T: you don't do shopping hhuh uh ok

L5: money is important ((laughter))

T: now you can ↑ make a statement

L1: humm

L2: humm

L1: I think sometimes products can be defect

L4: ne?

T: can have defects like problems problems

L3: *defo defolu defolu* [tr: defect defective]

T: huh huh

L4: umm

L5: if it be def- neydi o? [tr: what is it?]

T: if it has got defect

L5: defect we send it

L4: *° back°*

L5: back

T: we send it back huh huh

L7: *hile girdi* [tr: there is a trick] ((unintelligible talk))

T: they'll send it back

L1: they *uzun sürmek?* [tr: take long]

L2: *uzun sürer=* [tr: take long]

L5: =don't buy

L5: =they pay they pay you no money

L1: it have a long time

T: it takes a long time

L1: *it takes have olmaz mı sahip=* [tr: can't it be it takes have, possess?]

L2: *=yok it takes süreç olduğu için=* [tr: no takes because it is a process]

T: =huh huh=

L3: =but but

L5: *ne diyo o?* [tr: what does s/he say?]

L3: *çok uzun zaman sürebilir* [tr: it can take a long time]

L5: *noo hayır işte* [tr: no]

L3: *durun durun söylee* [tr: hold on hold on you say it]

T: come on one of you ((laughter))

L3: but finally we take (.)back (.)my (.)our money

T: umm you take your money back?=
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L3: =yes
 L4: =yes
 T: or you take the product back
 L3: yes
 T: huh uh
 L1: ° but° it's not easy
 T: aa it's not [easy
 L5: [↑ easy I did it it's easy=
 L2: =but think that you should go somewhere umm next week but umm *ne zaman* [tr: when?]
 T: good point
 L2: *kıyafet?* [tr: clothing]
 L4: dress
 L2: dress dress
 L3: [cloth
 L2: we come two week later so that's-
 T: if it's late [if it arrives late
 L2: [*yani işe yaramaz artık iki hafta sonra* [tr: it is worthless after two weeks]
 L5: [*aynı konuda mıyız başka konuya mı geçtik biz?* [tr: are we on the same topic or have we
 shifted to a new one?]
 T: the same the same
 L2: *hadi bunu da açıklayın sıkıysa* [tr: explain this as well if you can] ((laughter))
 L3: *lazım olduğunda olmuyo* [tr: it isn't available when it's needed] but we choose (.)umm quickly we
 website umm some website is quickly but someone (.) bring your cloth umm two weeks
 T: for two weeks?
 L5: *hayır yaa üff işte bazıları hani hızlı getirenler* [işte 24 saat [tr: no some of them are fast in 24
 hours] in twenty four hours
 T: [some bring it quicker so you can decide on
 the=
 L5: =you can choose it=
 T: time
 L5: huh huh
 L3: yes you can decide on the time
 L2: *uzatalım mı muhabbeti? ya araba kaza yaparsa falan* [diye [tr: shall we extend it ((the
 discussion)) like what if the car has a crash?] ((laughter))
 T: [it's it's it's up to you:
 L1: *ben bilmiyom 24 saat içinde getiren kargo* [tr: I don't know any shipping company that can bring
 (your product) in 24 hours]
 L2: ben de bilmiyom yok öyle bişey [tr: I don't know such there isn't any]
 L4: *ayrıca ne demek?* [tr: what does also mean (in English)?]
 L3: also
 L4: also for example some stores is not in Isparta=
 L5: =humm
 T: umm some stores are not in Isparta you can't find it in Isparta so:=
 L8: *hocam bu doğru* [tr: Madam that's right] ((laughter))
 L4: so:
 L1: *tamam da* [tr: okay but] we don't speak for Isparta *Isparta [için mi konuşuyoz?* [tr: are we
 speaking only for Isparta?]
 L3: [dur bi dur yaaa [tr: hold on just
 a second] ((laughter))
 L4: we must we must use online shopping
 L8: *humm iyi* [tr: okay]
 T: ok:=
 L8: you're ↑ right ((laughter))
 T: so:?

L4: *sözün bittiği yer* [*sözün bittiği yer* [tr: that's the point where there is no words left]
L3: [*aynen* [tr: exactly]
L1: you can be wait *gelmesini beklemek ne demek?*= [tr:what does waiting for ((somebody))to come mean ((in English))?)
T: =you have to wait
L8: =*yıllarca* [tr: for years] ((laughter)) ((unintelligible talk 0.1))
L1: *belki gelir* [tr: it may arrive]
L3: *bigün gelir* [tr: it may arrive one day]
T: ok what's what's your umm reply for that you know statement because she says for example there is ↑ no umm what some shops are not available in Isparta or in ↑ small cities not only in Isparta so the- you can only find them in ↑ big cities like in ↑ Istanbul in ↑ Izmir in ↑ Antalya so you can't go there whenever you want because we've got school work so but if you do online shopping you cho- you can just ↑ choose choose from the internet so: what's what's your opinion for that? what what do you think? because it's a good ↑ advantage
L3: *bize katılmak zorundasınız* [tr: you have to agree with us]
L8: *aynen iddialısınız*= [tr: exactly you are assertive]
T: = you can say ((laughter)) you can say yes I agree ↑but you can get another statement I agree but=
L8: = *konuyu* [*değiştirelim* [tr: let's shift the topic]
L1: [*konuyu değiştirelim* [tr: let's shift the topic]
T: ↑ yes kind of yes you can ↑ change the topic
L1: ok I we agree
T: with you
L1: *you siz mi oldu?* [tr: does it mean you?]
L4: *you zaten sen siz* [tr: you means you (first person singular)and you (second person plural)]
L1: *humm tamam* [tr:okay] we agree with you but it is unsafe I think it is unsafe because it can be steal
L3: um no because we (.) especially Huriye use Marka[foni Trendyol
L5: [safer websites
L3: that's are these are very safety web[sites
L5: [um umm I didn't have any problems about safe
T: about safety huh huh
L5: *bugüne kadar* [tr: up till now]
T: ° up till now°
L3: they they don't use our identity details it's important for us
T: so they say they've got experience they use some good websites and they had no problem so: what what do you think?
L1: but umm everything don't use its websites
T: everybody=
L1: =everybody don't use the-the-these websites umm (0.1) every websites are not safe
T: all websites=
L1: =all websites not safe
T: huh huh are not safe=
L1: =are not safe we (())are umm we are seeing in the television in the net umm steal? *hırsızlık çok oluyo* [tr: theft is very common]
T: huh uh ok theft
L1: *tamam da cümle çok hırsızlık oluyo* [tr:okay but the sentence is theft is very common]
T: there are many thefts=
L1: =huh

T: around the world we see it on the internet on Tv=
L1: yes yes *yani* [tr: I mean] I think very I think all the websites ↑ not safe=
T: not very safe=
L1: =huh huh=

T: =huh huh so you have to be careful

L1: yes
 T: huh huh goo:d (10:25)
 L5: *toplayamadım şimdi* ((laughter))[tr: I couldn't make it]
 T: ok Hamdi you can you can just you know (.)give an idea
 L3: *hocam biz verelim bu sefer onlar karşılık versinler* [tr: Miss, we will give a statement and they can talk against]=
 T: =ok
 L3: *şöyle*[tr: say it]
 L5: we don't find size our size colour we can find it different websites if you don't want our size colour we can find it in different websites
 T: so you can find everything in variety on the different websites for example if you what was it Markafoni? so you want for example a red ↑ t-shirt for example you look at one website if there is ↑ no red one you can go to another website and then another website until I can find but in here if you don't have the shop if you can't find it generally you can't find it in another shop because on internet there are many you know products in variety so what do you think? I'm not asking you I'm asking you two because they tried umm you spoke enough so you two what do you think ↑ Hamdi?
 L5: umm online shopping it is ↑ cheaper umm nasıl dicem?
 L4: *her beden yok* [tr: all sizes are not available]
 L8: *kalmıyo o yüzden kalmıyo bitiyö dicemde* ((laughter)) [tr: there is no left, I was going to say no left, finished]
 T: so they say you can find everything you know on Internet do you do you what do you think? can you find everything on internet? (0.1)
 L8: *oluyo mu?* [tr: is it ok?]
 T: can you find ↑ everything [on internet?
 L1: [internette herşeyi buluyomusun?
 L4: more /vərə.ti/ ((L4 mispronounces 'variety'))
 T: yes more variety more variety
 L8: *ben şimdi buna karşılık ne dicem?*[tr: what am I going to say now?]
 T: you can say=
 L8: *başka mağazaları gezsinler* [tr: they can go to other shops]
 T: you can say if you are discussing something you say yees I agree but [you do =
 L3: [kendi şeyini [tr: your stuff]
 T: yes you say something else (.)
 L1: *konusuyim mi?*[tr: shall I go on?]
 T: ok go on
 L1: I agree with you I agree with you you:umm find everything in the online shopping but you...sipariş vermek ne demek onu bulamıyorum yaa [tr: I can't remember what order is (in English)]=
 L3: =order
 T: =order
 L1: humm order but you are uhh you can be order in the shopping centre
 T: you can order in the shopping centre as well=
 L1: =yes
 T: yes that's ↑ it that's a good idea if you go somewhere you say for example I like this but there is no small they say ahh ok they take notes and they ask if they've got it in the storage store they say ok we'll bring it on for example next week they bring it=
 L3: =it takes long time maybe (.)((laughter)) may be
 L2: ((unintelligible talk))
 T: noo I'm supporting them
 L3: maybe your best friend will be married
 T: aaa getting married ok
 L3: umm you can not *gene mi kaldım* [tr: I can't (make it again)] humm you can't wear your want
 T: your dress so your clothes
 L3: yeah
 T: or your suit huh uh

L3: because it takes long time

L1: *ben bi cevap verebilir miyim?*[tr: Can I talk against now?]

T: no like anybody yes Fevzi so it takes a long time=

L7: =yes yes hocam o tamam nasıl başlasam? [tr:Madam how shall I start?] ((unintelligible talk 0.1))yes I agree but if you use shipping you have to pay money

L3: shipping?

T: so:

L1: *kar*[go[tr: shipping]

L8: [*kargo*[tr: shipping]

T: if you do online shopping you have to pay extra money for shipping good good point

L3: umm yes=

T: ↑ wait wait wait yes Meriç you say something you're just writing writing writing it's speaking activity so come on say something you pay extra money for shipping what do you think?

L6: no I understand

T: you pay money extra money extra money for shipping shipping?

LL: =*kargo*:[tr: shipping]

L2: =*kargo için fazladan para ödüyösün* [tr: you pay extra for shipping]

T: if you do online shopping but if you go to shop for shopping you buy yourself and you don't pay any extra money?

L6: maybe shipping because ya da maybe umm *Türkçe söylesem söyleyebilcem de İngilizcesini nasıl söylicem* = [tr:I might have said it in Turkish (but)how can I say it in English?]

T: =try try try to say it in (0.2)

L3: *ben buna karşı koyuyum hocam* [tr: I'd like to speak against this time, Madam]

T: have a have a think ((T addresses to M))

L3: *kendi cümle ni söyle* [tr: tell (us) your sentence]

L6: *hayır sen yaz istersen* [tr: no you write it if you like]

T: say it out

L3: yes we: (.)pay for we pay it for shipping but normally actual=

L2: =shopping

L3: actual shopping

L1: *ne demek?*[tr: what does it mean?]

L3: we:

T: like real shopping actual shopping=

L3: =we go *avm dicem diyemedim* [tr:I will say shopping mall but I couldn't say it]

T: well umm shopping centre shopping mall?

L3: we take a bus taxi or car we pay it ((laughter))

L1: in Isparta no ((laughter))

L3: but not only not in Isparta everywhere

L2: but there are a lot of shopping centre everywhere a lot of

L3: ok but

T: in Isparta there is only one

L1: only one

L2: but he said no not in Isparta=

L3: we we don't walk everywhere

L2: *çakturma she dedim she she*[tr: don't make it obvious, I said she she]

L3: in Isparta yes we walk but *her yer Isparta değil dicem* [tr: I was going to say everywhere is not Isparta]

T: but by the way if you're living near the shopping centre if you live near the university ok you can go (.) on foot but if you live near for example Ayazmana you have to do you know Ayazmana ((a street name))?

L1: *cık* [an expression used for disagreement]

L2: *uzak biraz* [tr: a little far]

T: Halikent Street? you have to take two buses to go to shopping centre ye:s if you take two buses how much does it cost at least two Turkish liras and then two four Turkish liras going and then back eight Turkish liras

L3: shipping

T: shipping sometimes is

L3: easier ayy

T: cheaper

L4: = / al.səʊ/ ((L4 mispronounces 'also'))

L6: =umm *Hocam* [tr: Madam]

L4: söyliyim mi? also some websites shipping free

T: it's free on some websites

L4: =yea

L2: =hummm

T: you're saying yess ((laughter)) so why are you saying yes?

L7: *ücretsiz servisleri var dicem de nasıl dicem?*[tr: I was going to say that it has got free ((bus)) services but how?]

T: aa yes good idea well say it yes buses are free=

L3: =but umm there is ayy uncomfortable

L1: *katlanacan artık* [tr: you will stand it] ((laughter))

L8: *bulmuşsun bunuyosun* [tr: you've got it and you ae complaining about it]

L3: *[yolda kalırsınız* [tr: it can crash on the way]

L4: *[saatleri saatleri uymayabilir nasıl deriz?*[tr: the bus timetable may not suit ((you))]

T: well the timetable cannot suit you or: you know it can be different timetable

L4: yes

T: ok

L1: hhhh ((laughter))

T: you say something

L3: *agree deyin başka bişey söyleyin* [tr: say agree ((but shift the topic)) say something else]

L1: *shipping le devam et senin cümlemler çok iyiydi tam üstüne oturuyodu* [tr:continue with shipping your sentence is good, it suits well]

L2: online shipping is safe

T: shipping or shopping?

L1: shopping

L2: shopping pardon ((laughter))

T: [ok online shipping

L5: [online *kargoo* ((laughter)) *aynen havadan gidiyo* ((laughter))[tr:shipping it goes in the air]

L2: online shopping is safe but shipping is not safe umm

T: huh uh

L2: I buy a laptop and when it come came to me it was broking

T: it was broken

L2: broken

T: that's a good idea yes websites can be good but what about shipping? they just throw everything they keep throwing and then you've got maybe something you know fragile fragile?

L2: *dikkatli?*[tr:careful?]

T: no no no: for example if you've got laptop it's ↑ fragile

L3: *kırılacak?*[tr:fragile?]

L2: *ağır?*[tr:heavy?]

T: fragile ((T writes it in the board))

L1: *sen ipucu vermiş olalım onlara* [tr:call that we have given a clue]

L5: *yani sen*[tr: in other words, you]

T: if it's fragile it can be broken ((T pretends to carry a laptop so puts her hands straight out in front of her))

L1: *fragile sıcak mı?*[tr:does fragile mean hot?]

L3: huh uh yeah ((laughter))

L1: *şey yaptınız ya böyle kaldırdınız* [tr:you did, you lifted it up like that]
T: because it's something you know something important
L3: umm some shipping *şey*[tr: like that]
T: companies
L3: *şirketleri işte* [tr: the (shipping) companies]
T: shipping companies
L3: they said that
L5: make a problem they pay you
T: they pay you back which which one pay you back? do you think?=
L8: =noo
L3: =*umm lafta hepsi uygulanmıyo* [tr: it claims so (but) not applied in real]
L1: *uygulamaz* [tr: they don't apply]
L3: *olmazsa dava açarız ama* [tr: if it doesn't, we can sue (them)]
L8: *neyse* [tr: anyway]
L1: *hukukçu hocam bunlar* [*ellerinden geleni yaparlar* [tr: Their department is law, Madam they would do their best (to sue them)]]
T: [aaah they will sue
L3: [we agree with you ↑ but (.) if we sell a gift for an important person for us we'll buy product and then umm we take this person's address and shipping *işte kargo gönderir diyom* [tr:I mean shipping companies deliver it]
T: shipping company will deliver=
L3: =*evet oraya* [*ulaştırarak* [tr:yes it will deliver]
T: [deliver huh uh will deliver
L1: *belki kırılırsa bizim sorumluluğumuzda değil* [*öyle bişey mi*[tr:if it gets broken, it is not our responsibility]
L3: [hayır yok[tr:no]
L5: *öyle bişey demiyo*[tr:it doesn't say so]

L3: *ben başka bir konuya geçtim şuan* [tr: I have shifted to a new topic now]if we send a gift for an important person for us we'll buy product and then we take this person's address and shipping company will deliver=
T: =deliver she says for example your friend lives in Ankara you buy a present from the shop you have to send it and you pay extra money for shipping but if you buy it online you just give the address address of your friend and then they ↑will send it
L2: ok

L1: biz şimdi nasıl cevap vericez?[tr:how are we going to answer now?]
L2: *abi o konudan girmeyelim biz* ((laughter)) *yani aynı konudan girelim ya kırılırsa dicem olmicak kamyon şoförü ölürse dicem olmicak yani* [tr: let's not start it from that, start from the same one,it won't suit if I say what if it breaks or truck driver dies]
L3: *her şey olabilir* ((laughter)) *impossible is nothing diyorum* [tr: everything can happen, I say impossible is nothing]
L2: *bittik biz* [tr: we have lost]
T: so you you're done ((laughter))
L2: *yaa bitmemeli* [tr: no it shouldn't be over]
L7: *yoo bitmeli* [tr:no it should]
T: because they they said the ↑ last word they ↑ said the ↑ last word so it's not good for you because they're like yes they put the ↑ full stop and they you you're in silence you have to say something back=
L3: =we win we win
T: yeah if you can't say anything they ↑ get they get it
L1: *şimdi bişey mi söylemememiz gerekiyor?* [tr:are we supposed to say something now?]
T: well of course ((laughter))
L1: *doğrular haklılar yani* [tr: they are right]
T: but you can say like like they said because she said yes you agree I agree but if you want to=

L1: *şimdi bizim but but söylecek bişeyimiz kalmadı bişey daha uyduralım hadi*[tr: now, we we have got nothing to say, let's make up something]

L4: *kabul etmiyorlar* [tr:they don't accept]

L1: *hayır dices şimdi taxiye bincez para vercez kargoya gitcez alcaz*[tr: now we'll say take a taxi, pay for it, go to shipping office]

T: more expensive more expensive

L3: *biz bile bu kadar inanmamıştık* [tr:even we haven't believed that much to that]((laughter))

T: your story was was a real one? your laptop

L2: noo

T: was it broken?

L2: no no

T: you just made it up? you just made it up

L2: made it up?

T: made it upp

L3: *uydurdun* [tr: you have made it up]

T: yeah↓ you just made it up

L2: yes

T: aww good good story because it happened to me not my laptop but in summer I bought a jigsaw jigsaw? You've got little parts and you make a whole jigsaw?

L2: *bu şeyler mi gerçi alakasız da*[tr: those ones? they are actually not related]

L1: *bidaha anlatır mısınız?*[tr: can you repeat it again?]

T: you've got little parts like this for example ((T draws a jigsaw on the board 0.1))

L1: *yapboz* [tr: jigsaw]

T: yes

L3: *ayy evet* [tr:yes]

T: something like this yes puzzle I bought a jigsaw puzzle I did online shopping I bought it from a website I don't remember but it was a safe one so it said it will deliver in two days and then it's been one week an:d then I didn't get the product and then I phoned the shipping company and they said ohh because we didn't deliver it so we sent it back to Istanbul

L1: deliver?

T: deliver

L3: *ulaşmak* [tr: deliver]

T: huh uh they said we couldn't deliver it so we sent it back to Istanbul to the company to jigsaw company and then I called jigsaw company back again they said because you don't want it they sent it back to us I said no I want it but the man said you don't want it because they sent it back to you so I said please can i have it back and then they sent it back to Isparta and then I phoned the shipping company and they said we're coming to your house and you're not at home

L3: humm

T: but they're selling they're telling lies because I was at home in summer I have cameras camera?

L1: *kamera* [tr: camera]

T: I have camera four cameras everywhere near my house four different sides I'm checking the cameras there's nobody coming but they're saying they came and then in the end I recorded the camera you know I recorded and then I called the man I said can you give me your email address because I'm sending you my camera you know recording because nobody's coming unless somebody's flying to my house ((laughter)) you know and then the man said they can't come again you have to come here I said ↑ look nobody came so you have to come here otherwise I'm complaining ↑ complain?

LL: *şikâyet* [tr: complaint]

T: yes I'm complaining because I've got camera everywhere nobody's came and they didn't you know leave a notice notice card?=
 L3: =aa şey [tr: aa that]

L2: =o kartlar varya geldik [*bulamadık diye* [tr: those cards, saying we came but couldn't deliver]

T: [yes we came but no card nothing so and the man said on the phone if my man is coming to your street he can ↑ may be come to your house just wait I said if you don't come

here in one hour I'm you know I'm complaining about you so I'll phone the company you know jigsaw company and I'm not buying this this is by the way Aras Kargo ok? in one hour they were in front of my house

L3: humm

T: they came but they just drove me they just drove me ↑ crazy because I had to call like I don't know how many people so for for how many minutes I was on the phone like ↑ shouting the man was shouting at me yes I recorded recorded?

LL: kaydetme [tr: recording]

T: I recorded his voice and I said look I'm recording your voice you can't shout at me and the man said ohh lady dear ((laughter)) you ok we're sorting it out well if it's a lady on the phone the man generally man just behave them very very badly if it's a lady they treat in a different way if it's a man they are: they are different they are different so: I hate shipping companies by the way so you can have this kind of problems with online shopping yes it's much better I understand it's safer actually it's safe if you are you are using safe websites it's safe it's cheaper you can find everything yes in variety but some people enjoy doing actual shopping actually because you can't try it on why didn't you say it? you were saying it but you didn't say you can't ↑ try it on

L5: *ayy evet* [tr: ayy yes]

T: why didn't you say it? that's a good point it was a good point because you buy something online it doesn't suit you you send it back you're right and then you get it back sometimes it doesn't suit you again so you send it back sometimes it's not time-saving anymore because you send it back again for two times three times so sometimes it's better to go to the shop and do the actual shopping so that's that's good so we've discussed good points bad points so: you've got some idea about online shopping now?

LL: yes

T: yes? so if we have a discussion maybe in the in the future about something else do you know how to speak actually? you generally say yes you agree you're right but you have to think about these points you have to think about ↑ this ↑ that so you have to kind of attack ↑attack?

LL: *saldirmek* [tr: attack]

T: you have to with your words with your words? =

L1: *=kelimelerinle* [tr: with your words]

L2: *=kelimelerinle* [tr: with your words]

T: yes you have to with your words that's good it was the first ↓ time in the future we'll do ↑ more discussion about ↑ different different things ok? so now I want you I'll give you two minutes two minutes and I want you to think of (.)↑ five sentences about the words from here ((T points the words on the board))you can write you don't have to but you can just think or if you want you can write it's up to you

L1: five?

T: ok five only five choose five from here (0.1)

LL: *beş tane olacakmış* [tr: there will be five]

T: huh uh jigsaw (0.4)

L1: *Türkçedeki -dan -den ekini nasıl veririz?* [tr: how do we say the suffix -dan-den in Turkish?]

T: from huh uh from

L1: *from hihhh tamam* [tr: ok] ((T walks around to see if there are any questions))(0.1)

T: do we know about Mustafa where is he ↑ is he:

L2: we don't know

T: you don't know (0.4)

L2: *° her zaman°* [tr: always]

L1: *sürekli* [tr: always] always

T: ↑ always huh uh what do you want to say what's the sentence? ((unintelligible talk 0.1)) taking a pain killer all the time

L1: huhh

T: taking a painkiller all the time

L1: *in mi?*[tr: is it in?]

T: taking i-n-g taking

L1: haa ta↑ king
 T: huh uh (.)
 L5: *o pain mi?* [tr: is that pain?] pain killer
 T: pain killer huh uh
 L5: *o ne:?* [tr: what's that?]
 T: well like aspirin or vermidon
 L5: *ağrıkesici* [tr: painkiller]
 T: huh uh whatever
 L5: huh killer pain
 T: huh uh (0.2)
 L1: umm (.) *zararlı harmful mu?*[tr: is 'zararlı' harmful?]
 T: huh uh (.) should where is your verb? should↑ would what?
 L7: *umm tamam* [tr: umm ok] ((F writes the correct version))s
 L2: ° *could da olabilir*° [tr: it can be 'could']
 L1: *humm evet* [tr: humm yes]
 T: huh? good
 L1: *hot bi da ha unutmam* [tr: hot, I won't forget that again]
 L4: *kimyasal?* [tr: chemical?]
 L2: / tʃem.ɪ.k ə l/ ((L2 mispronounces 'chemical'))
 T: chemical huh uh (1.0) ok last minute gu:ys get it ready (0.1)
 L1: *ne saçmaladım yaa* ((unintelligible talk)) *son cümle yanlış bu* [tr: that's nonsense, last sentence this is not correct]
 T: that's a good wish ((laughter)) but you won't have it
 L1: yes
 T: umm ↑an unlimited
 L1: huh?
 T: ↑an
 L1: *haa bir anlamında mı?* [tr: haa does it mean one?]
 T: huh uh
 L5: *o üstte?* [tr: the one at the top?](S struggles to understand the word on the board)
 T: credit card ((unintelligible talk 0.1))
 L1: *yok sadece cümlelerin doğruluğunu* [tr: no just checking if it's correct or not]
 T: instead of I like buying everything I like shopping
 L1: *shopping yoktu o yüzden buy dedim* [tr: shopping wasn't ((on the board)), so I used 'buy']
 T: well just ((laughter)) doesn't matter doesn't matter ok we have to start because you've got kind of two minutes left right I'll start from Kubra please listen
 L3: ° *hepsini mi okiyim?*° [tr: shall I read it all?]
 T: just two give me two two
 L3: ok umm the cars are time-saving for people because if you want to somewhere=
 T: =if you want to?
 L3: *evet* [tr: yes] go [somewhere]
 T: [huh huh
 L3: it takes short time
 T: huh huh good
 L3: huh huh good I'm curious about football because I like watching match
 T: huh? is it correct?
 L3: yes
 T: that's that's good so you're curious about football ↓good yes? Huriye↑
 L5: if you don't share your identity details in website you can do actual shopping
 T: huh if you want to share share ((the bell rings))your identity details in a website you have to do actual shopping we'll stop here but tomorrow I'll hear your sentences first and then we will ↑ do tomorrow hopefully I'll bring a game or song something enjoyable into the class ok? so tomorrow will be better (0.1) good evening everybody I'll see you tomorrow bye

LESSON 4

- T: ↑hello:
L1: ↑hello
T: how is everybody? good? ↑ not good Fevzi no? you're you're just like nodding
L7: yes
T: but saying ok or no? which one is it yes or no?
L7: no
T: does it mean no? so
L7: *tam anlayamadım da* [tr: I couldn't understand exactly]
T: =does it mean like nodding you know nodding ((T demonstrates)) does it mean yes I'm ok or is it does it mean?
L7: no: I'm not fine
T: no ↑ you're not fine what's what's the matter?
L7: I've got sore throat
T: you're feeling like you are getting cold? you're getting cold?
L7: yes
T: ↓ yes: well you shouldn't keep near you shouldn't keep near Meriç because he's got ↑ flu ↑ you've got flu you're sitting together so you'll catch it Meriç that's you: ((laughter))yes huh uh today is: Tuesday right? umm what number is it?
L2: third
T: third? third↓ third of ma- march and two thousand and?
L2: two thousand and
T: fifteen huh uh ↓ ok before (.) before two two thousand it's two by two for example nineteen ninety five ((T writes it on the board)) after two thousand it's like a whole number for example two thousand and ten
L2: yes
T: do you understand that?
L2: yes
T: fine huh uh good ↑ ok: yesterday I asked you to write some sentences do you remember from
L2: yes
T: from the board
L2: yes
T: can I hear them yes five sentences
L4: *ben hatırlamıyorum onları yaa* [tr:I don't remember those]
L2: *yazdık ya* [tr:we have taken notes (before)]
T: you don't remember?
L4: *yazdık da nereye yazdığımı hatırlamıyorum* [tr:we have written but I don't remember remember where]
T: can you just find them very quickly? you don't remember?=
L4: =yes
T: do you have your notebook or something you can just ↑ make
L2: crowded ideal
L4: *şu olabilir mi acaba?* [tr:can it be this?]
T: crowded yes ideal=
L2: =couple
L4: *söyliyim mi?* [tr:shall I say it?]
T: please?
L4: *şu cümleleri soyliceğtik di mi?* [tr:we are supposed to say these, aren't we?]
L2: *evet o kelimeler* [tr:yes those words]
T: huh uh
L1: *kelimeler vardı ya işte* [tr:the words ((we have done before))]
T: huh uh
L4: if I'm broke I usually call my mother

T: if you're broke you call your ↑ mum?
 L4: yes
 T: so what do you say? mummy just send me more money because I'm broke=
 L4: = yes yes
 T: ((laughter)) ok that's a good idea huh uh
 L4: /frædzɪl/ /frædzɪl/ ((L4 mispronounces 'fragile')) *ne demekti o neydi cümle kurmuşum ama /frædzɪl/ miydi di?* [tr: what does 'fregy fregily' mean what was it I used in a sentence but was it 'fregily'?]
 L2: *o şeydi* [tr:it meant that]
 T: fra↑gile
 L2: *kırılacak tı* o[tr:it means fragile]
 T: yes
 L1: *kırılacak* [tr:fragile]
 L4: sometimes I can be fragile
 T: yes it can be for people as well=
 L2: =hummm
 T: you say umm I fe[el fragile today
 L1: *[insanlar için olur mu?]* [tr:can it be used for people]
 L2: =*olur* [tr:yes]
 T: yes it can be it can be yes
 L4: if I have a I have a headache I don't painkiller
 T: huh uh
 L4: because it's very harmful and it has chemical in pen painkiller *çok fazla kimyasallar var*=[tr:it has got too much chemicals in it]
 T: =the painkiller has got chemical in it
 L4: yes
 T: right ok
 L4: *bu kadar* [tr:that's it]
 T: that's all good who is ↑ ready? Meriç are you ready?
 L6: yes
 T: please? can we hear?
 L6: (.) he met a couple on the stairs
 T: who? sorry I didn't get the=
 L6: = he met
 T: he met?
 L6: a couple
 T: a couple ok he met a couple
 L6: stairs stairs
 T: at the stairs what do you mean like stairs?
 L1: *merdivende tanışmak?* [tr: to meet at the stairs?]
 L6: evet [tr: yes]
 T: stairs huh uh (.) ((T writes it on the board)) ok goo:d
 L6: we organize- /ɔ.g ə n.aɪzɪd/ we /ɔ.g ə n.aɪzɪd/ a umm ((L6 mispronounces 'organised'))
 T: sorry
 L6: ummm
 T: organized
 L6: organised
 T: huh uh it's not ↑ zid organised
 L6: we we organised
 T: huh uh good
 L6: a /ferɪwel/ party for our fren- friend ((L6 mispronounces 'farewell'))
 T: what party?
 L6: /forɪwel/?
 T: ↑ farewell farewell

L1: farewell?
 L2: ° *ne demekki?* ° [tr:what does it mean?]
 T: like it means you're saying goodbye to your friends yes farewell party
 L1: *vedalaşma* [tr: farewell]
 L2: humm
 T: good good one I like that
 L6: once you have *decei-/dısı.dıd/* ((L6 mispronounces 'decided'))
 T: once you have decided huh uh
 L6: what we eat in the restaurant restaurants food we give our food *o-/Λ.də r /*
 T: again once you have decided
 L6: what we eat in the restaurant-restaurants
 T: yes
 L6: food we give our food */Λ.də r /* ((L6 mispronounces 'order'))
 T: order
 L6: order
 T: order huh uh it can be a verb ((T writes it on the board)) and then noun huh uh you can order food in a restaurant huh uh yes huh uh that's all thank you Fevzi are you (.) ready?
 L7: yea some people are very */kū.ri. ʊs/ =* ((L7 mispronounces 'curious'))
 T: =curious
 L7: curious but I don't like this character
 T: I don't like these kind of people
 L7: humm
 T: huh uh because we say these kind of people no we don't say I don't like your character
 L7: humm
 T: it means I don't like you because character means ↑ me right? the same me and character huh uh please continue
 L7: shipping firm should be careful because some products are */frædz.ıl/ /frædz.ıl/* ((L7 mispronounces 'fragile'))
 T: fra↑gile
 L7: fragile
 T: shipping firms or companies should be careful because some products are (.)↑ fragile huh uh
 L7: I go school quickly because lesson is almost finished *o tükenmek üzere mi demekti?* [tr:does it mean almost over?]
 T: it means nearly finished
 L7: *finished işte* [tr:I mean finished]
 T: can I hear the ↑ first part of the sentence
 L7: I go school quickly
 T: huh uh
 L7: umm because my lesson is almost over
 T: humm umm if it's almost over why are you going quickly? [it's nearly over
 L2: [*aynen öyle* [tr:exactly]
 T: ((laughter)) yes you can say you can say I woke up late and my lesson is almost over so I didn't go to school
 L6: humm yes=
 L1: =almost over *ne demek?*
 T: nearly finished (.) yes for example today we'll stop the lesson at ten past eleven when it's ((T writes it on the board)) when it's nine o'clock I'll say the lesson is almost over it means only ↑ ten minutes left ok? almost over
 L1: *nearly over la aynı o zaman* [tr:it is the same with nearly over]
 T: yes yes ↑ bu:t this is this one is used mo:re in America and in England this is more usual right? they ↑ don't say nearly over they ↑ generally say almost over
 L1: humm
 T: ok? so

L1: *zaman için mi kullanabiliriz yoksa [başka şeylerle de mi? [tr:can we use it for time or other things as well?]*

T: [for everything]

L2: *°her şey için° [tr: for everything]*

T: for everything for example I'm making cake

L1: yes

T: you're my friend you came oww is cake ready? I say almost over

L1: *olmak üzere [tr: almost over]*

T: ↓ right

L7: *bu kadar yazmışım unutmuşum sonra kusura bakmayın [tr:I have written this and then forgotten sorry about that]*

T: humm ok next time Hamdi don't tell me that you have no sentences

L8: ((smiling)) no sentences

T: so you'll make them in the break time

L8: yes

T: together in the break time and then you'll tell us in the second lesson ok? ↓ good yes please Yusuf?

L1: the bus are very crowded so it's very uncomfortable for me

T: good good sentence I like ((there is a knock at the door)) ↑ come in please

L1: if I need some money I call my father I say=

T: =that's typical student sentence when I'm ↑ broke I call my ↑ mum when I'm broke I call my parents huh uh good

L1: taking painkiller all the time I think is harmful for your body

T: good good one huh uh

L1: I want to have an unlimited card

T: ahh that's a good wish unlimited card

L1: because I like buying everything

T: I like↑ I like? ↓ shopping

L1: *ahh değiştirmedim [tr: I haven't edited (my sentence)] ((laughter))*

T: I remember ↑ everything Yusuf huh uh I want an unlimited credit card because I love shopping good thank you Dursun?

L2: this song is bad can you back to previous song please

T: this song?

L2: this song is bad can you back to previous song please please

T: can you go back to previous one please go back

L2: go back

T: huh uh good

L2: sorry I'm broke I can't came to cinema with you

T: I can't?

L2: go to

T: I can't go to go to or I can't come to

L2: *come demiştım ben zaten [tr:I had already said come]*

T: you said ↑ came

L2: *came mi dedim? [tr:have I said came]*

T: that's the second

L2: *yanlış okumuşum ama öyle yazmışım [tr:I have pronounced it wrong but written it so]*

T: huh uh yes that's ↓ fine then

L2: if you want that dress you can buy it

T: if you want that dress you can buy it

L2: that dress *bu elbise [tr:this dress]*

T: huhh

L2: you can buy it *onu alabilirsin[tr:you can buy]*

T: it's a very ↑ easy sentence

L2: *sentence sonuçta [tr: (but) it is a sentence in the end] ((laughter))*

T: ↓ sentence ok

L2: *sentence işte* [tr:it is a sentence]
T: huh uh
L2: I heard of you were ill yesterday I hope you get well soon
T: good I heard you were ill yesterday I ↑ hope you get well soon good I like that
L2: can you give advice of drinks *demişim de* (.)[tr: I have written ‘can you give advice of drinks?’]
T: can you advise
L2: can you give me advice of=
T: =on on drinks
L2: *on mu advice sonra?* [tr:is it on (first)then advice?]
T: on drinks
L2: *on normal on ek olan* [tr:on the one (that we use as) preposition]
T: huh uh on huh uh
L2: on drinks *ne demiş oluyorum ben içeceklerden birini* [tr:what do I say (when) I say one of the drinks]
L4: *tavsiye eder misin?* [tr:do you advise me]
T: huh uh yes can you ↑ advise me ↑ on films can you ↑ advise me ↑ on it goes like on something
L2: *peki burdaki on un şeyi ne Türkçedeki karşılığı*=[tr:ok what is the equivalence of on here in Turkish?]
T: =it’s it’s like for it’s like for
L2: *için* [tr:for]
T: about yes huh uh yes
L2: one of the things *dediğin zaman nasıl demiş oluyorum yani advise mi?*[tr:when I say ‘one of the things’ what do I say? Is it advise?]
T: one of drinks there are many drinks you say one of drinks
L2: humm *içeceklerden birini kastediyorsun o da kullanılabılır mi?* [tr: hum you mean one of the drinks can it also be used?]
T: ° of course° but you need ↑ on all the time if you if you have a noun
L2: huhh
T: you need on preposition ok? so ladies you read you:r sentences yesterday? Huriye did you read your sentence yesterday ok?
L5: ok
T: ok we’re nearly done except two people ok so I’ll start the book because three lessons will go very quickly umm we’ve got other things to do (.)if you can umm turn page (.)ummm eight and nine (0.1) so we’ve got ↑ writing part on page eight but I won’t do it in the class because that’s an very easy one I want you (.) to do it at home ri:ght just just country first name last name credit card number these kind of details you can just do it in (.) five ten minutes at home ok
LL: huh uh
T: sorry?
L1: *sadece burası mı doldurulcak?* [tr:is it only this need filling in?]
T: yea yea yea: so I’m on listening part (0.1) ahh where is my (.)did I leave it there no? (.) ok I’ll just read the question first so ((T reads the question from the book))’before listening which of these things do you buy on the internet ↑ ta:lk with a partner about your experiences’ please look at the ↑ pictures which ones do you buy do you do online shopping and which ones you don’t do online shopping can you work in twos umm this time I’ll make it different umm Kubra can you come here and work with Dursun and you two you two and then you two is that ok? talk about online shopping again but about ↑ these products which ones you ↑ don’t buy which ones you ↑ bu:y
L1: *birlikte mi?* [tr: together?]
T: huh huh just tell each other I’ll get mp three player
L5: *yazacağımızı nereye?* [tr: where are we going to write?]
L8: *konusun dedi de* [tr: she asked us to speak]
L5: *ne konuşcaz ama:* [tr: but what are we speaking about?]
L2: *ya şimdi ne anlatcaz ama:* [tr: what will we speak about?]
L1: *yazalım mi?* [tr: should we write ((it))?]

- T: no no: just speak just speak it's speaking it's speaking ((LL start talking about pictures))
((unintelligible talk))
- L4: maybe:
- T: it's not like I buy I don't buy I buy because (.)or I don't buy because I buy but these kind of longer sentences not buy buy not buy ((laughter))no not like this ok so you know please do it ↑ properly
((unintelligible talk 0.2))
- L4: I want to: yes everything (0.3)
- L3: becau:se umm not my /stil/ ((L3 mispronounce 'style'))
- T: my style huh uh it's not my style
- L1: *şey ↑hocamm tür kind demekte bir çok dicem* [tr: Madam kind means kind (in English) (but)I want to say many]
- T: I can find things in variety I can find things in variety remember yesterday in variety=
=yea
- L1: =yea
- L4: =hocam [tr:Madam]
- L3: =hocam [tr:Madam]
- T: about?
- L4: *kartasiye?*[tr:startionery]
- T: uhh what what do you want to say stationery we use it's↑ a general term stationery ((T writes it on the board))
- L5: *stationary denen şey mi?*
- T: huh uh
- L1: *variety ne demek- şey nasıl yazılıyordu variety?* [tr:what does variety mean? How do you spell it?]
((unintelligible talk 0.2))
- L5: I don't like buying them on the website because:
- T: huh uh good
- L5: electronics (.) *hatalı* [tr:defective]
- L4: *hatalı defect miydi?* [tr: does defective mean defective ((in English))?]
- T: huh uh defect it can have defects huh uh good ((unintelligible talk))
- L5: *ne dedin?* [tr: what did you say?]
- L3: *knowledge mi?* [tr: is it knowledge?]
- T: what do you want to say?
- L2: *çok beğenilen duyulmuş gibisinden mesela* [tr:such as loved like well-heard like]
- T: familiar?
- L1: *famous da olabilir* [tr:famous can be used as well]
- L2: *ünlü?* [tr: famous?]
- T: you can say popular ((T writes both on the board))
- L3: huhh
- L2: humm popular aynen [tr:popular exactly]
- T: or you can use familiar you see you see somebody you see somebody and you say ahh your face is familiar=
=tanıdık [tr:familiar]
- L3: =tanıdık [tr:familiar]
- T: like yes huh uh
- L4: *biz zaten popüler demiştik* [tr:we have already said popular]
- L2: *aynen aynen* [tr: exactly] ((unintelligible talk))
- L1: *burda biri vardı böyle you are familiar dedi* [bana [tr:there was somebody here and he said to me 'you are familiar']

L4: neydii? [tr:what was it?]

T: ummm

L1: huh *ben yok dedim çünkü onun ailesinden değilim diye anladım* [tr:I said no because I thought that I was not ((a member))of his/her family]

L2: family ((laughter))
- T: noo I'm not your ↑ brother ((laughter))

L3: kno:wledge?

T: knowledge

L3: *o ne demekti tam anlamı?* [tr:what does exactly mean?]

T: it's for example my knowledge about English=

L3: *=bilgi bilgi pardon bilgi* [tr: knowledge knowledge sorry knowledge]

T: huh uh infor [mation

L4: *[bilgi demek demi?* [tr: it means information, isn't it?]

T: huh huh knowledge that's different

L4: *information la ° aynı anlam mı? °* [tr: does it mean the same with information] ((unintelligible talk 0.2)

L3: *aynı aynı*[tr:the same]

T: which one are you buying guys? what what are you buying? what are you not buying?

L5: I don't buying jewellery (.)umm it's expensive because I trust their

T: you ↑ trust or you ↑ don't trust?

L5: don't trust

T: huh huh I don't trust the product ok good Yusuf what about you?

L1: umm *şeyi bulmaya çalışıyorum da ben huh iki tane mi üç tane mi kaç tane söylüyüm?* [tr:umm I was trying to find (it) umm two three or how many shall I say?]

T: it's up to you it's up to you

L1: humm I can buy films and books because you can find in variety

T: huh uh good huh uh

L1: I don't buy beauty products

T: huh uh

L1: because it has umm böyle kimyevi madde [tr:because it has umm chemicals]

T: do you mean chemic- ↑ chemicals?

L1: yes

T: huh uh

L1: umm it was be harmful for my face

T: good huh uh

L1: kaç tane oldu [tr: how many has it been?][I don't buy jewellery because they can be false

T: huh huh

L1: sahte [tr:fake]

T: ↑ fake

L1: fake yes

T: huh uh ((T writes it on the board)) ↑ genuine and ↑ fake they are ↑ opposite

L1: genuine genuine

T: genuine it means for example you've got a watch and it's um I don't know a popular brand

L1: *anladım* [tr: I understand]

T: awww I say is it is it genuine?

L1: gerçek mi? [tr: is it genuine?]

T: you say no: it's fake

L1: *hakiki sahte* [tr: genuine fake]

L5: *bu böyle mi yazılıyo ge-nu-i-ne*[tr:do you spell it like ge-nu-i-ne]

L1: ge-nu-ine

T: huh uh genuine

L2: *biliyodum ben* [tr: I didn't know]

L3: *bende biliyodum* [tr: I didn't also know]

T: trust?

L3: *trust dedim de bi anda değil diye düşündüm* [tr:I said trust but suddenly I thought it wasn't]

L2: *nasıl yazılıyo burda trust? traş gibi mi?* [tr: how do you spell trust here? like 'traş']

L3: *tu-rust* ((L3 spells the word in two syllables))

T: t-r-u-s-t huh uh ok Yusuf is it finished or:

L1: I can buy no pardon pardon I don't buy clothes because I want to try it on<1304636>

T: ↑ good huh uh ↑ good
L1: *başka ne vardı yaa?* [tr: what else was there?]
L4: umm
L1: *ya ben sebze de almam niye aliyim ki shop şeyden online shopping ten* [tr: I wouldn't also buy any vegetables why would I ((buy)) on the thing online shopping]
T: but in Turkey it's not popular but in England I always [did I always did my shopping=
L1: [ordan mı yapıyorlar? [tr: do they do it online?]
T: =ehh through ehh online
L1: =*online sipariş gibi* [tr: is it like online ((shopping)) order?]
T: yes yes for example for example Migros=
L1: humm *anladım* [tr: I understand]
T: you choose the product and they bring it to you in trays and then you just ↑ take it and then you ↑ pay it's very easy =
L1: *evet yaa* [tr: yes]
T: it was very easy ((laughter)) it was very easy huh uh if once they dropped my egg
L4: drop?
T: it was broken one of my egg
L1: *değiştiriyorlar mı?* [tr: do they exchange it?]

T: huh uh they just give your money back
L1: ↑huh
T: and you get the egg
L1: *çok iyiymiş* [tr: that's good] ((laughter))
T: yes that's that's very good ((laughter)) I always did online shopping for my groceries huh uh ok please continue speaking you need to speak more ((T warns Hamdi)) ok Yusuf he is speaking now ((T points Hamdi))

L1: *ne dedi duy- anlamadım ben* [tr: what did she say? I didn't understand]
T: Hamdi is speaking
L1: Hamdi is speaking?
T: Hamdi is speaking to you
L1: humm *benle mi konuşsun* [tr: should he talk to me?]
T: huh uh
L1: ↑*konus* [tr: let's talk] ((Yusuf talks to Hamdi))((laughter))
T: ok Hamdi come on (.) which one are you buying which huh huhh you don't buy
L7: electronics I don't buy grocery
T: ↑ why would you buy electronics?
L7: I buy electronics parts [because ((unintelligible talk)) on the internet
L4: [because websites are very cheap
L7: I don't buy groceries
T: huh uh groceries
L7: I want I think I don't want unhealthy food
T: aww they're not healthy
L7: healthy *evet* [tr: yes]
T: humm ok
L7: I buy films and books because I find many different
T: huh uh
L4: *başka ne diyebiliriz?* [tr: what else can we say?]
T: ↑ types in variety huh uh ok thank you Meriç? what are you-
L6: I buy electronics because- electronic aletleri dıcektim [tr: I was going to say electronic appliances]
T: electronic appliances electronic appliances but umm there's something missing ↑ you you use electronic appliances or: people use where is the- you know ↑ subject of the sentence? I use you use

L6: huh?
 L7: ° *özne nerde?*° [tr: where is the subject ((of the sentence))?]
 T: yes where is the subject of the sentence?
 L6: I
 T: ↑ huhh ↓ oL3: huh uh
 L6: I don't buy a takeaway food because I don't hungry
 T: you don't buy takeaway food because?
 L6: I am- don't hungry
 T: hungry is an adjective so I'm not (.) hungry I'm not don't ((T uses hands to make M decide))I'm not because it's an adjective adjective?=
 L6: =*sıfat* [tr: adjective]
 L7: =*sıfat* [tr: adjective]
 T: huh uh if it's an ↑ adjective you use ↑ am is are ok I'm not hungry huh uh (.)anything else?
 L6: I buy films and books because I like watching
 T: ok you like it but you can buy it from the shop as well you can go to shops and buy it from the shops why why do you do online shopping for films and books?
 L6: that's all
 T: that's all?
 L6: yes
 T: no bu- you buy you buy films and books (.)on the internet (.)↑ why?
 L6: *çünkü yani umm* [°*korsanın ingilizcesi neydi?*° [tr:because I mean what does pirate mean in English?]
 T: [you need to think ↑ more you need to think more
 L1: *güvenmek ne demek?* [tr: what does trust mean (in English?)]
 T: trust
 T: ↑ hello so how's it going here?
 L4: we finished
 T: you finished can I hear some ideas
 L4: I didn't finish
 T: ohh you didn't finish go on then can I hear yes together you and you just speak
 L4: which buy
 L5: I buy electronics but why I don't know
 T: you buy electronics bu:t
 L5: but why I don't know
 T: I don't know ↑ the reason or I don't know ↑ why <1600695> huh uh you put it in the end
 L5: if I (.)need I need I can buy
 T: huh uh is it cheap:r is it you know wh- whL1: is it so?=
 L5: =cheap cheap
 L4: =especially books
 T: books books are cheaper ok (.)which ones you don't buy you ↑ never buy on the internet
 L5: groceries
 T: groceries=
 L4: =groceries and takeaway
 L1: *bende almam diyodum da çok mantıklıymış* [tr: I was saying that I wouldn't buy but))it sounds sensible] ((laughter))
 L5: *taze olmaz ki*[tr:it wouldn't be fresh]
 L7: *Türkiye de değil ama*
 T: in Turkey I don't think it will be you know that good but in England in England I always did my shopping on the internet al:ways everything I- because web- the markets has got websites
 L4: huh uh
 T: you go to website and you choose the product and you choose the brand for example ↑ oil oil?
 LL: *yağ* [tr: oil]
 T: and you choose the brand I don't know umm give me a brand for oil
 L3: *ayçiçek* [tr: sunflower] Bizim ((sunflower oil brands)) ((laughter))

L2: Olin ((sunflower oil brand))
T: yes for example yes Olin I don't know ok and you choose it and then you choose choose choose you choose everything you want and then you pay little bit shipping and you choose what time you'll be at home for example I'm at home at night I choose ↑ ten o'clock at night and the man comes at your door at ten o'clock with the tray

L4: ahhhh
T: and then you take everything and you pay the money yes and ↑ once once I ordered a kilo of meat once I ordered a kilo of only one kilo of meat they brought me two kilos I said no I don't want this because I want only ↑ one kilo the man said I'm taking notes and then I send email to the market and they said we'll take only one kilo of meat price and one kilo is ↑ free

L1: *neden?* [tr: why?]
T: because I didn't ↑ ask (.)for two kilos I asked only one kilo they made a mistake so they they ↑ only took the price of one kilo so it was really good ((laughter))

L1: *Türkiye'de kavga çıkar* [tr: it would cause a fight in Turkey] ((laughter))
T: I think so I think so huh uh

L5: *olmaz o Türkiye de yaa* [tr: it is not possible in Turkey]
T: in America in England you know you can buy ↑ everything online everything ↑ cheaper ↑ safer because if you go to shop it can be different you know if I don't like you I might say humm I can't change the product but it's online you've got all details on your email you- they have to change it and if you don't like it they have to give you a refund refund?

LL: *geri ödeme* [tr:refund]
T: huh uh money back huh uh they have to pay you back and you have no problem but in Turkey ↓ yes it's risky huh? everything is risky in Turkey huh uh unfortunately unfortunately=
L5: *=Türkiye'de böyle bişey yapsan nerde [dandik bişey varsa* [tr: if you did this in Turkey, anything in low quality]
T: [huh uh yes
L5: *[onu koyarlar*[tr: they would send you]
L1: *[aynen*[tr:exactly]
T: if it's not brand you don't have to pay for example I asked for ↑ Olin they brought me ↑ Bizim ((sunflower oil brand)) ok?

L1: huh
T: they asked you and umm if Olin is ↑ five Turkish Liras but Bizim is ↑ six Turkish liras you only pay five Turkish liras because you didn't ask for the ↑ expensive one so yes it's all good isn't it? it-it's good

L3: *iyiymiş*[tr:that's good]
T: sorry?
L3: *en sondakini anlamadım* [tr: I didn't understand the last one]
L5: *beş alıyorlar altı niye alıydı?* [tr: they buy five, six why was it six?]
T: because=
L5: *=sen beşlik istemişsin altılık getirmişler o yüzden sen beş veriyosun* [tr: you ask for five, they bring six so you pay for five]
T: yes you pay only five ok
L5: ohh
T: please go on ((This phrase is frequently used by a student in the class))yes
L5: *nerde bu Mustafa?* [tr: where is Mustafa?]
L1: Mustafa
L3: *harbiden Mustafa nerde?* [tr: really where is Mustafa?]
T: I don't know ((unintelligible talk))
L4: *hocam bişey sorabilir miyim defect hatalıydı dimi?* [tr: can I ask you something, Madam did defect mean defective (in English)?]
T: defect huh uh you can say there is a defect in my product
L4: ok ((L writes it incorrectly in her notebook))
T: ↑ no no no yesterday i wrote it ((T shows how to write it))
L4: aa *tamam* [tr: okay]

T: ok I ↑didn't hear you Huriye?
L4: I buy clothing and shoes because umm it's a hobby for me
T: huh uh it's kind of pleasure ↑ pleasure?
L2: *zevk zevk* [tr: pleasure]
T: huh uh it's a kind of pleasure for you
L2: *senin için zevkli mi?* [tr: is it a pleasure for you?]
T: huh uh
L5: yes it's pleasure for me umm (.) I download musics
T: you don't buy?
L5: *bir dakika şunun anlamını bi dakika bi dakika burda bu ne?* [tr: hold on, meaning of that, just a second just a second what is this?]
L1: *müzik indirme* [tr: download]
T: huh uh
L5: *işte yanlış mı dedim?* [tr: did I say it wrong?] I downloa-
T: music download
L5: *download u nereye koycam? indiririm müzik dedim ben tersini söyledim de*[tr:where shall I place download, I said I download (that)music I had told the other way round]
T: you can say I ↑ don't ↑ download music or I ↑ download music because:
L5: I download music because?
T: but do you pay? (.) for downloading
L1: *hadde* [tr: come on]
L5: humm
T: it's illegal as you know it's illegal
L2: =yes
T: huh uh
L1: *illegal zaten aynı* [tr: illegal is the same too]
T: huh uh the same legal?=
L1: =legal
L2: *=illegal yasak mı? yasak yasak zaten* [tr: does illegal mean yasak (in Turkish)? that's already illegal]
T: normally you pay and then you download
L5: humm I don't
T: humm for example if you've got I-Iphone if you want to download something you pay for everything like a song or anything
L3: *ama hocam bir tanesinde işte olmuyo* [tr: but Madam tou don't have to (pay) in one of them]
T: sorry?
L3: *ben bir tanesinde* [tr: in one of them]
L1: *program mı?* [tr: is it a programme?]
L3: huh uh *evet program var doğru surdan yapınca paralı oluyo evet* [tr: there is a programme that's right if you do it from there it is charged yes]
T: huh uh you have to you have to you have to pay for the ↑ applications for games for songs for everything
L1: *ben şarkıları indirdim* [tr: I downloaded the songs]
T: well in Turkey everything is kind of illegal you know we buy everything ↑ films we download everything ↑ games ↑ films huh?
L1: yes evet evet yes
T: videos?
L1: *paralı olsa daha mı hızlı olur?* [tr: is it fast if it is charged?] huh?
L2: *evet paralı olsa daha hızlı olur daha hızlı olsa daha ucuz olur* [tr: yes it is fast if it is charged when charged it gets cheaper]
T: it would be ↑ safer as well when you download something may be you get ↑ virus
L1: yes
T: you have to be careful but when you pay and then download there is generally no virus right?
L1: hum

T: no? ((laughter))I don't think there will be virus if you're paying yeah ok last last word from you and then we will continue

L2: *senden başlayalım sen başla* [tr: come on you start]

L3: umm I buy takeaway food

T: huh uh

L3: because

T: *yemek sepeti?* [tr: a popular website to order take away food]

L3: yes

T: is it? ((laughter))

L3: because I can't cook

T: huh uh why can't you cook?

L3: umm sometimes I cook=

T: is it because you don't have time or is it because you don't ↑ know how to

L3: I don't I know but little bit

T: humm ok

L3: and I don't want to cook

T: huhh you don't want to cook ok

L3: this option is so suitable for me because takeaway food is ↑ quick but=

T: =huh uh it's fast

L3: yes for example *yemek sepeti* [tr: a popular website to order take away food]

T: huh uh

L3: but I don't order food of website everywhere everywhere only popular companies for example Burger King Dominos

T: ok so pizza: hamburger?

L3: yes

T: and then you go go to gym?

L3: no

T: it was it was you wasn't it? ((T refers to another student)) was it you? who were going to gym

L3: Gülşen

L4: gym?

T: gym?

L1: *spor salonu* [tr: gym centre]

T: fitness centre

L3: evet ben gitmiyorum [tr: yes I don't go]

T: that's ok then eat loads of pizza ((laughter))

L3: if I want I download music because if i want to listen to music I will download you-youtube *dan derken nasıl?*[tr: how do I say from Youtube (in English)?]

L2: from

T: humm

L2: *on the youtube da olabilir aslında* [tr: it can be on the Youtube as well]

T: ° I can download° from from is ok huh uh from youtube

L3: but musics are have to free

T: huh uh ok it it has to be free

L3: yeah

T: so you download huh uh

L3: *I başka bişey* [tr: something else]I'm sometimes I buy clothing and shoes online shopping this is good thing for me because if I don't want whatever I want I find clothes and shoes on the website on the website umm

T: ↑ goo:d good one I like that

L2: *okuma parçası olur di mi ondan?* [tr: it is like a reading text, isn't it?](laughter)

T: yes it's a paragraph

L2: I don't buy electronic products on internet because I don't trust shipping

T: humm

L2: *bu var* [tr: I have got this] I buy clothing on the internet because it's very quick and there are a lot of kind *demişim çok çeşit var* [tr: I have said there is a variety]

T: ummm

L3: *kind dedin de ondan* [tr: you said kind]

T: variety variety is ↑ more used you know

L3: *ürün çeşitliliği* [tr: variety]

L2: *kim?* [tr: who?]

T: variety there are more variety huh uh

L2: *neyse yazarım onu* [tr: anyway I'll write it (later)]

T: huh uh

L2: I don't buy things for my home *demişim* [tr: I have said]

T: what do you mean?

L2: *things şey olarak hani thing for my home olduğu için evim için bir şey anlamında* [tr: things means 'şey' (in Turkish) when I say thing for my home does it mean 'evim için bir şey' (in Turkish)?]

T: do you do you what do you mean? do you mean like furniture: or:?

L2: *herhangi birşey yani sebze meyve işte mutfak eşyası evin içindeki herhangi bir şey* [tr: anything like fruit veg or any object in the house]=

T: =anything=

L2: =*internetten alırım derken?* = [tr: (how do you say) I buy it from the Internet (in English)?]

T: =I don't buy anything

L2: I don't buy anything thing for my home *demişim* because I don't have a home *demişim* [tr: I have said]

T: ° huh° ((laughter))

L2: I always buy food on the internet because very ↑ quick and sometimes there are ↑ campaigns

T: ahh do you mean like ↑ offers

L2: offers?

T: they are called offers

L3: *kampanya yerine işte* [tr: instead of campaign]

L2: huh uh

L1: *offer kampanya mı?* [tr: does offer mean 'kampanya' (in Turkish)?]

T: in English we don't say ↑ campaign because it's ↑ Turkish ok? ((T writes it on the board)) when you say it means like company

L3: humm

T: campaign there is you know ↑ offer we use

L1: *offer kampanya mı demek?* [tr: does offer mean 'kampanya' (in Turkish)?]

T: huh uh offer it's like buy one get one free buy one get one free?

L5: *birini al biri bedava* [tr: buy one get one free]

L3: *nasıl oluyo?* [tr: how?]

L2: *birini aliyosun biri bedava* [tr: you buy one the other is free]

L7: *bir alana bir bedava* [tr: buy one get one free]

T: or: it can say fifty percent off humm what does it mean for example this bag is a hundred Turkish liras but it's ↑ fifty percent ↑ off so it's fifty Turkish liras

L1: *elli lira* [tr: fifty (Turkish) lira]

T: huh uh off they cut fifty percent huh uh

L2: I never-

L1: *bir alana bir bedava mı oluyo* [tr: is it buy one get one free?] buy one get one free

L2: I never buy films on the internet because I'm a /wɪtʃər/ I am a prettiest /wɪtʃər/ *demişim korsan izleyici olur mu prettist?* [tr: I said can I use 'prettiest witcher' for pirate watcher?]

T: pirate

L2: pirate /wɪtʃər/ ((L2 mispronounces 'watcher'))

T: watcher

L2: *watcher yaa ondan işte* [tr: yes that's it watcher] pirate watcher

T: /wɪtʃər/ when you say /wɪtʃər/ I mean ↑ witch do you know what which is

L3: cadı

L1: *witch işte cadı* [tr: witch means ‘cadı’ (in Turkish)]
T: ye:s
L2: ↑ *cadı cadı* [tr: witch witch]huh
T: witch so yes pirate
L2: *efsunlu cadı* [tr: haunted witch] pirate witch
L1: *korsan cadı* [tr: pirate witch]
T: pirate huh uh so you are a pirate watcher?
L2: yes
T: like everyone else in Turkey ((the bell rings)) because ↑ everybody does the same huh uh ok when we come back we:ll do the ↑ listening ok page nine hopefully we’ll go to umm (.) page what fourteen shopping for a car: so I hope boys will speak more because they’re more interested in cars are you?
L1: umm
T: because generally boys are more interested ↑ no? Yusuf you’re like umm noo are you not interested in cars?
L1: I interested for drive
T: driving?
L1: ↑ only driving
T: but if you want to buy a car
L1: yes
T: so are you interested buying a car so you
L1: but I don’t know brand car car brand car brand
T: you don’t know car brands
L1: yes
T: do you know the features?
L2: *özelliklerini biliyomusun?* [tr: do you know the features?]
L1: *efendim?*[an expression used like ‘pardon?’ when someone has not understood or heard something]
L2: *özelliklerini biliyomusun?* [tr: do you know the features?]
L1: *yok işte bilmiyorum sadece sürüşüyle ilgileniyorum gördüğün bu* ↑ *araba* [tr: no I don’t I am only interested in driving, as you see it’s a car]
T: like all of us ((laughter)) like all of us ok

LESSON 5

((unintelligible talk))

T: ↑ really? she’s a nice lady yes I like her as well she’s a positive lady yes(00:55)
L3: *en sevdiği öğrencisi de Yusuf* [tr: he is her favourite student]
T: really?
L1: *o da beni seviyor* [tr:she loves me too]
T: humm ↑ good ok so we’ll now do ↑ listening guys ok ↑ Patsy is ordering something from the Internet ↑ listen and complete the invoices ↑ invoices means bill ↑ bill?
L1: *bilmiyorum* [tr: I don’t know]
L5: *bill fatura* [tr: bill means bill ((in English))]
T: invoice the same bill and invoice for the items she purchased ↑purchased?
L3: buy
T: bought huh uh buy bought good ok now we’ll hear and then you’ll fill in the blanks ri:ght? ((unintelligible talk))
L4: *şimdi doldurcaz işte*[tr:we will fill it in now]
T: huh uh
L5: *tamam da nereyi doldurcaz?* [tr: okay ((but)) where should we fill in?]
T: here ((T shows the part)) you’ll fill in the blanks here
L5: *şu ne demek?* [tr: what does that mean?]
T: how many how many a:nd ↑description so what is it? ↑ unit price so how much is it ok and ↑total
L1: *ne kadar?* [tr: how much?]

