

University of Latvia
Faculty of Education and Psychology

University Louis Pasteur Strasbourg 1
Faculty of Psychology and Educational Sciences
France

ALEXANDER SOKOL

**DEVELOPMENT OF INVENTIVE THINKING IN LANGUAGE
EDUCATION**

(Appendices to the PhD Thesis)

**IZGUDROJUMDOMĀŠANAS ATTĪSTĪBA VALODU
MĀCĪBĀS**

(Promocijas darba pielikumi)

Advisers:

Prof. I.Kramiņa (Latvia)
Prof. M.Sonntag (France)

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Appendix 1.1. OTSM-TRIZ Skills and Dispositions

OTSM-TRIZ Skills

(based on materials of Nikolai Khomenko)

Group 1. Main skills for working with models of elements and situations.

Build a necessary number of models for a description of a given element

- build a necessary number of different models on various levels of abstractness
- build a necessary number of different models with a different degree of precision
- build a necessary number of different models from various points of view
- build a necessary number of different models with a various degree of 'reality'
- build a necessary number of different models changing any other feature necessary in a given situation.

Define limitations in the use of a given model

- check whether the model is applicable in a given situation
- find context for an effective application of a given model
- find an adequate model for a given situation
- measure the degree of objectivity of a model used.

Change between different models for a description of a situation

- look at own models from the point of view of an impartial observer
- see pluses and minuses of models of description that are different from one's own
- accommodate various models of description of a situation and draw connections between them.

Group 2. Skills for description of elements of a problem situation.

Describe elements by defining parameters and their values

- find elements on the basis of their descriptions as lists of parameters and / or a list of their values
- define the function of an element as a change of one value under a specific parameter
- describe a system as a group of elements aimed for the provision of one system shape feature
- describe immaterial elements by means of lists of parameters and their values
- describe parameters and their values as elements that have their own parameters and their values.

Describe elements as systems that have their sub-systems and are themselves parts of different super-systems

- describe an element as a collection of other elements
- describe an element as a part of larger set of elements
- describe an element as a part of the hierarchy of different other elements.

Describe elements as systems that permanently change in time

- describe an element in the process of change according to the objective laws of system evolution
- describe an element in the process of change according to the laws and effects characteristic of a given field
- describe an element in the context of various lines of its evolution from the past to the present and to the future
- define various degrees of predetermination of possible changes of an element.

Describe elements as systems that have their own anti-systems

- describe anti-elements via opposite values of system shape features of an element
- extend my consideration from specific values of features to various possible anti-elements that have such a feature
- find possible anti-elements in the context of various hierarchies of a given element and the lines of its evolution.

Group 3. Skills for description of a problem situation.**Describe situations going from concrete to abstract models and back**

- vary the number of elements and their features when describing a situation
- vary the degree of precision of elements and their features
- define the most important features that can play the role of system shape features in a given situation.

Describe situations going beyond possible and known

- define the difference between the real and the imaginary
- use fairy-tale, fantastic and other imaginary transformations for solving a problem.
- turn fantastic assumption into real ones
- easily change from a fantastic description of a situation to a real one and back.

Describe situations recognizing and distinguishing the influence of objective and subjective factors

- distinguish between objective and subjective factors when building models of elements
- define those objective factors that determine the peculiarities of a given situation
- establish connections between the objective factors determining peculiarities of a given situation and the subjective factors that call for its change.

Describe situations as a result of a change of values of parameters of elements

- describe events as a change of one and the same parameter of an element
- vary the values of features of an element on a wide scale and trace the changes
- trace qualitative changes of values of other parameters that appear as a result of a change of a given parameter.

Describe situations as an interaction of several elements

- describe events as a result of an interaction of several elements
- describe events as causes and effects of some other events
- present effects and laws as causes of interaction of several events.

Group 4. Skills for transformation of models of a problem situation.

Transform the description of a problem situation considering the demands of ideality

- describe a problem situation by means of formulating a specific Ideal Final Result for a specific contradiction
- build an ideal model of a problem solution
- describe a problem situation on different levels of ideality.

Transform the description of a problem situation in view of emerging contradictions

- combine the opposites
- define undesirable consequences of positive necessary results and positive consequences of negative undesirable results
- describe the underlying cause of a problem as a contradiction
- see a contradiction as an obstacle on the way from the resources of initial situation to the ideal final solution
- intensify contradiction in order to reduce the space of possible solutions
- describe a problem situation by means of various types of contradictions
- describe a problem situation by means of a system of contradictions.

Transform the description of a problem situation considering the available resources

- define internal resources of elements
- define super-system resources of elements
- take advantage of a change of resources in time
- derive resources using laws and effects
- establish connections between features of resources of elements that are present in a problem situation and general laws of system evolution.

Transform the description of a problem situation in view of peculiarities of a specific situation

- define the aims of analysis of a problem situation
- analyse any problem situation taking account of its peculiarities and variants of their development
- define which objective laws, trends and effects prevent the problem-solver from reaching the aims of analysis
- define the elements that cause a conflict between the aims of analysis and objective laws, trends and effects
- 'break' objective laws of evolution abiding by the same laws and following them.

Transform the description of a problem situation in view of typical solutions

- build various models of a typical problem
- describe a problem situation via various types of typical problems
- transform the description of a typical problem into the description of a typical solution.

Group 5. Skills for preparation and evaluation of solution.

Build a solution to a problem

- define positive effects of any partial solution appearing in the course of problem solving
- define the balance of positive and negative effects when shaping the final solution
- find partial solutions to the problem
- transform partial solution into a complex final solution that meets the demands of a given specific situation.

Evaluate the solution of a problem

- evaluate the proposed solutions in the context of general laws of systems evolution
- evaluate the proposed solutions in the context of subjective requirements of a given specific situation
- evaluate new implementations of the developed solution.

Evaluate the process of arriving at the solution of a problem

- evaluate the process of problem solving and motivate the choice of this or that instrument
- evaluate if the problem solving tools are used correctly in the process of building a solution
- use the principle found for a given problem in the further practice of problem-solving.

OTSM-TRIZ Dispositions

Meta Dispositions

- constantly 'grow' and improve one's own skills
- have a system of new and worthy personal aims behind every activity
- work towards achievement of personal aims no matter what
- find, pose and resolve problems

Group 1. Main dispositions for working with models of elements and situations.

- build a *necessary* number of different models
- find limitations of models
- change between different models to produce a better description.

Group 2. Dispositions for description of elements of a problem situation.

- describe elements via parameters and their values
- present elements as systems that have their own sub-systems and are themselves parts of different super-systems
- present elements as systems that permanently change in time
- present elements as systems that have their own anti-systems.

Group 3. Dispositions for description of a problem situation.

- go from concrete models to abstract ones and vice versa
- make models which go beyond possible and known
- recognise and distinguish between the influence of objective and subjective factors
- present situations as a result of a change of values of parameters of elements
describe situations as an interaction of several elements.

Group 4. Dispositions for transformation of models of a problem situation.

- transform the description of a problem situation considering the demands of ideality
- transform the description of a problem situation in view of emerging contradictions
- transform the description of a problem situation considering the available resources
- transform the description of a problem situation in view of peculiarities of a specific situation
- transform the description of a problem situation in view of typical solutions.

Group 5. Dispositions for preparation and evaluation of solution.

- *build* (rather than find) a solution to a problem
- evaluate a given solution to a problem
- evaluate the process of arriving at a solution to a problem.

Appendix 2.1. Examples of TA Syllabi.

Example of Initial TA Syllabus for Form 11

Technology and Material	Type of Work	Outcome	Models (Thinking skills)	Hours	Dates / Notes
Progress Tests					
Beginning of term test - thinking	Problem to solve	Test Paper	Description skills	1	
End of term test – language	Use of English, Reading-comprehension, Listening + analysis	Test Paper	Language skills at B2 level	2	
End of terms test - thinking	Problem to solve	Test Paper	To be specified	1	
				4	
Film Technology					
Trainspotting by Danny Boyle	Pre-watching tasks Watching Tasks to the film (system)	Written works + speaking activity	Description skills and transformation skills.	6	Choose 1-2 film from the list.
Psycho by Alfred Hitchcock	Pre-watching tasks Watching Tasks to the film (system)	Written works + speaking activity	Description skills and transformation skills.	6	
Citizen Kane by Orson Wells	Pre-watching tasks Watching Tasks to the film (system)	Written works + speaking activity	Description skills and transformation skills.	6	
				6 (+12)	
Text Technology					
Jonathan Livingston Seagull by Richard Bach	System of tasks	Various works	Main focus: • ZSTL – meta-skills • Transformation skills	8	Choose 1 text from the two offered
Little Prince by Antoine de Saint Exupery	System of tasks	Various works		8	

We are Free by Richard Bach	System of tasks	Various works	ZSTL – meta-skills Other groups – focus depends on students' choice	6	Choose 1 text by Richard Bach
Perfect Woman by Richard Bach	System of tasks	Various works	Focus depends on students' choice	6	
The Letter by Richard Bach	System of tasks	Various works	Focus depends on students' choice	6	
Playboy Interview by Kurt Vonnegut	System of tasks	Various works	Focus depends on students' choice	6	Choose 2 texts from the six offered.
Information vs. Ideas by Edward de Bono	System of tasks	Various works	Focus depends on students' choice	6	
A Man of Knowledge by Carlos Castaneda	System of tasks	Various works	Focus depends on students' choice	6	
The Letter by Kurt Vonnegut	System of tasks	Various works	Focus depends on students' choice	6	
America by Kurt Vonnegut	System of tasks	Various works	Focus depends on students' choice	6	
America by Joseph Heller	System of tasks	Various works	Focus depends on students' choice	6	
Jane by J D Salinger	Point of View	Point of View Form Story	Description skills Transformation skills	4	Pre-selected by the teacher
I Wouldn't Have the Guts by J D Salinger	Problem analysis	Problem solution line	Transformation skills	2	Choose 1 text from the two offered.
A Secret Slob by J D Salinger	Problem analysis	Problem solution line	Transformation skills	2	
Shaping the World by Ray Bradbury	Personal qualities task	Speaking activity	Meta skills	1-2	Choose 1 text from the two offered.
How to be a Messiah by Richard Bach	Personal qualities task	Speaking activity	Meta skills	1-2	
				34(+6)	
Creative Grammar Technology					
Speaking about future	System of tasks: Pre and post tests, sorting, CQ, EGP, own exercise	Own model Grammar Bank	Description skills	8	Pre-selected by the teacher

Perfect Simple vs. Perfect Continuous	System of tasks: Pre and post tests, sorting, CQ, EGP, own exercise	Own model Grammar Bank	Description skills	6	Pre-selected by the teacher
Reported Speech	System of tasks: Pre and post tests, sorting, CQ, EGP, own exercise	Own model Grammar Bank	Description skills	6	Pre-selected by the teacher
Tense forms – complex tasks	EGP, meaning based, own exercises.	Converged model Grammar Bank	Description skills Transformation skills	6-8	Pre-selected by the teacher
				28 (+6)	
Self-Study Technology					
Plans	General Plan and corrections Monthly Plans and accounts Daily-account forms Term report	Filled form Forms Forms Report	Meta-skills	2	GP to be submitted by Jan. 11 MP – to be submitted BEFORE the beg. of the month. Term report – to be submitted by May 19.
Interview	Report on the process and products of learning during a month.	Checklist filed in	Presentation skills	10c.	Students are to be ready during last week of each month.
Reflections	See Portfolio Handout for details	Written texts	Self-assessment skills	0	To be written at least once a week, preferably on the TA forum.
Questions on learning	Growing list of questions	Written texts	Study skills		To appear either on the forum or in portfolios.
Portfolio presentations	See Portfolio Handout for details	Portfolio	Presentation skills	3	
				5 (+5)	
Research Technology					
Mini Research Project	Planning ‘how’ of presentation	Filled in procedures form	Transformation skills	1	Deadline: Jan. 21
Project Presentation	Presentation	According to personal aims	Meta skills	5-7	Start in February. List to agree by Jan. 6
Feedback on Presentation	Writing feedback	Feedback submitted to presenter	Assessment and evaluation skills		Written right after the presentation.

