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Teaching English as a Foreign/International Language

Postgraduate Dissertation  
ELT coursebook evaluation, adaptation and use of  
supplementary teaching material

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Patras, Greece, June 2022

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## ELT coursebook evaluation, adaptation and use of supplementary teaching material

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## **Abstract**

English Language Teaching (ELT) coursebooks used in Junior High Schools meet certificate requirements but do not support contemporary students' needs relevant to EFL /ESL English language learning. They concentrate on the four skills, grammar and vocabulary to prepare candidates for English Language Certificate exams. Therefore, Junior Highschool teachers need to be able to evaluate ELT coursebooks and prepare the necessary supplementary material to address their students' needs when using ELT coursebooks to help promote EFL /ESL language learning. The present dissertation focuses only on the reading skill and attempts to present ways it can be promoted through supplementary materials for an ELT coursebook, used in Grade 7 in the private sector. The aim is to present an approach to the teaching of reading in a coherent way and support overall the learners' language learning competence rather than treating the skill as a series of reading comprehension tasks. The participants in the research are 10 English language teachers employed in a private language school who responded to interview questions aiming to highlight the current situation in their teaching context and offering suggestions for improving the teaching of reading skill. The findings revealed that all of them were not in agreement with the exam-oriented approach to reading provided by the textbook, and highlighted the need for changing the adopted approach making the students active participants in the reading process by adapting the tasks provided, and supplementing the materials in line with the learners' needs.

## **Keywords**

Reading, skill development, textbook evaluation, supplementation

## Περίληψη

Τα βιβλία διδασκαλίας της Αγγλικής Γλώσσας (ELT) που χρησιμοποιούνται στα Γυμνάσια πληρούν τις απαιτήσεις πιστοποιητικών γλωσσομάθειας αλλά δεν υποστηρίζουν τις ανάγκες των μαθητών που σχετίζονται με την εκμάθηση της Αγγλικής Γλώσσας σε σύγχρονα εκπαιδευτικά περιβάλλοντα. Επικεντρώνονται στις τέσσερις δεξιότητες, τη γραμματική και το λεξιλόγιο για να προετοιμάσουν τους υποψηφίους για εξετάσεις που αφορούν τα Πιστοποιητικά Αγγλικής Γλώσσας. Επομένως, οι καθηγητές Αγγλικής Γλώσσας του Γυμνασίου πρέπει να είναι σε θέση να αξιολογούν τα βιβλία Αγγλικής Γλώσσας και να προετοιμάζουν το απαραίτητο συμπληρωματικό υλικό για να καλύψουν τις ανάγκες των μαθητών τους και να τους βοηθήσουν στην εκμάθηση της ξένης γλώσσας. Η παρούσα διατριβή εστιάζει μόνο στην προώθηση της αναγνωστικής ικανότητας και επιχειρεί να παρουσιάσει τρόπους με τους οποίους μπορεί να βελτιωθεί μέσω συμπληρωματικού υλικού για το βιβλίο της ξένης γλώσσας που χρησιμοποιείται στην 7η τάξη στον ιδιωτικό τομέα. Ο στόχος είναι να παρουσιαστεί μια προσέγγιση στη διδασκαλία της ανάγνωσης με συνεκτικό τρόπο και να υποστηριχθεί η συνολική ικανότητα εκμάθησης της Αγγλικής γλώσσας αντί να αντιμετωπίζεται η δεξιότητα ως μια σειρά εργασιών αναγνωστικής κατανόησης. Οι συμμετέχοντες στην έρευνα είναι 10 καθηγητές Αγγλικής γλώσσας που απασχολούνται στον ιδιωτικό τομέα και απάντησαν σε ερωτήσεις συνέντευξης με στόχο να τονίσουν την τρέχουσα κατάσταση στο διδακτικό τους πλαίσιο και να προσφέρουν προτάσεις για τη βελτίωση της διδασκαλίας της αναγνωστικής ικανότητας. Τα ευρήματα έδειξαν ότι όλοι τους δεν είναι σύμφωνοι με την προώθηση της ανάγνωσης για εξεταστικούς σκοπούς που παρέχεται από το σχολικό βιβλίο, και τόνισαν την ανάγκη αλλαγής της προσέγγισης που υιοθετήθηκε, κάνοντας τους μαθητές ενεργούς συμμετέχοντες στη διαδικασία ανάγνωσης, προσαρμόζοντας τις εργασίες που παρέχονται και συμπληρώνοντας τα υλικά σύμφωνα με τις ανάγκες των μαθητών.

## Λέξεις -Κλειδιά

Αναγνωστική ικανότητα, κατανόηση κειμένου, αξιολόγηση σχολικού εγχειριδίου, προσθήκη υλικού

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## **List of Abbreviations and Acronyms**

A2	Basic English Language User
B1	Independent English Language user of Intermediate Level
B2	Independent English Language user of Upper Intermediate Level
CEFR	Common European Framework
EFL	English as a Foreign Language
ELT	English Language teaching
ESL	English as a Second Language
KET	Key English Test
L1	First Language
L2	Second Language
MYP	Middle Years Programme
PET	Preliminary English Test

## **Introduction**

English Language Teaching (ELT) coursebooks used today in private Junior High Schools in Greece are certificate oriented. They concentrate on the four language skills (reading, writing, listening, and speaking) and provide the necessary information for students to obtain certificates which indicate their level of competence according to the Common European Framework (CEFR, 2000) for future university admission and employment. English Language learners focus on memorizing information and developing techniques to simply reproduce information when tested. The entire process cannot be regarded as efficient since it does not encourage students/learners to appreciate the English Language and at the same time become knowledgeable, open-minded, critical and creative thinkers, reflective, and good communicators (International Baccalaureate Organization, p.7) Teachers complain that their English language learners do not use the target language productively, are not interested in doing further reading in the target language, and have difficulty when asked to analyze, evaluate, and create new and original work as elaborated by Bloom's Taxonomy and other frameworks of Higher-Order Thinking Skills. In this dissertation we shall supplement the "reading skill" in one of the units in the D class Result coursebook using the International Baccalaureate Middle Years Programme (MYP) framework aiming to help Grade 7 students become more efficient independent English language learners. Information as to what students need to develop into better English Language learners will be obtained by personal interviews of 10 English language teachers employed in the same teaching context, who will provide feedback regarding what students need to have access and exposure to.

The dissertation is divided into five chapters. Chapter 1 intends to present a literature review based on textbooks, the way they are devised, and how they should be evaluated by language teachers when searching for a coursebook. Chapter 2 presents an approach to the reading skill and how it should be dealt with by both teachers and students in order to support English language learning and help students develop further interest in the language and reading in particular. Chapter 3 presents the adopted research approach and tool used offering a rationale for the decisions made. The interview-based

research elicits feedback from educators regarding the teaching of reading skill in their context, how students respond to it, as well as the necessary changes that need to be made so as to provide the learners with optimal practice and help them develop as readers. Chapter four presents the analysis of how the reading skill is presented within the set coursebook for Grade 7 in this private Junior High School and suggests the changes and supplementation that the teachers can use to make the skill of reading go beyond the certification requirements that the coursebook has been based and structured on. Chapter 5 addresses the conclusions drawn concerning the teaching of the reading skill based on the findings of the dissertation.

## **1. Chapter 1: Review of literature**

### **1.1 Introduction**

Using the right textbook in class has always concerned teachers around the world regardless of their discipline and the subject they teach. Not only does it facilitate their work, but it also helps students enjoy the lesson while acquiring the necessary knowledge and skills. When considering language teaching and learning, Richards (2001) stresses the interdependence between language courses and textbooks because they are resources putting forward the information (Cunningsworth, 1995). Therefore, the right choice of book is essential, it is the tool teachers use to reach objectives, but it is not free of limitations and weaknesses (Tok, 2010). In this chapter, we shall consider the need to evaluate and adapt coursebooks used for English language teaching (ELT) referring to coursebook checklists and interview-based research.

### **1.2 ELT Textbook**

Books available and used to teach English as a Foreign Language/ Second Language (EFL/ ESL) in Greece are mainly language acquisition books written with the prerequisites and demands of certificates. Foreign languages are perceived as a necessity for university studies or future employment. Consequently, English language learners in primary and secondary education, or even private language schools are exposed to language acquisition materials in EFL/ESL books and not language and literature which is more of an overall native like learning of the language. Furthermore, if students have acquired the certificates or are not interested in obtaining one, then the demand of having the right textbook is even greater. How then does a teacher maintain student interest in the English language and help cater for individual needs and competences that need to be learnt and used as life skills? Howard and Major (as cited in Ahmed, 2017) state teachers should put together and devise “flexible” material to promote English language teaching and encourage learners and offer guidelines to do so. As a result, a textbook or

coursebook used for L1 or L2 language teaching should not be the only resource and must be perceived as a guide that can be modified, enriched, and supplemented by teachers including intercultural and multicultural understanding (Brown, 1994).

### **1.3 Textbooks as stimuli to students for language learning**

Hutchinson and Waters (as cited in Juan, 2014) stress the distinction between “target needs” and “learning needs” with the latter integrating student motivation and interests among others. As a result, for a textbook or coursebook to be effective and successful it needs to inspire and generate student interest by encouraging and motivating language learning. The process of writing a textbook, selecting a coursebook, or creating additional supplementary material to accompany one’s teaching should accommodate these “lacks” and “necessities” making the language course address the learners’ needs from different countries, achievement levels, and goals (Juan, 2014). For Juan (2014) objective and subjective gathering of information that institutions and educators use to evaluate a textbook come from observation, interviews, tests, and questionnaires. For that reason, evaluation of textbooks is important.

