FIRST LANGUAGE LISTENING COMPREHENSION: VALIDATING EXEMPLAR GRADED MATERIALS (WITH EXPOSITORY INPUTS) FOR SCOTTISH S3/S4 PUPILS

(Volume 2)

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(*denotes transcripts)

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APPENDIX A

Materials: Sets 1, 2, 3
SET 1: "Computers"
PRE-QUESTIONS

Task Level 1
(Instructions + title)

Pupils are given the main topic headings, and told the questions they will be asked about the sub-topics (examples etc.) coming under each of the main topics.

*Tape

Pupils answer pre-questions orally.

Task Level 2
(Instructions + title)

Pupils are given the sub-topic headings and then told the questions they will be asked - which are intended to elicit the main topic headings.

*Tape

Pupils answer pre-questions orally.

Task Level 3
(Instructions + title)

Pupils are given pre-questions on both main topics and sub-topics.

*Tape

Pupils answer pre-questions orally.
Computers 1

1. Tell the pupils that they are going to hear a short talk with the title **TYPES OF COMPUTERS**.

2. Give out the question sheets, and read out the list of the **main topics** which is printed on the sheet.

3. Then read out the **pre-questions** as listed on the sheet. Make sure they understand the questions.

4. Play the tape. (It should start about 005)

5. Check the answers orally.

6. Discussion.

**KEY**

1. A main frame computer might be used for:
   (i) working out payrolls (business)
   (ii) controlling traffic lights (local government office)

2. A mini-computer might be used for:
   (i) forecasting sales
   (ii) checking on a patients' health.

3. A micro-computer might be used for:
   (i) playing games
   (ii) learning about computers/how to use computers
Computers 1

(Your teacher will give the instructions, and will also read what is printed here.)

TITLE: TYPES OF COMPUTERS

The speaker says that there are three main types of computers:

1. Main-frame computers.
2. Mini-computers
3. Microcomputers

The teacher will play the talk. At the end of it you will be asked these questions:

1. Give two examples of what a main-frame computer might be used for.
2. Give two examples of what a mini-computer might be used for.
3. Give two examples of what a microcomputer might be used for.
FEEDBACK

Teacher's Initials __________________
Class ____________________________
Date ______________________________

PRE-QUESTIONS (Level 1)

Computers 1

1. How long did the task take?

2. How difficult were the instructions for the pupils to understand? (Please tick)  
   A. Very difficult  
   B. Difficult  
   C. Average  
   D. Easy  
   E. Very easy

3. How difficult was the text for the pupils to understand? (Please tick)  
   A. Very difficult  
   B. Difficult  
   C. Average  
   D. Easy  
   E. Very Easy

4. As far as you can judge, how interesting did the class find the text? (Please tick)  
   A. Very interesting  
   B. Fairly interesting  
   C. Average  
   D. Not interesting  
   E. Very boring

5. Have you any other comments?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
PRE-QUESTIONS (Level 2) (TEACHER ONLY) (Oral Response) (Individual exercise)

Computers 2

1. Tell the pupils that they are going to hear a short talk with the title COMPUTERS AND JOBS.
2. Give out the question sheets and read out the instructions, including the list of examples.
3. Then read out the pre-questions as listed on the sheet. Make sure they understand the questions.
4. Play the tape. (It should start about 050).
5. Check the answers orally.
6. Discussion.

KEY

(1) The first way in which computers can affect jobs by causing loss of job opportunities.
(2) The second way is by creating new job opportunities.
(3) The third way is by changing how and where people work.
PRE-QUESTIONS (Level 2)
(Oral Response)

Computers 2
(Your teacher will give the instructions, and will also read what is printed here.)

TITLE: COMPUTERS AND JOBS

The speaker mentions examples of three ways in which computers can affect people's jobs. The speaker gives two examples for each way in which computers can affect peoples jobs.

Here are the examples:

(first way) robots in car factories
            cash machines outside a bank

(second way) making computers
              making software

(third way) working at home
           neighbourhood offices

Now the teacher will play the talk. At the end of the talk you will be asked these questions:

1. What is the first way in which computers can affect jobs?
2. What is the second way in which computers can affect jobs?
3. What is the third way in which computers can affect jobs?
FEEDBACK

Teacher's Initials
Class
Date

PRE-QUESTIONS (Level 2)

Computers 2

1. How long did the task take? 

2. How difficult were the instructions for the pupils to understand? (Please tick)
   A. Very difficult 
   B. Difficult 
   C. Average 
   D. Easy 
   E. Very easy 

3. How difficult was the text for the pupils to understand? (Please tick)
   A. Very difficult 
   B. Difficult 
   C. Average 
   D. Easy 
   E. Very easy 

4. As far as you can judge, how interesting did the class find the text? (Please tick)
   A. Very interesting 
   B. Fairly interesting 
   C. Average 
   D. Not interesting 
   E. Very boring 

5. Have you any other comments?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

245
Computers

1. Tell the pupils that they are going to hear a short talk with the title THE HOME OF THE FUTURE.

2. Give out the question sheets and read them out, especially the pre-questions as listed. Make sure they understand the questions.

3. Play the tape. (It should start about 100)

4. Check the answers orally.

Discussion.

Key

1. The three kinds of computers are:
   (i) Central controlling home computers
   (ii) TV as a home information centre
   (iii) Robots as servants in the home.

2. The first type will be able to
   (i) Looking after cooking: timing the oven etc.
   (ii) Looking after security: the burglar alarm etc.

3. The second type can be used for
   (i) Viewdata/teletext; finding out about the news, the weather, local entertainments etc.
   (ii) Shopping for elderly or disabled people

4. The two problems are
   (i) In cleaning up, distinguishing between a piece of paper and a five pound note:
   (ii) In cooking, being able to tell the difference between salt and sugar)
Your teacher will give the instructions, and will also read what is printed here.

**TITLE: THE HOME OF THE FUTURE**

In this talk, the speaker mentions three kinds of computers that you will find in the home of the future. At the end of the talk I'll ask you these questions:

1. What are the three kinds of computers that the speaker mentions as occurring in the home of the future?
2. Let's take the first type of computer. Give me two examples of the sort of job it will be able to do.
3. Let's take the second type of computer. What are two of the kinds of things it might be able to do?
4. When he mentions the third kind of computer, the speaker gives us two examples of the problems that that kind of computer will have to solve. What are they?
FEEDBACK

Teacher's Initials

Class

Date

PRE-QUESTIONS (Level 3)

Computers 3

1. How long did the task take?

2. How difficult were the instructions for the pupils to understand? (Please tick)
   A. Very difficult
   B. Difficult
   C. Average
   D. Easy
   E. Very easy

3. How difficult was the text for the pupils to understand? (Please tick)
   A. Very difficult
   B. Difficult
   C. Average
   D. Easy
   E. Very easy

4. As far as you can judge, how interesting did the class find the text? (Please tick)
   A. Very interesting
   B. Fairly interesting
   C. Average
   D. Not interesting
   E. Very boring

5. Have you any other comments?
Task-type 2

PREDICTION

Task Level 1

The pupils are given the title. Before the tape begins, they are asked to predict from the title, the likelihood of 6 given topics occurring in the text, on a 3 point scale from "almost certain" to "probably not".

*Tape

The pupils check their predictions.
Class discussion

Task Level 2

The pupils are given the title. The procedure is as Level 1, except that they are given also 4 topics to choose from and have to suggest 2 more of their own (after group discussion). These are noted on the blackboard.

*Tape

The pupils check their predictions.
Class discussion.

Task Level 3

The pupils are given the title. This time, the groups (after discussion) must make up to 4 predictions of topics that will come in the input. These are recorded by the teacher on the blackboard.

*Tape

The pupils check their predictions.
Class discussion.
PREDICTION (Level 1)  

(TEACHER ONLY)  
(Individual exercise)  

Computers 1

1. Give out the answer sheets (2 pages) to each pupil.
2. Read over the instructions to them, including the list of topics (and, of course, the title!)
3. Let them fill in columns 1-3. Check that all 6 topics have been ticked off.
4. Tell them that you are about to play the tape. Read out the instructions on the second answer sheet.
*5. Play the tape. (It should start about 005).
6. Collect in the answer sheets.
7. Class discussion of the answers.

KEY to Checking task
The topics which are mentioned on the tape are Nos. 1, 3, 5 and 6.
PREDICTION (Level 1)

Computers 1

Your name ____________________________

Class ________________________________

(Your teacher will give you the instructions, and will also read what is printed here)

TITLE: TYPES OF COMPUTERS

Now that you know the title of the talk you are going to hear, do you think that the topics listed below are: almost certain to be mentioned by the speaker?

might be mentioned by the speaker?

will probably not be mentioned by the speaker?

Put a tick (✓) according to what you think.
Don’t put anything in the fourth column (CHECK) yet.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Is almost certain to be mentioned</th>
<th>Might be mentioned</th>
<th>Will probably not be mentioned</th>
<th>CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the size of computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. computers and space travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. different kinds of computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. computers replacing people in jobs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. what computers are used for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. microcomputers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now you are going to listen to the tape. As you listen to it, decide whether the topics is in fact mentioned or not. If a topic is mentioned, put a tick (✓) in the fourth column (CHECK); if the topic has not been mentioned, put an X in the same column (CHECK).
FEEDBACK

Teacher’s Initials ________________________
Class ________________________
Date ________________________

PREDICTION (Level 1)

Computers 1

1. How long did the task take?

2. How difficult were the instructions for the pupils to understand? (Please tick)
   A. Very difficult _______
   B. Difficult _______
   C. Average _______
   D. Easy _______
   E. Very easy _______

3. How difficult was the text for the pupils to understand? (Please tick)
   A. Very difficult _______
   B. Difficult _______
   C. Average _______
   D. Easy _______
   E. Very Easy _______

4. As far as you can judge, how interesting did the class find the text? (Please tick)
   A. Very interesting _______
   B. Fairly interesting_______
   C. Average _______
   D. Not interesting _______
   E. Very boring _______

5. Have you any other comments?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

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PREDICTION (Level 2) (TEACHER ONLY) (Group exercise)

Computers 2

1. Divide the class into groups.
2. Give out the answer sheets (2 pages) to each pupil.
3. Read out the instructions to them, including the list of topics (and, of course, the title!)
4. Let each pupil fill in columns 1-3, but tell them that they can discuss the answers in their groups.
5. When this has been done, say that you would like each group to agree on two suggestions of topics that the speaker probably will mention. They do NOT write them down (unless they want to).
6. Collect the suggestions of the groups (perhaps recording them on the BB). (NOTE: it would be helpful for the record if you could clearly state which suggestions have been made by which pupil)
7. Read out the instructions on the second answer sheet.
*8 Play the tape. (It should start about 050)
9. Collect in the answer sheets.
10. Discuss their predictions e.g. Do they still think their own predictions were reasonable?

KEY to Checking task

The topics which are mentioned on the tape are Nos. 1, 2 and 3.
**PREDICTION** (Level 2)

**Computers 2**

Your name ______________________

Class ______________________

(Your teacher will give you the instructions, and will also read what is printed here)

**TITLE: COMPUTERS AND JOBS**

Now that you know the title of the talk you are going to hear, do you think that the topics listed below are:

- almost certain to be mentioned by the speaker?
- might be mentioned by the speaker?
- will probably not be mentioned by the speaker?

Put a tick (✓) according to what you think. Don't put anything in the fourth column (CHECK) yet.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>is almost certain to be mentioned</th>
<th>might be mentioned</th>
<th>will probably not be mentioned</th>
<th>CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. computers replacing people in jobs</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. people working at home instead of an office</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>3. new jobs in Scottish factories making computers</td>
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<td></td>
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<td></td>
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<tr>
<td>4. robots that help old or disabled people</td>
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</table>

Now suggest two other topics that you think the speaker probably will mention.

<table>
<thead>
<tr>
<th>(suggestion 1)</th>
<th>CHECK</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>(suggestion 2)</th>
<th>CHECK</th>
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<td></td>
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</tbody>
</table>
PREDICTION 2

As you listen to the talk, you have to decide whether the topics were in fact mentioned or not, including the two topics that you suggested yourself. If a topic is mentioned put a tick in the fourth column (CHECK); if a topic has not been mentioned put an X in the same column (CHECK)

(TAPE)
FEEDBACK

Teacher's Initials

Class

Date

PREDICTION (Level 2)

Computers 2

1. How long did the task take?

2. How difficult were the instructions for the pupils to understand? (Please tick)
   A. Very difficult
   B. Difficult
   C. Average
   D. Easy
   E. Very easy

3. How difficult was the text for the pupils to understand? (Please tick)
   A. Very difficult
   B. Difficult
   C. Average
   D. Easy
   E. Very Easy

4. As far as you can judge, how interesting did the class find the text? (Please tick)
   A. Very interesting
   B. Fairly interesting
   C. Average
   D. Not interesting
   E. Very boring

5. Have you any other comments?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Computers 3

1. Divide the class into groups.
2. Give out the answer sheet (1 page) to each pupil.
3. Read out Part 1 of the instructions to them.
4. Collect the suggestions from each group: ideally not fewer than 3 or more than 4. Record the suggestions on the BB. (NOTE: It would be helpful for the record if it is clear from what you say which suggestions have been made by which groups.)
5. Read out Part 2 of the instructions.
6. *Play the tape. (It should start about 100)
7. Collect in the answer sheets.
8. Discuss their predictions.
TITLE: THE HOME OF THE FUTURE

Part 1. Now that you know the title of the talk you are going to hear, can you suggest three/four topics that you think the speaker will probably mention?
You will get a chance to give your topics to the teacher.

Part 2. As you listen to the tape you have to decide whether the topics you suggested were in fact mentioned or not.
If the topic was mentioned put a tick in the CHECK column; if it was not mentioned put an X in the same column.

<table>
<thead>
<tr>
<th>suggestion 1</th>
<th>CHECK</th>
</tr>
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<tbody>
<tr>
<td>suggestion 2</td>
<td></td>
</tr>
<tr>
<td>suggestion 3</td>
<td></td>
</tr>
<tr>
<td>suggestion 4</td>
<td></td>
</tr>
</tbody>
</table>
As you listen to the talk, you have to decide whether the topics your group has suggested were, in fact, mentioned or not. If the topic was mentioned put a tick in the CHECK column, if the topic has not been mentioned put an X.
FEEDBACK

Teacher's Initials ___________________
Class ___________________
Date ___________________

PREDICTION (Level 3)

Computers 3

1. How long did the task take? ___________________

2. How difficult were the instructions for the pupils to understand? (Please tick)
   A. Very difficult ______
   B. Difficult ______
   C. Average ______
   D. Easy ______
   E. Very easy ______

3. How difficult was the text for the pupils to understand? (Please tick)
   A. Very difficult ______
   B. Difficult ______
   C. Average ______
   D. Easy ______
   E. Very Easy ______

4. As far as you can judge, how interesting did the class find the text? (Please tick)
   A. Very interesting ______
   B. Fairly interesting ______
   C. Average ______
   D. Not interesting ______
   E. Very boring ______

5. Have you any other comments?
____________________________________
____________________________________
____________________________________
____________________________________
Task-type 3  

TEXT ORGANISATION

Note: before the first play, pupils are given a generalised instruction that they must listen for "the main ideas"; they are also given the title of the talk they are going to hear.

Task Level 1 (Generalised instruction + title)

*Play 1 (OPTIONAL for more able classes)
Pupils are given a text organisation chart and are told to tick the various headings as they are mentioned by the speaker

*Play 2 (*Play 1 for more able classes)
Pupils hand in the chart.
Class discussion.

Task Level 2 (Generalised instruction + title)

*Play 1 (OPTIONAL)
Pupils are given a text-organisation chart, in which 3 of the headings are filled in. The headings are read out to them. They are told that, at the end of the (second) play, they will be given cards to fill in the empty "boxes".

The cards with the remaining headings are given to the groups. The cards are read out (in alphabetical order). Groups are to decide which cards should go in which boxes. When they are sure of their choice, they are to stick them on.

*Play 2 (* Play 1)
Pupils hand in the charts.
Class discussion.

Task Level 3 (Generalised instruction + title)

*Play 1 (OPTIONAL)
Pupils are given an outline text-organisation chart, with none of the headings inserted. They are told that at the end of the (second) play they will be given cards to put in the empty boxes, as they did before. The cards are given to the groups. The cards are read out (in alphabetical order). Groups are to put
the cards on the boxes. When they are sure of their choice they are to stick them on.

*Play 2 (* Play 1)
Pupils hand in the charts.
Class discussion.
Computers I

LESS ABLE CLASSES

1. Tell pupils they are going to hear a talk with the title:
   TYPES OF COMPUTERS (can be written on blackboard)
2. Tell them that you are about to play the tape and they must
   "listen for the main ideas".
   *3. Play the tape. (It should start about 005)
4. Say you are going to play the tape again and this time they
   have to do an exercise while they are listening to it.
5. Give out the exercise sheets (2 pages) to each student.
6. Read out the instructions for the exercise (2 pages).
7. Read out what is on both pages.
   *8. Play the tape again.
9. Collect in the exercise sheets.
10. Discussion. How difficult/interesting was the exercise?
    Did they understand clearly what they had to do? Etc.
MORE ABLE CLASSES

1. Tell pupils that they are going to hear a talk with the title:
   TYPES OF COMPUTERS (can be written on blackboard).
2. Tell them they are going to be asked to do an exercise while
   they are listening to the tape.
3. Give out the exercise sheets (2 pages) to each student.
4. Read out the instruction for the exercises.
5. Read out what is on both pages.
6. Play the tape.
7. Collect in the exercise sheets.
8. Discussion. How difficult/interesting was the exercise?
   Did they understand clearly what they had to do? ETC.
TEXT ORGANISATION (Level 1)

Computers 1

(Your teacher will give you the instructions, and will also read what is printed here)

TITLE: TYPES OF COMPUTERS

On the next sheet is a list of the main topics of the talk that you are going to hear. Put your name on the sheet. As you hear topic being mentioned by the speaker put a tick (✓) in the correct box like this:

| Main frame computers | ✓ |

Now listen to the talk.

(TAPE)
Computers 1

MAIN TOPICS

- Main frame computers
- Mini-computers
- Microcomputers

LESS IMPORTANT TOPICS

- Working out payrolls
- Controlling traffic lights
- Forecasting sales
- Checking on a patient's health
- Playing games
- Learning about computers
FEEDBACK

Teacher's Initials _______________________
Class ________________________
Date ________________________

TEXT ORGANISATION (Level 1)
Computers 1

1. How long did the task take? ________________________

2. How difficult were the instructions for the pupils to understand? (Please tick)
   A. Very difficult   B. Difficult   C. Average   D. Easy   E. Very easy
   ________________________   ________________________   ________________________   ________________________   ________________________

3. How difficult was the text for the pupils to understand? (Please tick)
   A. Very difficult   B. Difficult   C. Average   D. Easy   E. Very easy
   ________________________   ________________________   ________________________   ________________________   ________________________

4. As far as you can judge, how interesting did the class find the text? (Please tick)
   A. Very interesting   B. Fairly interesting   C. Average   D. Not interesting   E. Very boring
   ________________________   ________________________   ________________________   ________________________   ________________________

5. Have you any other comments? ________________________
   ________________________   ________________________   ________________________   ________________________   ________________________
Computers 2

LESS ABLE CLASSES

1. Tell pupils that they are going to hear a talk with the title: COMPUTERS AND JOBS (can be written on the blackboard).

2. Tell them that you are about to play the tape and they must "listen for the main ideas".

3. Play the tape. (It should start about 050).

4. Say you are going to play the tape again, and this time they have to do an exercise which they can begin while they are listening to it.

5. Give out to each pupil:
   (a) the exercise sheet for Computers 2;
   (b) the envelope marked C2, containing lick-and-stick labels.

6. Tell them that they are going to have to put the labels on to the correct boxes. As they can see, three of the boxes have already been done for them. They can start doing this while they are listening to the talk. When they are sure that they have put the correct labels on to the correct "boxes"; then (and only then) they can lick the back of the label and stick them on.

7. (a) Read out what is written on the exercise sheet.
   (b) Read out what is written on the labels, which should be read out in alphabetical order (which is, of course, in random order as far as the exercise is concerned).

8. Play the tape again.

9. Collect the exercise sheets.

10. Discussion.
MORE ABLE CLASSES

1. Tell pupils they are going to hear a talk with the title: COMPUTERS AND JOBS (can be written on the blackboard).

2. Tell them that while they are listening to the tape, they will have to do an exercise.

3. Give out to each pupil:
   (a) the exercise sheet for Computers 2
   (b) the envelope marked C2, containing lick-and-stick labels.

4. Tell them they are going to have to put the labels on to the correct "boxes"; then (and only then), they can lick the back of the labels and stick them on.

5. (a) Read out what is written on the exercise sheet.
    (b) Read out what is written on the labels, which should be read out in alphabetical order (which is, of course, a random order as far as the exercise is concerned).