L7: *fiyatı* [tr: the price ((of it))]
L1: *quantity ne demek?* [tr: what does quantity mean?]
T: how many
L1: *how many kaç tane* [tr: how many (means) kaç tane (in Turkish)]
L2: quantity?
T: huh uh
L2: *huh doğru* [tr: that's right]
MP3: ((the recording starts)) B1 module one unit one activity five part one Patsy is ordering something from the Internet listen and complete the invoices for the items she purchased
A: Best Electronics, Alex speaking how may I help you?
P: hello I ordered a few things from your Internet website last week but I still haven't received an invoice for my purchases
A: may I have your name and order number please?
P: my name is Patsy Klose that's k-l-o-s-e I'm calling from work and I apologise but I don't have my order numbers with me at the moment
A: no problem Ms Klose let me check the status of your orders mmmm let's see my records show that you ordered three items on three separate days
P: that's right the things I ordered are here but I need to give the invoices to our accounting manager by Friday
A: your first order is showing a battery operated digital clock for fifty nine ninety nine a laptop for eight hundred and a gps system for eighty nine ninety-nine
P: that sounds about right I believe that was paid for with euros is that correct?
A: all of our products are paid for with the local currency these things are being shipped from Germany so it was paid with euros there's also a twenty-five euro shipping and handling charge I can check the exchange rate for you if you'd like
P: no that's fine the accounting office can calculate the currency exchange and my second order?
A: your second order includes two office desks for a hundred and fifty each you paying for those in dollars
P: and my third order was for three jet ink printers
A: that's right they were a hundred and seventy five dollars each we also charged twenty five dollars shipping and handling for these two orders
P: how soon can you send me these invoices?
A: you should have them within three working days
P: ok then thanks for the information
A: please don't hesitate to call if you don't receive the invoices by Thursday evening ((the recording ends))
T: right I ↑ kno:w it's got loads of numbers so we'll hear it again ok so don't don't worry
L1: *bu hepsi için mi bitanesi için mi?* [tr: is it for all or only one of them]
T: ↑ do: no first order second order and third order so three
L2: *üçünü de bunda söyledi mi?* [tr: has it said all of them in this?]
T: yes ((laughter))
L2: *tamam* [tr: okay]
T: did you do only one? ((laughter))
L2: *bir tane bile değil* [tr: not even one]
T: ok let's hear it-hear it again ((this time T pauses at times and give more time to LL to take notes))
MP3: ((the recording starts)) B1 module one unit one activity five part one Patsy is ordering something from the Internet listen and complete the invoices for the items she purchased
A: Best Electronics, Alex speaking how may I help you?
P: hello I ordered a few things from your Internet website last week but I still haven't received an invoice for my purchases
A: may I have your name and order number please?
P: my name is Patsy Klose that's K-L-O-S-E I'm calling from work and I apologise but I don't have my order numbers with me at the moment

A: no problem Ms Klose let me check the status of your orders mmmm let's see my records show that you ordered three items on three separate days

P: that's right the things I ordered are here but I need to give the invoices to our accounting manager by Friday

A: your first order is showing a battery ope-

T: so that's the first order ok: get ready

L1: show?

T: showing like showing you know show show what does show mean?

L1: *göstermek* [tr:to show]

T: huh uh yes showing breathing digital clock for fifty nine ninety nine(.)

L2: *elli dokuz doksan dokuz* [tr: fifty nine ninety nine]

T: yes ↑ write as many as you can write as many as you can a laptop for eight hundred and a gps system for eighty nine ninety-nine

L1: *eighty nine ninety-nine seksen dokuz doksan dokuz laptopun fiyatını bulamadım*[tr: eighty nine ninety nine I couldn't get the price of the laptop]

L2: *bin doksan dokuz mu öyle bişey* [tr: something like a thousand and ninety nine]

T: just leave it continue

P: that sounds about right I believe that was paid for with euros is that correct?

A: all of our products are paid for with the local currency these things are being shipped from Germany so it was paid with euros there's also a twenty-five euro shipping and handling charge I can check the exchange rate for you if you'd like

P: no that's fine the accounting office can calculate the currency exchange and my second order?

A: your second order includes two office desks for a hundred and fifty each you pay-

L2: office desk

L3: yea:

L1: *ne?* [tr:what?]office

L3: desk

L3: *ne kadar mış?* [tr: how much is it?]

L2: *elli* [tr: fifty]

L3: *elli mi?* [tr: is it fifty?]

L2: *öyle anladım ben*[tr: I have understood so]

T: a hundred and fifty

L2: humm

T: ↑ each a hundred and fifty each each means like one huh uh

L1: *one hundred fifty bin beş mi?* [tr: is one hundred fifty a thousand and five?]

T: no this is a hundred and

L1: *tamam fazla fazla* [tr: okay more more]

T: a hundred and

L1: *tamam yüz beş* [tr:okay a hundred and five]

T: fifty a hundred and fifty two office desks so total?

L1: *yüz beş yüz beş* [tr: a hundred and five a hundred and five]

L7: *yüz elli yüz elli* [tr: a hundred and fifty a hundred and fifty]

T: ↑ fifty a hundred and ↑ fifty:(laughter)

A: -ying for those in dollars

P: and my third order was for three jet ink printers

A: that's-

T: so that's the third order it's three jet ink printers printer huh uh ↑three jet ink printers

A: right they were a hundred and seventy five dollars each we also

L2: seventy five

T: a hundred and seventy five

L2: *yine mi?* [tr: again?]

L1: *yüz yetmiş altı üç tane mi alacak?*[tr: a hundred six,will (she)buy three?]=

T: a hundred seventy

L2: *hesap makinasını getirseydim keşke* [tr:I wish I had brought my calculator] ((laughter))

T: ok let's continue
A: charged twenty five dollars shipping and handling for these two orders
P: how soon can you send me these invoices?
A: you should have them within three working days
P: ok then thanks for the information
A: please don't hesitate to call if you don't receive the invoices by Thursday evening ((the recording ends))
T: ↑ ri:ght ok
L1: *üçüncü neydi?* [tr: what is the third one?]
T: it was the third one printer
L1: *yazıcı* [tr:printer]
T: the first one it was three things what was it? digital clock
L2: yes
T: laptop and
L1: *yon bulma cihazı* [tr: navigator]
T: gps ye:s
L5: yes
T: the second one desk office desk=
L1: =office desk
T: and the third one three jet ink printers
L1: *üç tane printer i da ben [ikinciye yazdım* [tr: I wrote three printers for the second one as well]
L5: *[ben de öyle* [tr: me too]
T: ↑ no no it was the ↑ third one it was the third one I'll write it on the board so you can ri:ght I: ha:ve to clean the board ((T cleans the board))
L3: *umm umm su subtotal ne demektir?* [tr: what does that subtotal mean?]
T: well befo:re
L2: *ara toplam sanırım* [tr: subtotal I suppose]
T: yes kind of subtotal huh uhh
L3: total due?
L2: *net toplamdır o da* [tr: it must be total due]
L3: *öyle mi?* [tr: is it?]
L2: *tabi* [tr: exactly]
T: just a second I'll (.) give the answe:rs in a minute
L1: *kdv siz falan mı?* [tr: is it without tax?]
T: right ok no:w so the first order (.) ((T writes it on the board)) so what did she ↑ buy?=
L3: =laptop=
L7: =digital clock
L1: =gps system
L2: digital clock
T: one digital clock so how much is it?
L3: [ninety
L2: [fifty nine ninety nine
T: fifty nine ninety nine ok so: umm ↑ laptop?
L2: yes
T: one laptop how much was it?
L2: one hundred ninety nine
L1: *one thousand olur* [tr: it is one thousand]
L2: *aynen* [tr: exactly]one thousand ninety nine (.)
T: eight hundred
L3: *ben de onu dicem işte* [tr:I was going to say that]
L2: *anaa* [tr: (an expression used for surprise)] eight hundred?
T: was it ninety nine? no
L1: humm
T: yes eight hundred forty nine ok next one?

L7: [gps system
 L5: [gps system
 T: gps system one again g-p-s system ((T writes it on the board))how much(.) is it?
 LL: eighty nine ninety nine
 T: eighty nine eighty nine goo:d subtotal
 L2: bla bla bla
 T: I don't know I think I wrote it here ((T writes the subtotal on the board)) so what about ↑
 shipping?
 L3: *umm fifty two öyle birşey miydi?* [tr: was it something like that?]
 L2: fifty?
 T: twenty five?
 L3: *ben yanlış ° anlamışım* [tr: I must have understood it wrong]
 L1: *aaa* [tr: (an expression used for surprise)] ((unintelligible talk))
 T: yes what did they pay did they pay in Turkish liras?
 L3: noo dollar
 L2: English Euro
 L5: *dolar değil mi?* [tr: wasn't it dollars?]
 L7: euro
 L1: euro euro
 T: euro huh uh euros huh uh the product is coming from ↑ Germany and they pay in ↑ euros oL3:
 what about ↑second second order?
 L1: office desks
 T: two office desks huh uh ((T writes it on the board)) so ↑how much ↑how much is it?
 L1: one hundred fifty
 T: one hundred fifty huh uh and total three hundred huhh because one is a hundred and one hundred
 and fifty and two is three hundred goo:d what about third order
 L5: [printer
 L1: [printer
 L2: [printer
 T: huh uh three jet ink ↑ ink?
 L1: *ink mi?* [tr: was it inc?]
 L7: *mürekkep* [tr: ink]
 T: who said it? Fevzi huh uh ink
 L3: ink?
 T: jet ink printer so ↑ how much ↑ how much is it?
 LL: one hundred seventy five
 T: huh uh ((T writes it on the board)) huh uh and total is what five hundred (.)twenty five and
 twenty five (.) umm euros again I think is ↑ shipping
 L3: *burda kaçtı?* [tr: how much was it here?]
 L1: *ikinci de mi?* [tr: for the second one?]
 T: twenty five again
 L1: *yine orda seventy five diyodu da onu* [tr: it was saying seventy five there that]
 L3: *dolar üzerinden mi dedi?* [tr: was it in dollars]
 T: so umm yes she paid in euros she paid in euros and they talked about ↑ interest rates do you ↑
 remember?
 L1: yes
 T: yesterday I think who was it Dursun did you say it interest rate?
 L2: no I [didn't say
 T: [for example you get when you pay credit cards [they pay you have to pay ten percent extra
 L2: [umm ↑ Meriç Meriç *faiç faiç* [tr: interest
 interest]
 T: because- interest rate
 L1: interest rates
 T: huh uh do you want to hear it again?
 LL: huh?

T: you're gonna fall asleep huh? Huriye no?
L5: no
T: do you want to ↑ hear it ↑ again?
LL: *cık* [tr: (an expression used for disagreement)]
L2: *huhh yok* [tr: no]
T: so you ok: you're *cık cık* (an expression used for disagreement) we know ↑ everything ((T imitates them)) ((laughter))no? ok so: umm let's look at- write the name of the currency below each picture then tick the currency Patsy uses when shopping online<so: if you look at the ↑ first one so: number one so what is it what ↑ currency is it ↑currency?
L2: *biliyorum sanki* [tr:I think I know]
L1: *şey değil mi ya?*[tr:is it that, isn't it?]
L2: *birinci mi?* [tr: the first one?]
T: it's you know euro: dolla:rs what is it?
L2: *para birimi* [tr: currency]
T: you go to a shop currency shop
LL: *döviz* [tr: currency]
T: yes currency means that huh uh
L3: first dollar
T: huh uh the first one is ↑ dollar second one?
LL: euros
T: euros third one?
L3: *sterlin* [tr: sterling]
T: huh uh pounds sterling pounds the ↑ fourth one?
L3: *eski para mi?* [tr: old money]
L1: *Çince Çince yaa Çince yazıyo üstünde* [tr: Chinese Chinese it says Chinese on it]
T: it's the money currency used in Japan
L1: umm *Japonca* [tr: Japanese]
T: so it's ↑ Japanese yen yen huh uh
L2: *yen [bildiğin yen* [tr: that's yes you know yen]
LL: [yen
L2: *Japon yeni* [tr: Japanese yen]
L8: *yenmekte var yenilmekte var* [tr: there are win and lose]
L1: Japanese yaa[tr: Japanese]
T: huh uh Japanese yen good ok part ↑two listen to patsy reading from the operating manual of her new device tick the manual she's reading from
L2: humm
L1: Patsy?
T: Patsy that's the ↑ girl hhuh uh so which one is she reading? is it about compact (.)umm recovery king or is it about color blast notebook (.) about the laptop or is it about survival guide(.) umm gps (0.2) ((the recording starts))
MP3: B1 module one activity five part two listen to Patsy reading from the operating manual of her new device tick the manual she's reading from
P: now how can I get this thing to work mmmm let's see: press and hold the page button on the screen to access the map screen you'll see a graphical presentation of where you are currently in larger cities you may also see the street names and famous places to visit in each ((the recording ends))
T: ↑ again you'll hear it ↑ again ((the recording starts))
MP3: B1 module one activity five part two listen to Patsy reading from the operating manual of her new device tick the manual she's reading from
P: now how can I get this thing to work mmmm let's see: press and hold the page button on the screen to access the map screen you'll see a graphical presentation of where you are currently in larger cities you may also see the street names and famous places to visit in each ((the recording ends))=
T: I think it was it was ↑ clea:r so: what do you think is was it

L2: gps
T: recovery king or:
L1: recovery king
T: notebook o:r gps=
L2: =gps
L1: =gps hangisi? [tr: which one is a gps?]
L7: *şu soldaki* [tr: the one on the left]
T: the number- number three so why do you think it's gps Dursun?
L2: because she said umm there is famous places in the map and
T: huh uh
L2: street names
T: street names famous places lar[ger cities
L2: [larger cities *başta açıklamasında bunu nasıl kullanacağımı bilmiyorum mu ne bişey dedi ondan sonra bakalım gibi birşey dedi*=[tr:at first she was saying something like that she didn't know how to use it and then ((she continued)) let's look at it]
T: how can I get this thing work how can I
L2: how can I *nası:l*[tr:how can I how?]
T: get this thing work ((T writes it on the board))
L2: work ↑ work? ne[demek bu?
T: [what does it mean in Turkish? how can I get this- for example it's it's my new umm machine ri:ght I say how can I get this thing work
L2: *humm* [*nasıl kullancam* [tr: how can I use (it)?]
L3: [*nasıl kullanacağımı bilmiyorum* [tr: I don't know how to use (it)]
T: yes ok? goo:d ri:ght yes it's gps so we'll look at shopping for a car page ↑ fourteen it's spoken production eight on your portfolio
L1: humm
T: ok umm uhuu huh huh((T imitates LL)) no portfolio ↑ again? well just take notes annd the do it at ↑ home if you don't bring it just write ↑ write this for the first activity and take notes write s-p eight and then at home you can (.) you know open your ↑ portfolio and then ↑ tick it it's an idea ok? ok so if you look at the ca:rss which one is ↑ which number one umm let's Hamdi?=
L6: =sports car
T: Ham-di Hamdi bey huh
L8: it's a sports car
T: huh uh what colour is it?
L8: yellow
T: it's ye- do you like it?
L8: umm I don't like
T: you don't like? why ↑ don't you like it?
L8: umm
T: is it an expensive car because I don't I don't know anything about cars it's an expensive one?
L8: one? yes expensive one number car
T: what do you mean? is it number one car or is it is it one number? which one number one ↑ means it's number one you know it's a good car o:r if you're saying one number
L8: one number
T: humm it's the first answer oL3: number ↑ two Kubra?

L3: bir dakika what's the meaning of /kənvɜ.təɪbl/ ((L3 mispronounces 'convertible'))
L2: <i>dönüşebilen</i> [tr: convertible]
T: convertible
L2: <i>dönüşebilen olması lazım</i> [tr: it should be convertible]
T: but it can be open or you know covered

L1: *convertible ne da- demek?* [tr: what does convertible mean?]
L2: *ne?* [tr: what?]
L1: *convertible ne da- demek?* [tr: what does convertible mean?]

L2: *işte bu* [tr:] ((L points the picture of car in the book))=
 L6: =*konforluu* [tr: comfortable]
 L2: =convertible=
 L4: =*üstü açık* [tr: open-top]
 T: =convertible huh uh
 L4: *üstü açık olan* [tr: the open-top one]
 T: no noo it's not comfortable convertible means it can be- do you know do you know Kiraz Mevsimi ((a TV programme)) ((smiling))
 LL: yes
 T: Ayaz ↑ Ayaz's car is convertible you can open it and close it as well ((T points the top part of the car))
 L1: hatchback?
 T: you can=
 L2: =*hatchback ler kısa kısa* [tr:hatchbacks are short short] =
 T: huh uh you can close the top you can cover the top so
 L3: s-u-v
 T: it's a big car it can be good
 L4: family car
 T: yess
 L3: *buna onu demiştim ama suav?* [tr: I said that for this one but (what about)SUV?]
 L2: four o
 L4: *o suav* [tr: that is SUV]
 L2: beş ↑şey ↑şey [tr: five is that that]
 T: so it can be good for a ↑ family a family car
 LL: ohhhh
 T: hello↑
 L2: *bizde çıkıyoduk hoşgeldin* [tr: we were leaving, welcome] ((laughter))
 T: almost over
 L1: *bitmeye yakın ahh* [tr: almost over] ((laughter))
 T: hello: are you ok Mustafa?
 L6: not bad
 T: not bad good to see you ri:ght
 L1: hatchback
 T: so number numbe:r ↑ three? umm Fevzi?
 L7: convertible
 T: convertible goo:d
 L1: *iki neydi?* [tr: what is ((number))two?] =
 L4: =family car
 L3: =family car
 T: number four Meriç?
 L6: (.) hatchback ok: number ↑fi:ve Yusuf?
 L1: s-u-v
 T: v
 L1: v
 T: they call it suv[suv
 L1: [suv
 T: so what does it mean?
 L7: *dört çarpı dört* [tr: four times four]
 L8: sport dan başlıcak bence [tr: it will start from the sport ((car))]
 T: ye:s
 L2: sport armed vedimen
 T: utility
 L2: *ahh bee* [tr: ohhh]

L5: v-i-p
 T: vehicle
 L7: *araç* [tr: vehicle]
 T: huh uh sports utility vehicle because you can carry utility means kind of ↑ machine huh uh you can carry your bicycle huh? on this car but it's kind of a ↑ jeep is it?
 L1: *evet* [tr: yes]
 T: huh uh ok we'll do listening again
 L7: *galerici ağbi*[tr:car dealer brother]
 T: and this is listening (.)↑six can you take notes? it for listening it's listening six
 L2: *hummm şeyde* [↑ *portfolyada*[tr:it is in the thing, in the portfolio]
 T: [huh uh for our portfolio oL3: listen to he used car salesman's advertisement on the radio so used car is there another name for used car?
 L2: *kullanılmış araba ikinci el*[tr:used car second-hand car]
 T: so what's the meaning in English?
 L2: it mean ↑used
 T: ↑ second hand
 L2: huh
 LL: *ikinci el* ((laughter))
 T: huh uh the same the second hand can be used for books for films for for everything ok for clothes (.)right ok so: complete the table below so car number one car two car three four so you'll write the ↑ year (.) and you'll write the ↑ model and you'll write the ↑ price
 L3: *o ne?* [tr: what is that?]
 L2: *portfolyodan yapcaksın* [tr: you will do it from the portfolio]
 L3: *o altı mı?* [tr: is it six?]
 L2: *evet* [tr: yes]
 T: yes that's my ↑six ((laughter))
 L2: *lg markası gibi* [tr: it is like lg (brand)]
 T: =yes brand laptop brand ((laughter))
 MP3: =B1 module one unit three activity three
 T: are you ready guys? page fourteen ↑ Mustafa we are doing ↑ listening
 MP3: Marine calls the estate agent in town and talks to the operator listen to the conversation and complete the table
 MP3: easy sell estate agent you reach the call centre my name is Susan how can I help you oh hello I'd like to talk to someone about selling my house ok: if I can take a few details I'll put you in contact
 T: that's not the ↑ right one
 L2: ° no°
 MP3: B1 module one unit two activity two listen to he used car salesman's advertisement on the radio complete the table below
 B: are you looking for an affordable used car? are you tired of the long queues at other dealer ships because they're understaffed? ↑hello this is Bertie Balaban from Bertie's used cars and have I got a deal for you if you're dissatisfied with your current car and looking to replace it then come on down to my used car lot and I'll show you some deals that are too good to miss
 B: I've got a two thousand and seven ford mustang just waiting for you to take it for a spin this beautiful convertible is silver with black trim and it can be yours for just twelve thousand five hundred and ninety five dollars (0.2)
 L1: *bu işte galerici mi?* [tr: is it the car dealer?]
 T: so that was the first car now it will be the second
 L2: *reklam gibi bir şey işte* [tr: it is something like advertisement]
 T: huh uh for example you're in England you're watching TV so the man shows up and then he's selling cars on TV ok advertisement?
 L3: *tavsiye miydi?* [tr: was it an advice?]
 T: for example you watch=
 L3: *reklam* [tr: advertisement]

T: yes
L2: *reklam aynen* [tr: advertisement exactly]
T: yes [yes huh uh
L2: [doğru yaa [tr: that's right]
B: choose your own method of payment and we'll help you create a payment plan that won't leave you hanging out to dry
B: and wait until you see the hot little two thousand and seven mini cooper I've got
T: so that's the second cars
L1: *iki bin [yedi model diyo* [tr: it says two thousand and seven modal]
LL: [*iki bin yedi model Mini Cooper* [tr: two thousand and seven modal Mini Cooper]
T: the ↑ second yess ↑ ready?
B: this is the perfect car for you all young ladies out there you won't be taking long road trips with this little baby because there isn't much room for luggage storage but it's easy to park fun to drive and a real eye catcher it's just twenty nine thousand six hundred seventy five dollars (0.2)
T: *six hundred seventy five*
L2: *altmış*[tr:sixty]
L1: six hundred
T: huh?
L1: seventy five
T: huh uh
L1: *altı bin* [tr: six thousand]
L2: *altı yüz* [tr: six hundred]
L3: *yirmi dokuz bin altı yüz yetmiş beş* [tr: twenty nine thousand six hundred seventy five]
T: ↑ yes
L2: *yirmi dokuz bin* [tr: twenty nine thousand]
T: huh uh two thousand and nine hundred six hundred and seventy five
L1: ° *yirmi dokuz bin*° [tr: twenty nine thousand]
T: that's the third car coming
B: if you're looking for an oldie but goodie I've got a nineteen ninety three Alfa Romeo
L2: *iki bin üç modelmiş* [tr:it is a two thousand and three modal]
L3: nineteen=
L1: =ninety=
T: =three:
L1: *bin dokuz yüz doksan üç*[tr:a thousand nine hundred and three]
L2: huh uh
B: spider just for you this classic will never go out of style it's just fifteen hundred thousand miles and retails for only five thousand seven hundred dollars
L1: five thou [sand?
L3: [one hundred
T: seven hundred five thousand seven hundred dollars
L1: *üç bin yedi yüz dolar* [tr: three thousand seven hundred dollars]
L2: *doksan üç model dikkatini çekerim* [tr:I get your attention that it is ninety three modal] ((laughter))
T: it's an ↑ old one so: this is car four
B: you won't get a better deal anywhere else and for all you autophiles out there I've got a two thousand and eleven Audi A8 to add to you collection you'll
L3: *iki bin on bir dedi* [tr: it said two thousand and eleven]
L2: *iki bin on bir dedi modelini duyamadım* [tr: it said two thousand and eleven (but) I didn't hear the modal]
T: Audi A8
L3: *humm evet* [tr: yes]
T: Audi A8
L4: *neden fifty dollars dedi?* [tr: why did (he) say fifty dollars?]
L1: *ten thousand bişey dedi* [tr: (he) said (something) like ten thousand]

T: we'll we'll ↑ hear it again we'll hear it ↑ again ((unintelligible talk))

MP3: ((the recording starts))B1 module one unit two activity two listen to he used car salesman's advertisement on the radio complete the table below

B: are you looking for an affordable used car? are you tired of the long queues at other dealer ships because they're understaffed? ↑ hello this is Bertie Balaban from Bertie's used cars and have I got a deal for you if you're dissatisfied with your current car and looking to replace it then come on down to my used car lot and I'll show you some deals that are too good to miss I've got a two thousand and seven ford mustang just waiting for you to take it for a spin this beautiful convertible is silver with black trim and it can be yours for just twelve thousand five hundred and ninety five dollars choose your own method of payment and we'll help you create a payment plan that won't leave you hanging out to dry and wait until you see the hot little two thousand and seven mini cooper I've got this is the perfect car for you all young ladies out there you won't be taking long road trips with this little baby because there isn't much room for luggage storage but it's easy to party fun to drive and a real eye catcher it's just twenty nine thousand six hundred seventy five dollars if you're looking for an oldie but goodie I've got a nineteen ninety three Alfa Romeo spider just for you this classic will never go out of style it's just fifteen hundred thousand miles and retails for only five thousand seven hundred dollars you won't get a better deal anywhere else and for all you autophiles out there I've got a two thousand and eleven Audi A8 to add to you collection you'll be the talk of the town when you're seen driving around in this ride you can take it home today for just ten thousand down how can you refuse this beautiful car just seventy four thousand nine hundred fifty dollars so don't waste a minute come and see me today remember I've got the deals with appeal= ((the recording ends))

L2: =on bin dolar mi ne diyo yaa? [tr: it says ((something)) like ten thousand dollars, doesn't it?]

L4: =nine hundred sixty=

T: yes that's right he's he's speaking so fast

L2: yes

T: it's not good for I mean his level is like C1 or B2 level not not for you I agree so that's why I make you hear it ↑ again and ↑ again ok?: we'll look at the cars now an:d I'll just clean the board and he's American as you can hear American accent is different

L4: *iki bin yedi deęil mi?* [tr: isn't it two thousand and seven?]

T: huh uh two thousand and seven

L4: *Mustang mi dedi bişey dedi* [tr: it said Mustang ((or something)) like that]

L2: Old Mustang

L1: Alfa Romeo ((unintelligible talk 0.2))

L4: *üçüncü* [tr: third one]

L2: *üçüncüsü aynen üçüncü Alfa Romeo Spider* [tr: third one yes third one is Alfa Romeo Spider]

T: ok ummm: ↑ so

L8: *bu araba için ne dedi?* [tr: what did he say about this car?]

T: yes let's start with ↑ Hamdi what's the first car what's the ↑ year of the car?

L8: umm two thousand seven

T: two thousand and seven so what's the description what's the ↑ name of the car?

L8: Mustang

T: Mustang Ford Mustang huh? Ford? is it a ↑ Ford? ok how much is it?

L8: I don't know

T: you don't know who knows? ↑ Yusuf do you know? (.)Dursun?

L2: one hundred nine thousand

T: nine thousa- let me see

L3: *two thousand deęil mi?* [tr: isn't it two thousand?]

L2: *beş bin mi?* [tr: is it five thousand?]

T: twelve

L3: twelve thousand

T: yes twelve thousand and?

L3: *gerisini duyamadım* [tr:I couldn't hear the rest ((of it))]

T: five hundred

L1: *on iki bin beş yüz* [tr: twelve thousand five hundred]
 T: huh uh
 L6: *on iki bin beş yüz valla ucuzmuş* [tr: twelve thousand five hundred that's really cheap]
 T: huh uh oL3: this is car one car two Huriye?
 L5: two thousand and seven
 T: huh uh it's produced in two thousand and seven again so what ↑brand is it?
 L5: ° Mini Cooper°
 T: Mini Cooper ok ↑ how much is it?
 L5: twenty nine thousand
 T: twenty nine thousand?
 L5: six six hundred seventy-
 L2: five
 T: ok: huh uh ok car ↑ three: yes Dursun?
 L2: umm nineteen ninety three
 T: nineteen ninety ↑ three or ↑ two? let me see
 L2: three I think
 T: three huh uh
 L2: Alfa Romeo Spider
 T: Alfa Romeo Spider
 L2: price is I think fifty thousand /sev.en/ /sev.en/ hundred ((L2 mispronounces 'seven'))
 T: ↑ yes and it's in dollars huh uh ok last one Meriç?
 L3: *hocam bir dakika fifty thousand* [tr:Madam just a second, fifty thousand]
 L1: five thousand
 T: five thousand seven hundred dollars
 L6: umm twenty eleven
 T: just a second is it two thousand and eleven huh uh
 L6: Audi A8
 T: Audi A8 how much is it?
 L3: *bissürü şey söyledi de* [tr: he said a lot of thing]
 L2: *yetmiş dört* [tr: seventy-four]
 T: did you hear?
 L4: *hocam* [tr: Madam]
 T: ten thousand first
 L3: *evet ben duydum* [tr: yes I've heard of it]
 T: it said you can buy it ten thousand ten thousand ↑ down what does it mean?
 L2: *ondan aşağı* [tr: less than that]
 T: ten thousand ↑ cheaper? huh huh ten thousand cheaper today cheaper but the price is seventy four thousand nine hundred fifty
 L1: *asıl fiyat* [tr: real price]
 T: that's the ↑ real price but he said you can buy it ten thousand ↑ cheaper today=
 L1: =*down düşmek mi?* [tr: does down mean fall in Turkish?]
 T: huh uh ↑ down huh uh ↓ oL3: so now I'll ask you I don't know if you know about the cars but I don't don't know ↑ a lot about the cars so which one would you ↑ choose if you ↑ had a chance
 L2: humm
 T: and ↑ why?
 L2: I choose Ford Mustang of course because this that iss iss a good car
 T: huh uh
 L2: special and class car
 T: ok classy classy car so are you happy with the price? twelve thousand and five hundred is it good price?
 L2: very good price
 T: very good price
 L2: normally the price is very much
 T: more expensive in Turkey

L2: yes
T: well yes car is very ↑ cheap in England and in America but in Turkey ohh it's quite expensive and the gas as well gas?
L3: petrol
T: petrol huh uh for example in ↑ England you can buy it umm if we if we compare you can buy it for maybe three Turkish liras
L3: humm
T: huh huh but here it's ↑ five you know more than five Turkish liras so they buy the car cheap and they buy the ↑ gas cheap as well huh uh you can see Mini Cooper it's kind of ↑ student car this Mini Cooper if you go to university in England you will see you will see Mini Coopers in the car park because it's like ↑ student student car because it's cheap but in here when you see a Mini Cooper everybody's like huhh look at that car because it's a good one isn't it? Mini Cooper is an expensive one ok: so: Fevzi what do you think which one is your can be your ↑ favourite?
L7: I choose Audi A8
T: huh uh ok it's the most expensive one huh?
L7: yes
T: so is it good for a ↑ family or a ↑ single man or a ↑ student?
L7: *her türlü gider yaa* [tr:it is good for all] ((laughter))
T: so it's it's good for ↑ everybody
L7: yes
T: humm ok: ok Meriç what do you think which one is ↑ good for you?
L6: Ford Mustang
T: Mustang? huh uh Ford Mustang ↑ why? so why is it good?
L6: good car and ↑fastly
T: it's fast huh uh
L6: yes
T: that's all? ok good ↑ Mustafa?
L6: I choose Mini Cooper because=
T: =it's little bit small huh?
L6: yes because it is small
T: because it is small ((laughter)) ↑ boot do you know boot? this this word
LL: *cık* [tr: (an expression used for disagreement)]
T: it's it's the back side of a car back side?
L2: *bagaj* [tr: boot]
T: yes huh uh boot it doesn't have a boot right Mini Cooper it's got very ↑small (())boot
L1: ok ((the bell rings))
T: ok right when we come back I'll ask you too like a couple of people more and then [we will do
L1: [*bir ders daha mı var?* [tr: have we got one more hour (40 min.)?]
T: yes
L2: *evet üç ders ya* [tr: yes you know it's three hours]
T: ↑ really? are you happy now or sa:d?
L1: sad
T: sa:d sad
L1: noo ↑ happy ((laughter))
T: you said ↑ sad ok I'm going home ((laughter))

LESSON 6

T: humm humm huh umm (0.2)↑ right ok come here plea:se ok so: umm we'll do little bit of speaking but we don't have many ti:me so: just ↑ ten minutes ok humm you'll work in ↑ pairs so it will be students Dursun you are student a Hamdi a Meriç you are student a and then you are student a (.) and a ok? you are a and a huh uh and the ↑ others will be student b student a you have you love fast cars o:k? you want a two door sports car your two children are small enough

to fit in the back seat why not buy something you enjoy driving? so student a wants to buy a fast car ok? but student ↑ b you've got children and you think it's ridiculous to buy a sport car you want to buy a family car so everyone can sit comfortably inside so student you're kind of you know little bit of ↑ crazy and you want a fast car but student b you you you want a ↑ family car o:k? and you have got two children both you've got family and you need to ↑speak and ↑deci:de on one car is it fast car I mean sports car o:r is it family car which one do you choose you'll tell me in the end you've got five minutes to speak and decide on what car do you buy ok ↑fast car or ↑family car together in twos why do you want? for example I want a sports car because I like driving fast and it's good because we've got two children they can fit at the back seat that's ok for us but the other say no: we 've got two children we need a bigger car we need a family car because they'll grow up ↑ grow up?

L4: *büyümeek yetişmek* [tr: to grow up]

T: yes they'll grow up yes you're kind of discussing and you are deciding on one car fast o:r family ok you're in ↑ three three you are two two two and two ok a b a b a b a b a

L1: *tamam ikimiz mi konuşçaz?* [tr: ok shall we work in pairs?]

T: huh uh b you two are ↑ a you say family car they say no fast car is good you say fast car you say ↑ no family car ok? ((laughter)) you're like no I want a fast car come on come on then

L5: *istediğimiz arabayı mi söylecez?*° [tr: are we going to say which car we like]=

T: =and you can use the ↑ useful language box there for example I want to buy a fast car ↑becau:se

L1: *nerde?* [tr: where is it?]

T: in there just down there ((T shows where it is))

L2: *altında* [tr: ((it is))under]

T: the red box

L2: *karşılaştırma yapçaz* [tr: we will compare]

T: yes huh uh you can take notes but it's a ↑ speaking activity so: I expect you to ↑speak so spoken interaction ↑four ((unintelligible talk 0.2))

L4: *° bana göre in my opinion olur mu?*° [tr: can I use in my opinion for that?]

T: huh uh or I think I think or in my opinion

L4: *çekici?* [tr: attractive]

T: attractive huh uh fast cars are more attractive huh uh ((unintelligible talk 0.3))((LL work in pairs))

L1: *birşey sorabilir miyim? az önce you've got demiştiniz you have got ya hani*[tr: can I ask something? You have just said 'you've got', it is you have got?]

T: you've got you've got

L1: *onu yuttunuz mu? got sadece yeterli mi?* [tr: have you not pronounced it? is only got enough?]

T: no ↑ you've got

L1: ↑ you've got

L2: ↑ you've got humm *kısalttı* [tr: she has shortened it]

T: you've got huh uh

L1: ↑ *I've got ozaman*= [tr: I've got then]

T: huh uh ↑ I've got I've got ((intelligible talk))

L3: *sorun neydi* ↑*sorun?* [tr: problem what does problem mean?]

T: problem

L3: *ayy evet* [tr: oh yes] ((laughter))

L2: *kısa kısa heralde dimi?* [tr: short ((sentences))right?]

T: huh uh just tell each other huh uh you can use the box here so: you know just you're just taking notes and then you're speaking it's not a writing activity remember you're not writing I: want a ↑ fast car becau:se noo ((laughter)) because it's a ↑ speaking activity huh uh just ↑notes not full sentences huh uh think that you are you are a family

L7: *iki tane çocuğumuz var* [tr: we have got two children] ((laughter))

T: not like ↑ that I didn't mean that you are a woman you're a man you're couple I didn't say that(.

L1: *ee tamam başlayalım zaten şey yapmamız gerekiyor* [tr:ok let's begin we should do that]

T: yes

L1: *konuşmamız gerekiyor* [tr: we should speak]
 T: start you just start yes start start
 L2: I want to buy a fast car umm and I have two child-
 T: you: you talk to Meriç you don't listen to here you: you talk to Meriç you are working in ↑ pairs
 L1: hum?
 T: you speak in pairs
 L1: humm
 T: huh uh you you huh uh yes huh uh I'm just listening you're talking in groups in pairs
 L2: ° I want a fast car-°
 L3: *biz üçlü grup değil miyiz?* [tr: don't we work in threesome?]
 T: a b a
 L3: yes
 L5: huh uh ((All pairs start discussing at the same time))
 L2: I think children
 T: no place no place for children (.)
 L6: I think I like fast cars
 L7: fast driving is not ↑ safe
 T: ↑ good huh huh
 L1: I shouldn't I shouldn't drive fast because I choo:se choo:se family car
 T: ((laughter)) o:k
 L1: because they want to umm want to from mm shop around *gezdirmemi isterler* [tr: they want me to take them around]
 T: well you can change change it because sports fast cars are more expensive have you got ↑ money?
 L7: *aynen* [tr: exactly] more expensive
 L6: I'm ↑rich
 T: ohh you're rich ((unintelligible talk))
 L1: because umm I have a fast car umm I should drive fast because special for-
 L6: sometimes
 L1: but now you're having fast car umm you don't
 T: are you a ↑ young person o:r or an old or middle aged which one
 L1: you don't speed you don't drive fast
 T: you can talk about age you can say you are not young anymore so: we need a family car ((unintelligible talk 0.2))
 L1: ↑ *biz bitirdik* [tr: we have finished]
 L2: *biz ↑ bitirdik tartışa tartışa karara bağladık* [tr: we have finished and made our decision after a long discussion]
 T: who who won?
 L1: *biz biz ortaklaşa* [tr: we we, in pairs]
 T: who won it?
 L2: *humm ortada bıraktık insanız birbirimizi kırmayalım dedik*= [tr:we left it in the middle we are humanbeings, we didn't want to hurt each other]
 T: = no you you just decide on one car
 L2: *yarısını ondan yarısını bundan alcaz* [tr: we'll take half from his, half from mine]
 T: is it a ↑ fast car or a ↑ family car
 L1: fast
 T: fast car
 L2: fast car ((unintelligible talk))
 L1: fast car and family car
 T: so why ↑ don't you buy a ↑ family car? why don't ↑ you buy a family car?
 L2: because I like fast car umm when I use it and when I need slow drive ((laughter)) use it again because=
 T: =what about ↑ children what about ↑ children?
 L1: *çocuklar?* [tr: children?]

T: no no children what do you think about
L2: *ne düşünüyorsun* [tr: what do you think?] I think not dangerous because if i drive slow
T: so why do you need a ↑ fast car then? if you gonna drive it you know slow=
L2: =umm may be=
L1: = huhhh ((laughter))
T: yes ((laughter))
L2: sometimes I want fast drive umm when I *yalnız single?* [tr: (does ‘yalnız’ mean single (in English)?)]
T: alone
L2: when I’m alone I need if I want fast drive I ↑ use it I can use it
T: so have you got enough money for: for a fast car because they’re more expensive=
L2: =umm I don’t have enough money all of them because
L1: *ama olacak* [tr:but you will have]
L2: *ama olur yani ille bir gün olur konumuz bu değil ama* [tr: but there will be one day of course there will be but it’s not our topic] ((laughter))
T: ok if you if you have decided that’s that’s fine ↓ ok I’ll go: round here quickly so what what kind of car are you buying fast car o:r?
L9: *biz önce yazılı olarak hani şey yapıyoruz sonra* [tr: first we do it as writing and then we do something ((else))]=
T: but that’s speaking
L9: *humm önce yazılı olarak* [tr: first we do it as writing]=
T: =just ↑ speak don’t if you write too much you ↑ never speak
L2: humm
L9: *ne dedi?* [tr: what did she say]
L2: *sürekli yazarsanız hiç bir zaman konuşamazsınız diyo* [tr:she says that if you keep writing, you will never speak]=
T: =yes just just speak doesn’t matter you can make mistakes doesn’t matter just you know speak because when you see a tourist for example in Fethiye you say [just a second
L2: [hop wait ((laughter))
T: you ↑ take notes then you read it ↑ no: they just ↑ go so you need to speak just speak you know it’s
L1: *önce yazıyo* [tr:first he is writing]
T: don’t don’t worry about making mistakes ((unintelligible talk)) ((laughter)) it’s like Cem Yılmaz do you know are you disco?
L2: are you disco? ((laughter))
T: what are you?
L2: what are you? ((laughter))
T: so so ↑ just speak
L3: are you Cola?
T: are you Cola are you disco no:
L2: what are you? ((laughter))
T: so ((laughter)) so just speak just speak ok go on I don’t give you pressure just start speaking o:k what what what car are you buying?
L4: *biz a ydık* [tr: we are A]
L3: umm a b a
T: huh uh so what car ↑ fast or ↑ family?
L3: *şu anki duruma göre ben fast te*=[tr: now I am the fast]
L4: =fast
L3: normally I want to buy family car but now I want to buy a fast car because I’m a crazy person=
T: = you’re a crazy person that’s ↑ good that’s good
L3: that’s not ↑ real
T: umm huh uh
L3: umm I like driving fast I have two children
T: huh uh

L3:	so: I don't drive fast it's my children umm (.) also back seat problem
T:	huh uh
L3:	for my children I'll <i>bebek küçükler için koltuk?</i> [tr: seat for little ones babies]
T:	baby seat
L3:	humm baby seat I'll buy baby seat for them
T:	huh uh

L3: and umm not problem
T: so they've got seat belt as well?
L3: yes
T: sorry?
L5: ° *yok bişey*° [tr: nothing] ((laughter))
T: what's the problem Huriye?
L5: *yok bişey yani her şeyde tartışmaz gibi gelmişti ama ben normalde şunu tercih ederim şundan şöyle anlattı tek tek mi anlatıyorsunuz diye şey yaptım* [tr: nothing I just thought that we were going to discuss it I normally prefer that I thought we are doing it one by one]
T: no because I'm asking that's why she's answering normally yes you're right you're talking to each other oL3: hih ihh ↑ right ok I ho- I have to umm ↑ cut it short cut it short?
L7: *kısa kesmek* [tr: to cut it short]
T: even in English they say I have to cut it short
LL: *kısa keseceğim* [tr: I will cut it short]
T: yes
L1: Turkish English yes I have to cut it short because we've got another activity so: umm first of all I need to give you a homework ok?:? you go to
L2: go to? humm
L6: www co uk
T: o:k (.) complaint letter for a product (.)you write ↑ this on google co uk ok? complaint letter?
LL: *şikayet mektubu* [tr: complaint letter]
T: ↑ yes that means you've got a product and you're not happy and you want to send it back and you need to write an email or may be a letter ok? so read it
L2: *okicaz* [tr: we'll read it]
T: ↑ a:nd?
L2: *yaz* [tr: write]
T: then ↑ write one
L2: *aynısını* [*yaz* [tr: write a similar one]
L1: [*istediğimizi mi yazalım yoksa biz mi uydurcaz?* [tr: shall we write whatever we want or make up one?]=
T: = well don't just copy everything you know just look at the vocabulary look at the sentences but write a ↑ new one write a new one ok? it's for you it's not for ↑ L6: it's for you (.)a:nd deadline is (.) deadline umm today is it [third
L2: [*ölüm çizgisi gibi bişey* [tr: it is something like dead line]
T: umm ↓tenth tenth of
L2: *çadır* [tr: tent] ((laughter))
T: tenth ((laughter))
L2: *ama çadır da nasıl okunuyo o ↑ çadır?* [tr: but tent, how do you pronounce tent?]
T: tent the same
L2: *aynı mı? işte bak o yüzden ordan kaybetmişim tamam hocam sıkıntı yok*[tr:the same? That's why I have made that mistake ok Madam no problem]
T: so on ↑ Monday o:r on ↑ Tuesday next week you can give it back to me ok?
L1: *Monday vercez o zaman* [tr: we will submit it on Monday then]
T: Monday or Tuesday it's up to you ↑ Monday or ↑ Tuesday huh uh
L1: *tamam o günün tarihini yazcaz yani* [tr: ok we'll write the date of that day]
T: no no no:

L2: *o zaman kadar getirilsin* [tr: it has to be brought in till that date]
 T: yes that's the homework last last date final date
 L1: *tamam tamam* [tr: ok then]
 T: oL3:?
 L3: huh uh
 T: good we're ready ok
 L2: *başka sey mi bende cadira* [*gidelim ordan* [tr: something else? I inferred tent from that]
 L1: [tenth
 T: ok I'll clean the board get ready we'll hear a song
 L2: *song mu?* [tr: is it a song?]
 L3: *oleyy* [tr:(an expression used to show happiness and satisfaction)]
 T: we've got a ↑song huh uh
 L3: ohh yes ((laughter))
 L1: *yabancı şarkı mı dinlicez* [tr: will we listen to a foreign song?] ((unintelligible talk)) ((T gets the song ready for LL when they are putting their books away))
 L1: *one two three* [*foro* [tr: (LL imitate a Turkish singer speaking English with an accent)]
 L2: [*foro* ((laughter)) *bu kısmını mı dinlicez* [tr: will we listen to that part?]
 L1: *four de anliyim foro ne?* [tr: you say four so I can understand, what is 'foro'?]
 T: it's like Fatih Terim's speaking English as well you can see on the *tabela* [tr: notice board] ri:ght? ((LL imitate a popular coach speaking English))
 L2: what can I do [sometimes?
 T: [what can I do sometimes yes
 L2: that's the *spor* [tr: sport] ((laughter)) that's the football
 L3: in some occasion
 T: is everybody ready:?
 L2: *bi dakika* [tr: just a second] ((T writes the instructions on the board))
 L1: ° enjoy take notes fill in° -(S reads the instructions from the board))
 L2: *kalemin içini kırdım* [tr: I broke the inner part of the pencil] ((the song starts))
 T: are you ready?
 L7: yes
 L1: *yazalım mı?* [tr: shall we wite it down?]
 L2: *önce dinliyoruz önce dinliyoruz* [tr: we hear it first]
 T: yes you'll just hear now just just listen
 MP3: Same bed but it feels just a little bit bigger now<our song on the radio but it don't sound the same when our friends talk about you all it does is just tear me down cause my heart breaks a little when I hear your name it all just sounds like o:h uh: ohh ummm too: young too: dumb to reali:ze that I should've bought you flowers And held your hand should've gave you all my hours when I had the chance take you to every party cause all you wanted to do was dance: now my baby's dancing but she's dancing with another man my pride my ego my needs and my selfish ways caused a good strong woman like you to walk out my li:fe now I never never get to clean up the mess I ma:de o:hh and it haunts me every time I close my eyes it all just sounds like o:h uh: h:hh ummm too: young too: dumb to reali:ze that I should've bou: ght you flowers and held your hand should've gave you all my hours when I had the chance take you to every party cause all you wanted to do was dance now my baby's danci:ng but she's dancing with another ma:n although it hurts I'll be the fi:rst to say that I was wro::ng <o:h I know I'm probably much too late to try and apologize for my mistakes but I just want you to kno::w I hope he buys you flowers I hope he holds your hand give you all his hours when he has the chance take you to every party cause I remember how much you loved to dance do all the things I should have done when I was your man do all the things I should have done when I was your man
 T: ok please ↑ take notes it's it's a romantic song so: everybody's like falling asleep o:r ↑ thinking ↑ something huh? so you like the song how does it sound?
 L1: yes yes
 T: good? huh uh
 L2: *tanıdık bir şarkı zaten* [tr: it's a popular song already]

L4: *Bruno Mars in my di?* [tr: does (the song) belong to Bruno Mars?]
L3: *evet Bruno [Mars'in]* [tr: yes it is Bruno Mars']
T: [huh uh]
L2: [*filmlerde filan çalıyo*] [tr: it plays in the films]
T: come on then ↑ take notes ((the song starts))
MP3: Same bed but it feels just a little bit bigge:r no:w our song on the radio but it don't sound the sa:me when our friends talk about you all it does is just tear me do::wn cause my heart breaks a little when I hear your name it all just sounds like o:h uh:h:hh ummm
T: don't write uhuhhhh ok? ((laughter))
MP3: too: young too: dumb to reali:ze that I should've bought you flowers and held your hand should've gave you all my hours when I had the chance take you to every party cause all you wanted to do was da:nce: no:w my baby's dancing but she's dancing with another ma:n my pride my ego my needs and my selfish ways caused a good strong woman like you to walk out my li:fe now I never never get to clean up the mess I ma:de o:hh and it haunts me every time I close my eyes it all just sounds like o:h uL5: L5:hh ummm too: young too: dumb to reali:ze that I should've bou: ght you flowers and held your hand should've gave you all my hours when I had the chance <take you to every party cause all you wanted to do was da:nce now my baby's danci:ng but she's dancing with another ma:n although it hurts I'll be the fi:rst to say that I was wro::ng o:h I know I'm probably much too late to try and apologize for my mistakes but I just want you to kno::w I hope he buys you flowers I hope he holds your hand give you all his hours when he has the chance take you to every party cause I remember how much you loved to dance do all the things I should have done when I was your man do all the things I should have done when I was your man ((the recording ends))
T: ok: (.)so: ((T checks the notes)) let start from you Kubra can you give me just something two you know about
L3: *en iyi anladığım yer* [tr: the best part I have understood it] cause my heart *şey diyodu when I hear your name* [tr: it says something like (that) when I hear your name]
T: huh uh good
L3: *umm başka* [tr: what else] someone closed my eyes someone
T: ok ok close my eyes
L3: *mm en sonunda how was your name mi diyo yoksa başka* [tr: in the end does it say 'how was your name' or something else?]
L4: *change the change filan diyodu* [tr: it says something like 'change the change']
L3: *bir kısmını duydum ama tam cümle duymadım* [tr: I have heart a part ((of it)) but not the whole sentence]
T: but you've got you've got some bits that's good ummm yes Huriye?
L5: *bunlar vardı farklı olanları söylicem* [tr: these were already said so I will say the different ones]
T: huh uh
L5: *I hope I hold your hands mi ne öyle bişeydi* [tr: it is something like 'I hope I hold your hands']
T: yea:h huh uh=
L5: *=sonra she's dancing with another man diyodu* [tr: then it says 'she's dancing with another man']
T: goo:d
L5: *I'll just my mistakes gibi bişey ama cümle olarak* [tr: it is something like 'I'll just my mistakes' but as a sentence]
T: goo:d
L5: *I have the change gibi bişey diyodu* [tr: it says something like 'I have the change']
T: ok that's that's enough that's enough for you just give some chance to the others as well
L4: when I have the change
T: when I have the chance
L4: chance
T: huh uh
L4: close my eyes
T: close my eyes huh uh
L4: *flowers falan [diyodu ama* [tr: but it was saying 'flowers']

T: [flowers huh uh
L4: *basta* ↑ *beginner* *beginnery?* *işte o cümleyi kaçırdım iste başta* [tr: at first it says ‘beginner
beginnery but I have missed it]
T: huh
L2: *sonda diyodu onu*[tr: it was saying it in the end]
L4: *sonunda mıydı?* ° *başta*° [tr: was it in the end? in the beginning]
T: that’s fine ok Mustafa?
L6: *hocam ben dinle- duyamadım ya böyle kelime* [tr: Madam I have not heart listened a word like
this]
T: ↑ any any word?
L6: *flower filan diyodu* [tr: it says ‘flowers’]
T: flowers ok Meriç?
L6: *aynı şeyler* [tr: the same ones]
T: ok I need I need more from ↑you and from ↑you ↑more ok?
L6: *kelimelerin hepsini yutuyo adam* [tr: he elides all the words]
T: [but just I don’t want full sentence I want words
that’s ok ok? just write down ok ↑ yes?
L7: *we heart diye bişey geçiyodu that’s my heart diye* [tr: it says something like ‘we heart’ and ‘that’s
my heart’]
T: ok heart
L7: *işte close my eyes söylendi* [tr: ‘close my eyes’ is already said]
T: huh uh
L7: *I hope diyodu [ama anlayamadım* [tr: it says ‘I hope’ but I couldn’t get it]
T: [I hope huh huh
L7: *demin sonunda how was your umm öyle bişeydi I was your mıydı en son onu anlamadım* [tr: in
the end, it is just said ‘how was your’ something like that, something like ‘I was your’ in the end
(but)I couldn’t hear]
T: you’re getting close huh uh ok Hamdi?
L5: *aynı şeyler benim de ya* [tr: the same things from me too] close my eyes
T: give me give me ↑different ones
L5: *umm söylediler ki hepsini* [tr: ((but)) they said it all]
T: any different ↑ no?
L5: *yok* [tr: no]
T: ↓ ok but but I saw saw you wrote good ones I saw
L1: *çok yazamadım ama sey* [tr: I couldn’t say it all but]
T: no no that’s that’s fine you just give [a couple
L1: [close my eyes try apologize
T: apologize good huh uh apologize
L1: I hope the other thing flowers
T: good good ones Hamdi? oh not sorry Dursun?
L2: ↑*beginner anladım a song sanırım geçti bilemiyorum* [tr: I have understood beginner, a song is
there I don’t know] we know I hope flowers I thought *işte* [tr: that is] give /hauərz/ ((L2
mispronounces ‘hours’)) check the party date *öyle bir şey anladım ama parka parka*
[tr:something like that but part by part]
T: party huh uh
L2: love me baby dance
T: yes dance dance we’ve got dance as well
L2: *say that never li bölüm vardı* [tr: there is a part that says ‘say that never’] *close my eyes vardı* [tr:
there is ‘close my eyes’] ↑ *too late diye bir bölüm geçiyordu* [tr: there is a part that says ‘too
late’] *I don’t vardı whose yardurdım gidiyom ben* [tr: there is ‘I don’t’ whose I keep saying do not
stop me] ((laughter))
T: ↑ stop
L2: *bir sonraki sayfaya geçmişim* [tr: I have gone to next page] ((T gives out the lyrics with gaps))
T: extra?

L5: huh uh
 T: thank you ok are you ↑ ready now?
 L3: umm when I was your man mis o
 L2: *o kadar şey dedik* [tr: we have said so many]
 T: get ↑ ready get ready ((the song starts))
 MP3: same bed but it feels just a little bit bigger no:w our song on the radio but it don't sound the sa:me when our friends talk about you all it does is just tear me do::wn cause my heart breaks a little when I hear your name it all just sounds like o:h uh: hhh ummm too: young too: dumb to reali:ze that I should've bought you flowers and held your ha:nd should've gave you all my hours when I had the chance take you to every party cause all you wanted to do was da:nce: no:w my baby's dancing but she's dancing with another ma:n my pride my ego my needs and my selfish ways caused a good strong woman like you to walk out my li:fe now I never never get to clean up the mess I ma:de o:hh and it haunts me every time I close my eyes it all just sounds like o:h uh hhh ummm too: young too: dumb to reali:ze that I should've bou: ght you flowers and held your hand should've gave you all my hours when I had the chance take you to every party cause all you wanted to do was da:nce now my baby's danci:ng but she's dancing with another ma:n although it hurts I'll be the fi:rst to say that I was wro::ng o:h I know I'm probably much too late to try and apologize for my mistakes but I just want you to kno::w I hope he buys you flowers I hope he holds your hand give you all his hours when he has the chancetake you to every party cause I remember how much you loved to dance do all the things I should have done when I was your man do all the things I should have done when I was your man
 T: ((laughter)) do you want to cry? ((unintelligible talk)) ok so: good song?
 L5: *çok güzel şarkı yaa* [tr: it is a good song]
 L2: *evet ama başlığı anlamadım* [tr: yes but I didn't get the title] when I was your man *ben senin adamınken tarzında bişey oluyor* [tr: it is like when I was your man]
 T: well you know when you are you are my women
 L2: *kadınım* [tr: my woman]
 T: yes
 L2: *ama bizde kadınımın hani olmaz ki erkeğimsin derler* [tr:but we don't say my woman they (generally)say my man]
 T: that's that's yes that's the one oL3: so what's the first one
 LL: say
 T: same
 L2: same huh
 L3: same
 T: same bed same bed but it feels just a little bit?=
 L2: =/bedʒın.ər/ ((L2 mispronounces 'beginner'))
 L1: =beginner
 L4: =beginner
 T: bigger now
 L2: *bigger now mu?* [tr: is it beginner now?]
 L4: *işte ben duydum* [tr: I have heart it]
 L2: *ben onu amatör olarak beginner* [tr: I thought beginner as amateur] ((laughter))
 T: no same bed but it just feels a little bit bigger now
 L1: ↑*beginner diye anladım valla ben onu* [tr: I have heart it as beginner]
 L4: *ben de ↑beginner diye anladım* [tr: I have also heart it as beginner]
 L2: *herkes beginner anlamış* [tr: everybody has understood (it) as beginner]
 T: bigger bigger now ok our song on the radio but it don't sound the [sa:me huh huh
 L2: [same
 T: when our friends talk about you all it does is just=
 L5: =tear me do
 L4: =tear me do
 T: ↑ tear me ↑ tear me? (.)tear me down
 L5: tear me down mu?

L1: *o ne?* [tr: what is that?]
 T: it means it makes you feel sorry you feel really sorry you're like ummm I'm you know [I'm very sad I'm very sorry
 L3: *çok kötü oldu* [tr: it is awful]
 T: I made a mistake I'm sorry huh uh cause my heart breaks a little when I:
 LL: hear
 T: I hear your name huh uh ↓ ok it all just
 L2: sound like
 T: sounds like huh uh sounds like
 L2: ° sounds like°
 T: ummm too young too?
 L7: dumb=
 T: =dumb
 L2: =dumb
 L1: *ney?* [tr: what (is it)?]
 T: which means stupid
 L2: d-u-m-b
 T: stupid (.)ok that I should've bought what does it mean I should've bought you flowers?
 L2: umm
 L3: *sana çiçek almalıydım* [tr: I should have bought you flowers]
 L2: *aynen sana çiçek almalıydım çiçekler almalıydım* [tr: exactly I should have bought you flowers]
 T: ↑yes I should've bought you flowers but did I buy flowers [↑ no
 L3: [↑ no
 T: no no but ↑ I should've ↑ bought you flowers huh uh umm ok and held your ha:nd should've gave you all my?
 LL: hours
 T: hours huh uh
 L5: *tamam bu da* [tr: that is fine]
 L1: *ben our diye yazmışım bunu* [tr: I wrote this as 'our']
 T: when I?
 L2: ↑ had the chance
 T: ↑ had the chance huh uh oL3: take you to every party cause all you wanted to do was
 L2: date
 L5: ↑dance
 L2: *date in anlamını bilmiyorum* [tr: I don't know the meaning of 'date']
 T: dance
 L2: *dance mı?* [tr: (do you mean) dance?]
 T: huh uh ummm now my baby's?
 LL: dancing
 T: dancing ↑ but dancing with another ma:n
 L2: yes
 T: my pride my ego my needs and my
 LL: *switch gibi* [tr: like switch]
 T: selfish? =
 L5: =ways
 L4: =ways
 T: selfish ways
 L3: *ben de öyle yazdım ama ne demek olduğunu bilmiyorum* [tr: I have written so but I don't know what it means]
 L2: *selfish kişi- kişisel way kişisel yollar* [tr: self means person selfish personal, way personal ways]
 T: what what does it mean selfish?
 L3: *bencil* [tr: selfish]
 L2: *bencil mi* [tr: is it selfish?]
 T: my selfish ways what does it mean

L1: *bencil neydi?* [tr: what does selfish mean?]
 L5: *bencil?* [tr: selfish?]
 L2: *bencil yon şey ya bencil taraflarım gibisinden* [tr: selfish part just like my selfish ways]
 T: ↑ good my selfish ways ↑ good huh uh caused a
 L2: good
 T: good what? good strong
 L2: huhhh
 T: good strong woman like you to walk out my life what does it mean? walk out my life?
 L3: *hayatından çıkması* [tr: walk out of ((his/her))life]
 T: yes walk out of my life now I never never get to
 L3: clean
 T: clean up the mess what does it mean ↑clean up?
 L3: *dağınıklığı toparlıyorum gibi birşey* [tr: something like I tidy up your mess]
 T: you caused a problem you make a mistake you cause a problem and then you clean up
 L3: *toparlamak* [tr: to clean up]
 T: yes you clean up the mess
 L1: ne?
 L3: *toparlanmak gibi birşey* [tr: like clean up]
 T: for example
 L2: *hatalarını çözüyor* [tr: (he)solves the problems]
 T: I: was late to class so but at break time we did lesson so I clean up my mess
 L2: *telafi etmek* [tr: to make up for]
 T: yes clean up my mess huh uh ok: and it?
 L1: husband
 T: ↑haunts
 L4: *haunts de mi?* [tr: is it haunts?]
 T: what does it mean?
 L2: *haunt av değil miydi ya?* [tr: does haunt mean ‘av’ (in Turkish?)]
 T: that’s hunt ((T writes ‘hunt’ on the board)) ((L2 confuses ‘hunt’ with ‘haunt’))
 L2: *o aa humm arada a yokmuş* [tr: there is no ‘a’ in between]
 T: that’s hunt what does it mean? for example I sleep I see my boyfriend I wake up I see my boyfriend
 I think I saw him there but no he’s not there
 L3: *halüsinasyon* [tr: hallucination]
 L2: *halüsinasyon* [tr: hallucination]
 T: kind of yes it haunts me ok:? it all just
 L3: sounds like
 T: ↑sounds like umm too: young too: dumb to realize it’s all the same so what about the first word?
 ↑ummm it hurts umm it hurts no I I skipped that part
 L5: ° *nerdeyiz?* ° [tr: where are we?]
 L1: ° *nerdeyiz?* ° [tr: where are we?]
 L6: /aldəv/ /aldəv/ ((L6 mispronounces ‘although’))
 L2: humm
 T: umm it hurts
 L6: /aldəv/
 T: although although it hurts
 L2: *bir alttaki paragrafa geçtik* [tr: we have moved to the paragraph below]
 T: because it’s the same so I skipped although it hurts I’ll be the first to say that I was wrong oh I
 know I’m probably much too late to try and apologize for my mistakes but I just want you to?=
 L2: =know
 T: know huh uh (.) to know I ↑ hope he buys you flowers I hope he holds
 L3: your hand
 L4: your hand
 T: your hand huh uh
 L2: give you through (.)