Project Self-Assessment	Self-Assessment of presentation	Filled in self-assessment form	Assessment and evaluation skills	0	Submitted not later than two days after the presentation.
				6 (+2)	
Yes-No Technology					
	About 10 different problems	List of questions Analysis of questions	Description skills Transformation skills Evaluation and assessment skills	10	
				10	
				93 (+31)	

Example of Finalised TA Syllabus for Form 11

Technology and Material	Type of Work	Outcome	Models (Thinking skills)	Hours	Dates / Notes
Progress Tests					
Beginning of term test - thinking	Problem to solve	Test Paper	Description skills	1	
End of term test – language	Use of English, Reading-comprehension, Listening + analysis	Test Paper	Language skills at B2 level	2	
End of terms test - thinking	Problem to solve	Test Paper	To be specified	1	
				4	
Film Technology					
Psycho by Alfred Hitchcock	Pre-watching tasks Watching Tasks to the film (system)	Written works + speaking activity	Description skills and transformation skills.	6	Psycho – first priority (9 people). Citizen Kane – second priority (5 people).
Citizen Kane by Orson Wells	Pre-watching tasks Watching Tasks to the film (system)	Written works + speaking activity	Description skills and transformation skills.	6	
				6 (+6)	
Text Technology					

Jonathan Livingston Seagull by Richard Bach	System of tasks	Various works	Main focus: • ZSTL – meta-skills • Transformation skills	8	
The Letter by Richard Bach	System of tasks	Various works	Focus depends on students' choice	6	
Playboy Interview by Kurt Vonnegut	System of tasks	Various works	Focus depends on students' choice	6	
America by Kurt Vonnegut	System of tasks	Various works	Focus depends on students' choice	6	
Jane by J D Salinger	Point of View	Point of View Form Story	Description skills Transformation skills	4	
A Secret Slob by J D Salinger	Problem analysis	Problem solution line	Transformation skills	2	
How to be a Messiah by Richard Bach	Personal qualities task	Speaking activity	Meta skills	1-2	
				34(+6)	
Creative Grammar Technology					
Speaking about future	System of tasks: Pre and post tests, sorting, CQ, EGP, own exercise	Own model Grammar Bank	Description skills	8	
Perfect Simple vs. Perfect Continuous	System of tasks: Pre and post tests, sorting, CQ, EGP, own exercise	Own model Grammar Bank	Description skills	6	
Reported Speech	System of tasks: Pre and post tests, sorting, CQ, EGP, own exercise	Own model Grammar Bank	Description skills	6	
Tense forms – complex tasks	EGP, meaning based, own exercises.	Converged model Grammar Bank	Description skills Transformation skills	6-8	
				28 (+6)	
Self-Study Technology					
Plans	General Plan and corrections Monthly Plans and accounts Daily-account forms Term report	Filled form Forms Forms Report	Meta-skills	2	GP to be submitted by Jan. 11 MP – to be submitted BEFORE the beg, of the month.

					Term report – to be submitted by May 19.
Interview	Report on the process and products of learning during a month.	Checklist filed in	Presentation skills	10	Students are to be ready during last week of each month.
Reflections	See Portfolio Handout for details	Written texts	Self-assessment skills	0	To be written at least once a week, preferably on the TA forum.
Questions on learning	Growing list of questions	Written texts	Study skills		To appear either on the forum or in portfolios.
Portfolio presentations	See Portfolio Handout for details	Portfolio	Presentation skills	3	
				5 (+5)	
Research Technology					
Mini Research Project	Planning 'how' of presentation	Filled in procedures form	Transformation skills	1	Deadline: Jan. 21
Project Presentation	Presentation	According to personal aims	Meta skills	5-7	Start in February. List to agree by Jan. 6
Feedback on Presentation	Writing feedback	Feedback submitted to presenter	Assessment and evaluation skills		Written right after the presentation.
Project Self-Assessment	Self-Assessment of presentation	Filled in self-assessment form	Assessment and evaluation skills	0	Submitted not later than two days after the presentation.
				6 (+2)	
Yes-No Technology					
	About 10 different problems	List of questions Analysis of questions	Description skills Transformation skills Evaluation and assessment skills	10	
				10	
				93 (+31)	

Appendix 2.2. A System of Creative Grammar Tasks. Speaking about Future.¹

Part 1. Defining Present Knowledge

In this part, you will define your present knowledge of the future in English and make a decision about the necessity for further learning.

Task 1.1.

Take the entry test offered by your teacher.

If your result is higher than 90%, your knowledge of the present theme is already very good.

If your result is higher than 75%, you've got good working knowledge of the theme. However, work on the system may consolidate your knowledge.

If your result is between 40% and 75%, you've got some knowledge of the theme. However, there is a need for systematisation of your knowledge.

If your result is lower than 40%, work on the system is a must for you.

¹ This material has been developed in the framework of "New Learners in the New Europe" project supported by the British Council Latvia. The material has been written together with Irina Buchinska, Dace Pabrika Jansone, Tatjana Savicka and Edgar Lasevich.

Part 2. Forms to Refer to the Future

In this part, you will find out the forms used to refer to the future in English. The tasks below will help you do it. You can do all the tasks in turn or choose some of them depending on the mistakes you had in the entry test (the teacher may guide you in your choice). At the end of your work with this part, you will have a list of structures used to refer to the future in English.

Task 2.1.

Sort the following utterances into two groups.

1. In the future, machines will do many jobs that people do today.
2. Look out! That ladder is going to fall!
3. Who do you think will win the football match on Saturday?
4. I expect they'll be there at around 10 o'clock tomorrow morning.
5. Those people are going to get wet.
6. I'm sure you'll enjoy the film if you go and see it.
7. Martin will probably phone us this evening.
8. I'm going to buy a bicycle.
9. He's going to resign.
10. Perhaps I'll see you tomorrow.
11. That boat doesn't look very safe. It'll sink in that heavy sea.
12. Look at those black clouds in the sky. It's going to rain.
13. When it gets warmer, the snow will start to melt.

Group 1	Group 2
_____	_____
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Other possible groups (fill as many as you can):

Group 1	Group 2
_____	_____
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Group 1	Group 2
_____	_____
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Task 2.2.

Sort the following utterances into two groups.

1. I'm having lunch with Lynne tomorrow.
2. What are you doing on Saturday evening?
3. Look at that boat. It's going to sink.
4. She is not going to be there.
5. Sarah is taking an exam on Monday.
6. I'm going to have a shower.
7. We are visiting some friends in Scotland next weekend.
8. The neighbours are coming in to watch television.

9. Hurry up! It's getting late. You are going to miss your train.
10. I'm flying to Rome next week.
11. He is being met at the station tonight.
12. Our new piano is being delivered this afternoon.

Group 1	Group 2
<hr/>	<hr/>
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Other possible groups (fill as many as you can):

Group 1	Group 2
<hr/>	<hr/>
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Group 1	Group 2
<hr/>	<hr/>
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Task 2.3.

Sort the following utterances into two groups.

1. Usually he wakes up at 7.
2. Peter has just called – he's going to be late.
3. I am visiting Anne on Sunday.
4. I often get to school by bike – it's easy and you don't get stuck in the traffic.
5. The film starts at 9, don't be late.
6. It is definitely going to rain – look at the clouds in the sky.
7. She is going home now, do you want to come with her?
8. Sure, I am meeting Peter tonight, you can leave the bag with me.
9. I am writing a letter, don't ask me any questions!
10. I will call you if I have time.

Group 1	Group 2
<hr/>	<hr/>
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Other possible groups (fill as many as you can):

Group 1	Group 2
<hr/>	<hr/>
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Group 1	Group 2
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Task 2.4.

Sort the following utterances into two groups.

1. It's going to rain.
2. What are we going to do about it?
3. Are you going to tell anybody?
4. I'm going to the cinema this evening.
5. Where are you going?
6. We're going to Ibiza this summer.
7. Are you going to go to the match on Saturday'?
8. Is anyone going with you?
9. Look, they're going to the concert as well.
10. I'm afraid, we are going to have a problem.

Group 1	Group 2
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Other possible groups (fill as many as you can):

Group 1	Group 2
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Group 1	Group 2
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Task 2.5.

Sort the following utterances into two groups.

1. I'll be having dinner at 7.00.
2. I'm flying to Rome next week.
3. Don't phone me at 8.00. I'll be doing my homework then.
4. Our new piano is being delivered this afternoon.
5. I'll be driving into town later on. Do you want a lift?
6. I'll be seeing Peter tomorrow anyway.
7. Will you be going out this morning?
8. The neighbours are coming in to watch television.
9. Will you be using your camera at the weekend? I wondered if I could borrow it.
10. We are leaving at five tomorrow morning.

Group 1	Group 2
_____	_____
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Other possible groups (fill as many as you can):

Group 1	Group 2
_____	_____
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Group 1	Group 2
_____	_____
(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:

Task 2.6.

Sort the following utterances into three groups.

1. What time does the tennis start tomorrow evening?
2. I'll be having dinner at 7.00.
3. They will have been there by now.
4. Don't phone me at 8.00. I'll be doing my homework then.
5. I'll be driving into town later on. Do you want a lift?
6. You'll have it finished by Monday.
7. What time does your plane leave tomorrow?
8. Will you be going out this morning?
9. The boys start school on Monday.
10. I wonder if they'll have arrived in Rome by Saturday.
11. Our new branch opens next week.
12. By Easter we'll have been here for three years.

Group 1	Group 2	Group 3
_____	_____	_____
(put down sentence numbers)	(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:	Criteria:

Other possible groups (fill as many as you can):

Group 1	Group 2	Group 3
_____	_____	_____
(put down sentence numbers)	(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:	Criteria:

Group 1	Group 2	Group 3
_____	_____	_____
(put down sentence numbers)	(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:	Criteria:

Task 2.7.

Sort the following utterances into four groups.

1. Turn on the TV. I'm going to watch the news.
2. Exams begin on Monday.
3. Her granny is ill. She's going to visit her tomorrow.
4. - What would you like to drink?
- I will have a glass of juice.
5. The film starts at 9. Don't be late.
6. No, we can't go with you tonight – we are meeting Mathew.
7. What are you going to do at the weekend?
8. The train leaves at 10. Hurry up!
9. He is joining the army next week.
10. Will you have lunch with me tomorrow?
11. Jill is having a party next weekend.
12. - I have got a headache.
- Have you? Wait here and I will get an aspirin for you.

Group 1	Group 2	Group 3	Group 4
_____	_____	_____	_____
(put down sentence numbers)	(put down sentence numbers)	(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:	Criteria:	Criteria:

Other possible groups (fill as many as you can):

Group 1	Group 2	Group 3	Group 4
_____	_____	_____	_____
(put down sentence numbers)	(put down sentence numbers)	(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:	Criteria:	Criteria:

Group 1	Group 2	Group 3	Group 4
_____	_____	_____	_____
(put down sentence numbers)	(put down sentence numbers)	(put down sentence numbers)	(put down sentence numbers)
Criteria:	Criteria:	Criteria:	Criteria:

Part 3. Formulating the Learning Goals

In this part, you will analyse what you already know about the future in English. The tasks below will help you summarise your present knowledge and decide what else needs to be mastered. At the end of this part, you are expected to formulate the learning goal for further work with the system.

Task 3.1.

On the basis of your divisions in Part 1, make a list of forms to refer to the future in English. Use the verb 'do' to show the forms. Put as many forms as you've come across in Part 1.

Form 1:

Form 2:

Form 3:

Form 4:

Form 5:

Form 6:

Task 3.2.

Put down the names of the forms you listed in 3.1. If you don't know the name, try to find it out from your classmates or reference materials.

Form	Name of the Form

Task 3.3.

Put down the forms for which you have already developed a model / rule (if any).

Task 3.4.

Describe the meaning for the forms you mentioned under 3.3. by filling in the following tables. Fill as much as you can.

(form)	(form)
Name of feature 1: Values of feature 1:	Name of feature 1: Values of feature 1:
Name of feature 2: Values of feature 2:	Name of feature 2: Values of feature 2:

(form)	(form)
Name of feature 1: Values of feature 1:	Name of feature 1: Values of feature 1:
Name of feature 2: Values of feature 2:	Name of feature 2: Values of feature 2:

(form)	(form)
Name of feature 1: Values of feature 1:	Name of feature 1: Values of feature 1:
Name of feature 2: Values of feature 2:	Name of feature 2: Values of feature 2:

Task 3.5.

Write the forms for which you still need to develop models / rules. Use the verb 'to do' to show the forms.

Form 1:

Form 2:

Form 3:

Note. In case you have written no forms but your entry test is less than 75%, please reconsider your answers.

Task 3.6.

Go back to your entry test and tasks in Part 2. What are possible forms you can mix up with the forms mentioned under 3.5. Try to put down potentially 'dangerous' for each of the forms under 3.5. (make sure you put all the incorrect forms from your entry test here).

Form (from 3.5. above)	Potentially 'dangerous' forms	Examples

Task 3.7.

On the basis of your answers in 3.6., formulate the learning goals for further work on these grammar forms.

Goals: to be able to

Part 4. Developing a Draft Model.