6. Play the tape.

7. Collect in the exercise sheets.

8. Discussion.
Computers 2

BOX 1  MAIN TOPICS
computers have caused loss of jobs

BOX 2  LESS IMPORTANT TOPICS

BOX 3

BOX 4
computers have also created new jobs

BOX 5

BOX 6

BOX 7

BOX 8

BOX 9
some people will be to work in neighbourhood offices
Computers have caused loss of jobs

Computers have also created new jobs

Computers can change where people work

Some people will be able to work at home

Some people will go to work in neighbourhood offices

Robots in car factories

Computers for getting money outside banks

Making computer machines

Making software for computers
FEEDBACK

Teacher's Initials ______________________

Class ______________________

Date ______________________

TEXT ORGANISATION (Level 2)

Computers 2

1. How long did the task take? ______________________

2. How difficult were the instructions for the pupils to understand? (Please tick)
   A. Very difficult
   B. Difficult
   C. Average
   D. Easy
   E. Very easy

3. How difficult was the text for the pupils to understand? (Please tick)
   A. Very difficult
   B. Difficult
   C. Average
   D. Easy
   E. Very Easy

4. As far as you can judge, how interesting did the class find the text? (Please tick)
   A. Very interesting
   B. Fairly interesting
   C. Average
   D. Not interesting
   E. Very boring

5. Have you any other comments?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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LESS ABLE CLASSES

1. Divide class into groups.
2. Tell pupils that they are going to hear a talk with the title: THE HOME OF THE FUTURE (can be written on the blackboard).
3. Tell them that you are about to play the tape and they must "listen for the main ideas".
4. Play the tape. (It should start about 100).
5. Say you are going to play the tape again, and this time they will have to do an exercise after they have heard the talk.
6. Give out to the group leader
   (a) the exercise sheet for Computers 3;
   (b) the envelope marked C3, containing lick-and-stick labels.
7. Tell them that they are going to have to put the labels on to the correct boxes.
   They can start doing this while they are listening to the talk.
   When the talk is finished they should discuss their choices in groups. When they have agreed on their choices, each person in the group sticks the labels on his own sheet and hands it in.
8. (a) Read out what is written on the exercise sheet.
     (b) Read out what is written on the labels, in alphabetical order.
9. Play the tape again.
10. Collect the exercise sheets.
11. Discussion.
MORE ABLE CLASSES.

1. Divide the class into groups.
2. Tell the pupils that they are going to hear a talk with the title: THE HOME OF THE FUTURE (can be written on the blackboard).
3. Tell them that while they are listening to the tape they will have to do an exercise.
4. Give out to each pupil:
   (a) the exercise sheet for Computers 3.
   (b) the envelope marked C3, containing lick-and-stick labels.
5. Tell them that they are going to have to put the labels onto the correct boxes.
   They can do this while they are listening to the talk.
   When the talk is finished they should discuss their choices in groups. When they have agreed on their choices, each person sticks the label on his own sheet and hands it in.
Computers (Level 3)

**Main Topics**

**Box 1**
- central controlling home computer

**Box 4**
- TV as a home information centre

**Box 7**
- robots as servants in the home

**Less Important Topics**

**Box 2**
- to help with cooking by timing the oven etc.

**Box 3**
- looking after security, using a burglar alarm etc.

**Box 5**
- dialling in for news about the weather etc.

**Box 6**
- old or disabled people can order from the supermarket without leaving home

**Box 8**
- difficulty of not treating a £5 note as if it was a piece of paper!

**Box 9**
- problem of knowing difference between sugar and salt
A. Some people will be able to work at home

B. Robots in car factories

C. Making computer machines

D. Computers can change where people work

E. Making software for computers

F. Computers for getting money outside banks

A. Old or disabled people can order from supermarket without leaving home

B. Robots as servants in the home

C. Central, controlling home computer

D. Dialling in for news about the weather, etc.

E. To help with cooking, by timing the oven etc.

F. Problem of knowing difference between sugar and salt

G. TV as a home information centre

H. Difficulty of not treating a £5 note as if it were a piece of paper

K. Looking after security using a burglar alarm etc.
FEEDBACK

Teacher's Initials __________________________

Class __________________________

Date __________________________

TEXT ORGANISATION (Level 3)

Computers 3

1. How long did the task take? __________________________

2. How difficult were the instructions for the pupils to understand? (Please tick)
   A. Very difficult ________
   B. Difficult ________
   C. Average ________
   D. Easy ________
   E. Very easy ________

3. How difficult was the text for the pupils to understand? (Please tick)
   A. Very difficult ________
   B. Difficult ________
   C. Average ________
   D. Easy ________
   E. Very easy ________

4. As far as you can judge, how interesting did the class find the text? (Please tick)
   A. Very interesting ________
   B. Fairly interesting ________
   C. Average ________
   D. Not interesting ________
   E. Very boring ________

5. Have you any other comments?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
There are basically three types of computers that I'd like to talk about and they are firstly main frame computers, secondly mini-computers, and thirdly micro computers. I'll talk about each of these in turn. First of all, main frame computers are very large computers. They might take up most of a room. A typical one would be taken from their wages and so on. A business might use a main frame computer for working out its payrolls. How much are to be paid, how much income tax is to be taken from their wages and so on. Mini-computers are very much smaller. They can be found on someone's desk. Again, in a business office, a sales manager might use his mini-computer for forecasting sales. Or in a hospital, there might be a mini-computer which would be monitoring a patient for changes in condition. If there's a sudden change, it would give some kind of alarm. Microcomputers are the ones that most people know about. They're found in the home. They're mostly used at present for playing games, but they could be used for other things as well. And microcomputers are sometimes used in schools because they're cheap to buy. To teach students about computers and how to use computers.
Computer 2 (COMPUTERS AND JOBS)

I think you could say that computers have really had three effects on jobs and employment. In the first place, they’ve caused loss of a number of job opportunities. In the second place, they’ve also created new jobs and thirdly, for some people they’ve changed where they work. I’ll explain that at the end. Let’s start with the loss of jobs. I think this is the thing that most of us have probably noticed. For example, in factories, you’ve probably seen from TV adverts that many car manufacturers now have a lot of the routine jobs or sometimes the dangerous or unpleasant jobs in the factory done by robots which are really computers that can also move in certain ways in offices as well. A lot of the routine jobs have been handled by computers. You’ve probably seen people outside banks getting their money through a small computer outside the bank. It’s convenient for them, but it means that there’s less work for the people that would be employed by the bank. Some new jobs have been created, especially in Scotland, both in making the hardware and the machines themselves for computers and also in the software. The programmes that go into the computers but unfortunately this is nothing like enough to offset the number of jobs that have been lost. For some people, computers are changing the way they work and where they work because people can be linked by video now. It’s possible for some office workers to work at home instead of going into an office and some people say that in the future there will be neighbourhood offices that people will go to instead of going all the way into town. But that only affects a few people at present.

(2 mins, 40 secs.)
When we're thinking about + er computers + er in the home + em three things that are worth thinking about are + the idea of em + a central controlling home computer + another thing is the idea of the television + as a home information centre + and em + thirdly the idea of er robots as servants in the home + + + em the idea of a central home computer + is that em you would have one computer + em that would look after all the the different em + functions in the home for example + em it would + em er look after the cooking + er timing the oven and so on + and maybe also + er looking after + security + as well so that maybe when + er the last person left the house + em the + er the computer + em could be programmed to automatically + put on the er + burglar alarm or whatever + + + em + the idea of the television + er as not just a source of entertainment but em + as an information centre + you've probably already noticed this happening + that er there are things like viewdata and teletext on on television + em if you have that particular kind of television set you can + find out about the news or the weather + em or local entertainments and so on just by + dialling in some page numbers + em er maybe even in the future it could be used em + for shopping for elderly or disabled people could find out what's + er on sale at the local supermarket + and dial it in and maybe have it delivered + the third idea is robots as servants + and this is the sort of thing we're familiar with from + science fiction + movies + em little robots that you can order about to do things it's a very attractive + er idea + er but I think + that's for very much in the future for example the + the robot would have to be able to + distinguish between + if it was cleaning up + it would have to be able to distinguish between + a a piece of paper and a five pound note + or if it was cooking it would have to be able to + know the difference between sugar and salt + so I think that's something + em + you know very difficult because em machines like + so clever + as that would + be extremely expensive.
Pre-Questions (Level 1)
(Pictorial Response)

Computers 1

1. Divide the pupils into groups.

2. Tell the pupils that they are going to hear a short talk with the title TYPES OF COMPUTERS and then they'll be asked some questions.

3. Give out the pre-question sheets. Read through with the pupils.

4. Play the tape. (It should start about 005).

5. Give out the question-sheets (one per pupil) and the picture cues (one set per group).

KEY

1. A main-frame computer might be used for:
   (4) working out payrolls
   (6) controlling traffic lights

2. A mini-computer might be used for
   (2) forecasting sales
   (5) checking on patients' health

3. A micro-computer might be used for
   (3) playing games
   (1) learning about computers/how to use computers
INSTRUCTIONS.

1. You are going to hear a talk called TYPES OF COMPUTERS.

2. At the end of the talk, you will be given an exercise to do.
   To do it you will have to know the following information from the talk:

   (1) Two examples of things that a main-frame computer might be used for.

   (2) Two examples of things that a mini-computer might be used for.

   (3) Two examples of things that a micro-computer might be used for.
Computers 1
(TYPES OF COMPUTERS)

ANSWER SHEET
(You have to answer these questions by giving the correct number of the pictures that you have been given. For example, if you thought that picture No. 5 was an example of a use of a main-frame computer, you would put that number in one of the spaces for question 1).

(1) A main-frame computer might be used for
   (a) 
   (b) 

(2) A mini-computer might be used for
   (a) 
   (b) 

(3) A micro-computer might be used for
   (a) 
   (b) 

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Computers 2

1. Divide the pupils into groups.
2. Tell the pupils they are going to hear a short talk with the title COMPUTERS AND JOBS, and then they'll be asked some questions.
3. Give out the pre-question sheets. Read through with the pupils.
4. Play the tape. (It should start about 050).
5. Give out the question-sheets (one per pupil) and the picture cues (one set per group).

KEY

The speaker mentions 3 ways that computers can affect jobs:

1. by causing loss of job opportunities.
   Examples are (5) (robots in car factories)
   (3) (cash-machines outside bank)

2. by creating new job opportunities.
   Examples are (4) (making computers)
   (1) (making software)

3. by changing how and where people work.
   Examples are (2) (working at home),
   (6) (neighbourhood offices)
INSTRUCTIONS

1. You are going to hear a talk called COMPUTERS AND JOBS.

2. At the end of the talk, you will be given an exercise to do.
   To do it you will have to know the following information from the talk:

   (1) Two examples of the way that computers can cause people to lose their jobs.

   (2) Two examples of the way that computers can create new jobs.

   (3) Two examples of how computers can change how and where people work.
Computers 2
(COMPUTERS AND JOBS)

ANSWER SHEET

(You have to answer these questions by giving the correct number of the pictures that you have been given. For example, if you thought that picture no. 1 was an example of a loss of job opportunities, you would put that number in one of the spaces for question 1).

The speaker mentions 3 ways that computers can affect jobs:

(1) by causing loss of job opportunities.
   Examples are (a) __________
   (b) __________

(2) by creating new job opportunities.
   Examples are (a) __________
   (b) __________

(3) by changing how and where people work.
   Examples are (a) __________
   (b) __________
PRE-QUESTIONS (Level 3) (Teacher Only) (Pictorial Response) (Group Exercise)

Computers 3

1. Divide the pupils into groups.

2. Tell the pupils that they are going to hear a short talk with the title THE HOME OF THE FUTURE, and then they’ll be asked some questions.

3. Give out the pre-question sheets. Read through with the pupils.

4. Play the tape. (It should start about 100).

5. Give out the question-sheets (one per pupil) and the picture cues (one set per group).

KEY

The speaker mentions three kinds of computers that could be found in the home of the future.

1. The first kind is the central controlling home computer. It will be able to
   (4) look after cooking: time the oven etc.
   (1) look after security: burglar alarm etc.

2. The second kind is the TV as a home information centre. It can be used for
   (3) viewdata/teletext: finding out about the news, the weather, local entertainment etc.
   (6) shopping for elderly or disabled people

3. The third kind is a robot used as a servant in the home. Two problems such a machine might have are
   (5) (in cleaning up, distinguishing between a newspaper and a five pound note)
   (2) (in cooking, being able to tell the difference between sugar and salt).
Computers 3

INSTRUCTIONS

1. You are going to hear a talk called THE HOME OF THE FUTURE.

2. At the end of the talk, you will be given an exercise to do.
   To do it, you will have to know the following information from the talk;

   (1) Two things that a central controlling home computer will be able to do.

   (2) Two ways that a TV can be used as a home information centre.

   (3) Two problems that a robot used as a servant in the home might have.
Computers 3
(The Home of the Future)

ANSWER SHEET

(You have to answer these questions by giving the correct number of the pictures you have been given. For example, if you thought that picture No. 3 was an example of something that a central controlling home computer could do, you would put that number in one of the spaces for question 1).

1. The speaker mentions two things that a central controlling home computer will be able to do. What are they?
   (a) ____________________
   (b) ____________________

2. The speaker mentions two ways that a TV can be used as a home information centre. What are they?
   (a) ____________________
   (b) ____________________

3. The speaker mentions two problems that a robot used as a servant in the home might have. What are they?
   (a) ____________________
   (b) ____________________
SET 2: "Modern Communications"

(Note: Feedback pro-formas have not been reproduced as they follow exactly the same format as previously)
Modern Communications 1

1. Tell the pupils that they are going to hear a short talk with the title SENDING AND RECEIVING MESSAGES.

2. Give out the question sheets, and read out the list of the main topics which is printed on the sheet.

3. Then read out the pre-questions as listed on the sheet. Make sure they understand the questions.

4. Play the tape. (It should start about 005)

5. Check the answers orally.

6. Discussion.

KEY

1. Two ways of sending and receiving messages in the home mentioned are:
   (i) cordless telephone
   (ii) viewphones

2. Two ways of sending and receiving messages "on the move" mentioned are:
   (i) C.B. radio
   (ii) car telephones

3. Two ways of sending and receiving messages in an office mentioned are:
   (i) telex
   (ii) facsimile
(Oral Response)

Modern Communications 1

(Your teacher will give the instructions and will also read what is printed here.)

TITLE: SENDING AND RECEIVING MESSAGES

The speaker mentions three places where messages can be sent and received:

1. In the home
2. While one is "on the move"
3. In an office

The teacher will play the talk. At the end of it you will be asked these questions:

1. Give two ways of sending and receiving messages from the home.
2. Give two ways of sending and receiving messages "on the move."
3. Give two ways of sending and receiving messages in an office.
Modern Communications 2

1. Tell the pupils that they are going to hear a short talk with the title RECORDING AND PLAYING BACK SOUNDS.

2. Give out the question sheets and read out the instructions, including the list of examples.

3. Then read out the pre-questions as listed on the sheet. Make sure they understand the questions.

4. Play the tape. (It should start about 050).

5. Check the answers orally.

6. Discussion.

**KEY**

1. The first way of recording and playing back sounds is by using a record/disc.

2. The second way is by using a tape-recorder.

3. The third way is by using a compact disc.
PRE-QUESTIONS (Level 2)

(Oral Response)

Modern Communications 2

(Your teacher will give the instructions, and will also read what is printed here.)

TITLE: RECORDING AND PLAYING BACK SOUNDS

The speaker mentions three ways of recording and playing back sounds.

He then mentions two aspects or examples of each way.

Here are the aspects/examples:

(First way) 33 1/3 r.p.m.
           45 r.p.m.

(Second way) reel-to-reel
             cassette

(Third way) (qualities) superior quality of sound
            more difficult to damage.
Modern Communications 3

1. Tell the pupils that they are going to hear a short talk with the title HOW TO SLEEP THROUGH THE OLYMPICS WITHOUT MISSING THE EXCITEMENT!

2. Give out the question sheets and read them out, especially the pre-questions as listed. Make sure they understand the questions.

* 3. Play the tape. (It should start about 100).

4. Check the answers orally.

(5. Discussion).

KEY

1. The two main types of videorecording that the speaker mentions are videotape and videodisc.

2. Most common uses of videorecording: film hire and time shifting.

3. Developments in the future:
   
   (i) people making their own films
   
   (ii) videodiscs being used for reference (as encyclopedias).
PRE-QUESTIONS (Level 3)

(Oral Response)

(Your teacher will give the instructions and will also read what is printed here).

TITLE: HOW TO SLEEP THROUGH THE OLYMPICS WITHOUT MISSING THE EXCITEMENT

Listen to the talk carefully. At the end of the talk I'll ask you three questions:

1. What are the **two main types** of videorecording that the speaker mentions?

2. What are the **two most common uses** of videorecording that the speaker mentions?

3. What are the **two main developments** in the future videorecording that the speaker mentions?
Modern Communications 1

1. Give out the answer sheets (2 pages) to each pupil.
2. Read over the instructions to them, including the list of topics (and, of course, the title!)
3. Let them fill in columns 1-3. Check that all 6 topics have been ticked off.
4. Tell them that you are about to play the tape. Read out the instructions on the second answer sheet.
5. Play the tape. (It should start about 005).
6. Collect in the answer sheets.
7. Class discussion of the answers.

**KEY to Checking task**
The topics which are mentioned on the tape are Nos. 2, 3 and 6.
PREDICTION (Level 1)

Modern Communications 1

Your name ____________________________

Class ____________________________

(Your teacher will give you the instructions, and will also read what is printed here)

**TITLE: SENDING AND RECEIVING MESSAGES**

Now that you know the title of the talk you are going to hear, do you think that the topics listed below are almost certain to be mentioned by the speaker?

**might** be mentioned by the speaker?

will probably **not** be mentioned by the speaker?

Put a tick (√) according to what you think. Don't put anything in the fourth column (CHECK) yet.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Is almost certain to be mentioned</th>
<th>Might be mentioned</th>
<th>Will probably not be mentioned</th>
<th>CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. codes and cyphers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. C.B. radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. car telephones</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. writing letters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. drum language</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. viewphones (you can see the person talking)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PREDICTION (Level 2)

Modern Communications 2

1. Divide the class into groups.
2. Give out the answer sheets (2 pages) to each pupil.
3. Read out the instructions to them, including the list of topics (and, of course, the title!)
4. Let each pupil fill in columns 1-3, but tell them that they can discuss the answers in their groups.
5. When this has been done, say that you would like each group to agree on two suggestions of topics that the speaker probably will mention. They do NOT write them down (unless they want to).
6. Collect the suggestions of the groups (perhaps recording them on the BB). (NOTE: it would be helpful for the record if you could clearly state which suggestions have been made by which pupil)
7. Read out the instructions on the second answer sheet.
8. Play the tape. (It should start about 050)
9. Collect in the answer sheets.
10. Discuss their predictions e.g. Do they still think their own predictions were reasonable?

KEY to Checking task

The topics which are mentioned on the tape are Nos. 1, 2 and 3.
PREDICTION (Level 2)

Modern Communications 2

Your name _____________________________

Class ________________________________

(Your teacher will give you the instructions, and will also read what is printed here)

TITLE: RECORDING AND PLAYING BACK SOUNDS

Now that you know the title of the talk you are going to hear, do you think that the topics listed below are:

- almost certain to be mentioned by the speaker?
- might be mentioned by the speaker?
- will probably not be mentioned by the speaker?

Put a tick ( ) according to what you think. Don't put anything in the fourth column (CHECK) yet.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>is almost certain to be mentioned</th>
<th>might be mentioned</th>
<th>will probably not be mentioned</th>
<th>CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cassette recorders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. the second World War</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. compact discs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. pop music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now suggest two other topics that you think the speaker probably will mention.

<table>
<thead>
<tr>
<th>(suggestion 1)</th>
<th>CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>(suggestion 2)</td>
<td></td>
</tr>
</tbody>
</table>
PREDICTION 2

As you listen to the talk, you have to decide whether the topics were in fact mentioned or not, including the two topics that you suggested yourself. If a topic is mentioned put a tick in the fourth column (CHECK); if a topic has not been mentioned put an X in the same column (CHECK)

(TAPE)
Modern Communications 3

1. Divide the class into groups.
2. Give out the answer sheet (1 page) to each pupil.
3. Read out Part 1 of the instructions to them.
4. Collect the suggestions from each group: ideally not fewer than 3 or more than 4. Record the suggestions on the BB. (NOTE: It would be helpful for the record if it is clear from what you say which suggestions have been made by which groups.)
5. Read out Part 2 of the instructions.
6. *Play the tape. (It should start about 100)
7. Collect in the answer sheets.
8. Discuss their predictions.
TITLE: HOW TO SLEEP THROUGH THE OLYMPICS WITHOUT MISSING THE EXCITEMENT!

Part 1. Now that you know the title of the talk you are going to hear, can you suggest three/four topics that you think the speaker will probably mention?
You will get a chance to give your topics to the teacher.

Part 2. As you listen to the tape you have to decide whether the topics you suggested were in fact mentioned or not.
If the topic was mentioned put a tick in the CHECK column; if it was not mentioned put an X in the same column.
Task-type 3

TEXT ORGANISATION

Note: before the first play, pupils are given a generalised instruction that they must listen for "the main ideas"; they are also given the title of the talk they are going to hear.

Task Level 1

*PLAY 1 (OPTIONAL for more able classes)
Pupils are given a text organisation chart and are told to insert the numbers/letters as appropriate from a list of topics and a list of sub-topics ("less important points") printed on the same page. Some of the numbers/letters are already in place on the chart.

*Play
Pupils hand in the chart.
Class discussion.

Task Level 2

The procedure is as above but no numbers/letters are given in place. The number of options to choose from is slightly increased.

*Play
Pupils hand in the charts.
Class discussion.

Task Level 3

The procedure is as for level 2, but this time the main topics and the sub-topic choices are in the same list. As they are listening, therefore, pupils have to decide which are main topics and which are less important sub-topics.

*Play
Pupils hand in the charts.
Class discussion.
TEXT ORGANISATION

GENERAL INSTRUCTIONS

1. These instructions apply to all 3 inputs.

2. These are on-line tasks: the tasks have to be performed before the end of the input.

3. The pupils should be organised in groups each with a group leader. If there are enough recorders, each group should have its own input recorder; if not, the input recorder should be under the teacher's control.

4. There should also be a recorder to record the discussion of an individual group.

5. The class discussion at the end should also be recorded (the input recorder can be used for this, if it has a blank tape - do not record over the existing tape!).