L1: *hold your hands ne demek?* [tr: what does 'hold your hands' mean?]
 T: give you
 L6: all his hours
 T: ↑ all his hours huh uh (.)
 L2: *humm bütün zamanını vercek* [tr: he will give all his hours]
 T: so the man is talking about the girl's new boyfriend
 L3: yes
 L2: humm
 T: he's talking about like he buys you flowers he gives you all his hours he holds your hand ok when he has the chance take you to every party cause I remember how much you loved to dance do all the things I:?
 L6: *yazıyo* [tr: it says] I [should have
 L3: [should have done
 T: so
 L2: *yazıyo ama orda o* [tr: but it says there (on the phone)]
 L6: I should have done
 T: humm ok should have done ((laughter))
 T: I hope nobody checked their mobile phones ((T realizes a L checked his mobile phone for lyrics))
 L1: *aaa benim aklıma gelmedi ya* [tr: I have not thought that]
 L2: *benim de aklıma gelmedi* [tr: I have also not]
 L6: did you did you check it? did you check?
 L6: yes technology
 T: no it's not technology it's ↑cheating ((laughter)) it's cheating don't do it again because this activity is ↑useless if you do that it doesn't mean anything ok? yes ((the bell rings)) when I was your man do all the things I should have done ↑when ↑I ↑was ↑your man ok good yes please do your homeworks ok next week on Monday or on Tuesday it's important

LESSON 7

T: hello: four people<where is the rest? where are they do you know noo no idea probably coming hopefully ri:ght ok: (.) so: I'll just write the date and then I'll ask a question and then ↑write the book and come back to you so what's the date today?
 L1: nine March
 T: the day comes first
 L1: ninth ninth
 T: day? what day?=
 L1: = ↑the day ↑Monday Monday
 T: huh uh Monday huh uh so: Monda:y nine:th o:f Ma:rch the ↑year?
 L1: two thousand sixteen
 T: two thousand and six?
 L1: two thousand and eleven
 T: two thousand ↑ and?
 L1: fifteen
 L3: yes
 T: yes two thousand and fifteen good so that's the question I ↑ can't live without because what? ((T writes it on the board)) you give the reason well make it ↑real for yourself I mean keep it real so what can't you live without
 L7: humm
 T: just think about the things that you do every day and then if you can't do it what happens to you what what do you think have a have a quick think I'll write the book and then we'll be together ri:ght? (1.0)
 T: somebody's ↑phone ok: well I can't live without (.) I don't know it can be money it can be ↑ technology it can be ↑ shopping it can be my ↑ mobile phone o:r it can be my family so: if you're ready we can ↑sta:rt actually are you ready yes? Yusuf as always ((laughter))

L1: I can't live without my phone because I always use it umm I use and I also I use social network
 T: huh uh
 L1: I fol- follow news
 T: huh uh ok so that's it it's just your mobile phone=
 L1: and I can't live without my mother
 T: without your mum=
 L1: =because
 T: =is it is it like your ↑ family or only ↑ your mum?
 L1: my family but especially my mum
 T: ri:ght so how often do you talk on the tal- on the phone=
 L1: =every day
 T: every day how many times?
 L1: umm five minutes
 T: no no no how many times a day like once a day [twice a day
 L1: [once a day *günde bir kere* [tr: once a day]
 T: once a day once a day once a day
 L1: because she- I depend I very depend on her
 T: ok I depend on my family huh uh ((T writes it on the board))(.)huh uh ok:
 L1: I want to I want to: hear her sounds
 T: her ↑voice
 L1: her voice
 T: huh uh this is sound ((T bangs on the table))
 L1: *ses* [tr: sound]
 T: not but because it's coming from an object
 L1: huhhh *objenin sesi* [tr: the sound of an object]
 T: it's sound if it's a person it's ↑voice
 L1: voice
 T: huh uh ((T writes it on the board)) huh uh that's all it's your mobile phone and your mum that's
 all they are kind of the ↑meaning of your life?
 L1: ↑no no
 T: can we say? the meaning of your life?
 L1: *yani hayatım bunlara mı ait demek istediniz?* [tr: do you mean ((that)) my life belongs to these?]
 T: ↑no no no meaning mean
 L1: *anlamak olmak* [tr: to mean to be]
 T: so your mum and your mobile phone are they kind of meaning of your life?
 L1: hummm money?
 T: have a think (.)in Turkish what does it mean? meaning of your life?=
 L1: =*hayatı anlamlandırmak* [tr: to make your life meaningful]
 L7: =*hayatın anlamı* [tr: the meaning of life]
 T: yes are they meaning of your life your mum and your mobile phone?
 L1: not mobile phone I my phone necessary [for me
 T: [huh uh
 L1: but my mum meaning of my life
 T: so ok that's good so one of them is a ↑necessity necessity?
 L1: *gereklilik değil mi?* [tr: isn't it necessity?]
 T: necessary?
 L1: *gereklilik (.) necessity gerekli mi?* [tr: necessity is necessity gerekli ((in Turkish))?]
 T: so that's an ↑adjective necessary and necessity is a ↑noun
 L1: *gerekli* [tr: necessary]
 T: huh uh so mobile phone is a necessity

L1: mobile phone is necessity but my mum necessary ((laughter)) *olmadı mı?* [tr: is it not acceptable?]

T: no mobile phone is a necessity and your mum [is the meaning of your life]

L1: [humm *evet evet* [tr: ok ok]]

T: that's much better ok good because that's an adjective which means for example umm a board marker is necessary that means I ne- need something so I need a board marker so that's an that's something necessary ok? good Fevzi are you (.)ready?

T: yes don't don't read it just you know just speak free

L7: I can't I can't live without my computer because I addicted to you I generally use seven or eight hours on a day

T: ↑really?

L7: yes

T: for ↑what reasons do you use your computer? I mean why do you use your computer?it is like for free use for leisure ti:me or is it for your for your ↑studies

L7: *hepsi var da* [tr: all of them]

T: both but how many hours for each for example how many hours do you use for your studies? do you use it for your studies?

L7: two or three hours umm I make my project umm

T: your new project?

L7: umm two hours play computer games

T: ok:

L7: and watch movie

T: watch movies so like is it like se- eight seven eight hours a day?

L7: yes yes

T: that's that's ↑too many hours eight hours

L7: *öyle* [tr: I agree]

T: ↑ really? so when do you go to school?

L7: *işte okula da götürüyoruz ya orda da=* [tr: we take it to school (and) also use it there]

T: *aaaa* [an expression used for suprise] you take your is it a laptop?

L7: yes yes

T: hummm ok so it's your- is it a necessity (.)is it a necessity or is it the meaning of your life? ((T writes it on the board))

L7: necessity

T: necessity ok it that only one thing that's that's you know you can't live without?

L7: I can't live without my dreams

T: your dreams that's that's interesting what are your dreams?

L7: *iste değişiyor yani* [tr: it changes]

T: it changes it depends

L7: yes

T: for example what's your dream now? how (.) how do you want to see yourself in the vu- in the future? how do you imagine yourself? (.)for example five years later five years later it's two thousand and twenty ok? what are you doing?

L7: (.)umm

T: ↑married? may be two children?

L7: yes yes ((laughter)) I'll be an engineer in two years after two years
T: huh huh two years later
L7: umm I work-want to work in a big=
T: =company
L7: company
T: huh uh good good dreams huh uh anything else that's all?
L7: yani şimdi-[tr: yeah for now]
L1: *başarı ne demek?* = [tr: what does achievement mean (in English)?]
T: =achievement
L7: =yani şimdi [tr: I mean now]
T: achievement
L1: *succed kullanamaz mıyım?* [tr: can I use succeed instead?]
T: well yea:h ↑ success
L1: success
T: huh uh to achieve to succeed these are verbs achievement and success
L1: *başarı* [tr: success]
T: these are nouns successful?
L3: *başarılı* [tr: successful]
L1: *başarılı* [tr: successful]
T: huh uh that's an adjective ((T writes it on the board)) ok so: you want to succeed ↑ in your life by the way ↑ in somebody's phone is ringing ↑whose mobile phone is it? (.) hello: ok so it's all about work what about what about ↑personal life private life personal life? =
L7: =*kişisel hayat* [tr: personal life]
L1: =*kişisel hayat* [tr: personal life]
T: huh huh ↑wo:rk and we've got ↑personal o:r ↑private o:r ↑family life
L1: *private özel mi? özel yaşam mı?* [tr: does private (mean) 'özel' (in Turkish)? (or) private life?]
T: huh uh yes
L7: may be I'll married
T: huh uh it's
T: so ↑what age is good for ↑marriage do you think what age is ok for you?
L7: *twenty six ten sonra ° after°* [tr: after twenty six]
T: ↑after twenty six after twenty six good yes for a for a man ok goo:d thank you yes Gülşen how are you today?
L4: bad
T: bad? why?
L4: very tired because I can't- I went to in Antalya at the weekends
T: ok
L4: umm I ↑came twelve *gece pm mi?*[tr: is it pm at night]
T: no umm after in the afternoon in the afternoon pm in the morning am so if [you're talking about night
L4: [*gece iki de yattım* [tr: I went to bed at two at night]
T: no ↑am then ↑am
L4: yes yes

T: so why? why did you go to Antalya?
L4: my friend in Antalya
T: huh uh lives in Antalya
L4: yes
T: huh huh
L4: I travelled *mi gezmek*? [tr: does travel (mean) 'gezmek' (in Turkish)?]
T: you went around so wha- so how was the weather like in Antalya yesterday? because it was really good in Isparta
L1: yes
L4: *burası da güzeldir* [tr: it ((the weather)) can be good here too] Antalya the weather is: umm very hot
T: is or was?
L4: was
T: was yesterday huh uh
L4: *güzeldi yani* [tr: it was nice]
T: ok good so did you go to school this morning?
L4: yes
T: so you went to school what time
L4: umm seven hours seven there were seven hours
T: umm there were seven hours but what time did you go to school to university? in the morning
L4: in the morning (.) nine
T: nine?
L4: yes
T: nine am
L4: yes
T: ok good so what's the thing in your life that you ↑ can't live without?
L4: chocolate especially dark chocolate
T: really?
L4: ((laughter)) *evet* [tr: yes]
T: dark chocolate that's all anything else?
L4: may be book
T: book? a special certain book=
L4: =science fiction
T: are you a bookworm? ((T writes the word on the board))(.)bookworm?
L3: *kitap turu gibi bişey mi?* [tr: is it a kind of book?]
T: no what's warm?
L1: *ılık* [tr: warm]
L3: *kitap kurdu* [tr: bookworm]
T: no if ↑ yes
T: huh uh
L4: *o kadar değil* [tr: no not that much]
T: no you're not you're not a bookworm
L4: no because um I have very lessons

T: ↑many lessons
L4: many lessons' homework
T: and homework huh uh so ↑how often do you read a book?
L4: always
T: what do what do you mean always like can you finish a book in one week?
L4: sometimes [one week
T: [sometimes so that's that's good so books and dark chocolate so dark chocolate do you eat dark chocolate every day=
L4: evet[tr: yes]
T: everyday? and then you go to gym
L4: evet [tr: yes] ((laughter))
T: so that's that's that's good so how how much chocolate do you eat I mean like [one square square
L4: [it depends
T: this is one square square? ((T draws a square on the board))
L4: *tablet mi?* = [tr: is it tablet?]
L7: =*kare* [tr: square]
L5: =*kare* [tr: square]
T: yes one square
L7: *işte bir tane gibi bir şey oluyo* [tr: I mean it is like one]
L5: *bit gibi bişey oluyo* [tr: it is like tiny]
L4: *kalıp mı?* [tr: is it a bar?]
T: no no is it like one square or like you know generally it's something like this ((T draws a bar of chocolate)) so this is a ↑bar
L1: humm
T: do you eat one square o:r how many squares do you eat everyday
L4: *it depends değişebiliyor işte* [tr: I mean it depends] it depends=
T: when you say it depends it means you eat them all do you eat it all?
L4: yes ((laughter))
T: because generally when people say umm it depends you say yes I eat them all ((laughter))
L4: *bitirebilirim yani* [tr: I can eat (it)up]
T: ↑really?
L4: *evet* [tr: yes]
T: one of my friends is a they call it (.)do you know that (.) ↑chocoholic ((T writes it on the board)) like alcoholic [chocoholic workaholic
L4: [huh uh *evet* [tr: yes]yes
T: workaholic? probably that's that's me because I work too much so chocoholic if you are addicted to chocolate and you eat it every day you ↑love eating chocolate so you you you are a ↑chocoholic it's like alcoholic ((T writes them all on the board)) so: good one of my friend is a chocoholic like you she says she likes milk chocolate milk chocolate?
L1: *sütlü çikolata* [tr: milk chocolate]
T: huh uh once I said why don't you try bit- bitter you know dark chocolate huh uh she ate all of a whole bar and then she said I don't feel like eating chocolate can I have a big whole milk chocolate she finished one you know one whole and then ate another one another big ↑chunk

chunk? ((T writes it on the board)) chunk means something big you know she finished a big chunk of milk chocolate

L4: after eat I eat after I usually Turk coffee

T: Turkish coffee? with chocolate [or after

L4: *[noo ayrı ayrı [tr: seperately]*

L1: after

T: so seperate ↑why?

L4: becau:se *şimdi nasıl anlatıyorum bunu*[tr: how can I explain it now?]

L1: *kahveyle acı olur çünkü* [tr: it tastes bitter with coffee]

L4: *yok kahveyi ben sade severim de ya nasıl anlatıyorum metabolizmayı hızlandırıyor Türk kahvesi o yüzden*=[tr: no I like coffee without sugar how can I explain it it speeds up ((your))metabolism that's why]

T: =really? after chocolate

L4: *evet dengeliyorum yani* [tr: yes I balance out]

T: so it is balanced ((laughter)) you eat chocolate and then you go to gym and then Turkish coffee that's all ↑ok? That's all ok it's balanced

L4: *evet* [tr: yes]

T: that's ↑interesting kind of dieting but I like I like that interesting it's got balance ((laughter)) ok goo:d so: chocolate and [book

L4: [book

T: ok good ok good thank you yes Kübra good to see you you ↑ok?

L3: yes I'm ok

T: huh uh

L3: umm I can live- I can't live without breakfast

T: ↑ breakfast? that's interesting

L3: ummm because I'm hungry person if I go to school without breakfast I'll be too nervous

T: huh uh

L3: and then maybe I argue with people

T: so you you must be ↑grumpy

L3: humm *gergin mi?* [tr: is it grumpy?]

L1: *ne demek?* [tr: what does it mean?]

T: so: grumpy person is the person who doesn't have breakfast or coffee because of not having coffee not having breakfast you're like ↑what what's that why is it here no don't do that so you're grumpy

L1: *suratsız mı?* [tr: is it grumpy?]

T: kind of angry in the morning

L3: =sabah gerginliği gibi bir şey [tr: it is something like being nervous in the morning]

L4: =kızgın[tr: angry]

T: yes it's like me in the morning of Monday ((laughter)) because I'm terrible on Monday morning

L3: umm and I can't live without an alarm alarm

T: yes alarm the same

L3: because I like sleeping too much=

T: =do you mean ↑alarm clock?

L3: alarm clock

T: huh uh

L3: I like sleeping too much so I want to sleep all day

T: you can sleep all day?

L3: yes if I wake up late I think I will miss all miss the day *günü kaçırdım gibi hissediyorum*= [tr: I feel like I miss the day]

T: = so do you sleep all day or do you ↑not sleep all day I didn't get that

L3: umm I can't live without alarm clock umm

T: huh?

L3: because I like sleeping too much if I=

T: =don't set the alarm clock

L3: yes I will sleep all the tim- [all day

T: [all day

L3: if I wake up late I think I'll miss the day [*günü kaçırdım* [tr: I'll miss the day]

T: [that's a good sentence

T: yes the second part you can say I feel like

L3: *anlayamadım* [tr: I didn't understand]

T: instead of instead of I think you can say I feel like I will miss the day

L3: ummm and so I feel bad

T: umm you feel bad ok ok but instead of instead of I think you can use I feel like

L1: *hissetmek* [tr: to feel]

T: huh uh because I think is something general that everybody uses so in b1 class you can say I feel like (.) I feel like for example I'm losing my voice and I say I feel like I'm gonna be ↑ill tomorrow I feel like

L3: *sanırsam gibi*= [tr: it's like I feel like]

T: = huh uh kind of yes huh uh ok so: breakfast and then alarm clock you set the alarm clock=

L1: =*set kurmak* [tr: 'kurmak' means set (in English)]

T: huh uh ((T writes it on the board)) ok: good thank you so have you had your breakfast this morning?

L3: yes

T: so that's good that you're not grumpy ((laughter)) goo:d ok yes ↑Huriye?

L5: (.)*tek ben mi kaldım şu an?* [tr: is it only me who is left out?]

T: huhh no: Hamdi is waiting as well

L5: humm I can't live without <i>mp üç player mı dicem?</i> [tr: shall I say mp3 player?]
T: mp three is it this? ((laughter))
L5: <i>ağız alışkanlığı</i> [mp three player [tr: just a slip of the tongue mp3 player]
T: [mp three player

T: so you can't live without music then

L5: yes

T: music ok

L5: and then I can't live without my family

T: ok so ↑ why do you think ↑music is that important

L5: I don't know umm I like listening to music ann:d=

T: =so ↑when do you like listening to music

L5: every time umm if I I have free time
 T: huh uh
 L5: I listen
 T: *huh uh*
 L5: *şey neydi kulaklık?* [tr: what is earphone ((in English))?]
 L4: earr
 T: earphone earphone
 L5: earphone I don't *çıkarmak ne?* [tr: what does take off mean ((in English))?]
 T: take it off
 L5: take it off
 T: your earphones
 L5: ° my earphones yes°
 T: for example even with your family at night you are sitting do you have your earphones? on? for example you are in the living room your father your mother they are watching TV do you put earphone on earphone on?
 L5: ↑no sometimes if I was watching TVI don't listen but umm I if my dad is watching um
 L3: *news falan mı dicesin?* [tr: are you going to say news?]
 L5: news
 T: news huh uh
 L5: I listen to music
 T: you listen to music so do you listen to music while you are studying?
 L5: yes
 T: for example you've got an exam
 L5: yes I listen
 T: tomorrow you listen to music ↑really? =
 L5: yes usually
 T: yes? can you understand?
 L5: sometimes I understand but sometimes I don't understand=
 T: =mmm that's interesting so what kinds of music do you ehh listen to?
 L5: slow rock=
 T: slow rock so (.) ummm who's got many songs in your mpthree player who is the singer (.)that you love?
 L5: umm Shakira
 T: ↑really?
 L5: first yes
 T: that's that's interesting
 L5: and then umm every singer but especially *işte* [tr: I mean] Shakira Whitney Huston
 T: huh uh
 L5: ummm
 T: they're all different Shakira Whitney [Huston they are ((laughter)) ↑ totally different
 L5: yes yes but Shakira is my favourite singer when I was young
 T: one of them is slow one of them is fast
 L5: *dicem hala gencim=* [tr: I was going to say (but) I am still young]

T: =when you were a ↑teenager teenager
L5: =when I was a teenager
T: huh uh
L5: umm I don't like pop music so much but I like Shakira=
T: = so do you listen Turkish: music?
L5: no not much
T: not much
L5: but umm a few singers
T: huh uh
L5: umm Ayla Teoman ((some popular Turkish pop singers))
T: huh uh old ones when you were a teenager may be ((laughter)) because Teoman is not umm ok he's popular but you can't see him on TV every day
L5: yes I listen his [old songs
T: [old songs?
L5: yes
T: ↓hummm ok
L5: if I love umm some songs I can listen it every time every time=
T: =for many times
L5: =same same song
T: the same song? really? hummm that's good I like that idea so if you are umm cleaning the house do you do you listen to
L5: yes
T: Shakira or Whitney Huston?
L5: Shakira (laughter)
T: aa of course ↑ Shakira because you'll go ↑ aaaahhh ((an expression that are used for suprise)) if if you listen to Whitney Huston yes ok good ok good thank you Hamdi?
L8: I can't live without smart phone
T: smart phone it has to be smart huh not mobile phone any mobile phone but [smart phone
L8: [smart phone
T: ok
L8: because umm I spend umm much time
T: huh uh
L8: umm chat and surf=
T: =chatting surfing
L8: huh uh umm
T: if you're mobile phone is ↑out of charge out of charge?=
L1: =şarjı bitmiş [tr: it is out of charge]
L3: =şarjı yok [tr: it is out of charge]
T: huh uh ((T writes it on the board)) (.) o:r if the battery is dead (.) ok ↑what do you do? you are outside you are out of charge and you are not planning to go back home and your charger is at ↑home wha- what do you do?
L8: humm *genelde dışarıdayken bitmiyor ayarlıyom ben onu zaten* [tr: it isn't generally out of charge when I am outside (because)I arrange it in advance] ((laughter))

- T: ok that's that's good but what happens if you you know if you are out of=
L8: =if not, I am bored *çok çok sıkılıyorum* [tr: I am very bored]
T: you you are bored
L8: yes
- T: humm for example you are in a cafe have you got your mobile phone in front of you all the time?
L8: no
T: because I see when I go to you know cafes of- or if I am walk passing walk passing?
L8: *yanından geçmek*[tr: to walk past]
T: yes if I am walk passing a cafe I see you know I see some students or some people they are sitting together but they' re all like tutututu ((laughter)) playing games or chatting or texting ↑texting?=
L8: =*mesajlaşma* [tr: texting]
L4: =*mesajlaşma* [tr: texting]
T: huh uh texting or talking on the phone so they' re just drink- sitting together and drinking coffee together that's all they are not talking so are you ↑like that?
L8: no I don't like
T: you are not like that you are not like that oL3: so ↑what else can you live ↑ without?
L8: °*başkaa*° [tr: what else] ((L8 thinks aloud))
T: that's all mobile phone that's all
L8: I can't live without umm sleep *uyuyamazsam* [tr: if I can't sleep]
T: aa water yes I can't live without water because I'm a human being ((laughter)) (.) ↑sleep yes everybody everybody needs sleep but something something ↑special for you
L8: ° *başka*.° *music olabilir*[tr: what else (it) can be music]
T: music?
L8: *yok yani ya fazla öyle bişey* [tr: no there aren't many]
T: that's that's all ↑really? maybe you could say I can't live without dancing
L8: *may be yani* [tr: I mean maybe]
T: isn't it Yusuf ? he's he's learning to dance and you dance like two times or three times a week so: is it ↑only for ↑socialising dance is it because you ↑really ↑like it?
L8: only ↑social
T: only for social socialising because you're dancing with girls isn't it? ((laughter))
L8: *ama güzel yapıyom arkadaş gördü yani* [tr: but I dance well my friends have seen it]
T: ↑ really? did you did you watch him?
L1: *çok başarılı* [tr: very successful]
T: is he good? have you got videos? no no no Hamdi have you got videos
L8: *inşallah* ((an expression that mean 'hopefully'))
T: you don't you don't yet humm
L1: *ben çekerim size hocam* [tr: I'll record it for you Madam]
T: please and show me what about you Yusuf how is it going your dancing you started this week
L1: yes I started Saturday
T: on Saturday? yes how was it was it good?
L1: good it was good
T: were you together?
L1: no but=

L4: *başladınız mı siz ona?* [tr: have you started to that?]
L1: he=
L8: *biz orda bekliyoduk onların partnerleri eksik olduğu zaman* [tr: we were waiting there when they have lack of partners]
L1: so you are dancing together
L8: yes
L1: not together ((laughter))
L8: *biz çalışıyoduk onlar orda başka şeyler yapıyorlardı* [tr: we were practicing they were doing something else there]
T: =if there are like five girls and ten boys what do you do?
L1: *five girls daha geliyo* [tr: five ((more)) girls come]
L8: *üst gruptan geliyorlar* [tr: they come from the higher level group]
T: ahhhhh ((an expression used for surprise))
L8: *biz bekliyoruz* [tr: we wait]
L1: *onlar geliyorlar* [tr: they come]
T: ok so that's that's good then ok goo:d good ok there are many different answers like breakfast sleep book music family nobody said money actually I was expecting that that answer because I can;t live without money
L1: it is necessary but not meaning of life
T: that's that's a good sentence that it's a necessity but not meaning of life
L1: ° yes°
T: goo:d goo:d oL3: we will start the ↑book actually I'm on page ↑fifteen
L1: fifteen?
T: huh uh
L1: ° elli° [tr: fifty]
T: no no noo we're not ↑running in the book we are going ↑slowly
L1: *aynen* [tr: exactly]
T: ↑ fifteen?
L1: *onu yapmıştık yaa* [tr: we did it before]
T: no: we haven't done fifteen=
L3: =*on beşi yapmadık* [tr: we didn't do (page) fifteen]
T: yes we did fourteen but not fifteen ok: that's r nine which means reading criteria nine ok? nobody's got their portfolios I ↑ suppose nobody's bringing it so but when you go home you have to check it a:nd I think next week I will ask you to bring it ok? and I'll check if you are doing it or not or not ok? you have to work on ↑ portfolio that's important ok so that's- please take notes it's reading ↑nine ↓ok: read the tips for imagine that you are buying a car then add two more tips of your own ok in silence please read it you've got just one minute and then try to write two more ↑two more tips ok ↑two more advices if somebody's buying a car what ↑else do you advise ((LL read in silence 2.0))
L1: °*arabayı denemek ne demek?*° [tr: what does try the car mean (in English)?]
T: ° try the car you have chosen° try the car [you have chosen
L1: [arabayı denemek [tr: try the car]
T: ° try the car you have chosen°
L1: chosen?
T: ° chosen choose chose chosen ° ((T writes all three versions of the verb 'to choose' on the board.))
T: ° Yusuf that's° ((T points the board.))(1.0)
MP3: Insurance ((laughter))
T: yes that's right insurance
L8: °*bak gene bastı kendi kendine*° [tr: watch it turns itself on again]
T: so that's very ↑smart then huh isn't it? ((laughter)) (.)
L4: °*hocam açısından ne demek mesela fiyat açısından?*° [tr: Madam what does in terms of mean ((in English))for example in terms of cost]

T: in terms of
L4: in terms of
T: huh uh (.) Fevzi do you want to come ↑sit here because you're so: ↑ far from me come sit here huh uh are are you ↑done? are you finished?
L5: *cık* ((an expression that are used for disagreement))
T: huh? huh uh
L5: *buna göre?* [tr: accordingly]
T: what what are you going to say?
L5: *buna göre* [tr: accordingly]
T: ↑according-ly ((T writes it on the board))(.)right?
L3: what's the meaning of the budget?
T: the budget the ↑money you've got
L3: ok
T: budget ((the bell rings)) umm the time is ↑flying hihi ok next lesson I am aiming to ↑aiming to? (.) I am aiming
L3: *amaçlamak* [tr: to aim]
T: kind of kind of I'm aiming to ↑finish that page
L3: umm
T: next lesson I'm aiming
L5: *amaç mı demek?* [tr: does it mean aim (in English)?]
T: huh uh
L1: *amaçlamak* [tr: to aim]
T: huh uh to finish that page so: if nobody's coming I want you coming here and all of you sitting here ok? just facing ↑facing each other?
L4: *yüz yüze* [tr: face to face]
T: huh uh yes facing each other just yes move ↑forward and (.)tomorrow we've got a really good song to hear so you like music ((laughter)) and Hamdi always so tomorrow
L1: huh *yarın* [tr: tomorrow]
T: tomorrow we've got a good song
LL: huh
T: we'll listen to a song ↑tomorrow
L1: humm
T: tomorrow huh uh but no checking on the mobile phones when we're doing the activity ((laughter)) like Meriç did last week (.)ok have a nice ↑break

LESSON 8

T: ok
L4: *görüşürüz* [tr: see you]
B: *pardon hocam* [tr: sorry Madam]
T: you can join if you want (.) we're free you know we open the doors
B: thank you thank you
T: enjoy
B: you have a good lesson
T: you too ((unintelligible talk))
L5: *evet ben de* [tr: yes me too]
L4: *etütü etütü vardır o çok alıyordu* [tr: (he's got) office hour (because) he takes many]
L3: humm ((laughter))
L4: *ben almıyorum* [tr: I don't take]
T: ok so where is where is Yusuf?
L3: he is late
T: he is late ((Y enters the classroom)) ↑ you are late
L1: ↑aaahhh
T: dit dit tii you have to buy us something

L3: ayyy
 L1: =chocolate?
 T: =isn't it? why not?
 L1: do you ↑want? *getiriyim mi?* [tr: shall I bring?]
 T: no in the break time ((laughter))
 L1: ° ok°
 T: so why you were why were you late? why were you late?=
 L1: =umm I was speaking=
 T: on the phone?
 L1: yes
 T: ahh to your phone then ((unintelligible speak)) (.) ok guys umm let's continue ok we'll ↑read it first and then I'll ask you to read and then you'll give me some tips about buying a car ok so: I read please listen ((T starts to read the text)) tips for buying a new car decide number one decide on a budget
 L1: °budget°
 T: how much do you want to spend don't plan to spend more than twenty percent of your monthly salary ↑number two research cars before you buy ↑remember you'll be spending a lot of time behind the wheel ↑make sure you buy a car you like ↑number three calculate the cost of insurance after you choose the car you want ask an insurance dealer about the price of insurance you may pay ↑more for a car but ↑less to insure it number four always bargain with the car dealer car dealers sometimes mark their prices up a bit to be sure they want a good profit always bargain to get the lowest price possible ((T finishes reading the text)) so: Fevzi can you read it please
 L7: *baştan mı?* [tr: from the beginning?]
 T: yes please
 L7: ((L7 starts to read the text)) decide on a /bʌggɪt/ ((L7 mispronounces 'budget'))
 T: budget
 L7: budget
 T: /dʒ/ huh uh how much do you want to spend don't plan to spend more than twenty percent of your monthly salary ↑number two research cars before you buy ↑ remember you'll be spending a lot of time behind the wheel ↑make sure you buy a car you like ↑three calculate the cost of insurance
 L3: *aaa* ((an expression used for surprise)) *hocam* [tr: Madam] what's the meaning of this sentence?
 T: ↑later when we finish reading you can ask ok?
 L7: after you choose the car you want ask an insurance dealer about the price of insurance you may pay more for a car ↑but less to insure it ↑four always bargain with the car dealer ↑ car dealers sometimes mark their prices up a bit to be sure they make a good profit always bargain to get the lowest price possible ((T finishes reading the text))
 T: thank you umm Gülşah can you read it please?
 L4: decide on a /bæg- /bæg.ɪdʒ/ ((L4 confuses budget with baggage))
 T: budget
 L4: budget how much do you want to spend don't plan to spend more than twen-twenty /pɪrsent/ of your= ((L4 mispronounces 'percent'))
 T: =percent
 L4: percent your monthly salary ↑two research cars before you ↑ buy remember you'll be spending a lot of time behind the /whel/ ((L4 mispronounces 'wheel'))
 T: behind the?
 L4: make sure
 T: behind the wheel
 L4: wheel make sure you buy a car you like /kæl. sʝɔ.lɛɪt/= ((L4 mispronounces 'calculate'))

T: =calculate

L4: calculate the cost cost of insurance after you choose the car you want ask an /ɪnʃʊərəns/ ((L4 mispronounces 'insurance')) deal-

T: insurance dealer=

L4: =dealer about the price of insurance you may pay more for a car ↑ but less to insure ↑ it number four always /bɑː.ɡeɪn/ ((L4 mispronounces 'bargain'))with the car dealer

T: bargain

L4: bargain car dealers sometimes mark their prices up a bit to be sure they make a good profit always bargain to get the lowest /praɪ- /praɪs/ ((L4 mispronounces 'price')) possible ((L4 finishes reading the text))

T: price possible good thank you ok any questions now ↑Kübra what what's your question?

L3: umm ahh calculate the cost of insurance what does-

T: calculate what does you've got calculator [on your mobile phones

L2: [yes

T: calculator?

L4: *hesap makinesi mi?* [tr: calculator?]

T: yes so you calculate like saying umm I've got two hundred coming from there two hundred going there three hundred coming so you are ↑calculating your budget ok?

L1: *bütçe hesaplama* [tr: calculating ((your)) budget]

T: ok yeah huh uh

L3: insurance?

T: insurance?

L4: *sigorta* [tr: insurance]

T: ↓yes huh uh hello: good to see you ok anything else? anything you want to ask me about the text?

L3: what's the meaning of wheel?

T: wheel?

L3: I know but [I can't

L1: [tekerlek [tr: wheel]

T: yes I was going to draw it

L7: *çizcektiniz* [tr: you were going to draw it]

T: huh uh yes ↑behind the wheel ok anything else?

L3: umm

T: what's car dealer what's that?

L7: car dealer *araba satan* [tr: car dealer]

T: the person yes the person who sells cars huh uh

L1: *car dealer şey mi employee gibi* [tr: is car dealer (something) like employee?]

T: no no that's different the person who sells cars

L1: *araba satış*=[tr: selling car]

L3: =*araba satan kişi* [tr: the person who sells cars] yes huh uh /bɑː.ɡeɪn/? ((L3 mispronounces 'bargain'))

T: bargain that means=

L7: =*pazarlık* [tr: bargain]

T: you you keep your hands together and bargain ((T demonstrates with shaking her two hands))huh uh

L3: *bi de up a bit*[tr: and up a bit]

T: ↑up

L7: *biraz* [*yukarı* [tr: up a bit]

T: [a bit huh uh up a bit

L1: bargain

T: bargain you say for example two hundred I say one hundred fifty[one hundred fifty84962>

L1: [*pazarlık pazarlık*[tr: bargain]

T: yes ↑bargain huh uh you say for example ↑ask for a bargain what does it mean ↑ ask ((T writes it on the board)) (.)

L1: *pazarlık için soru mu soruyor anlamadım* [tr: does it ask a question for bargain I didn't understand]

L3: *istemek* [tr: to ask]

T: huh uh for example in Isparta you go to a shop the man says

L1: *yapmyolar hocam yaa* [tr: they don't make (bargain) Madam] ((laughter))

T: [for example the bottle is five Turkish liras and I say ask for a bargain and you say no: I've got only three Turkish liras so you you bargain ok? or ↑negotiate do you know this? (.)

L3: humm

L1: ° nego-tiate° ((T writes it on the board))

T: negotiate that means ↑together together you decide on the ↑price you say five I say three and then for example it's four Turkish liras

L1: *fiyat kırmak gibi bir şey mi?* [tr: is it bargain?]

T: negotiate huh uh you ↑ agree together

L1: ° *anladım*° [tr: I understand]

L3: *Apple Savaşlarında olyodu* [tr: it was happening in the Apple Wars]

T: humm (.) so are you playing computer games and what did you say?

L3: noo Discovery Channel

T: aah Discovery Channel ok good anything else about the text

L1: no

T: no? ok no:w I'll get your ideas what are the tips? what are the tips fo:r buying a car except from the four you know tips (.) have you got any?

L1: yeah try the car you have chosen if it has a problem don't buy it

T: ahh try the ca:r you have chosen if it's if it's got a problem don't buy it good get it inspected ↑inspect?

L3: *ne dedi Hoca?* ((to her friend)) [tr: what has the teacher said?]

T: inspect what does it mean? for example you take your car you take your car to the ↑repairman and then [they inspect they check

L3: [*yenilenmek* [tr: to renew]

L1: *değiştirmek* [tr: to change]

L3: *kontrol*=[tr: to inspect]

T: =↑yes they they inspect ((T writes it on the board))(.)ok: get your cars get your car inspected what does it mean in ↑Turkish ↑gu:ys?
L1: *kontrol edildi* [tr: it is inspected]
T: uhh huh ↑you: get your car inspected

L4: *kontrole götürmek gibi bir şey mi?* [tr: is it like getting your car inspected ?]

T: yes huh uh

L1: *bakım*=[tr: maintenance]

L4: =*huh bakımını* [tr: maintenance]

T: humm it's not it's not like you know repairman you want to for example I like a car I take it to my repairman and I say please inspect this[if there is any problems

L3: *[bir şeyi var mı filan diye* [tr: in case it might have a problem]

T: and then he says ok and the I buy it if he says no it's got some problems on the wheels I say mmm ok I ↑won't buy it ↑ok? so get it get it inspected ok goo:d

L1: *ikinciyi söyliyim mi?* [tr: shall I say the second?]

T: please?

L1: after you choose it you ask something about feature to car employee

T: not the employee the car dealer=

L1: =the car dealer

T: =the car dealer the car dealer so you ask questions about the car

L1: yes

T: about the features good yes huh uh Hamdi?

L8: umm you be careful because umm change kilometres

T: ohh they can make ↑tricks trick?

L3: *hile* [tr: trick] yes they can make tricks ((T writes it on the board)) so they can change the kilo-kilometres right ok: good so get it inspected then ri:ght? get it inspected huh uh anything else?

L8: umm you should buy common car umm beca=-

T: =what do you mean by common car?

L8: *işte yaygın demeye çalıştım* [tr: I tried to say popular]

T: popular=

L8: popular

T: popular

L8: huhh popular car

T: huh uh

L8: because umm I find spare part

T: ohh you can find spare par- parts that's good huh uh you can you can find spare parts that's a good sentence huh uh I like that ↓ok is that all Hamdi?

L8: that's all

T: yes thank you yes Fevzi?

L7: umm you should take attention to ° fuel°

T: you should pay attention to?

L7: *fuel yakıtına dikkat et çok yakıyosa*=[tr: be careful about fuel if it consumes too much]

T: humm ok ok:

L7: you be careful *kaza ne demekti?* [tr: what does accident mean ((in English))?]

T: accident
L7: huh *aynen daha once kaza yapış mı nasıl diyebiliriz?* [tr: how can I say 'has it had an accident'?]
T: accident experience
L7: huh
T: huh uh experience?
L1: =*deneyim* [tr: experience]
L3: =*tecrübe* [tr: experience]
T: huh uh ((T writes it on the board)) huh uh or you can say accident history
L1: *kaza tarihi geçmişteki kazalar* [tr: accident experience accidents in the past]
T: yes sometimes they ask you about your education history?
L1: *tarihi eğitmek* [tr: educating history]
T: ↑no:
L3: *eğitim geçmişi* [tr: education history]
T: yes for example when I say what's your education history you'd say I went to this primary school and then I went to secondary school high school university ok so that's your education history (.) ok? ↑Fevzi anything else? finished good ok? Mustafa I won't ask you just listen now do you understand what we are doing? yes ok goo:d (.)are we listening? thank you (.)tips?
L5: *hangi tavsiyeyi verirdik* [tr: what advice would we give?]
T: huh uh huh uh
L5: I said if you like small cars but if you have a big family
T: huh uh
L5: big car and you can decide it
T: you must decide the size of the car the size of the car? the size size?
L5: humm
L7: *büyüklüğü* [tr: size]
T: huh uh the size of the car
L7: *arabanın büyüklüğü* [tr: size of the car]
L5: *ben decide a the size dedim sandım da* [tr: I thought I said 'the size' for decide]
T: no no no so you can say family car or compact or sport or I don't know hatchback? I don't know you know smaller ones ° back actually not bag back° huh uh
L5: *işte* [tr: I mean] I said it umm you should decide accor -dingly accordingly
T: you should decide accordingly huh uh accordingly?
L3: *buna göre mi demiştiniz* [tr: did you say accordingly?]
T: huh uh you should decide accordingly huh uh good ↓ok yes ↑Kübra?
L3: umm you will choose colour whatever if you whatever you want
T: ok decide on the colour huh uh
L3: a:nd you should look for suitable for your family *diyemedim cümleyi*[tr: I couldn't make the sentence]
T: you should look for a car that is suitable for your family
L3: yes
T: huh uh
L3: a:nd *bagaj baggaje miydi?* [tr: does 'bagaj' mean baggage (in English)?]
T: no we said it last week=
L3: =*humm söylemiştiniz*=[tr: you have said (it before)]

T: =boots boots
L3: boat *diğerinde yok mu? diğeri de yok mu?* [tr: is boat not available in the other? What about the other?]
T: when you say baggage that's this ((T draws and points the picture of a suitcase))
L3: huh huhh
L1: ° suitcase°
L3: *ayy evet*[tr: yes]
T: that's baggage
L3: *uygun* [tr: suitable]
T: but that's if that's a car you know so ↑back so that's if that's it's boots ok:? ↓ok thank you ↑ yes
L4: you should learn car in /partikülər/ ((L4 mispronounces 'particular'))*özelliklerini* [tr: the features]
T: you should learn the ↑ features
L4: features before you buy
T: before you buy good
L4: if you have children you should buy a family car
T: huh uh
L4: because it's comfortable inside and
T: huh uh
L4: it is/præti.kəl/ more /præti.kəl/ ((L4 mispronounces 'practical'))
T: practical
L4: practical
T: practical ok good the- about the size again the size of the car
L4: yes
T: the size of the car isn't it? nearly the same with Huriye good ↑no:w we'll do reading again read the short stories about car buying disasters ↑ disaster like problems you have you know ↑big problems about buying a car so what advice would you give tick the box so: please read both of them and then tick the box so that's ↑ rea:ding ↑ ei:ght in your portfolio ok please read it and then we will discuss ((LL read the texts in silence 4.0))
T: huh uhmm ((T clears his throat first and then gets the board ready for the next activity))
L1: ° stick to your budget° *gözden geçirmek olarak kullanabilir miyim?* [tr: can I use it for checking (something)?]
T: no just change your budget for example you've got a plan and I say I zay don't change your plan stick to your plan ↑ stick to your budget for example five you've got five hundred Turkish liras
L1: *ona göre davran mı?* [tr: (does it mean) act accordingly?]
T: yes yes stick stick
L1: *humm ona göre* [tr: accordingly]
T: humm huh uh
L1: *ikisini de yapıyor muyuz?* [tr: shall we do both?]
T: do the second on eas well two minutes guys and then we will start
L1: *a bit worried ne demek?* [tr: what does 'a bit worried' mean (in Turkish)?]
T: a bit worried ((T demonstrates with her fingers)) not very worried but ↑a bit huh uh a bit (.) ° you finished girls?° (1.0) ↑ok guys we need to start because ↑ many of you has been finished (.) umm oL3: so I'll read it first and then ill ask you to ↑read and then we'll look at the vocabulary ri:ght oL3: it's time to buy a new car I spent hours ↑researching which car to buy and I feel I'm ready to take the big step I go to the car dealership and tell the dealer what I'm looking for a small hatchback with good gas mileage I have fifteen thousand ehh dollar in the bank and I'm determined not to spend a penny more the dealer spends ↑hours telling me why a hatchback is

- wrong for me he tells me I need a bigger car with more leg room he shows me some really nice cars with leather seats and a sun roof I can't resist after all he knows his business I ended up spending more than fifty five thousand ummm yeah
- L1: twenty five
- T: twenty five thousand dollars on my new car I still have to pay for insurance and what happens when I need repairs ohh ↑ dear ok so: now I'll ask ↑Yusuf can you can you read it please? it's time to
- L1: *şura mı?* [tr: that one?]
- T: yes please
- L1: it's time to buy a new car I spent hours researching which car to buy and I feel I'm ready to take the big step I go to the car dealership and tell the dealer what I'm looking for i small hatchback with good gas mileage I have fifteen fifteen [thousand dollars
- T: [thousand dollars
- L1: in the bank and I'm /detɜr.məɪnd/ ((L1 mispronounces 'determined'))
- T: determined
- L1: determined not to spend a penny more the dealer spends /haʊərs/ ((L1 mispronounces 'hours')) telling me
- T: the dealer ↑ spends?
- L1: dealer spends=
- T: =spends?
- L1: /haʊərs/
- T: ↓hours
- L1: hours
- T: because you said /haʊərs/ [no: [hours
- L1: [hours ((T corrects L1's pronunciation))
- L1: the dealer spends hours telling me why a hatchback is wrong for me he tells me I need a bigger car with more leg room he shows me some really some really nice cars with leather seats and a sun roof I can't resist after all he knows his /bʌsɪ.nɪz/ ((L1 mispronounces 'business')) I ended I ended up spending more than twenty five hundred dollars thousand dollars on my new car I still have to pay for insu-insurance and what happens when I need repairs ohh dear
- T: thank you ↑Huriye can you ↑read please?[the same one
- L5: [the same?
- T: the same huh uh
- L5: it's time to buy a new car I spent hours researching which car to buy and I feel I'm ready to take the big step I go to the car /di.ləɪər.ʃɪp/ /di.ləɪər.ʃɪp/ ((L5 mispronounces 'dealership'))
- T: dealership
- L5: dealership and tell the dealer what I'm looking for a small hatchback with good gas mileage I have fifteen thousand dollars in the bank and I'm determined to spend=
- T: =not to spend
- L5: =not to spend a penny more the dealer spends hours telling me why a hatchback is ↑wrong for me he tells me I need a bigger car with more leg room he shows me some really nice cars with leather seats and a sun roof I can't resist after all he knows his business I ended up spending more than twenty five thousand dollars on my new car I still have to pay for insurance and what happens when I need repairs ohh dear
- T: huh uh good ok: so: umm any vocabulary? from ↑here that you want to ask me
- L4: humm resist?
- L3: I can't resist?

- T: ohh I can't resist for example I'm a chocoholic li:ke like you then I see I see chocolate and I eat it and I say hmmm ↑I can't resist
- L3: *dayanamadım* [tr: I couldn't resist]
- T: ↑ye:s I can't resist huh uh ok: anything else? what does what does he knows his business?
- L3: *işini iyi bilmek* [tr: to know your business well]
- T: but like that like saying he knows his business (T uses her mimics so rolls her eyes)
- L4: *işini bilmek* [tr: to know your business]
- T: in Turkish in Turkish for example he is a busi-he is a businessman and he wants to sell this he wants to sell this to me
- L3: *isinin adamı isine gider mi?* [tr: is it man for his business he goes to work?]
- T: I don't need a rubber but he says you know it's a good rubber [it's only five Turkish liras]
- L5: *[işini diye kakalıyo mu? ((laughter))*
derler ya hani[tr: does he fool in the work? as they say]
- T: it's only five Turkish liras so you need to buy it I say I buy it but I don't I ↑don't need this and I say he knows his business
- L3: *işini iyi biliyor deyim mi?* [tr: he knows his business is it an idiom?]
- T: in ↑Turkish what do we say?
- L3: *işin de usta* [tr: he is a master in his work]
- T: kind of but umm
- L5: *işi iyi kıvrıyo gibi mi?* [tr: is it like that he is skilled]
- T: kind of yes huh uh well
- L1: *biz anladık mı onu?* [tr: have we understood that?]
- T: when we say he knows his business ((T writes it on the board)) (.) it means (.)
- L5: *°işini bilen°*[tr: (the person who) knows his business]
- T: he knows his business
- L3: *e ben onu dedim* [tr: (but) I have said it (before)]
- T: that's is different yours is different it's not it's not
- L3: humm *ben ilk iyiyi atmıştım işini biliyo dedim ilk başta* [tr: I omitted well first and said (that)he know his business in the beginning]
- T: ohh ↑did you did you: no that's ↑ not (.)↑that when when you mean this he's good at in his business
- L1: humm
- T: but when you when you mean he's you know little bit of tricks ↑ tricks?
- L1: *şeyy uyanıklık* [tr: umm trick]
- T: huh uh he knows his business <you know they are ↑different ↑ok: ? ummm ye:s emm I'm determined to do something o:r not to do something
- L4: *kesin kararlı mı?* [tr: is it determined?]
- T: huh uh (.)to or not to (.)do something for example that's my sixth year at university and I say I'm determined to graduate this year I'll finish
- L1: *[bu yıl mezun olcam* [tr: I'll graduate this year]
- T: I'm determined to finish university this year it's my ↑sixth year ok? o:r at the beginning of the year you can say I'm determined ↑not to smoke this year ok so these kind of stuff so remember its ↑to and ↑not to ok: so no:w which one is the answer? Fevzi what do you think?
- [always spend
- L7: [always spend more than you plan *bence o* [tr: I think that one]
- T: always spend ↑more than plan

- L7: humm *dur diğeri galiba* [tr: wait I suppose the other] stick to your /be1.dʒ ɪk/ ((L7 mispronounces 'budget'))
- T: ° stick to your budget° or car dealers know best what we need
- L1: *ne istediğimizi bilirler mi? niye?* [tr: ((car dealers)) know best what we need why?]
- T: yes so which one do you think? (.)
- L7: stick to your [budget
- T: [budget stick to your budget huh uh so if you have ten umm thousand Turkish liras so spend ten thousand Turkish liras don't spend ↑ more because you don't have the budget ok? stick to your budget stick to something ((T writes it on the board)) huh uh (.)↓ok let's look at the second one so umm do you understand ↑ everything in the first umm text yes? you understand ok let's look at the second one ((T starts to read the second text)) I'm buying a car today its my first car so I'm very excited because it's a used car I'm a bit worried that there might be some problems the dealer tells me to take it to the to a garage for a-an inspection he even offers to pay for it he gives me a card with the address of the garage so I take it there they look under the hood and tell me that everything looks great ↑fantastic I take the car home but something does't seem quite right no matter how hard I push the accelerator my car doesn't go any faster the next day I take the car to a different garage and they tell me what I need a new engine that car dealer tricked me I take the car back but the dealer refuses to give me my money back he says the car was in perfect condition when he sold it to me after all the mechanic at the garage said so ((T finishes to read it))so it sounds like it happened in Turkey actually
- L3: yes
- T: ↑isn't it? so: umm let's ask umm ↑Kubra can you read it please?
- L3: I'm buying a car today its my first car so I'm very excited because it's a used car I'm a bit worried that there might be some problems the dealer tells me to take it to a garage for a-an inspection he even offers to pay for it he gives me a card with the address of the garage so I take it there they look under the hood and tell me that everything looks great fantastic I take the car home but something does't seem quite right no matter how hard I push the /aksel/-
- T: accelerator
- L3: accelerator my car doesn't go any faster the next day I take the car to a different garage and they tell me what I need a new engine that car dealer tricked me I take the car the car back but the delaer refuse- refuses to give me my money back he says the gar-the car was in perfect condition when he sold it to me after all the mechanic at the garage said so
- T: ok goo:d ↑Hamdi can you? please?
- L5: I'm buying a car today its my first car so I'm very excited because it's a used car I'm a bit worr-worried than there /m.ɪ.nə/ ((L5 mispronounces 'mine')) be so problems
- T: there might be ↑ some problems
- L8: some problems umm the dealer tells me to take it to a garage for an inspection he even offers to pay for it he gives me me a card with the address of the garage so I take it it there they look under the hood and tell me that everything looks great fantastic I take the car home beca-but something doesn't seem quite right no matter=
- T: =how hard
- L8: how hard I push the eco-
- T: accelerator
- L5: accelerator my car doesn't (.)umm go any faster the next day I take the car to a different garage and they tell me that I need a new en-gine
- T: engine huh uh
- L8: engine that car dealer tricked me I take the car back but the dealer refuse- refuses to give me my money back he said the gar-the car was in perfect condi-=

T: =condition
L8: condition when he sold it to me after all the mechanic at the garage said so
T: ok thank you Hamdi we are about to ↑sleep it's like hum hum hum hum hum ((T falls intonation each time)) ((laughter))ok ok? next time read it more energetic ↑energetic?
L1: *enerjik* [tr: energetic]
T: you know yes more energetic ok so: is there anything you don't understand here can you look at the words
L3: what's the meaning of inspection?
T: inspection we said it you take it to [a repairman
L1: *[kontrol mi demek? [tr: does it mean 'inspection'?]*
T: for inspec-inspection
L3: *o noun mu?* [tr: is that a noun?]
T: inspected inspection
L3: noun
L1: *kontrollü mü oluyor?* [tr: does it mean inspected?]
T: yes noun no inspection noun inspect verb
L1: *kontrol etmek?* [tr: to inspect]
L3: kontrol= [tr: inspection]
T: yes yes yes huh uh ok? engine?
L7: *motor* [tr: engine]
T: yes accelerator?
L4: *hızlandırılmış* [tr: to be accelerated]
L7: *hızlanmış oyunlarda oluyor* [tr: accelerated I see it in the games]
L1: *=bir şey sorabilir miyim?* [tr: can I ask something?]
T: =what's accelerator you've got when you are driving you've got gas
L3: *şey* [tr: (an expression used to replace any word you cannot remember)]
T: so that's accelerator gas what's gas
L2: *gaz* [tr: accelerator]
T: you press
L7: *gaz* [tr: accelerator]
T: yes accelerator
L3: *gaz mı?* [tr: is it accelerator?]
T: yes huh uh accelerate means going faster
L1: *daha hızlı* [tr: faster]
T: huh uh going faster
L1: *bir şey sorabilir miyim?* [tr: can I ask something?]
T: of course
L1: *bir önceki paragrafta legroom diye bir şey vardı leg bacak room oda* [tr: there was a word 'legroom' in the previous paragraph leg means leg room means room (the first meaning of the word 'place')]
T: you've got leg room leg room? room place ((T sits and shows Y))
L1: *boşluk aradaki o bölüm?* [tr: space that in between]
T: yes yes leg room for example on a plane if you are flying to ↑Istanbul from ↑Isparta you pay for example one hundred Turkish liras ok? and if you want extra leg room extra leg room?

- L1: *ayak odası gibi de* [tr: it is like leg place]
 L3: *işte daha büyük alan* [tr: that is like bigger space]
 T: ↑bigger bigger place for your legs you pay for example ↑twenty more Turkish liras
 L1: ° *anladım*° [tr: I understand]
 T: that means space space?
 L1: *boşluk* [tr: space]
 T: yes ok umm anything else ↑hood? hood of the car
 L3: *şey* [tr: that]
 T: it's in front of the car what's ↑ that?
 L3: *neydi ya su şeyin adı=* [tr: what is that called?]
 T: =what what do you lift and you look at the engine and everything
 L3: *ya şeyin kalk- su neydi orası yaa* [tr: that that what was that part called?]
 L1: *şey mi umm ef yeri* [tr: is it f part]
 L3: ↑*hayır yaa arabanın önündeki yeri kaldırıyorsunuz ya oranın adı* [tr: no what is the part which we lift at the front of the car called? name of that?]
 L1: *kaput* [tr: hood]
 L3: huh
 T: yes ((laughter)) (.)((T draws a car on the board and shows the hood))
 L3: *hangisiydi o?* [tr: which one was it?]
 T: that's my terrible drawing so that's ↑boot that's ↑hood
 L1: hood
 T: huh uh ok ↑anything else? so perfect condition something is for example my my car is in ↑perfect(.) condition ((T writes it on the board as she speaks)) so what's condition?
 L1: *air condition klima* [tr: air condition means air conditioner]
 T: that's air conditio↑ner air conditio↑ner that's condition
 L3: °*umm durumm muydu neydi*° [tr: is it condition or what?]
 T: no?
 L6: *condition kondisyon değil mi hocam?* [tr: does condition mean stamina Madam?]
 T: no ((the bell rings))for example if this is an old pencil so it's in ↑ bad condition this is a new pencil it's in ↑ perfect condition
 L1: *durum bu yani o* [tr: it is the condition (of it)]
 T: kind of yes I am selling this two Turkish liras this five Turkish liras in ↑bad condition in ↑good condition or in you know perfect condition
 L6: *performans gibi bir şey mi?* [tr: is it like performance?]
 L2: *hayır şey o anki durumları* [tr: no umm the recent condition (of something)]
 T: yes huh uh ok ↓good have a ↑break don't be ↑late you're gonna fall asleep open some windows it's you know ↑warm inside and you're like ((T imitates a L looking sleepy))

LESSON 9

- L4: *ayy çok kötü yaa* [tr: that's awful]
 L8: *çözüm düşüneceksin* [tr: you will sort it out]
 L8: *oluyo öyle arada bi de dönerken kızlar böyle yakın durman lazım döndürürken birkaç defa buraya dirsek attılar ölüyodum* [tr: it sometimes happens you have to get closer when you do a spin they elbowed me a few times] ((laughter))
 T: really?

- L8: *elini böyle tutması lazım şöyle tutuyo* [tr: she needs to hold your hand like this (but)she holds so]
L4: *çok kötü ama yaa* [tr: that's awful]
T: so you're dancing together
L1: yes
T: really?
L1: *evet* [tr: yes]
T: hummm ↑ Mustafa can you close the windows please because it's ok it's we've got ↑ fresh air
L1: *nedен?* [tr: why?]
L8: *çalışmazsan unutursun bak mesela hocaya şöyle iste rica et yapıyolar onu* [tr: if you don't practice you forget for example ask your tutor they'll do it]
L1: *nasıl videodan daha mı iyi çalışırım?* [tr: how do I practice better with a video (tutorial)?]
L8: *huh huh Can hocaya ya da birisine şöyle hocam bana bunları bir yapar mısınız video ya çekcem de yaparken de çek iste evde bakar çalışırsın* [tr: you can ask Can (dance instructor) or ask any of them 'can you do (these moves) again so we can record it you can watch it at home and practise]
L1: *tamam* [tr: yes]
L6: ° *hocam hocam bi dışarı çıkabilir miyim önemli*° [tr: Madam can I go out (this is) important] ((S shows the mobile phone))
T: huh uh
L8: *kaçırsanda tamamlarsın ama su bas tarafını oturtman lazım* [tr: if you miss it you can completely do it at home but you have to learn the first part well]
L1: *tamam onları oturtucam çalışcam* [tr: ok I'll practise and learn them well]
T: ok ((unintelligible talk))
L8: *hoca sizi öyle çalıştırıyordu başta da size attırma öyle* [tr: the tutor was teaching you at first (but) you shouldn't do it that way]
T: ↓ ok guys so: look at the second second text second reading passage umm look look at the answers there are three advises (T starts to read from the book)always have your car inspected independently or car dealers never tells lies or used cars are better than new cars which one?
L1: a
L8: the first one
T: the first one always have your car inspected independently so wha- wha- what does it mean?

L1: *independently ne demek?* [tr: what does independently mean (in Turkish)?]
T: what does independent mean?
L3: =*bağımsız* [tr: independent]
L7: =*bağımsız* [tr: independent]
T: huh uh for example you buy a car from me and I say go to ↑that car dealer and you go there and he tells lies I tell lies and we sell the car (.) but if you go to a ↑different card dealer different repairman so: that's an ↑independent

L1: *yani arabayı kontrol etmekte bağımsızsın* [tr: does it mean you can freely get your car inspected]
L3: *bağımsızca kontrol ettir diyo* [tr: it says to get it inspected independently]
T: well if you are buying the car from me I advise Hamdi he is my man he is my man we work together and we trick you ↑trick you?
L5: *kandırmak* [tr: to fool]
T: we ↑fool you and then you buy the car we get the money we share the money ok but if you go to a ↑different repairman he won't tell you lies so he would say for example this car has got problems in the engine has got this has got that so: you decide maybe on not buying the car ok? so: independent car dealers ((T writes it on the board)) (.)↓ok so: is that anything you don't understand about the ↑two passages? is everything ok? look at the vocabulary
L3: ok ((There is a knock at the door))
T: come in ↑ok? (.) ↓ok no:w I will we will start umm next unit that's page twenty so that's language
L7: shopping

T: yes it's all about shopping yes so that; language quality two please ↑ take notes this part huh uh(.) so match the photographs with the estate agent's advertisements so you've got one minute match them very quickly please the ↑pictures and the ↑description (2.0) ((T cleans the board))

L8: *çaktırma* ((laughter)) [tr: don't reveal it]

T: is that ↑you?

L8: *kalem düşüyordu onu tuttu da* [tr: the pencil was falling down he has caught it]

T: huhh ok

L6: *ben yaptım* [tr: I did](.)

T: finished?

L6: *ben yaptıysam herkes yapmıştır bence* [tr: if I managed to do it anyone could also do]

T: ok let's start then guys ↓ok yes umm Mustafa can you read number one?

L6: umm this /modern/ modern flat on the fourteenth floor of a /hıg/ -rise ((L6 mispronounces 'high'))

T: high rise

L6: high rise in the city centre is perfect for singles or new-

T: newly weds

L6: newly weds five minutes walk to the main shopping centre

T: ok: so which picture is it?

L6: d

T: d because it says ↑high rise

L1: not d

L4: *yeni evli mi?* [tr: is it newly-wed?]

L1: *d olan üç değil mi?* [tr: isn't ((choice))d three?]

T: no that's d

L1: *apartman inşaat* [tr: apartment construction]

T: high rise means it's got many floors ok? it's ↑fourteenth floor so that's a high building so: singles what does it mean?

L3: *tek* [tr: single]

T: single married

L1: *bekâr evil* [tr: single married]

L5: *bekâr* [tr: single]

T: huh uh ok ↑newly newly wed?

L1: *ne demek?* [tr: what does it mean?]

L5: *yeni evliler* [tr: newly wed]

T: yes newly married recently married huh uh ok good number ↑two umm ↑Gülşen?

L4: a wonderful /ɔp.ɚti.nə.ti/ for a= ((L4 mispronounces 'opportunity'))

T: =↑opportunity

L4: opportunity for a couple ready to retire to the countryside this cottage have has its own large garden and wonderful views of the hills may need some modern- /mɔdɚnsteɪʃ ə n/ ((L4 mispronounces 'modernisation')) *c dedim* [tr: I say]

T: c huh uh ok good ↑anything you don't understand here? retire?

L1: =*emekli* [tr: retired]

L5: =*emekli* [tr: retired]

T: you stop working huh uh you stop working ↑cottage? small place li:ke may be in a city what's what's that?

L5: *o da kasaba gibi bir şey mi?* [tr: is it something like town?]

T: smaller than that ↑smaller the ↑smallest unit for example in here what what do we

L3: *köy gibi bir şey mi?* [tr: is it like village?]

T: yes huh uh cottage umm ↑wonderful views

L3: =*harika manzara* [tr: wonderful view]

T: you've got ↑trees you've got ↑ birds you've got a view so: huh uh good number three Yusuf?

L1: this second floor flat in a small well-run apartment building has all mod cons and is only two thousand metres two hundred hundred mi thousand mi? [tr: is it two hundred (or) thousand?]

T: two hundred

L1: two hundred metres from the underground has com-communal garden needs painting *b dedim hayır a mi bilmiyorum yaa ne diyo anlamadım* [tr: I said b no I don't know if it's a I didn't understand]

L2: a

L5: *a bence* [tr: I think (it is)a]

L3: *a bence de* [tr: I think (it is)a too]

T: ↑a huh uh second floor?

L1: *ikinci kat* [tr: second floor]

T: huh huh flat in a small well-run apartment building has all mod cons what does it mean?

L3: huh?