### **1.4 Approaches to evaluating textbooks**

Allwright (1989) (as cited in Ansary and Babaii, 2002) points out that the management of language learning is too complex to be successfully incorporated in a “pre-packaged” set of material such as a textbook that can only be used as a tool for teaching. Therefore, the right choice of textbook is necessary from the very beginning since it is a basic element in a language course, and it will determine the type and number of material/resources a teacher will need to supplement and cater for his/her own creativity and students’ needs.

The means of evaluating textbooks, as applied by most researching textbook effectiveness, is that of a checklist. Ellis (1997) differentiates between “predictive” (initial choice of material) and “retrospective” (material already used) evaluation.

Between the two types, there is a large number of evaluation checklists focusing on “predictive” evaluation, such as Cunningsworth (1995), but fewer on “retrospective” evaluation that checks effectiveness of material used and whether it should be used again and how (Ellis, 1997). Retrospective evaluation is further divided by Ellis (1997) into “macro-evaluation” and “micro-evaluation” with the former checking the whole “set of materials” and the latter focusing on a particular “task” within the teaching material. In this dissertation we shall be considering both a “macro-evaluation” and a “micro- evaluation” of the reading skill tasks within a unit from the E class result coursebook with the help of the steps advised by Ellis (task selection, task description, evaluation plan, information collection, information analysis, conclusions/recommendations) which function as the criteria of a checklist and interviews with the English language teachers who will offer data establishing the situation.

## **1.5 Conclusion**

Teachers should always evaluate the material they intend to use or have been using throughout the school year. This will allow for constant development and improvement not only of their teaching but most importantly their students’ learning. The correct choice of a textbook will help structure the lesson and accommodate student learning up to a certain point and depending on the objectives and student needs and requirements coursebook supplementation should be considered as an ongoing process in order to maintain student interest and always be contemporary and up to date.

## **2. Chapter 2: Reading Skill**

### **2.1 Introduction**

In this chapter we shall consider the basic principles of the reading skill. Knowledge of the language and receptive skills combined with prior knowledge before and during a reading task/activity help the reader acquire meaning from written discourse (Harmer, 2001).

### **2.2 Shema, schemata, vocabulary, and knowledge of the world beforehand**

Non-native speakers face difficulty when dealing with the reading skill. Harmer (2001) stresses the necessity of common schemata and cultural knowledge that learners of the English language should have similarly to native speakers in order to achieve comprehension, recognize genre, learn vocabulary, and deal with the written discourse at text, paragraph, and sentence level. This will help readers understand both “instrumental” and “pleasurable” types of reading (Harmer, 2001)

### **2.3 Metaphorical models of reading**

Grabe and Stoller (2011) argue that metaphorical and specific frameworks facilitate the reading comprehension process. Metaphorical models are used by language learners who apply bottom-up, top-down, and interactive models in order to achieve comprehension of written texts (Grabe and Stoller, 2011). Readers will either join the information such as words or phrases and get a general feeling of the text (bottom-up) or use their schemata and prior knowledge along with the information from the text to make inferences and draw conclusions (top-down) (Grabe and Stoller, 2011). The interactive (hybrid bottom-up and top-down model) is a combination of the two that

might prove challenging for a language learner if the combined models interfere with each other (Grabe and Stoller, 2011).

## **2.4 Lower and higher levels of reading processes**

Reading comprehension processes applied by skilled L1 but also L2 readers are divided into lower-level (skills oriented) and higher-level (based on background knowledge and the ability to make inferences) processes (Grabe and Stoller 2011). The three lower-level processes (lexical access and word recognition, syntactic parsing, and semantic proposition formation) are necessary if the reader wishes to achieve and maintain fluent reading and comprehension (Grabe and Stoller, 2011). Whereas higher-level processes, focus on the comprehension of the written text by coordination of ideas and information (text model of comprehension), reader interpretation of the author and use of the information (situation model of reader interpretation), background knowledge and use of inferences, and monitoring/assessment of understanding (executive control processes) (Grabe and Stoller, 2011).

## **2.5 Purposes for reading**

Reading texts has a specific purpose which is not the same every time. A skilled reader is able to identify the topic, make predictions and inferences, read for general understanding (skimming), read for specific information (scanning), read for detailed information, and to interpret information with the intention to go past the literal meaning of the information included in the text and draw conclusions (Harmer (2001). Grabe and Stoller (2011) classify these purposes for reading and text-based learning into seven headings and propose “automaticity” and “intentionality” as means to differentiate between skills and strategies applied when reading. The authors present as purposes for reading the intention to search for simple information, to intentionally skim, to learn, to integrate information using critical thinking to reach a goal, to write, to critique texts, to reach general comprehension (Grabe and Stoller, 2011).



## **2.6 Challenges when reading**

EFL/ ESL learners as well as native speakers may encounter difficulties when reading. For Harmer (2001), challenging vocabulary and sentence length interfere with comprehension and may demotivate the reader. Therefore, certain points need to be taken under consideration. Selecting and pre-teaching vocabulary in a creative way can generate interest, facilitate understanding, and promote language acquisition (Harmer, 2001). Intensive and extensive reading helps readers regardless of their L1 or L2 status as long as it is age appropriate and to their level. Harmer (2001) points out that extensive reading allows readers to improve and develop their language and reading skills through active and passive vocabulary which leads to the development of automatic word recognition (automaticity); therefore, the text becomes comprehensible which in turn increases the number of known vocabulary words and schematic knowledge of the reader. Furthermore, reading texts should be authentic, have interesting topics, and include different genres in order to activate schemata, create interest and allow the reader to deal successfully with the comprehension tasks that teach receptive skills and promote understanding of language and text construction (Harmer, 2001).

### **2.6.1 Extensive and Intensive Reading**

Extensive reading, also known as readers, is additional reading encouraged by the teacher which may not necessarily be part of the set material (coursebook) and syllabus that form the intensive student reading (Harmer, 2001). This extra reading material may be original fiction, non-fiction, or simplified works of literature at the appropriate level and genre of the language learners and should be accompanied by a task even a simplistic one as rating and commenting on the book to their classmates and teacher (Harmer, 2001).

Intensive reading, on the other hand, is the compulsory reading assigned at school. Teachers should help make it more productive by giving clear instructions, allowing sufficient time for its completion, offer feedback, and indicate language features and

text structure (Harmer, 2001). Harmer (2001) quoting Walker stresses the much-needed balance between understanding the general meaning, reaching deeper understanding by going beyond the text, and acquiring as much vocabulary as possible. Intensive reading may require students to extract specific information, read for general understanding, or even be a source of information for language use (Harmer, 2001). Such reading texts refer to skills such as predicting and using vocabulary to generate interest, answering standard/general reading comprehension questions which can be applied to any text, using “modified” cloze procedure (adding missing word to fill in the blanks in the text), using additional sources (i.e., internet) to search for information to help comprehension, completing a word puzzle, engaging in role play to generate interest, identifying the genre of the authentic text to spot information according to the structure i.e., newspaper article (Harmer, 2001).

## **2.7 Differences between L1 and L2 reading comprehension**

Reading comprehension of texts is demanding and challenging within one’s own L1 literacy environment and even more challenging when dealing with L2 contexts; therefore, both L1 and L2 languages are involved by interacting and coalescing in the development of second language learning skills (Grabe and Stoller, 2011).

Grabe and Stoller (2011) find that there are three different types between L1 and L2 reading contexts and a total of fourteen ways in which L2 reading comprehension processes and instruction differ from L1 contexts. L1 and L2 learners have a) linguistic and processing differences, b) individual and experiential differences, and c) socio-cultural and institutional differences (Grabe and Stoller, 2011).

Linguistic and processing differences between L1 and L2 learners reflect: 1) uneven lexical, grammatical, and discourse knowledge amongst the first stages of L1 and L2 reading, 2) stronger metalinguistic and metacognitive awareness in L2 contexts, 3) linguistic differences between L1 and L2, 4) the language threshold hypothesis – sufficient L2 vocabulary and structure knowledge in order to apply L1 reading strategies and skills while reading, 5) language transfer that will either support or

interfere during the reading task, 6) interplay between the two languages during L2 reading (Grabe and Stoller, 2011).

Individual and experiential differences between L1 and L2 learners concern: 1) different L1 literacy skills, 2) L2 learners' motivation for the reading skill, 3) the level of exposure to L2 reading, 4) text variety and authenticity, 5) L2 language resources for the reading skill (Grabe and Stoller, 2011).

Socio-cultural and institutional differences address: 1) the effect of the L2 learners' socio-cultural background while reading, 2) ways of organizing discourse and texts according to cultural and social preferences, 3) the distinction between L1 and L2 educational institutions for teaching the reading skill (Grabe and Stoller, 2011).

### **3. Chapter 3: Interview based research: English language students and the reading skill**

#### **3.1 Introduction**

In this section we shall consider how Grade 7 English language learners perceive the reading skill included within their coursebook, and if it helps promote reading texts such as novels, newspapers, magazines, etc., written in the English language. In total ten Grade 7 English language teachers who teach B1 level students were interviewed based on a list of questions which aimed to outline the teaching of reading skills currently implemented and the way it should be reshaped making reference to their coursebook (E class result). The goal was to determine how English language learners can be facilitated in developing as readers while learning the English language. The research was conducted using the interview as a research tool to give the English language teachers involved the opportunity to express themselves freely and be able to elaborate reflecting on their experience while adding their own input on the topic using a certificate orientated ELT coursebook as their reference point and offering concrete evidence.