6. Pupils should be encouraged to have the tape stopped when they are in difficulty. This can be done through the group leader, who can either appeal to the teacher, or stop the tape himself if it is under his control. This procedure achieves two objectives:

   (1) one of the aspects of listening competence is to know when you do not have enough information, and to ask for the appropriate information;

   (2) for the purposes of the research project, it should yield valuable data on what kind of problem the pupils are having with the task.

7. Experience has shown, however, that the less able pupils, who may have most need of this technique, are often the most unwilling to interrupt, allowing the flow of information to go on until they are completely lost. For these pupils, therefore, the best
procedure might be to have the input recorder under the teacher's control and for him to stop the input after each major topic (with its two sub-topics) has been covered (indicated with an * in the transcript). He would then ask the pupils if they needed any help at this point. When any questions had been dealt with, the input could proceed.

8. When the individual response sheets had been filled up, the group leader would then fill in a group response sheet (yellow sheet). The group would check their answers, and put the agreed answers on the sheet. If they can't agree on a particular response, they would put in a question-mark.

9. Both the individual and the group response sheets are handed in to the teacher.

10. For the third input (the one about videorecorders), there is a photocopy provided from a videorecorder manual (VHS model). You may find this useful in explaining the terms listed at the side of the level 3 answer sheet.
Modern Communications

1. Set up recorder(s) for playing input and recording group/class discussion.

2. Divide class into groups; appoint group leaders.

3. Tell pupils that they are going to hear a talk with the title: SENDING AND RECEIVING MESSAGES.

4. Tell them that they are going to be asked to do an exercise about listening for the main ideas of a talk. They must do the exercise while listening to the tape. If they get lost at any point they should ask for the tape to be stopped, and they should say what their problem is. (For less able pupils, explain that you will be stopping the tape to see if they have any difficulties. If they have problems, they should be sure to raise them.)

5. Give out the individual exercise sheets (2 pages) to each pupil, and also the group response sheets to the group leaders.

6. Read out the instructions for the exercises. Read out what is on both pages. Make sure they understand new vocabulary items.

7. Play the tape.

8. Collect in the completed sheets.

9. Discussion. How difficult/interesting was the task? If they have done the "sticky label" exercise last time, how does this one compare? ETC.

Key

<table>
<thead>
<tr>
<th>Main Topics</th>
<th>Less Important Topics</th>
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TEXT ORGANISATION (Level 1)

Modern Communications 1

(Your teacher will give you the instructions, and will also go over what is printed here and also on the answer sheet)

TITLE: SENDING AND RECEIVING MESSAGES

1. Put your name on the answer sheet.
2. On the answer sheet is a list of the topics that are going to be mentioned in a short talk that you are going to hear.
3. The topics are divided into MAIN TOPICS and LESS IMPORTANT TOPICS.
4. These topics are listed at the bottom of the page, but there are also listed there some topics that will not be mentioned in the talk.
5. What you have to do is to put the correct number (of a main topic) and letter (of a less important topic) in the blank spaces as you hear them being mentioned in the talk.
6. Your teacher may stop the tape to see whether you have understood so far. If this doesn't happen, you can ask to have it stopped whenever you are lost or confused.
7. After the tape stops, you will have a chance to check your answers with the other members of your group, and to agree on final group answers (yellow sheet).
### Modern Communications 1

#### MAIN TOPICS

1. messages in the home
2. messages in the army
3. messages from space
4. messages "on the move"
5. messages sent by air
6. messages in a business or office

#### LESS IMPORTANT TOPICS

- A cordless telephones
- B codes and cyphers
- C viewphones
- D CB radio
- E light signals
- F car telephone
- G radio waves
- H telex (typed message)
- K airmail letters
- L facsimile (exact copy)
Modern Communications 2

1. Set up recorder(s) for playing input and recording group/class discussion.

2. Divide class into groups; appoint group leaders.

3. Tell pupils that they are going to hear a talk with the title: RECORDING AND PLAYING BACK SOUNDS.

4. Tell them that they are going to be asked to do an exercise about listening for the main ideas of a talk. They must do the exercise while listening to the tape. If they get lost at any point they should ask for the tape to be stopped, and they should say what their problem is. (For less able pupils, explain that you will be stopping the tape to see if they have any difficulties. If they have problems, they should be sure to raise them.)

5. Give out the individual exercise sheets (2 pages) to each pupil, and also the group response sheets to the group leaders.

6. Read out the instructions for the exercises. Read out what is on both pages. Make sure they understand new vocabulary items.

*7. Play the tape.

8. Collect in the completed sheets.

9. Discussion. How difficult/interesting was the task? If they have done the "sticky label" exercise last time, how does this one compare? ETC.

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TEXT ORGANISATION (Level 2)

Modern Communications 2

(Your teacher will give you the instructions, and will also go over what is printed here and also on the answer sheet)

TITLE: RECORDING AND PLAYING BACK SOUNDS

1. Put your name on the answer sheet.

2. On the answer sheet is a list of the topics that are going to be mentioned in a short talk that you are going to hear.

3. The topics are divided into MAIN TOPICS and LESS IMPORTANT TOPICS.

4. These topics are listed at the bottom of the page, but there are also listed there some topics that will not be mentioned in the talk.

5. What you have to do is to put the correct number (of a main topic) and letter (of a less important topic) in the blank spaces as you hear them being mentioned in the talk.

6. Your teacher may stop the tape to see whether you have understood so far. If this doesn't happen, you can ask to have it stopped whenever you are lost or confused.

7. After the tape stops, you will have a chance to check your answers with the other members of your group, and to agree on final group answers (yellow sheet).
TEXT ORGANISATION - Level 2

Modern Communications 2

<table>
<thead>
<tr>
<th>MAIN TOPICS</th>
<th>LESS IMPORTANT TOPICS</th>
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Your name ____________________

CHOOSE FROM

<table>
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<tr>
<th>MAIN TOPICS</th>
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<tbody>
<tr>
<td>1. hi-fi sets</td>
<td>A stereophonic sound</td>
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<tr>
<td>2. records</td>
<td>B quadraphonic sound</td>
</tr>
<tr>
<td>3. tape-recorders</td>
<td>C 45 r p m</td>
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<tr>
<td>4. studios</td>
<td>D 33 1/3 r p m</td>
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<tr>
<td>5. microphones</td>
<td>E halter mike</td>
</tr>
<tr>
<td>6. compact discs</td>
<td>F reel-to-reel</td>
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<tr>
<td></td>
<td>G radio microphone</td>
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<tr>
<td></td>
<td>H cassette recorder</td>
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<tr>
<td></td>
<td>K quality of sound</td>
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<tr>
<td></td>
<td>L soundproofed walls</td>
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<tr>
<td></td>
<td>M advanced equipment</td>
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<td>N difficult to damage</td>
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</table>
Modern Communications 3

1. Set up recorder(s) for playing input and recording group/class discussion.

2. Divide class into groups; appoint group leaders.

3. Tell pupils that they are going to hear a talk with the title: HOW TO SLEEP THROUGH THE OLYMPICS WITHOUT MISSING THE EXCITEMENT!

4. Tell them that they are going to be asked to do an exercise about listening for the main ideas of a talk. They must do the exercise while listening to the tape. If they get lost at any point they should ask for the tape to be stopped, and they should say what their problem is. (For less able pupils, explain that you will be stopping the tape to see if they have any difficulties. If they have problems, they should be sure to raise them.)

5. Give out the individual exercise sheets (2 pages) to each pupil, and also the group response sheets to the group leaders.

6. Read out the instructions for the exercises. Read out what is on both pages. Make sure they understand new vocabulary items.

*7. Play the tape.

8. Collect in the completed sheets.

9. Discussion. How difficult/interesting was the task? If they have done the "sticky label" exercise last time, how does this one compare? ETC.

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</table>
(Your teacher will give you the instructions, and will also go over what is printed here and also on the answer sheet).

TITLE: HOW TO SLEEP THROUGH THE OLYMPICS WITHOUT MISSING THE EXCITEMENT

1. Put your name on the answer sheet.
2. On the answer sheet is a list of the topics that are going to be mentioned in a short talk that you are going to hear.
3. The topics are divided into MAIN TOPICS and LESS IMPORTANT TOPICS
4. These topics are all listed together, at the side of the page. Some of them are main topics, some are less important topics.
5. What you have to do is to put the correct number in the spaces, as you hear them being mentioned in the talk. You will put what you think are main topics on the left-hand side, and what you think are less important topics on the right-hand side.
6. Your teacher may stop the tape to see whether you have understood so far. If this doesn't happen, you can ask to have it stopped whenever you are lost or confused.
7. After the tape stops, you will have a chance to check your answers with the other members of your group, and to agree on final group answers (yellow sheet).
### Modern Communications 3

<table>
<thead>
<tr>
<th>MAIN TOPICS</th>
<th>LESS IMPORTANT TOPICS</th>
<th>CHOOSE FROM:</th>
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<tr>
<td></td>
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<td>1. 14-day timer</td>
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<td>2. main ways of videorecording</td>
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<td>3. V.H.S.</td>
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<td></td>
<td>4. types of VCRs</td>
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<td>5. future developments in videorecording</td>
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<td></td>
<td></td>
<td>6. videotape (used again)</td>
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<td></td>
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<td>7. hired films</td>
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<td></td>
<td>8. common uses for videorecording</td>
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<td>9. videodiscs used for reference</td>
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<td></td>
<td></td>
<td>10. Betamax</td>
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<td>11. time-shifting</td>
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<td>12. videodisc</td>
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<td></td>
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<td>13. 8-day timer</td>
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<td></td>
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<td>14. freeze-frame</td>
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<td></td>
<td></td>
<td>15. home-made video films</td>
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</tbody>
</table>

Your name ____________________
DESCRIPTION OF RECORDER

CASSETTE HOLDER

STOP BUTTON  ■
Press to stop tape. The STOP button must be pressed between "RECORD" and any other operation. The STOP button must be pressed before "EJECT".

PLAY BUTTON  ▶
Press to start play.

RECORD BUTTON  ●
Press RECORD button and while holding RECORD, press PLAY button to record.

OPERATE SWITCH
Turn system power on and off.

COUNTER RESET BUTTON
To reset counter to "0".

PRE-TUNING ACCESS DOOR
Open this door and set the channel.

CHANNEL INDICATORS
Will light when channel select button is pressed.

CHANNEL SELECT BUTTONS
Select the channels you wish to view or record by pressing these buttons.

TIMER DISPLAY INDICATOR
This shows the time with a 12-hours display and also shows tape position.

COUNTER MEMORY BUTTON
When you select "MEMORY ON" (—) position, tape will stop at approximately "0" reading.

CLOCK/TAPE COUNTER SELECT BUTTON
Select the indication of timer display for either "CLOCK" or "TAPE COUNTER".

FAST FORWARD BUTTON  ►►
Press to active fast forward.

REWIND BUTTON  ◄◄
Press to start rewind.

TIMER INDICATOR
Lights up when the TIMER switch is in the ON position.

Note: Operate indicator will not be on when you have set unit for timer operation.

TIMER SWITCH
Press after programming Digital Clock.

PAUSE BUTTON  ■
Press to pause during recording. Press again to release.

VISUAL SEARCH BUTTONS  ▶▶
Press forward or reverse buttons during playback, to view at 9 times normal speed. This is a convenient method of locating a required part of a recording. The indicator in the PLAY button will flash on and off when the VISUAL SEARCH button is pressed.

ILLUSTRATION FOR TEXT ORGANISATION (LEVEL 3)

Modern Communications 3
"HOW TO SLEEP THROUGH THE OLYMPICS WITHOUT MISSING THE EXCITEMENT"
Modern Communications 1: (SENDING AND RECEIVING MESSAGES).

I'd like to start by + talking about + new developments in sending and receiving messages in the home + we can move into + other + areas later + but if you think of em + sending and receiving messages in the home + you immediately think of + the telephone + + and in connection with that + there have been two main + em developments + one + is er what you've probably seen + advertised in magazines + the cordless er + telephone + th that means a telephone which doesn't require a wire or a cable to attach it to a particular + part of the house + which means that you can send or receive + telephone messages + from any part of the house or even within a short distance of the house outside + secondly and this is more in the future there are + viewphones which are + phones which have a small + kind of television screen + attached to them which means that + you can actually see the person that you're talking to + + moving outside the house + er thinking of people on the move who want to + communicate + a very popular thing recently is CB radio + you may have got one for a a Christmas present but they're also very popular with truck-drivers who use them to + break up the monotony of their long journeys for a business man something that's + er very useful is the car telephone + and nowadays car telephones + are just as sophisticated + as the ones + that you would use in a home + or an office ++ + lastly er thinking of + er thinking of the business + or the office use + em it's very important in a business to have a record + of the message that you've sent so + er two things that are important here are + first of all the telex + which has been around for some time a telex is + er really an idea whereby you can type in a message in one office + and it will be received in another office perhaps + thousands of miles away + a more sophisticated + er thing is + facsimile + and this is this is really a way of + almost giving a a a photographic or an exact reproduction + of a document so that you can transfer + not just messages but even complicated diagrams + over thousands of miles.

(2 mins. 45 secs.)
I'd like to talk about recording and playing back sounds. I'll start with records and I'll come onto other methods of recording and playing back sounds later. Records or discs as they're sometimes called, these days usually play at one of two speeds: either 45 r.p.m. or more commonly, 33 1/3 revolutions per minute. Records have been around for a long time, but when the allied forces were advancing into German-occupied Europe at the end of the second world war, they were amazed to discover something that nowadays are taken for granted, which is the tape recorder. Originally, the tapes were reel-to-reel, that is to say, they were wound from one reel onto another. That's very often still the case, but well when you need very high quality sound, it's a bit inconvenient, and most people find it's quite satisfactory to use cassette tapes, which can simply be popped into a cassette recorder. The most recent development in playing back sound is the compact disc. These are quite expensive but they do have two advantages. Certainly over records, that I can mention, the first is a superior quality of sound, and the second is that it's much more difficult to damage a compact disc because it's protected by a sleeve, which is only uncovered when the machine is put into the machine.
I'll be talking about some developments in the use of video recording shortly but at the moment let me start by just talking about the two main kinds of video recording that are generally available. One is videotape which is the one that most people are familiar with. There's also video discs which haven't quite caught on as well as the tape although they're supposed to give much better picture and I think probably the reason is that they don't have the big advantage of the tape which is that it can be used and re-used time and time again whereas the disc has on it a film or whatever but it can't be used for the taping of other things like TV programmes and so on. The most ordinary use of video recording well I think the there are two ways in which videorecorders are very commonly used these days. One is that people hire films from video hire shops and they play them in their homes instead of having to go out to the cinema or or wait until one of their favourite films comes up on television. Second popular use is what's called time-shifting for examples the recent Los Angeles Olympics took place in the middle of the night as far as most people in Europe were concerned but because millions of people had videorecorders they were able to record their favourite events and watch them the following day at a time that was convenient to them. Developments in the future well the developments I'm going to mention are are really already here but they're not as popular perhaps as they will one day become. One is people using videorecorders and making their own films which they can then watch through their videorecorders. Another one is going back to the video-disc that I spoke about one disc can carry a whole encyclopaedia of information so it's possible that they'll be used for reference so that for example you could check up the word 'rocket' in your video disc and see not just the article about the rocket but also see the rocket in flight and see how it moves and so on.
SET 3
("Natural Resources and Energy")

(NB: these materials were originally used in small leaflets guillotined to 1/3 A4 size - which accounts for the layout here.)
TASK: PREDICTION

1. The aim of this task is to train pupils to use textual clues to predict what is coming in a text.

2. Pupils are not expected to predict the exact wording. In fact, they may predict something "wrongly" but still be using the skill of prediction if there is a good reason for the prediction they choose.

3. The task is done in the following stages:
   (1) Introduction, instructions, title.
   (2) Listen to the tape until the buzzer sound.
   (3) Group discussion of what might be coming next. They do NOT look at the multiple choice questions yet.
   (4) Go round and check that each group has made a prediction. If they can't, part of the tape can be played again.
   (5) Pupils now turn over top sheet and look at multiple choice questions. They fill in the correct box.
   (6) In some questions they have to write down their prediction, i.e. there are NO multiple choice questions. This does not happen with Passage 1, but does happen with the last question in Passage 2 (Prediction 4) and the last question in Passage 3 (Prediction 5).
   (7) Finally, the pupils check whether they have got the answers right or not. They do this from their memory of the passage, i.e. they do not hear the passage again before they hand in their sheets.
   (8) Pupils hand in their sheets. If you like you can go over the passage again giving correct answers, or answering questions etc.
PASSAGE 1: How People used Natural Resources to get the Energy they needed.

We live in a world that needs huge amounts of energy in the form of electricity which is convenient and easy to use. We get this electrical energy from fuels. Fuels are energy stores which can be changed into electrical energy in power stations. Here the energy stored in different fuels is changed to heat energy which changes water into steam. The energy in the steam is changed into moving energy when it’s used to turn the alternators. And the moving energy produces the electrical energy that can be sent easily and cheaply and almost instantly to all parts of the country. But using electricity means using up fuels. Each year there are more homes using more electricity, huge amounts of fuel are used up to provide the energy to move us around. And more cars on the road each year again means more fuel used up. Eventually the fuels will run out. The main sources of our energy are the fossil fuels coal and oil. But this was not always so. When the world had a lower population and less advanced technology, the supply of wood together with wind power and water power were enough to make our energy needs. But when the steam engine was invented, the industrial revolution created much bigger demands for energy and these were met by coal. Thousends of men, women and children sweated and toiled to mine the precious coal. And whenever clouds of industrial pollution were seen, it was taken as a sign of prosperity. But only until the first oil-wells were drilled. People were so enthusiastic and the wells were so big that it didn’t seem to matter that everyone was pumping oil out of the same well as their neighbours. A new age had dawned. And oil and natural gas replaced coal as our main source of energy. Some people even thought they would last for ever. But as the world demand for energy increased, geologists began to look for oil and natural gas in locations all around the world. And they found it in huge quantities in North Africa and the Middle East.
and South America + and in South East Asia and Russia + oil was plentiful and cheap + but a war in the Middle East and huge price rises in the 1970's made countries aware of the need to find their own sources of oil + and to make better use of what they had + we could no longer go on pretending that there was a never-ending supply + conservation was necessary / and our cars are now designed to use less fuel + we're encouraged to use less energy in our homes and offices
but the search for oil goes on + the problem now is that oil is now much more difficult to find + only one in every 200 exploratory wells is successful + + + we depend so much on oil that scientists are trying to develop ways of getting more oil out of each well + including the old ones + here's what they do + when the well is drilled and production begins + the very great pressure in the well is released + it's like taking the top off a lemonade bottle + bubbles of gas form in the oil + and it's pushed up the well + eventually the pressure falls like lemonade going flat + and the oil flow slows down and stops + to keep up the pressure + water is pumped down below the oil + and so more oil and gas are recovered + but this method still leaves as much as 2/3 of the oil in the ground + at one time no-one bothered about this/1 but now the demand for oil is so great that scientists have developed new techniques to extract it + the oil is trapped in tiny holes or pores in the rocks + and one method to get it out is to heat the rock + this thins out the oil + making it runnier/2 and so it flows more easily + + + a second method uses solvent to dissolve the oil in the same way as we use solvents to take oil spots out of our clothes + + + a third method uses chemical detergents to wash the oil from the rock + + + but such is the demand that these techniques are still not enough + and the oil-explorers have been forced to look in some of the most hostile environments in the world/3 + one of these is the North Sea + where conditions can be very cold and very stormy + and the water is very deep + + when oil was found engineers had to spend thousands of millions of pounds building huge rigs like this one which was floated out to sea then dropped into place + the first platform is over 400 metres above the seabed + and even bigger ones have been developed for deeper waters that will stand over 800 metres above the sea-bed and drill down six miles into the earth below but the harsh conditions the problems and the costs of North Sea exploration seem small + when you compare them to what had to be faced in that most hostile of all environments + the Arctic + + in the middle of winter when the
Arctic Ocean has frozen over + the construction workers move in + first they spread more water on the ice to make it thicker + and so able to support the movement of their heavy equipment + then the ice is cut and taken away + + + finally hundreds of tons of gravel are dropped onto the seabed about 12 metres below the ice + and a gravel island is formed + + + the shape of the island is important + and engineers use computers to help design them + one of the problems is how to stop the ice moving in and closing the hole + + + the design of the sloping shelf causes the moving ice to break up, to stack up and so form a solid protective ice-barrier around the island + which you can see more clearly here from the air + + + there are severe problems for men and equipment working in sub-zero temperatures + and for three months of the year the sun never rises + + + and when the oil begins to flow + there's the problem of transporting it from the frozen wastes to the oil refineries in the warmer south + but the search for oil is coming to an end + and before very long + there will be no more oil left to refine + + and we will have to find alternative sources of energy + + +
already scientists are working on two oil-related sources + first there are the tar sands + these are a mixture of sand and a black tarry substance called bitumen + the second is oil-shale or marlstone + which contains a waxy substance called kerogene + after the kerogene and the bitumen are separated from the rock and the sand + scientists work out how to extract the fuel + and as a result of their work + large scale industrial plants have been built + but + whether we like it or not + the oil is going to run out soon + and we have to find alternatives + + + this is a modern open-cast coalmine + + + coal has made a comeback + it is the main alternative to oil and natural gas + and today coalmining is a very different kind of job + + underground in modern pits + machines cut out the coal + + + it's taken above ground + where it's sorted into different sizes + and then washed + before being transported to factories and power stations/1 where + once again + its stored energy is being changed into the electrical energy we all depend on + + + however in modern power stations and factories + the smoke is filtered2 and we no longer see the black polluting smoke and fumes + + + but we still need liquid and gas fuels in our cars and in our homes + so scientists have worked out ways of getting them from coal + + + these techniques are going to be important/because when the oil runs out3 there will still be huge quantities of coal + but not even the coal will last forever + + + another alternative source to oil and natural gas is uranium + which is the fuel of nuclear power stations + uranium is radioactive + people who work with it have to be protected from the radiation because it's extremely dangerous + radiation can kill + it can cause cancers to develop + and it can damage unborn children + + + solid pellets of uranium dioxide are loaded into narrow tubes about four metres long called pins + a number of pins are mounted in a fuel element + which provides energy for the reactor + + + the big problem with a nuclear reactor is the waste +
which is highly radioactive \((5)\) it can't be used for anything and it can't be thrown away because it's so dangerous and no foolproof way has so far been found to get rid of it +++
PREDICTION

Passage 1: How People used Natural Resources
to get the Energy they needed

1. You are going to hear a short talk taped from a TV programme about the use of Natural Resources (i.e. Coal, Gas, Oil etc.).
2. You have been given a booklet. Don't open it until you are told to do so.
3. The teacher will stop the tape 3 times.
4. Each time the tape is stopped, you are going to try to guess roughly what the speaker is going to say next - not the exact words.
5. If you have no ideas at all, you can ask the teacher to replay part of the tape.
6. When the teacher tells you, you can turn over the top (white) page of the booklet, and try to choose the correct prediction on the pink page, and put a tick (√) opposite it.
7. When you have finished, look at the sheet. Put down what you think the "actual answers" for each prediction were.
   (NB. - they might be the same as your predictions or not.) Put a tick (√) for the "actual answer".
PASSAGE 1: How People used Natural Resources to get the Energy they Needed
PASSAGE 1

PREDICTION 1

(a) if we don't save petrol we'll have no fuel left

(b) we used to use other, different sources of energy in the past

(c) in the future, we'll have to use atomic power instead of coal and oil
PASSAGE 1: How People used Natural Resources to get the Energy they Needed

PREDICTION 2
(a) a law was passed against young children working in the coal mines

(b) oil and natural gas took the place of coal as our main source of energy

(c) oil caused less pollution than coal in most places
PASSAGE 1: How People used Natural Resources to get the Energy they Needed

PREDICTION
<p>| (a) Britain discovered oil in the North Sea |  |
| (b) Arab countries now have enormous wealth |  |
| (c) Cars are now designed to use less fuel |  |</p>
<table>
<thead>
<tr>
<th>SET No. 3</th>
<th>PASSAGE 1</th>
<th>ACTUAL ANSWER</th>
<th>RIGHT OR WRONG?</th>
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<td>PREDICTION 3</td>
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</tbody>
</table>
PREDICTION

Passage 2: The Search for Oil Goes On

1. You are going to hear a short talk taped from a TV programme. The talk is about the search for oil.

2. You have been given a booklet. Don't open it until you are told to do so.

3. The teacher will stop the tape 4 times.

4. Each time the tape is stopped, you are going to try to guess roughly what the speaker is going to say next - not the exact words.