T: modern conditioning that means Tv you know umm refrigerator everything ↑mod cons ((T writes it on the board))

L3: *modern eşyaların olması* [tr: having modern machines]

T: (.)huh uh

L3: *well-run ne demektir?* [tr: what does well-run mean ((in English))?]

T: well-run? for example I have a company I run the company what does it mean?

L3: *=işletmek* [tr: to run]

L1: *=yürütmek mi?*[tr: to run]

T: yes huh uh well-run?

L1: *iyi gitmesi* [tr: (it's) running well]

T: yes it's running well it's going well huh uh ((T writes it on the board))(.) ok: a:nd two hundred metres from the underground has ↑communal garden what does it ↑mean? (.)

L3: *ortak* [tr: shared]

T: that means you ↑share ↑ yes you ↑ share it for example may be in an apart you ↑share the kitchen

L3: humm

T: or you share the bathroom ok? so that's for example communal kitchen communal bathroom or you can have communal ↑room actually for example you live in a house you've got bedroom you've got bedroom and you've got one room free to watch Tv together that's ↑communal room ok? and ↑needs painting what does it mean?

L3: *boyaya ihtiyacı var* [tr: it needs painting]

T: yes you need to paint it ok good number: umm ↑four Fevzi?

L7: beautiful semi det- house

T: detached

L7: detached house in quality neighbourhood great opportunity for a family with its own small garden it is located in a quiet street five minutes from train station b

T: well of course b ok semi-detached what does it mean?

L3: *özerk* [tr: detached]

T: no no no so that's a house and this is a house right this is semi detached ((T draws it on the board))

L1: *ordan birleşik* [tr: semi-detached]

T: huh uh well if it's like this there is you know ho:use house and house so this is detached but this one is semi detached

L3: humm

L5: humm *yarım* [tr: semi]

T: huh uh ↑half huh uh ok umm neighbourhood in quality neighbourhood

L1: *hood kaputtu daha demin* [tr: hood means 'kaput' ((in Turkish))]

L2: *komşu* [tr: neighbour]

L3: *ehh komşuluk mu?* [tr: being neighbours]

T: neighbourhood together neighbourhood ((T writes it on the board))

L3: *komşuluk mu oluyor?* [tr: what does being neighbours mean?]

L4: *bu ne?* [tr: what is this?](T writes and draws on the board)

T: so the for example your house is here ok? there is a street here street here street here and another street here this is ↑neighborhood

L3: humm
 L5: *çevre yani* [tr: neighbourhood]
 L6: *site gibi bir şey mi?* [tr: is it something like site]
 L3: *komsusu yok mu?* [tr: is there no neighbor?]
 T: ↑ no:
 L5: *yani* [tr: I mean]
 T: when you rent a car you look at the ↑street around the ↑people around it's a ↑ safe quiet
 L5: ↑*çevre işte ama* [tr: but that is neighbourhood]
 L1: *çevre yolu mu?* [tr: is it ring road?]
 T: no no
 L3: *sakinleri mi?* [tr: inhabitants]
 T: so there is a street here and street here street here ↑if I'm renting a house here I look ↑around if it's a ↑good street around if it's ↑safe if there are many children so that means ↑neighbourhood
 L5: *hayır yaa* [tr: no]
 L4: *merkezi mi?* [tr: central?]
 T: yes you say it
 L3: *çevreyle ilgili* [tr: about neighbourhood?]
 T: kind of
 L5: *huh çevre cevreden bağımsız gibi mi?* [tr: neighbourhood independent from neighbourhood]
 T: =no
 L1: =*hayır çevreyle iç içe* [tr: no in the neighbourhood]
 L5: *doğayla iç içe gibi bir şey* [tr: it is like in the neighbourhood of the nature]
 T: humm ↑not really if I have a children for example if I have children I look at the streets streets?
 L1: *cadde sokak* [tr: street]
 T: yes I look at the streets if for example there is a ehh umm there is a shopping centre here I choose ↑that house=
 L5: =umm
 T: because it's close I look at ↑ around
 L3: *çevresine bakıyoruz*=[tr: we look around]
 T: = yes that means neighbourhood
 L1: *tamam* [tr: ok]
 T: if it's safe I rent that house if it's not good if I see like
 L3: *çevre düzeniyle ilgili bir şey mi?* [tr: is it about city engineering]
 T: ↑bad people if I see bad people around I ↑don't rent the house
 L3: ↓ ok
 T: for example if you are a student well you are you rent a house near the university right? that's the ↑neighbourhood
 L1: *çevresi* [tr: neighbourhood]
 L3: *çevre durumu* [tr: the state of the area]
 T: yes yes yes you can say
 L5: *yakın çevre* [tr: vicinity]
 T: huh huh you can say (.)in Turkish ((T writes Turkish equivalence on the board))
 L3: *yakın çev-* humm[tr: vici-(nity)]
 T: so you look at neighbourhood (.)ok? umm uhu uhu so: ↑which one would you buy?<which one would you buy and why?
 L1: c
 T: you would buy c why?
 L1: it's very quiet and comfortable (.)*rahatlatıcı?* [tr: relaxing?]
 T: relaxing
 L1: relaxing
 T: relaxing and quiet but you are a student you need to go to market to university?
 L1: huh *onları düşünmedim ben* [tr: I haven't thought of them]
 T: huh just ok just it's a good good house
 L1: if I a student I choose d

T: you choose d
 L1: yes
 T: huh uh why do you chee-choose d?
 L1: because in the car-
 T: city centre
 L1: city centre if I have a something I can go shopping I can-
 T: huh uh because it's only five minutes walk to the main shopping centre good ok ↑Hamdi ↑which one would you choose?
 L8: umm (.)*b olsun* [tr: let's say b]
 T: b? ok ↑why you know it's good for you?
 L8: *aslında d de* [tr: actually it is d]
 T: ah ok say say d then ok
 L8: *dicek bir şey bulamadım* [tr: I have got nothing to say]
 T: so do you choose b or d? which one?
 L8: d
 T: d why?
 L8: *yakın her yere* [tr: it is close to everywhere]
 T: it's close to (.) the city centre to main(.)huh uh places (.) that's all?
 L8: *söyliceğ bir şey bulamadım yaa* [tr: I have got nothing to say]
 T: ↓ok ↑Fevzi?
 L7: b because it is located it's good
 T: the location
 L7: the location
 T: the location is good huh huh ↑five minutes from the train station good huh uh Mustafa?
 L6: c
 L1: *°komşu ne demek? °* [tr: what does neighbor mean (in English)?]
 T: neighbour
 L1: *neighbour mu tamam* [tr: is it neighbor? ok]
 T: c
 L6: because I like /maʊn.teɪn/ ((L6 mispronounces 'mountain'))
 T: you like ↑mountains you like the view you like the countryside huh uh ok yes ehh Gülşen?
 L4: b because it's close to city centre I can walk
 T: huh uh ok good yes Kübra?
 L3: ehh umm because apartment was the apartment is running well
 T: huh huh
 L3: and umm close to underground
 T: it's close to underground good Huriye?
 L5: umm a I say
 T: huh uh
 L5: because it's not much high
 T: it's not very high ok
 L5: *depreme dayanıklı dicem* [tr: I want to say earthquake-proof] umm (.) umm it has communal garden
 T: it's got communal garden so you like you like garden [spending time in the garden?
 L5: [yes
 T: so you've got garden in the house in Burdur? ((a city in the southern part of Turkey))
 L5: yes but it's communal
 T: communal ri:ght ok good ok I'll just stop for a minute and I want to play a game but I don't know how you will umm do this I think you have to kind of umm can you move your chairs back back ↑back to the wall and back to the wall please umm move that one as well good ok I say something and if ↑you agree with it you ↑change your seat
 L1: huhh *tamam* [tr: ok]
 T: you change your seat for example I say for example swap swap means change your seat ok swap

L1: *bir şey söyledi ama ben onu anlamadım şöyle tam yerleş*-[tr: she said something but I couldn't understand it say it]

T: for example I say ↑swap if you support Galatasaray so if you support you you know ↑change your seat
L3: *nee?* [tr: what?]
T: so you understand ↑no?
L5: if not?
L6: *Türkçe olarak bir anlatabilir misiniz?* [tr: can you explain it in Turkish?]
T: I don't speak in Turkish in b one class in b one class no
L3: *şimdi şey söylecek Galatasaray'ı destekliyorsan sen kalkacaksın yani o düşünceye katılıyorsan kalkıp yer değiştireceksin* [tr: she will say sometghin if you support Galatasaray you stand up if you agree you swap with somebody]
T: you change your seat

L6: *kiminle değiştircem?* [tr: who will I swap with]

L3: *=işte kalkanlarla* [tr: the ones who stand up]

T: =↑anyone you go change you know sit somewhere else ok?

L1: I don't agree

T: you sit down

L1: huh *tamam* [tr: ok]

T: you stay you stay ↑ok? ok ↓goo:d ok umm let's find something you know umm interesting ↑swap if you think that you are very ↑tired today ((laughter)) come one come on let's go let's go home ((laughter)) ↓ok swap if you've got a ↑watch today ↑ swap if you've got a ↑watch today ((T points Y's watch)) ↑ you've got a ↑ watch

L1: humm ↑ watch

T: ↑ yes you've got a watch ↑no? no

L3: *ama onun yok*[tr: but he doesn't have]

T: no? so go sit somewhere else yes ok ↑ swap if you've got ↑black socks

L1: *socks çorap mı?* [tr: are socks 'çorap' ((in Turkish))?]

T: ↑swap if you've got black socks ah ((T looks at the socks)) yours is different no? no?

L5: *ilk defa black değil yani* [tr: they are not black for today] ((laughter))

T: that's that's good ok so: ok ↑swap if you think you will ↑watch tv tonight ((laughter)) someone can come sit here ↓ok ok ↑swap if you think that you ↑enjoyed the weather today swap if you think that you ↑enjoyed the weather today

L1: *aynen* [tr: I agree]

T: ok umm swap if you ↑hate doing homeworks ((everybody))

L1: *ben böyle geliyorum* [tr: I am coming that way]

T: ↓ok so: ↑swap if you've got if you've got ↑beard I think you've got you've got beard ↑you?

L7: *yok bundan nolcak?* [tr: what happens (if) I don't have that] ((laughter))

T: ↓ok swap if you've got ↑long hair

L5: *bu long mu?* [tr: is this long?]

T: long hair yes all of you all of you long hair

L3: *ama hocam önceden daha uzundu sonra kısaldı* [tr: but I had longer (hair) before but it is short (now)]

L5: *ya tamam da* [tr: ok then] *üff* (an expression used when someone is not happy with something)

T: but that's long that's long

L5: *ben de kestirince öyle hissetmişim aynı psikoloji* [tr: I felt the same when I had acut the same feeling]

L1: *uzun seninki de* [tr: yours is longer too]

L3: *ama bi türlü performans alamadım ya*[tr: but I couldn't use it well]

T: ok swap if you've got ↑jeans today ↑jeans ((laughter)) is it not jeans?

L4: *no tam değil* [tr: not really]

T: is it like trousers?

L6: *ama cins* [a word used in Turkish meaning weird] *ne demek yaa* [tr: what does jeans mean?]

T: right
L3: *buraya oturabiliyo muyuz?* [tr: can we sit here?]
T: of course ok swap if you've got ↑boots ((laughter))↓ok swap if you've got ↑earrings
L1: huh *küpe* [tr: earrings]
T: have you ↑boys have you got earrings? earrings ↑no?
L8: no
T: ↓ok ok swap if you feel you are ↑hungry
L3: ↑Allah [tr: Oh God] ((laughter))
T: ok swap if you are ↑bored of if you are bored of umm ↑chatty people
L1: what?
T: swap if you are bored of I'm bored bored of chatty people ((T uses her hand and makes her hand the shape of mouth))
L5: humm *geveze yani* [tr: chatty in other words]
T: yes ok (.) ↑swap if you are ↑under twenty swap if you are ↑under twenty
L1: *yirmi yaşının altında* [tr: below 20]
T: yes only one person
L1: *on dokuz* [tr: nineteen]
L3: *on dokuz yirmi arasında bir şey yok* [tr: there is nothing between nineteen and twenty]
T: so what's your birth year
L3: *doksan beş* [tr: ninety five] nineteen and ninety five
T: what about yours? ((to Y))
L1: *doksan altı* [tr: ninety six] [nineteen ninety six
T: [aaa you are younger
L1: yes
T: so you are younger humm
L3: *benden küçüksün* [tr: you are younger than me]
T: ↑pehh you are younger ((laughter)) ok so swap if you know how to ↑dance
L8: dance
T: salsa for example ok
L8: *sen de biliyon* ↑*değiştir değiştir bi kaç ders öğrendin* [tr: you also know swap you have learnt it for a few lessons] ((laughter))
T: ↓ok umm swap if want to learn ↑another language like French German Russian ok: swap if you have ever ↑lost your wallet swap if you have ever ↑lost your wallet
L3: *cüzdan kaybettiysen* [tr: if you have ever lost your wallet]
T: that's me I'll just swap here money what sorry?
L5: *ben hep para kaybediyom cüzdan değil de* [tr: I always lose money not wallet]
T: only money because I've lost swap if you have ↑lost anything ↑last year ↑last year
L1: *kaybetmek neydi unuttuk* [tr: what does 'to lose' mean (in English)? we have forgotten]
T: lose lost so you have lost something?
L1: my phone
T: your phone when
L1: in the shopping
T: this year?
L1: yes
T: really?
L1: ↑*unuttum hocam sadece* [tr: I have forgotten]
T: ohh ok
L1: *aldım onu geri* [tr: I take that one back]
T: ok ↓well I said if you have lost that's fine
L3: *gerçi ben de kaybettim* [tr: actually I have lost too]
T: ok swap if syou are in year two at university in year two is that only you ↑Mustafa and ↑Hamdi?
yes ok
L6: *ikinci yıldaysak demi?* [tr: in the second year, isn't it?]
L5: *evet*[tr: yes]

T: yes it's second year one two three people you?
L7: ↑three *hocam* [tr: Madam]
T: aahh three: humm ri:ght three are you older than everybody? no? how old are you?
L7: umm *doksan dört* [tr: ninety four]
T: so it's twenty one huh?
L7: yes
T: no? twenty one is there anyone ↑older than twenty one? no umm well you are older but I am ↑the oldest unfortunately unfortunately ok so swap if you've got umm a ↑bag today if you've got umm a ↑bag today ↑swap ((unintelligible talk))((laughter)) ok: swap if you've got a ↑dark blue coat ↑dark blue coat dark blue coat is it your coat there?
L1: coat?
T: *coat dediği mont* [tr: coat means mont (in Turkish)]
L1: *ben ↑kot sandım yaa* [tr: I thought jeans]
T: ↑no: [coat coat]
L5: [o değil o değil [tr: not that one not that one]
T: coat coat dark blue I think that's what colour is it?
L3: dark blue
T: yeah yes dark blue yes dark blue swap if you've got a ↑notebook today notebook ↑only one person ((laughter)) notebook swap if you've got a ↑portfolio today ((laughter)) no ↑move no move ↓ok so swap if you have drunk ↑coffee today coffee
L3: *ben bugün içmedim* [tr: I haven't drunk (it) today]
T: ahh you have to ((laughter)) ↑when you go home ok: swap if you have umm if you have drunk ↑orange juice today orange juice?
L1: *portakal suyu* [tr: orange juice]
T: not popular isn't it? at university
L1: coffee popular more popular=
T: = ↑tea if you've drunk tea yes everybody no?: no: nothing ↑water ((laughter))
L1: *değiştireyim mi?* [tr: shall I swap?](.)
T: swap if you've got ↑Samsung smart phone Samsung how many one two three people four? Samsung swap if you've got ↑iPhone ((laughter)) ok swap if you've got an umm tablet?
L5: ° *tabletim yok*° [tr: I don't have a tablet]
T: ↑no? swap if you've got a laptop one two three four four
L1: six
T: swap if you live in an ↑apart ((laughter)) ↑swap if you are from ↑Burdur ((laughter)) actually ↑my family is from Burdur as well
L3: *şöyle geç* [tr: say it out and continue]
L5: yes yes *from değil de* [tr: not from]↑live [in Burdur
T: [live in Burdur ok they live in Burdur ok swap if you have visited Istanbul swap if you have visited ↑Istanbul no no? two three three people have visited Istanbul?
L3: *ben de varım* [tr: I am also (visited)]
T: ↑four
L1: *bir iki üç dört* [tr: one two three four]
T: four four people
L1: yes
T: ↓ok somebody's phone is ringing by the way
L3: *babam arıyo* [tr: my dad is calling]
T: ↓ok so: now I'll choose somebody I'll choose somebody and then that person will ↑ask you to swap
L1: *söylediniz ama her şeyi* [tr: you have said it all]
T: ↑no find ↑different things you know each other better than me so: I don't know everything about you but you know each other so: let's choose somebody Yusuf come on come here
L1: *nası soruyodum onu ben swap*=[tr: how do I ask it swap]
T: =swap if you:

L1: *bir dakika* [tr: just a second](.)
 T: when you are ready when you are ready (.)
 L1: *tamam* [tr: ok] ok ↑swap if you come to course English course
 T: but everybody is in English course so: ((laughter)) it's everybody it's everybody ↓ok
 L1: hum swap if you like eating juice
 T: eating juice?
 L1: vegetables
 T: vegetables
 L1: vegetables
 T: I do I am a ↑veg person ↑ye:s?
 L1: umm (.) swap if you like winter *kimse sevmiyo mu?* [tr: nobody likes it?]
 T: not me because I always get cold do you like ↑winter?
 L3: *yani* [an expression used for agreement]
 T: that's interesting do you?
 L5: yes yes
 T: I ↑hate winter
 L1: ↑huh?
 T: yes because I always get cold so that's
 L6: I get cold
 T: no no no not like cold I get sore throat I get ↑ill
 L1: ↓hum ok
 T: that's why huh uh oL3: (.) coming soon hah
 L1: emm humm swap if you: if you like dressing ↑brand
 T: if you like brands
 L1: brands
 T: well I do
 L3: *nee?* [tr: what?]
 L1: *marka* [tr: brand]
 T: if you like ↑brands
 L1: *çok çeşitli bir şeyler daha ne söyleyebilirim?* [tr: variety of things how can I say it?]
 T: you know have a think for example if you like just tell the name of a singer like ↑Shakira or
 L1: umm *tamam kadının adı neydi sürekli unutuyorum* [tr: ok but what is the name of the lady I
 always forget] if you like ↑swap if you like singer of iste [tr: I mean]↑Sezen Aksu
 T: I think everybody likes eveybody likes Sezen Aksu
 L1: *ben seviyordum* [tr: I used to like ((her))](.)
 T: ok I'll choose someone else Yusuf is that ok? I'll choose someone else
 L1: *bir tane daha söyliyim aklımdayken* [tr: I'll say one more as I can remember it]
 T: ohh go on
 L1: if you like play ↑backgrounds
 T: back?
 L1: *tavla* [tr: backgammon]
 T: backgammon
 L1: ↑ backgammon
 T: I do but I'm not a good player but I like but I like
 L1: that's all
 T: ok now Kübra?
 L3: umm (.) swap if you like ↑basketball
 T: ↑ watching or ↑ playing?
 L3: ↑playing basketball
 T: no: I only like watching
 L1: I like but I don't play
 T: you don't play ((laughter)) ok
 L3: swap if you like ↑watching football
 T: umm I ↑sometimes actually

L3: um ↑ swap if you like go ↑shopping
 T: that's that's ↑you ((laughter)) ((so a S who loves shopping)) ok
 L1: *çok freesin* [tr: you are free]
 L8: *çok sıkıldım yaani* [tr: I am bored]
 T: just going around in the class?
 L3: swap if you dressing (.)↑blue ↑blue thing
 T: do you mean the ↑colour blue?
 L3: yes
 T: if you like blue
 L7: humm
 T: I like and in that's yes ↑ yes?
 L3: ° *bir saniye*° swap if *oyu söylicem de* if you like *yok* [tr: no] if your favourite team is ↑Bursaspor ((laughter)) *kimse kalkmasın diye* [tr: just a second I was going to say 'swap if you' no 'if you like' if your favourite team is Bursaspor to keep everyone down] ((laughter))
 T: Bursaspor ((a local football team))ok
 L3: swap if you have ° *burç ne demek?*° [tr: what does star mean?]
 T: star star
 L3: star is ↑fish
 L1: *anlamadım* [tr: I didn't understand]
 T: they've got different names
 L1: huhh *balık mı?* [tr: are you Pisces?]
 T: humm you are the ↑emotional one huh? are you emotional?
 L1: yes yes ↑very emotional
 T: really I'm I'm Aries ((T imitates a goat)) what's that after after the fish
 L1: *koç* [tr: Aries]
 T: yes I am
 L1: *Hocam çok inatçı mısınız?* [tr: are you very stubborn?]
 T: yes I am very dangerous ((laughter))
 L1: *benim yükselenim koç hocam* [tr: my moon sign is Aries Madam]
 T: ↑really?
 L3: swap if you born
 T: if you were born
 L3: at ↑summer in summer ((the bell rings))
 T: in summer who's born in summer nobody
 L4: *ben* [tr: me]
 T: only you?
 L1: in winter
 T: in winter? in spring yours?
 L1: *winter mı olur spring sayılır* [tr: is it winter? It is counted as spring]
 T: when were you born? spring autumn
 L5: winter
 T: winter
 L7: spring
 T: Mustafa?
 L6: winter
 T: ↑winter? umm many people were born in winter si it only me in spring?
 L3: *benim ki de spring* [tr: mine is spring too]
 T: humm spring ok thank you that's going home time guys please put your chairs back push them under the table ↑ok remember your ↑homeworks tomorrow ok? complaint letter
 L5: yes yes
 T: huh uh tomorrow I want them ahh you've got your ↑name
 L1: huh uh *bir şey sorcam ilgi açısından bir bakın yanlışlarımı düzeltirken*=[tr: I'll ask something in terms of interest can you look at my mistakes when you are correcting my mistakes]
 T: =I'll I'll take notes you know that's ok thank you

L3: *yarın ya da bugün işte* [tr: tomorrow or today]

LESSON 10

T: hello:

L6: *merhaba* [tr: hello]

T: Mustafa you are ↑early today huh?

L6: *öyle* [tr: yes]

T: that's that's good you're early right that supposed to be here ↑ hello: hello Fevzi

L6: ° *ödev vardı siz yaptınız mı?*° [tr: there was homework have you done it?]

T: ahaaa that's the point that's a good point huh? today yes I'm expecting all the homework you gave me yesterday and I checked it

L1: ° *çok mu kötü?*° [tr: is it terrible?](Y asks about his homework)

T: no I can't say goo:d or ba:d it's good because you bring it in so checked it so you are ↑ learning from your mistakes so that's that's good nothing is ↑ bad nothing is bad

L5: *ben başladım ama bitiremedim* [tr: I have started but haven't completed]

T: why? so when you do your homework that's how you get dut dudut ((T shows LL her detailed feedback))

L1: ohh

T: I write loads of notes for you so?

L1: *hepsini İngilizce mi yazdınız?* [tr: did you write them all in English?]

T: ((laughter)) are you asking? I never speak in Turkish in the class I never write in Turkish

L1: yes I know

T: ok you know thank you very much so today is ↑ what? umm what day is it? Mustafa?

L6: *anlamadım da*=[tr: I didn't understand]

T: =↑ what ↑ day is it?

L4: =*tarih* [tr: date]

T: today? you're late

L2: yes everytime

L1: *hocam tarih şey mi? saat on dokuz kırk yedi on sekiz kırk beste çıktım evden*[tr: Madam is date something? It is nineteen forty seven I left (home)at eighteen forty five]

T: ↑ really? that's why you are out of breath huh? you were rushing?

L1: yes

T: but you are here you are here that's good ((laughter))ok what day is it today?

L6: ten March

T: ↑day?=
L3: =hummm

L6: =hummm day

L2: yes /tuz.dei/ ((L2 mispronounces 'Tuesday'))

L4: Tue Tue

T: yes Tuesday Tuesday Tuesday huh huh

L7: *Mustafa oğlum ödev'e bak lan* [tr: Mustafa take a look at the homework] ((laughter)) ((unintelligible talk 0.2))

T: right ok so what's the rest?

L2: March

T: what ↑ March? which?

L4: ten

T: day of March? tenth of March ((T writes the date on the board)) and what's the year?

L4: twelf twelf

L2: two thousand fifty

T: two thousand and?

L4: fifteen

T: fifteen

L2: yes

T: ok why did you go back come sit here
L1: *burası çok iyi* [tr: here is fine]
T: come closer I can't you know hear you
L1: *oraya da şey gelecek zaten* [tr: someone will come there]
T: is the window open? is it open?
L5: *evet*
T: can you close it? close it?
L1: close or ↑ open?
T: so ((laughter)) ↓ ok I'll write an expression on the board and you will think about it ok? when I'm writing the book ok so: ((T writes it on the board)) it drives me crazy when my mother or when people I don't know it's up to you o:r I hate it when or it
L1: *bunları sanki daha önce konuşmuştuk* [tr: I think we have talked about them before]
T: ↑ no
L4: *hayır* [tr: no]
L1: *hatta şey demiştim ortalığı toplamak sakız çiğnemekten nefret ederim* [tr: and I said (that) I hate tidying up and chewing gum]
L4: huh
T: with me?
L1: *yes öyle hatırlıyorum* [tr: I remember so]
L4: *evet konuştuk galiba bende hatırlıyorum* [tr: we have talked about it I can remember too]
L1: *sende şakırdatmadan bahsetmiştin* [tr: you mentioned making noise]
L4: *evet* [tr: yes]
T: not with me maybe with Onur teacher?
L1: with you
L4: *geçen hafta* [tr: last week]
L7: *Onur hocayla yaptık yaa* [tr: we have done that with Onur teacher]
L4: *Onur hoca mıydı?* [tr: was it Onur teacher?]
L1: ↑ Onur hoca ((laughter))
T: hello my name is Vildan I'm not Onur teacher
L4: *Onur diyo ben hala hatırlamıyorum yaa* [tr: he says Onur ((but))I don't still remember it]
L6: *nası benzettiyssek* [tr: how did we get confused]
L1: Onur hoca
T: ↑ yes
L1: *aynı konu ya o yüzden* [tr: the same topic that's why]
T: ↑ ok ((T continues to write the expression on the board)) do you know bug?
L2: *batar mı demek?* [tr: does it mean 'to bug'?]
T: it bugs me ↑ yes it bugs me
L1: *beni kırar mı bugs me?* [tr: does 'bugs me' mean (that) it breaks me?]
T: well it bugs me when somebody umm chew a gum in the class it means I don't umm hating is like this bug is like this ((T grades the expressions by drawing triangles next to them))
L1: huh *anladım* [tr: I understand]
T: it means I ↑don't like it ok? bugs me
L1: but I don't hate
T: it it I don't hate it in Turkish what what do we say? for bug
L1: umm
L2: *hoşlanmam* [tr: I don't like]
L4: *böcek?* [tr: bug?((as in its first meaning 'insect'))]
L2: *kaba* [tr: rude]
L4: *tahtakurusu falan çıktı* [tr: it says something like a type of insect] ((laughter))
L2: *yapmasan daha iyi olur* [tr: it is better if you don't]
T: sort of sometimes we say you know ((T writes the Turkish equivalence on the board))
L1: *gıcık?* ((an expression used for the things we don't like but not hate as well))

T: it bugs me when you speak so much sort of ok? ok have a think and give me some you know good sentences I'll write the book ((A L enters)) hello: come in ((LL whispers as they do the activity)) huh uh yes or you can say I get ↑ mad (.)

L1: *hepsi aynı mı?* [tr: are they all the same?]

T: they are all but at different levels you know when you say it drives me crazy it means you're really angry

L1: *deli eder* [tr: it drives me crazy]

T: but when you say it bugs me it's like I don't ↑ like it ok? (1.0)

L1: *mad ne demek?* [tr: what does 'mad' mean?]

T: crazy mad they're all the same yes you go crazy (0.2) sorry?

L6: drives off the wall?

T: it's all the same don't you know understand this as a group

L3: humm

T: it means I hate it or it means it drives me crazy they are ↑ all the same they are umm ↑ idiom idiom? so in English we say idiom what does it mean?

L6: *nası yazılıyor peki?* [tr: how do you spell it?]

T: so that's ((T writes it on the board)) for example no I can explain drive means you know you drive a car and me off the wall they're all they all they all have different meanings

L3: *mecaz mı bu?* [tr: is this an idiom?]

T: ↑yes when they come together they mean something else ok?: idiom they're idioms for example: umm (.)((T writes something on the board))do you know this? where are you heading? where are you heading? that means where are you going?

L2: hum

T: so yes (.) head means head? head?

L2: ° *baş*° [tr: head]

T: huh uh when you say where are you where are you heading that means where are you you know heading ((T uses hear head to show)) so which direction yeah which direction your head goes huh uh (.)((a student enters with earphones on))hello listening to music?

L5: yes

T: ok good so: is everybody ready? o:r ° you're ready ok°

L1: *yazcaz mı?* [tr: are we going to write it?]

T: you will just make sentences you'll make a sentence like saying it drives me crazy when people tell lies or: I hate it when my mother calls me everyday o:r it drives me off the wall when people touch me- touch my maybe shoulder on the bus ok o:r it bugs me when when students chew a gum in the class so these kind ok: maybe two each one will say two and then we will go round ok? ↑use the expressions one two three four five we've got five different expressions so: use two ↑ different Dursun are you ready?

L2: ok

T: please?

L2: umm it bugs me when people umm(.) do joke joke um(.) hands joke

T: hand jokes? ok umm ↑physical?

L2: yes

T: physical jokes huh uh

L2: *bir kelime mi iki kelime mi herkes?* [tr: does everybody say one or two words?]

T: two please

L2: I hate it when cars

T: shushhh

L2: cars are *ıslatmak? ne demektir?* [tr: to soak what does it mean (in English)?]

T: soak or wet ((T writes it on the board))

L2: soak

T: soak huh uh

L2: ehh I hate it when cars soaks umm soak to somebody on rainy days

T: ohh ok I hate it when people soak someone else near the road

L2: *araçla* [tr: by car]

T: huh uh in in on a rainy day
L2: yes
T: goog good good one yes thank you yes Mustafa?
L6: it drives me crazy when people wait for me
T: but people wait for you or when you wait for people?
L6: *bekletmek yani* [tr: to make someone wait]
T: ohh when people wait for me ok when I ↑make people wait ((T mumbles as she writes)) when I make (.) people wait ok(.)
L3: ° *bitane daha*° [tr: one more]
L6: *bitane daha var da diyemedim bulamadım yani şimdi* [tr: there is one more (but) I couldn't find it]
T: ok I'll come back I'll I'll go and then come back
L6: *muhtemelen ben gene kuramam* [tr: I can't possibly make it again]
T: ↑ no: I'll I'll have ↑ one more I think you will ↑ do it ok? yes Yusuf?
L1: it drives me crazy when chewing gum in the public
T: in public oL3:
L1: it umm (.) I hate it when people speaking loudly in the bus
T: on on the phone?
L1: on the phone yes
T: on the phone on the bus ok yes I think so ((laughter)) good Fevzi?

L7:	it bugs me when people very speaks umm
T:	when people?
L7:	<i>çok konuştuklarında</i> [tr: (people) speaks too much]
T:	when people speaks too much
L7:	speaks too much
T:	ok:

L7: humm ° *başka*° I hate it when umm *sadece insanlarla ilgili mi olacak?* [tr: is it going to be only about people?]
T: well it can be your friend your mum your father your dog your cat your computer
L7: I hate it when offline the internet *internet gittiğinde nefret ederim diye*[tr: I hate it when I lose internet connection]
T: wha- wha- say it again?
L1: *interneti [kaybettiğinde* [tr: when I lose internet]
L3: [internet go
L7: *internet kesildiğinde offline the internet değil mi?* [tr: 'when the internet ((connection))goes' means offline the internet doesn't it?]
T: well ↓no internet dis[connection
L7: [disconnection
T: huh uh
L1: *connection iletişim değil miydi?* [tr: connection means communication doesn't it?]
T: connection?=
L2: =*bağlantı* [tr: connection]
L7: =*bağlantı* [tr: connection]
T: huh uh yes connection and (.) and ↑dis-connection ((T writes it on the board)) huh uh ok good Gülşen?
L4: I hate it when I get up early noisy
T: on holidays
L4: huh uh
T: good huh uh
L4: it bugs me when I wait? I wait in outside *dışarda beklemekten* [tr: waiting outside]
T: when I wait outside for? for your friend or?
L4: friend
T: for your for my friends huh uh ok ↑good

L3: it drives me off the wall when (.)thin (.)the thin person who eat too much
T: ↑ aww good one ↑ slim?
L3: yes ↑slim person eat too much
T: huh uh so:
L3: *yapabildim mi tam?* [tr: did I manage it properly?]
T: it drives you crazy when a slim person eats too much but puts on no weight
L3: ↑ yes
L2: humm
T: yes like me I'm not a slim person but I've got some friends they eat too much but they ↑more than me and I ↑ put on weight they ↑ don't so you know not good it's annoying ↑annoying?

L3: *sinir bozucu* [tr: annoying]
T: yes that's annoying ((T writes it on the board))
L3: *aklımda birşey vardı unuttum* [tr: I had one in my mind but I have forgotten]
T: ok do you need time?
L3: yes
T: you have a think I'll come back like I'll come back to Mustafa but now Huriye?
L5: it drives me crazy when people use my *goodwill diye çıktı doğrumu bilmiyorum* [tr: it says goodwill ((in the dictionary))I don't know if that's right]
L2: goodwill
T: what what's that?
L5: *iyi niyet* [tr: goodwill]
T: umm
L5: *ne diyebiliriz yani?* [tr: what can we say?]
T: ↑ abuse
L5: *hadi yaa* ((expression used for shock and suprise))
T: when people people abuse me ((T writes it on the board))
L1: *ne demek?* [tr: what does it mean?]
T: well you are a good person you treat everybody nicely and then they take advantage of it
L2: *peki* [tr: ok]
T: for example I say umm don't come into the class late but when you come late I write you not absent but in the class and you ↑continue coming into the class ↑ late so you ↑abuse me
L2: *sömürmek* [tr: abuse]
T: yes you take ↑advantage of it ((T writes it on the board))((LL whisper about the word 0.2)) huh uh two?
L8: humm *iki tanemi söylüyoduk?* [tr: shall we say two?]
T: yes
L2: yeah
L8: *bir dakika* [tr: ((wait)) a minute]
T: ok I'll come back you have a think
L8: huh uh
T: ok I'll come back you have a think
L8: huh uh
T: Mustafa? ((T goes back to the S who has done only one sentence))
L9: I hate it when government stoness place at Rainmans ((laughter))
T: when government? what's the second part of the sentence it
L1: *ben de anlamadım* [tr: I didn't also understand]
L6: government government kaldırım kaldırım [tr: pavement]
L2: *kaldırım?* [tr: pavement]
T: ↑pavement
L6: pavement pavement
T: I thought you said government
L3: huh uh
L7: government

T: that's government
 L2: stones ((laughter))
 T: pavement ((T writes it on the board as she speaks))
 L6: *anladınız mı hocam cümleyi?* [tr: did you understand the sentence Madam?]
 T: when pavement
 L6: sto[nes
 L2: [stones
 T: stones ok
 L6: place at rainy days
 T: out of place
 L2: huh uh
 T: the pavement stones are um out of s-place in a rainy day
 L6: *hayır hocam are yok* [tr: no Madam there is no 'are']
 L2: out of
 T: are out of you have to say
 L6: aaahh out of mu? *on niye*[tr: why 'on'?]
 L2: *on değil of muş demek ki yani şey demeye çalışmıştık yerinden çıkmış kaldırım taşları* [tr: it is not 'on' but 'of' we were trying to say ((that)) the pavement stones are out of s-place]
 T: yes yes that's good
 L6: *doğru de mi?* [tr: it is correct isn't it?]
 T: yes so what dictionary do you use did you use a dictionary?
 L6: *yok hocam kendisi yazdı* [tr: no Madam he wrote it himself]
 L2: *just just kaldırıma yani* [tr: just for pavement]
 T: humm good sentence out of place huh uh for example your teeth it come out and you say my teeth is out of place
 L3: humm
 T: it's place here it's out of place ok? ((T demonstrates)) it's not your sentence but Dursun's?=
 L6: =*beraber* [tr: together]
 L2: =*beraber* [tr: together]
 L6: *Türkçesi benim Türkçesi benim İngilizceye o çevirdi* [tr: the Turkish ((version)) of it is mine he translated into English] ((laughter))
 T: ↓ humm ehhe next time next time ↑only you ok Gülşen umm Kubra
 L3: I hate it when my mum break my heart
 T: does she break your heart?
 L3: ↑*no ama* [tr: but no]
 L2: *olursa* [tr: if it happens]
 L3: *öyle bir şey olursa* [tr: if something like that happens]
 T: humm
 L3: *aslında belli etmez beni üzerinde neyse* [tr: she doesn't show but hurts me anyway]
 T: I feel sorry
 L3: yes but
 T: when
 L3: I hate it when people my heart
 T: break my heart
 L3: break my heart
 T: ↑good huh uh good sentence
 L5: *şu cümle unuttum* ((laughter)) *şunları yazıyordum ya bana gelince geldi aklıma şuan hala yok* [tr: that sentence I've forgotten I was writing those when it's my turn I remembered (but) there is still no (sentence)]
 T: so you ↑owe me
 L2: *şey de yaptığım cümleyi unutmaktan* [tr: say (that) when I forget the sentence I made] ((laughter))
 L5: *aynen* [tr: exactly] humm I hate it when I=
 T: = ↑just a second just a second what does it mean you owe me a sentence
 L3: *owe ne demek?* [tr: what does 'owe' mean ((in Turkish))?]

L5: *owe diye mi yapıyor?* [tr: do you do it as 'owe'?]
 L2: *borçlu olmak* [tr: to owe]
 T: borrow borrow?
 L5: *ödünç almak* [tr: to borrow]
 T: owe?
 L5: *ödünç vermek bi sentence borcun var mı?* [tr: to owe is it 'you owe me one sentence'?]
 L3: *humm bu o mu?* [tr: is that it?]
 T: yes you owe me one sentence
 L5: *buldum* [tr: I have found]
 T: humm go on now ((laughter))
 L5: *biraz şey* [tr: something like] humm I hate it when I lov-lose my something *olmuyo bir şeyimi*[tr: it doesn't work something]
 T: my stuff
 L5: huh uh my stuff
 T: that means something you have got huh uh stuff
 L3: *yani eşya gibi bir şey*[tr: it is something like an object]
 T: huh uh ↑anything your bag your money your wallet everything
 L3: umm what's the- *şurda ne yazıyo?* [tr: what does it say there?] two
 L2: *satmış mı?* [tr: does it sell?]
 T: no they are different for example can I borrow your book? can I borrow your book?
 L2: yes take it
 T: yes that's borrow
 L2: *almak?* [tr: to take]
 T: when for example I- you give me five Turkish liras
 L2: huh uh
 T: and I say I say I ↑owe you five Turkish liras
 L3: *borçlu olmak* [tr: to owe]
 L2: *borç borç* [tr: owe]
 L3: borrow *ödünç* [*almak* [tr: to borrow]
 L2: [*borçlanmak o zaman* [tr: to be in debt then]
 T: yes I owe you five Turkish liras
 L2: *yazılışı karışıkmiş* [tr: its spelling is confusing]
 L3: o-w
 T: o-w-e
 L2: humm w
 T: huh uh o-w-e huh uh o
 L5: su soak?
 L1: *ıslatmak* [tr: to soak]
 T: huh uh
 L3: so-ak mı? [tr: is it soak?]
 L1: so-ak
 T: yes so if you are cooking chickpea ↑chickpea?
 L3: *burs* [tr: sponsorship]
 T: chickpea?
 L3: umm chickpea:
 T: it's very popular in winter
 L3: *kestane* [tr: chestnut]
 T: ↑no: it's very small it's very small and in yellow colour
 L2: yellow
 T: you soak it first and then cook it
 L2: *nasıl? ıslatılıp pişirilecek* [tr: how? you soak it and cook]
 T: so what's this?
 L3: *mısır* [tr: corn]
 L2: *mısır değil ıslatılıp pişirilecek* [tr: it's not corn ((something you will))soak and cook]

L5: *sarı mı?* [tr: is it yellow?]
 T: it's yellow and it's you know round small
 L2: *biz her mevsim makarna yediğimizden* ((laughter)) *acaba neydi falan*[tr: as we eat pasta in all seasons (we say) 'what is it?']
 T: no I think you eat it because it's very common in winter chickpeas very small and you soak it and you generally eat it with umm rice
 L1: *=pirinçle* [tr: with rice]
 T: together
 L2: *=pirinçle nohut mu?* [tr: rice and chickpea] (.)
 L7: *helal olsun lan* [tr: (an expression used to congratulate and praise somebody)]
 T: chickpeas so you soak it
 L3: *sarı değil mi?* [tr: isn't it yellow?]
 T: before you cook ok? ↑ soak
 L2: *orijinal yazılışı yazılışında s var mi? yoksa çokluk eki mi?* [tr: does it have ((plural))-s in its original spelling or is it for plurality?]
 T: generally they are you know many
 L2: humm *saol* [tr: thanks]
 T: chickpeas
 L2: *çoğul olarak* [tr: for plurality]
 T: but normally it's you know do you know do you know do you know this ↑ pea?
 L2: *pea parça mıydı?* [tr: does pea mean part?]
 L3: *biliyorum pea yi* [tr: I know pea]
 T: it's in a it comes in a pod
 L1: *bezelye* [tr: pea]
 L3: *bezelye* [tr: pea]
 T: pea?
 L2: *tane* [tr: loose ((pea))]
 L3: *tane tane* [tr: loose]
 T: pea is this ((T draws it on the board))
 L2: *tüm mü? tane mi ney?* [tr: in a pod? Loose what?]
 T: ↑no no no: chickpea what's you eat well green
 L3: *bezelye* [tr: pea]
 T: ye:s this is pea chickpea is this
 L3: humm
 L2: hum
 T: ok
 L1: hummm
 T: because because this is a kind of pea
 L2: humm *gerçek te de öyle mi acaba?* [tr: is it so in real?]
 T: they are in the same family
 L2: *gerçekte?* [tr: in real?]
 L1: *tamam* [tr: ok]
 T: yes yes
 L2: *ilk defa duydum* [tr: I have heart it for the first time]
 T: really?
 L2: *valla* [tr: yes]
 L1: *bezelye ailesinden nohut* [tr: chickpea from the pea family]
 T: yes
 L5: *humm bu bezelye mi nohut mu?* [tr: is it pea or chickpea?]
 L1: *o türden* [tr: that kind]
 T: this is this ((T points her drawings))
 L6: *baklagiller* ((an umbrella term for dry vegetables like pea, bean, chickpeas, etc))
 T: this is this huh uh and this is ↑ this ↑ pea
 L1: pea

L3: *çok güzel olur Hocam onu çiğ hali* [tr: raw (pea) is really nice Madam]
 L2: *ben de severim* [tr: I like it too]
 T: which one this? you like it fresh
 L3: yes
 T: huh uh
 L2: *ama karın ağrıtır fazlası* [tr: if you eat too much you have stomachache]
 L3: *yok yok ağrıtmıyor* [tr: no it doesn't]
 L1: *nasıl çiğ hali* [tr: how raw?]
 L2: *bezelyenin çiğ hali yani soy soy içinden al* [tr: raw pea peel and take it out]
 L1: *konserve de dişi olmuyor* [tr: there is no pod in tinned cans]
 L2: *aynen hazır değil yetişmiş işte yaa* [tr: not ready ones the ones grown]
 T: so you know something else from pasta?
 L2: pasta?
 T: you know peas as well not only pasta pasta:?
 L4: *makarna* [tr: pasta]
 L5: *makarna* [tr: pasta]
 L1: *hamur işi* [tr: pastry]
 L2: *pasta deyince hep aklım pastaya gidiyor* [tr: when you say 'pasta' (in English) my mind always goes to pastry (in Turkish)]
 T: and pea and peas as well you eat peas as well
 L2: I'm a student at now so I'm now just pasta
 T: just pasta?
 L2: ↑now now
 T: really?
 L2: now
 T: like everyday i-i don't
 L2: everyday I know a lot of things but now just pasta
 T: just pasta ok maybe with different sauces
 L2: sau- ney? [tr: what?]
 T: sauce?
 L2: *sizin aksan fena güzelde benimkide hiç-*[tr: your accent is really good but mine is]
 T: my my accent is British
 L2: British?
 L1: huh?
 T: may be you understand American better
 L2: my accent is Turkish
 T: Turki- ((laughter)) that's that's good sauce on the ↑top sauce in ↑Turkish
 L2: sos? [tr: sauce]
 T: ↑ yes sauce so maybe you eat it everyday but with a ↑different sauce
 L2: yes
 T: maybe isn't it?
 L2: I tweet
 T: one day mushroom sauce next day may be tomato sauce the other day you know chicken sauce something like that so you ↑change the sauce?
 L2: everyday
 T: ((laughter))
 L2: everyday
 T: pasta with a different sauce ↓ok
 L3: *her gün farklı şey mi? makarna sosuyla* [tr: different thing everyday with pasta sauce]
 L2: *yani makarna dedim ama her gün makarna* [tr: I mean pasta but everyday pasta]
 L1: *makarna çeşit çeşit oluyo* [tr: pasta (comes) in different kinds]
 L2: *farklı soslarla yiyebilirsin falan filan oyle bir muhabbet oldu* [tr: you can eat it with different sauces there was a talk like that]

T: ok: so good so ↑I: I want you to use stuff for example you don't remember you say umm ((T clicks her right finger twice)) that stuff ok?

L2: *stuff neydi?* [tr: what does stuff mean?]

L3: *her şey* [tr: anything]

T: something something

L2: huh uh *bir şey* [tr: something]

T: huh uh

L5: *bu somebody off something mi?* [tr: is it somebody off something?]

T: sometimes you say umm good stuff that means you know good good work

L5: *yanlış yazmışım da ondan* [tr: I have written it wrong that's why]

T: humm is it is it? really?

L5: yes

T: physical jokes physical jokes?

L5: *iste fiziksel saka şey şakası* [tr: that's physical joke that kind of joke]

T: huh uh yes that you do with your hands

L5: *şey şakası* [tr: that kind of joke]

T: saw?

L3: *şey hocam hani su personel olan stuff hangisiydi?* [tr: Madam what is that stuff that means people (who work)] ((L3 confuses 'staff' with 'stuff'))

T: that's with an a

L1: staff

L6: *a yla* [tr: with a]

L3: *a yla* [tr: with a] ((T writes it on the board)) ((T repeats all the vocabulary before shifting to another topic))

T: with an a huh uh soak and wet chickpeas peas and sauce ((a L sneezes))

L2: *çok yaşa* [tr: bless you]

T: bless you

L3: *hep birlikte* [tr: altogether] ((an expression how in Turkey people respond to anyone who sneezes and it means 'this is how and I hope that you live to see it [my long life]'))

T: owe borrow I really like this verb to abuse and to take advantage of something ok? so:

L3: *aynı şeyler mi?* [tr: the same things?]

T: ↑yes yes they are they are the same and ↑pavement it came from Mustafa pavement government?

L5: *abuse neydi ya?* [tr: what does abuse mean?]

L6: *kandırmak* [tr: to fool]

L3: *hükümet* [tr: government] government

T: yes government a:and anything else connection umm from huh uh Fevzi so connection disconnection you lose lose

L3: *bağlantı* [tr: connection]

T: connection

L2: lose connection

T: huh uh or it can be ↑ misconnection misconnection?

L3: *kaçırma* [tr: to miss]

L5: *bağlantı kesilmesi gibi* [tr: disconnection]

L2: *yok şey olabilir bence bağlanamama belki misconnection* [tr: no misconnection might mean not having a connection]

T: it means ↑wrong ((T points mis-))

L2: huh *yanlış bağlantı* [tr: wrong connection]

T: yes ↑ mis-connection ok

L1: *mistake ten mi geliyor?* [tr: does it come from mistake]

T: yes ↑ mis-take you take it wrong so ↑ mis take

L1: ° mistake°

T: huh uh ((T writes it on the board))

L1: *govern neydi devlet miydi?* [tr: what was govern was it government?]

L3: *hükümet* [tr: government]

L1: *hükümet* [tr: government]
 L2: *bu şey abuse ne demektir?* [tr: what does this abuse mean?]
 L1: *suistimal etmek* [tr: to abuse]
 T: yes huh uh if you come into the class late that means you abuse me [ok?
 L2: *[kötüye kullanıyorsun* [tr:
 you treat (it) badly] ((laughter))
 T: I I hope ((laughter))
 L3: *ney ne oldu?* [tr: what what happened?]
 T: ↓ok
 L3: *cümlelerin başını anlayamadım* [tr: I didn't understand the beginning of the sentence]
 T: so i'll clean the board and we will start [the book
 L1: *[kitaba mı başlaycaz?* [tr: are we going to start the book?]
 T: you don't like the book why?
 L1: it's very boring
 T: the book is boring?
 L1: yeah
 T: but you'll have exams and there'll be some questions from the book that's why you know I
 always bring something you know ↑games ↑songs but little bit book as well ok? I try to make it
 as enjoyable as possible right but we have to do the book unfortunately so
 L5: *su I make when I make people wait onların bekletmesi mi bekletilme-*[tr: is that 'I make when I
 make people wait' (mean) them making them wait or being waited?]
 L2: *bekletilmem* [tr: I am not waited]
 L5: *bekletilmek di mi beklemek değil bekletilmek o=*[tr: it is being waited not to wait (or)being
 waited]
 T: =when I when I make people wait they wait for me
 L5: =hummm
 L2: =hummm
 T: huh uh
 L5: *bekletmek yani* [tr: I mean to make ((somebody)) wait]
 T: yes huh uh
 L1: *bekletmekten insan niye nefret eder ki?* [tr: why does people hate being waited?]
 L6: *yok ben öyle demedim* [tr: no I didn't say so]
 T: I don't know ask Mustafa
 L5: *hayır o bekletilmesini sevmem dedi de ben o yüzden an- orda kafa karışık oldu*[tr: no he said
 (that)he doesn't like being waited and so I- I was confused]
 L6: *öyle olsun ya sıkıntı yok* [tr: ok that's fine no problem]
 T: what was the sentence say it in Turkish
 L5: *bekletilmeyi [sevmem* [tr: I don't like being waited]
 L6: *[bekletilmeyi sevmem dedim* [tr: I said (that) I don't like being waited]
 T: when people make ↑me wait
 L1: yes
 T: when ↑ people make ↑ me wait ok this one when I make people wait [they wait
 L1: *[beklettiğim zaman* [tr:
 when I make ((someone)) wait]
 T: huh uh yes but some people don't like it huh? when (.) make people wait some people are
 ↑punctual do you know? punctual?
 L4: =dakik [tr: punctual]
 L2: =dakik [tr: punctual]
 T: yes they are always on time so if it's three o'clock you're gonna meet me it's three o'clock I'm
 there so I'm punctual
 L5: *ben hiç sevmem çok punctual ım dır* [tr: I don't like I'm fairly punctual] ((laughter))
 T: really? are you punctual
 L5: *şaka şaka* [tr: I'm kidding] joke
 L2: *öyle olsa sınıfa geç gelmezsin* [tr: if it was so you wouldn't come into class late] ((laughter))

- T: joke?
 L2: *di mi yani?* [tr: isn't it?]
 T: yes everyday you are late aren't you? by the way
 L2: *punctual olmamaya çalışıyor* [tr: she tries not to be punctual]
 L1: punc-tu-al
 L2: huh?
 L5: huh uh
 L4: *dakik olmak* [tr: to be punctual]
 L1: *punctual mı?* [tr: punctual?] ((unintelligible talk)) ((T cleans the board))
 T: so punctual I'll just you know write it here in case
 L1: ° punctual°
 T: if you are late you know (.) ↑ok we will do ↑ reading that's reading ↑nine in your ↑ portfolio
 L2: humm
 T: ok read the article below about ↑moving house what other aspects of moving are ↑stressful add two more to the list you ↑read it you read it first in silence
 L5: *sayfa kaç?* [tr: what page is it?]
- | | |
|-----|---|
| T: | page twenty and then you write ↑two more you write ↑two more what do you think about moving out ok? please read it you've got two minutes ((LL start reading in silence)) (2.0) |
| L1: | <i>gene anlamadım (.)napcamızı anlamadım</i> [tr: I didn't understand again I didn't understand what to do] |
| T: | you will write two more tips advice |
| L2: | <i>anladın mı?</i> [tr: do you understand?] |
| L1: | <i>anladım</i> [tr: I understand] ((laughter))(.) |
- T: ok one more minute and then we ↑ start ((T walks around to see what LL are doing 1.5)) ok let's do it together I think you had enough time ↑ri:ght oL3: so we wil re-I'll read it first so please follow me and then I'll ↑ask you to ↑read ok buying a house seems exciting at first ↑ but soon you will find soem of the problems below begin to stress you out ↑ time it takes many hours on the telephone or internet to find a house you even want to look at ↑ viewing takes all your free time in the evenings and weekends looking inside the house and around the neighbourhood ↑ negotiating a price you put in an offer and then wait to find out if the owners accept it you don't know how much profit th-they want to make so many people do you need to deal with the ↑ estate agent the ↑ solicitor or the ↑ seller extra costs don't forget to budget all- for all the applicable fees for the selicitor surveyor solicitor surveyor etc ok so: umm let's ask ↑Mustafa to read can you read it please? starting from buying
 L6: buying a house seems exciting at first but soon you will find some of the problems below begin to stress you out ↑time it takes many hours on the telephone or internet to find a house you even want to look at ↑viewing takes all your free time in the evenings and weekends weekends looking inside the house and around the umm neigh=
 T: =neighbourhood
 L6: neighbourhood umm *nasıl?* [tr: how?]
 T: negotiating
 L6: negotiating a pri-price you put in an offer and then wait to find out if the owners accept it you don't know how much profit they want to make so many people do you need to deal with the estate agent the /səlisaitə r/ = ((L6 mispronounces 'solicitor'))
 T: =solicitor
 L6: solicitor or the seller extra costs don't forget to /bæg.idʒ/ = ((L6 confuses budget with baggage))
 T: =budget
 L6: budget for all the appli=
 T: =cable
 L6: applicable fees for the soli[citor surveyor etc
 T: [solicitor surveyor etc huh uh thank you ok Kubra?
 L3: buying a house seems exciting at first but soon ((the bell rings)) you will find some of the problems below begin to stress you out

T: ok stop there have break time and then when we come back you ↑ read it ri:ght and please ↑ wake up I think everybody's sleeping especially ↑ you s: if you want to wash your face you can do ok drink coffee or tea I don't know but you are sleeping oL3: I know you are very tired but wake up not you you are not sleeping ((laughter))

LESSON 11

T: right I put this here
L2: you are ↑late
T: umm noo I'm a ↑teacher I'm not a student not anymore it was well before so I can be late so you are just watching you are looking at your watch and say ummm teacher is being late ((laughter)) so yOu are taking advantage of it well i was just preparing a game for you but because you said that maybe we won't play ((laughter))
L2: *ne dedi?* [tr: what did she say?]
L6: *oyun dedi* [tr: she said game]
L2: *aynen bi play i anladım* [tr: exactly I have only understood 'play']
L6: *ben anlamadım elindeki kartlardan bahsetti*=[tr: I didn't understand she talked about the cards in her hand]
L2: maybe you said
T: no I was preparing these cards
L2: preparing?
L4: *hazırlamak* [tr: to prepare]
T: I was preparing these [cards for you ↑to play a game
L2: [hazırlamak [tr: to prepare]
T: to play a game in the class
L2: yes
T: that's why I was late but maybe we won't play now because you said ↑I'm late ((laughter))
L2: no I'm late I said you late
T: yes I'm late
L2: so we don't play game
T: yes I said
L2: humm yes I got it
T: I threaten you ↑threaten?
L2: threaten? *bilmiyorum* [tr: I don't know]
T: threaten?
L1: threaten *bilmiyorum ben de* [tr: I don't know 'threaten' neither]
T: I say for example you give me you give me five no fifty Turkish liras or I kill you I kill you
L2: *tehdit etmek* [tr: to threaten]
T: ↑hhuhh I threaten you
L2: *evet [sınıfta oyun oynamakla tehdit etti* [tr: yes she threatened to play a game in the class]
L3: [humm
L5: *[nasıl yazılıyor?* [tr: how do you spell it?] threa-?
T: I'll write it
L3: ahh *onu ilk defa görüyorum* [tr: I have seen it(the ink) for the first time] ((T puts ink in the boardmarker))
T: really?
L3: yes
L2: *neyi?* [tr: what?]
T: ink
L3: *evet anladım mürekkep olduğunu hani kendime şaşırdım şu an* [tr: ok I see (that) it's ink (but) I am surprised by myself]
L2: *üniversitede filan hoca yapmıo mu?*[tr: doesn't your lecturer use it at university?] ink
T: ((laughter)) no
L3: *bizim hocalarımız tahtayı kullanmıyor ki* [tr: our lecturers don't use the board] ((laughter))

- T: do they just speak?
L5: *yazmıyorlar bizimkiler saatlerce konuşuyor sadece*=[tr: they don't write they just give a lecture for hours]
T: =really?
L3: *=arada bir bir kere Vahdettin Hoca bir şey yazmıştı* [tr: once Vahdettin (the lecturer)wrote something on the board]
L5: *humm örgü yargı örgüsü* [tr: regulation regulation of legal services]
L2: *ayıp olmasın tahtayı koymuşlar bir şey yazalım diye ((laughter)) tarihi filan yazıyormuş*[tr: just because they put the board (in the class) they use it just for this reason]
L6: *onu zaten en arkadaki göremez ki i*[tr: the person at the very back can't see it]
L3: *görünmüyor ki ya evet* [tr: you can't see it yes]
T: well too many ↑students aren't there?
L5: yes yes two hundred three hundred
L1: *hakkaten iki yüz üç yüz var mı?* [tr: really? Are there two hundred three hundred ((students in the class))]
L2: *nasıl yani?* [tr: how ((is it possible))?]
L5: *yani:* [tr: that's right]
L3: *iki yüz* [tr: two hundred]
L5: *bazı bir ara amfiye sığılmadı artık insanlar* [tr: once people couldn't find a space in the hall]
L3: *çünkü o zaman* [tr: because that time]
L5: *şey vize ve final öncesi olması nedeniyle* [tr: because it was (just)before mid-term and final exams]
L3: *bunlarda kalmadığı için* [tr: because they don't fail] ((unintelligible talk)) ((laughter))
L5: *iki yüz kişi biz zaten herkes gelmiş* [tr: we are two hundred people all came]
L1: *ama çok güzel olur kalabalık sınıf* [tr: but crowded class must be really nice]
L5: *muha- ama her zaman olmuyor çok olmuyor ama sınav öncesi bir*[tr: not not always only before the exams ((it is so crowded))]
L1: *bizde kırk kişi herkes birbirini tanıyor saçma sapan* [tr: ours is only forty people everybody knows each other silly]
L5: *bence gayet samimi ortamda biz böyle şey sokakta [karşılaşıyoruz herkesle ((laughter)) tanıdıklarımı bile bilmiyorum*[tr: I think it must be sincere we see each other in the street I don't think they know me at all]
L4: [biz de on tane grup var [tr: in ours there are ten groups]
L1: *aynen on tane grup var hiç samimiyet yok biz de de* [tr: exactly there are ten groups (but) there is no sincerity in ours]
L3: *biz de samimiyet var* [tr: there is sincerity in ours]
T: ok
L3: *devam ediyim mi?* [tr: shall I continue?]
T: please [read it
L5: [go on
L3: buying a house seems exciting at first but soon you will find some of the problems below begin to stress you out ↑ time it takes many hours on the telephone or internet to find a house you even want to look at ↑ viewing takes all your free time in the evenings and weekends looking inside the house and around the neighbourhood negotiating a ↑ price you put in an offer and then wait to find out if the owners accept it you don't know how much profit they want to make so many people do you need to deal with the estate agent the soli-solicitor or the
T: huh huh
L3: seller ↑extra costs don't forget to budget for all the applicable fees for the solicitor surveyor a-
T: etcetera
L3: etcetera
T: huh uh etcetera ok so: umm we've got time viewing negotiating a price so many people and extra cost so what are the other things? what are the other things that you can ↑advise?=
L1: =soyliyim mi? [tr: shall I say it?]

L3: *şimdi bu adam almış mı almamış mı?* [tr: now has this man bought ((the house))or not?]

T: thinking planning planning

L1: *düşünüyor* [tr: he is planning]

T: huh uh planning of buying a house

L1: *ben kendisine öneride bulundum* [tr: I gave him advice]

T: yes you are giving an advice to somebody who wants to buy a house

L3: ° ok°

T: so: what do you advise?

L1: *söyliyim mi?* [tr: shall I say it out?]

T: I'm just imagine I'm buying a house and you give me advices yes Yusuf?

L1: umm if you want if you want relaxing you should buy house with big garden

T: ohh if you want to relax

L1: relax

T: you should buy a house

L1: with big garden

T: with a big garden ok why not?

L1: umm I think before you buy it it has a furniture

T: ohh do you mean it's furnished buya furnished house

L1: *mobilya* [tr: furniture] furniture

T: furniture furnished? =

L5: =*mobilyalı* [tr: furnished]

L4: =*mobilyalı* [tr: furnished]

T: huh uh

L1: ° furnished°

L2: *bunu biz burda bu alacağımız zaman birisi ev alacağı zaman ortaya çıkabilecek problemler strese sokacak* [şeyler [tr: now we will we will when somebody buys a house the problems that will (possibly)occur and things that will stress (you)out]

T: [ye:s

L2: *yazmıyo muyuz?* [tr: shall we write it down?]

T: yes but you are giving advice

L2: humm *tavsiye* [tr: advice]

T: well yes you you you say in case you have a problem consider this

L1: *nasıl cümle kurabiliriz peki? furnished le beraber*[tr: how can we use 'furnished' in a sentence?]

L3: *bu zaten adjective* [tr: this is an adjective]

T: well ↑prefer a furnished house

L1: huhh

T: prefer a furnished house because it's an ↑adjective ok what else?

L3: *bir tane var sadece aklımda* [tr: I have got only one in my mind]

T: go on

L3: umm it should other house never close the station umm (.) rail station

T: the house should be close to the=

L5: =bus station [bus station

L3: [bus station

T: to the bus station ok huh uh ok underground huh uh

L1: *açabilir miyiz Hocam?* [tr: would you mind if I open the window Madam?] ((S wants to open a window))

T: yes that's fine huh uh that's fine ok: anyother ideas? yes Gülşen?