In this part, you will develop a draft model or rule for distinguishing between the forms used to refer to the future in English. The tasks below will guide you in this process. You can do all the tasks in turn or choose some of them (the teacher may guide you in your choice). By the end of this part, you are expected to have a draft model to distinguish between the forms listed under 3.7.

Tasks 4.1., 4.2. and 4.3. will help you find resources which will constitute the basis of your future model. Do as many tasks as you consider necessary to come up with resources necessary for the development of a draft model.

Tasks 4.4. and 4.5. will help you summarise your findings into a draft model.

Task 4.1.

Answer the questions below. Be ready to justify your answer. Put a tick next to the question if you are not sure.

1. Peter has just called – he is going to come later.
 Q: *Have we agreed before that Peter will be late?*
 Q: *How do I know that Peter is going to be late?*
 Q: *Do you know my opinion about Peter's coming late?*
 Q: *Am I speaking about specific time when Peter comes?*
 Q: *Do I emphasize a future action?*
2. Brendan is taking his driving test next Thursday.
 Q: *Has Brendan informed me about it?*
 Q: *Do you know my opinion about Brendan's taking a test?*
 Q: *Am I speaking about a specific time when Brendan takes the driving test?*
 Q: *Do I emphasize a future action?*
3. He will be back soon.
 Q: *Has he told me when he will come?*
 Q: *Am I speaking about a specific time when he returns?*
 Q: *Do you know what I think about his coming back?*
 Q: *Is it a fact that he will be back soon?*
4. I am going to start my own business.
 Q: *Have I already done anything for my future business? If yes, what?*
 Q: *Do you know when I will start my business?*
 Q: *Do you know if I will start my business?*
 Q: *Do I emphasize a future action?*
5. They are taking the children to the theatre this evening.
 Q: *Have they already bought the tickets?*
 Q: *Do you know when they will go to the theatre?*
 Q: *Do you know what I think about their taking children to the theatre?*
6. It's hot in here. I will open the window.
 Q: *Have I been planning to open the window for some time already?*
 Q: *Do I express my opinion about the situation?*
 Q: *Do I emphasize a future action?*
7. I am going to read my new book next weekend.
 Q: *Have I just decided to do it?*
 Q: *Do you know what I think about reading a book?*
 Q: *Do I emphasize a future action?*
8. There's nothing to discuss. We leave at 5 p.m. tomorrow.
 Q: *Are we going by car?*
 Q: *Can we decide to leave at 5.30 instead?*
 Q: *Is it a fact that we will leave at 5 p.m. tomorrow?*
 Q: *Do I emphasize a future action?*

Task 4.2.

Answer the questions below. Be ready to justify your answer. Put a tick next to the question if you are not sure.

1. Look at those black clouds in the sky. It's going to rain.
Q: *How do I know that it's going to rain?*
Q: *Can I make it so that it doesn't rain?*
Q: *Do I think it is a fact that it will rain?*
Q: *How do I see this action? Put it on a timeline.*

2. Brian ll never get this job.
Q: *Has Brian been at an interview yet?*
Q: *Has Brian's potential employer told me about his/her decision?*
Q: *Do you know my opinion about Brian's chances in getting a job?*
Q: *Is it impossible for Brian to get this job?*
Q: *How do I see this action? Put it on a timeline.*

3. I'm going to have a shower.
Q: *Have I already thought about having a shower?*
Q: *Am I thinking about the time when I will have a shower?*
Q: *Do I think that it is a fact that I will have a shower?*
Q: *How do I see this action? Put it on a timeline.*

4. Is he going to buy a new car?
Q: *Am I asking if he has found a car yet?*
Q: *Am I asking if he has thought about buying a new car?*
Q: *Am I thinking about the time when he buys a car?*

5. Look at that boat. It's going to sink.
Q: *Is the boat in water already?*
Q: *How do I know that it's going to sink?*
Q: *Am I thinking about the time when the boat sinks?*
Q: *How do I see this action? Put it on a timeline.*

6. Birds will make their nests again.
Q: *Do I see birds working on their nests?*
Q: *Have the birds started building their nests yet?*
Q: *Am I thinking about the exact time when they make nests?*
Q: *How do I see this action? Put it on a timeline.*

7. They are coming tomorrow.
Q: *Do I see anything now pointing out to their arrival?*
Q: *Have they informed us about their arrival?*
Q: *Am I thinking about the time when they come?*
Q: *How do I see this action? Put it on a timeline.*

8. I'm meeting Tom at the station.
Q: *Does Tom know I'll meet him? If yes, how?*
Q: *Am I thinking about the time when I meet him?*
Q: *How do I see this action? Put it on a timeline.*

Task 4.3.

Answer the questions below. Be ready to explain your answer.

1. Don't worry – I'll help you with the bags.
Q: *When did he decide to help her?*
2. I am meeting my doctor on Saturday, that's why I cannot come with you.
Q: *When did she decide to meet her doctor?*
Q: *Does she regularly meet her doctor?*
Q: *Can she decide not to meet the doctor?*
3. Hurry up – the train leaves at 7, and we have only 10 minutes left!
Q: *Do we speak about the future or present?*
Q: *Can we decide that the train will leave later?*
4. Look, the sky is turning black, it's going to rain.
Q: *How sure can we be that it will rain?*
Q: *How does he know that it will rain?*
Q: *Can he decide that it won't rain?*
5. 'The dad is throwing a birthday party next week. I am going to buy him a good book.'
Q: *Did my father decide to organize a party at the moment of conversation between me and my brother?*
Q: *When did I decide to buy a book for my dad?*
6. 'I also wanted to buy him a book. – Well, OK, then I'll get him a nice disc.'
Q: *When did my brother decide to buy a disc for the dad?*
7. When I grow up, I am going to be a doctor.
Q: *Have I already started studying medicine?*
Q: *Is it just a crazy idea that suddenly struck me?*
8. We are having a meeting in the afternoon.
Q: *Have we already agreed about the time?*
Q: *Can we decide to cancel it?*
9. What are your plans for the summer? – We are going to visit our grandparents who live in France.
Q: *Have we already bought the tickets?*
Q: *Do we regularly visit our grandparents?*
Q: *How do we know about our summer plans?*
10. I have to get back soon – my lessons start at 8.
Q: *What time am I speaking about?*
Q: *Can I decide that my lessons start at a different time?*
11. I don't think we will ever manage to that train on time, we have only 15 minutes left.
Q: *Did I know that we won't manage to catch the train in the past?*
Q: *When did I make my assumption?*

Task 4.4.

On the basis of your answers to questions in tasks 4.1 – 4.3, put down various features of the forms used to refer to the future. Find some other utterances with these forms that have similar features in the exercises from part 1.

Form	Features	Examples of utterances

Task 4.5.

Develop a draft model of the difference between the forms by dividing your features in task 4.4 into names and values. (You may not have a perfect model at this stage, however, you should try to make your descriptions as accurate as possible).

Form	Characterising features	
	Name of feature: Value(s) of feature:	Name of feature: Value(s) of feature:
	Name of feature: Value(s) of feature:	Name of feature: Value(s) of feature:
	Name of feature: Value(s) of feature:	Name of feature: Value(s) of feature:
	Name of feature: Value(s) of feature:	Name of feature: Value(s) of feature:
	Name of feature: Value(s) of feature:	Name of feature: Value(s) of feature:
	Name of feature: Value(s) of feature:	Name of feature: Value(s) of feature:

Make sure that your names of features are really parameters of action.

You may move to part 4 ONLY if you have developed a draft model. If you cannot fill in the table above, please go back to tasks 4.1. – 4.3.

Part 5. Testing and Improving the Model

In this part, you will test the model developed in part 4. The tasks below will guide you in this process. As a result of work on this part, you will have a bank of utterances about the future your present model cannot explain (they must be written down in the grammar bank) and, then, you will use them to improve your model. An improved model will be the main outcome of this part.

From tasks 5.1. – 5.5. choose as many as you think you need to test your model (you may do all the tasks if you want). Tasks 5.6 – 5.8 are obligatory until your teacher decided otherwise.

Task 5.1.

Fill in the gaps in the utterances below. Use the template below the sentence to explain your choice by using those features you have in your draft model. In case you cannot explain your choice using the draft model, transfer the sentence into the grammar bank.

(adapted from *How English Works* by Michael Swan & Catherine Walter)

1. There are no clouds in the sky. It(be) a nice day.

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

2. Don't count on James. He (leave) tomorrow for a week.

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

3. Let's stay at home tonight. There (be) a hockey game on TV.

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

4. Come with me. I (have) a lunch.

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

5. Don't send me letters to this address. We (move) next month.

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

6. The plane(be) late, I'm afraid.

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

7. The last lecture..... (end) at 15.30.

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

8. Call me at eight. I (give) you my phone number.

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

9. I'm hungry. I (buy) some pizza.

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

10. What (you do) with these flowers?

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Task 5.2.

Fill in the gaps in the utterances below. Use the template below the sentence to explain your choice by using those features you have in your draft model. In case you cannot explain your choice using the draft model, transfer the sentence into the grammar bank.

1. 'I've got a headache. Have you got any aspirin?'
'Yes. It's in the bathroom. I it for you.'

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

2. 'Why are you making sandwiches?'
'Because we a picnic on the beach.'

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

3. 'Ooh, my tooth hurts me so much. But I the dentist this afternoon.'

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

4. 'I haven't got enough money to pay for my ticket.'
'It's OK, I you some.'

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

5. 'Can you meet me after work?'
'I'd love to, but John me out tonight.'

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

6. 'Hello, dear? I am stuck in a traffic jam. I later than usually.'

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

7. 'So, what's the hurry? We have plenty of time!'
'No, we don't, the plane at 7.30, and we have to be there an hour before the boarding.'

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Task 5.3.

Fill in the gaps in the utterances below. Use the template below the sentence to explain your choice by using those features you have in your draft model. In case you cannot explain your choice using the draft model, transfer the sentence into the grammar bank.

(adapted from *How English Works* by Michael Swan & Catherine Walter)

1. Here's the builder's estimate. It USD 7,000 to repair the roof. (cost)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

2. I think it about USD 3,000 to rebuild the garage. (cost)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

3. Alice a baby. (have)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

4. With a bit of luck, the baby Alice's eyes. (have)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

5. I with Stan on Sunday. (play)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

6. He He always does. (win)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

7. Don't tell her. She everybody else. (tell)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

8. One day everybody proper housing. (have)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

9. She married on Friday at the local church. (get)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

10. It Look at those clouds. (rain)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

11. If it gets any colder, it (snow)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Task 5.4.

Fill in the gaps in the utterances below. Use the template below the sentence to explain your choice by using those features you have in your draft model. In case you cannot explain your choice using the draft model, transfer the sentence into the grammar bank.

(adapted from *Practical English Usage* by A.J.Thomson, A.V.Martinet, OUP)

1. I've reminded you once; I do it again. (not do)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

2. The Prime Minister on TV tonight. (speak)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

3. I hope I it. (find)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

4. The window-cleaner at eight tomorrow. (come)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

5. What are all those notes for? a lecture? (you give)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

6. 'I don't have any money on me.' 'Never mind. I you some. How much do you want?' (lend)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

7. I my car repainted next week. (have)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

8. The strikers to work next week. (return)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

9. Do you think that he me. (recognize)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

10. The Lord Mayor is standing up. He a speech. (make)

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Task 5.5.

Fill in the gaps in the utterances below. Use the template below the sentence to explain your choice by using those features you have in your draft model. In case you cannot explain your choice using the draft model, transfer the sentence into the grammar bank.

(adapted from Practical English Usage by A.J.Thomson, A.V.Martinet, OUP)

1. 'I hear you have bought a new house.' 'Yes, I next week.' '..... a house-warming party?' 'Not just yet. I the house first. The paintwork's terrible.' (move in; have; paint).

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

2. 'I wonder if Ann knows we tomorrow.' 'Probably not. I on my way home and tell her. I am glad you thought of it.' 'If she's not in, just leave a note for her and she it when she (meet; look in; see; come).

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

3. The coming election the main topic of conversation for the next fortnight. The party leaders on TV and the local candidates meetings in the constituencies. (be; speak; address).