5. If you have no ideas at all, you can ask the teacher to replay part of the tape.

6. When the teacher tells you, you can turn over the top (white) page of the booklet, and try to choose the correct prediction on the pink page, and put a tick (✔) opposite it.

7. For the last prediction (No. 4) there are no predictions given. You have to write down your own prediction.

8. When you have finished, look at the sheet. Put down what you think the "actual answers" for each prediction were. (NB. - they might be the same as your predictions or not.) Put a tick (✔) for the "actual answer".
PASSAGE 2: The Search for Oil Goes on

PREDICTION 1

PASSAGE 2: The Search for Oil Goes on

PREDICTION 1

PASSAGE 2: The Search for Oil Goes on

PREDICTION 1
(a) perhaps one day the oil that is left underground will be useful to future generations

(b) now scientists have developed new ways of getting any oil that is still underground to the surface

(c) of course, the method of pumping in water to push up the oil is much easier on land than it is (for example) in the North Sea
PASSAGE 2: The Search for Oil Goes On
(a) but this can be very dangerous
(b) of course, this oil is of poorer quality
(c) so the oil flows more easily
PASSAGE 2: The Search for Oil Goes on

PREDICTION 3
(a) one difficult area is the North Sea, where conditions can be very cold and very stormy

(b) in the United States, for example, Dallas has become famous as an oil-rich town

(c) a fourth method used blasting to get at the oil reserves that have been blocked under a layer of very hard stone, such as granite
PASSAGE 2: The Search for Oil Goes On

PREDICTION 4
Try to guess what the speaker is going to say next. Begin with "and so ...."

and so


SET No. 3

PASSAGE 2

ACTUAL ANSWER  RIGHT OR WRONG?

<table>
<thead>
<tr>
<th>Prediction 1</th>
<th></th>
<th></th>
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<tr>
<td>Prediction 2</td>
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<tr>
<td>Prediction 3</td>
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<td></td>
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<tr>
<td>Prediction 4</td>
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</table>

Was your answer right or wrong (✓ or X)

PASSAGE 2

ACTUAL ANSWER  RIGHT OR WRONG?

<table>
<thead>
<tr>
<th>Prediction 1</th>
<th></th>
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<tr>
<td>Prediction 3</td>
<td></td>
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<tr>
<td>Prediction 4</td>
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<td></td>
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</tbody>
</table>

Was your answer right or wrong (✓ or X)

PASSAGE 2

ACTUAL ANSWER  RIGHT OR WRONG?

<table>
<thead>
<tr>
<th>Prediction 1</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Prediction 2</td>
<td></td>
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<tr>
<td>Prediction 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prediction 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Was your answer right or wrong (✓ or X)
PREDICTION

Passage 3: Into the Future

1. You are going to hear a short talk taped from a T.V. programme.
2. You have been given a booklet. Don't open it until you are told to do so.
3. The teacher will stop the tape 5 times.
4. Each time the tape is stopped, you are going to try to guess roughly what the speaker is going to say next - not the exact words.
5. If you have no ideas at all, you can ask the teacher to replay part of the tape.
6. When the teacher tells you, you can turn over the top (white) page of the booklet, and try to choose the correct prediction on the pink page, and put a tick (✓) opposite it.
7. For the last prediction (No. 5) there are no predictions given. You have to write down your own prediction.
8. When you have finished, look at the sheet. Put down what you think the "actual answers" for each prediction were.
   (NB. - they might be the same as your predictions or not.) Put a tick (✓) for the "actual answer".
PASSAGE 3: Into the Future

PREDICTION 1

CLUE: where - - -

PREDICTION 1

CLUE: where - - -

PREDICTION 1

CLUE: where - - -
(a) the stored energy of coal is being changed into electrical energy

(b) most of the work is done to produce the things that we need

(c) machines are used to cut the coal
CLUE: and so . . . . . . . .
SET 3

PASSAGE 3

PREDICTION 2

(a) it is just like a filter in a cigarette
(b) coal can be used again
(c) we no longer see black polluting smoke
SET 3

PREDICTION

PASSAGE 3

PREDICTION 3

CLUE: (NO CLUE FOR THIS PREDICTION)
(a) there will still be huge amounts of coal

(b) Britain will have to start buying oil from

(c) We are going to have to improve our methods of getting coal
CLUE: because
(a) one has to use protective clothing  
(b) the uranium might be stolen and used by terrorists  
(c) radiation is extremely dangerous
SET 3

PREDICTION
PASSAGE 3

PREDICTION 5

CLUE: so it can't be . . . . .

SET 3

PREDICTION
PASSAGE 3

PREDICTION 5

CLUE: so it can't be . . . . .

SET 3

PREDICTION
PASSAGE 3

PREDICTION 5

CLUE: so it can't be . . . . .

PASSAGE 3
PREDICTION 5

(Write your own prediction)
so it can't be ________________________________

______________________________

______________________________

______________________________

______________________________

______________________________
<table>
<thead>
<tr>
<th>SET No. 3</th>
<th>PASSAGE 3</th>
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<td>ACTUAL ANSWER</td>
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Was your answer right or wrong (✓ or X) 

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Was your answer right or wrong (✓ or X) 

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<td>PREDICTION 4</td>
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<td>PREDICTION 5</td>
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</tbody>
</table>

Was your answer right or wrong (✓ or X) 

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APPENDIX B

Materials: Sets 4, 5 and 6
LISTENING COMPREHENSION

Difficulty Level of Inputs

The inputs are graded at three levels of difficulty:

**LEVEL 1 (Set 4: History of English Words)**

At this level, the structure of the passage is very clearly signposted, with a brief summary at the beginning. The basic structure is simply a listing of headings with examples. The speaker speaks in a very slow, deliberate manner.

**LEVEL 2 (Set 5: Aspects of Modern Life)**

The structure of the passage is structured along the same lines as level 1, (i.e. three main points with examples), but there is no brief summary at the beginning and the information given is less schematic (e.g. there is more digression). Delivery is quicker and less deliberate.

**LEVEL 3 (Set 6: Arguing the Case)**

These are authentic, off-air recordings and the structure therefore does not conform to a pre-determined pattern. In each input there are three speakers, with consequent individual variations in delivery.
The matching of inputs with different task-types will be seen from the following matrix:

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>PRE-QUESTIONS</th>
<th>TEXT ORGANISATION</th>
<th>PREDICTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Set 4: History of English Words)</td>
<td>&quot;Ancestors&quot;</td>
<td>&quot;Latin and Greek Words in English&quot;</td>
<td>&quot;Soldier, sailor,..., beggarman, thief&quot;</td>
</tr>
<tr>
<td>LEVEL 2</td>
<td>&quot;Top of the Pops&quot;</td>
<td>&quot;Baths and showers&quot;</td>
<td>&quot;Computer Games&quot;</td>
</tr>
<tr>
<td>(Set 5: Aspects of Modern Life)</td>
<td></td>
<td></td>
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<tr>
<td>LEVEL 3</td>
<td>&quot;Is there such a thing as a just war?&quot;</td>
<td>&quot;You can improve your memory&quot;</td>
<td>&quot;A woman's place is in the home&quot;</td>
</tr>
<tr>
<td>(Set 6: Arguing the case)</td>
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</tbody>
</table>
TASK : TEXT ORGANISATION

1. The aim of this task is to train pupils to be more aware of text organisation in texts that they listen to, especially expository texts.

2. The pupils listen to each input twice. The first time they are simply told:

   "You are going to hear a short talk. Listen for the main points. You will then be shown what you have to do. You will be given a second chance to hear the talk. Then you will have to do the task."

3. After the first input rewind the tape. Give out the text-organisation sheets. Allow them to discuss the sheets. If possible, this talk should be recorded.

4. Replay the tape. Pupils can make notes if they want to.

5. Pupils discuss text-organisation sheets again and hand them in.

6. After the sheets have been handed in, the text-organisation can be discussed, tape-replayed etc.
Latin and Greek Words in English

(You are going to hear part of a talk about how Latin and Greek words have come into English over the centuries.)

Latin words were concerned with the Church and with education, which have meaning for the church. Words like ecclesiastical, which means church, and doctrine, which means a teaching, perhaps words from the law are far more familiar to you. It's interesting to see how many of these legal words and legal is another Latin word, lex, legis, from the law. It's interesting to see how many of these legal words we are using and we use today though not necessarily about the law. For example, the word data, which computer people talk a lot about, has become very important, and if a criminal has an alibi, that means he was somewhere else. Now education is full of Latin words. The very word curriculum, formula, and of course, sometimes education is propaganda.

A person who has had very little education is an ignoramus. We get our word ignorant from that. It's interesting to know how much Greek has come into our language over the last four hundred years. A great deal of it comes in between 1500 and 1700, but even more probably has come in in the last century. And it almost seems as though if some new science is trying to make itself respectable, then it chooses Greek words and immediately becomes very much more important and respectable. So we have Greek words in physics. The very word physics itself is a Greek word for nature. And we have Greek words in medicine. And of course Greek words in politics which is itself a Greek word. Words from physics, well, physics itself is full of Greek words, acoustics, cosmos, astronomy, from two Greek words meaning stars and the laws. And of course if you have astronomy, you have astronauts. Those sailors who sail among the stars are astronauts. Medicine is becoming increasingly stocked with Greek words, pharynx, part of the throat. Pharynx and I'm sure many of you have had the experience of
being injected by a syringe + a syringe is just the Greek word for a pipe +
for example the Greek god Pan use to play upon his pipes + his syringes +
and finally + + + after this talk as far as medicine is concerned you
might find yourself in a coma + + + politics comes from a Greek word
meaning + a town + or a city + + + the Greek word is polis + and of
course you can all recognise policeman a man who guards the town +
monarchy + comes from two Greek words meaning a single ruler + finally
politicians talk about dogma which is a Greek word for belief or something
I believe in.

(5 mins. 45 secs.)
People have surprisingly fixed ideas when it comes to keeping clean. You're not going to buy that toothpaste are you? They say, or that shampoo is wonderful, much better than anything else. Arguments rage over Lifebuoy toilet soap or Lux, Omo, or Daz. Signal toothpaste or Crest. Families are torn apart. Children rebel and refuse to brush their teeth with Brand X. Mother insists on buying Brand Y toilet soap. So father goes unwashed for three weeks until he can flush what is left of it down the loo, and buy something else. But nowhere is this conflict so clear as in the problem of baths and showers. It is a sad fact of life that the human race divides into bath-takers and shower-takers, and that very often you can find both sorts of people in the same family, which causes all sorts of problems. For example, a friend of mine was a passionate bath-taker who'd retreat to the bath whenever life got too hectic. She married a sporty type who would, as a rule, have three showers a day. Before dressing in the morning, after work, and believe it or not, just before bed. They moved into a very old house in the country which had neither bath nor shower. After six months of marriage, they still hadn't settled the argument about which to have. I believe they both wash in the sink in the toilet. A moment's thought of course would convince anyone that baths are infinitely superior to showers. In all sorts of ways. For a start, they are much more versatile. A shower cabinet is useless for storing anything. Apart from things like unwanted pot plants or the baby's dirty nappies. A bath on the other hand is invaluable. You can keep coal in it. You wash tents in it. Father can use the bath to clean his empty home-brewed wine and beer bottles. If an unexpected guest turns up, you can always give him a pillow and a sleeping bag and point him in the direction of a bath. I've even read that in New York people used to keep alligators in their baths. Apart from being versatile, there is something very satisfying about taking a bath. You get into this bath full of hot water, and you feel that you're using...
it + you see the water getting dirty + you feel it getting cold + and you think + good + I've had value for money + + + with showers on the other hand + you don't see anything + it's all invisible it all runs away + you can't tell how dirty you were + or how much water you've used + it is all very unsatisfactory + + + but the single + most important thing about baths + is that you can do other things when you're in one + you can read + listen to music + watch TV + answer the telephone + do a crossword splash + have fun + and what everyone does in a bath + man woman and child + you can make funny noises by putting your head under the water and blowing + brrr + you can't do any of that in a shower + showers are too noisy + they're too small + basically they are boring places to spend time in.

(3 mins. 56 secs)
Introduction) Today + correspondent Pat Williams + talks to psychologist + Tony Buzan + about brain function + learning + and memory +

the conversation begins with a discussion of the disparity between what we think we can do + and the actual mental capacities of the brain + + +

Williams) are we stuck with our capacities the way we've got them at the moment cos everyone gets this feeling that you know this is what I can do and I'm hopeless at this and hopeless at that and I'm not very much + + +

Buzan) I think we could say that we're stuck with our capacities but that our capacities are actually almost limitless + + + what we think are our capacities + are those things that we've been trained to do + what we now realise we can do is much greater than what we do do + + + if you started feeding the brain information from the time a person is born to the time they were a hundred years old + you could feed in ten bits of information every second + throughout life and the brain would still not be even nearly half-full + we know that there are ten thousand million brain cells + and that those brain cells themselves are capable of billions and billions of interconnective thought patterns + + + there are four major things that one remembers + the things that happen first + the first events tend to be remembered which is why people remember a lot of their childhood experiences + because at that time things were first + somebody who had been very doubtful about the power of memory + who I was trying to explain these things to said + yes that's right by God you know I remember my first affair + the second one not quite so well the third one a bit worse and so on and so forth but we do remember that first thing + so we remember the first things we also tend to remember the most recent things + something which has happened in the very near past we will tend to remember + so that's two things + the third are things which are linked + if they relate to us + or they relate to anything we have experienced before +

there is a tendency to be able to link back + the whole brain can
be thought of as a totally interlinking system + and if you can find the right links in + you can retrieve or hook that information back out + and the other thing we remember is the thing which is outstanding + or different + or emphasised + for example if we walked away now and somebody came up to me and said + Tony I don't particularly like the way your face is arranged and punched me in the nose + I would have no trouble remembering that + I wouldn't have to write notes + and review it because it is so outstanding that the brain registers it as a significant event to be remembered always + so we do remember + the first things + the last things + things which are linked + and things which are emphatic + and if we use that information + we can actually adjust the way in which we remember + a very simple example of that is when people are taking notes + they underline important words in say red + now that stands out in other words it's dramatic in relation to the general bland colour of the normal writing + and so it tends to be remembered more easily + + +

(Williams) I mean when you forget something + it's terrible + when you're in an exam you may have known it perfectly yesterday but you don't know it today + are these goodies from the Christmas tree which we're now unwrapping at the rate of knots + have we + are there are any gifts to tell us how to deal with that +

(Buzan) Yes there are + and again I can give an example of yourself sitting in front of the television in the living room + and you suddenly think I'd like a little snack + now you go out into the kitchen and you think + what am I doing here + + + now if you try and remember in the kitchen you probably won't remember + you go back into the television room and you think + ah snap + sausage and a glass of beer + whatever it was you were thinking of + because you let
your mind relax and in the relaxed state it tends to have easier access to the things that it wants to remember. So one of the first things to do is not to get uptight or stressed about the fact you've forgotten. Say to yourself, it's not immediately available. I want it as soon as possible and leave it. (mm - hm) and the right side of the brain or the sub-conscious will come up with the answer you want. Another thing you can do is to surround the forgetting with knowledge. Now for example supposing you've forgotten somebody's name and you don't have to have it immediately. You can just jot down on a piece of paper around a blank centre. (mm - hm) things that you do remember about that person. What colour is their hair? When was the first time you met? What's the sound of the voice? Can you remember being introduced or introducing that person? What do you emotionally think about them? Are they married single? What are their hobbies? And you surround that blank in the middle with all the things that you do know. In the end, all those things link together and pop up comes the name (really). Yes, really. In about 90% of the cases, people who have blocked on a name can remember it if they do that.

Length: 4 mins. 58 secs.
The History of English Words

**TEXT ORGANISATION 1**

Latin and Greek Words in English

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>USES</th>
<th>ONE EXAMPLE WORD</th>
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</tr>
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<td></td>
<td>3</td>
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<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
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</table>
**SET 4**

**KEY TO TEXT ORGANISATION I**

**Latin and Greek Words in English**

<table>
<thead>
<tr>
<th>Language</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>Church .......... Ecclesiastical</td>
</tr>
<tr>
<td></td>
<td>Law .......... Legal/Data/Premium/Alibi</td>
</tr>
<tr>
<td></td>
<td>Education .......... Curriculum/Formula/Ignoramus</td>
</tr>
<tr>
<td>Greek</td>
<td>Physics .......... Acoustics/Cosmos/Astronomy/Astronauts</td>
</tr>
<tr>
<td></td>
<td>Medicine .......... Pharynx/Syringe/Coma</td>
</tr>
<tr>
<td></td>
<td>Politics .......... Policeman/Monarchy/Dogma</td>
</tr>
</tbody>
</table>
"LATIN AND GREEK WORDS IN ENGLISH"

The words which the speaker will mention are:

ACOUSTICS
ALIBI
ASTRONAUTS
COMA
COSMOS
CURRICULUM
DATA
DOCTRINE
DOGMA
ECCLESIASTICAL
FORMULA
IGNORAMUS
LEGAL
MONARCHY
PHARYNX
POLICEMAN
PREMIUM
PROPAGANDA
SYRINGE
TEXT ORGANISATION: LEVEL ONE

LATIN AND GREEK WORDS IN ENGLISH: MEANINGS

ACOUSTICS (the scientific study of sound)
ALIBI (proof that you were somewhere else when a crime was committed)
ASTRONAUTS (space-travellers)

COMA (deep sleep caused by an illness, injury, etc.)
COSMOS (the whole universe)
CURRICULUM (subjects studied at school)

DATA (facts; information)
DOCTRINE (teaching, especially religious teaching)
DOGMA (something which people who belong to a religion must believe in)

ECCLESIASTICAL (to do with the church)

FORMULA (general scientific rule expressed by letters and numbers, e.g. the chemical formula for water is H₂O)

IGNORAMUS (someone who doesn't know anything)

LEGAL (to do with the law)

MONARCHY (rule by a king or queen)

PHARYNX (part of the body, situated behind the tonsils)
POLICEMAN
PREMIUM (money paid to an insurance company)
PROPAGANDA (true or false ideas, facts etc. put out by a government etc. to try and influence the way that people think)

SYRINGE (sort of pipe used, for example, to inject medicine into a patient's blood stream)
Aspects of Modern Life

TEXT ORGANISATION 2

Baths and Showers

Advantages of Baths over Showers:

1. [Blank]

   Example 1

2. [Blank] → [Blank]

   REASON?

   Example 2

3. [Blank]

   Example 1

   Example 2
Baths and Showers

1. Baths are more versatile

Examples: can be used for keeping coal, washing tents, wine/beer bottles, as a bed, keep alligators.
(Any 2).