#### **3.2 Advantages and disadvantages of interview-based research**

The particular type of research was chosen, as a means to gather information, because of its advantages and manageable disadvantages. Interviewing teachers in person allowed for feedback to be clearly communicated, while discrepancies stood out and generated fruitful discussion. Both interviewer and interviewee share the same profession making it easier to combine their personal teaching experience and focus on their student population for conclusions. The particular coursebook unit was chosen as a reference point for teachers to use during the discussion since it is part of their teaching material and is of the same format as the majority of ELT coursebooks used to teach English in Junior High Schools in Greece. Listed below are some advantages and disadvantages of interviewing people face to face according to Marshall (2016).

### Advantages

- One has the ability to interview the right people.
- Interviews allow versatility and may deviate from a particular point or objective if necessary.
- Interviewees express freely their personal opinion and feel commitment during the interview.
- Both participants can ask for clarifications during the interview.
- Any relevant material may be used in support of argument/point made.

### Disadvantages

- Interviews are time consuming.
- May be limited to a small number of people.
- Interviewers may receive biased answers.
- This type of personal approach (interview) may inhibit the interviewee.
- Interview skills are required.

## **3.3 Rationale and Interview questions**

The rationale was to have teachers reflect on the type of books used to teach the English language to Grade 7 language learners. Coursebooks available in Junior High Schools in Greece are ELT certificate oriented; therefore, students perceive English language learning as an upcoming certificate examination and do not develop a love for the English language. More specifically, ten English language teachers were interviewed and asked to comment on their coursebook's "reading skill" and their students' response to it. A set of questions were used as stimuli to help the teachers give their feedback. Why do students mistake the reading skill for a reading comprehension task and do not consider it as a useful tool to develop and learn the language itself, develop skills, as well as broaden their knowledge? Do they treat the reading skill differently in their L1 language?

Concerning the sample, seven female and three male were involved; Their age range was thirty-five to fifty-six and their teaching experience ranged from ten to thirty years. They were presented with the following questions:

1. How many years have you been teaching the English language?
2. How do your English language students respond to the “reading skill” in general? Explain offering examples
3. Do your students enjoy reading different types of texts in English? Elaborate
4. Do your students use the “reading skill” productively? Are they able to develop further interest in the English language? Elaborate
5. Are you satisfied with your coursebook’s “reading skills” section? Would you make any changes? If so which ones?

### **3.4 Interview findings**

In this section, we shall look at the information shared by colleagues and the answers they gave to each of the above-mentioned questions during their face-to-face interview. Conclusions have been drawn, based on the answers provided, and are discussed and analyzed below followed by the individuals’ comments.

#### **Question 1**

To begin with, the average teaching experience between the interviewees is seventeen years. The actual minimum being ten years of teaching English and the maximum thirty. More specifically, there was one teacher with ten years of experience, one with twelve years, two with fourteen years, four with fifteen years, and two with thirty years. All teachers are female and have gained their teaching experience after having taught the particular number of years at Junior High School level in the private sector. It is also worth noting that every teacher was fairly enthused when reflecting on the total number of years they have been teaching since they all admitted at some point that teaching is a very rewarding profession, being able to help students progress and grow, but also very strenuous.

Answers given by teachers when interviewed:

Question 1: “How many years have you been teaching the English language?”

Teacher 1	“Ten years!”
Teacher 2	“Twelve!”
Teacher 3	“About thirty!”
Teacher 4	“Fourteen years!”
Teacher 5	“Fifteen long years!”
Teacher 6	“Fifteen years!”
Teacher 7	“Thirty years!”
Teacher 8	“I believe a total of fifteen!”
Teacher 9	“Fourteen years!”
Teacher 10	“Fifteen!”

Question 2

The majority of teachers interviewed stated that their students deal with the reading section as they did when preparing for certificates. They read the text or if they feel confident enough, they scan and skim through the sentences to find the answers to the questions and write them down using key words or phrases identified within the questions. In most cases they will try to copy the exact phrasing if possible and avoid paraphrasing since that requires detailed understanding of what has been read and is more time consuming. Up to Grade 7, most students attending private schools have at least taken the A2 Key English Test (KET) which according to CEFR corresponds to the A2 Basic English Language user of elementary level, or the B1 Preliminary English Test (PET) which according to CEFR is equivalent to a B1 Independent English Language user of intermediate level. Moreover, most are now preparing to take a B2 certificate which CEFR characterizes as upper intermediate level of an independent language user. Therefore, students are in a way trained by their ELT coursebooks to handle texts in the target language according to the necessities and requirements of certificates, for instance, the time constraints that students have to complete the different sections.

What is worth mentioning at this point is that the question was raised, by most teachers interviewed, if students treat the reading skill the same way in their L1 language coursebooks. After elaborating on the question and discussing briefly with a few colleagues in the Modern Greek department it was concluded that Grade 7 students generally do not get as involved as they should in the reading skill. Nevertheless, the problem is more evident in the English language as students find all related and relevant activities to it as something extra and additional to what they have to learn. Modern Greek coursebooks are not certificate orientated and students perceive them as language books instead of EFL/ ESL language practice.

Sections of the interview used to draw conclusions:

Question 2 : “How do your English language students respond to the “reading skill” in general?”

Teacher 1	“Most students don’t like reading! Too many unknown words! They always try to find the answers without reading everything or ask me to answer for them. In general, they don’t do any reading, something that has affected the rest of the skills as well, especially writing! It’s always a challenge to convince teenagers to read a book in any language. They would rather be handed the answers rather than work for them themselves.
Teacher 2	“Open-minded students understand that reading texts and books in any language increases knowledge and necessary skills. The issue I face is not having texts and topics students can relate to in their Greek sections. This always makes students more interested in the “reading skill” as they already know information about the topic they are reading in English and therefore they are motivated to continue.” Unfortunately, the English language books we are using are mainly focused on similar and specific topics necessary to obtain certificates that do not always relate to the rest of their subjects or are not really interesting for their age.”



Teacher 3	<p>“I’ve noticed students take a lot of time to read texts especially when being tested for reading comprehension. Regardless of their level, they will most of the time copy sentences onto their answer sheet. They don’t have the confidence to give answers using their own words. Something that can prove difficult at times if they do not have a rich vocabulary. Students don’t realize they can passively learn vocabulary when reading! They will result in vocabulary booklets and lists to try and learn vocabulary.”</p>
Teacher 4	<p>“If the topic is contemporary and interesting to them, they will read the text and at least try to finish any exercises that go with it. Unfortunately, books used for English Language teaching do not have a great variety in topics and students are not always interested.”</p>
Teacher 5	<p>“Students will go through the text trying to spot the answers they need. They do not always understand the text or try to understand the text. Sometimes if text and reading comprehension questions do not have the same vocabulary, students cannot answer and ask me to define unknown words. Which is OK as long it’s not a class activity that needs to be graded.</p>
Teacher 6	<p>“It’s always difficult to have all students do reading in class. Very time consuming, even if someone is reading not everyone pays attention making text comprehension difficult. If students are preparing for English language certificates, they will try to complete relevant tasks but those who have already earned the certificates or are not interested don’t pay attention most of the time.”</p>
Teacher 7	<p>“Students treat reading as something they are obliged to do. They do not indulge in reading! The books available for English language learning give students the impression that anything written in English should be read to answer questions. They think they are always being tested for a certificate. Not many students will pick up a novel for leisure reading or any book written in English to go through the pages even out of curiosity!”</p>

Teacher 8	“I think students in general do not like the “reading skill” regardless of the language it’s in. Students will treat it the same, it has nothing to do with it being written in an L1 or L2 language!
Teacher 9	“Using books to teach English that are made to prepare students for certificates is not easy. Usually, such books are for older language students and not for teenagers – Junior High School students. Their format gives the idea to young students that the English language is in a way repetitive: same topics, same procedure, same activities, etc.”
Teacher 10	“It depends on the theme and genre. They are sometimes more interested in literature, but we don’t use literary texts much in class. I always ask my students what kind of summer reading they’ve done at the beginning of the school year and very rarely do they mention a book written in English. Even with popular ones, say the Harry Potter book series by J.K Rowling, they would rather get the Greek translation of the book.

### Question 3

The prevailing answer to this question was literature. Literary texts especially short stories proved to be the most favored by students in Grade 7. Nevertheless, such texts are not included in the coursebook, or in the case of Unit 3 - Storytelling (the sample unit from their E class result coursebook used as reference) it is too condensed and only one related to literature unit in the entire coursebook. The teachers interviewed mentioned that students are more involved in reading and paying attention to short stories if they were of interest to them. However, these had to be handed to the students by their teachers as additional texts or as a reading skill activity adding text variety and a different twist to the English lesson. Students would also have to be taught the basic elements of a plot diagram and relevant literary terms to have better understanding of the literary text. All teachers agreed that students would benefit more by dealing with literary texts because it increases the time, they are willing to spend engaged in the language learning process. It also requires critical thinking and the development of

other skills (for example reflecting, making inferences, deducing, etc.) when answering reading comprehension questions or completing tasks. Furthermore, students do not feel as they are going to be tested and are more focused while reading and completing the supplementary activities and tasks. Consequently, students are exposed to the English language and notice for example how vocabulary, sentence structure, and grammar are used.

Sections of the interview used to draw conclusions:

Question 3 : Do your students enjoy reading different types of texts in English?