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

Name of Feature:
Value(s) of Feature:

4. 'I at the end of next month.' 'I hope I my driving test by then. If I, I your train.' (be back; pass; an auxiliary for pass; meet)

Name of Feature:

Name of Feature:

Value(s) of Feature: | Value(s) of Feature:

Name of Feature: | Name of Feature:
Value(s) of Feature: | Value(s) of Feature:

Name of Feature: | Name of Feature:
Value(s) of Feature: | Value(s) of Feature:

Name of Feature: | Name of Feature:
Value(s) of Feature: | Value(s) of Feature:

5. 'Tom tomorrow.' the weekend here or
the night train as usual?' 'He the weekend. He a lecture on
Friday and a big reception on Saturday.' (arrive; he spend; he catch; spend;
give; attend)

Name of Feature: | Name of Feature:
Value(s) of Feature: | Value(s) of Feature:

Name of Feature: | Name of Feature:
Value(s) of Feature: | Value(s) of Feature:

Name of Feature: | Name of Feature:
Value(s) of Feature: | Value(s) of Feature:

Name of Feature: | Name of Feature:
Value(s) of Feature: | Value(s) of Feature:

Name of Feature: | Name of Feature:
Value(s) of Feature: | Value(s) of Feature:

6. 'I to New York next week.' '..... your wife with you?' 'No. I know
that if I her, she all her time and most of my money in the
New York shops.' (fly; take; take; spend).

Name of Feature: | Name of Feature:
Value(s) of Feature: | Value(s) of Feature:

Name of Feature: | Name of Feature:
Value(s) of Feature: | Value(s) of Feature:

Name of Feature: | Name of Feature:
Value(s) of Feature: | Value(s) of Feature:

Name of Feature: | Name of Feature:
Value(s) of Feature: | Value(s) of Feature:

Task 5.6.

1. How many utterances from tasks 5.1 – 5.5 have you added to your grammar bank?
2. How do you feel about your present model? Do you think it requires any changes? Please explain.
3. If you believe your model needs improvement, please go to tasks 4.4 and 4.5 before continuing.

Task 5.7.

Prepare your own task which has the same format as tasks 5.1 – 5.5. All utterances from your task must come from an authentic source which you use for the reading part of your self-study. Please make the references to the source. Make sure that the utterances are understandable without a wider context. On a separate sheet of paper prepare the answer key to your task which include the missing form and an explanation in terms of your draft model. Remember to add those utterances you can't explain to your grammar bank.

Task 5.8.

Exchange tasks (given as a home assignment in task 5.7) with your peer. Do the tasks. Add those utterances you can't explain to your grammar bank. When you have finished, exchange the tasks again and check the use of forms using the key you prepared. Mark those answers which are different. Give the marked task and the keys back to your peer. Try to clarify those points where mistakes were made. Remember to add utterances to the grammar bank and think how your model could be improved.

Task 5.9.

Look at the utterances you've added to the grammar bank under the theme future. Put down the features that characterise them by filling in the table below.

Form	Examples of utterances	Features

Task 5.10.

On the basis of your answers in 5.9., make changes to your draft model.

Form	Characterising features	
	Name of feature: Value(s) of feature:	Name of feature: Value(s) of feature:
	Name of feature: Value(s) of feature:	Name of feature: Value(s) of feature:
	Name of feature: Value(s) of feature:	Name of feature: Value(s) of feature:
	Name of feature: Value(s) of feature:	Name of feature: Value(s) of feature:
	Name of feature: Value(s) of feature:	Name of feature: Value(s) of feature:
	Name of feature: Value(s) of feature:	Name of feature: Value(s) of feature:

Part 6. Putting the Model to Practice.

In this part you are expected to put your model to practice. If the model is good enough, it should help you cope with the following tasks at the level both you and your teacher find appropriate for you. From tasks 6.1. – 6.5. choose those which you think will help you see if you can use your model (you may do all the exercises if you want). Tasks 6.6 – 6.8 are obligatory unless your teacher decided otherwise.

Task 6.1.

How does the use of a tense form change the meaning of the following utterances? Demonstrate this by providing a possible context for each of the utterances.

1. Who is cooking lunch?
Who is going to cook lunch?
Who will cook lunch?
2. I'm getting a new job.
I'm going to get a new job.
3. I'm seeing Phil tonight.
I'm going to see Phil tonight.
4. I'm visiting my doctor.
I will visit my doctor.
5. I am going to study French.
I will study French.
I'm studying French starting from next Monday.
6. Wait up! I'll help you with the bags.
Let's meet in an hour. I'm taking my friend to the airport. I'm helping him with the bags.
7. Don't worry. I'll write this essay.
Believe me. I'll have written it by Monday.

Task 6.2.

How does the use of a tense form change the meaning of the following utterances? Demonstrate this by providing a possible context for each of the utterances.

1.
What are you doing tonight?
What are you going to do tonight?
What will you do tonight?
2.
I have no idea what my son is doing after graduation.
I have no idea what my son is going to do after graduation.
I have no idea what my son will do after graduation.
3.
She is marrying him in summer.
She is going to marry him in summer.
She will marry him in summer.
4.
We are leaving on Monday.
We are going to leave on Monday.
We will leave on Monday.
We leave on Monday.
We are to leave on Monday.

5.
Will you be staying this evening?
Are you going to stay this evening?
Will you stay this evening?

6.
I'll see him about it tomorrow.
I'll be seeing him about it tomorrow.
I'm seeing him about it tomorrow.
I'm going to see him about it tomorrow.

7.
Tell me when you are ready.
Tell me when you will be ready.

8.
If you are alone next Saturday night, phone me.
If you will be alone next Saturday night, phone me.

Task 6.3.

Fill in the gaps with as many variants as possible. Explain what restricts your choice in each case. Use your model for explanations.

A.: Can you come dancing tomorrow night?
B.: Sorry, I (play) basketball.

A.: What are your plans for the summer?
B.: I (spend) a month in the mountains.

A.: What do you think about the weather?
B.: It (rain) tomorrow.

A.: What about tomorrow at about 5.30?
B.: I (see) you then.

A.: Mary is buying a dog next week.
B.: Really? What (call) she it?

Explain what changes in meaning occur because of the change of forms.

Task 6.4.

Look at the utterances below. Which of them are incorrect? Explain why these are incorrect and make the necessary changes.

1. I go swimming next Saturday. Would you like to come?
2. What are you going to discuss at the next meeting?
3. Sue is going to lend me her roller-skates.
4. The boat is turning over! I think it will sink!
5. I've read the weather forecast, and it's definitely sunny tomorrow.
6. There's a lot to do. Is anyone going to help me?
7. Sorry I'm not seeing you tomorrow. I have to go to London.
8. Our head teacher retires next month.
9. I'll do lots of work this evening.
10. Jean is learning to drive next month.

Task 6.5.

- | | |
|------------------------------------|---------------------|
| 1. I'll see you tomorrow. | |
| Communicative function: | Underlying features |
| 2. I'm going to buy a new camera. | |
| Communicative function: | Underlying features |
| 3. Will you carry this bag for me? | |
| Communicative function: | Underlying features |
| 4. Shall we play tennis? | |
| Communicative function: | Underlying features |
| 5. I'll take the blue silk one. | |
| Communicative function: | Underlying features |

6. Stop doing that, or I'll tell my dad.

Communicative function:

Underlying features

7. I'll try as hard as I can.

Communicative function:

Underlying features

Task 6.6.

Work in pairs. Take the model of your peer. Spend 5 minutes on getting acquainted with it and clarifying possible problematic areas. Write a feature training exercise for your peer based on his/her model.

Task 6.7.

Exchange tasks written in 6.6. and do them. Then, exchange them back and check each other's exercises. Turn to your peers and / or teacher in case of questions.

Task 6.8.

Answer the following questions.

1. Are you happy with your present model? Please explain.
2. How many utterances have appeared in your grammar bank since you started working with this system of tasks?
(If less than 10, you probably didn't spend enough time on this work)
3. How many utterances in your grammar bank can you already explain by your model?
(If less than 5, your model probably needs improvement)
4. How many utterances in your grammar bank still need an explanation?
(If more than 10, you must continue working on this theme)

If you are not satisfied with your model, go back to tasks 5.8 and 5.9 and do them once again. Then, choose some new tasks from part 6 to put your improved model to practice.

Task 6.9.

Write the diagnostic test offered by your teacher.

Part 7. Evaluation and Plans for Further Learning.

Task 7.1.

Work on the diagnostic test you wrote at the end of Part 6. Classify your mistakes in the following way:

- a) mistakes I can correct on the basis of my present model (correct the mistakes)
- b) mistakes I cannot correct with the help of my present model (add utterances to the grammar bank)

Task 7.2.

Compare the results of your entry test written in Part 1 and the diagnostic test written in Part 6 and answer the following questions about the results of your work (the teacher may ask you to answer some of these questions and / or add some more questions):

- (a) How much have you improved?
- (b) Have you made progress in both parts of the test or in one part only? How do you explain it?
- (c) Are you satisfied with your progress? Please explain.
- (d) Give yourself a mark (from 1 to 10) for working on this theme. Justify your mark.

Task 7.3.

Look back at the process of working on this theme and answer the following questions (the teacher may ask you to answer some of these questions and / or add some more questions):

- (a) How much time did you spend on working with this system of tasks? Do you think it was enough?
- (b) Which tasks did you choose to do in each part?
- (c) What were the reasons for choosing the tasks and exactly this number of tasks in each part?
- (d) If you could choose again, would you choose the same tasks? Why?
- (e) Did someone help you while working on these tasks? If yes, what kind of help was it?
- (f) Did you feel frustrated at any moment of working on these tasks? How did you cope with your emotions?

Task 7.4.

On the basis of your answers in 7.1. – 7.3., make conclusions for further learning. Use the questions below as a guideline.

- (a) Do you think you need to continue working on this theme? Please explain referring to the results of your test.
- (b) What exactly are you going to do in connection with this theme in your self-study programme in the coming month? Put down specific things and materials you are going to use. (Your answer should be included as a part of the self-study plan for the next month).
- (c) What are you going to change when working on the system of tasks next time? Why?

Appendix 2.3. A Sample Concept Question Task.

Task. Look at the utterances below. Imagine the contexts where they could appear and answer the questions after each sentence. Your answers will help you find out the features of the forms under discussion.

Put a tick if you are not sure.

1. I **have lived** here for 10 years.
Q: *Am I speaking about the past?*
Q: *Is it possible for me to live here for some more years?*
2. Shakespeare **wrote** a lot of sonnets.
Q: *Did he write them in the past?*
Q: *Can he write some more sonnets?*
3. Max **has written** many interesting songs.
Q: *Did he write them in the past?*
Q: *Can he write some more songs?*
4. I've already **had** coffee this morning.
Q: *What time could it be now?*
5. I've **thought** much about it and here's my decision.
Q: *Do I emphasize a present or past action?*
Q: *Is it important when I thought?*
Q: *Can I think about it again?*
6. When I was a child I **enjoyed** reading.
Q: *Do I emphasize a present or past action?*
Q: *Do you know when the action took place?*
Q: *Can the action take place again?*
7. It's the first time I **have come** here.
Q: *Do I speak about a present or past action?*
Q: *Do I emphasize the present or past time?*
8. I've **worked** here since 1996.
Q: *Do I speak about a present or past action?*
Q: *Do I still work there?*
Q: *Do I emphasize present or past time?*

Appendix 2.4. A System of Tasks in Text and Film Technologies.

It Kills Me – an Excerpt from *The Catcher in the Rye* by J D Salinger

Even though it was so late, old Ernie's was jam-packed. Mostly with prep school jerks and college jerks. Almost every damn school in the world gets out earlier for Christmas vacation than the schools I go to. You could hardly check your coat, it was so crowded. It was pretty quiet, though, because Ernie was playing the piano. It was supposed to be something *holy*, for God's sake, when he sat down at the piano. Nobody's *that* good. About three couples, besides me, were waiting for tables, and they were all shoving and standing on tiptoes to get a look at old Ernie while he played. He had a big damn mirror in front of the piano, with this big spotlight on him, so that everybody could watch his face while he played. You couldn't see his *fingers* while he played—just his big old face. Big deal. I'm not too sure what the name of the song was that he was playing when I came in, but whatever it was, he was really stinking it up. He was putting all these dumb, show-offy ripples in the high notes, and a lot of other very tricky stuff that gives me a pain in the ass. You should've heard the crowd, though, when he was finished. You would've puked. They went mad. They were exactly the same morons that laugh like hyenas in the movies at stuff that isn't funny. I swear to God, if I were a piano player or an actor or something and all those dopes thought I was terrific, I'd hate it. I wouldn't even want them to *clap* for me. People always clap for the wrong things. If I were a piano player, I'd play it in the goddam closet. Anyway, when he was finished, and everybody was clapping their heads off, old Ernie turned around on his stool and gave this very phony, *humble* bow. Like as if he was a helluva humble guy, besides being a terrific piano player. It was very phony—I mean him being such a big snob and all. In a funny way, though, I felt sort of sorry for him when he was finished. I don't even think he *knows* any more when he's playing right or not. It isn't all his fault. I partly blame all those dopes that clap their heads off—they'd foul up *anybody*, if you gave them a chance. Anyway, it made me feel depressed and lousy again, and I damn near got my coat back and went back to the hotel, but it was too early and I didn't feel much like being all alone.