2. Baths are more satisfying. Reason - you can see that you are getting value for money.

3. You can do other things in a bath.

Examples: read, listen to music, watch TV, answer the telephone, do a crossword, splash, have fun, make funny noises.
(Any 2).
TEXT ORGANISATION 3
You can improve your Memory

MAIN SECTIONS

1. Brain not limited
   1. millions of brain cells
      2. billions of thoughts

2.
   1.
      2.

3.
   1.
      2.
You can Improve your Memory

1. Brain not limited: (1) millions of brain cells
   (2) billions of thoughts

2. Major things one remembers: (1) first events
   (2) most recent things
   (3) things linked/related to us
   (4) things which are outstanding/different/emphasised

3. How to remember something you have forgotten:
   (1) relax
   (2) surround it with related things
       you can remember
NOTE - this exercise does not involve group discussion. Answer sheets will be done on an individual basis.

1. The aim of this task is to use the so-called "advance organisers" to help the pupils to process the input that they are about to hear.

2. These advance organisers take the form of pre-questions which the pupils will be asked to answer after they have heard the tape. The pupils should be able to answer these questions more easily since they know what they are listening for.

3. There will be two groups: an experimental group (XP-GP) and a control (CON-GP) group. These groups must do the task in separate rooms. The experimental group will be given the pre-questions. The control group will simply be told: "You are going to hear a short talk. Listen for the main points. Afterwards, you will be asked to answer some questions on the talk."

4. When the experimental group are being given the pre-questions, this will be done orally but the questions may also be put up on the blackboard in note form.

5. The questions can be left on the blackboard, but the pupils should not be allowed to take notes while the talk is on. They must simply listen carefully.

6. After the talk, both groups write the answers individually. There will be no group discussion. Only short answers are required.
## TASK: PRE-QUESTIONS

### NOTES ON BLACKBOARD

<table>
<thead>
<tr>
<th>PRE-QUESTIONS</th>
<th>NOTES ON BLACKBOARD</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. What were the earliest ancestors of the English Language?</td>
<td>1. earliest ancestors of English</td>
<td>1. Anglo-Saxon and Norman-French</td>
</tr>
<tr>
<td>2. What three things were the Normans good at</td>
<td>2. 3 things Normans good at</td>
<td>2. (1) soldiers, (2) law-givers, (3) rulers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Level 2</strong></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. What does the speaker think about the generation gap?</td>
<td>1. generation gap</td>
<td>1. getting wider</td>
</tr>
<tr>
<td>2. The speaker gives three reasons why parents should listen to Top of the Pops. What are they?</td>
<td>2. why should parents listen to Top of the Pops? (3 reasons)</td>
<td>2. (1) they would get closer to their children, (2) something to compare their kids with, (3) they might enjoy it</td>
</tr>
</tbody>
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<table>
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<tr>
<th><strong>Level 3</strong></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. According to the General, what would be a just cause for going to war?</td>
<td>1. just cause for war</td>
<td>1. self-defence</td>
</tr>
<tr>
<td>2. Why does Helen think that a just war is impossible?</td>
<td>2. why just war impossible?</td>
<td>2. people will do anything to win a war</td>
</tr>
<tr>
<td>3. How does Helen think that wars could be avoided?</td>
<td>3. how can wars be avoided?</td>
<td>3. people must stand up for what is right early enough</td>
</tr>
</tbody>
</table>
Now this talk this morning is about words + words are like people + languages are like people + + + they begin young + in their infancy + grow to maturity + and some of them even die + because we have dead languages like Latin + and Hittite + but words and languages are also like people in another way + + + they belong to families + and in English + and this is the title of my first talk + we have our ancestors + and our earliest ancestors in English they are they came from two languages + we call Anglo-Saxon and Norman French + now the Anglo-Saxons came to this country about + fifteen hundred six-teen hundred years ago + and they came from Europe + from Western Germany and from Holland + and they came to this country and they brought their language with them + and their language is + + + that they brought is with us still + and it's language which we start with in English we begin with Anglo-Saxon words + then later on + we find that Anglo-Saxon words are used for + us + and them + for our family + and the others + and Anglo-Saxon words are also used for numbers + and the times of the day + and the days of the week + for example the words that we start with + + + mother + father + sister + brother + they're Anglo-Saxon + + + us and them + mother father us + we and us + are Anglo-Saxon + they and them they're also Anglo-Saxon + + + who and what and why and when and we find that all Anglo-Saxon + and sometimes pronouncing these words is very difficult for foreigners + + + the numbers + one + two + three + four + up to ten twenty + a hundred + a thousand + but not a million + because the Anglo-Saxons + they were a peasant people + and a million was + + + too much for them to count + even a thousand was a lot + + + so it's interesting to notice + Anglo-Saxon counting ends at a thousand + I'm sure you've all heard of 1066 the date of the battle of Hastings + that's when the Normans came to this country + or rather they came to England + + + and the Norman invasion began there + + with the Normans + who were great warriors + came a lot of other things + and a lot of other words + because although the Normans began as the Vikings +
their ancestors came from Scandinavia + when they settled in France + in Normandy + they took over the French language + + + and they brought this Norman-French language with them + + + to Britain + now the Normans were great warriors + they were good soldiers + they were also good law-givers + and they were thirdly + they were very good governors rulers + very strong + so that we get a lot of words in our language + + + from Norman-French + for example + warriors + + + battle + army + infantry + cavalry comes from the Norman French word meaning a horse + the very word itself war + comes from Norman French + + + now the Normans + were great lawgivers they were very concerned with the law + the word law itself is a Norman-French word + judge + prison + defendant + plaintiff + he's he's the one who pleads the case + finally I said government + again the word government is Norman French + Parliament + is a place where people speak + sometimes they say they speak too much + ruler and acts + acts of Parliament + territory + treasury + exchequer and finally + about this time of the year + budget + which is an old Norman French word for a purse + a leather bag.

(6 mins. 30 secs.)
I suppose that the single true statement you can make about any child is that sooner or later he or she will come into conflict with their parents no matter how hard both sides try of course I understand you shouts the father to the son it's you who can't understand us we're your parents we were young once as well you know and so on the generation gap it's been called but personally speaking I feel it should be called the generation gulf or the generation chasm it's still with us and don't believe people who say it's getting smaller it's getting wider all the time to be exact it gets wider every Thursday night all parents should be obliged by law to watch Top of the Pops every Thursday night now let's think about the reasons for this first of all parents would find out what their children meant when they talked about or whatever groups happen to be popular at the time and at the very least parents could say I don't like it it's rubbish I know I've watched it you sat with me we watched it together possibly this would help them to get closer to their offspring I remember one parent whispering in horror that her daughter was going to buy a Duran Duran whatever that is maybe she thought it was something made of purple plastic that you hung from the ceiling parents would also have something to compare their kids with a yardstick against which they could measure their behaviour in the case of my own father I know he never ever looked at Top of the Pops in a neutral way he knew he wasn't going to enjoy it that he wasn't going to like what he saw and all the time I was trying to say to him look at them they've got hair over their collars my hair just touches my ears parents should not compare children to what they were when they were young they should compare children to
their peers others of the same age group + and they can only do that by looking + + + the main reason + why parents should watch Top of the Pops + + + is of course + that they might enjoy it + I was really thrilled + when I saw a photo in the newspaper a few months ago + of an old age pensioner + old man + with a pipe + going bald + and he was wearing a Relax + Frankie goes to Hollywood T-shirt + + + can you imagine what life would be like + if your st stuffy old Aunt Elizabeth + came rapping into the house + some day + hi there guys just call me Lizzie + I'm so cute and I'm so busy + but here I am with you today + I'd like a biscuit and Nescafé + or something like that + I'm sure that what old fogeys think is noise + could become music + if they only gave it a chance + + + I'm all in favour therefore + of children insisting that their parents + yes and grandparents + should watch Top of the Pops every Thursday night + after all + when children look at a plateful of liver and onions + or granny's special homemade rhubarb bread + and they turn slightly pale and say + no thanks + I'm not feeling very hungry now + + + they get shouted at + you haven't even tried it + the parents yell + and of course they're right + but of course + the children are right too + when did the parents try Top of the Pops?

(4 mins. 09 secs.)
"Is there such a thing as a just war?"

With me in the studio is Helen Stephen of the Iona Community who's been involved in the peace movement for many years on the line from Windsor. I have General Sir Hugh Beech who saw active service both in Europe and the Far East. General I believe you actually run discussion groups on the ethics of soldiering. What kind of rules do you accept?

I tend to speak out of the ah Christian tradition generally known as the just war which has two main stipulations on the one hand that a nation should only go to war for a just cause which in recent years has generally been accepted as being in its own self-defence and the self-defence of its citizens and secondly that just means be employed of which perhaps in the current context the most important rules are that any damage done by any action in war should not be disproportionate to the good that might come from it and that there is a reasonable success of the action succeeding these are centuries old rules.

And do you think it is therefore right and proper we should now be prepared here in Britain to question our own acts not only in the Falklands war but in the last World War?

I think it's of crucial importance we should question I wouldn't in any way want to pre-judge the answers that we should arrive at.

I take it you would ah think that war itself as it were is against the rules.

I think that the the concept of a just war for me also speaking as a Christian is a very hard one to accept mainly because I feel that if one is going to enter into a situation of war then one is going to have to win and otherwise this would be
quite an illogical thing to be doing + and my argument I think would be that + in the process of trying to win a war + we actually + override + the original principles that we held + and Dresden would be one of the examples of this where we + went into the Second World War with + certain ideals + that we were protecting civilians we were fighting for democracy + fighting against what we saw as a very great evil + and I'm not in any way decrying the people who believed that + but that in the process we then started + doing the very thing that we were deploring in our enemies + but did we have any choice +

well I maintain that we did + em + in the bombing of Dresden for example + the orders were given to bomb the centre of the city + where there were thousands of refugees + it was civilian population + and it wasn't until afterwards + in the next raid + that + we started bombing the military installations and the railway lines + and + one of the things that I read recently + I think one of the accepted conventions + of war + is + that we should not use gas + and I found a memorandum + which + shocked me + em which said - it's actually Winston Churchill + in July 1944 + + and it says it may be several weeks or even months + before I shall ask you to drench Germany with poison gas + and if we do it + let us do it one hundred per cent + in the meanwhile I want the matter studied in cold blood + by sensible people + and not by that particular set of psalm-singing uniformed defeatists + which one runs across now here and there +

Sir Hugh + when you actually discuss + the ethics of soldiering + do you ever in fact find yourself questioning anything that we did in the last war +

yes of course and I think Helen is absolutely right in saying + that once you embark upon a war you are at the start of a very slippery slope + for example the rules + governing the RAF early in the war + were that they were only allowed to bomb the continent of Europe with leaflets + and we all know how it finished up in in
Dresden + (yes) + and I hold no particular belief for what happened there + but the fact is that you've got to set it beside the real alternative + the real alternative in that case would have been + not to go to war with Germany + with all the indescribably dire consequences that might have held and I think there has always been + both a perfectly respectable Christian tradition of absolute pacifism which perhaps Helen adheres to + and an equally respectable + and far more widespread + doctrine under which as the lesser of evils + it is better than a a a nation go to war in pursuit of the i ideals and the justice that it it thinks is the right way to live + and has to accept as as part of this extremely difficult decision making + that things will be done in war that were very much better not done +

yeah + Helen are you in fact an outright pacifist or (unintelligible)

well yes I would claim to be a pacifist + but I don't like the word pacifist because + + + that's precisely the point I was wanting to take up + that once one is embarked on a war that is the slippery slope as the General says + I feel that + + + evil should be confronted long before it reaches the stage of outright war + and that throughout history + because people have not stood up + for what they believed was right + early enough or soon enough + then we have got to a stage where + it's too late + and we're then on this slippery slope.

Length: 5 mins 27 secs.
The History of English Words

PRE-QUESTIONS 1

"Ancestors"

1. What were the earliest ancestors of the English Language?

_____________________________________________________________________

2. What three things were the Normans good at?

(1) ________________________________________________________________

(2) ________________________________________________________________

(3) ________________________________________________________________
Aspects of Modern Life

PRE-QUESTIONS 2

"Top of the Pops"

1. What does the speaker think about the generation gap?

2. The speaker gives three reasons why parents should listen to Top of the Pops. What are they?

   (1)  

   (2)  

   (3)  
"Is there such a thing as a just war?"

1. According to the General, what would be a just cause for going to war?

2. Why does Helen think that a just war is impossible?

3. How does Helen think that wars could be avoided?
PRE-QUESTIONS 1

"Ancestors"

1. What were the earliest ancestors of the English Language?

2. What three things were the Normans good at?

   (1)

   (2)

   (3)
Aspects of Modern Life

PRE-QUESTIONS 2

"Top of the Pops"

1. What does the speaker think about the generation gap?

2. The speaker gives three reasons why parents should listen to Top of the Pops. What are they?

   (1) 

   (2) 

   (3)
Arguing the Case

PRE-QUESTIONS 3

"Is there such a thing as a just war?"

1. According to the General, what would be a just cause for going to war?

2. Why does Helen think that a just war is impossible?

3. How does Helen think that wars could be avoided?
1. The aim of this task is to train pupils to use textual clues to predict what is coming in a text.

2. Pupils are not expected to predict the exact wording. In fact, they may predict something "wrongly" but still be using the skill of prediction if there is a good reason for the prediction they choose.

3. The task is done in the following stages:
   
   (1) Introduction, instructions, title.
   
   (2) Listen to the tape until you hear the high-pitched tone.
   
   (3) Group discussion of what might be coming next. They do NOT look at the multiple choice questions yet.
   
   (4) Go round and check that each group has made a prediction. If they can't, part of the tape can be played again.
   
   (5) Pupils now turn over top sheet and look at multiple choice questions. They fill in the correct box.

   (6) In some questions they have to write down their predictions, i.e. there are NO multiple choice questions. This does not happen with Tape 1, but does happen with the last two questions in Tape 2 and the last three questions in Tape 3.

   (7) Finally, the pupils check whether they have got the answers right or not. They do this from their memory of the passage, i.e. they do not hear the passage again before they hand in their sheets.

   (8) Pupils hand in their sheets. If you like you can go over the passage again giving correct answers, or answering questions, etc.
**TASK : PREDICTION**

**Correct answers**

*NB - written answers are approximate*

**Level 1**

PRED. 1. (b)  
2. (a)  
3. (b)  
4. (c)  
5. (c)

**Level 2**

PRED. 1. (c)  
2. (a)  
3. (b)  
4. *computer games*  
5. *he or she could be very rich*

**Level 3**

PRED. 1. (c)  
2. (b)  
3. (b)  
4. (a)  
5. *occupying their job*  
6. *unmarried single women*  
7. (various answers:  
   a woman's place being in the home  
   women being different from men etc.)
Teacher, tailor, soldier, sailor + rich man poor man + beggarman thief + + +
I want to talk about tinkers and tailors + but above all about soldiers
and sailors + and beggarman and thieves + + + soldiers and sailors +
Britain is an island + we've all we've had a long seagoing tradition +
of many thousands of years + if we're going to go anywhere outside
Britain we had to go by sea + + + it's interesting to notice that the
language of the sea is English just as the language of communication today
so... + is largely English/ + + + so we have a lot of sea words in our language +
but at one time Britain was the centre of an Empire + which ruled one-quarter
of the globe + and British sailors and soldiers went + to different parts
of the world and when they came back + they brought with them + words from
the places they had visited or they had fought in + so we have soldiers'
words + and sailors' words + + + soldiers' words + volley + rifle + tank
+ + + tank were at first just tanks + but when the British were + ah +
building their secret weapon in the first world war they didn't want the
Germans to know + so they simply said they were building water-tanks + and
no German spy/+ would be interested + in water-tanks + + + sailors' words
however are even more in the English language + have you ever heard of a
person getting in a flap + well that comes from + the flapping of a sail +
when the wind caught it the wrong way + and everyone was in a flap trying
to stop the flap + however the words that they brought back + I'm sure
that you'll recognise some of them + bamboo + which is Malaysian + taboo +
which comes from the South Sea Islands and means something that you don't
talk about + now beggars and thieves + yes words are like people + some
people get on in the world + and others + they go down in the world +
words do that too + some words start off one way + and end up with + a
completely different meaning + take the word + + + praise + take + praise
at one time + just simply meant a value + to appraise a thing means still
to evaluate a thing + but nowadays + if you give praise + + + you give a
lot of value to a thing + you praise a person + + + and the word prize +
if you've received praise + sometimes you get a prize to go with it + they're
both from the same word + and it just simply meant a price or a value + + +
but if some words have gone up in the world/+ others have gone down + King
James II visited St Paul's Cathedral built by Sir Christopher Wren and
the first time he went into it + he said + + + this is a silly + frightful and an awful sight + silly + frightful + awful + about a magnificent building + well silly we all know today means silly stupid frightful terrible it gives you the frights doesn't it + and awful means yuch + but in King James's time silly meant + + + splendid + frightful meant it was awesome + just as awful meant + it filled you with awe + so you see how words have gone down in the social scale + and finally we find in English lots of criminal words / + jug + most of these like jug are slang + jug + is something you put someone into + it's a prison + stir + is an American word + again for a cell + and from stir we get a new slang word in our language porridge + so someone who is doing porridge / + is not making himself a breakfast + he's in prison.

(6 mins, 30 secs)
TAPE 2 (Aspects of Modern Life)

COMPUTER GAMES

There are + I believe + two ways of looking at computers + and by and large + most parents look at them + in a radically different way + from how their children view them + + + the responsibility for this + lies firmly with the manufacturers + on the one hand + they tell parents + that a knowledge of computers + is an essential part of every child's education + on the other hand + they promise children a world of fun + destroy the alien + blast the bugs + mash the monsters + + + but we can't blame the manufacturers + after all + advertising is supposed to be the science of attracting people's attention long enough to remove money from their wallets + + + no + it is my opinion that parents have got the wrong end of the stick here + and that by trying to force their children into developing an interest into computer programming/* parents will rapidly destroy any interest the young ones have in computers at all + + + the best way of encouraging an interest in computers + is through playing such games as + Munchman + Space Invaders + Sabrewolf + and the countless others + + + in the first place + these games are interesting + they're fun + if parents would stop criticising long enough to learn how to play them/* then they too would have fun with the computer + but no + they don't see computers as sources of enjoyment + and no-one would ever claim that programming itself is fun + it is hell on earth + or rather + hell on keyboard + + + it is only by developing this sense of fun that primary teachers + for example + stop children from sticking their fingers into all these places where fingers shouldn't go + and teach children how to use their fingers to hold pens and books + to take an interest in the world outside + some adult somewhere decided that learning had to be boring + and this thought has taken root in the hearts of all but a very few enlightened parents and teachers + + + the second point to make + is that playing computer games is addictive + + + it seems crazy when we spend so much time and effort and imagination in educating children against harmful addictions like tobacco + alcohol + glue-sniffing + and drugs of all sorts + that we don't promote the beneficial addictions + if we managed to rear a...
child for example who wants to jog twice a day or play table-tennis every night + we generally don't go round criticising them + and telling them that their legs will fall off or their feet will go flat + neither should we discourage gameplaying on computers + after all + the children are sitting there at the keyboards totally attentive + and happy + ah + they're enjoying it + time to switch off + parents do act very strangely sometimes + + + my main defence of playing computer games however + will form part of the knowledge of every child + but is probably unknown/to the great majority of parents + who never read the cover notes on the computer game tape + if you manage to break into one of these computer games programmes and + if you have the facility to print programmes + and + if you carry out this operation + dubious though it's legality is + you will discover dozens and dozens of pages of programmes spewing forth from the printing machine + your floor will soon be deep in pages + the effort involved in writing one of these bug-eyed monster-from-Mars type game programmes is immense + what is crucial to this discussion however + is that in all probability + the author of such a programme + was a spotty teenager whose main passion in life is + you've guessed it /+ computer games + and whose one of the few whose parents actually encouraged him to play with the computer + aha + I can hear all the angry parents saying + those children just play games they're not interested in programming games + aha aha I reply + give them a chance + encourage them + because if you do + the fun can be considerable + these games + the ones which are published that is + sell for very large sums of money + and if you have a twelve-year-old genius at home/+ he or she could be worth a lot of money to you.

(4 mins. 48 secs.)
A Woman's Place is in the Home.