Teacher 1	<p>“Yes, especially those that do not look like reading comprehension tests. Anything such as blogs, media platforms, and literature dealing with teenage issues is a must. I would rather discuss bullying through a short story (literature) and have the students analyze and draw conclusions based on the story’s characters and theme than simply raise the issue and wait for a discussion. It’s easier for them to connect the “reading skill” this way with their interests and personal experience. Reading such a short story will help make personal connections and read about a familiar or less familiar global issue in another language. Students will learn case specific vocabulary effortlessly in the foreign or second language while comparing and contrasting.” I find the correct choice of short story can help students develop the reading skill and even be willing to complete tasks relevant to the rest of their language skills. However, this will require moving away from the traditional methods of testing students in order to evaluate their English language learning and ability in the “reading skill” overall.”</p>
Teacher 2	<p>“My students have always preferred a variety of texts. I try to add material that is different compared to what we have in our coursebook. Literature and poetry are always interesting because of the discussion they raise. There are incidents where I used work by Greek writers translated into English so as to get my students’ attention. Students</p>

	<p>compared specific excerpts or entire pieces of work by Nikos Kazantzakis, Alexandros Papadiamantis, and Constantine P. Cavafy in their L1 and L2 language. It was a perfect opportunity to present work initially written in their native language translated into English. A hands-on approach to the “reading skill” so as to compare and contrast, identify the differences, and appreciate both Greek and English. Looking at the Greek and English translation students were able to use the Greek original version as a key and identify how both languages function and how our native language can help us learn English.”</p>
Teacher 3	<p>“Texts like literature always help students develop and express their critical thinking and exchange views and ideas with their classmates. I’ve noticed that literary texts do not present themselves to students as obligatory or hard work and appears to be more pleasant to young students. Tasks involved usually imply alternative assessment and students feel more comfortable with their learning overall because they feel their extra effort will be noticed and appreciated. Language comes natural in novels for example, and students can develop skills and knowledge through the “reading skill.” Exposure to proper punctuation and English can help students with their writing and grammar. Vocabulary is also improved because unknown words can be learnt by understanding the overall context. Obviously, the novels have to be age appropriate, have the right level of difficulty, and be a little challenging to encourage and push students forward.”</p>
Teacher 4	<p>“I try to include multimodal texts in the teaching of the reading skill. Mainly newspapers, magazines, print adverts, and brochures. This is material students come across every day and they have to demonstrate understanding. The use of multimodal texts makes the “reading skill” easier for students to understand and use themselves. They find the material relevant to work with - it’s a real situation with a real audience. Such authentic material is useful and necessary in both L1</p>

	and L2 language learning especially when people today travel, live abroad or even buy things online.”
Teacher 5	“A variety of different text types is always helpful for the teaching of the reading skill. Students do have the tendency to avoid reading a text if they do not find it interesting. That could be the layout, the text type, the title, or the exercises that follow that puts them off and lose interest.”
Teacher 6	“Students are always interested, curious, and more willing to look at different texts compared to what they have in their coursebooks. They like newspaper articles, magazine articles, printed advertisements, and literary texts. When there are films and TV series based on novels or books, it’s easier for teachers to use the material in class. Newspaper articles and magazine articles are not frequently present in their books, not even in their L1 language. When reading such texts students don’t feel they are actually doing something obligatory and dull and are keener on reading it. Also, newspapers articles and magazine articles are now also online, and students can access them on their mobile phone or other electronic device. Such texts are what they are exposed to every day.”
Teacher 7	“Over the years I’ve noticed that literature, when read and analyzed in class, is more interesting to students either strong or weak. Through literary texts students explore big ideas that connect facts and different topics. For example, Agatha Christie’s novel Murder on the Orient Express is a perfect opportunity for students to discuss and do work on topics such as crime and punishment. There is also interdisciplinary connection between subjects making it even more beneficial for students and it even helps discuss reality through fiction while developing language skills. And, since we are referring to Agatha Christie, her work will definitely be interesting to students since it can be found in the form of TV series, films, and obviously novels. Such writers can become the reason for students to deal with the “reading

	skill” on their own and improve their English language learning effortlessly.”
Teacher 8	“I don’t think so! My students would rather spend time using the social media than doing any kind of reading. Maybe texts like newspaper or magazine articles still are of some interest to them but very limited if the topic is not relevant to teenage issues and interests. Everything related to the “reading skill” has deteriorated even in their mother tongue.”
Teacher 9	“I think my Grade 7 students are more interested in reading fiction when dealing with English and the “reading skill.” They feel more comfortable and confident because they can understand most of it and have something to discuss afterwards. Unfortunately, for them the reading skill is perceived as the ability to understand the meaning of what they have read and provide a summary. Non-fiction texts prove to be more challenging, and students are not interested in them unless it is a reading comprehension test or section of a test.”
Teacher 10	“I have noticed students request literary texts for the reading skill but are not willing to do the reading on their own free time or to have it assigned as homework. Students love literature but would rather do it in class in the form of reading several pages each out loud and analyzing information when needed. Therefore, it is up to the teacher to in a way stress the pieces of information students need to learn and if possible, have the students learn them in class. Also, students will pay attention to any text type if they think they will be tested on. I believe the type of coursebooks we use encourages this kind of student reaction to the reading skill.”

#### Question 4

Interesting to say teachers answered this question by emphasizing that students perceive the reading skill as independent as they similarly do for all four skills (reading, writing, speaking, and listening) and do not effectively recognize how they are interconnected. Students misunderstand the reading skill and treat it as reading comprehension only.

As an example, the majority of teachers interviewed mentioned that students prefer studying the vocabulary prior to reading the text from their vocabulary booklet and grammar strictly from their grammar book. Grade 7 students are not eager to view how the English language is incorporated in the reading texts themselves. They are not willing to try and comprehend the meaning of unknown vocabulary from the context or try to study a grammatical feature by looking at the text and trying to make out for example its use and theory on their own. The teachers with the most teaching experience recalled grammar books which used to provide students with texts written in the particular grammatical feature (for example a particular tense) and students were instructed to identify rules and usage hence encourage students to discover the language themselves. Nevertheless, this method is not used anymore, or the texts included in the grammar books are very short and limited to a short number of sentences acting more as an example instead of a text. Furthermore, reference to the topics addressed within the reading skill (texts) was made. Teachers commented that students, especially younger generations, have become very selective and are not easily interested in reading. It seems that they are more concerned in social networking, video-sharing apps, and gaming making even more challenging for teachers to generate student interest in the reading skill.

Sections of the interview used to draw conclusions:

Question 4 : Do your students use the “reading skill” productively? Are they able to develop further interest in the English language?

Teacher 1	“I’ve noticed that students will read a sample writing just to pick up information they can use themselves in case they are asked, or they have to write something similar. Most will not pay attention to the layout, structure, grammar, appropriate vocabulary, and other important aspects of the language. Same with the ‘reading skill’ students will scan and skim through the text to find the answers they need. Most of the time they won’t even understand the text. This makes it difficult for them to benefit from the reading skill. Could be that the structure and layout of the coursebooks used to teach the English languages leads to the particular student approach. Students
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	look at English as a certificate they need to get and not as a language they should learn.”
Teacher 2	“If the text is short and fairly straightforward my students will read it and complete the assigned work. Apart from that, the reading skill is thought as information put in writing that they have to read apply in some way.
Teacher 3	“I used a text from an old grammar book to teach my students tenses. They had to identify how a couple of tenses are formed and when they are used. When they looked at the questions which were not related in any way to reading comprehension, they told me there is something wrong with the questions. My students couldn’t understand that the ‘reading skill’ addresses all language skills, and sometimes just by being observant you can improve your language skills and knowledge. Students always want the answer straight away and don’t feel comfortable or are not willing to find the answer themselves.”
Teacher 4	“It is impossible to have texts or coursebooks that will satisfy all students. Convincing them to “read” anything has become extremely difficult. Unless the reading is connected to a graded activity or a test, they will not put in any extra effort, or they respond to the “reading skill” by saying they have understood what the text is about- the general meaning or gist. Many Grade 7 students are still in elementary phase mode. The reading skill for them is a story of childish context and characters that they simply need to read and provide a brief summary, thus, facing difficulty working with the text or even trying to use critical thinking and drawing conclusions.
Teacher 5	“Students don’t participate in the ‘reading skill’ actively and they rely completely on the teacher for guidance and instructions. They are not willing to do leisure reading because they are interested in learning the material and information they will be tested on. It’s either going to be treated as reading comprehension or a prompt for essay writing if that is the case, and they will definitely ask me what to include in their work.”



Teacher 6	<p>“Generally, students do not ‘actively read.’ They do not ask themselves questions as to what they are reading and why. They will not try to think critically and beyond the literal meaning of things. In case of unknown words, they directly ask me to define the word because they do not intend to underline it and look up its definition afterwards. Maybe they think that just because the text is in another language there is no intertextuality and multicultural connections.”</p>
Teacher 7	<p>“The ‘reading skill’ for English language students is mainly perceived as reading comprehension. Students who are more mature in Grade 7 are able to process and analyze the text a little further. Maybe we teachers need to stress and indicate how it should be dealt with more often. Grade 6 should serve as a transition phase for students to be able to adapt easier to the demands of Junior High School. Students are always asking or searching for a direct answer. Give a written paragraph to students and ask them to identify the language – they will ask specific questions as to what it is you want them to do and what should they answer. Will they be able to comment on the vocabulary or even grammar it has been written in? If students look at a sentence and have to decode for example the tense and how the tense functions withing the sentences that will be extremely confusing for them.”</p>
Teacher 8	<p>“Students are able to find direct and stated information when dealing with the ‘reading skill’ and learn some new vocabulary depending on their maturity. They can also identify some cultural facts and differences between their L1 and L2 language. There are times, depending on the text type, when students can learn new information and even interpret information which they will use to make possible connections and view the difference in perspective.”</p>
Teacher 9	<p>“Grade 7 students have poor handwriting lately and difficulty reading out loud in their L1 language. This is even more evident in a foreign or second language meaning English. Excessive use of technology has resulted to this and the Covid -19 pandemic has made matters even worse. You would expect teenagers to be willing to do more reading</p>

	<p>especially leisure reading but they'd rather go online. If students have difficulty reading out loud at this age it means they have not been dealing much with the 'reading skill' which also reflects on their writing skills.</p>
<p>Teacher 10</p>	<p>"I try to remind students that language skills work together. It does not matter if it is a native or a foreign or second language. Probably Grade 7 students are too young to pay equal attention to all of the skills. Perhaps we need to make changes to the way we teach and test the 'reading skill' making it more interesting. Unfortunately, our students' school day has too many subjects rendering it impossible for students to focus on English as a language and not another subject they have to study.</p>

#### Question 5

The English language teachers answered they like a variety of different text types included in their coursebook. They find the expository and argumentative texts within their coursebook useful, but they would like more narrative texts. The interviewed teachers pointed out that narrative texts will help students view the English language as less "foreign." It will promote reading and help students view English as a language they can indulge in leisure reading and have further involvement and control over their own learning while uncovering the imaginary and real world that narratives address. Narrative texts are both fiction and non-fiction. The language teachers commented on the horror story in Unit 3 – Storytelling in E class result and found that the reading section of the unit could have been longer and even more interesting to the students. As for the non-fiction narratives, the teachers referred to newspaper and magazine articles, blogs, reports, and history writings.