They finally got me this stinking table, right up against a wall and behind a goddam post, where you couldn't see anything. It was one of those tiny little tables that if the people at the next table don't get up to let you by—and they never *do*, the

bastards—you practically have to *climb* into your chair. I ordered a Scotch and soda, which is my favorite drink, next to frozen Daiquiris. If you were only around six years old, you could get liquor at Ernie's, the place was so dark and all, and besides, nobody cared how old you were. You could even be a dope fiend and nobody'd care.

I was surrounded by jerks. I'm not kidding. At this other tiny table, right to my left, practically on *top* of me, there was this funny-looking guy and this funny-looking girl. They were around my age, or maybe just a little older. It was funny. You could see they were being careful as hell not to drink up the minimum too fast. I listened to their conversation for a while, because I didn't have anything else to do. He was telling her about some pro football game he'd seen that afternoon. He gave her every single goddam play in the whole game—I'm not kidding. He was the most boring guy I ever listened to. And you could tell his date wasn't even interested in the goddam game, but she was even funnier-looking than *he* was, so I guess she *had* to listen. Real ugly girls have it tough. I feel so sorry for them sometimes. Sometimes I can't even look at them, especially if they're with some dopey guy that's telling them all about a goddam football game. On my *right*, the conversation was even worse, though. On my right there was this very Joe Yale-looking guy, in a grey flannel suit and one of those flitty-looking Tattersall vests. All those Ivy League bastards look alike. My father wants me to go to Yale, or maybe Princeton, but I swear, I wouldn't go to one of those Ivy League colleges, if I was dying, for God's sake. Anyway, this Joe Yale-looking guy had a terrific-looking girl with him. Boy, she was good-looking. But you should've heard the conversation they were having. In the first place, they were both slightly crooked. What he was doing, he was giving her a feel under the table, and at the same time telling her all about some guy in his dorm that had eaten a whole bottle of aspirin and nearly committed suicide. His date kept saying to him, "How *horrible* . . . Don't, darling. Please, don't. Not here." Imagine giving somebody a feel and telling them about a guy committing suicide at the same time! They killed me.

(J D Salinger, *The Catcher in the Rye*)

System of Tasks to the Text It Kills Me

Pre-reading tasks

In parts 1 and 2, the teacher chooses one or several tasks which seem most appropriate in your context.

Part 1. Content generation tasks.

- 1.1. Divide into groups. Each group makes a mind map with the centre 'it kills me'. Then, groups should make assumptions about what is annoying to other groups. The closer to the centre of a mind map is their assumption, the more points they get. The groups may also be asked not to repeat the phrases when expressing their assumption. It will make the task linguistically more difficult.
- 1.2. Choose 8 widely-spread examples of things or phenomena from our life, for instance, football, school, eating out, etc. Think of two opposite attitudes to each of them and add a short explanation. For example, football – many women find it bad because it is the reason why husbands don't pay any attention to them but just sit in front of TV. Many men find it great, because ..."
- 1.3. Work in small groups and produce a short presentation entitled 'a great club'. You should speak about features of a club you would call great. Each group makes a presentation. As a result of presentation, a list of features should appear. There will be a general agreement on some of them and a partial agreement on some other.

Part 2. Language Tasks

- 2.1. Think of as many meanings of the phrase 'it kills me' as you can. Each meaning has to be illustrated by the context.
Can be done as a game.
- 2.2. On the basis of your answer to 2.1., think of contextual synonyms of 'to kill' in English.

After-reading tasks

In parts 3-5 and 8, you are offered to choose which tasks you would like to work upon. Your teacher may limit the choice by suggesting the number of tasks you should do in each part, eliminating some tasks (or parts), offering specific criteria for choice, etc.

Forms of work may differ, starting with group work (you make a group with peers working on the same task) to individual written work. Your teacher will let you know what exactly he/she would like you to do at this moment.

Part 3. Co-authoring

(for this group of tasks, you should answer from the point of view of the author, i.e. you are J D Salinger)

- 3.1. You have chosen the first person narrative when writing this text. What would be different if you had chosen the third person? Explain it as you would do it in a radio programme dedicated to your novel.
Re-write one paragraph in the third person to illustrate the things you are speaking about.
- 3.2. Your narrator is a person people may respond differently to. Why did you choose such a narrator? What are the main features you wanted to show in him? How did you try to demonstrate them?
- 3.3. Me and narrator. Many people may think that you (J D Salinger) is the narrator in this text. Would you agree with this? Explain your answer.
- 3.4. Old Ernie calls you and says he is very, very disappointed, because his business was spoiled after your book was published. His place became less popular. He thinks it is your fault. Your task is to convince him that this text is not meant to be anti-advertisement of his place. By means of what will you prove it?

Part 4. Content generation tasks (writing focus)

- 4.1. What *features* of relationships between dates are more important for you? What should be their *values*? Will you have the same answer for all situations?
Choose three different types relationships (e.g., casual acquaintance, permanent friend, lover, etc.) and mention the *features* and *values* you find more important in these situations.

Context or type of relationships (describe briefly)	Most important features	Preferable values

Think of a person (a group of people) who would see relationships in a very different light, ie their preferable values would be a direct opposite to yours.

- 4.2. The narrator makes a number of statements when describing things in Old Ernie's. For instance, people in the club are jerks, etc.
Try to make a list of the statements the narrator makes in the texts. (in the note form)

Do you think the narrator is objective in all his statements. Can you mention several objective and subjective factors that could influence his statements in the text.

E.g.,

Statement	Possible objective factors	Possible subjective factors
people in the club are jerks	<ul style="list-style-type: none"> behaviour of the people (e.g., giving a feel and telling about a boy who committed suicide at the same time); the audience are not able to notice even if a song is spoiled; ... 	<ul style="list-style-type: none"> the narrator is envious because he is alone in the club; the narrator doesn't accept anybody's tastes but his own; ...

4.3. 'People always clap for the wrong things' – this is one of the narrator's statements in the text.

What examples does the narrator give to support his point? (make a list)

What other examples can be given to support this point?

What examples can be given to contradict this point?

4.4. Old Ernie's is an example of a night club.

What are the features of night clubs? (i.e. how can it be characterised? - make a list)

Which values of these features are more important for you? (mention and give a brief explanation why it is so)

Which values can be more important for other people? (mention the person, the value and give a brief explanation of why you think so)

4.5. Choose the places where Old Ernie is described and look at them from his own point of view. For example, if Holden says Old Ernie is phony, looks phony and plays terribly, Old Ernie would probably think in a different way.

Find the places and mention Old Ernie's opinion.

4.6. Write the inner monologue of the guy who is giving his girl a feel under the table and telling her about suicide at the same time or the inner monologue of the girl. Will their points of view be different from Holden's? How and why?

4.7. Make a list of features Holden's friend (or at least a person whom he really likes) could have. Explain why you think so.

4.8. How can one decide whether he/she succeeds in different fields – what are the criteria? If the audience is clapping, the musician may know he succeeds. What are other things that show success?

Think of three different fields and criteria of success.

Can the criteria you have mentioned become anti-criteria? (For instance, clapping to a musician is a criterion of failure rather than success)

4.9. Imagine Holden fell in love shortly before he came to Old Ernie's – would his narration possibly be different? How?

Part 5. Content generation tasks (speaking focus)

- 5.1. Debate the following resolution: "Success with the opposite sex depends on how you look."
- 5.2. Divide into four groups and play the game "important features in relationship". The teams speak in turn. Each team must name a feature, point out the type of relationship and give a short example. The team which remains the last wins.
- 5.3. Divide into boys' and girls' teams. (There can be several teams of each sex. Some students may also present the opposite sex in this task.) Prepare a presentation "10 worst things you so much like speaking about at the first date". The presentation must convince representative of the rival team that this is really a bad idea to discuss such topics when they date the next girl.
- 5.4. Do task 5.3. but from another point of view, ie the girls' teams make a presentation from the boys' point of view and the boys' teams from the girls' point of view.

Optional for 5.3. and 5.4. The result can be produced as a kind of manual: "Advice for girls who are afraid to be bored by boyfriends" or "Advice for boys who are afraid to be boring with their girlfriends" etc.

Part 6. Transformation tasks

In part 6, you are normally asked to choose one task as your home written assignment. You will be asked to hand in your first version and then continue to work on subsequent versions after receiving feedback from the teacher and / or peers.

- 6.1. The first paragraph of the text gives us the narrator's vision of what is going on in Old Ernie's.
Try to make a description of what is going on from another *point of view*. You may choose from the following list: old Ernie, a person from the audience, someone from the club's staff.
Choose one of the above standpoints and think what might be different in their vision of the situation. Do not add your opinion.
- 6.2. Translation assessment (see appendix)
- 6.3. Translation adaptation (see appendix).
- 6.4. Imagine that it is decided to make this text into a film. You are both the director and the script writer. Prepare your proposal to producers.
- 6.5. You are working for a glamorous magazine (choose one you know) and are supposed to produce a praising article about Old Ernie's place. The thing is, you don't have any time to go there. The only source of information you have for your article is this text. You understand it is quite subjective and not exactly praising – but you have no choice this time. Try to peel the facts from the narration and transform them into positive features of the place.

Part 7. Project tasks

Project tasks are optional, however you are recommended to take up at least one project task to one of the texts offered to you. Forms of presenting a project may differ, however it is important to stress that the work itself is a process with several feedbacks and revisions. The theme of the project may change over time. So, don't hesitate to approach your teacher and discuss possible ways of being involved in a project and obtaining feedback to what you do.

- 7.1. *“And you could tell his date wasn't even interested in the goddam game, but she was even funnier-looking than he was, so I guess she had to listen. Real ugly girls have it tough. I feel so sorry for them sometimes.”*

Salinger describes one of possible contradictions in relationship here.

If a girl listens to boring conversations, guys are interested in her(+), but she's bored during dates (-).

If a girl doesn't listen to boring conversations, guys are not interested in her (-), but she's not bored during dates (+).

What are typical contradictions girls face in relationships. Are they different from those boys face?

Collect contradictions from one of the above standpoints (or both if you wish) and prepare a manual for girls or boys.

- 7.2. Launching a successful night club. You are about to open a new night club. You want it to become THE most popular one in town. What will you do? What things do you have to take into account? The only external requirement is that it should be a cool place for different people. Such as Holden and such as all those jerks. You need to prepare a business plan for launching such a place in the city you know well.

Part 8. Language tasks

- 8.1. Salinger is famous for writing in a spoken language. Some of his vocabulary can belong to slang, or even taboo words. Classify Salinger's vocabulary according to how informal it is. How many groups have you got? Do any of the words in the groups seem dated? Which ones and what their possible alternatives could be today?
- 8.3. Make a list of words the narrator uses for expressing his attitude to things and people in the club. Try to connect them into a chain from “very positive” to “very negative”. You may have several chains, i.e. nouns, adjectives, etc.
- 8.4. Imagine the narrator has not really been to Old Ernie's – he's just telling you what his worst nightmare would be: to go to this place. Choose a paragraph and re-write it like that, ie “and I would be sitting there and watching all the phony guys who would probably....”
- 8.5. The odd one out. Exclude each word in turn. Be ready to provide a reason for exclusion.

moron	jerk	bastard	dummy
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Part 9. Reflection tasks

In part 9, you are expected to reflect on what you have been doing so far and make some conclusions. It is essential that you do all the tasks and approach them AFTER all other assignments have been completed.

- 9.1. List the words and expressions you found useful and worth learning when working upon these materials:

From the text:

From the exercises:

Other:

- 9.2. Explain why you chose to work on these particular tasks in parts 3 – 8? If you could choose again, would you work on the same tasks? Please explain.

- 9.3. How did you like working on the tasks? Please explain.

- 9.4. Look back at the tasks you chose to do.

9.4.1. Which OTSM-TRIZ models could be practised when working with these tasks – list them and provide short comments why you think so.

9.4.2. Which OTSM-TRIZ models did YOU use when working on these tasks?

9.4.3. Did the use of the models help you do the tasks better? Please explain.

- 9.5. Which new tools did you work out / old tools did you improve for performing with the type of tasks you worked with?
(a) (in case of new tool) Describe the tool and point out how you think it can be used for performing similar tasks in the future.
(b) (in case of improvement of an old tool) Present the previous version of the tool and describe additions that have been made to the tool.
- 9.6. Have you worked out / improved any tools that can help you fulfil tasks in other subjects (real life)? Please explain.
- 9.7. Did someone help you with the tasks? What kind of help was it?
- 9.8. How much time did you spend on the tasks? _____ Did you find it enough? Please explain.
- 9.9. How would you estimate your work? _____ (10 point system). Why?