Would you like to see the Equal Opportunities Commission abolished + Sex Discrimination Act repealed + do you think women should stick to being good housewives + or if they simply must work + to caring professions such as nursing + do you think that in the home the man should/* always make the final decision + well if you do + you're probably already a member of the Campaign for the Feminine Woman + but if you don't you're probably as astonished as I am that any such campaign exists + well it does + it was founded in 1979 by a married couple + David and Yvonne Stade who are now in our Oxford studio + + you see it seems to me that your arguments + can be disputed just on facts + would you want to see a society in which a Madame Curie wasn't allowed to be a physicist + a society in which Margaret Thatcher wasn't allowed to be a Prime Minister + (ah) + in which a woman who wished to work as a welder + and there are such women + /* shouldn't be allowed to do it +

no we have no wish to force people to do anything + all we're trying to do is to stop the perversion of society + the positive + perversion of society

well + both the studio manager and the producer whom I can see through a piece of glass are women + you would maintain that /* they should both be at home making homes for somebody would you +

if they're + if they're married women yes + and I would suggest their jobs are given to men + we have three and a half million unemployed men + and unmarried women in this country but most of them are married men + and I think it's appalling that many men who are in/*well-paid [full-time] jobs should have their wives going out to full-earning money + because there are many other ways in which you can serve society + but I'll put you on to my wife she wants to
have a word +

O.K. + come along +

Mrs Stade) em + people often say + surely you can't condemn wives to be in the home for 24 hours + well of course that's not what we stand for at all + we are just saying that married women should not have full-time employment because they will not have time or energy or inclination to look after their families + I - I don't work for a living + I don't work for money but I'm extremely busy with + em + voluntary organisations which are crying out for help + and those those are the areas that women can + make themselves very useful + and and they're very good at that sort of thing +

but very large numbers of people + the ah the idea of voluntary work would be a luxury which no doubt they might well wish to pursue + /* but they don't have any option but to go out (ah) and add to the family income +

Mrs Stade) no I think that is that is totally that again we have been brainwashed into thinking that we need far more than we do + we do not all need to have a washing machine and a dishwasher and a tumbledryer and a freezer the moment we get married + + +

well not if you're going to have the woman at home working like a slave instead I can see that +

Mrs. Stade) do you prefer I take it you prefer to see three and a half million married men on the dole + and have your women's libbers + who are married/* + in ah occupying their positions + you think that is just do you +
I think it's one of the least relevant claims so far in this conversation because of course there is no evidence that the three and a half million unemployed are all married men +

ah no I didn't say that + I said the majority were married men + and the rest were unmarried ah ah single women + and they are having their jobs taken by vast numbers of married women who have husbands in full time jobs and this is entirely wrong (I - tell) but it is not what the CFW is about of course + it's not about jobs it's about the natural + ah + we do not want to see the ah the unisex society + we are not made to be like that + it is unnatural +
Set 4:
History of English Words

Your name ____________________________

Class ______________________________

PREDICTION

Level 1: "Soldier, sailor... Begg^rman, thief"

PREDICTION 1

(DO NOT TURN OVER PAGE UNTIL ASKED TO DO SO)
PREDICTION 1

(a) it would be very dangerous

(b) we had to go by sea

(c) we would have to speak another language
PREDICTION 2

Clue: so . . . . . .

(DO NOT TURN OVER PAGE UNTIL ASKED TO DO SO)
PREDICTION 2

(a) so we have a lot of sea words in our language

(b) so English is the best known world language

(c) so the BBC is listened to everywhere
PREDICTION 3

(DO NOT TURN OVER PAGE UNTIL ASKED TO DO SO)
(a) would know what they were talking about

(b) would be interested in water-tanks

(c) managed to get this information
Set 4

level 1

PREDICTION 4

(Do not turn over page until asked to do so)
(a) so have others

(b) others have kept their meaning

(c) others have gone down
PREDICTION 5

(Do not turn over page until asked to do so)
PREDICTION 5

(a) is making himself a breakfast

(b) is using a slang expression

(c) is in prison
PREDICTION

LEVEL 1

Answer-check

<table>
<thead>
<tr>
<th>PREDICTION 1</th>
<th>ACTUAL ANSWER</th>
<th>RIGHT (✓) or WRONG (X)?</th>
</tr>
</thead>
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<tr>
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<th>ACTUAL ANSWER</th>
<th>RIGHT (✓) or WRONG (X)?</th>
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<tr>
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<th>RIGHT (✓) or WRONG (X)?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>
PREDICTION

Level 2: "Computer Games"

PREDICTION 1

(Do not turn over page until asked to do so)
Set 5:

Aspects of Modern Life

PREDICTION

(a) parents are letting themselves in for a lot of expense

(b) parents are preparing children for jobs in the future

(c) parents will destroy children's interest in computers
PREDICTION 2

(DO NOT TURN OVER PAGE UNTIL ASKED TO DO SO)
PREDICTION 2

(a) they too would have fun with the computer

(b) they might learn something about programming themselves

(c) they would see just how difficult these games are to play
PREDICTION 3

(DO NOT TURN OVER PAGE UNTIL ASKED TO DO SO)
PREDICTION 3

(a) to most people

(b) to the great majority of parents

(c) to those who don't play computer games
PREDICTION 4

(Do not turn over page until asked to do so)
PREDICTION 4

Please write your answer here:

___________________________________________________________________
PREDICTION 5

(Do not turn over page until asked to do so)
PREDICTION 5

Please write your answer here:

______________________________
<table>
<thead>
<tr>
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<th>RIGHT (✓) or WRONG (✗)</th>
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<tr>
<td>PREDICTION 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PREDICTION 3</td>
<td></td>
<td></td>
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<tr>
<td>PREDICTION 4, (Your own answer)</td>
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<td>PREDICTION 5, (Your own answer)</td>
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**LEVEL 2**

Answer-check

427
ARGUING THE CASE

Level 3: "A woman's place is in the home"

PREDICTION 1

(Do not turn over page until asked to do so)
PREDICTION 1

(a) help his wife out with the housework

(b) do things like painting, decorating and gardening

(c) always make the final decision
PREDICTION 2

(Do not turn over page until asked to do so)
PREDICTION 2

(a) should be a welder if that's what she wants to be

(b) shouldn't be allowed to do it

(c) should be allowed to do it, but only if she proves that she can do it as well as a man
PREDICTION 3

(DO NOT TURN OVER PAGE UNTIL ASKED TO DO SO)
PREDICTION 3

(a) they should both be allowed to do these jobs

(b) they should both be at home doing the job of housewives

(c) the BBC should not allow women to do such jobs
PREDICTION 4

Clue: but . . . . . . .

(DO NOT TURN OVER PAGE UNTIL ASKED TO DO SO)
(a) but they need the money for their families

(b) but they would probably not find it as satisfying as a proper job

(c) but they probably are not suited to doing voluntary work
PREDICTION 5

(DO NOT TURN OVER PAGE UNTIL ASKED TO DO SO)
PREDICTION 5

Please write your answer here:
PREDICTION 6

(DO NOT TURN OVER PAGE UNTIL ASKED TO DO SO)
PREDICTION 6

Please write your answer here:
PREDICTION 7

(Do not turn over page until asked to do so)
PREDICTION 7

Please write your answer here:
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<th>RIGHT (√) or WRONG (X)?</th>
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<td>4</td>
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<tr>
<td>5</td>
<td>(Your own answer)</td>
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<td>6</td>
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<td>7</td>
<td>(Your own answer)</td>
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APPENDIX C

DATA FROM PREDICTION TRIALS
Data from Pilot Session (MW)
Class: S3 (General)

Set 3/Input level 3/Task level 1

**ANSWER:**

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<td>c</td>
<td>❑</td>
<td>1</td>
</tr>
<tr>
<td>C2</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>3</td>
</tr>
<tr>
<td>&quot;Gp C&quot;</td>
<td></td>
<td>❑</td>
<td>❑</td>
<td>2</td>
</tr>
<tr>
<td>C4</td>
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<td>2</td>
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<td>C5</td>
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**FACILITY:**

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Av. = 2.2 (73%)

Set 3/Input level 3/Task level 2

**ANSWER:**

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<tr>
<td>&quot;Gp C&quot;</td>
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<td>❑</td>
<td>❑</td>
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<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>4</td>
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<tr>
<td>C5</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>4</td>
</tr>
<tr>
<td>C6</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>4</td>
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**FACILITY:**

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<th>1.0</th>
<th>.83</th>
</tr>
</thead>
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Av. = 3.7 (92%)

*we will have to find alternative sources of energy

**Pred. 4 variations:**

1. they move to different fields to get oil
2. scientists are trying to find other alternatives for oil, i.e. solar power
3. we will have to find another kind of fuel which is easier to obtain
4. nuclear power will be brought into use
5. new resources are trying to be found, two of these are solar and nuclear power
6. (similar to 5).
Data from Pat Robson
Class: S3 (General) \( (n = 20) \)

Set 3/Input level 3/Task level 1 \( (R = \text{replay requested}) \)

**ANSWER:**

<table>
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<th>PRED 3</th>
<th>TOTAL</th>
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<td>A1</td>
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<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>A2</td>
<td>c</td>
<td></td>
<td>(&lt;a)</td>
<td>2</td>
</tr>
<tr>
<td>A3</td>
<td>c</td>
<td></td>
<td>b</td>
<td>1</td>
</tr>
<tr>
<td>A4</td>
<td></td>
<td>c</td>
<td>a</td>
<td>1</td>
</tr>
<tr>
<td>A5</td>
<td></td>
<td></td>
<td>a</td>
<td>2</td>
</tr>
<tr>
<td>A6</td>
<td>c</td>
<td></td>
<td>a</td>
<td>1</td>
</tr>
<tr>
<td>A7</td>
<td>c</td>
<td></td>
<td>a</td>
<td>1</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>3</td>
<td>6</td>
<td>2</td>
<td><strong>11</strong></td>
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\[ \text{Av.} = 1.6 \ (53\%) \]

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<td>B2</td>
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</tr>
<tr>
<td>B4</td>
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<tr>
<td>B5</td>
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<tr>
<td>B6</td>
<td></td>
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<tr>
<td>B7</td>
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<td><strong>TOTAL</strong></td>
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<td>7</td>
<td>7</td>
<td><strong>21</strong></td>
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</table>

\[ \text{Av.} = 3 \ (100\%) \]

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<th>(Pilot data) Fac.</th>
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<th>6</th>
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<tr>
<td>( .83 )</td>
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</tr>
<tr>
<td>( .33 )</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>( 1.0 )</td>
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</tr>
<tr>
<td><strong>Av.</strong> = 2.2 ( (73%) )</td>
<td></td>
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</tr>
</tbody>
</table>

| Grand Total       | 15 | 15 | 15 | 45 |
| Facility          | .75 | .75 | .75 | **Av.** = 2.25 \( (75\%) \)

Note: The group membership is different in this data from the group membership in the data for this same class for Sets 4, 5, 6 Prediction Exercises. Group membership at each task level, and for the pilot data, is, however, constant.
**Data from Pat Robson**

*Class: S3 (General) (N = 19)*

**Set 3/Input level 3/Task level 2**

*(R = Replay requested)*

**Answer:**

<table>
<thead>
<tr>
<th>Hearer No:</th>
<th>b</th>
<th>c</th>
<th>a</th>
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<td>A1</td>
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<td>c</td>
<td>b</td>
<td>c</td>
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<tr>
<td>A2</td>
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<td></td>
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<tr>
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<td></td>
<td>b</td>
<td>c</td>
<td>X</td>
</tr>
<tr>
<td>A4</td>
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<td></td>
<td>a</td>
<td></td>
<td>X</td>
</tr>
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<td>A5</td>
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<td>a</td>
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</tr>
<tr>
<td>A6</td>
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<td></td>
<td></td>
<td>c</td>
<td>X</td>
</tr>
<tr>
<td>A7</td>
<td></td>
<td>a (&lt; b)</td>
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<td></td>
<td></td>
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</tr>
<tr>
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<td>a</td>
<td>b</td>
<td></td>
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<tr>
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<td>a</td>
<td></td>
<td>c</td>
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<td>( &lt; a)</td>
<td></td>
<td>( &lt; c)</td>
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**Gp C (6)T**

| FAC | 1.0 | .83 | 1.0 | .83 | 22 |

**Grand Total**

| Facility | .7  | .55 | .75 | .75 | 55 |

*we will have to find alternative sources of energy*
Prediction 4: Noteworthy answers

A1/4 scientists are finding another way to transfer oil from cold climates to the oil refineries.

A3/4 scientists will find an easier way to the oil from the Artic

B1 (Group answer) we will need new sources of fuel in the future.
Data from Pat Robson

Class: S3 (General)  n = 19

Set 3/Input level 3/Task level 3

(R = Replay requested)

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<tr>
<td>C2</td>
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GRAND TOTAL

| FACILITY | 19 | 18 | 19 | 19 | 19 | 94 |
|          | 1.0 | .95 | 1.0 | 1.0 | 1.0 | AV = 4.9 (98%) |

*(a) is actually used, but (c) is acceptable

**so it (nuclear waste) can't be used for anything and it can't be thrown away because it's so dangerous.
A3: so it can't be dumped anywhere because it is dangerous if you come in contact with it.

B1: so it can't be dumped anywhere as it is dangerous and must be properly disposed of.

Since Gp C did not have their discussions taped, they were asked to write down their predictions before they looked at the multiple choice answers. Typical predictions are here compared with the "correct" multiple choice answer ("clues" underlined):

### Group answer
(minor variations for individual answer)

### Multiple choice answer

**PREDICTION 1**
where they use coal to make electricity

where the store of energy of coal is being changed into electrical energy

**PREDICTION 2**
and so this will stop pollution

and so we no longer see beach polluting smoke

**PREDICTION 3**
How there will still be coal

there will still be huge amounts of coal

**PREDICTION 4**
because the radiation is dangerous

because radiation is extremely dangerous
### S3 General Class

(St. Mary's Academy, Bathgate: PR)

(R) = Replay

#### General Class (St. Mary's Academy, Bathgate: PR)

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<thead>
<tr>
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<th>PRED 3</th>
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**Facility**

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(S3 General Class
Set 5
St. Mary's Academy, Bathgate: PR)

(R) = Replay

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| Group 2 | 8     | ✓      | ✓      | ✓      | ✓      | X      | X      | 3 |
| 9     | ✓      | ✓      | ✓      | ✓      | ✓      | X      | X      | 3 |
| 10    | ✓      | ✓      | ✓      | ✓      | ✓      | X      |       | 4 |
| 11    | ✓      | ✓      | ✓      | ✓      | ✓      | X      |       | 4 |
| 12    | ✓      | ✓      | ✓      | ✓      | ✓      | X      |       | 4 |
| 13    | ✓      | ✓      | ✓      | ✓      | ✓      | X      | X      | 3 |
| 14    | ✓      | ✓      | ✓      | ✓      | ✓      | X      |       | 4 |
| T     | 7      | 7      | 7      | 0       | 4      | Mean = 3.5 |

| Group 3 | 15    | ✓      | ✓      | ✓      | ✓      | ✓      | 5     |
| 16    | ✓      | ✓      | ✓      | ✓      | ✓      | 5     |
| 17    | ✓      | ✓      | ✓      | ✓      | ✓      | 5     |
| 18    | ✓      | ✓      | ✓      | ✓  (?) | ✓      | 5     |
| 19    | ✓      | ✓      | ✓      | ✓      | ✓      | 4     |
| 20    | ✓      | ✓      | ✓      | ✓      | ✓      | 5     |
| 21    | ✓      | ✓      | ✓      | ✓      | ✓      | 5     |
| T     | 7      | 7      | 7      | 6       | 7      | Mean = 4.86 |

Facility | .95 | 1.0 | 1.0 | .33 | .86 | Av = 4.5 (83%) |

*written responses
P. "computer games"
P5 "he or she could be very rich"
Levels 2 (Set 5)

SELECTED RESPONSES FOR PREDICTION 4

1. To write his own programmes or play games.
2. To write his or her own computer programmes.
8. Is computers and computer programmes.
10. To write more computer programs and watch more games.
18. Is to be able to play and make their own games and become better at them.

SELECTED RESPONSES FOR PREDICTION 5

8. Don't hold them back.
9. He could write them.
10. then he could write other programs and sell them and make money
12. he could write some to sell.
13. encourage them as much as possible.
Data from Pat Robson
Prediction: Level 3
(Set 6)  
(N = 18) (R) = Replay
b (preferred) do = same response
c (also accepted)

GROUP 1

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<th>PRED 3</th>
<th>PRED 4</th>
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T  2 1 5 6 6 6 7 Mean = 4.7

GROUP 2

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T  6 6 5 2 6 7 0 Mean = 4.43

GROUP 3

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T  0 0 4 4 4 5 Mean = 5

Overall means  0.44  0.39  0.78  0.67  0.89  0.9  0.67

Group 1  1/5 "The woman have to work"  1/7 - 7/7 "Life in general"

Group 2  1/7 "men on the dole while women work"
-7/7
3/5 "no woman should be working while a man is on the dole"
*changed from (a)

Group 3  1/7 "feminine women"  2/5 "are out doing the work to help with the bills and necessities"

*written answers (see SG's class, corresponding sheet)
Data from Scott Griffith

Class: S3 (General)  \( (N = 24) \)

Set 4/Input level 1/Task level 1

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TOTAL 24  0  9  19  23  75

FACILITY 1.0  0  .38  .79  .96  \(Av=3.1\)  (62\%)
Data from Scott Griffith

Class: S3 General

n = 18

Set 5/Input level 2/Task level 2

**ANSWER:**

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* "computer games"

** "he or she could be very rich"

Variations

1/5 "then encourage him to write games"

12/4 "to write computer games"

1/5 "then encourage him to write games"
Data from Scott Griffith
Class: S3 General  \((n = 19)\)

Set 6/Input level 3/ Task level 3

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TOTAL 5 8 7 10 18 11 5 6

Fac  .26  .42  .37  .53  .95  .58  .26  (Av. = 3.4)

* occupying their job
** unmarried single women
*** (various answers: a woman's place being in the home
women being different from men etc.)
S G: Level 3

1/7 "woman"

5/6 "unmarried men"

5/7 "women out working"

7/5 "supports their families"

7/7 "families"

8/7 "a woman's place"

12/7 "woman's place in the home"
### Level 1 (Set 4) Prediction

#### S3 Credit Class (Liberton: MF)

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**TOTALS**: 25  24  8  25  22  104

**FACILITY**: .93  .89  .3  .93  .81  \( Av = 3.85 (77\%) \)

458
### Prediction: Level 2

(SET 5)

**S3 Credit Class (Liberton: MF)**

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| T | 15 | 22 | 19 | 20 | 13 | 88   |

| Av | .625 | .92 | .79 | .83 | .54 | 3.67 (73.4%) |

* PRED 4: "Computer Games"
* PRED 5: "he or she could be very rich"
Level 2 (Set 5)

SELECTED RESPONSES TO PREDICTION 4

Liberton : MF

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<th>Response</th>
<th>Description</th>
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<td>2/4</td>
<td>sitting in front of a computerised TV screen</td>
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<tr>
<td>4/4</td>
<td>playing and writing computer games</td>
</tr>
<tr>
<td>7/4</td>
<td>to conquer all computer games and become a hero</td>
</tr>
<tr>
<td>8/4</td>
<td>to write a best-seller and make a lot of money</td>
</tr>
<tr>
<td>11/4</td>
<td>to be very, very wealthy</td>
</tr>
<tr>
<td>12/4</td>
<td>make some money</td>
</tr>
<tr>
<td>13/4</td>
<td>is to be abel (sic) to combat any computer game</td>
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<tr>
<td>15/4</td>
<td>making a cheap profit from the weaknesses of the young</td>
</tr>
<tr>
<td>19/4</td>
<td>the core (care) of computers</td>
</tr>
<tr>
<td>20/4</td>
<td>is to splat an alien or 3</td>
</tr>
<tr>
<td>21/4</td>
<td>is continuing to do so</td>
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</table>
SELECTED RESPONSES TO PREDICTION 5

1/5 don't stop him playing the games
2/5 who writes their own programmes and computer games
4/5 he could make a career from computer games
5/5 who writes their own programmes and computer games
9/5 he can make up his own games
10/5 he can make up his own games - which don't cost money
13/5 buy him a computer and encourage him all you can
14/5 he could make a lot of money once he's older
15/5 he could do it out of the goodness of his young but pliable heart (!)
16/5 let him/her play with his/her computer and learn more
17/5 you should be proud of him or her
18/5 you could make a lot of money
20/5 then you should encourage him
21/5 let he/she play with the computer
22/5 who is willing to buy the programmes
24/5 there could be great financial gains.
### Prediction: Level 3 (Set 6)

#### S3 Credit Class (Liberton: MF)

\( n = 23 \)

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* occupying this job

** unmarried single women

*** (various answers: a woman's place being at home
women being different from men etc.)

---

462
"equal rights but men first" (1)
"equality" (also 4/7, 5/7, 8/7, 9/7, 10/7, 11/7)
"equal"
"argument for and against women's rights"
"unmarried"
"people and their place in society"
"moral issues"
"taking woman's places" ( "taking men's places")
"unmarried or gay" (!)
"principles" (also 21/7 : principals" ; 22/7
"a woman's place" (also 17/7
"women" (also 18/6, 20/6
"whether they should have equal rights"
"campaigning for women's rights"
Data from Scott Griffith

Class : B (Higher)  (N = 7)

Set 6/Input level 3/Task level 3

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|         | .29 | .43 | .86   | 1.0 | 1.0 | .57 | .71 | 4.86 (69%) |

- Occupying their job
- Married single women
- Various answers: a woman’s place being in the home
- Women being different from men etc.)

1/5 "rather than full employment and women in their proper place zeigheil" (sic)

1/7 "re-education of women"
2/5 "taking the right to work"
2/7 "rights of women in work"
3/6 "unmarried young people"
3/7 "principles"
4/7 "women in employment"
5/7 "equality"
Data collected at
PG Conference - 23rd May 1985

Prediction: Level 3 (Set 6)

NS Responses (N = 11)

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Facility index .45 .82 1.0 .82 .9 .55 .73

TOTAL 5 9 11 9 10 6 8 59

Mean Score = 5.4 (77%)

2/6: "aren't" (c,c)
8/6: "breadwinners"
8/7: "equal opportunities"
9/5: "out at work" 9/6 "mostly married women"
9/7: "equal opportunities" 10/7 "unemployable"
11/6: "were wives of working men"
11/7: "increasing the earnings of a household"
Data collected at PG Conference — 23rd May 1985

PREDICTION: LEVEL 3 (Set 6)

EFL RESPONSES (N = 6)

HEARER NO: | PRED 1 | PRED 2 | PRED 3 | PRED 4 | PRED 5 | PRED 6 | PRED 7 | TOTAL |
---|---|---|---|---|---|---|---|---|
1 | a | ✓ | ✓ (c) | c | X | X | ✓ | 3 |
2 | b | ✓ | a | ✓ | ✓ | ✓ | ✓ | 5 |
3 | ✓ | c | ✓ | ✓ | X | (Ø) | X | 3 |
4 | ✓ | c | ✓ | b | (Ø) | X | ✓ | 3 |
5 | a | c | a | c | (Ø) | X | ✓ | 1 |
6 | b | c | ✓ (c) | c | (Ø) | X | X | 1 |
Facility index | .18 | .18 | .45 | .18 | .09 | .09 | .36 | - |
TOTAL | 2 | 2 | 5 | 2 | 1 | 1 | 4 | 16 |

Mean Score = 2.67 (38%)

1/5 : "so she should stay at him (? = home)"
1/6 : "unemployed"
3/5 : "to do a wife's job"
3/7 : "about family incomes"
4/6 : "looking for jobs"
5/6 : "are married women"
6/6 : "are women"
6/7 : "men or women"
7/6 : "the rest are unmarried men"
7/7 : "women's right to work"
CATEGORISING LISTENING COMPREHENSION MATERIALS

(Paper prepared for the Inaugural TESOL Scotland Conference, October 1983)

NOTE: This paper relates to work done in connection with the Listening Comprehension Project, funded by the Scottish Education Department. The project is under the direction of Professor Gillian Brown, with whom I have had many useful discussions on the topics discussed here, but who is not of course responsible for the imperfections that remain.