L4: if you have children you can they can play in garden-in the garden

T: in the garden

L4: in the garden you can go in the garden

T: you can buy a house with- with a garden

L4: yes

T: ok: anything else Fevzi have you got any advice?

L7: *ben aldıktan sonraki şey için yazmıştım da* [tr: I wrote it after buying ((the house))]
T: humm no: no
L7: you place their belongings
T: ohh to place their belongings good so that's after moving in huh uh huh uh like kitchen stuff bedroom huh uh ok so:
L5: *↑buldum buldum* [tr: I have got one] the house should have umm huh ° *izolasyon*°[tr: isolation]
T: huh uh isolation
L5: /i.sə- /i.sə- /i.səl.ei.ɟən/ /i.səl.ei.ɟən/ system ((L5 mispronounces 'isolation'))
L1: *izolasyon mu?* [tr: is it isolation?]
L5: huh uh
T: huh uh yes ok ↑good huh uh Mustafa have you got any?
L6: *hocam yanlış anlamışım ben yaa* [tr: Madam I have misunderstood this]
T: so what's your sentence?
L6: *yaa ben şey yaparken taşınırken yapılacak şeyler* [tr: things the things that we do during we move out]
T: so just read it
L6: be careful when you moving your house umm furniture will be broken
T: humm ok something that's something Dursun?
L2: if you want a regular life on house around and when people move in this state will broke (.)down again?
T: again?
L2: umm people have regular life on umm house around *yani ehh insanlar yaşadığı evin çevresinde düzenli bir hayatı vardır dedim* [tr: people have fixed routine life around their house]
T: ok
L2: and when people move in *a burda ben insan taşınırken* [tr:here I meant people move in]
T: moving a house
L2: moving a house this state will broke down *bu durum bozulcak yaşadıkları çevrede bir düzeni vardır ama* [tr: this state will be broken because they have got a routine around the house]
T: is it this sentence is from internet?
L2: *yoo kendi cümlem* [tr: no it's my own sentence]
T: really because this state is state?
L2: *state durum sözlükten buldum* [tr: state means 'durum' (in Turkish) I have found it in the dictionary]
T: umm it's I feel like I've seen this sentence before in the Internet
L2: *doğrudur da yok öyle bir şey internet paketim de yok sözlük var sadece* [tr: that's right but no I don't even have internet I have only got dictionary]
T: you don't have internet?
L2: yes
T: but the state is broken
L2: *state state durum olarak kullandım* [tr: I used state as equivalence of 'durum' ((in Turkish))]
T: it's so: like Turkish English
L2: huh *işte ben dedim ama benim aksanım Türkçe diye* [tr: I said but I told you my accent is Turkish]
T: this state will umm be disturbed
L2: disturb? *bozulcak yani* [tr: it means it will be broken]
T: huh uh
L2: *bozulcak deseydim daha açıklayıcı olurdu* [tr: if I said it will be broken it will be clearer]
T: this state will be disturbed make it passive
L5: *break neyinn bozulması mesela* [tr: what do we use 'break' for?]
T: for example a car or a machine
L3: *disturb ünde bozulmak anlamı gerçek mi?* [tr: is 'disturb' in its interrupt meaning in its first meaning?]
T: for example you- I'm studying a:nd you disturb me
L3: *rahatsız etmeyin engellemeyin*=[tr: don't disturb interrupt me]

- T: =that yes huh uh but something is umm broken down it means it's not working like my washing machine my car my computer yes they are different
- L1: *karşı tarafa bozulmak* [tr: to be hurt by somebody]
- T: what what do you mean?
- L1: I am sorry?
- L5: *bozuldum sana* [tr: I am hurt]
- L1: *bozulmak sana bozuldum gibi* [tr: to be hurt like I am hurt]
- T: ohh you can say you break my heart
- L1: huhh
- L3: *kalbimi kırdın* [tr: you break my heart]
- T: ok so: umm is there anything you ↑don't understand? if you if we look at the vocabulary here
- L3: umm stress you out
- T: stress you out that means you feel ↑stressful
- L3: humm
- T: huh uh it's for example umm you say ↑buying a new car ↑stress me out I ↑always think about it ok?
- L4: profit *hocam* [tr: Madam] profit
- T: profit?
- L4: *üçüncüde* [tr: the third one] how much profit they want to make
- T: huh uh I buy a t-shirt ↑ten Turkish liras I buy it and ↑fifteen Turkish liras I sell and ((unintelligible talk))
- L3: *kar* [tr: profit]
- T: my profit can we elsoe the window because it's because of the ↑noise but you can open it later so yes my ↑profit fifty percent ok?
- L3: *yani kar* [tr: yes profit]
- T: huh uh a:nd negotiating a price?
- L7: *anlaşma görüşme* [tr: negotiating]
- T: no we did it ↑yesterday remember
- L1: *şeyyy* [tr: thing]
- L5: *neydii* [tr: what was it?]
- L1: *basamak pazarlık* [tr: step negotiation]
- T: yes huh uh you negotiate the price
- L3: *pazarlık mı?* [tr: is it negotiation]
- T: ok a:nd=
- L1: *bir şey sorabilir miyim? neighbour komşu*[tr: can I ask something? neighbor (means) 'komsu'(in Turkish)]
- T: neighbourhood?
- L3: *civar etraf dedik ya dün çok bayağı*= [tr: we have said vicinity area around yesterday for a long time]
- T: remember yesterday I spent five minutes here
- | | |
|-----|--|
| L1: | <i>ben şimdi bir şeye bağdaştırdım da</i> [tr: now I have made a relation with something] |
| T: | huh? |
| L1: | <i>adulthood yetişkinlik childhood çocukluk neighbourhood komşuluk olmaz mı?</i> [tr: adulthood (means) being adult childhood (means) being child isn't neighbourhood being neighbours?] |
| L2: | ben de öyle düşündüm komşuluk diye [tr: I thought the same being neighbours] |
| T: | ↑uh huh uh huh |
| L2: | <i>hatta brotherhood kardeşlik falan</i> [tr: and also brotherhood being neighbours] |
- L3: *aynı şey iste yakın çevre komşuluk çok benziyor tamam* [tr: the same thing area around and being neighbours so similar ok]
- T: when you talk about when you say neighbourhood you mean the ↑houses around
- L1: *çevre evler mi?* [tr: the houses around]
- T: yes
- L1: *tamam iste komşuluk* [tr: ok that's being neighbours]

T: but it's not only people
 L1: *tamam* [tr: ok]
 T: it's not only people
 L5: *insanlar arasındaki komşuluk ne?* [tr: what about relationship between neighbours]
 T: well being neighbour being neighbour you don't say neighbourhood ok? ok estate agent? the person who sells house
 L4: [*emlakçı* [tr: estate agent]
 L2: [*emlakçı* [tr: estate agent]
 T: huh uh solicitor? I think you should know you three girls lawyers you're studying law solicitor?
 L5: *ne? danışman mı?* [tr: what? consultant?]
 L1: *aday mı?* [tr: member?]
 T: that's a kind of lawyer but this person is doing work about houses
 L1: *şey mi?* [tr: is that?]
 L2: *şey şey* [tr: that one]
 T: lawyer again but it's about houses
 L2: *iate alanları var ya* [tr: there are those departments]
 T: it's about ↑ yes sort of yes yes huh uh solicitor
 L5: *yani?* [tr: what do you mean?]
 L3: *müteahhit icra müteahhiti gibi olabilir mi?* [tr: construction planners is it a solicitor whose major is property litigation]
 L1: *müteahhit olabilir mi:?* [tr: can it be construction planners]
 T: no
 L2: *icra* [tr: bailiff]
 L6: *icra* [tr: bailiff]
 T: lawyer?
 L3: *icra icra* [tr: bailiff]
 T: you are a lawyer huh uh but you are you're interested in houses like selling buying problems
 L1: ok
 T: between people
 L1: lawyer for houses
 T: yes huh uh
 L5: *icra icra oluyor* [tr: it is bailiff bailiff]
 T: so seller
 L2: *satıcı* [tr: seller]
 T: the person who sells the house huh uh ok
 L3: applicable fee
 T: applicable fees
 L5: *fee ücret danışma ücreti gibi bir şey herhalde* [tr: fee is 'ücret' ((in Turkish))it is something like consultation fee]
 T: um that's hard to explain actually apply?=
 L2: *=uygulamak* [tr: to apply (as in 'to use' meaning)]
 L3: *=başvurmak* [tr: to apply (as in 'to request' meaning)]
 T: appli↑ cable?
 L3: *işte başvuru* [tr: that's application]
 T: no:
 L6: *başvurulabilir* [tr: applicable]
 L5: *başvurulan* [tr: applied]
 T: no it's just
 L2: *uygulamak* [tr: to apply]
 T: applicable?
 L3: *başvuru?* [tr: application]
 L2: *uygulama dedik* [tr: we said application]
 L3: *apply başvurmak değil mi?* [tr: isn't apply 'başvurmak' (in Turkish)?]
 T: applicable fee for example one percent

L2: *uygulanabilir tahmini mi?* [tr: applicable by guess]
T: so it's like it's like ↑tax tax?
L5: *uygulama ücreti gibi birşey mi? karşılayan ücret*[tr: is it something like application fee the cost (of it)?]
T: tax like applicable fees
L3: humm
T: it's like one percent you know=
L2: =*vergi* [tr: tax]
L3: =*vergi* [tr: tax]
T: sort of sort of (()) umm
L3: humm *uygulanan şey* [tr: the thing applied]
T: applicable fee when you take your invoice ↑invoice? bill
L5: bill *fatura* [tr: bill]
T: invoice? invoice on page yes
L2: ° *makbuz*° [tr: invoice]
T: yes yes yes invoice you see this applicable fees
L3: humm
L5: humm
T: like one percent
L2: huh
T: like one percent you know
L3: ok
T: let me see I think we have done it before umm not here umm anyway ok now ummm I want you to work in ↑pairs and you will work in threesome ↑threesome?
L5: *üçlü* [tr: threesome]
T: yes ok: they will work in pairs you will work in threesome and I want you to do brainstorming
L5: *beyin fırtınası* [tr: brainstorming]
L3: *beyin fırtınası* [tr: brainstorming]
T: yes brainstorming you write this in the ↑middle buying a house
L2: *evet* [tr: yes]

T:	and without looking in your book ok you close the books and just write everything like you know buying selling seller insurance tax whatever write everything like this
L3:	<i>sadece kelimeleri mi yazıyoruz?</i> [tr: shall we only write the words]
L1:	<i>kelime mi yazalım?</i> [tr: shall we write]
T:	yes yes yes yes
L2:	<i>sadece kelimeleri yazıyoruz</i> [tr: we only write the words]
T:	yes

L2: *ama şimdi sözlükte yok ne yazcaz?* [tr: but there is no dictionary what will we write?]
T: no nothing together you you're working together and you are working together
L1: humm
T: huh uh so ask each other and write as many as possible ((S starts brainstorming about buying a house))((unintelligible talk)) (.) what have you found? house cost ok ((unintelligible talk)) location anything else?
L1: *şey vardı ya pazarlık yapma neydi?* [tr: there was something what was 'negotiate' ((in English))?]
L2: negotiate
T: doors tables chairs
L2: *aynen aynen* [tr: yes that's right]
T: no just you know they are very easy vocabulary ((unintelligible talk)) you can write view for example view
L6: *doğru lan view valla lan* [tr: yes view of course] ((unintelligible talk)) ((T walks around to see what they have done and if any help is needed))

L1: *ama bu şeyle ilgili değil bunu derste görmedik* [tr: but it is not related we haven't covered it in the lesson]
T: humm furniture huh uh negotiating huh uh
L4: view ((unintelligible talk))
T: solicitor survey=(0.2)
T: yes there are some on the board ((unintelligible talk in whisper)) humm good
L4: *şöyle bir kelime vardı c yle başlıyordu* [tr: there was a word starting with 'c']
T: what's that cream no cottage yeah
L3: humm
T: we did it yesterday huh uh
L5: *köydü değil mi?* [tr: it was village wasn't it?]
T: huh uh yes yes yes you said you said
L3: *biliyordum ama hatırlayamadım ismini bile yazamadım* [tr: I knew but I couldn't write it as I don't remember]
T: negotiate
L4: *tion diye mi?* [tr: like 'tion']
T: or negotiation huh uh negotiate verb noge- negotiation is a ↑noun
L3: *başka?* [tr: what else?]
T: they've got really good ones
L2: *vallaha mi?* [tr: really?]
T: they've got really good ones
L4: ↑yes
T: huh uh
L2: ((L2 wants to have a look at other pair's work but they don't want to show it)) *tamam ya yazmayız* [tr: ok we won't write that] ((laughter))
L3: *bir tane daha* [tr: one more] ((unintelligible talk 1.0))
T: for example you can write ↑deposit because you pay deposit when you want to: buy a buy a house it's the same you're ↑cheating now ((one pair checks other group's work))
L1: *yazmicaz öyle bakıyorum* [tr: we won't write I'm just looking] ((laughter))
T: I think we had enough time ok? so: I'll start with ↑the boys first from here give me ↑ five ↑ good ones?
L2: ° deposit *bu bu bu bu olsun bu olsun*° [tr: deposit this this this and say this]
T: can you read it?
L2: umm ↑*complication sözleşme miydi yanlış hatırlamıyorsam eğer complication* [tr: is complication ((means))'aggreement' if I don't remember it wrong]
T: no: that's different complication I don't think that's complication
L2: *şöyle yazılıyor yanlış hatırlamıyorsam* [tr: it is spelt so if I don't remember t wrong] ((unintelligible talk))
T: no: there is no word ((laughter))
L2: *abi ben* [tr: brother I]
T: that's a ↑new word in English ((laughter))
L2: *evet noteri çağırın* ((laughter)) *o zaman /elevation/* ((L2 mispronounces 'elevator')) *nasıl okunuyorsa artık* [tr: yes call notary how do you spell elevator then?]
T: elevator
L6: *asansör* [tr: elevator]
L2: *aynen asansör* [tr: yes elevator]
T: ok:
L2: ↑second hand
T: second hand good one
L2: estate /e.dʒent/ ((L2 mispronounces 'agent'))
T: estate agent ok
L6: bunu *herkes yazmıştır artık* [tr: everybody has written it down I think]

L2: *aynen umm şöyle bir şey bulduk ama gene whom have house ev sahibi diye* ((T shows disagreement with her mimics)) ((laughter)) *olmaz mı?* [tr: exactly we have found something like 'whom have house' isn't it ok?]

T: seller?

L2: *seller satıcı olur ama* [tr: but seller means somebody who sells]

T: own owner?

L2: *o neydi?* [tr: what was it?]

L4: *sahip sahiplik* [tr: to have legally]

L2: *o ney sahip mi?* [tr: what is that 'to have'?]

T: yes

L2: *ben bilmiyorum onu da kafamızdan uydurduk bunu resmen* [tr: I don't know we have made it up]

T: ↑owner or ↑seller ok

L2: view

T: view huh uh ok thanks yes what about your group Yusuf?

L7: applicable fees

T: applicable fees do we have it here? ((T checks the board if it is already written there)) ye:s

L7: invoice

T: invoice yes

L7: profit

T: yes profit that's here that's here

L7: negotiating

T: negotiating (.)

L7: budget

T: budget (.) ok that's all? thank you ↑come on then?

L3: *umm söyliyim* [tr: I'll say] neighbour neighbourhood

T: neighbourhood

L2: ° *şunlara bak*° [tr: look at them] ((laughter))

T: yes?

L3: umm applicable fee

T: oL3: that's the-

L3: *semi detached dedik* [tr: we said semi-detached]

T: ohh ↑ semi-↑ detached

L2: semi-detached

L6: *yarı bir şeydi o* [tr: it was something like half]

L3: um mod con

T: mod con

L1: ° *mod con ne demek?*° [tr: what does mod con mean?]

T: modern condition in modern condition remember yesterday we did them all

L7: yes we did

L6: *ben dün de görmedim bunları* [tr: I didn't see them yesterday]

L5: *dün vardı* [tr: we had them yesterday]

T: no? yesterday we did it I wrote it on the board maybe you came late maybe? Mustafa?

L6: ohh *o yüzdendir* [tr: that's must be the reason]

T: you came late

L3: cottage

T: cottage huh uh

L3: well-run

T: well-run I like that well-run

L3: *bir tane daha vardı umm need pa-painting* [tr: there was another one need painting]

L4: *painting boyaya ihtiyacı var falan diye* [tr: painting it means something like it needs painting]

T: ohh needs painting good huh uh it needs painting good good ones from girls I'm you know proud of you proud of you?

L3: *gurur duymak* [tr: to be proud of]

T: yes I'm proud of you because they are these are ↑ all the vocabulary that we did yesterday and today mod con so you were absent yesterday so you don't know so: well-run that's something for example a company it runs well

L2: runs

T: your company

L2: *taşınma şirketi* [tr: company for moving]

T: no it goes well

L1: *yolunda gidiyor*=[tr: it runs well]

L3: *=iyi gidiyor* [tr: it runs well]

T: yes huh uh for example a well-run company for example umm ↑Apple is a well-run company

L2: yes

T: that means everthing is going well

L2: *iyi* [tr: well]

T: ok yes good

L3: *iyi işleyen* [tr: well-run]

L2: *iyi işleyen* [tr: well-run]

T: huh uh yes a:nd I like owner I like neighbourhood negotiating budget semi detached and invoice mod cons modern condition yes good ones now we will do listening guys that's l ↑six in your portfolio Marie calls the estate agent in town and talks to the operator ↑ listen to the conversation and complete the table so you will write ↑ name of the seller ↑ adress of the property property? property?

L3: umm

L5: *mülk* [tr: property]

T: ↑house yes house huh uh house or building you know

L1: *özellik değil mi?* [tr: it means quality isn't it?]

T: or shop

L2: o properties

T: that's different properties ok? (.)features ↑ ok (.)((the recording starts)) ((S: Susan, M: Marie))

MP3: B1 module 1 unit three activity three Marie calls the estate agent in town and talks to the operator listen to the conversation and complete the table

S: Easy sell estate agent you've reached the call centre my name is Susan how can I help you?

M: oh hello I would like to talk to someone about selling my house

S: ok if I can take a few details I will put you in contact with the best agent for your needs

M: ok that's fine

S: great can I start by taking your name and surname please?

M: of course my name is Marie Marlow

S: and the address of the property you would like to sell?

M: fifteen lake gardens Holton Smithfield

S: that's a very nice area Mrs Marlow has it got a view of the lake?

M: yes it has

S: and how many bedrooms has it got?

M: it has four bedrooms with ensuit bathrooms

S: thank you and are you planning to buy another house in the area?

M: no we're looking for a house abroad

S: a:nd how soon can you move out when your house is sold?

M: we can move otu immediately we aill stay with my sister until we move abroad

S: ok that's great no:w I will connect you to Benjamin Grey who is our expert in houses of your description please hold the line

T: we'll hear it ↑again ↑second time

MP3: B1 module 1 unit three activity three Marie calls the estate agent in town and talks to the operator listen to the conversation and complete the table

S: Easysell Estate Agent you've reached the call centre my name is Susan how can I help you?

L6: oh hello I would like to talk to someone about selling my house

S: ok if I can take a few details I will put you in contact with the best agent for your needs L6:
ok that's fine

S: ↑ great can I start by taking your ↑ name and ↑ surname please?

L6: of course my name is Marie: Marlow:

S: and the address of the property you would like to sell?

L6: fifteen lake gardens Holton Smithfield

S: that's a very nice area Mrs Marlow has it got a view of the lake?

L6: yes it has

S: and how many bedrooms has it got?

L6: it has four bedrooms two with ensuit bathrooms

S: thank you and are you planning to buy another house in the area?

L6: no we're looking for a house ↑abroad

S: a:nd how soon can you move out when your house is sold?

L6: we can move ou immediately we will stay with my sister until we move abroad

S: ok that's great no:w I will connect you to Benjamin Grey who is our expert in houses of your
description please hold the line

T: ok so: what's the name of the ↑seller? name of the ↑owner?

L5: Susan

T: Fevzi?

L7: Susan

L1: Marie marlow

L3: *ama seller değil* [tr: but it isn't seller]

T: that's the person she is you know who is ↑talking hello I'm Susan you are talking to you know

L3: *dogru doğru* [tr: that's right]

T: the the girl on the phone is ↑ introducing herself

L3: *telefonda konuştüğünü ben anlamadım* [tr: I didn't realized that they were on the phone]

T: no no no they are talking on the phone

L3: *neydi?* [tr: what was it?]

T: Marie Marlow

L2: *aynen* [tr: exactly]

T: Marie Marlow ok what's the ↑ address of the ↑ house?=
L4: =fifteen lakes [gardens
L1: [fifteen lake gardens Holton Smith
L2: *aynen* [tr: exactly]
T: fifteen lake gardens Holton?
L1: Smith builds
T: Smithfields field field Smithfields
L1: nasıl yazılıyor fi-eld
T: huh uh Smith you know Smith ((T writes it on the board)) Smithfields that's probably in
America huh lakeview?
L4: yes
L2: yes
T: huh uh what about the number of the bedrooms
L1: four bedrooms
L2: four bedrooms
T: four bedrooms good
L1: two bathrooms
L7: two bathrooms
T: two ensuite ensuite bathroom what does it mean? ensuite?
L1: *suit olmayan suit* [tr: the one that is not suite ((as in 'set of rooms' meaning))]
T: no no that's
L6: *dört artı iki değil mi işte?* [tr: four plus two isn't it?]
L1: huh ensuite humm
T: so you've got a room for example and your toilet and bathroom is in your room

L5: humm
 L1: huh? *tamam tamam*[tr: ok that's ok]
 T: especially for parents
 L2: *ebeveynler için* [tr: for parents]
 L1: yes
 T: huh uh yes so you've got you know different special toilet and bathroom that's called ensuite bathroom it's ensuite because I think it's coming the word is coming from ↑French ensuite huh uh so who is learning another language?
 L6: *ben* [tr: me]
 T: are you learning? French? so do you know what it means ensuite? maybe you need to ask Ixxx ((LL' French teacher)) teacher huh? ensuite (.)bathroom ok ri:ght ok does the seller want another house in the area?
 L1: no she doesn't
 L2: no:
 T: no?
 L1: they looking has abroad mu diyordu?[tr: was it saying 'they looking has abroad?']
 L4: *evet broad dedi* [tr: yes it said abroad]
 L1: *road dedi de abroad diye çevirdim ben bunu* [tr: it said 'road' (but)I thought it is 'abroad']
 T: we?
 L1: no we looking has abroad abroad
 T: we'll hear it again ok how soon can the seller move out once the property is sold?
 L3: ↑immediately
 T: immediately like as soon as possible huh? I will I'll put it on again so we'll look at what Yusuf said
 L3: *abroad dedi* [tr: it said abroad]
 T: abroad I couldn't hear it
 L1: *abroad mu dedi?* [tr: did it say abroad?]
 L3: *bende anlamadım* [tr: I didn't understand neither]
 L5: *o abroad değil bence*=[tr: I think it's not abroad]
 MP3: B1 module 1 unit three activity three Marie calls the estate agent in town and talks to the operator listen to the conversation and complete the table
 S: Easysell Estate Agent you've reached the call centre my name is Susan how can I help you?
 M: oh hello I would like to talk to someone about selling my house
 S: o:k if I can take a few details I will put you in contact with the best agent for your needs
 M: ok that's fine
 S: ↑ great can I start by taking your ↑name and ↑surname please?
 M: of course my name is ↑Marie Marlow
 S: Marie: Marlow: and the address of the property you would like to sell?
 M: fifteen lake gardens Holton
 T: did you did you what did you say?
 M: *bence şu name of the seller hala* [tr: I think that one is still the name of the seller]
 L5: *konuşuyorlar ya bu telefonu açan how can I help you diyen Susan değil mi?* [tr: they are talking the one who answer the phone is Susan isn't it?]
 L7: *satıcı o değil ki* [tr: she is not the seller]
 T: no that's the agent estate agent
 L7: *alıcı o ya* [tr: she is the receiver]
 L2: *emlakçı* [tr: estate agent]
 T: ↑yes
 L1: *emlakçı o alıcak olanda sanki* [tr: it is like she is the one who is both estate agent and buyer]
 T: ↑yes
 L6: Smithfield
 S: that's a very nice area Mrs Marlow has it got a view of the lake?
 L6: yes it has
 S: and how many bedrooms has it got?

L6: it has four bedrooms two with en-suite bathrooms
S: thank you and are you planning to buy another house in the area?
L6: no we're looking for a house abroad
S: and
T: yes we are looking a house abroad the the lady is selling the house
L3: ok
T: and ss-Susan is the estate agent ok: she is saying do you want to buy another house in the area and she says no we are looking a house abroad so they want to go you know somewhere else another country
L2: humm
T: ok? ↑Yusuf you understand?
L1: *evet* [tr: yes]
T: good ok I won't do writing because I gave you homework? for writing who's done the homework can I you know collect them?
L2: *neyi?* [tr: what is it?]
T: homework I gave you complaint letter it's ok if you want to give it to me I can check it yes well
L3: *hocam ben yarın getirsem olabilir mi?* [tr: is it ok if I can bring it tomorrow?]
T: tomorrow I'm not here I'm here next week on (.)
L4: *arada veriyim mi?* [tr: shall I give it (to you) in the break?]
T: if you want I can soory? last lesson will you give it to me or do you want to-
L1: *bu şekilde dönüyor sonra hocam* [tr: it comes back like this Madam]((S shows his feedback to the others))
T: thank you anyone else homework? no?
L6: *o bir yapсын da* [tr: let him do it first] ((unintelligible talk))
T: complaint letter on google co uk
L2: *ohh şey şikâyet tamam bir dahaki ders e verebilirim bir ders daha var* [tr: ok complaint letter I can submit it next lesson there is one more lesson]
L5: humm
L4: *hocam ben şey yapmıştım internetten telefon siparişi verdim hani sorun çıktı öyle yazmıştım şikâyet mektubu* [tr: Madam I ordered a phone through internet shopping and there was a problem I wrote a complaint letter about that]
T: have you read anything before? you need to read first
L4: *okumadım* [tr: I haven't read it]
T: and then write later
L3: *sen kendi başına geleni mi anlattın?* [tr: did you tell about something you experienced]
L2: *yok* [tr: no]
L4: *yok öylesine yazdım kendi başıma da gelmedi* [tr: I made it up it didn't happen to me]
L3: *ben bir tane şey okumuştum* [tr: I read one]
L6: *hocam ben kaybettim ya* [tr: Madam I have lost it]
L1: *benimde başıma gelmedi* [tr: I haven't experienced something like that]
L5: *adres vermiş* [tr: he gave the adress]
T: ok only one two letters from seven people that's that's not good ((the bell rings)) ok so I'm expecting the ↑homeworks (0.5) ok have a break and then we've got one more lesson to go

LESSON 12

T: ok you're tired
L3: yes
T: you're very quiet (.)↑Fevzi ((T gives his homework back with feedback)) read the comments and ask me if you don't understand ok?
L7: ok
T: read it
L7: thank you
T: (.)ok: so actually I prepared the game but if we start the game we can't do the song so:

L3: song
T: song you want song so we will do the song and we will play the game next Monday is that ok? so we'll do something ten minutes we will continue with the book and this is a really good game but umm we'll do: we'do it next week on ↑ Monday because game is like ↑ thirty minutes and song is like thirty minutes so we can't do it together we don't have you know one hour ok? so we will do the ↑ book ten more minutes and then we will do the song and you will love the song you will because that's you know a really good song ↓ okay so I'm on page ↑twenty one (.) okay there is a quiz here ↑quiz? quiz questions? what kind of house is best for you? take this short personality quiz and find out which house you should buy so you've got ↑three answers a b or c read it answer it and then look at the answers on the right side ((T cleans the board))(0.5)
L3: ° *gym ne demektir?* ° [tr: what does gym mean?] ((T gets the song track ready on mp3 player))
(3.0)
L1: ° Hocam?°
T: ° yes?° ((unintelligible talk))
T: ° is it fun it means is it good it means is it general general°
L2: *fisildamanıza gerek yok hocam* [tr: you don't have to whisper madam] ((laughter))
T: or is it thinking upstairs
L1: taking up space
T: they fill in your room
L1: *o zaman* [tr: then] ((unintelligible talk))
T: they fill in your room fill fill in
L1: *alanı mı dolduruyorlar?* [tr: do they fill in the space?]
T: yes they fill in my room so which one?
L1: *guests often come to stay ne demek?* [tr: what does 'guests often come to stay' mean?]
T: they come and stay in your home they sleep
L1: *hayır gerek yok* [tr: no need] ((laughter))
L5: *ne yapmışım ya çirkin olmuş modern çizgilere sahip değil* [tr: what did I do it looks ugly it doesn't have a modern look]
T: you want a new home to be liveable ohh you you want it from a house
L4: *bu ne yaa çok garip bişey çıktı* [tr: what's that? It turns out to be something weird] ((unintelligible talk))
T: liveable where is it?
L1: six a
T: ohh liveable well that means yes you can live you can live
L1: *yaşanabilir mi?* [tr: liveable]
T: huh uh ↑liveable but umm it is not a ↑popular word actually that's not a common word
L1: humm *sık değil* [tr: not often]
T: huh uh ((unintelligible talk)) you finished girls?
L3: *şey çıktı modern flat* [tr: it is modern flat]
T: modern flat
L3: yes
T: ok Gülşah? you
L4: *ben de* [tr: mine is bungalow] umm the: bungalow bungalow=
T: bungalow that's interesting

L5: *coat of paint* ↑*nee:?* [tr: what is ‘coat of paint’?]
 T: paint well painting
 L2: paint *boyama* [tr: paint] paint
 L5: coat of?
 L2: *coat ceket olarak buldum ama*=[tr: but I have found ‘coat’ as jacket]
 T: for example you umm polish your nails one coat and then second coat what’s that?
 L5: *ikinci tur boyuyo üstüne boyuyo* [tr: she paints for the second coat second turn]
 T: yes huh uh that means coat for example I paint the wall and one coat and then second coat I
 ↑again to make it you know all clean and nice
 L2: huh uh

L5: humm
 T: ok let’s hear I think everybody’s finished good so umm ↑Dursun which one is it mostly a b or c?
 L2: mostly a
 T: mostly a ↑town house you like a lot of rooms space for guests and all your belongigngs including
 children you don’t want to do ↑too many repairs or too much gardening
 L2: yes
 T: so you want like luxury house
 L2: ↑luxury?
 T: no? luxury?
 L3: *lüks* [tr: luxury]
 L2: I don’t know *luxury lüks mü?* [tr: does luxury mean ‘luks’ (in Turkish)?]
 T: yes ↑ yes you want a you know luxury house you don’t want to paint it you don’t want to repair
 no?
 L2: umm I can live repair
 T: I can repair
 L2: yes
 T: you can repair it
 L2: one question is I choose I can repair umm hangisi=[tr: which one?]
 T: which one was it?
 L2: *baktıyorum şey üçüncü soru* [tr: I am looking the third question]
 T: number three a leaking tap to you ↑ is what so
 L2: =a pleasure you love reaping
 T: =a pleasure you love reaping humm that’s that’s good ok so townhouse ri:ght yes Mustafa?
 L6: c
 T: c modern flat location luxury and convenience are ↑high on your priority list what does it mean
 priority list?
 L1: *bilmiyorum* [tr: I don’t know]
 T: for example in your life=
 L5: =*öncelikli* [tr: in priority]
 L3: =*öncelikli* [tr: in priority]
 T: yes you’ve got priorities school family money work you know that’s your priority
 L6: *hocam b o zaman b mi?* [tr: Madam that’s b then is it?]
 T: bungalow no you look at the answers
 L6: *c çıktı da hani ben böyle bir şey çıkacağını bilmiyordum yaa*[tr: it is c but I didn’t know that it
 was going to be something like that]
 T: ↓ok ((laughter))
 L2: *yok yaa* [tr: no of course]
 T: no that’s you know yes you know
 L6: *para filan para seviyor filan olmaz* [tr: no it can’t be ‘you love money’]
 L2: *para seviyo* [tr: he loves money]
 T: noo: no I said you know priority
 L2: *lüksü de* [tr: and luxury]
 T: your priority you like luxury but do you like luxury?

L6: no
T: no so that's not you then ok
L6: *ben soruları muhtemelen yanlış anladım* [tr: I have probably understood the questions wrong] ((laughter))
T: ↓ok yes Yusuf?
L1: modern flat
T: modern flat so is it ok? do you agree?
L1: yes
T: you like a modern flat ok good Fevzi?
L7: bungalow
T: bungalow so do you think you would like a bungalow? (.)do you like a bungalow?
L7: yes
T: but bungalow do you know what's bungalow do you know it's a house but no rooms
L1: *tek katlı tahta ev gibi* [tr: it is like a basic wooden house]
T: yes like in a cottage it's small it's basic ↑basic?
L2: *basit* [tr: basic]
T: yes it's very you know (.)((T writes it on the board))
L2: *hani şöyle olur ya yok binalar* [tr: they are like no like buildings]
T: so no rooms no sofas you know you are in the may be (.)in the nature in the nature it's you know bungalow it's ↑basic yes or no do you like that kind of house? no?
L7: ↑*no hocam şimdi no oldu* [tr: it's no now Madam]
L6: *bungalow neydi b miydi?* [tr: which one is bungalow? was it b?]
L7: b' ydi aynen [tr: yes it was b] ((unintelligible talk))
T: so you like bungalow? really? humm so do you like you know garden nature humm good ↓ok Gülşen?
L4: *c çıktı ben bir soruyu yapmamıştım da* [tr: it is c but I haven't done a question]
T: modern flat
L4: *evet modern flat* [tr: yes modern flat]
T: ok so do you agree?
L4: so so *biraz*=[tr: partly]
T: =so so so which parts are okay which parts are no whi-which parts? for example do you like umm luxury and location is important for you?
L4: I don't know *değişebilir* [tr: it depends]
T: ohh ok it can you know (.)depend ok so yes Kubra?
L3: *modern flat umm benimki o çıktı* [tr: mine turns out to be modern flat]
T: huh uh
L3: *ilk önce su ne demek?* (.)*nerde hani* never ((L3 confuses 'newer' with 'never'))*yazıyo ya ama*[tr: firstly what does that mean? where is it but it says 'never']
T: newer new newer
L2: *yeni daha yeni* [tr: new newer]
L3: *aa o mu?*[tr: is that it?]
T: I think you are very tired today are ↑you? ((T writes it on teh board)) new newer
L1: *daha yeni* [tr: newer]
T: yes and newest huh uh the newest ok:
L3: *convenience uygun olan mıydı?* rahat [tr: does convenience mean 'uygun'(in Turkish)?]
T: yes huh uh convenient convenience huh uh so which one are you?=
L3: =I umm agree location and convenient
T: what about luxury?
L3: umm it can be but *olmasa da olur* [tr: it doesn't have to be]
T: ohh it's not you know ↑that important
L3: it's not too important for be- for me
T: huh uh ok: goo:d yes Huriye?
L5: c
T: c

L5: modern flat °herkesin niye boyle gelmiş bilmiyorum ama° umm I agree but so so yani [tr: I don't know why everyone's is so I agree but so so in other words]

L1: hangileri [tr: which ones]

T: that kind of yes you can say I ↑partly agree ((T writes it on the board))

L5: partly?

L3: kısmen [tr: partly]

T: yes for example I don't agree with luxury part but I agree with umm what's that location part ok? so you say I ↑partly sometimes you say you know I ↑totally agree that means a ↑hundred percent

L2: yüz [tr: a hundred]

T: totally agree almost agree?

L3: kısmen [tr: almost] almost

T: like you know eighty or eighty-five percent nearly almost agree

L1: totally neydi huh yüzde yüz müydü? [tr: what does totally mean? was it a hundred percent?]

T: sometimes we use utterly do you know this?

L3: huh uh

T: utterly totally they are all the same that means a hundred percent

L1: almost neydi? [tr: what does almost mean?]

T: nearly

L2: hemen hemen hepsi yüzdeler [tr: almost percents]

T: ok I want to close the books we did enough just you know close it umm by the way umm I want to umm play vocabulary games in the class so somebody who can take notes very well in the class who can take notes?

L2: very fast?

T: no good notes I mean not fast but ↑good notes who who keeps a notebook [for example

L1: [var da why why?][tr: I keep but why?]

T: I will come that point do you have a notebook? ((to K))

L3: yes but these bu dönem kâğıtlara yazıyorum evde biriktiriyorum [tr: this term I take notes on papers and save them at home]

T: ok can I ask you to write those vocabulary in a like small piece of papers just in English for example this is A4 paper ri:ght A4 cut it into half for example you say ↑mod con you say ↑negotiate you say for example ↑peckish

L3: huh uh

T: but you need to write you know adjective verb

L3: hepsini yazıtım mı böyle? [tr: shall I write them all like this?]

T: as ↑many as you can if you if you have time

L3: bu size mi vercem? [tr: shall I give this to you?]

T: we will play it together

L3: yes

T: ok

L3: when?

T: next week is it ok?

L3: ok

T: if you have time ok do it this week if you ↑don't you can do it you know another week but do it as much as possible because for example we've got five minutes I'll say you know ↑pick

L3: ok

T: you will read and explain it the others will try to it's like umm ↑taboo it's like taboo game ok? so: thank you now we will are you ready for the song

L3: yes

T: yes tired? (.)

L1: olcaz diyelim [tr: we will be let's say]

T: I kno:w I kno:w everybody is like that that's my ↑twelfth lesson now twelfth lesson I started in the morning at half past eight

L6: on ikinci mi? [tr: twelfth?]

T: yes my twelfth lesson so you ↑can't be tired as much as me
L4: *bugün kaç benim de onuncu dersim* [tr: today how many but mine is tenth]
T: really? but you are sitting I am teaching that's different I wish I was a student so yes some days
some days especially in summer I've got many students I have like fifteen hours ↑fifteen hours so
that's you know too too much ok so: so number one: ↑enjoy the song number two: ↑take notes
yes we've got time number three: ↑fill in the blanks
T: and please don't check your you know mobile phones ↑ready?
L1: yess
MP3: I remember years ago someone told me I should take caution when it comes to love I did
L4: James Arthur James Arthur
MP3: and you were strong and I was not my illusion my mistake I was careless I forgot I did and now
when all is done there is nothing to say you have gone and so effortlessly you have won you can
go ahead tell them tell them all I know now shout it from the roof top write it on the sky line all
we had is gone now tell them I was happy and my heart is broken all my scars are open tell them
what I hoped would be impossible impossible impossible impossible falling out of love is hard
falling for betrayal is worse broken trust and broken hearts I know I know...thinking all you need
is there building faith on love and words empty promises will wear I know I know...and now
when all is done there is nothing to say and if you're done with embarrassing me on your own
you can go ahead tell them tell them all I know now shout it from the roof top write it on the sky
line all we had is gone now tell them I was happy and my heart is broken all my scars are
open tell them what I hoped would be impossible impossible impossible impossible I remember
years ago someone told me I should take caution when it comes to love I did tell them all I know
now shout it from the roof top write it on the sky line all we had is gone now tell them I was
happy and my heart is broken oh oh oh oh oh oh hoped would be impossible impossible
impossible impossible impossible impossible impossible=
T: =I think you are ↑familiar with the song do you know the song? no?
L3: yes yes
T: I think some of you know you know? huh uh I think Gülşen
L4: *biliyorum* [tr: I know]
T: ehh you know? huh uh you you? do you know the song?
L1: uh huh *bilmiyorum* [tr: I don't know]
T: so is the first time you hear the song? humm that's it was very popular last year actually not this
year last year it was very popular in United States no no in ↑England in England do you know
X Factor?
L3: yes
L1: yes
L2: huh uh
T: X factor he was number one he won he ↑won it huh uh so he was very popular last year so
please: sorry?
L3: *yok yok* [tr: no]
T: please take notes now ((laughter)) you understand it is in the pocket? ((laughter))
L2: easy
MP3: I remember years ago someone told me I should take caution when it comes to love I did and you
were strong and I was not my illusion my mistake I was careless I forgot I did and now when all is
done there is nothing to say you have gone and so effortlessly you have won you can go ahead tell
them tell them all I know now shout it from the roof top write it on the sky line all we had is
gone now tell them I was happy and my heart is broken all my scars are open tell them what I
hoped would be impossible impossible impossible impossible falling out of love is hard falling
for betrayal is worse broken trust and broken hearts I know I know thinking all you need is there
building faith on love and words empty promises will wear I know I know and now when all is
done there is nothing to say and if you're done with embarrassing me on your own you can go
ahead tell them tell them all I know now shout it from the roof top write it on the sky line all we
had is gone now tell them I was happy and my heart is broken all my scars are open tell them
what I hoped would be impossible impossible impossible impossible I remember years ago

someone told me I should take caution when it comes to love I did tell them all I know now shout it from the roof tops write it on the sky line all we had is gone now tell them I was happy and my heart is broken oh oh oh oh oh oh hoped would be impossible impossible impossible, impossible impossible impossible impossible impossible impossible impossible

- T: ↓ok I can see really good notes on some pages so: can you just give me like three three of them
L2: ok (.)I know my illusion
T: I know my illusion [my
L2: [my mistake
T: goo:d
L2: breaking ice
T: huh uh
L2: I know
T: huh uh skyline rooftops good good ones huh uh Mustafa?
L6: *comes to love mu diyodu öyle bişey* [tr: it was saying something like 'comes to love']
T: when it comes to love huh uh
L6: you win strong mu?
T: you win ↓huh uh
L6: huh you win bide *I did diodu*=[tr: it said 'win' and 'I did']
T: =yes I did huh uh good yes umm Yusuf?
L1: I remember
T: I remember
L1: show me trust broken
T: broken trust ↑good
L1: *careless diye bir şey duydum* [tr: I heard something like 'careless']
T: careless good yes careless
L1: *comes to lorry mi diyodu*=[tr: did it say 'comes to lorry']
T: =comes to love
L5: =comes to love
L3: =comes to love
L1: comes to love impossible taking notes read it
T: good good good ones that's=
L1: =*out of love öyle birşey var mıydı?* [tr: was there something 'out of love']
T: umm I can't
L1: *lorry dedim ya ben ona* [tr: I said 'lorry' for that]
T: Fevzi?
L7: I should take I remember my last chance
T: huh uh
L7: my heart is broken
T: my heart is broken ↑good I think I'll get ↑ all the lyrics from you
L4: *yok hayır şey bilmiyordum sözlerini* [tr: no I didn't know the lyrics]
T: mmmm ok
L4: I remember years ago I should take I know not-hing to say
T: nothing to say huh uh
L4: umm *my mistakes falling out of love ° diyodu ama°* [tr: it was saying 'my mistakes falling out of love']
T: falling out of love you are in love and then and then fall out of love that means you finish you know love is ↑ over ok good good no Kubra?
L3: *pek farklı değil ama* [tr: it's not so different] I remember years ago comes to love I did my mistake impossible
T: huh uh
L3: broken heart bir şey [tr: something] I know
T: huh uh
L3: nothing to say
T: huh uh

L3: you can go ahead
T: huh uh you can go ahead huh uh
L3: *only bir şey seldom ne demek?* [tr: only something what does 'seldom' mean?]
T: ↑tell them
L5: *tell them mi bende hep seldom diye* [tr: is it tell them I always thought it is 'seldom']
L3: *ben hep seldom diye* [tr: I also thought it is 'seldom']
L3: *happy dedim* [tr: I said 'happy']
T: ok huh uh Huriye? are there any different?
L5: *hep aynı iste farklı olan I remember years ago someone saw me I should call mu oyle bir şey diyordu orda* [tr: all the same the one that is different is 'I remember years ago someone saw me I should call' something like this]
T: ok you're=
L5: *şuraya-=[tr: there]*
T: =you're so close huh uh
L3: *sürekli kaçırdım* [tr: I missed all the time]
L5: *evet counsel mu you are stronger I was no mu* [tr: yes is it 'counsel' and you are stronger I was no?]
T: I was not
L5: I was not huhh *evet doğru ben değildim bunu söylediler bir şeyde sky ride in the sky gibi [bir şey anlamadım* [tr: yes I was not they said it it said 'sky ride in the sky' somewhere]
T: [skyline huh uh
L5: *farklı bakıyorum da nothing voice mi nothing voice oyle bir şey I have nothing to say öyle* [tr: I am looking at the different ones something like 'nothing voice' and 'I have nothing to say']
L2: skyline?
T: take one and pass it can you take one and pass it? ((T hands out the sheets that needs filling in))
↑good good ones from everybody this time so that's that's good has everybody got one yes? ready to listen for the ↑third time? huh?
MP3: I remember years ago someone told me I should take caution when it comes to love I did and you were strong and I was not my illusion my mistake I was careless I forgot I did and now when all is done there is nothing to say you have gone and so effortlessly you have won you can go ahead tell them tell them all I know now shout it from the roof tops write it on the sky line all we had is gone now tell them I was happy and my heart is broken all my scars are open tell them what I hoped would be impossible impossible impossible impossible falling out of love is hard falling for betrayal is worse broken trust and broken hearts I know I know thinking all you need is there building faith on love and words empty promises will wear I know I know and now when all is done there is nothing to say and if you're done with embarrassing me on your own you can go ahead tell them tell them all I know now shout it from the roof tops write it on the sky line all we had is gone now tell them I was happy and my heart is broken all my scars are open tell them what I hoped would be impossible impossible impossible impossible I remember years ago someone told me I should take caution when it comes to love I did tell them all I know now shout it from the roof tops write it on the sky line all we had is gone now tell them I was happy and my heart is broken oh oh oh oh oh oh hoped would be impossible impossible impossible, impossible impossible impossible impossible impossible impossible impossible
T: ok so let's start I remember years ago someone told me I should take what?
L4: cau[tion
L3: [caution
T: caution what does it mean take caution for example it's wet here wet here I dry the floor because I take caution someone can=
L3: =huh *önlem almak* [tr: to take caution]
L5: *önlem* [tr: caution]
T: no no
L3: *tedbir?* [tr: caution?]
T: yes who said it?
L3: *tedbir?* [tr: caution?]

T: yes take caution take caution ok? so: when it comes to love I did I did and you were?
 L4: strong
 T: huh uh you were strong and I was not my:?
 L2: illusion
 L1: illusion
 T: yes Dursun huh uh illusion (.)my illusion my mistake I was?
 L2: careless
 L1: careless
 T: careless yes Yusuf careless I forgot I did and now when ↑ all is ↑ done there is?
 L4: nothing
 L6: nothing
 T: yes Mustafa nothing to say you have gone and so?
 L4: ↑why ° *gibi bişey*° [tr: something like 'why']
 T: and so effort-less-ly effort? in Turkish we say what?
 L1: *efor* [tr: effort]
 T: yes effort↑ less lessly
 L3: humm
 T: like saying very easily you know you won the game very easily no effort ok? you have won won you can
 L3: =go ahead
 L2: =go ahead
 T: you can go ahead go ahead means ↑continue huh uh tell them tell them all I know now shout it from the
 L2: *roof suns dedim* [tr: I said 'roof suns']
 T: rooftops roof tops what does it mean?
 L2: *çatı aralığı değil mi?* [tr: it is roof isn't it?]
 T: yes roof tops huh uh
 L1: *ne demek?* [tr: what does it mean?]
 T: roof the ↑top part of the house so if it's you know a house ((T draws a house on the board))this is rooftop huh uh (.) here ok write it on the ↑skyline
 L2: *skyline neydi gökkuşağı mıydı gök yüzü müydü?* [tr: what does skyline mean? was it rainbow or sky?]
 T: well so like this if it's so here this is sky this is mountain skyline here ((T draws it on the board))
 L2: *ufuk çizgisi* [tr: skyline]
 T: huh uh yes skyline ehh all we had is?
 L2: ° gone°
 T: all we had is?
 L2: ↑gone
 T: gone gone now huh uh tell them I was happy and my heart ↑ is?
 LL: broken
 T: broken (.) all my?
 L1: scars
 T: scars what does it mean? you cut your finger and you've got a mark here
 LL: yeah
 T: sca=yes scar all my scars are open so what?
 L4: tell=
 L3: =tell them=
 T: ↑tell them ↑tell them huh uh tell them what I hoped would be impossible falling out of love is hard falling for?
 L2: *bil[miyorum]*[tr: I don't know]
 L1: [*bilmiyorum*][tr: I don't know]
 T: bet-betrayal
 L4: betrayal?

T: yes betrayal what does it mean betray betrayal ((T writes it on the board))for example I am married but my husband sees another woman

L2: humm

L3: *aldatmak* [tr: betrayal]

T: so: that's ↓betrayal huh uh ok ((laughter))of course not
[I would would ↑kill him ((laughter))

L3: [*aldatılmak mı aldatmak mı?* [tr: is it to betray or to be betrayed]

T: noun

L3: humm *alda:-tiliş* [tr: being betrayed] ((laughter))

T: ok so: umm yes falling for betrayal is worse (.) broken trust (.) what does it mean in Turkish?

L1: *güveni kırılma=* [tr: broken trust]

T: =yes huh uh

L5: =*hayal kırıklığı* [tr: disappoint]

T: broken trust broken hearts I know I know

L5: *bi dakika orası broken trust mı şey worse ten sonra söylediğiniz* [tr: just a second is that 'broken trust' you said after 'worse']

T: yes huh uh thinking all you need is there

L4: ↑/bu l.dın/? ((L4 mispronounces 'building'))

T: yes good ↑ building yes building trust building love ok?

L3: *faith ne demek?* [tr: what does 'faith' mean?]

T: faith well you love each other and you faith respect

L3: *respect i de unuttum* [tr: I have forgotten 'respect']

L5: *respect saygı* [tr: respect (means)'saygı' (in Turkish)]

T: I'm teacher you are student you ↑respect me?

LL: *saygı?* [tr: respect?]

T: yes faith

L5: *aynı mı?* [tr: the same?]

T: yes respect is a noun and verb faith is a noun ok on love and words ↑umm promises

L5: empty

T: empty empty huh uh

L1: ↑*ne demek?* [tr: what does it mean?]

T: empty? full?

L4: *boşluk mu?* [tr: is it space?]

L2: *boş* [tr: empty]

L3: *dolu mu?* [tr: is it full?]

T: yes just just saying things you know ↑empty promises you say for example I will graduate this year but you don't I say empty promises

L3: humm

T: you are just

L3: *boş söz* [tr: empty promises]

T: yes empty promises

L5: *boş laf* [tr: empty promises]

T: huh uh and now when all is done there is?=
=not [hing

L4: [nothing

T: nothing to say huh uh and if you're done with?

L5: *buraları hiç bilmiyorum* [tr: I don't know those]

T: embarrassing me (.)

L1: embarrassing em-bar-res-sing

T: huh uh can I write it ((T writes it on the board)) em-barrassing huh embarrassing me what does it mean?

L3: *uff biliyorum yaa* [tr: I don't know]

L1: *ben de biliyordum* [tr: I don't neither]

T: for example you go to school somebody asks you something in English and you don't know and I say
L5: *uydurmak gibi mi?* [tr: is it like make up?]
T: that's very easy you're embarrassing me
L3: *dalga geçmek* [tr: to fool]
L2: *dalga geçiyor* [tr: to fool]
T: no I feel bad because I am your teacher but you don't know the questions ((the bell rings))I feel
L6: *rencide etmek?* [tr: to hurt?]
L3: *utanmak* [tr: to feel embarrassed]
T: yes you are yes you are embarrassing me
L3: huh uh
L1: *sen beni utandırıyor sun mu diyorsunuz?* [tr: do you say 'you are embarrassing me?']
T: huh uh ok yes on your own you can go ahead tell them so I think the rest is the same yes? huh uh
L4: you can go ahead *hocam en son boşluk neydi?* [tr: Madam what was the last blank?]
L2: *you can go ahead mi?* [tr: is it you can go ahead?]
T: *caution the last one ı* [tr: caution the last one]
L4: *you can go ahead mi* [tr: is it 'you can go ahead?']
L1: *you can caution mu?* [tr: is it 'you can caution?']
L4: on your own you can?
T: which one? the one go ahead huh uh go ahead
L3: *gerisi aynı mi?* [tr: is the rest the same?]
T: these are yes repeating so:
L5: *şurası aynı* [tr: this part is the same]
T: the ↑same
L5: *şurası farklı mi?* [tr: this part is different]
T: the same the same no the same they're all the same
L1: *tamam* [tr: ok]
T: ok good song? you like it?
LL: yes
T: I'll see you ↑next week guys have a nice night
L1: see you later
T: see you ((T leaves the class))

LESSON 13

T: ok good to see you everybody how are you? good? or tired? are you drinking coffee?
L1: yes
T: or tea?
L1: coffee
T: like me because I feel sleepy do you feel sleepy?
L1: yes
T: sleepy and tired actually like everybody ((T writes it on the board))ok: so: I will write a like sentence and then I will ask you to make a new one right? that's that's the that's the sentence find if I had the chance I would (.)so? if I had the chance I would go to America and learn language better huh uh if I had the chance I would ↑spend more time with my family because I don't see them very often or if I had the chance I would just ↑sit at home and not work ((laughter))ok? so what's ↑yours? so have a think what would you do if you had the chance of I want like because but so something you know don't keep it very short keep it longer I'll just write the book very quickly and then we will study together (2.0)((a S knocks the door))come in please ↑ hello: Mustafa
L6: hello
T: things objects can be boring but I am ↑ bored
L1: I am bored
T: the cinema is boring the class is boring my friend is boring [but I am bored

L1: [but I am bored ok
T: ok
L3: *boring adjective hali mi?* [tr: is boring in the form of adjective?]
L1: adjective *evet* [tr: yes adjective]
T: ↑both are adjective both are adjective but this is for myself or you I can say Dursun you look bored ok I can say you look bored are you bored? huh uh
L1: one sentence is enough?
T: well you can write more if you ↑no no no one is enough ((laughter))
L1: *would dan sonra ↑hangi tensi kullanıcaz?* [tr: which tense should we use after ‘would’]
T: verb one
L1: verb one
T: huh uh
L1: ok
T: if I had the chance I would ↑go ° to America°
L1: *tamam* [tr: ok]
T: huh uh Mustafa you are writing a sentence like this for example I can say if I had the chance I would go (.)back to England and teach (.)teach there ((T writes the sentence on the board as she speaks))↑yes
L6: °kaç tane cümle kurcaz? ° [tr: how many sentences should we make?]
L1: °huh? istediğin kadar° [tr: as many as you want]
L6: *ben bir tane buldum ya* [tr: I have found ((only)) one]
T: so you can ↑connect your sentences by using and but um may be also umm so ° thus therefore° ((T writes the connectors on the board))(.) is everybody ready o:r do you need more time?
L3: *hocam şu* [tr: Madam that one]
T: which one
L3: *sondan iki* [tr: the second from the end]
L1: this therefore
L3: o this mi? [tr: is that this?]
T: ↑thus
L1: *thus mı?* [tr: is it thus?]
L3: *ne demek o?* [tr: what does it mean?]
T: it’s got the same meaning with therefore
L1: *therefore ne demek?* [tr: what does therefore mean?]
T: so ((laughter)) so and then you go like this no it stops you give the result you ↑give the result ° thus°
T: and of course because (.) you’re ready?
L1: yes
T: can I hear please?
L1: if I had a if I had the chance now I: would go my hometown hometown
T: hometown?
L1: hometown because I umm miss my family very much and I am bored in Isparta
T: huh uh
L1: but if I go my hometown
T: huh uh
L1: hometown I don’t stay too much there
T: ahh you don’t stay in your hometown where are you from ↑Mersin? no?
L1: İskenderun
T: who was from Mersin? somebody from Mersin
L2: Meriç
T: ahh you were from Mersin
L6: yes
T: ok: I thought you were from Mersin no you are from Iskenderun
L1: *yakınız bir şey olmaz* [tr: we are in the close cities no problem]
T: ohh yes close yes that’s that’s right

L1: humm if I go my hometown I don't stay more much *oldu mu?* [tr: is it acceptable?]
 T: I don't stay for a long time=
 L1: =huh for a long time because umm *yine ne demek tekrar* [tr: what does it mean again?]
 L2: again
 T: again
 L1: huh ((laughter)) I (.)I bored I am bored again=
 T: so you're bored everywhere actually
 L1: yes ((laughter))
 T: you go to İskenderun and after one week you're like um I'm bored here I should go back to Isparta and then after one week you are ↑bored again?
 L1: I don't want come to Isparta but I -
 T: so where do you want to go?
 L1: Izmir
 T: so you want to study go to university in Izmir?
 L1: yeah it's my dream
 T: it's your dream so are you going to enter university exam again no?
 L1: I start umm *ne demek girdim?* [tr: what does 'to join' mean (in English)?]
 T: so did you ↑yesterday?
 L1: yes
 T: oh ↑really? ↑really?
 L1: yes I joined yes
 T: we don't use join
 L2: enter?
 T: we use enter we use ↑enter
 L3: *enter dıcektim ama* [tr: I was going to say 'enter']
 T: if it's an exam if it's an exam you use enter ((T writes it on the board)) or to enter a competition (.)↓ ok ↑but to join for example a club like dance club ok?
 L1: humm
 T: so: or you can use to attend ↑attend? do you know attend?
 L2: *eklemek miydi?* [tr: does it mean 'to add'?]
 L3: *biliyordum ben bunu ya: eklemek değil katılmak bu da*[tr: I knew that it's not 'to add' it is 'to attend' ((in English))]
 T: it's the same but you attend a meeting
 L1: *grup ne demek join group olur mu?* [tr: what does group mean? is 'join group' acceptable?]
 T: yes group huh uh huh uh so ↑these are they can be the same in Turkish we say you know *katılmak* [tr: to attend] but in English they are all ↑different
 L1: ok
 T: you ↑enter an exam you ↑join a club you ↑attend a meeting you don't say enter a meeting you say attend a meeting
 L3: *competititon ne demektir?* [tr: what does 'competition' mean?]
 T: competition? for example beauty competition
 L3: *yarışma* [tr: competition]
 T: miss world two thousand and ten huh uh
 L1: *kainat güzellik merkezi* [tr: universe beauty centre]
 T: huh uh
 L3: *yarışma yarışma* [tr: competition]
 L1: competition beauty competition *guzellik merkezi olmuyor mu?* [tr: does beauty competition mean beauty centre?]
 T: ↑no
 L3: *güzellik yarışması* [tr: beauty competition]
 L1: humm
 T: competition ↑no: ((laughter))
 L1: *tamam* [tr: ok]
 T: ok or you enter world umm record book for example world record book?

L3: *dunya rekorlar kitabı* [tr: world record book]
 L1: *onu gördüm daha sabah* [tr: I saw that in the morning]
 L3: *ona da mi ↑enter?* [tr: do we use 'enter' for that too?]
 T: ↑enter huh uh Yusuf are you are you done? finished ok I'll come back to ummm Dursun
 L2: ok if I had the chance I would back to time
 T: you would?
 L2: back to time
 T: where is the verb?
 L2: take?
 T: I would go?
 L2: I would take (.)back to time *zamani geri almak* [tr: back to time]=
 T: =I would go back to time
 L2: *go back to time mi?* [tr: is it 'go back to time'?]
 T: yeah you can say
 L2: go back to time in my childhood because umm it was enjoy enjoyable for children and maybe I can change everything maybe I have a different life now
 T: so you would change something in your childhood so what would you change? for example ((a S enters))↑ hello
 L2: ↑everything
 T: what do you mean everything?
 L2: just I don't like (.)my life
 T: now?
 L2: now ↑yes
 T: really? do you mean do you mean I don't know you're department at university?
 L2: yes
 T: do you mean ↑your friends? do you mean ↑your family? do you mean ↑yourself?
 L2: umm *hemen hemen ne demektir?* [tr: what does almost mean?]
 T: almost
 L2: almost almost
 T: nearly
 L2: almost
 T: almost you don't like you don't almost like anything in your life
 L2: yes ↑not my family and my ↑not my friend but umm I don't study my lessons in high school
 T: ↓hummm
 L2: so I would change this
 T: ↓hummm so you're not happy now because you are thinking you made a mistake
 L2: yes
 T: at high school
 L2: yes yes yes yes
 T: so how can you change it now?
 L2: now?
 T: do you think you can change it?
 L2: no
 T: I don't know you can enter the university exam again and think of another department
 L1: *artık çok geç falan* [tr: like it is too late]
 L2: *aynen* [tr: exactly]
 L2: *uzun zaman oldu ya yani imkânı yok artık*=[tr: it has been a long time (but)there is no chance]
 T: =why? you are in year one or two
 L2: three
 T: you're in year three umm and how old are you?
 L2: twenty three
 T: ummm I thought you were like nineteen twenty so you could you know enter again I don't know you can still I've got friend one of them is like twenty twenty nine years old she entered the university exam yesterday because she says she wants to study ↑law your department she is a

teacher now but she doesn't like it she is a ↑Maths teacher she doesn't like her job and yesterday she entered the university exam and she said I want to you know enter the law department so I think it's hard to ummm be pleased worth your life because you have to make choices

L2: but I don't umm choice everything in my life I don't=

T: you don't choose everything in your life

L2: not just I (.)I and my family

T: hum but that's that's not ↑so do you feel do you feel ↑bad baout it every day?

L2: yes

T: or is it only like today? you feel like

L2: yes ↑everyday

T: everyday? so when you finish the university what's your plan? ↑guys

L2: I don't want

T: you're not

L1: pardon

T: ↑Mustafa you're not listening it's only us like just talking so you you need to ↑listen you know so: what are you going to do after university?

L2: I don't know maybe I'll go to my hometown Istanbul

T: so will you do will you do your job?

L2: umm

T: or will you look for ↑another job?

L2: my job but

T: so what's what's your department?

L2: manufacturing engineering

T: so you don't like it?

L2: umm I: like but not so much

T: umm so if you had the chance what department would you choose?

L2: game editor game editor

T: game editor is there a department like that?

L2: umm I don't know its department name but umm this job people ↑make games new games

T: humm

L2: but but

T: it's about like computer engineering

L2: yes

T: ↓humm right that's unfortunately it it's not good to hear you know you are a young man and you'll graduate next year but you don't like your job

L2: ° yes°

T: so you won't be happy

L2: ° yes°

T: so maybe you have think again about this what can you do about your life ok thank you ↑Mustafa?

L6: umm if I had a chance I had a chance I would umm go to the English course early=

T: =earlier huh uh

L6: but I don't umm

T: so what umm what would change if you started English cocurse earlier what would change?