In addition, all of the language teachers who were interviewed mentioned that during class there is not always enough time for the reading skill. If done entirely in class, sufficient time needs to be allocated for students to read the text and answer any reading comprehension questions and complete the necessary tasks. When texts are found interesting by the students then their attention and focus helps finish the reading skill

section and maintains student participation and motivation. If not, then a small number of students try to complete the assigned work while the rest wait for the answers to be shared and checked.

Sections of the interview used to draw conclusions:

Question 5 : Are you satisfied with your coursebook’s “reading skills” section? Would you make any changes?

Teacher 1	“We need to teach students how to use the ‘reading skill.’ They need to understand that both L1 and L2 reading skills correlate up to a certain point.”
Teacher 2	“I would try to include interdisciplinary texts so students can see the connection between their L2 and L1 language learning.
Teacher 3	“Assess the ‘reading skill’ using the MYP Language acquisition criteria. These are different from the approach we have been using in our coursebook.”
Teacher 4	“It’s difficult but the reading skill needs to have real -world contexts, global contexts or at least relate to them in a clear manner.”
Teacher 5	“I would modify the reading skill in our coursebook by adding to it or even changing certain texts. Students need to develop skills in general. Critical thinking, creativity, collaboration, self-management, and research skills should be some of them.”
Teacher 6	“Lower and higher levels of reading processes are present in all languages. A foreign or second language should not be dealt differently from our native language. Noticing differences will help students become better English Language learners.”
Teacher 7	“Less material taught during the school year and more teaching periods spent on the reading skill. Adding literature will expose students more to the language. Also, assessment of the reading skill should include ‘higher -order thinking.’ Definitely use the text to have students use their critical thinking to analyze and synthesize information.”

Teacher 8	“Avoid using abridged versions of literary texts. Students should read the original short stories or novels instead. Language learning should not be simplified. There is a huge selection of short stories and novels suitable for Junior High School students.”
Teacher 9	“I would test the reading skill according to the MYP framework.”
Teacher 10	“Technology can help with the teaching of the reading skill. Web pages with relevant information, text, and images can help students move away from the traditional use of print books. This also encourages research.”

### 3.5 Concluding remarks

- a) Students do not read or study the given texts in order to gain knowledge, learn vocabulary, identify grammatical features, develop their critical thinking, or learn a different culture. They characterize it as a mandatory activity assigned by their teacher that will be evaluated and/or graded. Students are more willing to learn vocabulary through long vocabulary lists and grammar though their grammar book instead of drawing conclusions and identifying information in the written texts.
- b) Students scan and skim through the given text(s) to answer reading comprehension questions and complete assigned classwork activities, exercises, and homework without processing the information or developing any further interest in the text itself. Frequently, students focus only on sentences and/or sections that include the needed answer(s) and do not engage in reading the entire text(s).
- c) Students are rarely able to develop critical thinking skills or take their knowledge further since they are not interested in the content or the type of activities (i.e., exercises) connected with the reading skill. They perceive the text written in English as a detached piece of information that does not add to their overall knowledge. Furthermore, there is a limited range of texts. Authentic texts and texts they will come across in their future life are

usually not included within coursebooks making it even more challenging for students to be willing to engage in further relevant reading especially if not assigned.

- d) Second language learners perceive all material in English as a form of examination to obtain language certificates or process leading to one. Therefore, their approach to the “reading skill” is always with the intention of finding answers to given questions and not use the text productively and in combination with further activities or learning.

## **4. Chapter 4: The E class result coursebook**

### **4.1 General information about the coursebook's structure**

Michael Duckworth, Kathy Gude, and Jenny Quintana are the authors of the E class result coursebook published by Oxford University Press. The coursebook is certificate oriented and covers the Cambridge ESOL examination requirements between B1 and B2 level also referred to as upper-intermediate. It addresses all four skills in each of the twelve units introducing a different topic and a variety of activities.

More specifically, each unit focuses on an individual topic and is divided into nine sections: lead-in, reading, vocabulary (focused on text), grammar zoom, vocabulary (generally focused on topic), listening, speaking, language in use, and writing.

The very brief “lead-in” section introduces the unit’s topic and allows both students and teacher to brainstorm on the text they are about to read by also looking at the title, text layout, and pictures.

The actual “reading” is preceded by a small number of multiple-choice reading comprehension questions followed by the text itself.

The “vocabulary” section includes a small number of vocabulary exercises introducing vocabulary from the text and some extended vocabulary focused on the unit’s topic.

The “grammar zoom” section focuses on the main grammatical feature used in the text and offers practice exercises without referring to the theory in detail.

The second “vocabulary” section provides vocabulary and information such as phrases that the students will need or find useful to complete the overall activities present in the unit.

In the “listening” section students listen to a different text type compared to what they have dealt with in the “reading” section and complete exercises relevant to the unit’s topic.

The “speaking” section helps students prepare for the speaking skill assessed in certificates with the use of prompts such as pictures.

The “wordpower” and “language in use” sections allow students to practice troublesome vocabulary, phrasal verbs, prepositions, and grammar that do not necessarily address the unit’s topic in a small number of exercises. In addition, the “language in use section” focuses on different exercise types to help students prepare for certificates and their test format. General exercise types found in this section are open close, key word transformations, multiple-choice, etc.

Last, the “writing” section provides short writing samples of the text type given in the “reading” section and guides students to produce a similar piece of writing on their own.

## **4.2 Analyzing E result Unit 3 – Storytelling**

Before suggesting ways to supplement the reading skill in a certificate orientated coursebook such as E result, let us first consider an example of how it is already addressed in Unit 3-Storytelling (see Appendix Part I page 24).

The “lead in” section has four short activities with the intention to activate student prior knowledge on stories and their characters, generate interest, and student engagement. Students start with a picture and name matching exercise of four characters (Count Dracula, Frankenstein, Lord Voldemort, and Dr. Jekyll & Mr. Hyde) followed by a second exercise requesting students to recall the type of story in which they appear. Exercise three lists a small number of different story types requesting students to express their preference. In the fourth exercise students are asked to discuss a story they have read to their partner explaining if they liked it or not.

The Grade 7 English language students recognized Lord Voldemort from the Harry Potter film series and Count Dracula from films with gothic features such as vampires. They were unable to discuss about the other two characters (Frankenstein, and Dr. Jekyll & Mr. Hyde) because they are not as popular in

Greek culture even though the particular readers/novels are available in junior fiction sections in bookstores. The students focused on film versions instead of the novels or mentioned that they had read a Greek translation of the book instead of the English version.

In the “reading” section students are first given a prompt to read quickly through the text for general understanding and then asked to read the text once again before answering each of the two exercises that follow. The first exercise has four questions strictly focused on becoming aware of the characters mentioned in the reading and their actions. The second exercise requests students to answer four questions with multiple-choice answers that mainly focus once again on the characters and their actions or status within the plot. The third exercise requests students to “solve the mystery” in pairs in the form of a role play between them whilst sharing additional information found on a different page within the book (see Appendix Part I pages 25, 152, 154). The reading text titled “A Sherlock Holmes Mystery” is a short excerpt of an abridged version of the original story “The Adventure of the Sussex Vampire” that students are not aware of.

The English language students were not fully exposed to literature with the particular reading text. They looked for answers in an excerpt of an abridged version of a literary text; and tried to understand the entire plot through a small number of basic questions and exercises. Students had to focus on explicit information without analyzing any conventions or connections. The lack of introductory information regarding the story, the genre, the author, the actual title of the story, and the plot did not help promote the reading of the original piece or literature in general. The role play activity that followed the excerpt included some additional information in the form of clues that students read and shared with their partner so as to answer the eleven questions that followed. The clues are short pieces of additional information which replace written text and help students speed up the process of finding answers. The end of the reading skill did not help students identify and elaborate on conventions such as format and style nor did it include any activity that allows for them to draw conclusions and apply personal opinion and experiences while identifying ideas or opinions



within the text. Last, though there are pictures in the “lead in” section adding multimodality to the unit in general, the reading section does not have any.

The “vocabulary” section is limited to three exercises with a very small number of vocabulary words connected to storytelling. The first exercise has only five vocabulary words from the “reading” text that students have to match with their given meaning. Exercise two requires students use the given vocabulary in the previous exercise in four example sentences in the form of fill in the blank. Last, exercise three requires students to unscramble seven unknown words (not present in the reading text) and match them with the given definitions.