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Categorising Listening Comprehension Materials

The traditional ordering of the language skills is: LISTENING-SPEAKING-READING-WRITING, with listening first. This is understandable, of course, since it reflects the normal order of first language acquisition, and also the normal order of classroom acquisition, at least since the advent of the audio-visual approach. For all its primacy in this respect, listening has been given less attention in terms of methodology and teaching materials. Again, this is understandable, in terms of the history of language teaching methodology. In the days of grammar-translation, the focus was on reading and writing. If "aural comprehension" was tested, it was usually in the form of a reading passage read aloud. In more recent times, with approaches which emphasise spoken language, whether structurally-based or communicative, listening has in most materials simply been a stimulus to speech.

Especially within the last four years there has been a surge of production of listening materials and more importance has been given to listening within EFL methodology (notably G. Brown, Listening to Spoken English: Longman, 1977). With some writers, the emphasis on listening is such that it has been made the cornerstone of a new methodology: "comprehension-based language instruction." A full statement of this position to be found in Robbin Burling's Sounding Right. (Other proponents of this general approach: see Burling, chapter 1, for references: R. Burling, Sounding Right: Newbury House, 1982).

Burling argues that comprehension in general, and in particular listening comprehension, has been undervalued as a language teaching tool. In an eagerness to get students producing the target language, methodologies have been devised which force the student to say things before he has anything of significance or interest to say, or the integral motivation to say it.

This point is related to the learning of vocabulary (another neglected area). Having something of interest to say (or even just something to say) involves having a reasonably large vocabulary, which can only be acquired with a large input in the TL. Being exposed to such an input gives the learner confidence when eventually he/she is required to produce language: along with the vocabulary, a large store of grammatical and idiomatic information has also been acquired. Thus, the learner is able to monitor his/her own output with more confidence according to whether or not it "sounds right" (hence the title of Burling's book).
Finally, Burling rejects the conceptualisation of language as "behaviour" which has led to drills, memorised dialogues and other premature attempts to produce target language production, preferring to think of language in terms of meaning, understanding and knowledge.

There is no space in this short paper to discuss these matters further, but it would seem that Burling and the other writers referred to have put forward arguments for the importance of listening comprehension which demand careful consideration by every language teacher.

We don't have to agree with Burling, however, in order to feel that listening comprehension has been a somewhat neglected area of foreign language teaching. Assuming that this is accepted, the language teacher has a much more immediate question to ask which is: what sort of materials are available now for the training of listening comprehension? It is the answer to this question that I am mostly concerned with in this paper.

I have tried to answer the question in two ways which I hope will be helpful. First of all, in Appendix C I have listed, briefly annotated, a selection of texts which are specifically aimed at developing listening comprehension. (There are many other books which tackle this problem in a wider context, e.g. most general course books, but these have not been listed, for obvious reasons).

Secondly, I am presenting a first attempt to categorise listening comprehension materials. This categorisation, it should be noted (and I shall return to this at the end) is not based on any principle of analysis of what listening comprehension is but derives from a survey of the materials currently available.

In categorising listening comprehension materials there are two obvious major ways in which such materials can vary:

(a) in terms of the kind of listening input used, and

(b) in terms of the kind of task which the student is asked to perform

Listening Input

There is often an implication, when listening comprehension materials are presented, that whatever is given is "listening". But it is obvious that the range of possible listening inputs is almost as wide as possible language situations, so that the materials published so far have only scratched the surface in this respect.
The categories listed in table 1 are fairly self-explanatory, I hope, so I do not think that there is any need to comment on them in detail. I would, however, like to make a few comments on some particular points.

The first is to point out a peculiar difficulty with listening input which does not exist with reading input: namely, the overtly interactive nature of most listening. The greater part of normal listening is done in a conversational framework, where the listener is able to give immediate feedback to the speaker, who is able to modify what he has to say accordingly. Someone listening to a conversation on tape is in a situation where he cannot control the input in this way. On the other hand, role-playing materials (such as Ken Cripwell's excellent On the Line (1981), involving as they must other students, provide a kind of "interlanguage" input. There is no obvious solution to this dilemma, apart from using native speakers as interlocutors.

The second comment relates to a fundamental weakness in most if not all listening comprehension materials so far produced. It relates to the grading of the materials in terms of difficulty. In most of the materials there is no claim to grade by difficulty, so there is no indication that the learner is progressing. Where claims are made, the criteria are often vague and subjective.

Blundell and Jones' Task Listening (1981) is one of the best listening comprehension texts currently available, in my opinion. However, in this respect it is not much better than the others. It is stated that "The units have been ordered according to the length of the recording, the number and speed of the speakers and the type of Task". (Tasks will be discussed later.) In terms of the input and of two of the criteria (namely length and number of speakers) no grading is discernible: the longest text (2 mins. 57 secs.) comes in unit 16 (of 26 units) while the number of speakers from unit 3 onwards is nearly always two. (I have not measured the "speed" of the speakers, and I venture to doubt whether the authors have either!)

This can be dismissed as rather nitpicking criticism: the underlying criterion is probably the writers' intuitive judgment, which may be as good a guide as any. However, there is a more serious deficiency revealed here, which is the lack of an underlying rationale for the concept of listening difficulty. Let us take, for example, one of the criteria of difficulty put forward by Blundell and Stokes: length. On what grounds can one argue that length is a critical factor? It could even be argued that the longer someone speaks, the more chance the speaker has for making sense of what he says!
Another criterion was the number of speakers. In what sense is this as an aspect of listening comprehension as a language skill, as opposed to other factors e.g. the quality of the speakers' voices, the distinctiveness of what they have to say, distinctive mannerisms of speech, etc.? There may be something here which one would wish to build into a model of listening comprehension difficulty, but it would seem to be somewhat peripheral.

**Listening Tasks**

Once the listening input has been decided on, the next issue is to decide on an appropriate listening task for a given group of students. Once again, there are many possibilities, in terms of when the task is to be done, how realistic it is, what kind of access the student has to the input, what aspect of the input the task is directed at ("orientation"), and so on: some of these possibilities have been listed in Appendix B.

Traditionally, most of the tasks given for listening comprehension in published texts were very similar to those given for reading comprehension: multiple-choice questions or open ("wh-") questions, and so on. Even Mary Underwood's early books, although they broke new ground in the quality of input they provided for a broad range of students, contained tasks which, for the most part, continued this tradition.

More recently, however, materials writers have been more inventive and flexible in the range of tasks that have been provided: one thinks of such texts as Blundell and Stokes' *Task Listening* (1981), Maley and Moulding's *Learning to listen: tasks for developing listening skills* (1981), and Todd's *Focus Listening* (1981). There are others besides these: indeed most of the recently produced materials exploit the kinds of techniques exemplified in these books.

A few examples from *Task Listening* will give an idea of the drift of these tasks:

1. While students listen to a tape of train information being relayed over a loudspeaker at a station, they have to fill in a grid giving the platform number, time of the train, and other information;

2. While students listen to a tape of announcements being relayed over the loudspeaker system in an airport departure lounge, they look at a drawing of the departure lounge with "thought bubbles" coming from various passengers. The information in the thought bubbles is incomplete, and the students have to complete it from what they hear on the tape;
3. Students listen to a taped conversation between a "student" and a "flat-owner" concerning a furnished flat. Various desiderata concerning the flat have been listed by the "student" on a sheet of paper: the students listening have to make the appropriate remarks related to these desiderata from what they can understand of the conversation.

The examples I have noted show a number of advantages over the more traditional types of listening comprehension tasks:

1. they are "realistic", in that they mimic fairly well the kind of task which foreign students living in Britain might well have to perform;

2. they are "focussed", by which I mean that the student knows why he/she is listening and what he/she is listening for;

3. they are essentially "receptive", in that the student does not have to produce a lot of language in order to demonstrate that he/she can perform the listening task.

Some of the materials now being produced are full of interesting and useful tasks of this type. On the other hand, there tends to be a puzzling mismatch between the rationale presented by the materials writers and the tasks themselves. Blundell and Stokes (1981) say, for example: "Task Listening aims to help students glean the overall message rather than listen for every detail" (Teacher's Book, vii). Maley and Moulding (1981) make similar statements. In fact, as will be obvious from the examples given, what these books are good at is the reverse: they focus on details! And quite rightly so, since what is important to know in most of the situations they present is the detail: times, flights, destinations etc. Just to know that some planes are arriving and others departing is not really very useful.

Similarly, Underwood in the Teacher's Edition of Listen to this! (1975) says: "The exercises will train him [Sc. the student] to listen 'extensively' in order to grasp the main information content of the conversations, rather than 'intensively' trying to understand every word. Thus he will learn to ignore the repetitions, hesitations and interruptions which are characteristic of spontaneous speech, and develop his comprehension 'span' in the same way as the skill of extensive reaching is developed." (p.vi)

In fact, again we find that the vast majority of the actual tasks in Listen to this! are precisely on points of detail. It is clear that the authors
of LC materials feel obliged to pay lip-service in this respect to the theory of reading comprehension, in spite of the fact that the two processes are very different, particularly with respect to the time-bound nature of listening comprehension. In other words, the skills of extensive reading depend on the fact that the reader has control over the input: he can read faster or slow, skip, review etc. The listener, on the other hand, has to process the input as it is given to him. (I am, of course, talking about real situations: taped material is another matter).

These confusions arise, I would argue, because of a lack of theoretical understanding of the LC process, on which much more research has to be done. This is not, of course, to gainsay the real progress that has been made recently in the provision of a wider range of more authentic inputs, and (as we have seen) of more realistic and focussed tasks to exploit these materials. These developments, coupled with the basic research programmes now being undertaken, should ensure that a rather neglected area of TESOL will in future receive its proper share of attention.
Appendix A: Some Categories of Listening Inputs

1. TEXT-TYPE

   scripted: play
             dialogue
             news
             lecture etc.

cued:    semi-spontaneous dialogue
             simulation
             role-play
             informal lecture etc.

spontaneous: conversation
              discussion etc.

2. NO. OF SPEAKERS

   monologue
   dialogue etc.

3. LANGUAGE VARIETY

   dialect: Standard British English
            Scottish English
            Standard American etc.
            mixed dialects.
            "interlanguage"

   accent:  Scots
            RP etc.
            mixed accents
            non-native accent

4. STATUS OF SPEAKERS

   lecturer
   student etc.
   adolescent
   post-adolescent etc.
   mixed status.

5. STYLE

   formal
   informal

6. REALISM

   authentic
   contrived but realistic
   contrived and unrealistic
7. **TOPIC/REGISTER**
   science
   law
   education etc.

8. **FUNCTION**
   interactional
   transactional:
   explanation
   instruction etc.

9. **LISTENER-SPECIFIC**
   relevant/irrelevant
   interesting/uninteresting
   familiar/unfamiliar
   etc.

10. **DIFFICULTY**
    by number of speakers
    by vocabulary level
    by length
    etc.
Appendix B: Some Categories of Listening Tasks

1. **Source.** Is the task self-generated, or has it been derived from someone else (e.g. the teacher, materials writer)?

2. **Intervention.** When is the task made known to the listener: before he/she listens to the input, during the input or after the input?

3. **Performance.** When is the task performed: before, during or after the act of learning the input?

4. **Scope.** Is the task directed at a general ("global") understanding of the whole text, or is directed towards the understanding of a part of, or a particular aspect of, the text?

5. **Realism.** How far is the task simply an exercise, and how far is it something that one might well have to do in a real situation?

6. **Degree of language production.** How far does the task demand the production of appropriate language and how far is it simply a matter of reacting in a non-language-productive way (e.g. by putting a tick, or circling a number)?

7. **Access to input.** Basically, does the student have access to the input (e.g. an audiotape) while he/she is doing the task? How much access: unlimited, or perhaps only once? Is the task to be done only after listening to the input, with no opportunity to return to it (e.g. by replaying a tape)? Is the task to be done before the student has a chance to listen to the input ("pre-listening activities")?

8. **Orientation.** Is the task basically language-oriented or content-oriented? If it is language-oriented, towards which aspect of language (vocabulary, structures.....etc)? If it is content-oriented, towards which aspect of understanding (inferential, reorganisational....etc)?
Appendix C: A Selection of Texts

WARNING: This is a very "select" selection indeed! Rather than give a long list of titles, I thought it would be more useful to give only a few which seem to me to exemplify the sort of approaches which I have referred to in this paper. This has meant leaving out some very good books: so please do not regard this list as in any way exhaustive.

M. UNDERWOOD

(1975) Listen to this!
(1976) What a story!
(1979) Have you heard...? (OUP)

(All with Student's Book, Teacher's Book/intensive study edition", and cassettes).

These books are good sources of natural sounding English, although the exercises are somewhat traditional.

M. UNDERWOOD and P. BARR (1980)

Listener Series:

Series A: Day to Day Life (5 Cassette Packs, with Books)
Series B: Work (5 Cassette Packs, with Books)
Series C: The Family (3 Cassette Packs, with Books).

An interesting venture. Each pack consists of a number of short inputs related in theme, with varied exercises.

W. SCOTT (1980) Are you listening? (OUP)

(Workbook/Teacher's Book/Cassette).

For beginners. Presents children with simple activities such as drawing colouring, cutting out etc. which they can only perform correctly when they have listened carefully to, and understood, the input.

M. GEDDES and G. STURTRIDGE (1979) Listening Links (Heinemann)

(Student's Book/Teacher's Book/Tapes/Cassettes).

Three different related tapes give different groups information which they must share in order to be able to perform the tasks.

Simulated telephone conversations. Using information given to them students working in pairs take on the two sides of a telephone conversation. Since the students generate their own language, there is no taped input.


These three books are similar in the way that they exploit a wide range of tasks, using inputs which mostly sound reasonably realistic.
Developing Listening Skills for Effective Learning

The emphasis given in the Foundation Guidelines to the importance of Listening as a language mode of importance equal to speaking, reading and writing has brought sharply to our awareness how little we know about this area. Mike Wallace’s paper was written for a pre-sessional inservice conference for the staff of Moray House College of Education on developing language skills in the classroom.

We print it here as a useful contribution to our knowledge.

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Listening and Teacher Talk

If the opportunity for practice made perfect then most British school pupils would be extremely good at listening: according to the Bullock report, “There is research evidence to suggest that on average the teacher talks for three quarters of the time in the usual teacher-class situation” (A Language for Life, p. 142). Although this evidence may now be out of date (ibid., p. 150), it is common experience that a considerable amount of class time in most lessons is taken up with teacher talk. The drawback of this in terms of teaching technique is the fact (equally a matter of common experience) that someone talking does not necessarily mean that everyone (or anyone) within earshot is actually listening. Inexperienced teachers sometimes act as if listening were a passive phenomenon—something that happened to pupils, instead of something that pupils have to work at; listening is indeed a very active process. Part of the problem is that (unlike speaking, writing or even reading) there may be no overt sign that listening is taking place, or what signs there are, may be misleading. A defence mechanism adopted early by many pupils is the ability to give the appearance of rapt attention while their thoughts are actually elsewhere. Or the reverse may occasionally be true: an apparently abstracted and fidgety pupil may prove on being questioned to have absorbed a teaching point very well indeed.

The observed correlation between teacher talk and pupil inactivity (or, at least, the difficulty of establishing whether the pupils are active or not) has probably been one of the factors behind the recent tendency to emphasise classroom techniques where the pupil is put in a situation where his/her level of activity can be more easily monitored, e.g. group discussion, projects, worksheets etc. (Although without any expertise in the teaching of the subjects concerned, I would hazard a guess that this shift has been more pronounced in “liberal arts” subjects such as History, than in traditionally “problem-centred” or “practical” subjects such as Mathematics or Technical Education).

In general, a reduction of teacher-talking time is to be welcomed. Many teachers, certainly many inexperienced teachers, talk too much, sometimes overstretching the attention span of even motivated students. Nevertheless (as in any other aspect of education), there is a possibility of the pendulum swinging too far. Sometimes the “pupil activity” may give only the appearance of learning. Group discussion, it has been noted, can degenerate into the “pooling of ignorance.” Worksheets have come under heavy criticism for being mechanical and boring when used inappropriately or to excess. It is unrealistic to expect worthwhile output from pupils without adequate input. There are two main sources for this input: reading and listening. (The third source is, of course, non-literal visual material.)

Listening will therefore always be an important learning-mode. As with any other learning-mode, it is important that teachers should be aware of its strengths and also of its limitations.

Listening and Reading: Receptive Skills

Listening and reading are usually classified together as receptive skills, as opposed to the productive skills of Speaking and Writing. There is, indeed, a large area of overlap between the Listening process and the Reading process; perhaps the best method of defining the precise nature of the Listening process is, therefore, to establish firstly, what
characteristics it has in common with Reading, and secondly, in what ways it is different.

To a large extent Listening is, like Reading, a “psycholinguistic guessing game.” Because of the very concrete and material nature of uttered sounds and printed or written letters, there may be a tendency to think of meaning as the accumulation of these sounds and letters according to the rules of the particular language being spoken. Thus one might say: a letter + a letter + a letter = one unit of meaning (e.g. a word); a word + a word + a word = a larger unit of meaning (e.g. a sentence); and so on. It is obvious, however, on reflection, that someone listening to (or reading) language does not build up meaning in this accumulative way. This point is rather neatly illustrated by Frank Smith (1971; p. 140). If we ask someone to read this:

(i) **74,605**

the chances are that he will read it as: “seven-four-six-hundred-five” or “seven hundred and forty-six thousand and fifty-five."

If we ask him to read this:

(ii) **Down with the bosses!**

it will be read as a sentence (with or without conviction, depending on the reader!). But careful comparison of (i) and (ii) will show that they both contain a string of identical symbols **G O S S** which in one case is interpreted as a number and in the other as a word. An analogous situation exists for sounds. In an unfamiliar environment (e.g. an unusual proper name) individual sounds may prove difficult to categorise even when pronounced carefully: hence the use of sound-spelling conventions of the “Alpha-Baker-Charlie” type when dictating.

We find then, that there are three elements involved in understanding speech:

(1) the signal itself, whether it be letter, word, sound or whatever;
(2) the previous experience we bring to the signal; and
(3) partly deriving from that experience, our expectations or predictions as to what will come next.

Thus in example (i), the reader’s previous experience (74, i.e. numerals) will lead him/her to predict more numerals in the string; and thus to interpret the complete signal as a number. In example (ii), on the other hand, the reader’s previous experience leads him/her to predict a word, and thus to interpret the potentially ambiguous string of symbols as a word.

This particular example may be regarded as rather strained, but the same process may be more easily exemplified at higher levels of language. In the absence of “previous experience” and consequent lack of “expectation,” what meaning would the reader (or listener) “guess” from the following sentence?

**Jill came bouncing down the stairs.**

The reader/listener has two choices:

(i) he can (consciously or unconsciously) ignore the latent ambiguity in the sentence, and “guess” a meaning, which he will stick to until such time as he is proved wrong;

(ii) aware of the ambiguity, he can “live with it” until it is resolved with further information.

One resolution might be:

(1) Jill came bouncing down the stairs.
(1') Harry rushed off to get the doctor.

A different resolution might be:

(1) Jill came bouncing down the stairs.
(1") Harry rushed over to kiss her.

If the reader/listener has anticipated (1") and is actually faced with (1"'), then he will have to quickly revise his interpretation of (1), at the same time building up a different set of anticipations for what is to come next.

There is physical evidence that anticipating (guessing meaning, and then having to revise one’s guesses in the light of further evidence) is a very frequent, and indeed normal, facet of comprehension. Researchers into reading have devised machines which can trace eye-movements as a reader reads a page of text. These traces show that efficient readers (i.e. readers who read quickly and comprehend well) actually sample the text, obviously making guesses as to the meaning based on the sample that they have read. Frequently, however, they have to “regress” to an earlier part of the text, probably because an anticipation has proved wrong, and the text has to be sampled again for a fresh hypothesis. There is every reason to believe that anticipation plays a similarly
establish a firm grasp of the concept, and here the use of the clearest and simplest language, preferably related to the listener's knowledge and experience, is called for. The second stage is establishing the appropriate linguistic reference. This is more than simply attaching a label to the concept; it also means showing how the label is used in context, and also perhaps showing how the label compares and contrasts with other related labels already encountered, perhaps how the technical meaning of the label contrasts with its meaning in everyday speech, perhaps also teaching derived forms of the label (adjectival form from a noun), and so on.