L6: *geç kalıyorum ya daha erken gelmek isterdim diye* [tr: I get late I meant I would come to class earlier]

L2: *daha önce başlamak isterdim gibisinden oldu* [tr: it sounded like you would want to start earlier]

T: but ↑yes I I understood like you are saying why didn't I start earlier like last year or when you were a child ↑no? I would come to English course earlier humm ↓ok: is there ↑anything else? you know (.) anything else in your life that you can

L6: ↑ no

T: that's only coming to the class earlier ok

L6: *yani birinci sınıftayken gelseydin derdim* [tr: I would have said that I would have started the course when I was in year one]

T: oh so what what year are you now?
L6: *iki* [tr: two](.) *two*
T: humm ok ((laughter))
L6: *bunları İngilizce konuşmam gerekiyor ama böyle arada oluyor yani* [tr: I should tell them in English but it happens at times]
T: ok that's that's ok ok Mustafa thank you ↑Fevzi?

L7: umm
T: what would you do if you had the chance?
L7: if I had a chance I would go to ↑Mars because I'm curiosity there umm
T: I'm curious about the life?
L7: *işte* [tr: that is]
T: I'm curious about the life
L7: huh uh
T: huh uh
L7: umm I want to live for a short time it
T: on it? ri:ght that's interesting so are you interested in ↑space?
L7: ↑ yes
T: really? like stars and planets ↑planet?
L2: *gezegen* [tr: planet]
T: huh uh planet huh uh ((T writes it on the board))(.)that's interesting but may be next year there will be you know rockets going to the space right I think in America they are starting it next year but you have to be really rich so you can go because that will be phoww really expensive
L7: *Marsta filan yasayacaklar değil mi?* [tr: they will live in Mars won't they?]
T: huh uh
L1: *ne yapacaklar?* [tr: what will they do?]
L7: *alti ay Marsta filan yaşayacaklarmış* [tr: they will in Mars like for six months] ((unintelligible talk))((laughter))
T: ok good good interesting yes Meriç good to see you you were ↑ill last week
L6: huh uh
T: you were absent
L6: yes
T: you are ↑ok now?
L6: ↑yes
T: good ok please
L6: if I had the chance I would Fenerbahçe team
T: I would?
L1: join?
L6: huh?
T: I would ↑do what? ↑verb?
L6: I would play
T: huh play?
L6: Fenerbahce football team
T: ok: that's that's good so what ↑number would you wear? what number you know would you wear?
L6: one
T: number one so do you play football ↓Meriç? do you play football?
L6: yes I do
T: but do you go every week do you play football every week?
L6: yes
T: really? how often like once or twice (.)a week
L6: one
T: ↑ once a week?
L6: once a week

- T: ↓ once a week humm do you play it well? do you play it are you a good footballer?
L6: so so
- | | |
|-----|--|
| T: | ok good right ↑yes Kübra how are you today? |
| L3: | umm not good= |
| T: | =not good why? |
| L3: | <i>hocam şuanda konuş miyim gerçekten kötüyüm de</i> [tr: Madam I don't want speak now (because)I don't feel well] |
| T: | really? ok I can see something on your finger as well ((T realises a plaster on S's finger))is it an accident? |
| L3: | humm o <i>ayrı</i> [tr: that's another (thing)] I cut my finger in the afternoon |
- T: ↑this afternoon?
L3: yes
T: were you cooking?
L3: umm *evet kahvaltı yapçaktım umm tost ekmeğini kestim böyle havada tutmuşum* [tr: I was going to have my breakfast and cut the bread (I didn't realize that) I was holding (the bread) up in the air]
L2: *çok mu?* [tr: is it deep?]
T: ↑noo uuu does it does it need stitching?
L3: umm no *ama derin değildi o kadar dikislik değil dedi* [tr: no it's not deep and (the doctor said)it doesn't need stitching]
T: humm so it's ok so you need to be more careful then because it's your finger you don't feel well so you know ↑watch yourself
L3: umm if I had the chance I would go to abroad especially Spain and travel there because I'm little bit tired so I should let my brain
T: I should ↑ let my hair down to let ((a S enters)) ↑hello:
L5: hello
L1: hello°
T: so let my hair down means ↑relax like saying you ↑let your hair down
L1: *ne demek?* [tr: what does it mean?]
T: ↑relax ((T shows a relaxed attitude with her body and hair))
L2: *böyle rahatlık mı?* [tr: does it mean 'to relax' like this?]
T: yes relax huh uh ((T demonstrates the word by combing her hair down in a relaxed posture))
L1: *sadece kadınlar için mi bu?* [tr: is it only for ladies?]
T: ↑noo for everybody
L1: *bu hareketi görünce* [tr: when I see this move]
T: no: it's an it's an I I I give you the ↑meaning you know I give you the meaning it's not about making your hair like this it means relax but the meaning the meaning you let your hair down it's like put your legs ↑up you know relax don't think anyt-about anything else
L1: *ne güzel olurdu* [tr: it would be good]
T: sorry?
L1: *ne güzel olurdu hocam* [tr: it would be good Madam]
T: I think and you've got ↑coctail in your hand you you're near ↑seaside and like switch off your mobile phone nobody's around so my you know ↑dream holiday
L1: ↑yes ((laughter))
T: ok goo:d yes umm ↑Kubra anything else?
L3: *başka?* [tr: what else?]
T: so you want to go to Spain?
L3: yes
T: what do you want are you interested in the ↑nature or the ↑culture?
L3: umm *especially ten-tennis Rafael Nadal turnuvası oluyor ya* [tr: especially there is Rafael Nadal tennis tournament]
T: oh really? I don't know you're telling you're telling me tournament
L3: every summer at in July

T: humm
 L3: *Haziran da*[tr: in July]
 T: ok
 L3: this umm *turnuva ne demektir?*=[tr: what does tournament mean?]
 T: =tournament
 L2: =tournament
 L3: tournament favourite sport *söyleyemedim* [tr: I couldn't say it]
 T: like is it like a festival or something? tennis tournament?
 L3: yes this tournament favourite man Rafael Nadal
 T: humm
 L3: and I like (.)[him
 T: [him ri:ght that's interesting
 L3: because I like playing tennis
 T: ahh so that's good
 L3: so: I wonder it
 T: so you wonder about it
 L3: so when did you start playing tennis?
 L2: today? ((laughter))
 T: this afternoon?
 L3: four years ago
 T: ↑four years ago?
 L3: yes but last two years I didn't
 T: you didn't play
 L3: because my exams
 T: your exams but are you starting it again?
 L3: yes I hope
 T: you hope ((a S sneezes)) bless you
 L3: I want
 T: ok good good you want to see Spain so that's good ↑Huriye you've got yours?
 L5: umm if I had the chance I would go to my childhood
 T: someone like you ((to D as he wished the same)) gave the same answers
 L2: *sen de mi çocukluğuna dönüyorsun?* [tr: do you want to go back to your childhood as well?]
 T: ye:s ok you would
 L5: *ben bakmadım* [tr: I haven't seen (yours)]
 T: no no I know because it was before you came
 L2: *komşuyduk ama o zaman* [tr: we were neighbours then]
 T: so you would go back together?
 L2: yeah
 T: so what would you change in your childhood what would you you know?
 L5: *gitsem neyi değiştirmek isterdim mi?* [tr: if I went what would you change?]=
 T: =yes
 L5: *bir şeyi değiştirmek istemezdim çocukluğuma gidip orda yaşamak isterdim* [tr: I wouldn't change anything I would go and live there]
 T: that's that's all?
 L5: *bir değişiklik değil* [tr: there is no change] yes
 T: because he wanted to change something ((laughter))
 L5: when I was a child there wasn't any problem
 T: huh uh
 L5: lesson
 T: so do you have any problems now?
 L5: yes so: so so
 T: you will have more problems when you finish university you will lo-look for a job
 L5: yes

T: and then you get married and then you will have child poww that's that's a you know ((laughter))
yes I think I'll go back to childhood as well

L5: yes

T: huh uh hard hard life ok thank you who who did I miss? ↑Hamdi?

L8: umm *evet aynen* [tr: yes exactly]

T: well you say if I had the chance I would do what? for example he said they said actually they would go back in their ↑childhood some people said well Kubra said they would go to ↑Spain o:r Fevzi said he would go to ↑Space and he wanted to visit the ↑planets you know so: ↑what would you do if you had the chance

L8: if you had the chance I would umm yok [tr: no] visit umm travel world

T: travel the world? travel around the world?

L8: around the world?

T: huh uh ↑so which city or country would you like to see best more most?

L8: Miami

T: Miami? why it's all palm trees and sea side palm trees? (.)you know this kind of trees you know ((T draws a palm tree on the board))

L2: *şu ağaçlar var ya*[tr: there are those trees]

L3: *palmiye palmiye* [tr: palm palm (trees)]

T: huh uh palm tree

L2: *palmiye yaa* [tr: palm]

L1: palm tree

T: it's like the ones in Survivor like coconut trees

L1: ° palm tree°

T: palm tree huh uh so you want to see you would you would see Miami

L8: yes

T: but you know why? ↑what do you know about Miami? (.)

L8: *ne desem?* [tr: what shall I say?] there is hot umm

T: huh uh weather is hot in Antalya as well you know it's it doesn't make Miami perfect ((laughter))

L8: umm

T: it's well generally it's hot in Antalya

L2: Miami's life luxury

T: luxurious?

L1: °*çok güzel*° [tr: very good] ((laughter))

L2: cars [girls]

T: [cars girls ok anything else? well it's the same if you go to seaside in Antalya you will see girls yes you will see you know sport cars

L2: *ama şimdi* [tr: but now]

L6: *Antalya ya her zaman gidiyon Miami ye gidemezsin* [tr: you can go to Antalya any time but not to Miami] ((laughter))

T: well ok I mean if it's the weather we've got good weather in Turkey but probably it's not the weather it's probably the girls and ((laughter))the cars and ((unintelligible talk))

T: you supported him supported him?

L6: *yoo ben desteklemiyorum* [tr: no I don't support]

T: yes you supported him ((laughter)) ok good now

L1: *millet marsa Miami ye gidiyor ben memlekete* [tr: ppeople go to Mars or Miami (but) I go to my hometown] ((laughter))

T: yes you are thinking small you have to think ↑big yes you have to dream ↑big huh uh ok no:w I'll clean the board and we will I've got a ↑speaking activity and I want to do it first and put it away and then do the book ok? we've got no we've got the activity the game actually

L1: *game mi?* [tr: is it a game?]

L2: *oo iyi game* [tr: that's good game]

T: huh uh and then

L2: *geçendeki mi?* [tr: the previous one?]

- T: and then yes remember last week you said you're late and then we didn't play the game ((laughter))so this time don't I'll clean the board and the we'll play the game together probably there will be we've got enough people ↑eight I need eight and you are eight but that will be little bit interesting because we'll we've got ↑six boys and ↑two girls because I want to make a family so: how can I make a family with two girls (.)and six boys I need to think umm
- L2: *biri anne biri kız kardeş gerisi de artık* [tr: one is mum the other is sister and the rest]
- T: ((laughter)) all boys?
- L2: *bütün amcası dayısı ne varsa* [tr: all the rest is uncles]
- T: no it has to be four people umm ok (.)
- L2: *erkeklerden bir kaç kız olacak artık* [tr: some of the boys have to be girls]
- T: so so: ok ok I know I know what I will I will do I will just you know clean the board very quickly so ((T wants to repeat all the words and expressions written on the board as she cleans)) planet that's what Fevzi wants to go right planet?
- L2: yes
- T: sleepy that's probably me ((laughter)) and tired ok and Yusuf as well aren't we? we are sleepy and tired today that's why we are drinking coffee and that's a good word you can say I want to ↑let my hair down that means I want to relax I had you know enough ok?
- L1: *bunun böyle kullanımı hiç akluma gelmez yani* [tr: this use (of 'let my hair down') would never come to my mind]
- T: in England in England
- L1: ↑*relax derim ben* [tr: I would say relax]
- T: you know people use this
- L1: huh?
- T: more than this nobody say I want to relax because it's very easy and it's very general but many people say I want to ↑let my hair down huh uh o:r they say I want ↑put my you know legs ↑up huh uh they all mean you know chill out ↑chill out?
- L1: ° chill out° *kafa dengi* ((an expression used for people who are easy-going)) *gibi bir şey mi?* [tr: does 'chill out' mean 'congenial company'] ((T writes it on the board))
- L7: *relax in aynısı* [tr: the same with relax]
- T: chill out means ↑relax
- L1: *aynımı hepsi?* [tr: do they mean the same?]
- T: yes and umm do you know this? ((T writes a word on the board))
- L1: chillax
- L2: chillax
- T: not all people but young people young teenagers teenagers?
- L2: *ergen* [tr: teenager]
- L1: *genç* [tr: the young]
- T: yes teenagers teenagers use that it's chilling and relaxing you know ↑chillax combination
- L2: *aynı manada sadece daha çok* =[tr: the same menaing and more]
- T: =chill out and relax combination chillax
- L3: huh uh
- T: but normal people adults don't use it only teenagers when they are texting chillax
- L2: humm
- L3: humm
- L1: *tamam* tr: ok]
- T: ok? (.)for example that's another word ((T writes a word on the board)) do you know? ↑ginormous
- L1: *o da mı aynı şey?* [tr: is it the same?]
- T: so it's it's a combination of ↑giant and ↑enormous
- L5: *ikisinin şeyi mi? büyük devasa* [tr: is it combination of both? big enormous]
- T: big yes when you want to say well it's really big you say ↑ginormous but again teenagers especially when they are ↑texting or speaking
- L1: *şimdi giant ne demek?* [tr: what does 'giant' mean now?]
- L3: *nasıl yani bunları ergenler mi kullanıyor?* [tr: what do you mean? is it used by teenagers?]

T: yes
L3: humm
T: young people let's say young people ((laughter))
L5: *niye öyle değişik şey yapıyorlar acaba?* [tr: why do they use different words?]
T: well even in Turkey sometimes they make you know these kind of words you know
L1: *kendi dünyalarında* [tr: in their own world] ((laughter)) (.)
T: ok I'll just clean it very quickly and ((T cleans the board)) (.) ok I'll just leave that bit ok I'll make a family so that will be a family of ↑four ok? you will be in this side and four in this side so ↑every member in the family wants to ↑buy something for example if you are father ok? you want to buy a car
L2: humm
T: so if you are a umm you know son ↑son?
L1: *çocuk* [tr: child]
T: huh uh you want to buy a for example new laptop if you are a daughter you want to buy a new bike ok? ↑everybody wants to buy something but you've got a ↑budget I'll write the budget on the board
L6: ° budget°
T: so ↑everybody will try to persuade each other what does it mean?
L1: ° persuade° (.)
T: so father says ↑no we will buy a car and son says ↑no we will buy a laptop and you will say no we will buy a bike ok? you: try to persuade each other
L3: *ikna etmek* [tr: to persuade]
L2: *ikna etmek* [tr: to persuade]
T: ↑yes (.)and you will (.)you will have cards for example (.)if you are a dad I don't know if you can see it so so if you are a dad you want to buy a lawnmower what's that?
L1: lawnmower mi?
T: huh uh lawn do you know what this is? in America or in England they've got gardens right? in their gardens they've got lawn
L3: *çim?* [tr: lawn?]
L2: *çim?* [tr: lawn?]
T: ↑yes huh uh so lawnmower that's the ↑machine that they use=
L1: *çim makinası* [tr: lawnmower]
L2: *çim makinası mı?* [tr: lawnmower]
T: huh uh yes
L7: humm
T: so: that's for example eighty five pounds it tells you here and you want a video recorder a greenhouse ↑greenhouse?
L1: *yeşil bahçe yeşil ev* [tr: (a) green garden (a) green house]
T: no:
L2: *çiftlik evi işte* [tr: that's a farm house]
T: in winter if you want to ↑grow vegetables yo make a greenhouse=
L3: humm
L2: *neydi onun adı?* ↑sera [tr: what was it called? greenhouse]
L3: sera [tr: greenhouse]
T: yes greenhouse (.) ↓ok: a:nd ↑ so you've got the ↑price here you know it's eighty five pounds three hundred pounds you can say for example you say we need a ↑greenhouse to grow ↑vegetables but your wife says ↑ no we need a washing machine (.)and you ↑discuss and then decide together as a family so I need ↑do you understand you know the game so if you have more in the list for example you've got two two if somebody's got three from the list that person ↑wins the game
L2: humm
T: so try to persuade as much as possible to get your things bought ok? understand I can you know take the questions understand? everybody?

- L2: *kimse şimdi kabul etmez ki ben onu anlamadım* [kimse kabul etmez[tr: no one would accept it I didn't understand that]
- T: [why?
- L2: *sürekli ısrar eder* [tr: (a person) would insist]
- T: no you you you've got budget now you have to accept something but you have to say ↑reasonable things for example I don't know washing machine it's important because it's your clothes but I don't know video recorder you can say it's not essential essential? (.) luxury and (.) when you say it's you know ↑washing machine can be an ↑essential
- L3: *gereklilik* [tr: essential]
- T: huh uh and but ↑luxury for example I don't know umm tablet ((the bell rings))
- L2: *bitti* [tr: (the lesson is) finished]
- T: that's one lesson we will continue when we come back we'll start the game
- L6: *hocam başka oyunlarda var mı?* [tr: Madam is there any other games?]
- T: like what need for speed or? ((laughter))no
- L2: *gecen sefer tabu tarzında bir şey demiştiniz ama* [tr: last time you mentioned a game like taboo]
- T: no no no I mean well I mean like word game when I say that

LESSON 14

- T: ↑hello again ((unintelligible talk))
- L4: *Düzce'de deprem olmuş değil mi yine* [tr: there has been an earthquake again in Duzce]
- L2: *dün gazetede okudum o Isparta'da olan* [tr: I have read it in the newspaper the one happened in Isparta]
- L1: *doksan dokuz depreminden bahsediyorlar* [tr: they are talking about the earthquake in 1999]
- L2: *doksan dokuz* [tr: ninety nine]
- L6: *Burdur depremi herhâlde* [tr: is it the Burdur earthquake?]
- T: so are you talking about ↑disasters?
- L2: *disaster depreme evet* [tr: if disaster means earthquake yes (then)]
- T: it's earthquake but disaster is[↑everything
- L4: [felaket [tr: disaster]
- T: yes everything like flood you know earthquake
- L4: *ayy bilseydim gelmezdim bu konuya* [tr: if I knew I wouldn't mention it]
- L1: *güneş tutulması ne demek güneş tutulması* [tr: what does solar eclipse mean?]
- L2: *ayın güneşin önüne gelmesi* [tr: it is when Moon blocks the Sun]
- T: ↑solar (.)something solar
- L2: *güneş neydi sun hold sun de geç* [tr: what does Sun mean? say sun hold] ((laughter))
- T: it's something solar ↑solar something solar eclipse ↓huh solar eclipse
- L7: *tamam olabilir* [tr: ok yes]
- L1: *filmde vardı güneş tutulması* [tr: it was in the film solar eclipse]
- T: ahh ↑really?
- L2: *bugün oluyor işte* [tr: it happens today]
- L4: *hayır o zaman cumartesi* [tr: no that is on Saturday] ((unintelligible talk))
- L2: *sabah dokuzla bir buçuk arasında mı ne net gözükebilecekmış* [tr: it will be seen clearly I think between nine and half past one]
- L1: humm
- L2: *en son* [tr: the last one]
- L1: *peki nerlerde oluyor gezegen sayısı* [tr: when will it happen? The number of planets] ((unintelligible talk))
- L4: *bu güneş tutulması mı ki?*[tr: is this solar eclipse?]
- T: huh uh solar eclipse
- L1: *eclipse zaten şey vampir filmler serisinde vardı* [tr: there was eclipse in the vampire film series]
- T: huh uh yes solar means you know about sun
- L1: *solariuma gidiyorlar mesela* [tr: for example (people) go to solarium]

T: yes kind of huh uh oL3: so: I want you to imagine something today to dream about something so if I had (.)↑five thousand Turkish liras in my pocket now

L1: *yetmez ki hocam o ney yani* [tr: that's not enough Madam what is that?]

L2: *aynen böyle hayal mi olur hayal iki yüz elli bin filan olur bir trilyon filan olur* [tr: what kind of dream is it? It can be two hundred fifty thousand or a trillion]

L1: *öyle olsun* [an expression that is used for disagreement] ((laughter))

T: no no: ((laughter)) it's not you know extra imagination

L1: *beş bin bir şey değil ki* [tr: five thousand is nothing]

T: five thousand fi:ve five thousand Turkish liras is enough in my pocket

L2: *ama öğrenciye yeter=* [tr: that is enough for a student] ((laughter))

L6: =yani

T: =well that's that's a good money

L6: *yine de bir şey alırsın niye öyle diyorsun?* [tr: well you can buy something why are you saying so?]

T: I would (.)no:w come on have a think I I want like four or five different sentences

L1: five?

T: huh uh not only one you know

L1: *ama her biri ayrı mass-ayrı beş bini içeriyor* [tr: five thousand for each statement]=

T: yes yes yes

L1: *toplam beş bin değil* [tr: it is not five thousand total]

T: no no no no altogether it's twenty five thousand ((laughter)) so: that's that's good ok?

L2: *hepsini bir cümlede mi söyleyeceğiz yoksa?* [tr: are we supposed to say it all in one sentence or?]

T: ↑ no no no like

L2: *cümleler mi kullancaz?* [tr: will we use it in sentences?]

T: yes different you can make different

L1: *tamam oldu* [tr: ok]

T: I'll just write ((unintelligible talk))

L1: *kumar oynarım* [tr: I will gamble]

L2: *humm ordan da kazanırsın* [tr: you earn from there too]

L1: *kazanırsam* [tr: only if I win] ((laughter))

T: ((laughter)) so you would gamble

L1: *kumar oynamak* [tr: to gamble]

T: you would yes you would gamble

L1: yes ((unintelligible talk 0.3))

T: come in please ↑hello: sit down please we have ↑just started ((two students enter the class))

L2: *yeni bir cümle var* [tr: there is a new sentence] ((unintelligible talk))

L3: *ayy oldum ben* [tr: I am dying]

L2: *beş bin oldu mu zor yaa* [tr: five thousand is too little it's hard]

L1: *hiç bir şey alamazsın ki* [tr: you don't understand it]

L5: *abartma bir şükret yani* [tr: don't exaggerate be thankful] ((laughter)) *beş dakika önce yoktu mesela=*

T: that's that's ↑what I was thinking

L6: *hayal ediyoz yani* [tr: we are just dreaming]

L5: *hayaller gerçeğin yarısı* [tr: dreams are the half of the real life]

L2: *o zaman on bin olması lazım* [tr: it should be ten thousand]

T: ↑come o:n

L5: *mesajı aldım* [tr: I have got the message (an expression used to say 'I have understood')]

L2: *mesajı aldı o* [tr: he has got the message (too)]

L3: *ben gene almadım mesajı* [tr: no I haven't got the message]

L6: *saklamak saklamak?* [tr: to hide] to hide /hıde/ (.) ((L6 mispronounces 'hide'))/hıde/ /hıde/ ((T walks around and checks the sentences))(1.0)

T: ↑really? married (.)↑to (.)↑married to ((T walk around and reads LL' sentences and checks them))

huh uh you are thinking about travelling

L6: *aklıma gelmiyor ki ya* [tr: it doesn't come to my mind](0.5))

T: what do you mean? you know that's a typical English sentence I visit historical places but where where would you go you know make it ↑more specific it's your dream it's ↑too general(.) you're just ↑thinking?

L6: yes yes

T: good

L6: *düşündüm* [tr: I have thought]

T: hum ↑ five five sentences

L6: five sentences mi?

T: yes everybody's writing

L6: *yapma ya* [tr: don't] ((ask us to write five sentences))

T: one minute and then we start

L6: humm

T: umm I can't go around ↑girls can you just keep your chairs front huh uh

L1: *hocam? what I want dersem ne istersem olur mu?* [tr: Madam? Does 'what I want' mean whatever I want]

T: ↑ whatever i want ↑ whatever huh uh ((unintelligible talk 0.1)) oh no: this is not that uh huhh accommodate or accomodation means like ↑house but no: not like that so: you can say I can ↑save

L4: save

T: save it for starting a company huh uh (0.3) Dursun are you married? no no

L2: yes

T: are you engaged?

L2: *engaged nişanlı mı?* [tr: does engaged means 'nisanli' ((in Turkish))?]

T: huh uh

L2: yes

T: oh really it's abit ↑early to do do that so when did you get engaged last year or?

L2: two years ago

T: ↑two years ago: umm so when's the marriage?

L2: umm on end of school

T: at the end of school when you graduate?

L2: ° yes°

T: so: next year

L2: *evet* [tr: yes] next year

T: you don't graduate?

L2: ↑ yes (.) I can't graduate

T: you can't why?

L2: umm I have a lot of lesson I have [to pass it

T: [failed ri:ght ok so two may be in two years

L2: may be

T: that's a-

L3: *askerlik?* [tr: military service?]

T: that's a long engagement that's a lo:ng engagement

L2: *evet* [tr: yes] lo::ng engagement

T: lo::ng engagement ok

L2: *kismet bunlar ya* ((laughter)) *kismet* [tr: that is destiny] (0.4)

T: umm can I borrow your pencil if I had see:~ if I had

L1: *tamam* [tr: ok]

T: ° if I had I would a comma here I'd spend money to decorate°

L1: ↑huh?

T: my house ok? ok I think time is over so: we can ↑start so: who is ready I think Yusuf ok?

L1: if I had a five thousand Turkish liras in my pocket I would go to France and I live in there and I get married with France woman France woman it's my dream

T: ok so:(.) you need to use would for the- look I would go to France

L1: huh uh

T: and ↑meet a French woman and ↑marry her

L1: huh uh
 T: ok: so why why do you want a French woman? that's you know interesting to hear
 L1: because I-
 T: not Turkish not
 L1: I curious about France and French people I like there I like
 T: well ↑hello: ((a L enters)) but you can just go there and be friends you don't have to marry
 L1: yaa [tr: no] umm (.)
 T: for example I am curious about Japanese culture but I don't want to marry to a Japan man because I'm already married so: ((laughter))that's ↑impossible for me but umm you know I don't ok you want to go there
 L1: ok ok
 T: live there but why should you marry?
 L1: I can have a girlfriend there umm and I can get married with with her
 T: ohh with your girlfriend no?
 L1: *yani olmak zorunda değil* [tr: no it doesn't have to be] no
 T: it doesn't have to be [a french lady
 L1: it doesn't have to [be a french woman
 T: huh uh ok
 L1: *amaç Fransa'da evlenmek* [tr: the goal is to get married in France]
 T: hummm because you like romantic=
 L1: =↑ yes
 T: marriage
 L1: opposite to Eiffel tower
 T: in front of Eiffel tower
 L1: *karşısında* [tr: opposite of]
 T: humm opposite of opposite of huh uh ok ↑guys can we listen?
 L1: if I had five thousand Turkish liras in my pocket I would go to shopping centre and I buy whatever I want
 L3: *aynısı* [tr: the same] ((laughter))
 T: ok so what would you buy first
 L1: humm
 T: you know what's your weakest point? I mean for ladies it can be bags for example or shoes but what's your ↑weakest line
 L1: watch brand
 T: ↓umm watch ohh you told me ↑before yes
 L1: if I had a five thousand Turkish liras in my pocket I would my pocket and if I had a small house umm I would spend money for make
 T: to?
 L1: for to decorate
 T: ↑ to decorate because after for it's Ving after to v1 for decorating or to decorate
 L1: um I spend I would spend money to decorate and *veya işte or for decorating olacak heralde doğru mu anladım?* [tr: or it will be 'for decorating' have I understood it right?]
 T: ↑yes huh uh goo:d
 L1: *yeter bu kadar* [tr: that's enough]
 T: I'll come back to Dursun you would marry (.)huh? you had five thousand Turkish liras well that's nothing for marriage because you spend ↑loads of money
 L2: yes if I had a five thousand Turkish liras in my pocket I would buy something from /eskeıd3/ ((L2 mispronounces 'exchange')) *borsa diye aradım* [tr: I looked it up as stock market]
 T: exchange
 L2: *o da olur* [tr: that's ok too]
 T: exchange exchange huh uh
 L2: exchange? =
 T: =exchange office huh uh so you would buy ↑dollars or what from exchange office?

L2: *nasıl derler onlara hani şeyler olur ya bir firmanın şeyleri faizsiz para kazanabileceğim şeyler*
 [tr: how do they call it there is a company and you earn money without any interest]
 T: ahh you would buy like you know umm (.)documents?
 L2: *aynen belgeler olur ya* [tr: yes the documents]
 T: huh uh ok: so:

L2: if I had a five thousand Turkish liras in my pocket I would buy a playstation dort [tr: four] and
 T: four play station four
 L2: four play games
 T: play games so how much is it? play station four?
 L2: I think one thousand and umm may be three hundred Turkish liras now=
 T: =umm that's quite expensive
 L2: but it can be play station üç [tr: three] maybe
 T: three right ok
 L2: play station ↑üç ((laughter)) *o kadar ingilizcem o kadar yetti* [tr: my English is not good enough]

L5: *benim mp üç player gibi* [tr: it is like me saying mp three player] ((laughter))
 T: was it you? ((laughter))ok good so:?
 L2: if I
 T: so so: hummm read it please
 L2: *okuyimm mi?* [tr: shall I read it?]
 T: no no: I was saying you know you would go to exchange office and buy some documents and then you would buy a mp no noo ((laughter))
 L2: *karıştı hatlar karıştı* [tr: we are all confused]
 T: ok play station four
 L2: yes
 T: huh uh next one?
 L2: next if I had a five thousand Turkish liras in my pocket I would go to Miami for two weeks holiday

T: who: wants to go to Miami was it? would you take Hamdi with you?
 L2: no: ((laughter))
 T: no: ((laughter)) Hamdi sorry for you
 L2: *yani beş bin lira param var kusura bakma yani* [tr: sorry but I have got (only) five thousand liras]

T: well you'll take your you know girlfriend
 L2: no
 T: ↑noo? ((laughter))just you?
 L2: huh uh
 L5: *senin amacın ne?* [tr: what is your purpose?]
 T: so you would go single
 L2: *yes kafa dinlemek için yani* [tr: to relax]
 T: ummm
 L2: *düinkü neydi to let um down hair miydi?* [tr: what was it was it 'to let down hair'?]
 T: let my hair down
 L2: yes

T: huh uh to let your hair down good good huh uh ok: I would pass Hamdi because he's just came I would come back to you ↑Fevzi?
 L7: *ne çabuk geldi ya sıra?* [tr: how quick is it my turn?] ((laughter))ehh if I had a five thousand Turkish liras in my pocket I would go to Spain and I would (.)watch *ne dicem Barcelona'nınmaçı ne demek?* [tr: what will I say what does 'Barcelona match' mean?]
 T: ok Barcelona match football match huh uh
 L7: yes ehh *dört tane değil mi?* [tr: isn't it four?] (.)if I had umm five thousand Turkish liras in my pocket I would buy a new smart phone

T: so: what model (.) would you like to buy? ((unintelligible talk)) well everyday there is a new models ohh it's I don't know so s six what s six or what? ((unintelligible talk))

L7: I would spend for my paint *bilmiyorum yararına* [tr: I don't know for good use]
 T: how much would you spend on your best friend? what's the top price?
 L7: umm
 T: top top money that you can give
 L2: one one ((laughter))
 T: five Turkish liras? ((laughter))
 L7: one hundred
 T: one hundred ok that's not not too ↑small amount not too ↑large amount so that's that's ok I thing ok and you said you would go to spain and watch a match I'm not a football fan but in Manchester I went to sea Manchester United Galatasaray match
 L7: humm
 T: huh uh I well was shouting I was jumping so but I'm not a fan but that's the atmosphere that make you you know
 L2: ° yes°
 T: go crazy and we lost the game we lost the game and I wasn't in Galatasaray side I was in Mancheseter United side because we couldn't find a ticket so: their colours team colours are the same you know Mancherster United
 L3: ° humm°
 T: and Galatasray both are yellow and red and I had a scarf here scarf?
 L2: *atki mi?* [tr: scarf]
 T: huh uh I had a scarf Manchester United
 L5: *sıkıntı olmadı* [tr: there is no problem]
 T: when they go like huhhh I'm like pahh ((laughhter)) so they were like staring at me staring at me? ((T demonstrates))
 L5: *gözlemediler mi?* [tr: does it mean 'to observe'?]
 T: no they are like
 L3: huhhh
 T: staring
 L3: *anlıyorum* [tr: I understand]
 L5: *söylenmek gibi mi?* [tr: is it like complaining?]
 T: no like looking like this ((T demonstrates 'to stare'))
 L6: *hocam ne zaman gittiniz?* [tr: Madam when did you go?]
 L7: *Türkiye'de öyle yapmazlar* [tr: they don't do it so in Turkey]
 T: two years ago
 L6: huh şey [tr: that]
 T: we lost the game it was the score was this they umm scored two and then at the last two minutes or three minutes we scored annd that was the you know total score but the match was really good huh uh (.)↓so: yes but go- in turkey fans are like you know go crazy they jump they I that was the first time I was in a match and I saw those people they go crazy but English people they just sit down they drink their beer ((laughter)) they just go ahhh yeahh so that's their ummm what do we say umm (.)↑reaction that's their reaction they just sit down they are very calm calm?
 L3: *sakin* [tr: calm]
 T: huh uh they are very calm but in Turkey they are just you know mad so it was it was really good so I advise I hope I mean you go and watch a match in a different country so what team do you support?
 L7: Fenerbahce
 T: fenerbahce what's your which team is your umm umm umumu (.)it's not coming (.) uh huh what's your ↑worst you know enemy?
 L7: Galatasaray
 L2: *enemy düşman değil mi?* [tr: enemy means 'düşman' ((in Turkish)) isn't it?]
 T: ↑no no noo
 L2: *ezeli düşmanınız* [gibi [tr: it is like your worst enemy?]
 T: [in in in abroad in abroad I mean machester united versus Galatasaray like this like is it Barcelona or

L3: *yurt dışındaki takımlardan hangisi?* [tr: which team is it abroad?]
T: huh uh
L3: *rakibiniz demek istiyor* [tr: she means opponent]
T: opponent
L7: *hocam bizim rakibimiz yok* [tr: Madam we don't have an opponent] ((laughter))
T: no team?
L7: *işte ↑gidemiyoruz ki yurt dışına* ((laughter)) *bu sene inşallah*[tr: but we can't go abroad I hope next year]
L2: *adam hayal bile edemiyor* [tr: he can't even dream it] ((laughter))
L7: *iki kere mi gittik o kadar* [tr: have we gone twice that's all]

T: maybe this year?
L7: I think
L2: *inşallah* [tr: hopefully]
T: I think Beşiktaş can go ↑no? Fenerbahçe? ok: opponent yes
L3: *siz hangi takımı tutuyorsunuz?* [tr: which team do you support?]
L5: *opponent neydi?* [tr: what does opponent mean?]
T: well Galatasaray and Fenerbahce they are [opponents]

L5: [humm *rakip takım* [tr: opposing team]
T: opponents yes huh uh ok good ↑yes Meriç?
L6: if I had five thousand Turkish liras in my pocket I would go to or going to abroad a concerts now
T: I would go abroad to see a concert
L6: yes ↑see
T: so which which concert would you see? Shakira or?
L5: yes yes Shakira ((laughhter)) *daha önce gidemedim para biriktirdiğim halde* [tr: I couldn't go although I saved money]
T: really? or Rihanna
L6: Beyonce
T: ohh Beyonce
L5: *bak bak hemen de nasıl biliyor* [tr: look at him how does he know?]
T: humm or lady gaga?
L5: *Shakira dedim ordan* [tr: I said Shakira] ((laughter))
T: ok?
L6: Beyonce
T: huh uh
L6: I would going to travel to abroad
T: I would?
L6: going to travel to
T: I would go
L6: I would go travel abroad
T: well that's the same I would go abroad you know see a concert and I would go abroad (.)see a match and I would go abroad and visit change it little bit read the next one?
L1: *evlen benim gibi sende* [tr: you can get married like me] ((laughter))
L6: *beş bin lirayla mı?* [tr: with five thousand (Turkish)lira]
T: that's all?
L1: *ben öyle demek istememiştım aslında* [tr: I didn't want to say that]
T: can you write two more and I'll come back (.)↑yes Mustafa? I am interested in hearing yours I want to hear yours I am curious
L6: humm tamam ehh if I had five thousand Turk- tele ((laughter))
T: tele ((laughter)) are you from Isparta?
L5: *evet* [tr: yes] ((laughter))
T: people say tele ((laughter)) in Isparta ok Turkish liras
L6: in my pocket ((laughter)) I would eat the my money
L2: *eat the money mi?* [tr: eat the money?]

L4: *yerim mi?* [tr: is it 'to eat'?]
 L2: *ama o* [tr: but that]
 L6: *hayır bir saniye orda saklamak demek değil mi?* [tr: no just a second it means to hide isn't it?]
 L2: *save saklamak* [tr: save means 'saklamak' ((in English))]
 T: I would save
 L6: huh hide hide /haide/ /hıde/ ((L6 mispronounces 'hide'))
 L6: /hıde/ *diyomuş* [tr: he says hide]
 T: you hide you hide the money
 L2: *saklamak* [tr: to hide]
 M; *saklamak evet* [tr: to hide yes]
 T: why?
 L6: um I didn't my father
 L2: huh?
 L6: I didn't tell my father
 L6: *babasından*=[tr: from his father]
 T: ahhhhh so:
 L5: *ne kadar kötü yaa* [tr: that's terrible]
 L6: I spend my money little little ((laughter))
 T: oh ((laughter)) little little ↑into the middle ((laughter)) ((an extract from a stand-up show))
 L6: *nasil olduğunu*=[tr: how it is]
 T: small amount I would spend small amount huh uh
 L6: may be: umm I go to Ankara I see my sister and brother
 T: ohh your sister is in Ankara? is she a student or?
 L6: student
 T: student
 L6: *malesef* [tr: unfortunately]
 T: ↑ why? why
 L6: *hocam bitirsin de para yollasın artık ya* [tr: Madam I hope she finishes (the university) and send money to me]
 T: so is she
 L6: *para okuyor* [tr: money studies]
 T: she is older than you
 L6: huh? yes
 T: how old is she?
 L6: *valla bilmiyorum ki bir iki yaş büyük ama* [tr: I don't know she is older than me for one or two years]
 T: so how old are you then?
 L6: *ben yirmi yaşındayım o yirmi iki filan ya* [tr: I am twenty but she is twenty two]
 T: twenty two well she's young you know
 L6: *hocam ama aynı sınıftayız yaa şimdi* [tr: Madam but we are in the same grade]
 T: so she:
 L1: *o da mı hukuk okuyor?* [tr: does she study law too?]
 L6: *yok ya* [tr: no]
 T: went to university ↑late? she went to she went to university ↑later than you
 L6: *no benden önce gitti ama beraber aynı sınıfta* [tr: she has started before me but we are at the same grade]
 T: ↑ why?
 L6: *o hazırlık filan da okudu da işte kaldı filan bir şeyler oldu* [tr: she went to preparation class she failed and that]=
 T: =huh preparation class ri:ght
 L5: *çok hakim değilim ona diyosun* [tr: you don't know properly you are saying] ((laughter))
 T: ok anything else?
 L6: no↓
 T: no? just this hide the money

- L6: *ne nasıl iste ana düşüncesi olan bir paragraf yazdım ya daha ne istiyorsunuz? ((laughter)) daha ne istiyonuz?* [tr: what I wrote a paragraph that has a main idea what else do you expect?]
- T: but one sentence introduction one sentence middle one sentence conclusion
- L6: *nasıl beş cümle oldu hocam şimdi sayalım bak sayalım baştan isterseniz sayalım yani* [tr: how I have five sentences we count from the beginning if you want]
- T: no no well think of two more I'll come back together yes two more ↑please?
- L4: if I had five thousand Turkish liras in my pocket I can starting a company=
- T: I would [start a company
- L4: [starting a company
- T: good huh uh but that's too small amount
- L2: *çirkin mi çalışmak mı?* [tr: does it mean 'ugly' or 'to work?']
- T: to: ((T writes it on the board))
- L4: *bir kuruluşa yardım ederim dedim* [tr: I said I would help one of charities]
- L2: *humm yardım ederim [dedin tamam* [tr: you said that you would help]
- T: [sta:rt
- L3: *gönüllü iş neydi?* [tr: what does voluntary work mean?]
- T: volunteer
- L3: hum volunteer
- L4: haa volunteer
- T: ↑to start a company means you start a job for yourself
- L2: *aynen ben de öyle düşündüm* [tr: exactly I agree]
- T: you start a company but what did you say what did you ↑want to say actually?
- L4: *ben bir kuruluşa yardım ederim* [tr: I would help a charity]
- | | |
|-----|--|
| T: | humm so: well you can say I can help |
| L4: | <i>help olur mu?</i> [tr: is help acceptable] |
| T: | well you can say yeah |
| L2: | <i>ya da sonunda for help gibi bişey ekleyebilirsin</i> [tr: or you can add 'for help' in the end] |
| T: | huh uh |
- L4: and I can go to in Italy I spend all of
- T: I would go to Italy?
- L4: I spend all of money I go to shop
- T: so what's good about ↑Italy? you know is it all about clothes Italy?
- L4: ↓no: everything
- T: everything
- L4: yes umm I can help animals
- T: you would I would would huh uh (.)huh uh
- L4: I can buy would eat *yiyecek bir şeyler alırım* [tr: I would buy something to eat]
- T: why why do you like Italy? why ↑not Spain not Miami? ((laughter))
- L6: °kim gidiyo?°[tr: who is going?]
- L4: I don't know i want to go
- T: they both go and he is not taking Hamdi with him ((laughter)) they go single they go single ((intelligible talk))
- L4: I want to see Italy especially Pissa Tower and I *denemek?* [tr: to try?]
- T: try
- L4: try I want to tried Italy's cuisine miydi? [tr: was it cuisine?]
- T: ↑cuisine Italian cuisine huh uh ((T writes it on the board))
- L2: *benim akluma hep kuzen geliyor* [tr: that (word) reminds me the word 'cousin']
- T: umm three years ago I went to Italy I ate their pizza which was you know
- L4: pasta?
- T: fantastic and pasta they've got all different shapes and with different sauces but I didn't like the ice cream it wasn't
- L5: why?

T: it wasn't good ice- I don't know there were too many variety like fifty different types of ice cream in different colours I went there and then I said I want that that that that that that ((laughter))that that that it was like a pizza tower ((laughter)) and then I started eating it was all

L2: *eridi* [tr: it melted]

T: mixed

L5: *karıştı* [tr: it mixed]

T: it started melting and it made me feel sick (.)so: yes I didn't like it but pizza was you know

L3: ayyy

T: fantastic

L5: *maksimum üç çeşit* [tr: maximum three (different) kinds]

L3: I want it ((laughter))

T: yes I I advise and we went to ((a phone rings))hello?

L5: *sorry hocam trendyollar bir şeyler yani* [tr: it is trendyol something Madam]

T: huh shopping again?

L5: humm

T: shopping again so we went to Vatikan as well Vatikan do you know ↑Pope? (.)Pope?

L1: aaa

T: religious man

L2: *aa ben onu biliyodum ya* [tr: I knew that]

T: religious man he's wearing white and he

L7: *papa değil mi ya?* [tr: it was Pope wasn't it?]

L3: humm

T: yes huh uh

L6: ↓humm

T: pope wasn't there so we didn't see him ((laughter)) but you know it was it was good

L2: *amaaan rope karıştırdım ya iple* [tr: it's rope I am confused with rope]

T: ohh rope rope huh uh (.) so I hope you go to Italy one day and I throwed coin into that water do you know that?

L4: noo

L3: humm

T: in Turkey people say Âşıklar Çeşmesi but it's not (.)you go there you throw coin

L4: coin?

T: backwards and then you wish something

L2: ↓humm

T: you wish something and then beggars beggars?

L5: *dilenci* [tr: beggar]

T: beggars come and collect them all ((laughter)) yes

L2: *dileğin oluyor* [tr: your wish comes true]

T: it's my wish

L2: *al bunu al sen git hadi* [tr: take it and go]

T: yes ok: thank you ↑yes?

L3: humm if I had five thousand Turkish liras in my pocket I would go shopping and whatever I want I bought buy all them=

T: =I would buy all of them huh uh

L4: if I had five thousand Turkish liras in my pocket I I would go to İstanbul and I would spend ↑all of money with my friends in Istanbul

T: huh uh

L4: I would umm if I had five thousand Turkish liras in my pocket I would umm *ayırmak ne demek?* *ayırmak ama hani bir şey için ayırmak* [tr: what does save mean? to save for something]

T: save save

L4: *save mi?* [tr: is it save?]

T: huh uh

L4: I would save all of money for eating so I eat kind of food every time

L5: *doymayacağım için yani* [tr: you won't get full will you?]

L4: and I gain weight
 T: and you gain so: what's next? you pay more money and you go to gym?
 L4: ↑no
 T: no?I am happy and overweight ↑overweight?
 L5: hum *kilolu* [tr: overweight]
 T: huh uh overweight huh uh you can say ↑under-weight as well ((T writes them on the board))
 L1: *zayıf mı?* [tr: is it slim?]
 L3: *hiç bir yıl içinde yemek yemeğe para ayırmayacağım için bunu düşünmemiştim* [tr: I don't save money for food for a year I haven't thought of that]
 L5: *niye?* [tr: why?]
 L3: *işte gym şeyiyle ilgili* [tr: it is about gym stuff]
 T: ok are you: finished?
 L3: yes *üç tane* [tr: three]
 T: three ok
 L3: *üçüncüsü* [tr: the third one] to save money for book ayy
 T: I save money for buying a house
 L3: humm
 T: I am saving money for buying a car I am saving money for my holiday ok? (.)↑yes Huriye?
 L5: if I had five thousand Turkish liras in my pocket I would buy shoes clothes bags jackets ((laughter))maybe a dog for my brother or I change my bicycle=
 T: you would buy what? for your brother?
 L5: ↑dog
 T: ah a dog? humm
 L5: umm he loves them
 T: he loves pets?
 L5: yes
 T: only dogs or all the you know animals?
 L5: especially dogs
 T: humm right=
 L5: and he had one but he wants more
 T: more? well it's gonna be like a ↑zoo
 L5: ((laughter)) maybe
 T: you but you've got a garden ↑right?
 L5: yes *bi bi ne ya? but we hayvan beslemek anlamında?* [tr: what is it? in the meaning of keeping an animal?]=
 T: =↑keep
 L5: huh keep we keep your dog umm in a *çamlık?* [tr: pinery]
 T: what do you mean?
 L2: *ama çamlık* [tr: pinery]
 L5: *evimizin önünde çamlık* [tr: pinery in front of our house]
 L2: *İngilizceye* [tr: to English]
 T: do you mean like you've got field or garden or
 L5: garden bu:t ((laughter))garden a girmiyoruz *çiçekler var o yüzden şeyde evin az ilerisinde çamlık var*=[tr: we don't enter the garden because the are flowers there is a pinery near the house]
 T: backyard you've got a backyard right ok
 L5: huh uh *o tarz bir şey o çamlığı bilmediğim için* [tr: something like that as I don't know what pinery is]
 L1: *keep bakım bakmak mı demektir?* [tr: did 'to keep' mean 'to care'?]
 T: huh uh ↑feed?
 L3: *beslemek* [tr: to feed]
 T: huh uh you can feed a pet feed a dog or keep a dog no no that's feed feed is ok
 L3: *beslemek anlamında* [tr: in the meaning of feeding] ((for 'to keep'))
 T: well keeping is like more like you keep feed means you give kind of food everyday huh uh ok you've got more?

L5: ↑yes and maybe ↑Shakira concert umm
 T: so you go to Shakira concert umm (.)interesting?
 L5: she didn't come to Turkey in ° five years° five
 T: may be more than five years
 L5: eight years
 T: in eight years so if she comes for example to Istanbul would you go?
 L5: yes
 T: would you go to Istanbul for her?
 L5: yes I want
 T: you want but would you go I mean you are like fan of Shakira or=
 L5: yes fan fan
 T: do you just like her
 L5: no no fan
 T: you are fan?
 L5: yes
 T: ok she is an how old is she now Shakira?
 L1: *elli vardır* [tr: about fifty]
 T: ohh ↑no not that old
 L5: *otuz üç otuz dört lerinde filandı* [tr: she is about thirty-three thirty-four]
 T: I think she is like forty?
 L5: *otuz iki* [tr: thirty-two]
 T: really?
 L5: *evet* [tr: yes]
 L3: *bakiyim mi ben hocam çok merak ettim*=[tr: can I check Madam am curious about it]
 L5: *=kaç doğumlu bir dakika* [tr: what is her birth date?]
 T: =I think she is I don't know
 L4: *daha büyük* [tr: older]
 L1: *daha büyük gösteriyor* [tr: she looks older]
 T: because I was at high school
 L3: *kırk olmaz ama kırk değil otuz küsurlar* [tr: she can't be forty she must be in her thirties]
 T: I think she is in her forties can you check?
 L5: *I am checking bakalım* ((laughter)) *atmış yedi doğumluydu?* [tr: let me check it was she born in sixty seven?]
 L3: *iki şubat bin dokuz yüz yetmiş yedi doğumlu* [tr: she was born on the second February of nineteen seventy seven]
 L5: *yetmiş yedi doğumlu bak hatırlamışım* [tr: look I remember she was born in (nineteen)seventy four]
 L1: *ee otuz yedi filan yapıyor bak işte* [tr: yes it makes thirty-seven]
 L5: *ama kırk yok yani* [tr: no she isn't forty yet]
 L1: *otuz yedi* [tr: thirty-seven] ((laughter))
 L5: *otuz küsur* [tr: over thirty]
 L2: *ya yaa* ((an expression used for irony here)) *otuz yedi*[tr: thirty seven]
 T: yes thirty seven thirty eight
 L3: thirty eight
 L4: *evet* [tr: yes] thirty eight
 L5: *ayy yaşlanmış yaa kıyamam* [tr: ohh she is getting older poor thing] ((laughter))
 T: but inn your eyes in your eyes
 L5: *benim gözümde* [tr: in my eyes]
 T: in your eyes she is still very ↑young huh?
 L5: umm when
 L3: *sanki aşık olmuş gibi* [tr: it is like she fell in love]
 L5: *hayır hayır şeyken daha çok fine ken o zamanlar otuz iki otuz üç diye aklımda kalmış* [tr: no when she was fine, she was thirty two three so I remember so]
 T: because I was a high school girl

L5: yes
T: and [she was popular
L5: [she was
T: what was her song? what was her song?
L3: whenever
L5: *ya o değil* [tr: no not that one]
T: whenever wherever
L5: *hips don't lie vardı o zaman* [tr: there was 'hips don't lie' then]
L3: *humm ben onu bilmiyom* [I don't know that]
T: it was well before after that was ↑after I think because I was fifteen
L5: *ben high school dayken* [tr: when I was at high school]
L3: *hoca on beş yaşındayken* [tr: Madam was fifteen years old]
L1: *hoca on beş yaşındayken* [tr: Madam was fifteen years old]
L5: *aa pardon ben beni diyo sandım* [tr: no sorry I thought she was talking about me]
T: so it's been like fifteen another sixteen another years so that's probably she was popular when she was twenty
L5: yes
T: yes huh uh ok have you got any more ↑no?
L5: no
T: finished ok I'll go back to Hamdi now
L8: umm if I had five thousand Turkish Liras in my pocket I would go to ultra music festival
T: so ↑where is it?
L8: um sometimes /bel.g1əm/ sometimes ((L8 mispronounces 'Belgium'))
T: Belgium
L8: Miami Miami
T: sometimes Miami that's why you want to go to Miami?
L8: ↑yes
T: humm ok

L8:	umm festival continue three days
T:	huh uh
L8:	humm <i>ondan</i> world's best djs
T:	huh?
L8:	<i>ondan sonra başka n'oluyordu orlarda?</i> [tr: what else happen there?] umm I stay and or hotels

T: you stay in a
L8: *parasına göre yani* [tr: it depends on the budget] = ((the bell rings))
T: =in a tent or hotel huh uh it's like a festival in Istanbul like Rock'n Coke or huh uh ok we will continue with you ↑two and then you too think of two more do you smoke? do you smoke?
L6: no
T: because you just ↑rushed so I thought you smoke

LESSON 15

T: I'm ↑here I'm not invisible ↑invisible?
L5: *görünmez* [tr: invisible]
L8: *görünmez* [tr: invisible]
T: huh uh I'm not invisible (.)ok you've got problems with your:
L5: *öyle bir şey*[tr: something like that]
L3: *hocam sormayın hiç* [tr: don't even ask Madam]
L5: *genel öğrenci işleri* [tr: general student problems]
L3: *Huriye'nin dertlerinden* [tr: Huriye's ((typical)) problems] ((laughter))
T: ↑really? so what kind of problems did you have for accomodation?
L5: humm
L3: *ders bitti* [tr: lesson's gone] ((laughter))
L5: *accomodation la ilgili* [tr: about accomodation]

L1: *konaklama* [tr: accomodation]
 T: yes housing you know house are you happy [now with your new one
 L5: [yes yes yes
 T: ok ↓good ok I I need to do listen to you and then do the book because we haven't done the book
 this week yesterday it was all laughing((laughter)) and the game today it is going to finish the
 first lesson so I need to you know ↑start very quickly yes ↑Hamdi have you got anything else
 L5: ° that's all°
 T: sorry?
 L5: that's all
 T: that's all?
 L5: *başka bir şey yok* [tr: there is nothing else]
 T: well I want to hear more from some people Meriç have you got?
 L6: I would do set up green house
 T: ° greenhouse° ok from yesterday
 L6: and plant to bring
 T: and plant?
 L6: to bring
 T: what does it mean?
 L2: *bring mi?* [tr: bring?]
 L6: *geliştirmek anlamında değil mi bring?* [tr: bring means 'to improve' doesn't it?]
 T: ↑ plant ↑ grow or plant (.) plant ((T writes it on the board))
 L6: grow up
 L5: *haftaya sınav mı var?* [tr: do we have exam next week?]
 L6: no no no
 L5: *dördüncü beş hafta sonra* [tr: forth five weeks later]
 T: yes that's fourth
 L3: *bu dördüncü hafta mı?* [tr: is this the fourth week?]
 L5: *haftaya haftaya vize*=[tr: next week ((we've got))visa]
 T: =at the end of ↑ fifth week
 L6: *yapmaa* [tr: no]
 T: at the end of ↑fifth
 L4: *beşinci haftanın sonunda* [tr: at the end of fifth week]
 L2: *daha çok var* [tr: there is much ((time))]
 T: I mean in sixth week
 L1: *haftayı bitiricez* [tr: we will finish the week]
 T: huh uh
 L6: *daha çok var* [tr: there are more (weeks)]
 T: so don't worry ok yes so you would set up a greenhouse and grow some vegetables and fruits you
 would grow plants
 L6: ↓ yes ok I want to open agricultural /medikem/ dealer ((L6 mispronounces 'medicine'))
 T: you would start ↑what?
 L6: I would do open agricultural ↑ /medikem/ dealer
 T: agricultural medicine dealer
 L7: *agricultural zirai mi?* [tr: does agriculture mean 'zirai' (in Turkish)?]
 T: in Turkish what does it mean?
 L6: huh? (.)
 L5: *Türkçesi ne diyo?* [tr: what does it mean in Turkish?]
 L7: °*Türkçesi ne diyo?* ° [tr: what does it mean in Turkish?]
 L6: *zirai ilaç bayi açmak* [tr: to start an agricultural medicine office]
 T: we call them office not you know are you using that terrible dictionary fono isn't it? fono
 dictionary no ↑b1 level (.)my little children don't use that so change your dictionary it's not a
 good one ok? use Oxford or Cambridge or Longman something like that
 L6: *little children diyonuz B1 diyonuz* [tr: you say little children and then B1]
 T: well

- L6: *normal yani* ((laughter)) *niye küçümsediniz?* [tr: that is normal why did you underestimate?]
T: are you ↑aware that that's B1 class this is ↑B1 as well so you need to use a better dictionary like English English
- L3: *yani* [tr: yes]
L1: *anlamıyoruz ki ama* [tr: but we don't understand]
L2: *daha iyi bir sözlük kullan* [tr: use a better dictionary]
L1: *İngilizceden İngilizceye* [tr: from English to English]
T: at first you don't understand and the you continue using it you start understanding it
L6: *valla hiç bir şey anlamıyorum ben* [tr: honestly I don't understand anything]
L3: *aynen* [tr: exactly]
T: ok ↑let's continue yes ↓thank you Meriç
L6: I would to spend spend umm
T: I would spend money
L6: *to yok di mi would tan sonra?* [tr: there is no 'to' after would isn't it?]
T: no I ↑would you know (.)verb one
L6: I would spend money to our project
T: on my project
L6: *yok* [tr: no] on our project
T: huh uh
L6: umm I and my cousins haa maybe I and my cousins go to a
T: go to where?
L6: another country
T: another country together? so is there a country do you mean like (.)yes you will visit o:r you ↑would live in another country?
L6: *valla şey için proje için* [tr: I mean for the project]
- T: ↑ahh ok ↑just for your project so you are a hardworking student huh? at university
L6: no
T: because you always talk about your project
L1: *yok öyle bir şey* [tr: no never] ((laughter))
L6: no
T: ↑no?
L6: *no: hocam benim şimdi kuzenlerim var aynı sınıftayız proje yapalım dediler yani o yüzden katıldım onlara değilse yapmazdım yani* [tr: Madam I've got two cousins we are in the same class they asked me to do a project and I agreed otherwise I wouldn't]
T: hum
- L3: *bu ne projesi* [tr: what project is it?]
L6: ° *amaan bilmiyom yaa*° [tr: I am not sure]
T: about your job ok ok we need to start umm I'm on page yesterday we started ↑twenty six huh uh we'll answer the questions we started reading it I think Dursun (.) you were reading it right? you were reading it?
L2: yes
T: yesterday we will read it again and we will look at the questions and then we will do listening Fevzi can you read it this time
L7: yes
T: please
L7: Vera Wang wedding dress size ten colour ivory area lon London beautiful and elegant couture Duchess Satin second-hand wedding dress for sale it was made by Betty Blane of Chelsea based on Wang's design but it's /junikoe/ ((L7 mispronounces 'unique'))
T: ↑unique unique
L7: very flattering style with handstiched beads around neck back has pearl buttons and shirt train I felt like Audrey Hepburn cost (.) two thousand pound new
T: huh uh good ok so is the dress new? Kübra is it new?
L3: no no

T: it's second hand?
 L3: yes
 T: huh uh that's second hand because it's
 L3: worn once worn once
 T: worn once good number two Yusuf?
 L1: what colour is it? ivory
 T: ivory so what colour is ivory?
 L1: *fil dişi* [tr: ivory]
 T: it like white but not bright
 L3: *kırık beyaz işte* [tr: ivory]
 T: huh uh not very bright white ↓ok ↑ri:ght next one yes Dursun please number ↑three?
 L2: was it made for Audrey Hepburn yes it is *it was mı oluyor?* [tr: does it become 'it was'?]
 T: ↑no: it says
 L2: *biz öyle anladık arkadaşlarla* [tr: I and my friends thought so]
 T: it says it ↑felt like
 L3: *evet* [tr: yes]
 T: Audrey Hepburn it felt like but it ↑isn't
 L3: *o üretmemiş yani* [tr: she didn't make it (the dress)then]
 L1: *felt ne demek?* [tr: what does 'felt' mean?]
 T: for example it feels like leather
 L2: *benziyor mu?* [tr: does it look similar?]
 T: leather it isn't it feels it feels
 L2: huh *benziyor* [tr: it is similar]
 L1: huh *anladım* [tr: I understand]
 T: huh uh
 L2: o zaman no it wasn't
 T: no?=
 L2: =it wasn't
 T: no it wasn't it felt like it felt like Audrey (.)huh uh Hepburn because we are talking about the dress it huh uh number four umm ↑Huriye?
 L5: *ben bunu yapmadım ama neyse* [tr: I haven't done this one but anyway]
 T: just read it
 L5: was it made by ↑Vera Wang?
 L1: *cık* [tr: (an expression used for disagreement)]
 L5: *demiş* [tr: it says]
 L1: *Vera Wang'e in elbisesi değil dimi?* [tr: it isn't Vera wang's dress is it?]
 L6: *değil* [tr: no]
 T: was it made by
 L1: *onun tarafından mı yapılmış?* [tr: is it made by her?]
 T: huh uh ↑passive
 L5: *by burda ne diyo by Betty Blane diyo no ama dur şunu şey*[tr: what does 'by' mean here it says by Betty Blane no but hold on]
 T: it was made by Betty Blane of Chelsea based on Wang's design
 [so that's the design
 L2: *[onların şeyine dayanarak* [tr: based on her thing ((design))]
 T: that's the design I make another one but my design is based on yours that's the base
 L7: *ondan esinlenmiş* [tr: she is inspired by her]
 T: huh uh I ↑ copy the model I copy the model ok so: that's my base modal so no: it's based on Vera Wang's design oL3: number fi:ve Mustafa?
 L6: how much does it cost now? cost ummm two thousand pounds
 T: ↑no
 L6: humm ↑one thousand pounds
 L1: *yenisi o yenisi* [tr: that's the new one]

T: one thousand huh uh one thousand poundds huh uh ok goo:d is there anything you want to ask about the paragraph anything

L3: what's the meaning of ↑unique?

L1: *benzersiz* [tr: unique]

T: it's there aren't two there is ↑only one huh uh so that's unique

L2: *unicorn lar falan var ya hayvan unicorn* [tr: there are unicorns the animal]

T: yes uni means one huh uh uni↑ verse universe?

L1: *univers-te* [tr: university] ((laughter))

L2: *üniversite* [tr: university]

L1: university

T: ↑no universe ((T writes it on the board)) (.) so: all galaxy so: everything space stars=

L2: *=evren* [tr: universe]

T: you know yes uni means one (.) ok so: listening listen to the conversation between Ella who is selling the wedding dress and Melissa who wants to buy it answer the questions below ↓so: please ↑read the questions before listening I will put it on now

L1: *bu ne ya?* [tr: what is this?](0.3)

L2: *yüksek topuk* [tr: high heel]

L1: *öyle bir şey herhâlde* [tr: something like that] (0.3)

T: is everybody ready for the listening o:r are you still reading the questions not ready oL3: ok (0.2)↑ok let's let's hear ((recording starts playing))

MP3: B1 Module 1 unit 4 activity 3 listen to the conversation between Ella who is selling the wedding dress and Melissa who wants to buy it answer the questions below answering machine ((beep))

M: hi I saw the wedding dress you advertised on wedding dresses for everyone.com I would like to know more about it can you call me back on 02324456162 my name is Melissa Jones thank you ((telephone ringing))

M: hello?

E: hi I'm Ella Simpson you left a message on my answer phone about the wedding dress

M: oh yes thanks for calling me back Melissa is the dress still for sale?

E: yes it is although a couple of people are interested

M: right so can I ask you a bit more about it?