Overall students found the “vocabulary” section easy and quite basic for storytelling. The particular vocabulary does not focus on the reading text’s genre. It simply addresses storytelling vocabulary in general or even vocabulary that students have heard in films before i.e. car theft, vandalism, and armed robbery (see Appendix Part I p. 25).

The “grammar zoom” section focuses on past tenses. There are six exercises in total that require students to apply them. There is no theory section just direct application of the tenses. Exercises one and five do require students to identify a few grammar uses in a short text and three example sentences respectively. Exercises two, three, and six request students to put the verbs in the correct past tense, whereas four suggests the combination of past and past perfect within the same sentence using the given prompts.

The students were able to understand the use of past tenses in storytelling and generally in narration when referring to the past. The exercises in the coursebook were supplementary to the grammar found in their grammar book or to grammar they had covered in previous years. Overall, this section was a good reminder of a few basic uses of past tenses that students were able to also identify in the reading text within the unit.

The second “vocabulary” section includes three exercises. One with basic descriptive adjectives (i.e., uneventful, mysterious) for seven different story types, a second one giving the type of writing and requesting the noun

describing the person who writes it, and a third one focusing on punctuation marks and their use.

The students found the first exercise fairly easy since there was not a vast selection of descriptive adjectives for the suggested story types. The second exercise was interesting, but students needed prior knowledge of the vocabulary words to answer certain of the questions. Whereas the third exercise acted as a reminder of some basic punctuation marks that the majority of students use when writing their own stories or narrations.

Looking at the listening section, the first exercise encouraged students to discuss in pairs two questions. The questions introduce story types and what makes a best-seller with the use of prompts for the students. Exercise 2 includes short dialogues that students have to match to the speakers.

Both exercises proved simple to the students. The first one bears a resemblance to speaking activities. Students commented on the kind of stories they like to read and tried to understand what makes a best-seller novel. Students referred to films instead of novels since leisure reading is not very popular to Grade 7 students. The second listening activity requires students to listen to four different speakers and match the speaker with the sentence including his/her general comments about writing stories.

The “speaking” section deviates from storytelling (the unit’s topic) and addresses “writing” in general. Students have three exercises to practice speaking by answering questions regarding how people like to write and communicate, matching words together and connecting them to a photograph indicating the type of writing (i.e., signing an autograph), and comparing photographs together to identify the reason the people in the photos write.

The students were able to complete the tasks without difficulty. All three exercises acted as speaking prompts for students to practice speaking generally on reasons to “write.”

The “wordpower” section of the unit has a total of five exercises. Exercises 2-3, and 5 are related to storytelling and story writing. Exercise 1 has a small

number of phrasal verbs with the preposition *up*. Exercise 2 requests students to use reporting verbs that can be found in stories especially in dialogues or reported speech. Exercise 3 requires students to use superlatives in the form of answering questions Exercise 4 provides vocabulary for the different parts of a book such as “*cover*,” and “*spine*.” Last , exercise 5 has students matching basic words connected to “*humor*” with the appropriate picture.

When students dealt with the “wordpower” section, they understood the importance of reporting verbs used in dialogue present in short stories and novels (exercise 2 see Appendix I p. 30) contrary to exercise 1 that simply referred to the use of phrasal verbs with the preposition *up*. Nevertheless, the theory regarding reported speech and the use of the different reporting verbs is not included within the student book for at least a quick reminder of the grammatical feature. In addition, the exercise included a small number of basic reporting verbs such as “*admit*,” “*explain*,” “*ask*,” and “*tell*” without adding a variety of less frequently used reporting verbs such as: *deny*, *insist*, *object*. Exercise 3 was completed in the form of pair work. Students answered the given questions to each other by repeating the superlative in their answers instead of providing the theory and having students read it and then practice using it. Exercise 4 was interesting to the students. Most were unaware of the particular vocabulary regarding the parts of a printed book. Some had never heard that books also have a “*spine*.” Useful when promoting the reading of novels. Students found the fifth exercise interesting but with basic vocabulary for their age and level. “*Grin*” was the only word some students did not know. They were most eager to ask if “*laugh out loud*” can be abbreviated as “*LOL*” as done when texting.

The “language in use” section of the unit includes three exercises of different type. There is an open cloze, a fill in the blank, and a key word transformation exercise. Exercise 1 has a relevant text to the unit’s theme that students have to read and complete the missing verb, preposition, etc. Exercise 2 requires students to use the given time expressions to fill in the blanks, and exercise 3 focuses on key word transformations with a different given word that has to be used in each case.

The students found the second exercise relevant to storytelling or story writing since it focuses on time expressions needed when narrating. Exercise 1 was another sample of a short story but its focus point along with exercises 2 and 3 was mainly to expose students to the different exercise types when taking certificates.

In the “writing section” there is a total of nine tasks students need to complete. All of them focus on storytelling/ story writing. The tasks require students to draw conclusions by answering questions or completing exercises based on a sample writing or specific pieces of information given to them in order to produce their own piece of writing at the end of the section (see Appendix Part I pp. 32-22). Exercises 1 and 2 provide students with a sample story they need to read and then answer a number of questions that indicate what needs to be taken under consideration when attempting storytelling/ story writing. Both exercises stress the necessity i.e., of a having a clear audience in mind when writing, the readers’ native language, story type, setting the scene, etc. Exercises 3-5 use prompts and/or specific information students need to read to understand the importance of using the correct tenses (and grammar in general), use of adjectives, and sufficient information/details. Students are also asked to use some of the additional information to substitute sections of the sample story in order to improve it. Exercise 6-7 help students learn how to describe a scene and narrate it by expressing what they heard or saw. Both exercises provide a short language input as a useful tip and a number of sentences they should use to practice the necessary skill. Exercise 8 reminds students of a clear target audience when writing and indicates how suggested topic sentences should be used within their own writing. Last, exercise 9 requests students to write their own story but based on preparation notes that are already provided. Students have information regarding the word limit, and general information that should be included in the beginning, middle, and ending of the story.

The students found this section particularly interesting as they were eager to write their own story. The sequence of exercises led students to a clear understanding of what they needed to produce in the end of the writing section.

There were clear suggestions/instructions for them to follow and even consult as they were writing their own story.

### **4.3 Supplementing the Reading Skill in E result Unit 3 – Storytelling**

To make the Grade 7 students more interested in reading novels and understand the particular genre (gothic fiction) the following additions were made to the reading section of the unit (Unit 3-Storytelling). The goal was to make the reading skill less certificate orientated and promote it to Grade 7 students. The suggestions and comments given by the teachers interviewed as seen in Chapter 3 were taken under consideration. These additions helped students distance themselves from certificate orientated texts and learning processes and discovered that L1 and L2 language learning has similarities. The students read and analyzed an authentic literary text in the English language, completed a set number of tasks, indulged in personal research, and eventually broadened their knowledge on the English Language while developing an interest in literature.

Prior to the reading section:

Students began by using the recommended coursebook's "Lead in" section to start brainstorming and developing interest in the supernatural and gothic elements (see Appendix Part I p.24). Students were asked if they are aware of the gothic genre that first appeared in literature in the eighteenth century and has remained popular until today. The four exercises focus on "common schemata and cultural understanding" that the students have on the unit's genre and topic while providing some basic vocabulary to facilitate lexical access (lower-level reading processes) and bring forward any background knowledge (higher-level reading processes) while preparing them for their intensive reading .

Students then read the "Sherlock Holmes Mystery" found within the reading section and completed the accompanying exercises. It was pointed out that this is an excerpt of an abridged version of the original fictional detective story of Sherlock Holmes titled "The Adventure of the Sussex Vampire" which will also be read after

completing certain tasks first. This is the intensive reading students have to do to answer simple reading comprehension questions and view an example of the genre of the text. For the first two exercises of this section, students will apply the bottom-up reading model mainly with lower-level reading processes. The students will be able to scan and skim in order to answer questions or check their answers. Vocabulary is simple for the particular level of Grade 7 students and there will be no comprehension difficulties but at the same time students will not acquire new vocabulary. The third exercise provides information from an additional page to the students (see Appendix p.152, p.154) and in pairs they have to use this extra information to answer questions using their ability to draw conclusions at a basic level.

To add “automaticity”, “intentionality,” and the “interactive (hybrid) reading model,” the students at this point were asked to research and find information about the genre of gothic art and literature along with characteristic features and details included within the particular genre. This is an addition to the coursebook’s material (see Appendix Part II). The students conducted guided research, thought critically to identify important information, passively learnt relevant vocabulary, and broadened their cultural knowledge. The particular activity was assigned as homework and students could use the recommended credible source to find some case specific information that was not extensive but enough to help formulate some general understanding of the genre. The class was divided into groups and given a specific topic to research. The next day they were given time to put together their findings and present the information found to their classmates. Students were encouraged to use the World Book online advanced encyclopedia (see Appendix Part II) to discover information relevant to what they had read, what they were about to read, and at the same time understand that they have already been exposed to the gothic genre either through films, books they have read, art they have seen, etc. Students used the online encyclopedia to take advantage of the visuals accompanying the articles and information as well as the additional links/tabs. These links gave some details that students were able to share with their classmates and generate interest, class discussion, and understanding of the genre. Moreover, students researched Sir Arthur Conan Doyle, the author of the detective series, as

well as his main character Sherlock Holmes. Overall, students had to use the online encyclopedia to research gothic art, gothic literature, Sir Arthur Conan Doyle, Sherlock Holmes, and any other link they found useful and worth sharing with their classmates. Students used the recommended links in order to access a credible source and not waste time conducting vague online research. Nevertheless, if a student wished to use any additional source, he/she was welcome to share the information found in class.