Appendix to the System of Tasks.

Below is the translation of the text into Russian.

Task 1. Translation assessment.

Do you think this translation is successful? Why? Why not?

Which places do you particularly like? Which ones do you find the least successful?

When answering the above questions, try to think of successful places as good solutions to the problems the translator faced and unsuccessful places as weak solutions of the problems the translator faced. Your answer should be presented in the following table:

Quote from the text	Formulation of the problem the translator faced	Comments on the problem resolution

Task 2. Translation adaptation.

The translation was done almost half a century ago. What would you change if you had to adapt it to the culture of a modern teenager? Why?

Your work should include the following:

- *An adapted text in Russian*
- *Comments on the changes you make (including formulation of a problem you want to solve and explanation of solutions)*

Смех, да и только

Даже в такой поздний час у Эрни было полным-полно. Больше всего пижонов из школ и колледжей. Все школы рано кончают перед рождеством, только мне не везет. В гардеробной номерков не хватало, так было тесно. Но стояла тишина - сам Эрни играл на рояле. Как в церкви, ей-богу, стоило ему сесть за рояль - сплошное благоговение, все на него молятся. А по-моему, ни на кого молиться не стоит. Рядом со мной какие-то пары ждали столиков, и все толкались, становились на цыпочки, лишь бы взглянуть на этого Эрни. У него над роялем висело огромное зеркало, и сам он был освещен прожектором, чтоб все видели его лицо, когда он играл. Рук видно не было - только его физиономия. Здорово заверчено. Не знаю, какую вещь он играл, когда я вошел, но он изгадил всю музыку. Пускал эти дурацкие показательные трели на высоких нотах, вообще кривлялся так, что у меня живот заболел. Но вы бы слышали, что вытворяла толпа, когда он кончил. Вас бы, наверно, стошнило. С ума посходили. Совершенно как те идиоты в кино, которые гогочут, как гиены, в самых несмешных местах. Клянусь богом, если бы я играл на рояле или на сцене и нравился этим болванам, я бы считал это личным оскорблением. На черта мне их аплодисменты? Они всегда не тому хлопают, чему надо. Если бы я был пианистом, я бы заперся в кладовке и там играл. А когда Эрни кончил и все стали хлопать как одержимые, он повернулся на табурете и поклонился таким деланным, смиренным поклоном. Притворился, что он, мол, не только замечательный пианист, но еще и скромный до чертиков. Все это была сплошная липа - он такой сноб, каких свет не видал. Но мне все-таки было его немножко жаль. По-моему, он сам уже не разбирается, хорошо он играет или нет. Но он тут ни при чем. Виноваты эти болваны, которые ему хлопают, - они кого угодно испортят, им только дай волю. А у меня от всего этого опять настроение стало ужасное, такое гнусное, что я чуть не взял пальто и не вернулся к себе в

гостиницу, но было слишком рано, и мне очень не хотелось остаться одному. Наконец мне дали этот паршивый стол, у самой стенки, за каким-то столбом - ничего оттуда видно не было. Столик был крохотный, угловой, за него можно было сесть, только если за соседним столом все встанут и пропустят тебя - да разве эти гады встанут? Я заказал виски с содовой, это мой любимый напиток после дайкири со льдом. У Эрни всем подавали, хоть шестилетним, там было почти темно, а кроме того, никому дела не было, сколько тебе лет. Даже на каких-нибудь наркоманов и то внимания не обращали.

Вокруг были одни подонки. Честное слово, не вру. У другого маленького столика, слева, чуть ли не на мне сидел ужасно некрасивый тип с ужасно некрасивой девицей. Наверно, мои ровесники - может быть, чуть постарше. Смешно было на них смотреть. Они старались пить свою порцию как можно медленнее. Я слушал, о чем они говорят, - все равно делать было нечего. Он рассказывал ей о каком-то футбольном матче, который он видел в этот день. Подробно, каждую минуту игры, честное слово. Такого скучного разговора я никогда не слышал. И видно было, что его девицу ничуть не интересовал этот матч, но она была ужасно некрасивая, даже хуже его, так что ей ничего не оставалось, как слушать. Некрасивым девушкам очень плохо приходится. Мне их иногда до того жалко, что я даже смотреть на них не могу, особенно когда они сидят с каким-нибудь шизиком, который рассказывает им про свой идиотский футбол. А справа от меня разговор был еще хуже. Справа сидел такой йельский фронт в сером фланелевом костюме и в очень стильной жилетке. Все эти хлюпки из аристократических землячеств похожи друг на дружку. Отец хочет отдать меня в Йель или в Принстон, но, клянусь, меня в эти аристократические колледжи никакими силами не заманишь, лучше умереть, честное слово. Так вот, с этим аристократишкой была изумительно красивая девушка. Просто красавица. Но вы бы послушали, о чем они разговаривали. Во-первых, оба слегка подвыпили. Он ее тискал под столом, а сам в это время рассказывал про какого-то типа из их общежития, который съел целую склянку аспирина и чуть не покончил с собой. Девушка все время говорила: "Ах, какой ужас... Не надо, милый... Ну, прошу тебя... Только не здесь". Вы только представьте себе - тискать девушку и при этом рассказывать ей про какого-то типа, который собирался покончить с собой! Смех, да и только.

(Перевод Р.Райт-Ковалевой)

Appendix 2.5. Sample Materials in the Self-Study Technology

Basic Self-Study General Plan

(_____ , 200__ – _____ , 200__)

The self-study plan is intended to help you organize your self-study work upon various aspects of the English language.

Remember that it is important to choose INTERESTING things. Spend some time on planning – do not choose the first book from the shelf or *any* program on TV or radio.

1. Formulate the goal you plan to reach in _____ , 200__:

Note: Formulate your aim on the basis of 'can-do' statements available in the Common European Framework of Reference. In order to do it, you have to evaluate your knowledge upon the self-assessment grid and choose those aspects which you would like to improve. Then see what you have to learn to do in terms of 'can-do' statements for the level you plan to reach.

Teacher's comments:

2. Divide the above goal into several objectives you can pursue each month.

Objective 1:

Objective 2:

Objective 3:

Objective 4:

Note: Make sure that the objectives formulated above are enough to bring you to the goal for the term.

Teacher's comments:

- Other

What:

Title:

Length:

What:

Title:

Length:

What:

Title:

Length:

Teacher's comments:

Grammar:

Sources (mention the book or the CD-ROM and their title or the web-site and its URL):

- 1.
- 2.
- 3.

Note: Mention the title, the author and, in case of the web-site, the URL of the materials.

Teacher's comments:

Comprehension

- TV (in case of music channels like MTV, programmes are essential. Just watching video DOES NOT apply)

Channel:

Programmes:

Channel:

Programmes:

Channel:

Programmes:

Channel:

Programmes:

Note: possible channels include: BBC, BBC Prime, CNN, MTV, TCM, Eurosport, Discovery, National Geographic, etc.)

- Radio (listening to international music on local radio stations DOES NOT apply)

Radio station:

Programmes:

Radio station:

Programmes:

Radio station:
Programmes:

Note: BBC frequency in Riga is 100.5 FM. For an automated email response giving full details of learning English programmes in English, send a blank email to elradio@bbc.co.uk

- Other (video, CD, DVD, etc)

What:
What:
What:
What:
What:

Teacher's comments:

Other:

Note: here you can plan you work upon lexical items, pronunciation, test practice, etc

Type of work:
Material:

Type of work:
Material:

Type of work:
Material:

Teacher's comments:

5. What assistance do you need from your teacher for organization of your self study work?

- 1.
- 2.
- 3.

Note: try to mention specific things and remember that the teacher is ready to help, however he is not a substitution to a library or a book store.

Teacher's comments:

Advanced Self-Study General Plan.

_____ , 200_ - _____ , 200_.

The Advanced Self-Study General Plan is intended for those who have got at least one semester experience in working with the Basic General Plan. This format gives you more freedom, however you are expected to have mastered certain study skills. Feel free to go back to the Basic Plan and work one more semester with it if this format appears too difficult.

1. Goals and Objectives.

Make sure that both your goals and objectives are products rather than processes and objectives are subsystems of the goal.

Goal (language):

To be able to

Objectives (language):

Obj.1	
Obj.2	
Obj.3	

Teacher's / peer's comments:

Goal (OTSM-TRIZ):

To be able to

Objectives (OTSM-TRIZ):

Obj.1	
Obj.2	
Obj.3	

Teacher's / peer's comments:

2. Activities and Materials.

Make sure that (a) activities are enough to reach both language and OTSM-TRIZ objectives and (b) all reference information about materials is present.

Activity 1.

Materials:

Time (hours per week): _____

Teacher's / peer's comments:

Activity 2.

Materials:

Time (hours per week): _____

Teacher's / peer's comments:

Activity 3.

Materials:

Time (hours per week): _____

Teacher's / peer's comments:

Activity 4.

Materials:

Time (hours per week): _____

Teacher's / peer's comments:

Feel free to attach additional pages for activities if necessary (see appendix).

3. Motivation of the Plan.

In this part, you need to explain your goals and objectives, as well as give reasons for the chosen activities and materials.

Goals and Objectives (Language)

Activities and Materials (Language)

Teacher's / peer's comments:

Goals and Objectives (OTSM-TRIZ)

Activities and Materials (OTSM-TRIZ)

Teacher's / peer's comments:

Appendix. Activities and Materials. Additional Pages.

Make sure that (a) activities are enough to reach the objectives and (b) all reference information about materials is present.

Activity __.

Materials:

Time (hours per week): _____

Teacher's / peer's comments:

Activity __.

Materials:

Time (hours per week): _____

Teacher's / peer's comments:

Activity __.

Materials:

Time (hours per week): _____

Teacher's / peer's comments:

Activity __.

Materials:

Time (hours per week): _____

Teacher's / peer's comments:

Self-Study Daily Account Form. Advanced.

Day	Reading		Grammar		Comprehension	OTSM-TRIZ		Other
1	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
2	Pages:	Min.:	Ex :	Min.:	Min.:	What:	Min:	Min:
3	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
4	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
5	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
6	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
7	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
8	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
9	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
10	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
11	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
12	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
13	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
14	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
15	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
16	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
17	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
18	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
19	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
20	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
21	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
22	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
23	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
24	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
25	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
26	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
27	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
28	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
29	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
30	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
31	Pages:	Min.:	Ex:	Min.:	Min.:	What:	Min:	Min:
Total:	Pages:	Hours:	Ex:	Hours:	Hours:		Hours:	Hours:

Process Portfolio Assessment Checklist²

Task. Look at your partner's portfolio and check if it includes all the necessary elements. Put a "+" symbol if an element is present and a "-" symbol if it's absent.

Element of portfolio	Notes	Present (+) or absent (-)
1. Design	Are there any features that make this portfolio different from other portfolios?	
2. Structure	Is material in the portfolio divided into parts? Can you see any logic behind the division?	
3. Vocabulary notes on the texts	Are there separate notes on vocabulary work after each text and tasks? Underlined words or simple English-Russian lists don't count.	
4. General self-study plan.	Are there two versions (!) of the filled in general self-study plan?	
5. Self-study materials and notes	Is there any evidence of self-study work done at home?	
6. Texts	Are there all the texts we have read?	
7. Classroom notes	Are there classroom notes from each lesson? Are these notes organised?	
8. Reflections on the process of learning.	Does the portfolio contain reflections on the source materials and the process of learning?	
9. Teacher's handouts.	Are all the handouts given by the teacher present in the portfolio?	
10. Page of questions	Is there a special place when a student puts down questions he/she has about learning?	

Summarise what you think needs to be improved about your partner's portfolio:

² This is the very first portfolio checklist learners get after the first month of learning. Later on, checklists do not include guiding questions, but just a list of entries a portfolio is supposed to contain by given time.

Appendix 2.6. Sample Materials in the Research Technology³

Presentation Preparation Form. Procedures.

(The form must be submitted together with the content form at least 2 weeks before the scheduled date of your presentation)

Time of the presentation (put down the main parts of your presentation and calculate the time they may take)

Part 1.	_____	Time: _____
Part 2.	_____	Time: _____
Part 3.	_____	Time: _____
Part 4.	_____	Time: _____
Part 5.	_____	Time: _____
		Total time: _____

Peer's comments:

Teacher's comments:

Audience description (describe possible negative features of your audience – those you'll have to change to make your presentation successful, and possible positive features – those you can use to make the presentation successful)

The description must be specific. The ENV model can be helpful.

Negative feature 1.

Desired feature 1.