E: of course

M: I am wondering if it is going to be long enough I am 1 meter 78

E: I am 1 meter 76 and I wore very high heeled shoes because my husband is nearly 2 metres tall

M: I am not planning to wear very high heel s so that is OK with the ceremony and then the wedding party I need comfortable shoes what about the size? You say it is a size ten but i am a very small ten sometimes I wear an eight

E: it's a standard size ten if it is big you can take it to the tailor and have it made smaller

M: that's true is the dress damaged in any way

E: no I assure you it's in perfect condition

M: and the price?

E: as I wrote in the ad it is one thousand pounds this is half its original price I don't want to change that I will cover shipping costs though

M: I would like to buy it what if it doesn't suit me? Can i get a full refund?

E: a partial refund there will be a ten percent penalty to cover shipping and inconvenience you would get a ninety percent refund

M: that's reasonable let me have a think about it and I will call you back later this evening is that ok?

E: yes of course I look forward to your call goodbye

M: goodbye ((the recording ends))

T: so have you got all the answers o:r no?

L2: just two

T: just two answers ok let's ↑hear it ↑again ((recording starts playing))

MP3: B1 Module 1 unit 4 activity 3 listen to the conversation between Ella who is selling the wedding dress and Melissa who wants to buy it answer the questions below answering machine ((beep)) you have one new message message one

L6: hi I saw the wedding dress you advertised on wedding dresses for everyone.com I would like to know more about it can you call me back on 02324456162 my name is Melissa Jones thank you ((telephone ringing))

L6: hello?

E: hi I'm Ella Simpson you left a message on my answer phone about the wedding dress

L6: oh yes thanks for calling me back Melissa is the dress still for sale?

E: yes it is although a couple of people are interested

L6: right so can I ask you a bit more about it?

E: of course

L6: I am wondering if it is going to be long enough I am 1 meter 78

E: I am 1 meter 76 and I wore very high heeled shoes because my husband is nearly 2 metres tall

L6: I am not planning to wear very high heel s so that is OK with the ceremony and then the wedding party I need comfortable shoes what about the size? You say it is a size ten but i am a very small ten sometimes I wear an eight

E: it's a standard size ten if it is big you can take it to the tailor and have it made smaller

L6: that's true is the dress damaged in any way

E: no I assure you it's in perfect condition

L6: and the price?

E: as I wrote in the ad it is one thousand pounds this is half its original price I don't want to change that I will cover shipping costs thousg

L6: I would like to buy it what if it doesn't suit me? Can i get a full refund?

E: a partial refund there will be a ten percent penalty to cover shipping and inconvenience you would get a ninety percent refund

L6: that's reasonable let me have a think about it and I will call you back later this evening is that ok?

E: yes of course I look forward to your call goodbye

L6: goodbye ((the recording ends))

T: ok so that's the ↑end (.)of listening so: let's see ↑ri:ght number: ↑one ummm Kubra?

L3: is anyone else interested in buying the dress? yes it is *orda bir sey söyledi tek bunu tam anlayamadım* [tr: it said something there but I couldn't get it properly] ↑couple of?

T: yes there are a couple of people who are interested huh uh ok

L3: *burda demek istediği umm tamam hum* [tr: that's what it meant umm ok]

T: ok? understand?

L3: ° humm°

T: ok good Gülşen number two?

L4: a:re are Ella and Melissa the same height? *ben they don't diye anladım ama*[tr: but I understand 'they don't'] no they don't

L3: *biri biri* [tr: one is one]

T: no it's asking about ↑how tall they are ↑height their height huh uh no: so what's Melissa's height

L1: *bir yetmiş sekiz* [tr: one point seventy eight]

L7: *bir yetmiş altı da diğeri* [tr: the other is one point seventy six]

L4: *bir yetmiş altı biri* [tr: one is one point seventy eight]

L1: *Ella bir yetmiş altı Melissa bir yetmiş sekiz* [tr: ella is one point seventy six and Melissa is one point seventy eight]

T: so Melissa is one point seventy six and the other what was the ↑Ella wa- is one point seventy eight

L3: *tam tersi değil mi?* [tr: it's the opposite isn't it?]

L7: *tam tersi* [tr: opposite]

L4: *ilki yetmiş altı ikincisi yetmiş sekiz miydi?*[tr: the first one is seventy six the second one is seventy eight]

T: who is selling the dress?

L1: ↑Ella

L3: Ella
 T: huh Ella is one point seventy?
 L1: ↑six
 T: ↑ohh one point seventy six yes and Melissa is one point seventy eight
 L1: eight huh uh ok number ↑three: umm ↑Hamdi?
 L5: why doesn't Melissa want to wear very high-heeled shoes shoes? *Bilemedim* [tr: I am not sure](.)
 L3: she needs comfortable shoes
 T: she wants to wear comfortable shoes at the wedding party huh uh (.)huh uh ok number ↑ four
 ↑Dursun?
 L2: humm what can Melissa do if the dress is ↑too big? *anlamadım ben orayı ama sanırım*[tr: I didn't
 get that part but I think]=
 T: =if it's too big
 L4: you can take to ↑tailor
 L2: *kestirebilir mi napar?* [tr: does she get it cut or what does she do?]
 T: you can take it to the ↑ tailor and get it smaller
 L2: humm *su şeyin ucuna ekleyelim* [tr: let's add it to the end of that thing]
 L3: *telefonla nasıl satın alıyorlar?* [tr: how do they buy it by the phone?]
 T: no no for example they see it on the website and then they call
 L3: ok
 T: huh uh ok umm number ↑fi:ve ↑Meriç?
 L6: I ↑don't ° understand°
 T: just ↑read the question please
 L6: what can Melissa do
 L2: beş
 T: five
 L2: will Ella
 L6: will Ella /bar.gem/ on the price? /bar.gem/ ((L6 mispronounces 'bargain'))
 T: so bargain means yes huh uh so: do you think she will go lower
 L1: lower?
 L2: *düşüğüne* [tr: lower]
 T: it's one thousand pounds do you think she will go lower like nine hundred pounds what did she
 say?
 L5: *değiştirebiliriz gibi bir şey dedi* [tr: I think she said that she can change it]
 T: she said no I can't change the price because it's a good price so: she ↑won't bargain on the price
 ok so: ss- number six Mustafa?
 L6: what is included in the price? *az önce cevabını verdiniz ama*[tr: you have just given the answer]
 one thousand pounds=
 L2: =noo *o değil* [tr: that's not the one]
 T: =↑noo what's ↑included?
 L2: *ücretine dahil* [tr: included in the cost]
 T: yes what's included in the price
 L6: hum
 T: is there anything included?
 L2: *kargo demişti ama sanki* [tr: she said shipping I think]
 L7: *yuzde on kargo kesiliyordu* [tr: ten percent cut for the shipping]
 T: ohh that's later
 L7: hum
 T: what's included? ↑shipping?
 L6: yes
 T: ↑shipping is included huh uh shipping is included ok seven Yusuf?

L1: what kind of refund is Ella willing to give ↑*yani*? [tr: it means?]
T: so she said if I don't like the dress if I give it back do I get ↑full refund and she said ↑no you ge:t (.)
↑partial partial? we've got ↑two types of refund it can be partial that means you get the part of the
money back ↑not all money and that's full refund that's a hundred percent what about partial? it
can be you ↓know

L7: *yüzde on yüzde yirmi aynen* [tr: ten twenty percent yes]
T: so in this one so what is the percentage
L3: *huhh şey* [tr: that]
L7: partial ninety percent
T: who said ↑yes ↓Fevzi (.)ninety percent because tehy said she said they will cut ten percent for
shipping shipping and ↑inconvenience so what does ↑inconvenience mean? (.)
L3: *uygunsuzluk* [tr: inconvenience]
T: well ↑kind of she says I will buy it you go to shipping office you send it and she sends it back so
this is all inconvenience (.)↑ok? ok good right (.)↑ok I want to do little bit of speaking you will
work in pairs again ok? seller seller seller buyer seller buyer seller buyer ((laughter))it sounds
↑terrible doesn't it seller buyer ok seller buyer buyer (.)ok? oh let's change it seller buyer buyer
because you are in the middle
L3: ok
T: ok? so you want to sell something to your friend so if you can sell it you ↑win if he says no I
don't want it because I don't need it if you give the reasons well if you give up give up ok you
won't buy and then he wins the seller wins ok? for example you are working they come to your
office right? and they want to sell something a:nd can you resist ↑resist? you say no: I don't want
L1: *şey* [tr: that]
L6: *reddetmek* [tr: to refuse]
L2: *reddetmek* [tr: to refuse]
L7: *işte kararlı* [tr: decisive]
T: ↓no remember it was about chocolate we used that resist word there is a chocolate cake I'm on a
diet I can't resist=
L1: *dayanamıyorsunuz* [tr: you don't resist]
T: can you resist or can you give up?
L2: humm
T: ok so: you've got umm ↑four minutes please you decide what you are selling and ↑start straight
away no writing you can talk about the for example if you are selling a you know board marker
you need to think about you know its ↑description and the ↑price
L6: *°başlayalım mı? °* [tr: shall we start?] ((LL start working in pairs and threesome))
T: if you are ready yes if you are ready you can start what are you what are you selling your mobile
phone?
L2: yes yes ((unintelligible talk)) hi
L1: hi
L2: you want
T: you've got two customers
L3: *iki satıcı daha iyi olurdu da neyse* [tr: two sellers would be better but anyway]
T: just choose something maybe like shoes or bag or because they are girls ((laughter))
L3: *zaten Huriye'nin can evinden* [tr: that's Huriye's weakest point] ((laughter))
L5: *tamam alıyorum tamam* [tr: ok I would buy it]
T: both? ((T looks around, observes the groups and attends the activity if it is needed))
L5: *o kazanıyor dimi o zaman satıyor çünkü lütfen öyle can evi man evi yapma* [tr: but she wins in
that case doesn't she because she sells please don't target my weakest point]
L3: *napiyim canım ne satıyorum?* [tr: what shall I do? What else can I sell?] ((unintelligible talk))
L5: *ondan satamazsın çünkü çok var* [tr: you can't sell that because there are many]
L1: *hocam see my work is görüyor olur mu?*[tr: madam does 'see my work' mean is 'görüyor' (in
Turkish)?]

T: it works
L1: hum *yani işe yarıyor* [tr: it means that it works]
T: I think you need to sell (.)something else for example he is selling his mobile phone you need to sell something else your shoes for example second hand show show your shoes I think that's you know ((laughter)) come on say ummm
L1: if I buy it
T: when did you buy it second hand first hand how much money do you want you know ((unintelligible talk))Meriç sell this ((T walks around and checks if they speak target language what they are selling the cost etc))what are you selling aa your watch your watch watch ok how much is it? ummmm that's too expensive ((unintelligible talk))bargain you want a bargain how much do you give ten liras more shake hands
L5: no no no money
L4: very expensive very expensive
T: you need to give a better price he says fifty dolars you say fifteen dllars make it higher ((unintelligible talk))why why is it good? is it a good watch? so just say ((unintelligible talk))so when did you buy then? when when? one years one year ago well you lost your shoes ((unintelligible talk))you are you are a good seller i like it
L5: *abartma batacaksın artık* ((unintelligible talk)) *zarara girceksen niye satıyon?* [tr: don't exaggerate it you will lose money why do you sell it if you lose money?]
L3: I like it
L5: huh huhh *salla artık tabi tabi* [tr: make it up go on]
T: how much is it? ((unintelligible talk))I know I know so what do you think about it?
L3: *almazsanız evime haciz gelir* [tr: if you don't buy I'll have bailiff] ((laughter))
L2: this phone is better that your phone
T: ohhh ((laughter))
L1: *olmaz böyle ama* [tr: no that's not possible]
T: have you ↑sold anything?
L3: I said that umm if you buy one shoes I give umm a lot of presents three bags and
T: ↑three bags?
L5: *one belt veriyor yanında bir de* [tr: she gives one belt free as well]
L4: *markası da Armani* [tr: also its brand is Armani]
T: ↑ohh
L3: a seventy percent sale
T: ok you give ticket
L3: no no *ahh istedikleri zaten yüzde yetmiş indirimli* [tr: the ones they ask are already in seventy percent discount] and I give three bags
T: how much is it?
L3: umm
T: altogether
L3: twenty five Turkish liras *çok ucuza geliyor* [tr: it is really cheap]
T: only twenty five?
L3: *evet* [tr: yes]
L4: *haciz gelcekmiş evine* [tr: bailiff is called] ((laughter))
T: only twenty five?
L3: because=
L1: ↑*hocam* [tr: Madam]
L5: *yüzde yetmiş indirim var anladık yirmi beş liraya geliyor* [tr: ok we understand they are seventy percent off it comes twenty five ((Turkish liras)) to you]
L1: *tam Türk satışı* [tr: typical Turkish style selling tactics]
T: you bought one
L5: *yes hocam nasıl biliyor musunuz böyle* [tr: Madam do you know how?] ((unintelligible talk))
L1: *hocam bizde ne diyor biliyor musunuz? if you don't buy it you see my hand diyo*[tr: madam do you what he says he says 'if you don't buy it you see my hand']
T: so are you buying it?

L1: no ((laughter))
 L2: *al işte* [tr: that's it]
 T: well no difference ↑no difference
 L2: *sen sattın mı kabul ettiniz mi? bak herkes alıyor*=[tr: have you sold any? Look they are buying]
 T: ok can we stop now? I: I listen to your dialogues it and it was really good you were selling a mobile phone?
 L2: yes
 T: that one you were selling your shoes? your shoes
 L5: *ikinci el* [tr: second hand]
 T: you were selling your?
 L6: watch
 T: your watch huh uh and you were selling shoes and bags of course did you did you sell it?
 L2: I ↑can't sell it
 T: you can't sell it
 L2: yes but I really liked when he said what's its features and then you said it's better than your phone ((laughter)) I- I like that (.)I like that part that was good and you were selling your shoes did you sell it?
 L5: yes
 T: how much was it?
 L5: fifteen Turkish liras
 T: only fifteen Turkish liras and he's got Adidas Adidas shoes you keep it so cheap no
 L2: *ikinci el diye elli lira atmış liraya* [tr: he sells it for fifty Turkish liras because it's second hand] ((unintelligible talk))
 T: that's that's so cheap fifteen Turkish liras fo:r for those shoes yes so so ↑cheap ok?
 L6: ↑no I don't sell it
 T: you don't sell it because your watch is how much?
 L6: twenty five dollars only twenty five dollars? because you said fifteen thousand [dollars something like that?
 L2: [uhhh
 L6: *fifty dollars ti* [tr: it was fifty dollars]
 T: ohh fifty dollars now it's twenty five dollars?
 L2: *indirim yapmış* [tr: he made a discount]
 L1: *yarı yarıya* [tr: half off] ((laughhter))
 T: but he was saying he was saying ↑fifty (.)[dollars and
 L6: [I don't I don't need
 T: you said ten dollars ((laughhter))
 L6: I don't need it
 T: you don't need it?
 L6: *dedim hocam fiyatı düşürmek için* [tr: I told you madam just for lowering the price] ((laughter))
 T: so it's twenty five but you still don't buy it? that's interesting as well so:
 L6: *yirmi bes liraya alacak olan varsa?* [tr: if you want to buy it for twenty five liras ((you can))] ((laughter))
 T: for someone else ok and you sold what? how many bags how many shoes
 L3: umm *ikisine de two shoes and six bags* [tr: I sold two shoes and six bags both each]
 T: six bags two shoes
 L3: *o kadar sattım* [tr: I sold] total fifty Turkish liras
 L2: *elli ye?* [tr: for fifty?]
 T: ↑two pairs of shoes
 L4: *markası da* [tr: its brand is]
 T: six bags total fifty Turkish liras? and it's it's Armani Armani?
 L8: *ben iyi satmışım yine de* [tr: I sold it for a good price]
 L5: *iyi satmışsın* [tr: yes that's right]
 L3: *ama kazandım* [tr: but I won] I win

- T: you ↑win the game you ↑lost your money ((laughter)) yes you you no: you win the game Hamdi but you lost your shoes that's not good fifteen only fifteen it's equal here oh no: you win actually you win you win the game?
- L6: ↑certainly
- T: certainly oL3: and here he didn't buy?
- L6: I win
- T: you win the game but you are a good seller I heard you selling it so: it was good so ok good how many minutes do we have? two? ↑only two?
- L5: yes yes two
- T: two minutes
- L5: *ama hayır* [tr: but no]
- L1: *bir ya da iki dakika var* [tr: there is one or two minutes]
- L5: yes yes
- T: ↑two two minutes
- L1: *bir dakika var* [tr: only one minute left]
- T: ok I'll just read it we'll read it very quickly last lesson we've got you know ↑song
- L3: ye:s
- T: song to do but we need to finish this page very quickly ok read the two advertisements below choose the one you are most interested in and write a ↑letter asking for more information you want to know when it starts ((a S sneezes))↑bless you how much it costs (.) a:nd if there is an exam or certificate at the end use important language box to help you write the letter ok the first one is about drama course ↑eight week drama course leading to performance come and work with a professional director and actors and have the chance and to perform in a play you'll learn how to improvise work in a team develop your cre- creativity direct a play this is a fantastic opportunity for anyone who is interested in acting or writing ↑register by calling oh two oh three one three one two four five three or email drama course at community dot com part of the community development project ok ↑second one is feel the freedom learn to sail do you want to know if sailing is the right hobby for you ((the bell rings))then try the rya start sailing course this course can be completed over a weekend two days and includes a chance to handle the boat under sail and power if you decide that sailing is right for you then this course counts towards the Rya competent crew course only two hundred pound ↑nonrefundable give it a try come down to the marina today when we come back we will speak more about this because it will be your ↑writing homework ok?
- L7: yes
- T: so: have a break

LESSON 16

((unintelligible talk))

- T: ok: would you like the ↑song activity?
- L1: ↑yes
- T: so we need to finish this ((laughter)) come on come on
- L5: *bence direk geçelim* [tr: I think let's jump to that activity directly]
- L1: *ee bence de direk geçelim* [tr: I also think we should do that]
- T: we need to we need to finish this
- L5: no direct?
- T: we need to finish it first and then do it
- L3: *ben hemen söyliyim* [tr: I'll say it quickly] I choose feel the freedom
- T: no it will be writing ((laughter))
- L3: *niye?* [tr: why?]
- T: that's not ↑that easy that's it says writing here
- L3: humm
- L1: ↑*freedom ne demek?* [tr: what does 'freedom' mean (in Turkish)?]

T: but I'll ask some people to read it first so we understand the two advertisements and then it will be writing homework ok? so the first one Yusuf can you read the first one? drama course

L1: ↑*hangisi?* [tr: which one?]

T: the ↑first

L3: *şu oku oku* [tr: that one read it]

T: this is first this is second ((T points the advert))

L3: *oku oku* [tr: read] read it

L1: *şundan bahsediyorsun humm onu okicam ha ok*[tr: you are talking about that one ok I'll read it] ((Y starts reading it aloud))eight week drama course leading to the performance come and work with a professional director and actors and have the chan=
=chance?

T: =chance?

L1: have the chance and to perform in a play you'll learn how to improvise work in a team develop your creativity direct a play this is a fantastic opportunity for anyone who is interested in acting or writing register by calling zero two zero three on three one two four five three or email drama course at community *nokta*[tr: dot] com=
=dot

T: dot com ((laughter)) com part of the community development project

T: ok: goo:d now is there anything you don't understand in this advertisement

L3: umm improvi[se?]

T: [improvise so if you are performing in a theatre

L1: huh uh

T: you don't have in paper you just ↑speak

L1: *şey mi?*=[tr: is it?]

L5: =*doğaçlama* [tr: improvise]

L2: =*doğaçlama* [tr: improvise]

T: improvise huh uh

L3: and /kri.eiv.i.ti/ neydi?[tr: what does 'creativity' mean?] ((L3 mispronounces 'creativity'))

L2: *yaratıcılık sanırım* [tr: I think it is creativity]

L3: humm

T: well creative creativity

L3: *geliştirmekle karıştırıyorum* [tr: I get confused with 'improve']

T: huh uh

L5: *bi dakika ya kaçırırım ben kelimeyi* [tr: just a second I missed the word]

L1: direct a play?

T: direc↑tor? direct a play I'm the director you are performer

L2: *yönetici* [tr: director]

T: I direct you you go there you

L1: *yönetmen* [tr: director]

L2: *yönetmen* [tr: director]

L1: *tamam şimdi yapıyoruz biz hocam?* [tr: ok what are we doing now Madam?]

T: if there is no other question I'll go to another one

L5: ↑yes

T: ok: ummm let's-

L3: *hocam bu course neydi?* [tr: ok (but)what does 'course' mean?] leading into performance reading

T: well it's starting as a course and then they will perform in the end leading

L3: huh uh

T: like going going that way leading huh uh ok ↑Dursun can you read?

L2: ((L2 starts reading it aloud))feel the freedom learn to sail do you want to know if sailing is the right hobby for you then try the Rya start sailing course this course can be complete over a weekend two days and includes a chance to handle the boat under sail and power if you decide that /se.ı.lıŋ/ is right= ((L2 mispronounces 'sailing'))

T: =sailing is right for you

L2: sailing is right for you then this count-this course counts towards the rya competent crew course /æn.li/ only two hundred pound ((L2 mispronounces 'only' and then self-corrects it))

T: non refundable
 L2: nonrefundable give it a try come down to the /məraɪə/ ((L2 confuses 'marine' with 'Maria'))
 T: marina today
 L2: marina today
 T: huh uh ok anything you want to ask about this ↑paragraph (.) this ↑advertisement?
 L2: *sail ne demektir?* [tr: what does 'sail' mean?]
 T: sailing you are on a boat you are on the sea you sail on a boat
 L2: huh uh
 T: you sail you've got you know paddles
 L2: *kürek çekmek mi?* [tr: is it 'to paddle'?]
 T: well you you ↑go to sea:
 L1: *açılmak* [tr: to sail]
 T: and ↑ye:s and you sail
 L2: humm
 L1: huh *denize açılmak* [tr: to sail by the sea]
 T: for ye:s huh uh
 L7: ° sailor° *denizci değil mi?* [tr: sailor isn't it?]
 T: sailor huh uh
 L7: humm
 T: sail sailor
 L3: count forwards
 T: which one ° where is it?°
 L3: then this course counts towards the
 L1: count *evet* [tr: yes]
 T: ohh ↑towards
 L3: humm
 T: towards for example I am walking towards city centre
 L7: *-e doğru* [tr: towards]
 L3: humm *kadar* [tr: till]
 T: yes towards
 L1: *ne demek?* [tr: what does it mean?]
 L3: *e doğru* [tr: towards]
 T: ↑huh uh yes huh uh ((unintelligible talk))
 L2: *bu Rya ne demek?* [tr: what does 'Rya' mean?]
 T: that's the ↑name of the company name of the company
 L2: humm
 T: nonrefundable? you don't get
 L1: *geri ödemesiz* [tr: nonrefundable]
 T: your money back
 L1: *geri ödemesiz* [tr: nonrefundable]
 T: ↑ no money back huh uh
 L5: *hangisi no money back?* [tr: which one is 'no money back'?]
 T: non refundable
 L5: *neydi?* [tr: what?]
 L1: *geri ödeme yok* [tr: nonrefundable]
 L3: *geri ödemesiz* [tr: nonrefundable]
 L5: *hayır önce onu aklında tutuyorum o gidiyor o gitmiyor öyle bişeyler oluyor* [tr: no I keep it in my mind and then it goes that doesn't go these kind of things happen]
 T: ok ↑no:w if tehre is no questions I will look at the ↑important language to remember to the box ok you are writing a letter you have seen this booklet ↑booklet?
 L3: *broşür* [tr: booklet]
 T: huh uh you have seen these advertisements in a booklet ok? and you want to learn about the course and you are writing a course to the company
 L1: *ne konuda?* [tr: about what?]

T: about the ↑course you choose one
L1: *onlara soru mu sorcaz kurslar hakkında?* [tr: will we ask questions about the courses?]
T: well ↑yes ↑yes ↑yes you can ask about the price you can ask when
[it will start
L1: *[nerde yapılıyor?* [tr: where will they do it?]
T: you can ask if you need extra costume extra money for anything and where it is you know is it in city centre or is it you know in another city you ask everything ok?:? you start like this dear Sir or Madam if you don't know the name you always start like dear Sir or Madam ↑ok? o:r to whom it may concern but this is like something official ↑official?
L2: *resmi* [tr: official]
T: yes if it's like a official document you write to whom it may concern if it's like a you know umm course you say dear Sir or Madam reason for writing so you say with reference to your advert in I don't know in booklet and you write the date you give everything you make everything specific you write the date if you've seen it in a ↑magazine you writ-write you write the name of the magazine if it's in a ↑newspaper you write the name of the ↑newspaper ok? so so: you request information like saying I would like to know about the price of the course o:r can you tell me if I can do it for a ↑part time full time you ask questions ok if you want to ask more you say I would ↑ also like to know if I can start in summer for example o:r could you tell me whether I can pay in two installments ↑installments? you pay all the money or you for example you pay ↑first and then you pay ↑again installement
L1: *aşama mi iki aşamada* [tr: steps in two steps?]
L7: *°deposito?°* [tr: deposit?]
L2: *deposit mi?* [tr: is it deposit?]
T: sort of
L5: *ödüyorsun yine ödüyorsun* [tr: you pay and you pay again]
T: I for example I want- I need to give one hundred Turkish liras if you pay full you give one hundred if you pay in installments you pay fifty and then ↑next month I pay fifty
L2: *taksit* [tr: installment]
L3: *taksit* [tr: installment]
T: installement (.)((T write it on the board)) generally you say I will pay (.) in installements ok: so: and you write ((T writes a sample letter on the board)) you need to put your signature so you can say ↑your faithfully and then you write your full name
L1: your faithfully *sizin şeyinize* [tr: yours thing]
T: huh uh if it's my friend you can say ↑love and you say Vxx Ixx Kxx ((T writes her full name)) or if it's umm so so friend your teacher at university you can say (.)best wishes and your name
L1: *iyi dileklerle mi?*[tr: is it best wishes?]
T: but if it's somebody you don't know it's yours faithsf- faithsfully
L3: *bu neydi yaa?*[tr: what is this?]
L7: *şeydi bu* [tr: it is that]
T: that's li:ke this
L7: *esen kalın gibi bir şeydir* [tr: it must be something like take care]
T: that's something like that I mean
L7: *esen kalın* [tr: take care]
T: because you don't know the person
L6: faithfully
T: yours faithfully huh uh and then you writ:te you know (.)your full name (.)
L1: *ikinci sizin ikinci isminiz mi?*[tr: is it your second name?]
T: my surname
L1: huh?
T: huh uh my father's last name
L1: and my
T: K is my husband's
L1: your husband's

T: I ((T's maiden name)) is my father's so it's not the second name so everybody all of my students in England use to call me

L1: Mrs xx

T: no: Miss Pearl

L1: huh?

L2: *onlardaki inci* [tr: pearl in theirs (in their language)] huh

T: they used to call me Miss Pearl because it's hard to pronounce V for them they're like Welldone willdone something like that ((laughter)) so I said ↑no: I don;t like it call me ↑Pearl and they all called me my friends called me Pearl my student called you know Miss Pearl so may be you can remember ↑pearl from here you can remember it (.) ↑ok? (.)ri:ght there is a tip I'll just read it very quickly don't give too much personal information when you are advertising something on the Internet for example you are selling something on EBay ↑don't write everything there because it might be dangerous for you your don't write for example your full name on the Internet it's s not good don't write your credit card number or ↑don't put your photo don't upload your pho- ↑upload?

L3: *indirmek* [tr: dowload]

L2: *yüklemek* [tr: upload]

T: that's download huh uh upload

L1: *yüklemek* [tr: dowload]

T: that's opposite huh uh don't give your address or telephone number huh uh just give may be email number ok so I want you you you all have ↑facebook right? can you like these pages?

L2: ° why?°

T: why? these are newspapers England's newspapers so they can always you can always read them when you are free it's not my personal page ((laughter))

L2: *öyle şeyler olur ya* [tr: ((but)) these can happen]

T: ↑ no no no no no ((T writes newspaper names on the board))(.) huh uh and voice of AMeriça

L2: *Amerika'nın sesi bu güzelmiş bizimkilerden güzel Sabah* ((a newspaper name)) *filan nasıl* ((laughter)) *ben bunu diyene kadar* [tr: the voice of America I like that better that ours how is 'Sabah'?)

T: and you've got ↑the Sun

L2: *var mı öyle bir şey?*[tr: is there one called like that?]

T: yes the Sun

L5: *telgraf çıktı* [tr: Telegraph is here]

L4: *instagram da var mı?*[tr: it is available in Instagram?]

T: I don't know I don't use Instagram I don't know ((unintelligible talk)) humm no it's in Turkish (.)((T shows the pages on a mobile phone))

L2: *kısaltması olabilir mi?*[tr: is there a short form?]

T: it can be that I think

L1: *bu mu?*[tr: this one?]

T: it's like it and see ° newspaper of° (.) yes I think that's that's the one so these are all English newspapers when you are on Facebook when you go down go up ok? ↑scroll do you know that?

L7: *kaydırmak* [tr: to scroll]

T: huh uh when you scroll up and down when you see newspapers just ↑have a look ok and read them ok we need to: so that's your writing homework please do it by ↑Tuesday you say ok but last time ↑ nobody just you did it whoelse did it? and ↑Yusuf that's all

L1: *efendim?* [tr: yes?]

T: you did your homework thank you and fevzi but I want to get homeworks from the others as well because writing is important ok? ok: no:w yes let's start the song Meriç this time no checking your mobile phones ok?

L6: ok

T: thank you (())

L2: *haftaya ↑salı mıydı?*[tr: is it next Tuesday?]

T: huh uh ((T cleans the board and prepares it for the next activity))(0.2) this is an old classic song (.)I think you all know the song I don't know if

L3: Micheal Jackson?
T: no no no ((laughter)) his songs are very fast that's why I don't use them
L5: *bazen Türkçeyi bile anlamıyorsun ki hızlı oldu mu?* [tr: when they are fast you don't even understand Turkish (songs)]
T: ↑yes
L5: *ingilizce anlıcaksın* [tr: (let alone) you will understand in English]
T: so:
L5: *ne diyor da falan diye* [tr: we are like 'what does it say there?']
L2: *misal Ceza (a popular rap singer) 'nin şarkılarını bir programda izlemiştim adam hani öğretmeye çalışıyordu birine anca o zaman anlamıştım* [tr: for example I heard Ceza's songs in a programme I understood the lyrics when he was trying to teach it to someone] ((laughter)).
T: yes it's humm ((the song starts))↑
L7: goodbye my lover
T: ↑ye:s
L3: *neymiş?*[tr: what is it?]
L7: goodbye my lover mi ne?[tr: goodbye my lover or what?]
L5: *o mu?*[tr: that one?]
L3: humm *evet biliyorum* [tr: I know]
T: good song
MP3: did I disappoint you or let you down?
L5: James Blunt
MP3: should I be feeling guilty or let the judges frown? 'cause I saw the end before we'd begun yes I saw you were blinded and I knew I had won so I took what's mine by eternal right took your soul out into the night it may be over but it won't stop there I am here for you if you'd only care you touched my heart you touched my soul you changed my life and all my goals and love is blind and that I knew when my heart was blinded by you I've kissed your lips and held your hand shared your dreams and shared your bed I know you well, I know your smell I've been addicted to you goodbye my lover goodbye my friend you have been the one you have been the one for me goodbye my lover goodbye my friend you have been the one you have been the one for me I am a dreamer and when I wake you can't break my spirit it's my dreams you take and as you move on remember me remember us and all we used to be I've seen you cry, I've seen you smile I've watched you sleeping for a while I'd be the father of your child I'd spend a lifetime with you I know your fears and you know mine we've had our doubts but now we're fine and I love you I swear that's true I cannot live without you goodbye my lover goodbye my friend you have been the one you have been the one for me goodbye my lover goodbye my friend you have been the one you have been the one for me and I ↑sti:ll hold your ha:nd in mine in mine when I'm asleep and I will bare my soul in time when I'm kneeling at your feet goodbye my lover goodbye my friend you have been the one you have been the one for me goodbye my lover goodbye my friend you have been the one you have been the one for me I'm so hollow, baby, I'm so hollow I'm so: I'm so: I'm so: hollow I'm so hollow, baby, I'm so hollow I'm so, I'm so, I'm so hollow
T: ok second time please take notes
MP3: did I disappoint you or let you down? should I be feeling guilty or let the judges frown? 'cause I saw the end before we'd begun yes I saw you were blinded and I knew I had won so I took what's mine by eternal right took your soul out into the night it may be over but it won't stop there I am here for you if you'd only care<you touched my heart you touched my soul you changed my life and all my goals and love is blind and that I knew when my heart was blinded by you I've kissed your lips and held your hand shared your dreams and shared your bed I know you well I know your smell I've been addicted to you goodbye my lover goodbye my friend you have been the one you have been the one for me goodbye my lover goodbye my friend you have been the one you have been the one for me I am a dreamer and when I wake you can't break my spirit it's my dreams you take and as you move on remember me remember us and all we used to be I've ↑ seen you cry I've seen you smile I've watched you sleeping for a while I'd be the ↑ father of your child I'd spend a lifetime with you I know your fears and you know mine we've had our doubts but now we're fine and I love you I swear that's true I cannot live without you goodbye

my lover goodbye my friend you have been the one you have been the one for me goodbye my lover goodbye my friend you have been the one you have been the one for me and I ↑sti:ll hold your ha:nd in mine in mine when I'm asleep and I will bare my soul in time when I'm kneeling at your feet goodbye my lover goodbye my friend you have been the one you have been the one for me goodbye my lover goodbye my friend you have been the one you have been the one for me I'm so: hollow baby I'm so hollow I'm so: I'm so: I'm so: hollow I'm so: hollow baby I'm so hollow I'm so: I'm so: I'm so: hollow

T: ok: we'll stop here and let's hear some ↑notes that you have taken can you give me like ↑four?
L2: into the night if I were you
T: into the night I am
L2: if are you *ben kendi kafamdan oyle düşündüm oyle diyo heralde* [tr: I thought it says so in my head I think it says so]
T: ↓ok:
L2: *you have you have been the one for me demişim ama* [tr: I have said but] *been the for me [ne demek onu bilmiyorum*[tr: I don't know what it means]
T: [you have been the one
L2: been the one
T: been the one like saying number one you have been the one huh uh
L2: *birincisin mi yani* [tr: you are number one is it so?]
T: huh uh
L2: it my dreams remember me
T: ok goo:d good notes I can see you've got you know long no-lines yes ↑Yusuf?
L1: *söyliyim mi hepsini?*[tr: shall I say them all?]
T: just four ↑different ones not the same ones
L1: let you down
T: ok let you down ok let you down
L1: feeling healthy
T: umm
L1: *var mıydı o?* [tr: was there?]
T: healthy or guilty? guilty
L1: guilty I still hold your hands
T: I still huh uh hold your hands in ↑mine huh uh
L1: *başka ne vardı? you can my sport diyodu da sport ne?*[tr: what else was there it says 'you can my sport' what is 'sport'?]
T: my ↑spirit
L1: my spirit
T: spirit ↑body and ↑spirit
L5: *ruhum* [tr: my spirit]
T: yes my spirit
L1: my spirit umm *başka* [tr: what else?] it's my dreams *bu kadar*[tr:that's all]
T: ok thank you huh uh yes Hamdi?
L8: umm kiss your lips umm hold your hands
T: you just start with kiss your lips ((laughter)) that's the you know ↑main idea of the song
L8: umm goodbye my love goodbye my love ((laughter))
T: kiss your lips goodbye my lover ((laughter)) that's all you say hello and then goodbye? ↓ok
L8: umm *başka* [tr: what else?] you have want for me
T: oL3:
L8: nice till *gerisini ne diyordu orda duymadım* [tr: I couldn't hear the rest]
T: huh uh
L8: *my song in time mi ne öyle bir şeydi yordu galiba* [tr: I suppose it was saying something like 'my song in time']
T: ok: that's that's
L1: *two girls songs diye bir şey var mıydı?*[tr: was there something like 'two girls songs'?]

T: two girls songs two girls? ((laughter))two girls? Dursun you can take him to Miami
 ((laughter))two girls ((laughter))

L2: two girls

T: yes Fevzi?

L7: all let you down

T: let you down ↑good

L7: before it began

T: before it began yes

L7: leave I have one into the night touch my heart hurt

T: heart touch my heart touch my souls

L7: *my heart is long oyle bir şey vardı kaçırđım neyse*[tr: ther was something like ‘my heart is long’
 but I missed (the rest)anyway]

T: humm

L7: *it’s my dreams vardı* [tr: there was ‘it’s my dreams’]

T: huh uh

L7: *I’m still I’m here for you bir şey vardı* [tr: there was ‘I’m still I’m here for you’]

T: ok

L7: *I’m a dreamer diye başlıyordu* [tr: it was starting like ‘I’m a dreamer’]

T: I’m a dreamer good huh uh

L7: I cannot live without you

T: good huh uh thank you yes Meriç?

L6: *aynı herkesle* [tr: the same with everybody’s]

T: the same? just give me like two three

L6: goodbye my lover

T: ↓ok

L6: goodbye my friend I’m waiting for you

T: ok

L6: her for you *yani* [tr: I mean] my heart is blend

T: ok that’s ok ↑thank you yes?

L4: remember me [we used to be

T: [remember me huh huh

L4: *used to vardı* [tr: there was ‘used to’]I can’t live without

T: you huh uh I can’t live without you

L4: *let me down gibi bir şey var mıydı?* [tr: was there something like ‘let me down’?]

T: ok

L2: let you down

T: huh uh

L4: my heart is blind like *onun gibi* [tr: like that] my heart is work

T: I think there is my heart is blinded by you something like that blinded by you

L4: *sonra you: have- you have been mi yoksa you have been noun for mu?* [tr: and you you have
 been or is it ‘you have been noun for’?]

T: you’ve been you’ve been

L4: *you’ve ↑been miydi?*[tr: is it ‘you’ve been’?]

T: huh uh you’ve been

L4: *işte you have been olan* [tr: yes the one with ‘have been’]

T: ↓ok thank you yes Kübra?

L3: or *let you down herkes dedi* [tr: everyone said] I hear for *gerisini duymadım* [tr: I didn’t hear the
 rest]umm I have been addicted to you umm I am a dreamer when I wake

T: huh uh

L3: and remember me remember us you have been *bir de watch us sleeping onu tam bilmiyorum ama*
 [tr: and ‘watch us sleeping ‘but I couldn’t hear properly]

L2: watch you sleep

L3: humm I cannot live without you goodbye lover

T: ↓ok:

L5: *bir dahakine ben başlamak istiyorum hep bitiyor* [tr: next time I want to start because all is done]
T: ok remind me remind me
L5: when I still hold your hand when I will *birşey* [tr: something]my /sul/ ((L5 mispronounces 'soul'))
T: my soul huh uh
L5: *soul mu diyor orda sonra farklı olanlara bakayım yes I saw you again mi birşey diyor*=[tr: does it say 'soul' I'll look at the different ones something like 'I saw you again']
T: =I know your smell
L5: =I'm so low baby
T: goo:d
L5: umm touch my hand touch my /sul/ ((L5 mispronounces 'soul' again)) you're my life I know your smell
T: she's got the ↑who:le lyrics here
L2: ohhh
T: well so have you heart this song before? yes?
L5: heart but I didn't find lyrics
T: ohh you just listened
L5: *dinlemişim* [tr: I had listened it]
T: you're familiar humm ↑good I like so that's that's good
L5: *I spent a lifetime with you mu diyo*? [tr: does it say 'I spent a lifetime with you'?]
T: huh uh yes yes can you take one and pass it around and and take one pass it around ((T hands out the lyrics with gaps))(-)no no yours is I think they'll huh uh you've got the right one thank ↑you: ok ready? steady?
L1: *healthy demiştim ya o healthy yerine ne gelcekti?*[tr: I have said 'healthy' what will it be instead?]
T: guilty guilty
L1: *guilty* ↑*nasıl yazılıyor o?* [tr: how do you spell 'guilty'?]
L3: gu-il-ty
L1: *ne demek?*=[tr: what does it mean?]
L7: =*suçlu* [tr: guilty]
L2: =*suçlu* [tr: guilty]
T: yes I feel guilty ok come on then come on fill in the ↑blanks
MP3: did I disappoint you or let you down? should I be feeling guilty or let the judges frown?<'cause I saw the end before we'd begun yes I saw you were blinded and I knew I had won so I took what's mine by eternal right took your soul out into the night it may be over but it won't stop there I am here for you if you'd only care you touched my heart you touched my soul you changed my life and all my goals and love is blind and that I knew when my heart was blinded by you I've kissed your lips and held your hand shared your dreams and shared your bed I know you well I know your smell I've been addicted to you goodbye my lover goodbye my friend you have been the one you have been the one for me goodbye my lover goodbye my friend you have been the one you have been the one for me I am a dreamer and when I wake you can't break my spirit it's my dreams you take and as you move on remember me remember us and all we used to be I've ↑ seen you cry I've seen you smile I've watched you sleeping for a while I'd be the ↑ father of your child I'd spend a lifetime with you I know your fears and you know mine we've had our doubts but now we're fine and I love you I swear that's true I cannot live without you goodbye my lover goodbye my friend you have been the one you have been the one for me goodbye my lover goodbye my friend you have been the one you have been the one for me and I ↑sti:ll hold your ha:nd in mine in mine when I'm asleep and I will bare my soul in time when I'm kneeling at your feet goodbye my lover goodbye my friend you have been the one you have been the one for me goodbye my lover goodbye my friend you have been the one you have been the one for me I'm so: hollow baby I'm so hollow I'm so: I'm so: I'm so: hollow I'm so: hollow baby I'm so hollow I'm so: I'm so: I'm so: hollow
T: ok: so: let's see who's got what ok: did I?
L4: disap-

T: ↑dissappoint you did I disappoint you or let you down let you down disappoint the ↑same
 L3: humm
 T: ok: did I disappoint you
 L3: humm
 L2: dissdissapp- Allah Allah ((an expression used for surprise and shock))
 T: dissappoint
 L1: *ne demek?* [tr: what does it mean?]
 L3: *hayal kırıklığı* [tr: disappointment]
 T: yes
 L2: *respond ne demekti? ben öyle bir şey anladım* [tr: what does 'respond' mean? I have understood something like that]
 T: you answer you respond somebody you reply ((unintelligible talk))
 T: did I disappoint you or let you down? should I be feeling
 L3: *guil-ty*
 T: *guilty*
 L1: *ne demek?* [tr: what does it mean?]
 T: *guilty? should I be feeling guilty I'm asking myself should I be feeling ↑guilty you know or let the*
 L5: *judge bu ne ya?* [tr:]
 T: *judges frown judge? (.)so: you go to that's your department who who decides? the last decision?*
 L3: humm
 T: *judge*
 L5: *son karar yani yargıç* [tr: last decision it means judge]
 T: they just hit the table
 L2: *↓hakim hakim* [tr: judge]
 T: and then they decide huh uh judge
 L3: *frown ne?* [tr: what does 'frown' mean?]
 T: *frown? look at my you know eyelashes ((T frowns at LL))*
 L3: humm
 T: *frown*
 L1: *kaşları çatmak mı?* [tr: to frown?]
 T: yes frown huh uh ok 'cause I saw the end
 L5: for
 L1: before
 T: before good (.)umm yes I saw you were?
 L5: blind=
 T: =you were blinded huh uh blind? blinded I can't see
 L1: *kör* [tr: blind]
 T: huh uh blind blinded ((laughter)) ok are you blind in Turkish they say are you blind? that's there you know ((laughter)) your phone is on the table are you blind? ok so I took what's mine by?
 L4: material?
 T: eternal right what does it mean that's a good word eternal eternal right that's the God you know in life maybe you won't find there is no judges they can't decide well but eternal right ↑God decides it better eternal right in Turkish how can how can we ↑say?
 L5: *şey ilahi dolu gibi bir şey mi?* [tr: is it something like eternal?]
 T: yes
 L2: *ilahi adalet* [tr: eternal right]
 T: yes that's right eternal right
 L1: *ilahi adalet* [tr: eternal right]
 T: took your soul out into the night it may be over but it won't stop there I am here for you if you'd only?=
 L2: =care
 L6: care

T: ↑care: if you'd care if you'd only care you say I don't care ((T shakes her shoulders)) what does it mean if you care

L2: *bakmak* [tr: to care]

L1: *bakım değil mi care?* [tr: isn't 'care' 'bakım' (in Turkish)?]

L4: *bakım* [tr: care]

L6: *taşımak* [tr: to carry]

L4: *hayır o carry di* [tr: no that's carry]

L1: *carry taşımak care bakım* [tr: carry (means) 'taşımak' (in Turkish) care (means) 'bakım' (in Turkish)]

T: you say umm do you like my shoes you say III say i don't care

L1: *dikkat etmedim* [tr: I didn't realise]

T: no: I ↑ don't care

L1: *ilgilenmiyorum* [tr: I don't care]

T: ↑ye:s huh uh ok?

L5: *orda anlam ne oluyor? burdayım yani* [tr: what is the meaning there(in the song)? (is it)I am here]

T: if you care

L5: *sen ilgilenmiyorsun ama ben buradayım mı?* [tr: you don't care but I'm here]

T: kind of if you care I'm here huh uh you touched my?

L7: hurt ((the bell rings))

L1: hear-

T: heart

L1: heart

L7: heart

T: huh uh

L1: *sonra* [tr: then] you

T: you touched my soul

L1: *soul ney?* [tr: what does 'soul' mean?]

T: soul? s

L2: *ruh soul* [tr: ruh means soul (in English)]

T: yes

L1: *ne demek?* [tr: what does it mean?]

L2: *ruh* [tr: soul]

T: body and soul

L5: *spirit e ruh deyince ben de* [tr: you said spirit means 'ruh' ((in Turkish)) so I thought]

T: the same

L5: *ikisi de aynı mı?* [tr: both are the same?]

T: you changed my life and all my? (.)all my?

L7: goals

T: goals goal

L7: *dışarda da bocalıyor* [tr: it plays outside too]

T: really?

L5: *ben de onu anlamaya çalışıyordum şuan* [tr: I am trying to understand that now]

L7: *evet* [tr: yes]

L2: *aynen ben de (.)bu şarkı çalıyor*[tr: me too this songs play]

L5: huhh

L2: *aynen bu şarkı* [tr: exactly the same song] ((laughter))

T: what a what a ↑ coincidence what a coincidence?

L3: *ne tesadüf* [tr: what a coincidence]

L5: *tesadüf* [tr: coincidence]

T: that's (.)goodbye my lover so love is?=
=under

L5: =under

T: love is blind

L8: *I try hard mı o?* [tr: is it 'I try hard'?]

L5: my soul all my all my goals
L1: °ne demek goal?° [tr: what does 'goal' mean?]
T: love is blind (.)that I knew when my heart was blinded by you I've
L5: kissed
T: kissed your lips held your hand shared your dreams and shared your bed I know you well I know
your smell I've been addicted to you
L5: ° yes°
T: I am a dreamer well it's singing outside I'm saying I'm saying the lyrics I feel like reading a
poem ↑poem?
L5: şair [tr: poem]
L2: şair [tr: poet]
T: yes yes like I am a dreamer ((laughter)) but when I wake ((laughter)) ok?
L5: orda wake mi diyo wake? [tr: does it say 'wake' there?]
T: you can't break my spirit it's my dreams you take
L3: spirit nasıl yazılıyor? [tr: how do you spell 'spirit?']
T: spirit?
L2: spirit ahh değilmiş [tr: no it's not]
T: spirit huh uh again it's my dreams you take well you can check it on the internet say lyrics and
check

Appendix 3: (Blank) Learner Profile Survey

LEARNER PROFILE

Adım / My name is _____

Doğum tarihim / I was born on _____

Aşağıdaki dil(ler)i aktif ya da pasif olarak kullanırım / I use the following language(s) actively or passively

• Evde / at home: _____

• Arkadaşlarla / with friends: _____

Aşağıdaki dilleri dil sınıflarında öğrendim ya da öğrenmekteyim:

I learned or have been learning the following languages in language classes:

Dil/ Language	TARİH/DATE	
	Tarihinden / From	Tarihine kadar/ to
.....		
.....		
.....		
.....		

Appendix 4: (Completed Example) Learner Profile Survey

LEARNER PROFILE

Adım / My name is [REDACTED]

Doğum tarihim / I was born on [REDACTED] 1996

Aşağıdaki dil(ler)i aktif ya da pasif olarak kullanırım / I use the following language(s) actively or passively

- Evde / at home: I was out home two days ago
- Arkadaşlarla / with friends: When I go my hometown I spent time with my friends.

Aşağıdaki dil(ler)i dil sınıflarında öğrendim ya da öğrenmekteyim:

I learned or have been learning the following languages in language classes:

Dil/ Language	TARİH/DATE	
	Tarihinden / From	Tarihine kadar/ to
English	From October	to May
English	From 9th - 12th in High school	
German	From 9th - 12th in High school	

Appendix 5: (Blank) My Language and Experiences Survey

MY LANGUAGE and EXPERIENCES

Dil (1) Language (1)					
Bu dili öğrendiğim süre... I have been learning this language for ...		1 yıl/ year.	2 yıl/ years.	3 yıl/ years.	4 yıl
Bu dili öğrendiğim ortam ... I have been learning this language ...		dili kursunda/ at language school. evde/ at home.			
Kullandığım materyal/medya/kaynaklar ... Material/media/resources I have are ...					
Sertifikalar ve Diplomalar Certificates and Diplomas					
Düzye Level (A1-C2)	Sertifika/ sınav adı Title of certificate/examination	Veren Kurum Awarded by		Y Ye	
Dil (2) Language (2)					
Bu dili öğrendiğim süre ... I have been learning this language for ...		1 yıl/ year.	2 yıl/ years.	3 yıl/ years.	4 yıl
Bu dili öğrendiğim ortam ... I have been learning this language ...		dili kursunda/ at language school. evde/ at home.			
Kullandığım materyal/medya/kaynaklar ... Material/media/resources I have are ...					
Sertifikalar ve Diplomalar Certificates and Diplomas					
Düzye Level (A1-C2)	Sertifika/ sınav adı Title of certificate/examination	Veren Kurum Awarded by		Y Ye	

Diğer ülkelere yolculuğumda ya da ziyaretlerimde dikkatimi çeken yeni ve ilginç şey!
The new and interesting things I noticed when travelling or staying in other countries

Ülke/ Country: Dil/ Language:	Tarihinden/ Date from:/...../20..... Tarihine kadar/ To:/...../20.....	Arkadaş ya da aile yanında konaklama Staying with friends or family (✓)	Seyahat Travel (✓)	Eğitim Study (✓)
--	---	--	---------------------------------	-------------------------------

Dilsel ve Kültürler arası deneyimlerim:
Linguistic and intercultural experiences:

Ülke/ Country: Dil/ Language:	Tarihinden/ Date from:/...../20..... Tarihine kadar/ To:/...../20.....	Arkadaş ya da aile yanında konaklama Staying with friends or family (✓)	Seyahat Travel (✓)	Eğitim Study (✓)
--	---	--	---------------------------------	-------------------------------

Dilsel ve Kültürler arası deneyimlerim:
Linguistic and intercultural experiences:

Ülke/ Country: Dil/ Language:	Tarihinden/ Date from:/...../20..... Tarihine kadar/ To:/...../20.....	Arkadaş ya da aile yanında konaklama Staying with friends or family (✓)	Seyahat Travel (✓)	Eğitim Study (✓)
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Dilsel ve Kültürler arası deneyimlerim:
Linguistic and intercultural experiences:

Appendix 6: (Completed) My Language and Experiences Survey

MY LANGUAGE and EXPERIENCES

Dil (1) Language (1)		English			
Bu dili öğrendiğim süre... I have been learning this language for ...		1 yıl/ year.	2 yıl/ years.	3 yıl/ years.	4 yıl <input checked="" type="checkbox"/>
Bu dili öğrendiğim ortam ... I have been learning this language ...		<input checked="" type="checkbox"/> dil kursunda/ at language school. evde/ at home.			
Kullandığım materyal/medya/kaynaklar ... Material/media/resources I have are ...		internet and some books			
Sertifikalar ve Diplomalar Certificates and Diplomas I don't have.					
Düzye Level (A1-C2)	Sertifika/ sınav adı Title of certificate/examination	Yeren Kurum Awarded by		Y Ye	
A2 B1	I don't have	—			
Dil (2) Language (2)		German			
Bu dili öğrendiğim süre ... I have been learning this language for ...		1 yıl/ year.	2 yıl/ years.	3 yıl/ years.	4 yıl <input checked="" type="checkbox"/>
Bu dili öğrendiğim ortam ... I have been learning this language ...		<input checked="" type="checkbox"/> dil kursunda/ at language school. (at school) evde/ at home.			
Kullandığım materyal/medya/kaynaklar ... Material/media/resources I have are ...		Only school books			
Sertifikalar ve Diplomalar Certificates and Diplomas I don't have.					
Düzye Level (A1-C2)	Sertifika/ sınav adı Title of certificate/examination	Yeren Kurum Awarded by		Y	
A1	I don't have				

Appendix 7: (Blank) My Goals and My Learning Survey

MY GOALS and MY LEARNING

Genel amaçlarım My general aims		
	Dil/ Language/.....
Bu dili öğrenme nedenim/ I am learning this language because		
<hr/> <hr/> <hr/>		
Bu dilde başarmak istediklerim/ In this language I want to be able to		
<hr/> <hr/> <hr/>		
Dil sınıfında yapmaktan hoşlandıklarım/ Things I like doing in language class		
<hr/> <hr/> <hr/>		
Başarılı olduğum şeyler/ Things I am good at		
<hr/> <hr/> <hr/>		
Zorlandığım şeyler/ Things I find difficult		
<hr/> <hr/> <hr/>		

Öğrenme deneyimlerim. En iyi öğrenme stiliim ...
My learning experiences. I learn best...

Çalışma yöntemi Study method	Evet Yes	Hayır No	Not Not
Sessiz bir ortamda çalışarak Studying in a quiet place			
Gerçek planda müzik ile evde tek başıma çalışarak Studying alone at home with music in the background			
Bir arkadaşla birlikte çalışarak Studying with a friend			
Okulda bir grup arkadaşla birlikte çalışarak Studying with a group of other students in school			
Her şeyi tamamlayana kadar uzun süre çalışarak Studying for a long time to get it all done			
Kısa aralarda sık sık çalışarak Studying for a number of short sessions			
Yeni bilgileri ezberleyerek Memorising new information			
Sorular sorarak (öğretmene ya da diğer öğrencilere) Asking questions (to teacher or other students)			
Kişisel bir çalışma defteri kullanarak Using a personal study notebook			
Sınıftaki sınavlara katılarak Participating in a class quiz			
Birilerine çalışma konularını açıklarak Explaining something to someone else			
Bir özet metin çıkararak Writing a summary text			
Sınıfı sözlü sunu yaparak Giving a presentation to the class			
İnternet araştırması yaparak Doing internet research			

Çalışma yöntemi Study method	Evet Yes	Hayır No	Not Note
Okuyarak Reading			
Zihin haritası çıkararak Creating a mind map			
Bulmaca çözerek Doing a puzzle			
Önce dinleyip sonra söyleyerek Hearing first, then saying something			
Kendi kendime defalarca sözlü tekrarlayarak Saying something again and again to myself			
Konuyu sınıfta öğretmenimle tekrarlayarak Using the subject in class with my teacher			
Konuyu sınıftaki diğer öğrencilerle birlikte kullanarak Using the subject with other people in my class			
Konuyu sınıf dışında kullanarak Using the subject outside class			
Konuyu defterime yazarak Writing about the subject in my notes			
Dinleme materyali kullanarak ve defalarca dinleyerek Using a tape and listening to it repeatedly			
Diğer(leri) Other(s)			

Appendix 8: (Completed Example) My Goals and My Learning Survey

MY GOALS and MY LEARNING

Genel amaçlarım My general aims			
I	<p>I want to improve my language grid I want to learn English because I need it for my job. Also think: If you learn different language, you learn different culture. You can improve your point of view.</p>	Dil/ language	English
/.....		
Bu dili öğrenme nedenim/ I am learning this language because			
<p>Bu dilde başarmak istediklerim/ In this language I want to be able to I want to speak like my native language, but I want to work in abroad.</p>			
Dil sınıfında yapmaktan hoşlandıklarım/ Things I like doing in language class			
<p>Speaking about all subjects. Playing vocabulary games. And learn something about England culture</p>			
Başarı olduğum şeyler/ Things I am good at			
<p>I like learn different vocabulary, I work it.</p>			
Zorlandığım şeyler/ Things I find difficult			
<p>I always use similar vocabulary and structure. I find it difficult Speaking different subject. I always speak about similar subject.</p>			

Öğrenme deneyimlerim. En iyi öğrenme stilim ...
My learning experiences. I learn best...

Çalışma yöntemi Study method	Evet Yes	Hayır No	Not Not
Sessiz bir ortamda çalışarak Studying in a quiet place	✓		
Gece planda müzik ile evde tek başıma çalışarak Studying alone at home with music in the background	✓		
Bir arkadaşla birlikte çalışarak Studying with a friend	✓		
Okulda bir grup arkadaşla birlikte çalışarak Studying with a group of other students in school		✓	
Her şeyi tamamlayana kadar uzun süre çalışarak Studying for a long time to get it all done		✓	
Kısa aralarda sık sık çalışarak Studying for a number of short sessions		✓	
Yeni bilgiyi ezberleyerek Memorising new information	✓		
Sorular sorarak (öğretmene ya da diğer öğrencilere) Asking questions (to teacher or other students)		✓	
Kişisel bir çalışma defteri kullanarak Using a personal study notebook	✓		
Sınıftaki sınavlara katılarak Participating in a class quiz	✓		
Başkalarına çalışma konularını açıklayarak Explaining something to someone else		✓	
Bir özet metin çıkartarak Writing a summary text	✓		
Sınıfa sözlü sunu yaparak Giving a presentation to the class		✓	
İnternet araştırması yaparak Doing an internet search	✓		

Çalışma yöntemi Study method	Evet Yes	Hayır No	Not Note
Okuyarak Reading		<input checked="" type="checkbox"/>	
Zihin haritası çıkararak Creating a mind map	<input checked="" type="checkbox"/>		
Bulmaca çözerek Doing a puzzle	<input checked="" type="checkbox"/>		
Önce dinleyip sonra söyleyerek Hearing first, then saying something	<input checked="" type="checkbox"/>		
Kendi kendime defalarca sözü tekrarlayarak Saying something again and again to myself	<input checked="" type="checkbox"/>		
Konuyu sınıfta öğretmenimle tekrarlayarak Using the subject in class with my teacher	<input checked="" type="checkbox"/>		
Konuyu sınımdaki diğer öğrencilerle birlikte kullanarak Using the subject with other people in my class			<input checked="" type="checkbox"/>
Konuyu sınıf dışında kullanarak Using the subject outside class			<input checked="" type="checkbox"/>
Konuyu defterime yazarak Writing about the subject in my notes	<input checked="" type="checkbox"/>		
Dinleme materyali kullanarak ve defalarca dinleyerek Using a tape and listening to it repeatedly		<input checked="" type="checkbox"/>	
Diğer(ler) Other(s)			<input checked="" type="checkbox"/>

Appendix 9: (Blank) Observation Sheet

Observation Schedule

Observation Sheet Class..... Day

Who code-switches?	From what language?	To what language?	What reaction is observed –by whom?

Appendix 10: (Completed Example) Observation Checklist

Observation Schedule

Observation Sheet Class.....B1..... Day ..April 6th 15.....