Lesson Plan	
Day 1	Total: 45 minutes
Teacher introduces the Unit and topic. Short discussion with students using the coursebook material (pictures, title, etc.) as stimulus to brainstorm. (see Appendix p.24)	5 minutes
Coursebook “Lead in” section. Students work in pairs to complete exercises 1-4 (see Appendix p.24)	10 minutes
Answer check with teacher – feedback if needed	5 minutes
Students read the text and answer question 1-2 (Reading Section) (see Appendix pp. 24-25)	10 minutes
Answer check with teacher – feedback if needed	5 minutes

Assignment of homework / guidance Students divided into groups by teacher (students of mixed abilities get grouped together)	10 minutes
Day 2	Total 45 minutes
Students get divided into groups and decide what information and who will present to classmates. Presentations have a 5-minute time frame.	15 minutes
Groups present to peers	20 minutes
Class discussion of findings	10 minutes



Day 3	Total 45 minutes
Students read the text individually (Reading Section) (see Appendix p. 25)	10 minutes
Students in pairs complete exercise 3 (Reading Section) (see Appendix p. 25, p.152, p. 154)	20 minutes
Answer check with teacher – feedback if needed	10 minutes
Explanation of next phase of the lesson to students	5 minutes

During the reading section:

At this point students read the original short story by Sir Arthur Conan Doyle (see Appendix Part III) which is 14 pages long. A short story not a novel that might prove to be long for Grade 7 students and challenging at this point. While reading the text along with scanning and skimming where necessary, students focused on the following: underlining unknown vocabulary and trying to understand its meaning, identifying any prior knowledge they had on the particular text type and genre, identifying cultural differences between Greek literature they have read and British literature (the text at hand), identifying tenses used to narrate, identifying

gothic elements and their significance/importance in the text, identifying adjectives used to describe characters and states, commenting on basic plot diagram elements [exposition, characters, setting (time and place), atmosphere, conflict (internal-external), rising action, climax, falling action, and resolution].

Reading the authentic text will require students to use all common schemata between their L1 and L2 language along with cultural knowledge. Cultural differences will be evident, and students will be required to use the hybrid bottom-up and top-down reading model to analyze, explain, and make sense of the original text while at the same time improve their knowledge in EFL /ESL. The research and exchange of information between peers completed in the ‘prior to the reading section’ will have given students an advantage and interest in trying to identify their researched information regarding genre, gothic elements, and other points mentioned above. Both lower and higher-level reading processes will be applied by students. Students will achieve comprehension by recognizing vocabulary or interpreting vocabulary words based on context which will add to their overall vocabulary. Students will also notice how present, past, and future tenses are used in the particular narration thus providing clear example sentences of the majority of these tenses. As the students proceed with the reading of the short story comprehension will rely on background knowledge being applied. Therefore, a combination of “automaticity” and “intentionality” will be present. The total length of the text will help students decode any unknown words and lengthy sentences.

Day 4	Total 45 minutes
Explanation of reading task to students (guidelines and instructions). Points for students to consider: <ul style="list-style-type: none"> <li>a) literary genre (gothic elements)</li> <li>b) old and new schemata</li> <li>c) cultural similarities and differences</li> <li>d) vocabulary</li> <li>e) grammar (present tenses, past tenses, future tenses, reported speech)</li> </ul>	20 minutes

f) comprehension of text	
Basic elements of a plot diagram explained to students: a) theme b) atmosphere c) character d) characterization e) conflict f) exposition g) rising action h) climax i) falling action j) resolution	25 minutes
Days 5-10	Total 45 minutes per lesson
Different student reads out loud a different character to classmates. Reading is assigned to different students each day. Short story is analyzed, and students apply instructions and guidelines addressed to them in lesson Day 4.	
Day 11	Total 45 minutes
Class discussion – Student feedback to peers Students discuss the information they identified according to instructions. Teacher feedback	
Day 12	Total 45 minutes
Students complete a summative task according to MYP guidelines to assess Criterion B: Reading- Capable Level	

The summative task will not concentrate on simple reading comprehension questions or certificate-oriented reading comprehension activities. It will help students understand the true value of the “reading skill” and how differences between L1 and L2 reading comprehension can promote reading in English language learning by making it more interesting instead of deterring or intimidating students.

To begin with, the socio-cultural differences mentioned by Grabe and Stoller (2011) will make the reading of the authentic unabridged version of the short story

(“The Adventure of the Sussex Vampire”) interesting to students especially after the guided research they conducted in the initial stage of the modified lesson. The different “schemata,” ‘social preferences,’ and different choice of teaching material between institutions/countries will definitely interest students. In addition, L1 and L2 “individual and experiential differences” as mentioned by Grabe and Stoller (2011) will be evident but the tasks assigned can be completed by students with mixed abilities and skills. Stronger English language students will simply find more information for each question/task. Weaker students will not be deterred because they will be able to follow. Last, regarding “L1 and L2 linguistic and processing differences” (Grabe and Stoller, 2011), the choice of text will help moderate them. The short story is age appropriate and in accordance with the specific Grade 7 students’ level. The variations between students will help with their grading according to the MYP guidelines. Students will have to identify explicit and implicit information, analyze conventions, and analyze connections (Middle Years Programme (MYP) Language acquisition guide p. 42). The level descriptor determines the level of achievement students have reached and gives the teacher the ability to choose between two points for each level allowing for an overall maximum 8 (Middle Years Programme (MYP) Language acquisition guide p. 43). It is worth noting that the MYP grading scheme itself motivates students to complete the summative as it does not rely on the scale of twenty as the rest of the tests administered.

Following are the Summative task questions students will answer:

1. Identify three elements of gothic literature found within the short story.

2. Why are these elements used in gothic literature in general?
3. Why does the supernatural still interest people?
4. How do people perceive the “truth”?
5. Why does the main character involve Sherlock Holmes in his quest?
6. What kind of relationships does Conan Arthur Doyle want to explore in his short story?
7. How do you explain Mrs. Ferguson’s actions and maternal instincts?

After the reading section:

In this section students complete the rest of the coursebook’s material as originally planned. Lastly, as a final activity they will use the skills and knowledge they developed during the reading section to write their own short story. Students were encouraged to use a basic plot diagram and devise their own detective or mystery short story while including gothic elements. The task was to create literature themselves and share it with their classmates for positive and creative peer assessment only. The creation and production of a literary text of their own helped develop a better understanding of literature, love for reading and learning the English language in a more creative way. Also, all students had the opportunity to become writers themselves and write their own short story.

## **5. Chapter 5: Conclusion, limitations, and suggestions for further research**

### **5.1. Concluding Remarks**

After looking at the above-mentioned chapters and information included within them, the following conclusions can be drawn.

Grade 7 students, regardless of their L1 or level in the English language, are not always interested in the reading skill, especially if it is a lengthy text. Teachers always find it challenging to convince their students to do extra reading especially leisure reading and thus benefit from it. What needs to be considered is the choice of coursebook carefully. The books available for English language learning are structured according to the certificate level they are intended. Therefore, if their use is strictly for language learning they need to be supplemented with additional material from different resources.

The additional material should allow students to feel interested and motivated to study the language and increase their interest in the target language itself. In addition, any supplementary material will convince students to move away from their coursebook themselves as they will notice that the “reading skill” does not have to remain confined solely within the pages of their coursebook. Moreover, the reading skill is a good source of vocabulary, grammar, syntax, and multicultural perception of concepts and ideas. Students do not always have to rely on grammar books, or endless vocabulary list to add to their language mastery. The reading skill in general functions as a model for noticing language features in use. Connected activities can also require using critical thinking and drawing conclusions to produce information and projects of their own.

According to the educators interviewed, Grade 7 students are more interested in researching short pieces of information relevant to the text they are about to read with preference to age-appropriate literature. In this way they feel more active and in control of their learning. If the literature is connected to themes and topics they are interested in, then their involvement is more effective, and they are exposed to the English language similarly to their L1 language.

The Grade 7 educators also pointed out that coursebook supplementation is an ongoing process. There are examples of extra material working in one class and not being as effective in another. Similarly, extra material needs to be checked at the end of every school year to see if it is worth using again.

## **5.2. Limitations**

Inevitably the present study bears some limitations given the time constraints that the writer had to cope with. Firstly, the number of the participants was limited as the study wished to explore a particular teaching context namely that of the particular private language school. Also, the students' views could not have been formally recorded through a questionnaire or interviews as it would be difficult to obtain permission from the school management. Moreover, only the reading component of the English language coursebook was examined while it would be useful to explore the book in terms of its merits concerning an integrated approach to language teaching.

## **5.3. Suggestions for Further Research**

Based on the limitations outlined, recommendations for future research are made. The employment of further tools for doing the research and recording the language teachers' views would yield a much richer amount of data. On the same line, recording the views of students would also offer valuable insights as they comprise major stakeholders in the learning process. In addition, a study incorporating all skills development in the particular coursebook should be considered.

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# 03 STORYTELLING

## Lead in

1 Watch the character names in pictures 1-4.

Think of Shakespeare's character names. Do you see any links?



2 In pairs, say what kind of stories the four characters come from.

3 Look at the list of different types of stories and say which type you enjoy reading.

- detective stories
- science fiction
- historical stories
- children's stories
- adventure stories
- ghost stories
- fantasy stories
- horror stories

4 Tell a partner about a story you have read. Say why you liked or disliked it.

24 UNIT 03

## Reading

### Multiple choice

Before you answer the questions about the text, read it through quickly to get a general idea of what it is about.