Tools:

Peer's comments:

Teacher's comments:

³ As we mentioned earlier, the RT is undergoing a change now, that is why these materials are presented for illustrative purposes only.

Negative feature 2.

Desired feature 2.

Tools:

Peer's comments:

Teacher's comments:

Negative Feature 3.

Desired feature 3.

Tools:

Peer's comments:

Teacher's comments:

Negative Feature 4.

Desired feature 4.

Tools:

Peer's comments:

Teacher's comments:

Negative feature 5.

Desired feature 5.

Tools:

Peer's comments:

Teacher's comments:

Positive feature 1.

How you will use it:

Peer's comments:

Teacher's comments:

Positive feature 2.

How you will use it:

Peer's comments:

Teacher's comments:

Positive Feature 3.

How you will use it:

Peer's comments:

Teacher's comments:

Positive Feature 4.

How you will use it:

Peer's comments:

Teacher's comments:

Positive Feature 5.

How you will use it:

Peer's comments:

Teacher's comments:

Presenter description (describe your strong features as a presenter and mention how you will exploit them, then describe your weak features and mention what you will do to avoid problems with presentation they may cause)

Strong feature 1.

How you will use it:

Peer's comments:

Teacher's comments:

Strong feature 2.

How you will use it:

Peer's comments:

Teacher's comments:

Strong feature 3.

How you will use it:

Peer's comments:

Teacher's comments:

Weak feature 1.

Desired feature 1.

Tools:

Peer's comments:

Teacher's comments:

Weak feature 2.

Desired feature 2.

Tools:

Peer's comments:

Teacher's comments:

Weak feature 3.

Desired feature 3.

Tools:

Peer's comments:

Teacher's comments:

Elements of the presentation (describe how the following elements of your presentation will look like):

First sentences:

Peer's comments:

Teacher's comments:

Last sentences:

Peer's comments:

Teacher's comments:

Visuals (if planning to use software, point out specific visual effects you plan to use and mention the reasons for choosing this particular programme):

1.

When:

2.

When:

3.

When:

Peer's comments:

Teacher's comments:

Interaction (point what how you will organize communication with the audience during your presentation):

1.

When:

2.

When:

3.

When:

Peer's comments:

Teacher's comments:

Problem anticipation (look at the presentation from the point of view of a person from the audience. Mention what you could do in order to fail the presentation. Then, mention a possible way out from your point of view)

Action 1.

Way out:

Teacher's comments:

Action 2.

Way out:

Teacher's comments:

Action 3.

Way out:

Teacher's comments:

Anticipated questions (mention the question, give your reasons why you may be asked something like this, and provide the idea of your answer. Make sure that the answer brings the audience closer to the aim of your speech)

Q1:

Reasons:

A1:

Teacher's comments:

Q2

Reasons:

A2:

Teacher's comments:

Q3

(peer's):

Reasons:

A3:

Teacher's comments:

Notes for the presentation (on a separate sheet, attach the notes you would like to use during your presentation; remember that you will not be allowed to use the text of your presentation while speaking)

The Research Technology. The Project Self-Assessment Form
(to be submitted a lesson after the presentation together with the rest of the forms)

Name of the student:

Name of the peer:

Title of the project:

Title of the presentation:

Part 1 – Collection of Material

- 1.1. Mention the sources you have worked with while doing the project (make a reference to your Project Application form). Give all reference information about each source.

No.	Title	Reference Info
1.		
2.		
3.		
4.		
5.		
6.		
7.		

- 1.2. Evaluate the quality of the sources by giving a mark from 1 to 10. Provide short comments.

No.	Mark	Comments
1.		
2.		
3.		
4.		
5.		
6.		
7.		

- 1.3. Do you think the information you collected was enough for the purposes of your project? Please explain.

1.4. Evaluate your knowledge of the theme of the project giving a mark from 1 to 10. Explain.

1.5. Was your knowledge of the theme sufficient enough for:

- | | | |
|---------------------------------------|-----|----|
| (a) making a successful project? | Yes | No |
| (b) making a successful presentation? | Yes | No |

Please explain.

Teacher's comments:

Part 2 – Material Analysis and Development of Product

2.1. Did you manage to formulate the driving contradiction underlying the area of your research?

Yes No

If yes, is this formulation based on some other data / opinions you found? Give references.
If not, what do you think prevented you from formulating the driving contradiction?

2.2. Did you manage to build the contradiction network for your problem area?

Yes No

If yes, mention if the problem network helped you make a better research. Explain your opinion.
If not, mention what prevented you from building a problem network. At which moment did you give up the idea?

- 2.3. Was the goal of your project modified in the course of doing a project?
If yes, give examples of changes, approximate time when they took place and possible reasons for changes.
- 2.4. What appeared as an outcome of your project? Please give a description.
- 2.5. What is the novelty of your project results? Please explain.
- 2.6. How did you choose the aim for presenting the outcomes of your project to your classmates? Please explain.
- 2.7. If you had to do this project again, would you have changed anything at the stage of material analysis and development of the product? Please explain.

Teacher's comments:

Part 3 – Presentation Content and Delivery

3.1. Do you think you have reached the function of your presentation?

Yes No

Put down at least 3 reasons that make you think so?

-
-
-

If not, point out how you think the function of the presentation could be re-formulated.

3.2. Which points were strongest (i.e. the most convincing ones) and which ones were weakest (i.e. the least convincing ones) for the audience? Why? How do you explain it?

Strong. Point __ . Why:

Strong. Point __ . Why:

Weak. Point __ . Why:

Weak. Point __ . Why:

3.3. Which examples did the audience like most and least of all? Why? How do you explain it?

+ Example __ . Why:

+ Example __ . Why:

- Example __ . Why:

- Example __ . Why:

3.4. Did you manage to involve the audience at the beginning of your presentation? How do you explain that? (Mention what concretely you managed or failed to do).

3.5. Did your presentation have a good logical ending? How do you explain that? (Mention what concretely you managed or failed to do).

Teacher's comments:

3.6. Did your presentation take as much time as you had planned? If not, what do you think should be changed next time you plan a presentation?

3.7. Did you come across those problems you had anticipated while preparing the presentation? Mention them.

3.8. Did you manage to solve the problems as planned during the preparation? Why?

3.9. Did you face any new problems (not anticipated) when making the presentation? Mention them.

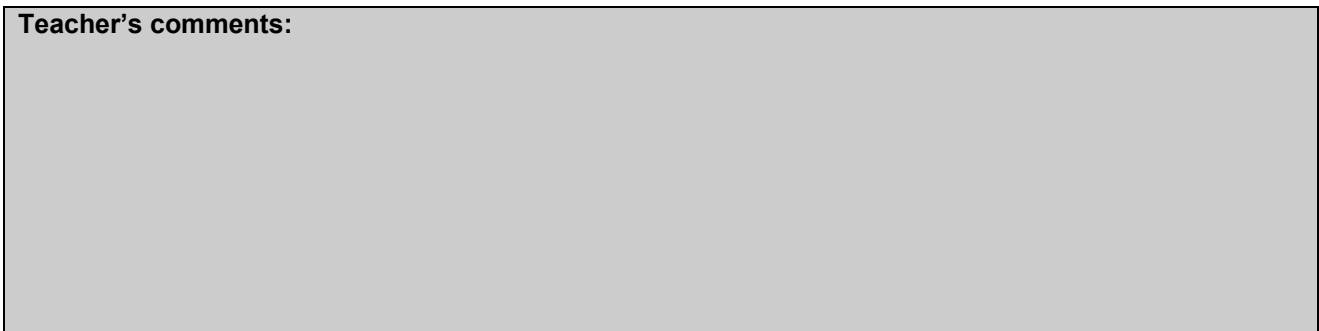
3.10. Which of the problems mentioned under 3.9. did you manage to solve? Which not? Why?

3.11. How many of the questions asked had you anticipated? Did the answers you prepared turn out successful enough for reaching your aims?

3.12. Were there any questions you failed to answer successfully (i.e. the answer didn't bring the audience closer to your aims)?

3.13. Put down any other reflections on your presentation.

Teacher's comments:



Part 4 – Evaluation and Conclusions

4.1. Evaluate your peer's work giving a mark from 1 to 10. Explain the criteria of your evaluation.

Mark: ____

Explanation:

4.2. Summarise the main ideas from the written feedback you received from your classmates.

4.3. Choose the best written feedback from you classmates. Explain the criteria of your choice.

Name:

Explanation:

Teacher's comments:

4.4. Evaluate your work on the mini-project by giving yourself a mark from 1 to 10 for each stage. Provide comments.

Stage 1 – Collection of material. Mark: _____

Comments:

Stage 2. Organization of material. Mark: _____

Comments:

Stage 3. Presentation. Mark: _____

Comments:

Stage 4. Evaluation and changes for future. Mark: _____

Comments:

- 4.5. Make conclusions for the next project/presentation. What would you like to change?
Be specific.

Teacher's comments:



Project Application Form

(Each item is to be filled. The form must be submitted by _____)

Name of the speaker:

Name of the peer:

Date of the presentation:

Theme of the project (you can choose one of the themes offered by the teacher or your own theme):

Reasons for choosing the above theme:

Peer's comments:

Teacher's comments:

Preliminary function(s) of the project (what will change as a result of your project):

a) to

b) to

Learning potential of the project (what you plan to learn as a result of doing this project)

Peer's comments:

Teacher's comments:

Initial source materials for your research (mention the information about the materials, their length and explain briefly the reason for their choice):

Source 1.
Author: _____ Title: _____ Pages: _____

Reasons:

Source 2
Author: _____ Title: _____ Pages: _____

Reasons:

Source 3
Author: _____ Title: _____ Pages: _____

Reasons:

Peer's comments:

Teacher's comments:

Time for research (how much time you think you will need for each stage of your project – make sure it is reflected in your general and monthly plans):

Stage 1 (collection of information): _____

Stage 2 (presentation of subject through problem network) : _____

Stage 3 (development of products): _____

Stage 4 (presentation of results): _____

Stage 5 (evaluation and assessment): _____

Peer's comments:

Teacher's comments:

Appendix 3.1. Thinking Test Samples

Thinking Test – September 2004

Written task (students are allowed to use dictionaries).

Your school administration is working on improving your school. A part of work is to collect students' ideas on what needs to be done to make your school better. You are asked to offer your ideas by listing features of the school as you want to see it and providing your comments on them.

- a) make a list of features of your school as you want to see it
- b) explain why these features are important

Evaluation.

The following criteria will be used in assessing your work:

- number of features you mention
- variety of features you mention
- ability to take account of a specific context of your school
- explanation why particular features / groups of features are important
- way of presenting your ideas

Marking Scale for September 2004 Test

Parameter	Evaluation
Number of features mentioned	2 points – 20 features The mark is calculated assuming that 20 features is 100%. For examples, if a student has 15 features it will make a mark of 1.5.
Variety of features mentioned	2 points – 8 different parameters / names of features are considered The mark is calculated assuming that 8 parameters is 100%. For examples, if a student has 4 parameters it will make a mark of 1.
Ability to take account of a specific context of one's school	2 points – all features mentioned take account of a specific context of your school The mark is calculated assuming that 20 features is 100%. For example, if a student has mentioned 15 features and 10 of them are relevant to a specific school context, his / her mark is 1.
Explanation why particular features / groups of features are important.	2 points – the role of all parameters / names of features in provision of a function is formulated ⁴ . The mark is calculated assuming that the role of 8 parameters makes 100%. For example, if a student mentions 4 parameters and formulates the role of 2 of them, his / her mark is 0.5. The final mark is multiplied by a quotient (from 0 to 1) demonstrating the quality of function formulation ⁵ . Thus, if the mark is 0.5 and the quality quotient equals 0.7 the final mark will be 0.35.
Way of presenting ideas	2 points: <ul style="list-style-type: none"> • the work implies a specific target reader who is addressed directly (max. 0.5 points) • layout is clear and well-thought over (max. 0.5 points) • formulations are understandable (max. 0.5 point) • structure of work (max. 0.5 points)

⁴ Parameters can be either evaluation or control parameters. For example, if one of the aims of schools is to attract more learners, such a parameter as 'location' will be a control parameter (different values of this parameter will affect the values of evaluation parameters, eg potential learners will also depend on location). Potential learners will be one of the evaluation parameters (eg potential learners will be many if location is good, rating is high etc).

⁵ Function formulation: verb – object / element; verb – name of feature of element that must be changed – value of feature (old) and value of feature (new)

Thinking Test – May 2005

Written task (students are allowed to use dictionaries).

You are taking part in the international project 'Success Generation'. At the first stage of the project, partners from different countries collect problems they face in different fields. Each member of your group is asked to come up with a list of problems one has to solve when choosing the place for further studies.