In the book already referred to, Irene Robertson describes the classroom techniques of a metalwork teacher who was obviously conscious of these problems (ibid., pp. 146-151): "On the wall of the metal workshop was a clearly displayed word-list, a mixture of specialist metalwork words and words with a wider currency but which crop up frequently in metalwork lessons. The complete list was as follows:

design, draw, hole, rings, together, hexagon, cube, pyramid, tin plate, aluminium, brass, copper, wire, colour, jewellery, solder, enamel, metal, piece, mark, cut, file, bend, smooth, polish, shine, shape, texture, pattern, geometric, natural, square, circle, triangle."

In conversation with the pupils, she discovered that they seemed to be able to use these terms accurately and thoughtfully. She attributes this to the teacher's skill in developing the pupils' field of discourse by "not just giving a quick definition but sharing how the word is employed." Here is an example of the teacher further developing the pupil's grasp of the word "texture":

"A piece of paper was wrapped around the metal being filed in the vice:

**TEACHER** What do you think the bit of paper is for?

**VOICE 1** Because where they've got little silver spikes, and when they crush it, it makes a funny pattern on it, sir?

**VOICE 2** What?

**VOICE 1** It's got little, er, things sticking out.

**VOICE** Patterns, sir.

**TEACHER** What's?

**VOICE** Textured pattern.

**TEACHER** There's a sort of textured surface on the inside of the vice. So to protect your piece of metal you put a piece of paper round it.

The children were encouraged to see another occasion for using the word 'texture.' As these examples demonstrate, the teacher had used his word-list not simply as a means to naming the parts or defining terms but he had also consistently taken care to build up contexts in which the words were used meaningfully in his own demonstrations and explanations."

**Implications for Classroom Teaching**

1. Listening can be a very effective learning mode. Used effectively it can be flexible and motivating in a way that the printed page, for example, cannot be.

2. To be effective, listening has to be an active process. The teacher has to monitor closely the involvement of his pupils.

3. The amount of time spent listening should not be excessive. If a considerable amount of input is necessary, then the teacher might take either or both of the following steps:
   (i) to monitor intake from time to time by questioning;
   (ii) to allow pupils some kind of active participation by e.g. discussion or by using some kind of visual support, e.g. notetaking, filling in an outline etc.

4. Pupils need a frame to help them process the teacher's input. One way of establishing such a frame, for example, is by asking anticipation questions at the beginning of, or during, the input period.

5. Pupils must be able to see how the different elements of the discourse cohere together. This may involve the clear use of discourse marking (so we see; here is an example etc.). Another approach is to make the organisation of the lesson explicit, e.g. by building up a summary on the blackboard, or by providing the pupil with an outline with blanks which he/she fills in as the teacher proceeds etc.
important part in listening, with one important difference—because of the time-bound nature of real speech, the listener is unable to regress, unless it is with the co-operation of the speaker (as in a question-and-answer situation).

Putting it another way, we may say that, in order to process new information, the listener needs a conceptual "frame" which the new information can be slotted into. The cognitive psychologists Dooling and Lachman (1971) have produced a good illustration for this. (Again, the example is from prose, and flowery prose at that, but I would argue that the principle is the same for speech.) Without a "frame," what is the reader to make of the following paragraph?

"With hocked gems financing him, our hero bravely defied all scornful laughter that tried to prevent his scheme. 'Your eyes deceive,' he had said. 'An egg, not a table, correctly typifies this unexplored planet.' Now three sturdy sisters sought proof. Forging along, sometimes through calm vastness, yet more often over turbulent peaks and valleys, days became weeks as many doubters spread fearful rumours about the edge. At last, from nowhere, welcome winged creatures appeared signifying momentous success."

Although each sentence is grammatical and meaningful, we are not surprised to discover that Dooling and Lachman's experimental subjects found this passage very difficult to understand and consequently very difficult to remember. On the other hand, a control group who were supplied with a title beforehand ("Christopher Columbus's discovery of America") had few problems with comprehending or remembering the substance of the passage.

In the classroom, students are all too often in a similar situation to Dooling and Lachman's experimental subjects: they desperately search for some kind of frame with which they can process the teacher's otherwise inscrutable utterances. Often, of course, they use a totally inappropriate frame which leads them to howlers of the "Gladly, my cross-eyed bear" variety.

So far we have been discussing the overall conceptual frame within which a piece of discourse (i.e., what is listened to or read) might be interpreted. Another aspect of comprehension is how the individual utterances in a piece of discourse relate to each other. Sometimes the connections between utterances will be clear and explicit:

A. Why do the winds blow on-shore during the day?
B. Because the air over the land is hot and rises, and cooler air comes in from the sea to take its place.

Here we have a discourse-marker (*because*) which makes explicit the relationships between the first utterance and the second.

It is possible, however, for discourse markers to be absent, and yet the discourse to be still perfectly coherent. Widdowson uses this example:

A. That's the telephone.
B. I'm in the bath.
A. O.K.

1 Quoted in Sanford and Garrod (1981: p. 9).

2 For a fuller treatment of this topic, see Widdowson (1978: Chapter 2).
Here there are no discourse-markers (such as so, because, that's why etc.) and yet someone listening to this exchange can make perfect sense of it, if he can correctly interpret the intention of the speakers. Thus he will interpret A's first utterance as a request ("Please answer the telephone"), B's utterance as a refusal ("I can't"); and A's second utterance as a statement of intent ("I'll answer it then").

Coming back to the classroom situation, we see that the student listening to the teacher has to be able to do two things:

(a) be on the lookout for the discourse markers which relate one utterance to another; and
(b) correctly interpret the teacher's intentions, which may be very often implied rather than explicitly stated.

Listening and Reading: Differences

We have already touched on one important advantage that the reader has over the listener: the ability to regress at will. But the skilled reader has another advantage over the listener which also relates to the time-bound nature of the listening process. This is the reader's ability to control the rate of input. Faced with familiar material, the reader can increase his reading speed, or even skip chunks of the text completely; faced with unfamiliar or difficult material, he/she can slow down. In some listening situations, on the other hand, the listener is entirely at the speaker's mercy.

The advantages are not all one way, of course. There is usually eye-contact between the speaker and his listener which allows the speaker to be aware of when he has "lost" his audience: he can then simplify, re- cast or explain his material until he sees that his audience is with him again. Listeners have the advantage of "paralinguistic" help—i.e. the speaker's manner, gestures, facial expressions and so on, all of which may help to make his message clearer or livelier. (On this, see, for example, Gillian Brown (1977: chapter 5).)

Two distinctive aspects of speech have implications for classroom teaching. The first is that extended speech without interruption is a somewhat untypical activity. Most speech takes place in short bursts, with alternation between the speakers. Most people's attention span for speech therefore tends to be limited. Even someone listening to a talk or a lecture that interests him will probably "switch off" for brief periods.

The second is that speech without some kind of visual support is seldom an appropriate medium for conveying detail. There is evidence of this in normal everyday conversation—as soon as a matter of detail is mentioned which the listener wishes to remember (e.g. a telephone number), he will usually be careful to write it down, or he may even (in the case of a name or address, for example), ask the speaker to write the details down.

Technical Language

Finally there is the problem of technical language. One frequent fault with inexperienced teachers is the tendency to lapse frequently into the use of technical terms, not previously learned, or perhaps imperfectly learned. Of course, too much of this only succeeds in confusing and discouraging the learner.

On the other hand, it is no real remedy simply to advise the young teacher always to use "ordinary" language. In one sense knowing a subject means being able to use the language of that subject ("field of discourse") correctly and meaningfully. In his introduction to Irene Robertson's Language Across the Curriculum: Four Case Studies (1980: pp. 17, 18), Richard Chot puts it like this:

"It is clear . . . that the connection between speech and knowledge is so close that entering into new knowledge, acquiring new concepts and learning how to employ them are linguistic activities which open up new realms of discourse—new ways of talking or writing which reflect the change in the learner. To be sure, mystifying children with a mass of difficult and alien terminology will impede the acquisition of scientific ideas or technical abilities, but one needs to remember that someone who has grasped the idea of, say, 'evaporation' has done more than learnt that it means roughly the same as 'drying out.' Understanding evaporation involves entering a conceptual universe in which a repertoire of contrasts (between liquids, vapours and gases, for example) and associates (with boiling, distillation, freezing) is expressed in new uses of language."

There are clearly two stages to establishing a new field of discourse. The first stage is to
6. Technical terms are unavoidable in many learning situations. If possible, conceptualisation should precede labelling; establishing a field of discourse, however, goes beyond labelling and may involve semantic and syntactic relationships which may also have to be learned. This will involve careful thought and preparation of input; and perhaps also some sort of manipulative/ productive exercises may be necessary to ensure that students can handle the new terms/relationships properly.

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Developing Listening Skills: Framework and Approach

Reflections from an ongoing research project

MIKE WALLACE, Moray House College of Education, is a member of a research team based in Edinburgh University investigating listening comprehension. The project team, directed by Professor Gillian Brown, includes Dr Ann Anderson and has included Dr Nigel Shadbolt and also Mr Tony Lynch who was seconded to the project for a period to undertake specific materials development. Schools in Lothian Region are collaborating in the work. Mike Wallace, while drawing on the work of the project, is writing in a personal capacity and stresses that no materials have been published by the project nor can such materials be made available until the project is completed. However, the basic approach was worked out in a previous SED-funded project (Competence in Spoken English) now available as Teaching Talk (CUP, 1984) by Brown, Anderson, Shilcock and Yule.

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I A Framework for Considering Listening Skills

Need being the mother of invention, the great and obvious need to develop listening skills has given birth to a number of varied, interesting and not necessarily contradictory approaches to the presentation and development of these skills. The particular problem which I am going to discuss here is that of the development of listening materials which are graded in difficulty with respect to certain specific “listening skills”.

A sensible training programme for any skill or set of skills starts with what is easy and progresses to what is more difficult. With respect to listening, there are clearly two dimensions to this: the difficulty of level of what is being listened to (which we’ll call “the input”), and the difficulty of level of what the pupils have to do to demonstrate that they have understood. These two variables can be manipulated to some extent independently: we can have a fairly difficult input linked to a rather simple task, and vice-versa. Usually, we would want the task to be appropriate to the input, and that would probably apply to difficulty level as well, at least in most cases.

Before proceeding further, perhaps the point could be made that listening as an activity is being treated here in isolation as a matter of convenience; there is not intended to be the implication that this is the way it ought to be handled within the language development programme.

Coming back to the listening input, then, we are faced with the question: how are we to grade it in difficulty? If we start to list the various clines of difficulty that might apply to any given input we can quickly come up with a list of possibilities that is perhaps interesting and certainly varied, such as: level of vocabulary, difficulty of structure, familiarity of subject, interest of subject, familiarity of accent/dialect, number of speakers ... and so on. We are clearly heading for a morass of variables—if we consider the question of difficulty of input in isolation.

There would therefore seem to be a case for considering the input level (and the task level) within some kind of framework. If we don’t have such a framework we shall probably end up with the situation in the vast majority of published listening materials where, either the principle of grading is ignored or, where acknowledged, it is applied in an arbitrary and inconsistent fashion.

One possible framework contains elements which are frequently referred to in recent development documentation on listening skills, namely: listening purposes, listening skills, and listening outcomes.

Listening Purposes

The case no longer needs to be argued that people generally have purposes (however ill-defined) while listening to speech, and that in the teaching situation such purposes usually have to be established for meaningful listening to take place.
To achieve their purposes, listeners have to use certain skills. To be effective, these skills have to be appropriate to the purpose. Finally, after listening, there should be an outcome of our listening. Paraphrasing Harri-Augstein, Smith and Thomas (1982, p 7), we can define listening outcomes as: “the changes which take place in what we know, think and feel, as a result of a particular piece of listening.” The outcome can be satisfactory or unsatisfactory depending on whether or not we have achieved our purpose in listening. If the outcome is unsatisfactory, the fault need not necessarily lie with the listener.

An input teaching situation, the input chosen or devised for the pupil may not be appropriate to the purpose. Usually, of course, there is no overt indication of an outcome. It may be some days after listening to Saturday-Night Theatre, for example, that a listener may mention in conversation to someone else that he enjoyed the programme, thus indicating just one outcome of his listening.

Let us take the case of a pupil who is listening to instructions in order to perform a task. One kind of input for this purpose which is common in published listening comprehension material takes the form of a scripted set of instructions recorded by someone, usually a professional actor, onto a cassette. In an insightful and amusing paper delivered recently to a conference of teachers of English as a second language (Falkirk, October 1984), Tony Lynch showed that such an input, designed for learners of English, may baffle an audience of highly skilled listeners. The situation is much improved when the speaker is recorded actually interacting with someone who is, in fact, attempting to perform the task as the instructions are being given. There is much more redundancy in the message, the length of the message is considerably longer in terms of the number of words used, and the listener is given more time to process the information. Instructions thus recorded are much easier to follow from cassette than the scripted input.

This is not an argument against scripted input in general terms. Anyone who has been interested in using (for example) off-air material for teaching purposes will be aware of how much of what is broadcast on both radio and television is either scripted or else highly cued (as in weather broadcasts). Indeed, if one can believe the statistics about the number of hours people spend watching television, it would seem that a fair proportion of the average person’s listening input is of the scripted variety, and a lot of that delivered by actors.

To repeat, the point is that the input must be appropriate to the purpose. The danger of losing sight of this point is greatest when we are devising our own input for a pre-determined “purpose” (as in the published materials referred to), but it can also happen when “authentic” material, e.g. off-air material, is used for a purpose other than one of the purposes (there is usually more than one) it was originally intended for.

Let us assume that the input chosen for listening is appropriate to the purpose, or, coming in on the opposite track, the purpose is appropriate to the input. Let us further assume that the input is appropriate, in general terms, to the audience. This is perhaps not yet as easy to judge as when we are dealing with, say, reading inputs, which we are more familiar with. We shall come back to this point later on when we look at grading more closely, but in the meantime let us recognise that this will often be an intuitive judgement, which will hopefully become more reliable as we gain experience of using listening materials.

**Listening Outcomes**

We have seen that a listening outcome is a change in what we know, think and feel. As with reading outcomes, for which this definition was originally devised, the problem for the teacher is that the nature and quality of such a change, or indeed whether it has taken place at all, can be ascertained only indirectly. Hence the importance of the listening task as a method of
measuring outcomes (although this is not the only role of the task, as we shall see).

There has to be a close relationship between listening purpose and listening outcome since one should be related to the other; what is equally desirable, but often very difficult to achieve, is a match between the listening outcome and the listening task which is designed to reveal or measure the outcome. What is very often seen in published materials is a complete mismatch between the two. Thus the outcome of “general understanding” is sometimes measured by a set of multiple-choice questions which largely focus on points of detail. The effect on the pupil might well be that he attempts to turn himself into a kind of human tape-recorder, anxiously trying to memorise the input, in case he misses some detailed point that he will be quizzed about later. In this way, his global understanding of the message may be completely undermined. Presenting the questions beforehand is only a partial solution, reducing the anxiety level, but not changing the general effect of the task.

Listening Skills

So far we have been talking about unsuccessful listening either in terms of inappropriate choice of inputs or inappropriate tasks. This cannot be the whole story, however, since the assumption underlying a listening skills development programme is that, given the right kind of input and an appropriate kind of task, it will be seen that some pupils are able to listen more “successfully” than others, and that (at least in part) this success is due to the conscious or unconscious use of certain listening skills, which are capable of being acquired or further developed in some systematic and principled way.

In the next section of this article, I would like to sketch a possible approach to a listening skills development programme of the kind that has just been mentioned. Before doing so, however, I would like to briefly refer to one final element in the framework that we have been discussing so far. I am calling it Process Awareness, which is, I’d be the first to admit, somewhat clumsy, perhaps even pretentious, but it is the most accurate description I can think of.

Process Awareness

In the book by Harri-Augstein, Smith and Thomas that I’ve recently referred to (Reading to Learn, 1982), the authors point out (p 7) that in order to improve reading skills (as opposed to simply testing them), there has to be a checking of outcomes against purposes, followed by an appraisal of the reading process. A large part of Reading to Learn is concerned with equipping the student with a whole array of techniques with which to carry out such an appraisal for himself.

Reading to Learn is aimed at readers who wish to improve their reading, but who are already fairly sophisticated readers, and who are, by definition, already motivated. Nevertheless, I would argue that the basic principle also applies to developing listening skills in a school situation: that somehow the pupil has to be made aware of deficiencies in technique or understanding and, through an appropriate methodology, be brought to an awareness of how to utilise relevant skills or how to improve skills he already possesses.

II An Approach to Developing Listening Skills

At the beginning of this article, it was suggested that the concept of difficulty was central to any training programme, since it is only after a cline of difficulty is established that inputs and tasks can be graded, and the pupil gradually led from what he can do to mastery of new skills, or new levels of skills.

If some objective, research-based data could be established about what makes communication easier or more difficult in certain listening skill areas, then teachers would have a reasonably solid basis for developmental work in those areas. It was mainly for this reason that the Listening Comprehension Research Project was funded by the SED, under the direction of Professor Gillian Brown. The Project ends in September 1985, until which date no definitive conclusions can be made. But I should like to indicate, from a teaching point of view, some possible lines of development that seem to me very promising.

Relating to the purpose of understanding instructions for example, classroom data have been analysed which show that the role of the “active hearer” is crucially important. Skilled listeners, in this respect, are those who (a) know that they need more information of a certain kind, and (b) know how to get the information they require. For example, poor listeners often seem to assume that, if they haven’t understood, then it must be their own fault. Tony Lynch has shown that it is possible to devise motivating material, still at an experimental/developmental stage and not ready for publication, by which pupils can be encouraged to ask questions at
certain key points in the instructions. The tape is stopped at these points so that the pupils, in groups, can decide whether they need to ask for additional information and, if so, what it is they need to ask. The responsibility for stopping the tape is eventually transferred from the teacher to the pupils, so that they are encouraged to continuously monitor their information input relative to the task (which is, in these materials, related to filling in a map, diagram etc). The input can be graded by increasing the number of “problem points”, i.e. parts of the input where the listener has to infer or guess at what is being referred to.

With regard to narrative, the Project has data which confirm one’s “common-sense” intuition that a narrative in which the events are told in “natural” (chronological) order is more easily recalled than one in which the chronological order is re-arranged (e.g. by using a flashback). This gives us a principle for grading narrative inputs according to the complexity of the time sequence. Tony Lynch has also devised some graded materials for this area based on the rearrangement of pictures in sequences according to the information as it is given in the input.

Finally, with regard to expository inputs, the research data have shown that inputs which have “informative” titles and which are “helpfully” structured are more easily recalled than those which have uninformative titles, or are unhelpfully structured. For example, an input which is about changes brought about by the introduction of computers into offices might be entitled “Computers in the Office” (informative) or “A Big Change” (less informative). The input may be helpfully structured by having a “superordinate” category named and coming before some examples of it:

* e.g. Computers can store large amounts of information (superordinate category) such as staff wages, expenses and outstanding bills (exemplars).

In the unhelpfully structured passages, the superordinate category may come after the exemplars, or may simply not be mentioned, thus having to be inferred.

It seems possible therefore that informativeness of title and helpfulness of structure may be adopted as principles for grading inputs of this kind. Such inputs might be related to (for example) the task of prediction both from a given title, and also as an “on-line” task at certain points in the input. This is a case of a task which is more closely related to developing a skill than to a specific outcome. As with the previous materials, the tasks may be graded by giving the pupils more help at the beginning, and leaving more of the responsibility for making the prediction to the pupil at the more difficult levels. For example, at an easier level, the pupil can select his prediction from a short list of 2 or 3 supplied by the teacher; at a more difficult level he might have to supply his own prediction. These predictions can then be checked against the input itself as it is listened to.

It is not, of course, being implied here that the tasks described are at all original. In David Northcroft’s HearSay (1984), for example, there is a very nice example of prediction tasks related to a mystery story (“the Mystery of the Beehive”, HearSay, pp 78-81). As an English language teacher, the interest for me lies in the attempt to design systematically-graded tasks and materials for listening comprehension which relate to verifiable research findings. I would like to end by coming back to the fourth element in the framework described at the beginning, namely process awareness. How is the pupil to become aware of the processes involved in listening? When describing the different kinds of inputs and tasks being trialled, I have, for the sake of clarity, been referring to the pupil’s individual progress. But the methodology which has been adopted so far has been for the most part based on group-work. The practice has usually been for the pupils to discuss in groups whether they should ask a question, and what question to ask. The recordings of such group-work made so far show that this can be very effective for heightening process-awareness. For example, a group of mid O-grade pupils are discussing an instructions task relating to a Town Centre plan; the different sentences are uttered by different members of the group:

... No no that could be Thomson’s. Right we’ll just take it for granted that this is it. No don’t take it for granted we have to find out what this is. Right look ask them which corner the shop is at ...

Even in such a brief extract, we can see the members of the group evolving strategies to cope with this particular task.

One final point that ought to be noted, is that the tasks and methodology used is concerned with listening as a process and not with the listening input as a text. Perhaps because we are more at home with reading than with listening, teachers and materials designers tend to turn
listening inputs into texts, to be scrutinised and analysed after the event. We are frustrated by what David Northcroft calls the "fugitive" nature of listening input (HearSay, p.65), and tend to try to change its nature by using the replay facilities of audiotape and videotape. There are obvious teaching advantages in having this facility, but we cannot forget that listening is ultimately, in fashionable computer jargon, an "on-line" activity.

Summary

In this article, I have argued for a framework for considering listening in a teaching situation which involves the following elements: purposes, skills, outcomes (measured by tasks) and process awareness. Development of listening skills should relate to grading of inputs and tasks. It is desirable that the grading of these materials should be based on principles derived from objective evidence as far as possible, and hence the need for research-based data in this area. Interim findings from the SED-funded Listening Comprehension Project would seem to give grounds for optimism about the feasibility of an approach to developing listening comprehension skills along these lines.

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