Who code-switches?	From what language?	To what language?	What reaction is observed –by whom?
L3	English	Turkish	L1 and L3 start talking in Turkish and T continues in English
L2	English	Turkish	L2 asks for feedback for his sentence
L1	English	Turkish	L1 ask the meaning of a word and then code-switch back to Turkish
L5	English	Turkish	To give the equivalence of an English word, gets a positive feedback from T
L5	Turkish	English	To quote, after that L5 switches back to Turkish

Appendix 11: B1 Language Skills Criteria: 9a-9e

9a: Listening Criteria

9b: Reading Criteria

KİŞİSEL DİL KAZANIMLARIM

My personal language attainments

B1

OKUMA / READING	Hedeflerim My Objectives	Çok yardım olarak With a lot of help	Az yardım olarak With a little help	Yardım olmaksızın Without help
<ul style="list-style-type: none">Gündelik ya da bilindik konulardaki kısa gazete makalelerinde bulunan temel noktaları anlayabilirim.I can understand the main points in short newspaper articles about current and familiar topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Gazete ve dergilerdeki güncel bir konu ya da olay hakkında kişilerin görüş belirttiği sütunları ya da röportajları okuyabilirim.I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Eğer konu bilindikse, bilinmeyen kelimelerin anlamlarını tahmin yoluyla anlayabilirim.I can guess the meaning of single unknown words from the context of a text if the topic is familiar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Kısa metinleri hızlı okuyabilir ve ilgili bilgileri bulabilirim.I can skim short texts and find relevant facts and information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Otel, pansiyon gibi turistik tesislerde odalara bulunan bilgi ve tanıtım broşürlerini okuyup testis ile ilgili tüm bilgileri anlayabilirim.I can understand the most important details found in information brochures and advertisements (e.g. about places to stay & places to visit) such as those displayed in tourist information offices and hotel rooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Basit mesajları ve standart mektupları (Örneğin; yönetici ve kulüp mektupları, vb.) anlayabilirim.I can understand simple messages, standard letters and e-mails. (e.g. from authorities or clubs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">E-postalarda ve sosyal paylaşım sitelerinde geçen olaylar, hisler ve isteklerle ilgili bölümleri düzenli bir şekilde yazılabilecek kadar anlayabilirim.In e-mails and on social network services I can understand those parts dealing with events, feelings and wishes well enough to correspond with someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Net olarak yapılandırılmış bir hikayenin konusunu anlayabilir, önemli bölümleri, olayları ve onları neden önemli olduğunu belirleyebilirim.I can understand the plot of a clearly structured story and recognize what the most important episodes and events are and what is significant about them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Yiyecek ve içeceklerde hangi ürünler kullanıldığına dair menüde yer alan açıklamaları okuyup anlayabilirim.I can understand explanations in menus concerning which products are used in food and drinks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KİŞİSEL DİL KAZANIMLARIM
My personal language attainments

B1

KUMA / READING	Hedeflerim My Objectives	Çok yardım olarak With a lot of help	Az yardım olarak With a little help	Yardım olmadan Without help
Yemek tariflerini okuyup ana hatlarıyla anlayabilirim. I can substantially understand recipes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yabancı TV kanallarında yayınlanan programlarda altyazı kullanılarak verilen son dakika haberlerini okuyup anlayabilirim. I can understand breaking news flashes displayed as subtitles on foreign TV channels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Akıllı cep telefonlarındaki ve tablet bilgisayarlardaki menüleri ve program talimatlarını okuyup anlayabilirim. I can understand menus and programme instructions on smart mobile phones and tablet computers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnternet üzerinden satış yapan sitelerdeki ürün bilgilerini ve sitenin alış-satış şartlarının yer aldığı yazılı talimatları temel hatlarıyla okuyup anlayabilirim. I can understand product information and the rules governing purchase on electronic trading sites on the internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pasaport ve vizelerin üzerindeki bilgileri ve kısaltmaları okuyup anlayabilirim. I can understand information and abbreviations found in passports and visas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yaygın olarak kullanılan ilaçların türünü ve kullanım amaçlarını genel hatlarıyla okuyarak anlayabilirim. I can understand the type of most widely-used medications, and understand their intended uses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnternet üzerinden alışveriş ve rezervasyon yapabilirim. I can do shopping and make bookings on the internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATM'lerin üzerinde servisleri kullanmak için bulunan komutları anlayabilirim. I can understand instructions found on ATM's sufficiently to be able to use their services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11c: Spoken Interaction Criteria

KİŞİSEL DİL KAZANIMLARIM My personal language attainments		B1			
KARŞILIKLI KONUŞMA / SPOKEN INTERACTION		Hedeflerim My Objectives	Çok yardım olarak With a lot of help	Az yardım olarak With a little help	Tadım alm Without
1	<ul style="list-style-type: none"> Bilindik ya da ilgi alanıma giren konulardaki basit diyalogları başlatabilirim, devam ettirebilirim ve kapatabilirim. I can start, maintain and close simple conversations on topics that are familiar or of personal interest. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<ul style="list-style-type: none"> Bazen ne istediğimi tam olarak söylemeye çalışırken zorlansam da bir diyalogu ya da tartışmayı sürdürebilirim. I can maintain a conversation or discussion even if I may sometimes have difficulty in expressing exactly what I am trying to say. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<ul style="list-style-type: none"> Bir acenta vasıtasıyla seyahat ayarlaması yaparken ya da seyahat ederken ortaya çıkabilecek çoğu durumda ilgilenebilirim. I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<ul style="list-style-type: none"> Soru sorabilir ve detaylı tarifleri takip edebilirim. I can ask for and follow detailed directions. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<ul style="list-style-type: none"> Şaşırma, mutluluk, üzümlük, ilgi ve ilgisizlik gibi hisleri açıklayabilir ve bunlara karşılık verebilirim. I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<ul style="list-style-type: none"> Arkadaş çevresinde yapılan ve resmi olmayan bir tartışmada kişisel görüş ve fikirlerimi söyleyebilir, diğerlerininkini sorgulayabilirim. I can give or seek personal views and opinions in an informal discussion with friends. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<ul style="list-style-type: none"> Nazik bir şekilde bir konuya katılıp katılmadığımı söyleyebilirim. I can agree and disagree politely. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<ul style="list-style-type: none"> Bir sağlık görevlisine sağlık problemim hakkında anlaşılır ve detaylı bir şekilde bilgi verebilir, onun sağlık sorunumla ilgili tavsiyelerini anlayabilirim. I can give clear and detailed information about my health problems to a health official and understand his/her advice. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<ul style="list-style-type: none"> Bir ürün ya da hizmet satın alırken satıcıyla karşılıklı fiyat pazarlığı yapabilirim. I can bargain with a salesperson while purchasing a product or service. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<ul style="list-style-type: none"> Çağrı merkezleriyle görüşürken gereksinim duyduğum bilgileri elde edebilirim. I can obtain the information that I require when dealing with call center services. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<ul style="list-style-type: none"> Bir banka hesabı açabilir, para yatırabilir ve çekebilirim. I can open a bank account, deposit and withdraw money. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11d: Spoken Production Criteria

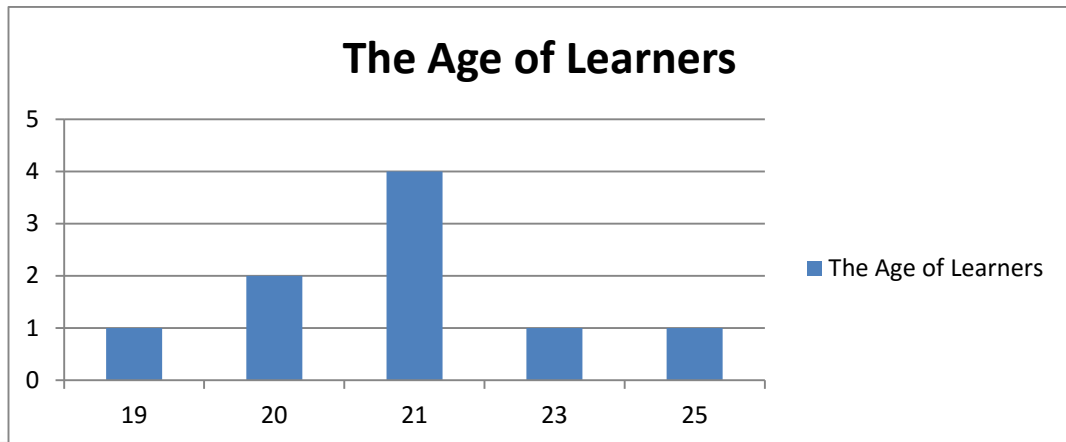
KİŞİSEL DİL KAZANIMLARIM My personal language attainments		B1			
DİJİTAL KAZANIMLARIM / DIGITAL SKILLS		Hedeflerim My Objectives	Çok yardım olarak With a lot of help	Az yardım olarak With a little help	Yardım olmadan Without help
ÜRETİMSSEL KONUŞMA / SPOKEN PRODUCTION					
Bir hikaye anlatabilirim. I can narrate a story.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deneyimleri, hisleri ve tepkileri tarif ederek detaylı bir şekilde anlatabilirim. I can give detailed accounts of experiences, describing feelings and reactions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hayalleri, umutları, amaçları tarif edebilirim. I can describe dreams, hopes and ambitions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planlarının, niyetlerinin ve eylemlerinin nedenlerini açıklayabilirim. I can explain and give reasons for my plans, intentions and actions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bir kitap ya da filmin konusunu ilişkilendirebilir, tepkilerimi belirtebilirim. I can relate the plot of a book or a film and describe my reactions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metindeki orijinal sözcükleri aynı sırada kullanarak kısa bir paragrafı sözlü olarak aktarabilirim. I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yurtdışı seyahatlerim öncesinde vize almak üzere görüşeceğim görevliyle, yurtdışına çıkış amacım, kalacağım süre ve seyahatimle ilgili diğer detaylar hakkında anlaşılır ve net açıklamalar yapabilirim. I can give simple and clear information about purpose of travel, duration of stay and other relevant details to an official when applying for a visa for foreign travel.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cep telefonu ile ulaşamadığım bir kişiye sesli mesaj bırakabilir, sınırlı bir sürede kendimi ifade edebileceğim bir sesli mesaj bırakabilirim. I can leave a voice message on a mobile phone, expressing myself within a limited time period.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bir ürün ya da hizmet hakkında bilgi verebilirim. I can give information about a product or service.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hava durumu ve güncel haberler hakkında bilgi verebilirim. I can give information about weather forecasts and current news.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yabancı bir toplumun inançları ve yaşam tarzları hakkında saygı ifadeleri kullanabilirim. I can express respect towards other beliefs and the lifestyles of foreign societies.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12.	<ul style="list-style-type: none"> Karşımdaki kişinin en son söylediğini birbirimizi anladığımızı onaylamak için tekrar edebilirim. I can repeat back part of what someone has said to confirm that we understand each other. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<ul style="list-style-type: none"> İstediğim kelimeyi hatırlamayınca aynı anlama gelen basit bir kelime kullanabilir ve düzeltilmesini isteyebilirim. When I can't think of the word I want, I can use a simple word meaning something similar and invite correction. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<ul style="list-style-type: none"> Zaman zaman duraklayarak uzun süre konuşabilir, hatalarımı düzeltebilir ve bir diyalogu anlayarak devam ettirebilirim. I can speak for a longer period of time, I can correct my mistakes and can keep a conversation going comprehensibly. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<ul style="list-style-type: none"> Günlük konuşmalarda önemli olduğunu hissettiğim noktaları açıklayabilirim. I can explain important points in daily conversations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	<ul style="list-style-type: none"> Aile, hobiler, ilgi alanları, iş, seyahat gibi günlük hayatta ilgili konularda duygu ve düşüncelerimi aktarabilirim. I can express my feelings and thoughts about most topics related to everyday life such as family, hobbies and interests, work and travel. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<ul style="list-style-type: none"> Bildiğim ve tahmin edilebilir olaylarla ilgili çoğu konuda kendimi ifade edebilirim. I can express myself in most familiar and predictable situations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

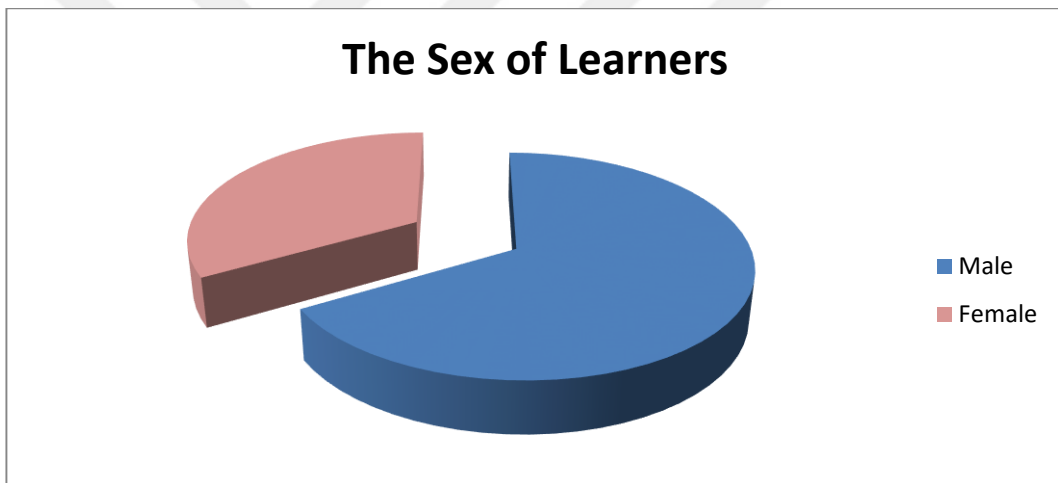
11e: Writing Criteria

KİŞİSEL DİL KAZANIMLARIM My personal language attainments		B1			
AZMA / WRITING		Hedeflerim My Objectives	Çok yardım olarak With a lot of help	Az yardım olarak With a little help	Yardım olmadan Without help
İlgi alanıma giren pek çok konuyla bağlantılı basit metinleri yazabilir, kişisel görüş ve fikirlerimi ifade edebilirim. I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deneyimlerimle ya da günlük olaylarla ilgili basit metinler yazabilirim. I can write simple texts about my experiences or daily events.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkadaşlara ve tanıdıklara haber veren ya da haber isteyen ve olayları anlatan kişisel metinler yazabilirim. I can write personal letters and e-mails to friends or acquaintances asking for or giving them news and narrating events.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bir filmin, kitabın konusunu ya da bir konserin içeriğini kişisel bir mektupta anlatabilirim. I can describe in a personal letter, or e-mail the plot of a film or a book or give an account of a concert.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kader, mutluluk, ilgi, pişmanlık ve sempati gibi hisleri bir mektupta ya da bir e-postada ifade edebilirim. In a letter or e-mail I can express feelings such as grief, happiness, interest, regret and sympathy.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İlanlara yazılı bir şekilde cevap verebilirim ve ürünleri hakkında daha fazla bilgi almak için soru sorabilirim. I can reply in written form to advertisements and ask for more specific information about products.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faks, e-posta ya da el ile iletilen yoluyla meslektaşlarıma çeşitli bilgileri iletebilirim ya da soru sorabilirim. I can convey, via fax, e-mail or a circular, short simple factual information to friends or colleagues or ask for information.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CV'mi yazabilirim. I can write my CV.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kendi mesleğime ilişkin merak uyandıran reklam sloganları ile afiş hazırlayabilir, duyuru metinleri yazabilirim. I can create effective advertisement slogans, design posters and write announcements related to my profession.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fatura kesebilirim, konşimento düzenleyebilirim. I can invoice and make out a consignment.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sosyal paylaşım sitelerinde paylaşılan içeriklere yorum yazabilir, fikirlerimi yazılı olarak ifade edebilirim. I can make comments and express my thoughts in writing on social network services.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basit bir gazete haberi kaleme alabilirim. I can write a simple newspaper report.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

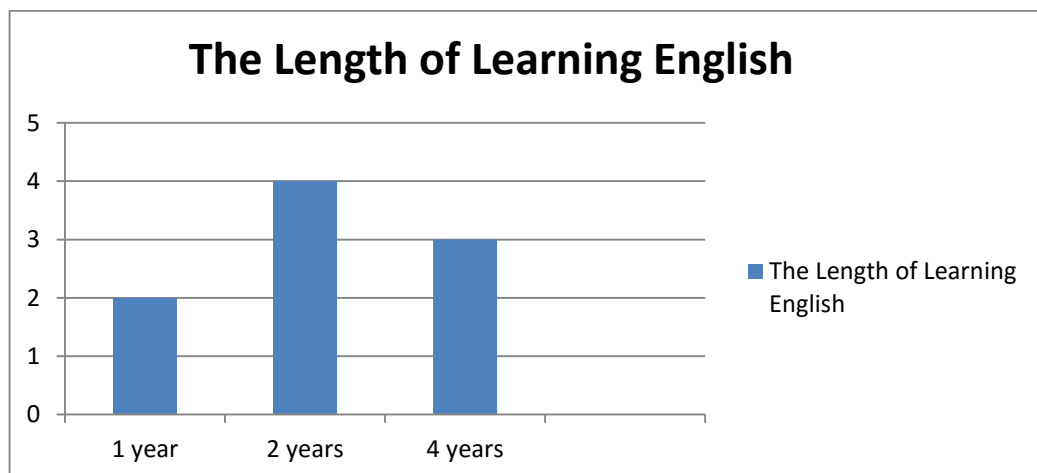
Appendix 12: The Age of Learners



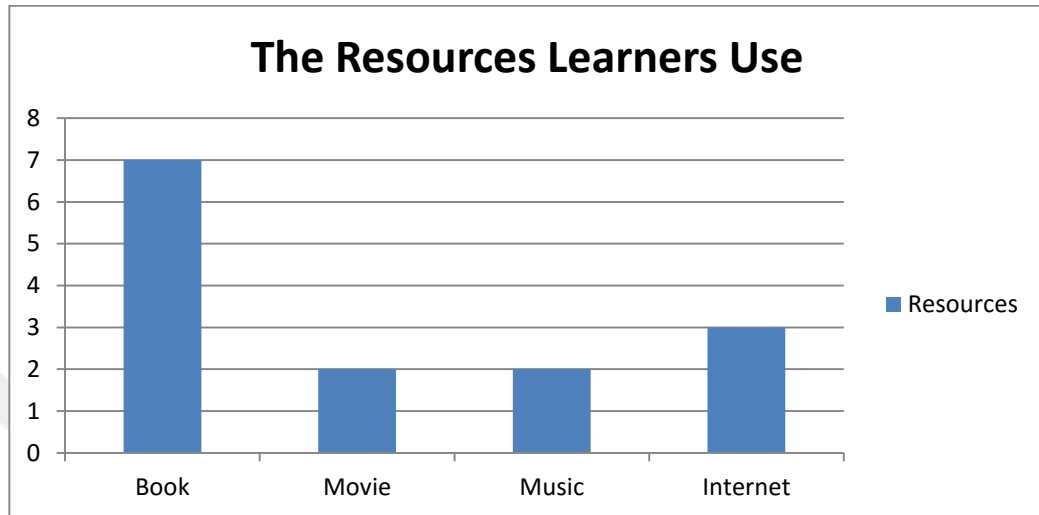
Appendix 13: The Sex of Learners



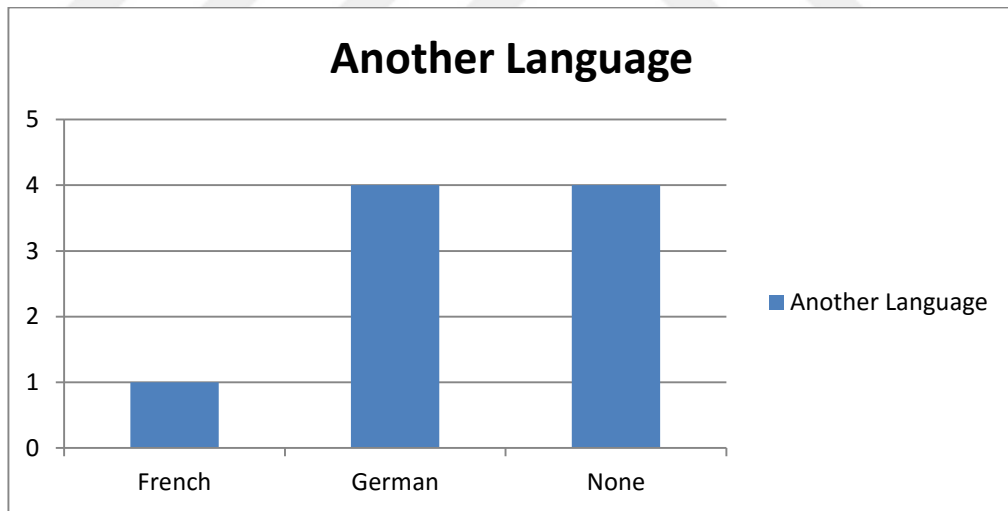
Appendix 14: The Length of Learning English



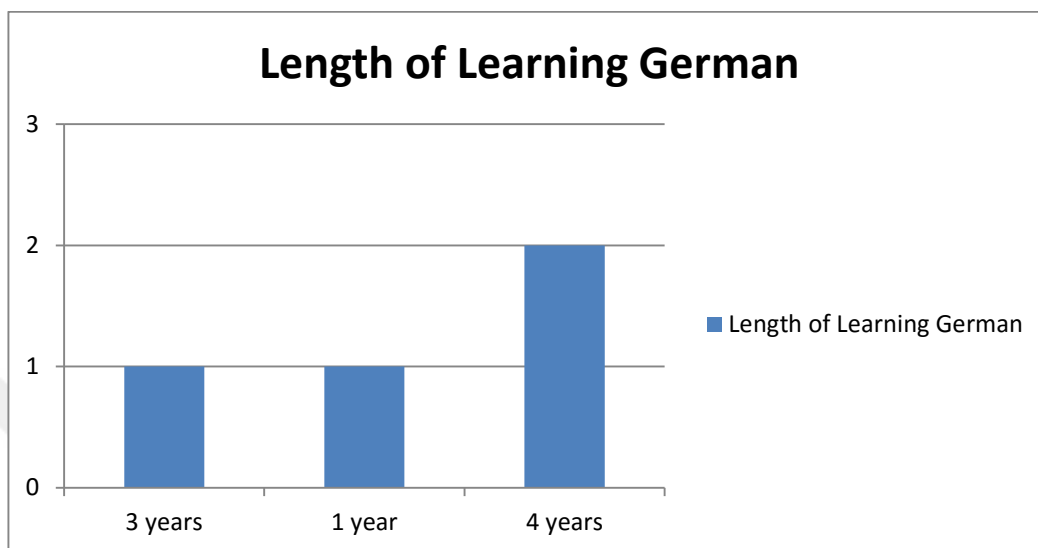
Appendix 15: The Resources Learners Use



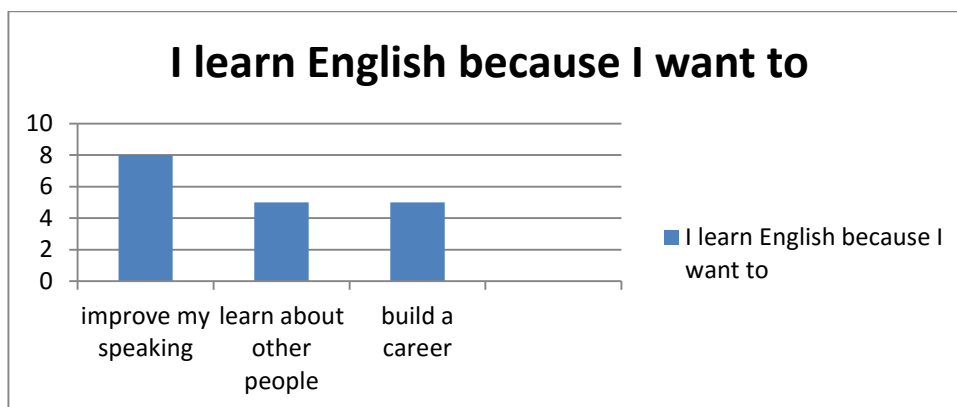
Appendix 16: Another Language



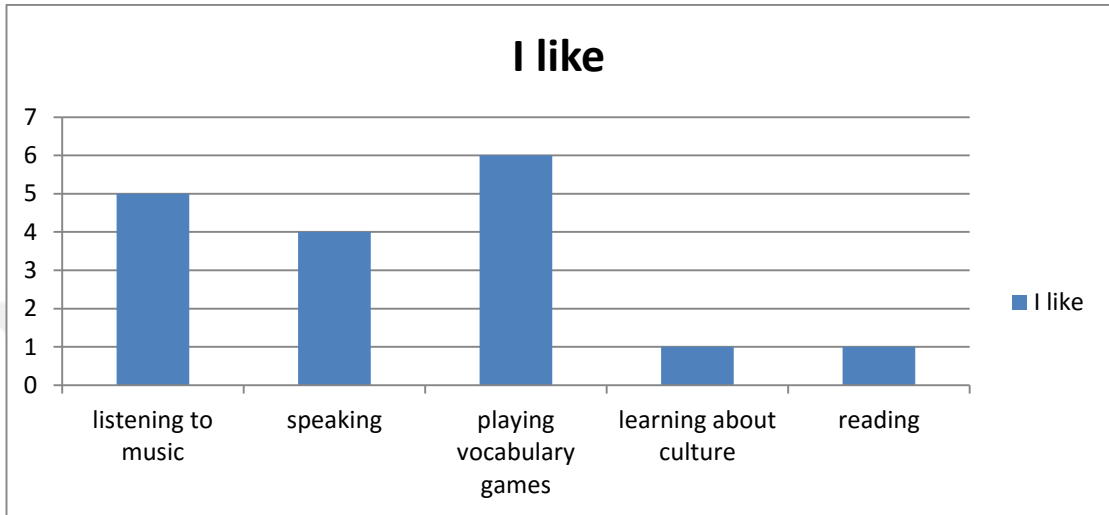
Appendix 17: The Length of Learning Another Language (German)



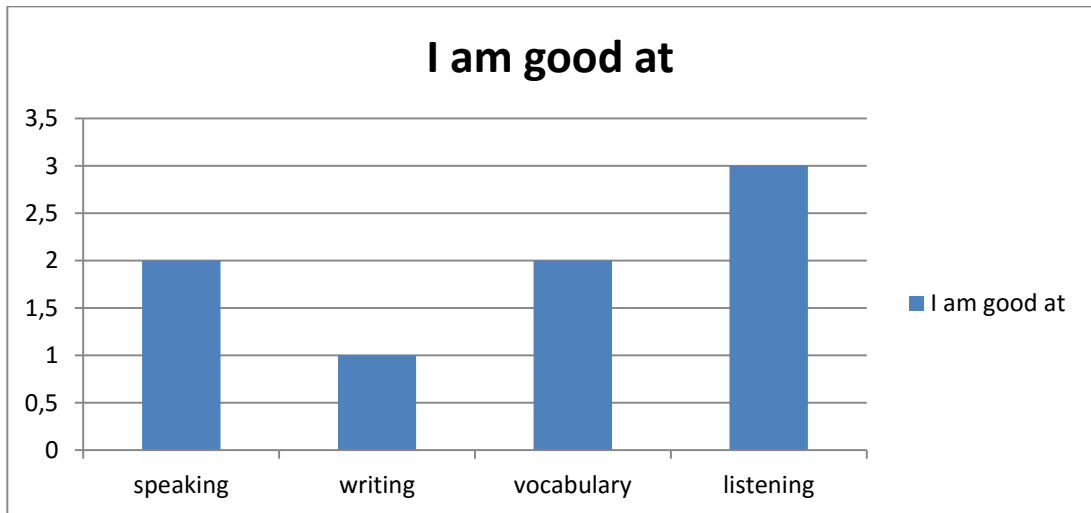
Appendix 18: 'I Learn English because I want to...'



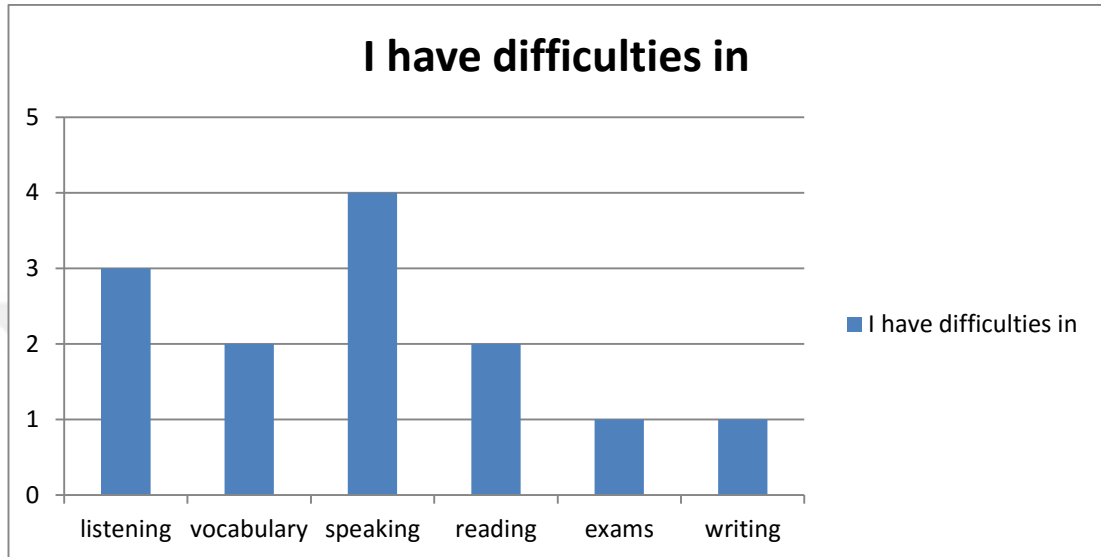
Appendix 19: 'I like ...'



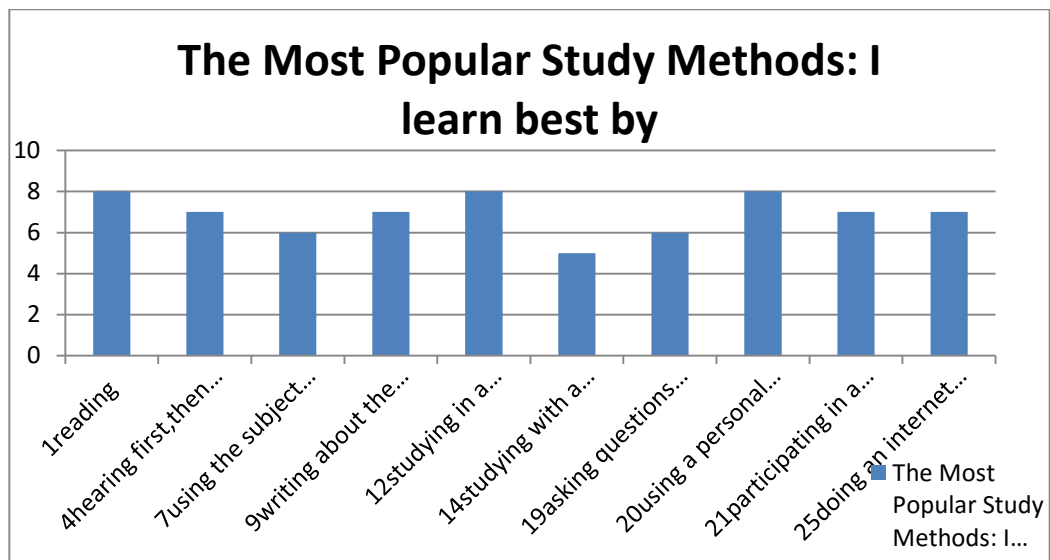
Appendix 20: 'I am good at...'



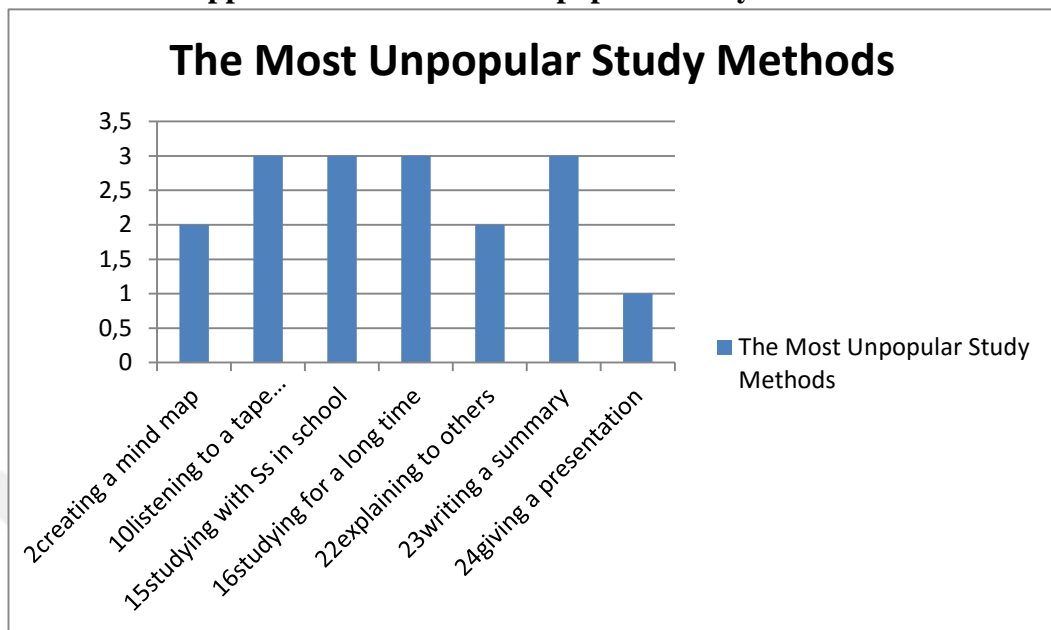
Appendix 21: 'I have difficulties in...'



Appendix 22: The Most Popular Study Methods: 'I Learn Best by...'



Appendix 23: The Most Unpopular Study Methods



Appendix 24: Mid-Term Exam Questions

24a: Listening

B1 MID-TERM EXAM

Listening: Listen and choose the correct answer. (10X3=30 points)

- 1 The swimming pool is open 24 hours a day.**
 - a. True
 - b. False

- 2 You cannot use the sauna in the mornings.**
 - a. True
 - b. False

- 3 You need to book to use the gym.**
 - a. True
 - b. False

- 4 There are four squash courts on board.**
 - a. True
 - b. False

- 5 The art class is at 2 o'clock.**
 - a. True
 - b. False

- 6 There is a class in Italian cooking today.**
 - a. True
 - b. False

- 7 There are limited places on the art and cooking classes.**
 - a. True
 - b. False

- 8 You don't have to pay extra to see the jazz band and comedy show.**
 - a. True
 - b. False

- 9 You need a ticket to see the shows.**
 - a. True
 - b. False

- 10 Today's lecture is the same as tomorrow's lecture.**
 - a. True
 - b. False

24b: Reading

Reading: For the questions below, please choose the best option. (5X4=20 points)

Capoeira

More than 400 years ago, African slaves in Brazil created capoeira as a form of martial art. Martial arts, like karate, are used for self-defense. They combine balance and power into impressive moves. The word “martial” comes from the name of the Roman god of war, Mars. The sports are “arts” because they require a lot of study and practice, just like any other creative activity or expression.

Today, capoeira combines dance and music into a game of fight. In capoeira, the dancers form a circle. The musicians make their music around the circle. The dancers enter the circle by dancing. Then the game starts. Jumping, dancing, and pretending to fight without actually hurting each other, the people in the circle move around. The players flip and kick. The music in capoeira is very important. The music can make the dance seem like a friendly exercise or like a dangerous competition. Three different “berimbau” are used. A berimbau is an instrument shaped like a hunting bow.

Capoeira is a big part of Brazilian history. No one knows exactly how it developed. However, some people believe that former slaves set up their own towns in the wilderness and practiced the first forms of capoeira there, learning how to protect themselves. For a while, in the late 19th and early 20th centuries, capoeira was outlawed. The Brazilian government feared its aggressive nature. Back then, people would actually hurt each other using capoeira. Also, the government wanted to break up the strong cultural connection that African communities and former slaves shared. Capoeira was one of those connections. Gradually, the government changed its policy. It began to see the sense of community and identity expressed by capoeira as a positive thing. Capoeira schools were opened. The dance became a philosophy. Now, capoeira is considered a national sport of Brazil.

1. Why are sports considered “art”?
 - a. Because they are enjoyable.
 - b. Because sports always require talent.
 - c. Because one needs to work hard to master them.
2. What are the two essential things in Capoeira today?
 - a. Strength and discipline
 - b. Music and dance

- c. Dance and winning
3. According to some people, how did Capoeira develop?
 - a. The Europeans introduced it to Brazil during their conquests.
 - b. It was a Brazilian tradition.
 - c. Slaves created it in order to avoid hazards.
 4. During a Capoeira performance, dancers really hurt each other.
 - a. TRUE
 - b. FALSE
 5. Which is NOT one of the reasons that the government outlawed Capoeira?
 - a. The potential danger in Capoeira's nature
 - b. To break the cultural bond between African people and former slaves
 - c. To create a different kind of martial art

24c: Grammar

GRAMMAR-1 (10X1=10 points)

Choose the best answer.

1. Valencia played _____ than Real Madrid yesterday.

A) good	B) the best	C) better	D) gooder
---------	-------------	-----------	-----------
2. The clashes between the demonstrators and the police _____ more and more tense nowadays.

A) are getting	B) gets	C) is getting	D) got
----------------	---------	---------------	--------
3. We weren't able to arrive on time for the meeting, _____ there was a terrible accident on the road.

A) So	B) because of	C) because	D) such
-------	---------------	------------	---------
4. There won't be any matches this weekend _____ the unfavourable weather conditions.

A) So	B) since	C) because of	D) in spite of
-------	----------	---------------	----------------
5. People liked J.R.R Tolkien's *The Hobbit* _____ much _____ the film company decided to make it into a movie.

A) such / that	B) so / that	C) as / as	D) so / as
----------------	--------------	------------	------------

6. Parents should give _____ support to their children about their education.
- A) too B) enough C) very D) little
7. You can't stop me _____ what I want.
- A) to do B) do C) doing D) to doing
8. There are a lot of differences; for example, there _____ be a car park here.
- A) were B) used to C) would D) use to
9. _____ I am interested in music, I can't stand rock music.
- A) Although B) Despite of C) So D) Because
10. _____ she was translating the documents, she learnt new French words.
- A) When B) While C) In order to D) However

GRAMMAR-2 (10X2=20 points)

B) Complete with the Past Simple or the Past Progressive of the verbs in brackets.

Jill (1) _____ (walk) through the forest last night. It (2) (be) dark and it (3) _____ (rain). Suddenly, she (4) (hear) a noise. She (5) _____ (be) frightened and started running. As she (6) _____ (run), she (7) _____ (see) a man running after her. She (8) _____ (hide) behind a tree and while she (9) _____ (wait) for the man to go away, she (10) _____ (fall) asleep. When she woke up, she was in her bed but she was wearing her clothes. Strange, eh?

24d: Writing

WRITING (80-100 WORDS) (20 Points)

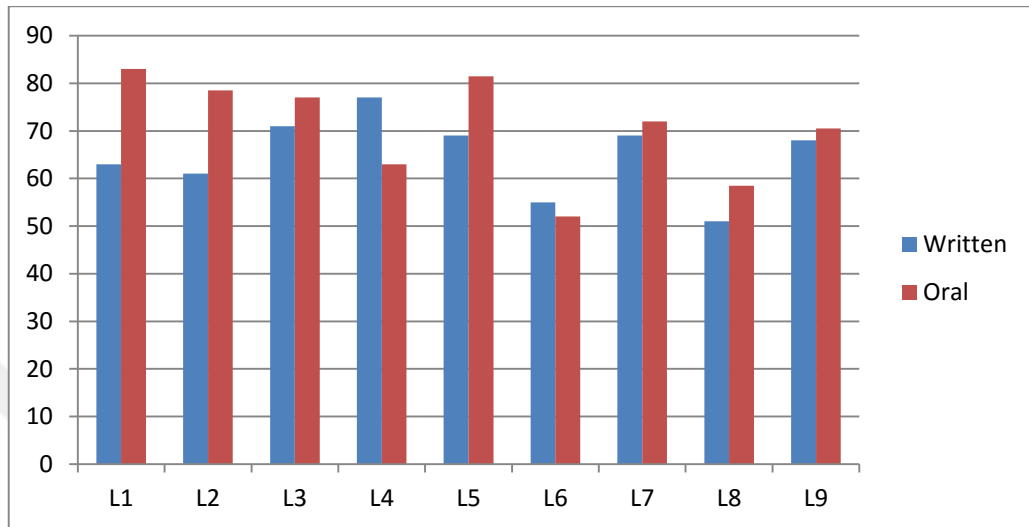
Describe your dream city or town which you would like to live if you had a chance. (facilities, climate, location, your home, ...etc.)

22e: B1 Speaking Topics

- Can you tell me internet shopping process? What should you do firstly, secondly and finally?
- Where would you like to visit in the world? What would you like to do there?
- Which one is better? Getting married before 30 or after 30?
- What are the advantages and disadvantages of shopping online?
- What are the advantages and disadvantages of modern life?
- Have you ever bought anything online? Do you think shopping is safe or not?
- What is your ideal house like? Can you describe it, please?
- What is the best movie you have seen? Give some detail about it.

Appendix 25: Mid-Term Exam Results

Mid-Term Exam Results



Appendix 26: Final Exam Questions

26a Listening

Listening (6X5=30 points)

Listen to a student, Marcel, discussing accommodation with the accommodation officer at a university. Choose the correct answer.

1 Students should arrange their accommodation for September in...

- January
- March
- May

2 Now it is...

- January
- March
- May

3 Marcel cannot stay in university hall in September because...

- it is too expensive for him.
- he will be a 2nd year student.
- there aren't any places left.

4 Marcel dislikes the room on Old Road because...

- there are already too many students in it.
- it only has one bathroom.
- it is far from the university.

5 The accommodation on Edward Street...

- is small, but cheap.
- has its own private bathroom.
- has a kitchen and a living room.

6 What will Marcel probably do next?

- look for accommodation online
- take the room on Old Road
- talk to his friends about sharing a house

26b Reading

READING (5X4=20 points)

Should cell phones be allowed in schools?

As students return to school, many are focused more on ringtones than on blackboards. Nearly 44 percent of the students in the United States own cell phones, according to a recent technology survey. Now some schools are telling students to leave their mobile phones at home. New York City recently banned cell phones from its school system. Within a month, school officials took away 3,000 phones from students. Schools across the country are asking this question: Should cell phones be allowed in school?

Cell phones are often misused, say some education officials. Students have been caught while making phone calls in class and text messaging test answers to their friends. Plus, cell phones are among the most frequently stolen objects in schools. Many teachers think banning cell phones will stop students from thinking about other things during class. Cell phones may not be very useful in a school emergency, according to Kenneth Trump, president of National School Safety and Security Services. He told *WR News* that too many cell phone calls in an emergency would "overload phone systems and 911 operators."

Cell phones provide a convenient way for families to stay in touch. Parents like knowing they can get in touch with their kids, especially at dismissal time. That's why some schools allow cell phones, but only if students keep them turned off and out of sight during class. "I don't see a reason to ban cell phones," Leland Dishman, a school official

from Alabama, told *WR News*. "Our kids are very responsible, and I do not expect much of a problem." "Cell phones are OK as long as the school doesn't object," William Scharffe of the Michigan Association of School Boards told *WR News*. He says that if phones are allowed, however, students need to use them responsibly and at the proper time.

1- Parents like mobile phones because ...

- A) mobile phones help children improve their grades
- B) children don't make noise while playing on their smart phones
- C) mobile phones let them communicate with their children after school
- D) mobile phones are a good way to teach students

2- According to the passage, what is NOT a problem about mobile phones?

- A) Stealing
- B) Cheating
- C) Phone calls during the class
- D) Communicating with parents

3- Why does Kenneth Trump think mobile phones are useless in a school emergency?

- A) Because the phone lines will be busy, as everybody will want to call at the same time
- B) Because mobile phones can get broken easily in an emergency
- C) Because there are "jammer" systems at schools
- D) Because mobile phones emit radiation

4- The problem with cell phones in schools is that ...

- A) parents call their kids during class.
- B) some students use them for the wrong purposes.
- C) they encourage dishonesty.
- D) teachers are distracted from their lesson plans.

5- Some schools give permission for mobile phones ...

- A) when students don't fight with each other.
- B) if students do all their homework and projects.
- C) when students respect their teachers.
- D) if students keep them switched off.

24c Grammar and Vocabulary

GRAMMAR (10X2=20 points)

1. A : "Is there _____ orange juice in the bottle?"

B : "Yes, there is _____. But it's enough for us."

- A) any / a little
- B) many / a few
- C) some / any
- D) a lot of / a few

2. She's _____ beautiful that I fell in love with her at the first sight.

- A) such
- B) so
- C) a little
- D) much

3. A: "Well, he looks younger than you."

B: "No, he is actually _____ age as me."

- A) the same
- B) so
- C) as
- D) different from

4. _____ the strong tornado, some trees fell down on the road.

- A) In order
- B) Because of
- C) For
- D) So that

5. We can't go. It's snowing and it's _____ go outside.

- A) cold enough
- B) too cold to
- C) cold
- D) much cold to

6. I _____ for a new car for four months now. So far, I _____ ten cars.

- A) have looked / have been seeing
- B) looked / saw
- C) have been looking / have seen
- D) has looked / saw

7. Maria _____ when her husband _____.
A) knitted / arrived B) was knitting / arrived
C) was knitting / was arriving D) knitted / was arriving

8. A : “What _____ Patrick _____ at 1 o'clock yesterday?”

B : “He _____ lunch .”

A) was / doing / was having B) did / do / had
C) had / done / had had D) had / done / was having

9. Dan has been living in Milano since 2001.

- A) He isn't living in Milano now.
- B) He used to live in Milano, but now he's living in another city.
- C) He started living in Milano in 2001.
- D) He has moved to Milano.

10. Maria is studying German _____ she can become German teacher.

A) so that B) in order to C) so as not to D) in case

VOCABULARY (5X2=10 points)

1. When I was a child, we _____ in Antalya.

A) are used to live B) didn't to live
C) used to live D) used to lived

2. They _____ of bread, so he sent his son to buy two loaves.

A) ran out B) set off C) look up D) turned on

3. She can't wear mini-skirts. Her parents always _____ the way she dresses.

A) interact with B) interfere with
C) carry on D) support

4. What's the synonym of “unexpected”?

A) equivalent B) expected

C) disappointing D) surprising

5. He's getting used to _____ all the problems.

A) disposing B) investing C) dealing with D) consulting

26d Writing

WRITING (20 points)

Write about the good and bad sides of working and studying at the same time. (100-120 Words)

26e Speaking

1. What is the difference between English and Turkish culture?
What comes to your mind first when English culture is mentioned? Why?
What are the symbols of Turkish culture? Can you talk about Turkish cuisine? Are you interested in any particular culture? Why?

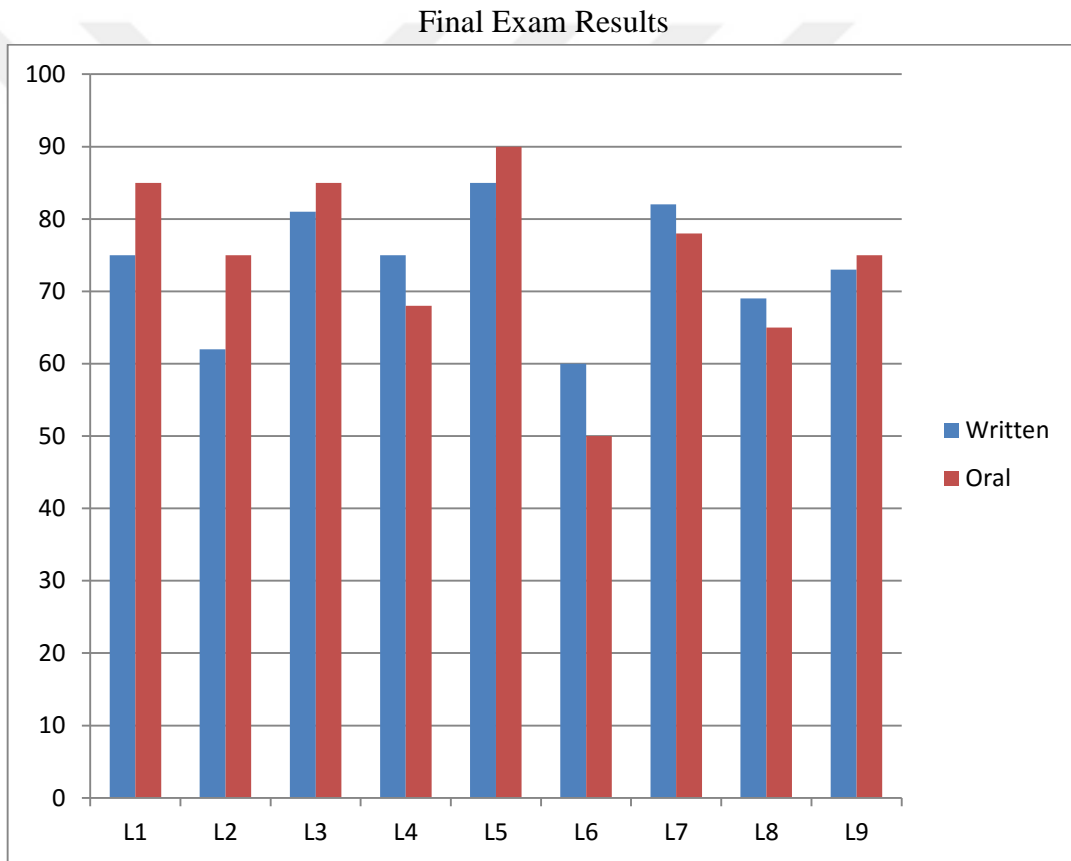
2. How do you access news? How often do you check news?
Have you heard of any disaster happened in Turkey or in the world recently? Can you talk about it? What do you know about the Nepal earthquake?

3. Do you cook? How often? What is your signature dish? Why?
Can you give us the recipe? What makes your dish special?
What represents the Turkish cuisine best?

4. What would you change in your life if you had a chance?
Why would you do that? What can you do about it now?

5. What can't you live without? What makes it so special?
How often do you spend time with it? What would you do if you lost it?

Appendix 27: Final Exam Results



Appendix 28: Activities Used in the Course book


28a. (used in Lesson 2)

1.1


INTERNET SHOPPING

1 A WORD TO BEGIN
Write the words below the correct pictures.

date of issue card holder credit card
card verification number debit card



1. _____



2. _____



3. _____




4. _____



5. _____

3 SPEAKING
Talk about the advantages and disadvantages of Internet shopping. Do you think it's safe? What options are there to pay for the products you buy?



Useful language box

I think...	Cash
I believe...	Credit card
I agree/disagree...	Pay Pal
I prefer...	Check

2 READING
Read the product information about a camcorder.



PRODUCT INFORMATION:

Take amazing 1920 x 1080 Full HD video with this compact camcorder. It features a special sensor for good low-light performance and wide angle lens, plus 42x extended zoom feature to help you get closer to the action. Record and store up to six hours of high-definition video footage with the built-in embedded Flash memory. You can also view your photos on the 3 inch touch-screen display.

List the features of the camcorder:

.....

.....

.....

4 WRITING
Complete the billing form for an item you've purchased on the Internet.

Thomsen Business Information

Dynamic Business Plan
Total \$ 10 USD

Pay With Credit Card Or Log In

Learn more about PayPal - the safer, easier way to buy

Start your billing information

Country:

First Name:

Last Name:

Credit Card Number:

Payment Type: VISA MASTERCARD AMEX DISCOVER

Expiration Date: / CSC

Billing Address Line 1:

Billing Address Line 2:

City:

State:

Zip Code:

Home Telephone:

E-mail:

Save your information with PayPal

Broomhead, L.V. and Ansel L.J. (2013). *Global Insight B1 Level*. American Cultural Association Language Schools. Antalya.

1.2 SHOPPING FOR A CAR

1 A WORD TO BEGIN

Write the words below the correct pictures.

hatchback sports car family car
SUV convertible



1. _____

2. _____



3. _____

4. _____



5. _____

2 LISTENING

Listen to the used car salesman's advertisement on the radio. Complete the table below.



	Year	Model of car	Price
Car 1			
Car 2			
Car 3			
Car 4			

3 SPEAKING

Your family wants to buy a new car. With a partner, choose one role each and decide which car is best for you.

Student A: You love fast cars! You want a 2-door sports car. Your two children are small enough to fit in the back seat. Why not buy something you enjoy driving?

Student B: You've got children and you think it's ridiculous to buy a sports car. You want to buy a family car so everyone can sit comfortably inside.

Useful language box

I want to buy a _____ car because _____.

I need a _____ car so I can _____.

comfortable/practical/impractical/economical

4 WRITING

What do you look for when you buy a car? Write about what you think is important. Consider price, size, comfort, reliability, economy, safety, etc.

28d. (used in Lesson 7)

5 READING

Read the tips for buying a car. Then add two more tips of your own.



Tips For Buying A New Car

1. **Decide on a budget**
How much do you want to spend? Don't plan to spend more than 20% of your monthly salary.
2. **Research cars before you buy**
Remember you'll be spending a lot of time behind the wheel. Make sure you buy a car you like.
3. **Calculate the cost of insurance**
After you choose the car you want, ask an insurance dealer about the price of insurance. You may pay more for a car, but less to insure it.
4. **Always bargain with the car dealer**
Car dealers sometimes mark their prices up a bit to be sure they make a good profit. Always bargain to get the lowest price possible.
5. _____
6. _____

Read the short stories about car buying disasters. What advice would you give? Tick the box.

It's time to buy a new car. I spent hours researching which car to buy and I feel I'm ready to take the big step. I go to the car dealership and tell the dealer what I'm looking for: A small hatchback with good gas mileage. I have \$15,000 in the bank and I'm determined not to spend a penny more.

The dealer spends hours telling me why a hatchback is wrong for me. He tells me I need a bigger car with more leg room. He shows me some really nice cars with leather seats and a sunroof. I can't resist! After all, he knows his business. I ended up spending more than \$25,000 on my new car! I still have to pay for insurance and what happens when I need repairs! Oh dear...

- Always spend more than you plan
- Stick to your budget
- Car dealers know best what we need

I'm buying a car today! It's my first car so I'm very excited. Because it's a used car, I'm a bit worried that there might be some problems. The dealer tells me to take it to a garage for an inspection. He even offers to pay for it. He gives me a card with the address of the garage. So I take it there, they look under the hood and tell me that everything looks great! Fantastic!

I take the car home, but something doesn't seem quite right. No matter how hard I push the accelerator, my car doesn't go any faster! The next day, I take the car to a different garage and they tell me that I need a new engine. That car dealer tricked me. I take the car back, but the dealer refuses to give me my money back. He says the car was in perfect condition when he sold it to me. After all, the mechanic at the garage said so!

- Always have your car inspected independently
- Car dealers never tell lies
- Used cars are better than new cars

In the U.S.A, more than 50% of all new cars are purchased by women. They also purchase 48% of all used cars and 40% of all new trucks.





TIP!

Save money on insurance by buying a used car. Some second-hand cars are still under warranty and if you buy from a private party, you might be able to get the price even lower!

1.3 SHOPPING FOR A HOUSE

1 A WORD TO BEGIN

Match the photographs with the estate agent's advertisements.

1. This modern flat on the fourteenth floor of a high-rise in the city centre is perfect for singles, or newlyweds. Five minutes walk to the main shopping centre.

2. A wonderful opportunity for a couple ready to retire to the countryside, this cottage has its own large garden and wonderful views of the hills. May need some modernisation.


3. This second-floor flat in a small, well-run apartment building has all mod cons, and is only 200 metres from the Underground. Has communal garden. Needs painting.

4. Beautiful semi-detached house in quality neighbourhood; great opportunity for a family. With its own small garden, it is located in a quiet street, five minutes from train station.

Which one would you buy?

3 LISTENING

Marie calls the estate agent in town, and talks to the operator. Listen to the conversation and complete the table.



Name of seller
Address of property
Lake view?
Number of bedrooms
Does the seller want another house in the area?
How soon can the seller move out once the property is sold?

2 READING

Read the article below about moving house. What other aspects of moving are stressful? Add two more to the list.

Buying a house seems exciting at first, but soon you will find some of the problems below begin to stress you out:

- **Time** – it takes many hours on the telephone or Internet to find a house you even want to look at
- **Viewing** – takes all your free time in the evenings and weekends looking inside the house and around the neighbourhood
- **Negotiating a price** – you put in an offer and then wait to find out if the owners accept it – you don't know how much profit they want to make
- **So many people** – do you need to deal with the estate agent, the solicitor, or the seller?
- **Extra costs** – don't forget to budget for all the applicable fees for the solicitor surveyor, etc.

.....

.....

.....

4 WRITING

Write a letter to your bank manager asking for a mortgage. Your salary is \$100,000 a year. How much can you borrow with that salary and how much will the monthly repayments be?

28f. (used in Lesson 12)

5 SPEAKING

Before speaking: What kind of house is best for you? Take this short personality quiz and find out which house you should buy!

1. You are planning to have children:
 - A. In a few years.
 - B. In five years. Or never.
 - C. I already have children or will have very soon.
2. For keeping fit, you prefer:
 - A. A home gym
 - B. Running outside in summer
 - C. A luxury health club with personal trainer
3. A leaking tap to you is:
 - A. A pleasure – you love repairing
 - B. A challenge for you
 - C. Time to call the plumber
4. Having houseguests is:
 - A. Fun - occasionally
 - B. Usual - guests often come to stay
 - C. Taking up space
5. Your ideal home has got:
 - A. Newness and space
 - B. A big garden
 - C. The perfect location
6. You want a new home to be:
 - A. Liveable, with a coat of paint
 - B. Ready to renovate
 - C. Fully decorated and fitted with all modern amenities

Count your As, Bs and Cs. You should choose:
Mostly As – The Townhouse
 You like a lot of rooms, space for guests and all your belongings, including children. You don't want to do too many repairs or too much gardening.
Mostly Bs – The Bungalow
 You like the idea of having a garden for kids, a garage for the car and gardening tools, and lots of room for everyone. You don't mind making changes to make it your own.
Mostly Cs – The Modern Flat
 Location, luxury and convenience are high on your priority list. Look to buy in an older building where flats are bigger than newer ones, but maintenance fees are taken care of.

Which house are you going to choose?
In a group of four, take one role each from below. Discuss together, and come to a decision as a group. You all need to agree on where to move.

SON – 15 – STUDENT
 You are happy with the house you live in now, and want to stay there. It is in the suburbs, walking distance to school, and all your friends live in the same area.



DAD – STOCKBROKER
 You work in the city and want to move to a modern flat with low maintenance, located near a train station. You work long hours and you don't want to waste time commuting.

DAUGHTER – 17 – STUDENT
 You want to move to a flat right in the city centre, near the shops and the nightlife. You don't care if the flat is old or new – location is everything.

MUM – AUTHOR
 You work from home and you want a house with a view of the countryside. You also want a big garden where you can work in the summer.

Now tell your friend!
As the character you played above, write a letter to a friend. Explain the decision about where to move that you made as a family, with the reasons.

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1.4 SOMETHING TO SELL


1 A WORD TO BEGIN

Where do we see advertisements? Label the sources of advertising below, and add two more of your own.


- newspapers
- noticeboards
- e Bay
- word of mouth
- mobile phones
-
-




2. _____



3. _____




4. _____



5. _____

3 LISTENING

Listen to the conversation between Ella, who is selling the wedding dress, and Melissa, who wants to buy it. Answer the questions below.




1. Is anyone else interested in buying the dress? _____
2. Are Ella and Melissa the same height? _____
3. Why doesn't Melissa want to wear very high-heeled shoes? _____
4. What can Melissa do if the dress is too big? _____
5. Will Ella bargain on the price? _____
6. What is included in the price? _____
7. What kind of refund is Ella willing to give? _____

2 READING

Read the advertisement for a wedding dress and answer the questions below.

Vera Wang Wedding Dress	£1,000
Size: 10 Colour: Ivory Area: London Beautiful and elegant Couture Duchess Satin, second-hand wedding dress for sale. It was made by Betty Blane of Chelsea based on Wang's design, but it's unique. Very flattering style with handstitched beads around neck. Back has pearl buttons and short train. I felt like Audrey Hepburn. Cost £2,000 new.	Worn once Aug '12
MORE	

1. Is the dress new? _____
2. What colour is it? _____
3. Was it made for Audrey Hepburn? _____
4. Was it made by Vera Wang? _____
5. How much does it cost now? _____



4 SPEAKING



In pairs, take one role each from below and discuss.



Student A: Student B will call and ask you for more information about one of the products from below. Try to sell the product to your partner.

Student B: Choose one of the products below. Call Student A and ask for more information. Use the checklist below to help you.

Now change roles.

Checklist: brand, price, consumer guarantee, refund (full/partial/none), technical support (if appropriate)

28h. (used in Lesson 16)

5 WRITING

Read the two advertisements below. Choose the one you are most interested in and write a letter asking for more information. You want to know when it starts, how much it costs and if there is an exam or a certificate at the end. Use the important language box to help you write the letter.



**8 Week Drama Course
leading to performance**

COME AND WORK WITH A PROFESSIONAL DIRECTOR AND ACTORS AND HAVE THE CHANCE TO PERFORM IN A PLAY.

You'll learn how to:

- improvise
- work in a team
- develop your creativity
- direct a play

THIS IS A FANTASTIC OPPORTUNITY FOR ANYONE WHO IS INTERESTED IN ACTING OR WRITING.

Register by calling
020 3131 2453 or e-mail
dramacourse@community.com

Part of the Community Development Project



Feel The Freedom

LEARN TO SAIL

Do you want to know if sailing is the right hobby for you? Then try the **RYA START SAILING** course. This course can be completed over a weekend (2 days) and includes a chance to handle the boat under sail and power. If you decide that sailing is right for you, then this course counts towards the **RYA COMPETENT CREW** course. Only £200 (non-refundable)

Give it a try – come down to the marina today!



IMPORTANT LANGUAGE TO REMEMBER

The start:

Dear Sir or Madam /To Whom It May Concern - (keep it formal if you don't know who you are writing to)

Reason for writing:

With reference to your advert in...
Regarding your advert in ...

Requesting information:

I would like to know
Can you tell me if

Requesting further information:

I would also like to know ...
Could you tell me whether ...

Signature:

Yours faithfully - (as you do not know the person you are writing to)

DID YOU KNOW?

It is estimated that 37% of American citizens have never seen the ocean.

TIP!

Don't give too much personal information when you are advertising something on the Internet. NEVER write your address or telephone number.

Appendix 29: Classroom Handouts

Song Activity

1st Listening: Enjoy it.

2nd Listening: Take notes as much as you can hear.

3rd Listening: Fill in the blanks.

When I Was Your Man

_____ bed but it feels just a little bit _____

Our song on the radio but it don't sound the same

When our friends talk about you, all it does is just _____

'Cause my heart breaks a little when I _____ your name

It all just _____ like ooooooh...

Mmm, too young, too _____ to realize

That I should have bought you flowers

And held your hand

Should have gave you all my _____

When I _____

Take you to every party

'Cause all you wanted to do was _____

Now my baby's _____

But she's dancing with another man

My pride, my ego, my needs, and my _____

Caused a _____ woman like you to walk out my life

Now I never, never get to _____ the mess I made, ohh...

And it _____ me every time I close my eyes

It all just _____ like ooooooh...

Mmm, too young, too dumb to realize

That I should have bought you _____

And held your hand

Should have gave you all my hours

When I had the chance

Take you to every party

'Cause all you wanted to do was _____

Now my baby's dancing

But she's dancing with _____

_____ it hurts

I'll be the first to say that I was wrong

Oh, I know I'm probably much too late

To try and apologize for my mistakes

But I just want you to _____

I hope he buys you flowers

I hope he holds _____
Give you _____
When he has the chance
Take you to every party
'Cause I remember how much you loved to dance
Do all the things I should have done
When I was your man
Do all the things I _____
When I was your man



Özgeçmiş

Vildan İnci Kavak, 2006 yılında Muğla Sıtkı Koçman Üniversitesi, İngiliz Dili Eğitimi programında lisans eğitimini tamamladı. Aynı yıl içinde, Isparta ilinde Milli Eğitim Bakanlığı'na bağlı bir liseye İngilizce öğretmeni olarak atandı. 3 yıl süreyle bu okulda çalıştıktan sonra, eşinin aldığı doktora bursu nedeniyle, İngiltere'ye taşınıp 4 yıl orada yaşamıştır. Bu sürede, Leeds şehrinde devlete ait bir ilkokulda “teaching assistant” olarak görev almıştır. Aynı zamanda, akademik çalışmalarına devam ederek Cambridge Üniversitesi'nin DELTA (Diploma in Teaching English To Speakers of Other Languages) programında eğitim almıştır. Ayrıca, TEFL (Teaching English as a Foreign Language) sertifikası almış ve TKT (Teaching Knowledge Test) sınavına girerek yüksek başarı göstermiştir. 2014 yılında Muğla Sıtkı Koçman Üniversitesi, İngiliz Dili Eğitimi alanında yüksek lisans programına başlamış ve tezinde “functions of learner code-switching” konusunda araştırma yapmıştır. 2015 yılı itibari ile, Isparta'da çalışmakta olduğu Milli Eğitim Bakanlığı'na bağlı Süleyman Demirel İlkokulundaki görevinden ayrılarak, Gaziantep Üniversitesi, Yabancı Diller Yüksekokulu'nda okutman olarak görev yapmaya başlamıştır.