Write your part of the project work which will include the following:

1. Classification of problems one faces when choosing a place for further studies.
2. Clear formulation of problems one has to solve when choosing the place for further studies.
3. Explanation why exactly these problems have been chosen by you.

Evaluation.

The following criteria will be used in assessing your work:

- Quality of classification;
- Number of problems you formulate;
- Variety of problems;
- Quality of problem formulations (in a well-formulated problem it must be clear where exactly the problem lies).

Marking Scale for May 2005 Test

Parameter	Evaluation
Quality of classification	Max. points – 2 <ul style="list-style-type: none"> - based on parameters – max. 0.5 points - groups don't overlap – max. 0.5 points - at least three groups and at least 2 problems in each – max. 0.5 points - classification helps present the problems (classification and problems go together) – max. 0.5 points
Number and variety of problems	Max. points – 2 <ul style="list-style-type: none"> - same problems formulated in different words must be crossed out - all problems counted may be relevant to the task (ie problems related to future studies) - two points are given if the number of problems is 8 and all the problems are different (the problem is considered to be different if at least one conflicting parameter involved in the problem is different). If it's not clear what kind of problem is meant from the formulation it is NOT counted. - the mark is calculated taking account of the number of different problems formulated by the student as related to the max number of problems and multiplied by the max mark, for example 4 problems will give a mark of $4/8*2=1$
Quality of formulations	Max. points – 2 <ul style="list-style-type: none"> - Conflicting parameters and their interactions identified (full contradiction formulated) – 2 points - Aim and obstacle identified (contradiction of problem solver formulated) – 1 point - Aim and barriers are mentioned but not clearly identified – 0,5 points - The eventual mark is calculated taking account the percentage of problems with this or that formulation.
Motivation of choice	Max. points – 2 <ul style="list-style-type: none"> - no motivation is given or motivation is purely subjective (I think) – 0 points - motivation is based on some objective factors but they are not presented systematically – 1 point (sometimes can be present as a part of problem formulation) - motivation is based on objective factors which are presented

	<p>systematically – 2 points</p> <ul style="list-style-type: none">- the final mark is adjusted taking account of the number of problems formulated (8 is 100%)
Presentation of ideas	<p>Max. points – 2</p> <ul style="list-style-type: none">- target reader is clear and addressed directly – 0.5 points- layout of the work is clear and helps to reach its purposes – max. 0.5 points- formulations are clear and easy to follow – max. 0.5 points- structure of the work helps to present it – max 0.5 points

Appendix 3.2. Questionnaire Samples.

Questionnaire. Form 10. September 2004 and Form 11 in May 2004.

This questionnaire can help us improve our English lessons. It is our common interest that you take it seriously and let me know what you really think. Please take your time and answer the questions below by choosing ONE answer only. Thank you very much.

In the questions below we ask you to express your opinion by ranking it from 5 (high) to 1 (low) or choosing not applicable (n/a).

1. To what extent did you *enjoy* the process of learning English in form 9?

5 4 3 2 1 n/a

2. To what extent did you enjoy the materials offered for learning English in form 9?

5 4 3 2 1 n/a

3. To what extent were the materials offered to you in form 9 useful for the development of your language skills?

5 4 3 2 1 n/a

4. To what extent were the materials offered to you in form 9 useful for the development of your thinking skills?

5 4 3 2 1 n/a

5. To what extent do you use language skills mastered in your English lessons outside the classroom?

5 4 3 2 1 n/a

6. To what extent do you use thinking skills mastered in your English lessons outside the classroom?

5 4 3 2 1 n/a

7. To what extent do you enjoy problem-solving in your every day life?

5 4 3 2 1 n/a

8. Learning happens everywhere, not just at school. To what extent do you enjoy learning?

5 4 3 2 1 n/a

9. To what extent do you believe you improved your language skills as a result of English lessons in form 9?

5 4 3 2 1 n/a

10. To what extent do you believe you improved your thinking skills as a result of English lessons in form 9?

5 4 3 2 1 n/a

11. Write a letter to your teacher telling him/her what you think about the way you learned English in form 9. You are free to choose any style for your letter. Try to explain why you have answered the above questions the way you have. You are also welcome to give your suggestions for changes you would like to introduce to your lessons.

Questionnaire. Form 10 and Form 11. May 2005.

This questionnaire can help us improve our English lessons. It is our common interest that you take it seriously and let me know what you really think. Please take your time and answer the questions below by choosing ONE answer only. Thank you very much.

In the questions below we ask you to express your opinion by ranking it from 5 (high) to 1 (low) or choosing not applicable (n/a).

1. To what extent have you enjoyed the process of learning English this term?

5 4 3 2 1 n/a

2. To what extent have you enjoyed the materials offered for learning English this term?

5 4 3 2 1 n/a

3. To what extent were the materials offered to you this term useful for the development of your language skills?

5 4 3 2 1 n/a

4. To what extent were the materials offered to you this term useful for the development of your thinking skills?

5 4 3 2 1 n/a

5. To what extent do you use thinking skills mastered in your English lessons outside the classroom?

5 4 3 2 1 n/a

6. To what extent are you satisfied with the programme used for teaching English at school?

5 4 3 2 1 n/a

7. To what extent are you satisfied with your progress in English during this year in comparison with your progress in other languages?

5 4 3 2 1 n/a

8. To what extent do you think you have improved your self-study skills as a result of your English lessons during this year?

5 4 3 2 1 n/a

9. To what extent do you enjoy problem-solving in your every day life?

5 4 3 2 1 n/a

10. Learning happens everywhere, not just at school. To what extent do you enjoy learning?

5 4 3 2 1 n/a

In the questions below we ask you to compare your learning this year with the previous year. Mark your progress on the vertical scales below by choosing from 5 (high) to 1 (low).

11. To what extent do you believe you improved your thinking skills as a result of English lessons in forms 8 and 9?

5
4
3
2
1
0

12. To what extent do you believe you have improved your thinking skills as a result of English lessons in forms 10 and 11?

5
4
3
2
1
0

13. To what extent do you believe you improved your language skills as a result of English lessons in forms 8 and 9?

5
4
3
2
1
0

14. To what extent do you believe you have improved your language skills as a result of English lessons in forms 10 and 11?

5
4
3
2
1
0

15. Write a letter to your teacher telling him/her what you think about the way you learn English. You are free to choose any style for your letter. Try to explain why you have answered the above questions the way you did. You are also welcome to give your suggestions for changes you would like to introduce to your lessons.

Appendix 3.3. Interview Questions.

Question 1.

Imagine that you have to describe your English course at school to someone you don't know. What would you say?

- Compare your learning English with German, Latvian, etc. What is similar and what is different?
- Comment on the following aspects: learning materials, tasks, your role in the lesson, ... Try to mention specific things that are similar / different.

Question 2.

Let's speak about learning foreign languages in general. There can be different methods. What's your opinion about working with TA programme in learning foreign languages? Please explain.

- What in your opinion makes the TA programme different?
- Would you like to study other foreign languages with the TA programme? Why?
- Would you like to have a TA approach to teaching other subjects? Why?
- Which mark would you give to this programme from 1 (complete nonsense) to 5 (brilliant)?

Note: after students answered in general, the teacher invites them to express their opinion by one of the three words below: 'yes', 'no', 'undecided'.

Question 3.

Let's speak about the time you have learnt English with the TA programme. Have there been any changes in your languages skills during this time? Speak about both positive and negative changes.

- Evaluate your progress in each of the aspects (reading, writing, listening, speaking) by giving yourself a mark from 1 (no progress at all) to 5 (very good progress).
- Compare your progress with the progress in other foreign languages during the same period of time and evaluate it by giving a mark from 1 (much more slowly) to 5 (much more quickly)
- Do you read / write / speak / listen to something in English beyond the school programme. Give specific examples of what you do. What about other languages?

Question 4.

Let's speak about problem-solving skills when learning English. Do you think anything has changed in your approach to problems during the time you have worked with the TA? Speak about both positive and negative changes.

- How would you evaluate the change from 1 (completely nothing) to 5 (the whole approach changed)?
- Do you think you've learnt something that improved your problem-solving skills? What was it?
- Has anything changed about your thinking style? What?

Let me ask you a couple of more specific questions about what we did in English lessons.

- Has anything changed in your problem-solving skills when working with grammar problems?
- Has anything changed in your problems-solving skills when working with independent projects?
- Have there been any other changes when working with tasks given in English lessons?

Question 5.

Let's speak about skills connected with independent learning. Do you think anything has changed in your approach to independent learning during this time? Please explain. Speak about both positive and negative changes.

- Has anything changed about your planning skills? What?
- Has anything changed about your self-assessment skills? What?
- How would you evaluate the change from 1 (completely nothing) to 5 (the whole approach changed)?
- If you had to start learning a new language now, would you be able to do it without the teacher?

Question 6.

Think back about the time when you started working with the TA programme. Has your attitude to the TA programme changed over time? How?

- How did you feel about the new programme during the first months? Which mark would you give from 1 (very negative) to 5 (very positive)?
- How do you feel now? Give a mark from 1 to 5.
- If there were changes, what do you think caused them? And when did they occur?

Question 7.

Do you think you'd like to say something else in relation to your learning with the TA programme. Something you believe could help me understand your opinion better.

Appendix 3.4. Summary of analysis of inventive thinking tests results with a t-test.

Objects compared	T-test results		
Experimental (TA) groups vs. control (non-TA) groups	t-Test: Two-Sample Assuming Unequal Variances		
		<i>TA Groups</i>	<i>Non-TA Groups</i>
	Mean	0.40890411	-0.596296296
	Variance	4.042940449	0.974793447
	Observations	73	27
	Hypothesized Mean Difference	0	
	df	90	
	t Stat	3.323340533	
	P(T<=t) two-tail	0.001287371	
	t Critical two-tail	1.986674497	
	Experimental (TA) groups – pre- and post tests difference	t-Test: Paired Two Sample for Means	
		<i>May-05</i>	<i>Sep-04</i>
Mean		4.305479452	3.896575342
Variance		2.36108067	1.901481164
Observations		73	73
Hypothesized Mean Difference		0	
df		72	
t Stat		1.737537687	
P(T<=t) two-tail		0.086568097	
t Critical two-tail		1.993463539	
Control (non-TA) groups – pre- and post- tests difference		t-Test: Paired Two Sample for Means	
		<i>May-05</i>	<i>Sep-04</i>
	Mean	1.25555556	1.851851852
	Variance	0.70237179	0.87451567
	Observations	27	27
	Hypothesized Mean Difference	0	
	df	26	
	t Stat	-3.1382511	
	P(T<=t) two-tail	0.00419671	
	t Critical two-tail	2.05552942	
	School 1, Form 10 (TA) – pre- and post tests difference	t-Test: Paired Two Sample for Means	
		<i>May-05</i>	<i>Sep-04</i>
Mean		4.32592593	3.12037037
Variance		1.46007123	0.745434473
Observations		27	27
Hypothesized Mean Difference		0	
df		26	
t Stat		3.68775814	

	P(T<=t) two-tail 0.00104968 t Critical two-tail 2.05552942																											
School 1, Form 11 (TA) – pre- and post- tests difference	t-Test: Paired Two Sample for Means <table border="1"> <thead> <tr> <th></th> <th>May-05</th> <th>Sep-04</th> </tr> </thead> <tbody> <tr> <td>Mean</td> <td>4.129167</td> <td>5.2875</td> </tr> <tr> <td>Variance</td> <td>3.094982</td> <td>1.230489</td> </tr> <tr> <td>Observations</td> <td>24</td> <td>24</td> </tr> <tr> <td>Hypothesized Mean Difference</td> <td>0</td> <td></td> </tr> <tr> <td>df</td> <td>23</td> <td></td> </tr> <tr> <td>t Stat</td> <td>-2.93911</td> <td></td> </tr> <tr> <td>P(T<=t) two-tail</td> <td>0.007369</td> <td></td> </tr> <tr> <td>t Critical two-tail</td> <td>2.068658</td> <td></td> </tr> </tbody> </table>		May-05	Sep-04	Mean	4.129167	5.2875	Variance	3.094982	1.230489	Observations	24	24	Hypothesized Mean Difference	0		df	23		t Stat	-2.93911		P(T<=t) two-tail	0.007369		t Critical two-tail	2.068658	
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	<i>May-05</i>	<i>Sep-04</i>
Mean	1.8333333	2.1666667
Variance	0.99	1.305
Observations	9	9
Hypothesized Mean Difference	0	
df	8	
t Stat	-0.961139	
P(T<=t) two-tail	0.3646284	
t Critical two-tail	2.3060041	