1 Read the text quickly and answer questions 1-4.

- 1 How many years has Mr Ferguson got?
  - A. one half century
  - B. one century
  - C. one and a half centuries
  - D. two centuries
- 2 What did Mrs Ferguson do to the water tap?
  - A. she never touched it
  - B. she turned it off
  - C. she turned it on
  - D. she turned it off and on
- 3 How did Mr Ferguson react to what the nurse told him?
  - A. he was shocked
  - B. he was surprised
  - C. he was angry
  - D. he was disappointed
- 4 How did Mr Ferguson react to what the nurse told him?
  - A. he was shocked
  - B. he was surprised
  - C. he was angry
  - D. he was disappointed

25 UNIT 03

## A SHERLOCK HOLMES MYSTERY

Mr Holmes, I have come to see you about an old friend of mine called Mr Ferguson, whom I am trying to help.

Five years ago he married the daughter of a rich Persian when he had met while he was working in South America. The lady was very beautiful but after a time, he felt there were signs of her character which he could never explain or understand.

My friend Mr Ferguson had been married previously and he had two sons by the first wife. This boy was very clever and very very charming and affectionate, though really one of his sons was possessed through an illness during his childhood.

The family now live here in Sussex and were happy until recently when Mr Ferguson became ill with a serious disease. When she was caught being her father with the boy for one month. She left the boy which left a great deal of work on his own afterwards.

This was nothing, however, compared with what she did to her own baby, a dear boy just under one year of age. About two weeks ago the baby had been left by its nurse for a few minutes. Suddenly there was a loud cry from the baby. As the nurse ran into the room she saw her employer, the lady, leaning over the baby and apparently lifting his neck. The nurse was so horrified that she wanted to call the husband, but the lady begged her not to and actually gave her the means to keep quiet. No explanation was ever given, and for the time being the matter was nothing.

Eventually the nurse could not take the strain any more, and she told Mr Ferguson everything. To her it seemed as wild a tale as it may now seem to you. She knew his wife was a loving mother. Why then should she hurt her own dear little baby? He said the nurse that she was drinking, and that he would not allow her to say such things.

While they were talking a sudden cry of grief was heard. The nurse and Mr Ferguson rushed together to the nursery. Imagine his feelings, Mr Holmes, as he saw his wife get up from beside the cot and see blood upon the child's exposed neck and upon the sheet, with a cry of horror, he turned his wife's face to the light and saw blood on her lips. He could not believe what he was seeing, but it appeared that she had sucked blood from the baby's neck.

In that of the situation, she has been locked in her room. There is no more communication. The husband is half mad. He has no idea what to do. He knows very little about medicine apart from the name. Will you use your great powers to help a desperate man?

3 In pairs, try to solve the mystery.

Student A: Read the clues on page 25 and then answer the questions below with a partner.

Student B: Read the clues on page 26 and then answer the questions below with a partner.

- 1 What is the best adverbial 'supernatural' explanation of what is happening? Why doesn't Sherlock Holmes accept this?
- 2 How does Mr Ferguson feel towards his 15-year-old son?
- 3 How does Mr Ferguson want to harm the baby?
- 4 How does the 15-year-old boy feel about the baby?
- 5 Why doesn't Mrs Ferguson explain what has been happening?
- 6 What does Mr Ferguson collect?
- 7 What is generally dangerous about the collection?
- 8 What would happen if someone was attacked with an open bottle of Ferguson's collection? How could they be saved?
- 9 What has Mr Ferguson happened about five weeks ago? Are they connected?
- 10 What do you think really happened between the 15-year-old boy and Mr Ferguson?
- 11 Why did Mr Ferguson tell her husband the truth about the 15-year-old boy?

26 UNIT 03



## Vocabulary

### Descriptive adjectives

1 Choose the adjective, A or B, which best describes story types 1-7.

1 horror stories      A unbelievable      B frightening  
 2 love stories      A romantic      B action-packed  
 3 adventure stories      A exciting      B factual  
 4 science fiction      A convincing      B accurate  
 5 fantasy stories      A real      B imaginative  
 6 biographies      A frightening      B factual  
 7 detective stories      A mysterious      B realistic

### Types of writers

2 Write a word which describes someone who writes.

1 novels      a) \_\_\_\_\_  
 2 poetry      b) \_\_\_\_\_  
 3 articles for a newspaper      c) \_\_\_\_\_  
 4 short      d) \_\_\_\_\_  
 5 the dialogue for films      e) \_\_\_\_\_  
 6 history books      f) \_\_\_\_\_  
 7 and performs plays and funny stories      g) \_\_\_\_\_  
 8 music      h) \_\_\_\_\_  
 9 their own life story      i) \_\_\_\_\_  
 10 the life story of another person      j) \_\_\_\_\_

### Punctuation

3 Match punctuation marks 1-6 to words A-F. Then explain their uses.

1 ( )      A comma  
 2 -      B full stop  
 3 - -      C apostrophe  
 4 !      D dash  
 5 ---      E question mark  
 6 - - -      F exclamation mark

## Listening

1 In pairs, discuss these questions.

- What kind of stories do you like to read?
- Which of the reasons below do you think make some people love authors and their work?
  - the topic
  - how popular the author is
  - whether there is a film based on the novel
  - how a book is advertised or promoted

### Multiple matching

2 You will hear five different people talking about writing stories. For questions 1-6, choose from the list (A-E) the comments they make. There is one extra letter you do not need.



1 Listen to each speaker and then match an answer to them in the list (A-E).

A Good writers should be able to write about anything.  
 B It's very difficult to write stories which are funny.  
 C The best stories are those based on true real events.  
 D Writing for different purposes requires different skills.  
 E Good writing should be based on a clear plan.

Speaker 1 \_\_\_\_\_  
 Speaker 2 \_\_\_\_\_  
 Speaker 3 \_\_\_\_\_  
 Speaker 4 \_\_\_\_\_

## Speaking

### Talking together

1 In pairs or small groups, discuss questions 1-4.

- What kinds of things do people write with a pen nowadays?
- Why do you think many people prefer to use a computer to do their writing?
- What are the advantages and disadvantages of communicating using text messages?
- How have emails and text messages changed the way we write?

### Describing pictures

2 These photographs show people writing in different situations. Match the words in 1-4 to those in a-d and decide which photograph they are describing.

1 signing      a. date  
 2 filling in      b. an envelope  
 3 recording      c. a list  
 4 making      d. a form

### Talking on your own

3 In pairs, take turns to compare two photographs, and say why you think the people are writing in these situations.






**RECOMMENDATION**  
 The exercise is excellent to improve students' listening skills, especially their attention skills. However, the task is making a list or the reason 'to sign after it is done' is not clear.

1 Listen to each speaker and then match an answer to them in the list (A-E).

## Wordpower

### Phrasal verbs with up

- 1 Replace the phrasal verb in bold in 1-7 with one of the phrasal verbs in any of the correct forms.
- How difficult is it to **turn up** a great story?
  - What time do you get **up** of bed in the morning?
  - Why is Spain so **excited** the morning?
  - There was nothing to **put** for me eventually found someone in a Chinese restaurant.
  - The new apartment is **up** at 8 pm but he arrived unexpectedly late from work.
  - I don't know how anyone can **stand** the sound on the television turned up so loudly.
  - The crowd of people is going to **come** next week.
- a. turn up    b. get up    c. wind up  
d. make up    e. pick up    f. set up

### Verbs to use instead of say

- 2 Use one of the verbs below to complete the gaps in sentences 1-6.
- switched, explained, turned, asked, said**

- "Could I have a cup of coffee?" **asked** the waiter.
- Sally **switched** her father for all the help.
- "Yes, I did borrow some money from your wallet," **said** the thief.
- "I thought the match had started," **explained** the man to the shop assistant.
- Have you **switched** your teacher that you won't be in school tomorrow?

### Using superlatives

- 3 In pairs, answer questions 1-6. Add details and explanations to your answers.
- What's the funniest thing you've ever happened to you?
  - What's the most boring thing you've ever done?
  - What's the longest time you've ever slept?
  - What's the best actor you've ever seen in a film?
  - What's the most beautiful place you've ever been to?
  - What's the most frightening experience you've ever had?

### Words connected with books



cover, foreword, paperback, spine

- 4 Match the words connected with books to the pictures. Then answer questions 1-6.
- What information is usually on the spine of a book?
  - How important is the cover of a book? Does it make any difference to whether you buy it?
  - Where does the name of the author usually appear inside a book?
  - What is a foreword?
  - What's the difference in price between a paperback and a hardback book?

### Words connected with humour

- 5 Match the words to pictures 1-6. Then answer questions 1-6.

isn't it laughing, giggle, get, laugh, humour, comic



- Which word would you use to describe joking without laughing?
- Which two words are not necessarily accompanied by sounds of laughter?
- What kinds of things make people say 'oh laughter'?
- When is it not a good idea to laugh out loud?

## Language in use

### Open cloze

- 1 Read the text and choose one word that best fits each space.

### THE MYSTERIOUS FLYING CAT

Last Friday afternoon, Miss Newman was relaxing in her garden. She was watching a television report on the news. As she was sitting on the sofa, she suddenly saw a cat flying through the air at about 20 metres from the ground. It was a complete mystery. She had expected to see a cat jumping, but she couldn't think of any explanation for what had happened.

The mystery was solved. It was that afternoon when she was in the neighbourly garden. She was reading the paper when she saw a strange noise. She explained to her neighbour that it was a cat flying through the air. She had seen it at the top of the tree. She had called the fire brigade, but the cat had disappeared when it was very close to the tree.

Anyway, they decided to try using a net. They had one set in the tree, and they had one set in the garden. They could see the cat flying slowly but surely. The fire engine was slowly moving away. The net suddenly broke. The cat jumped back and the net flew through the air like a comet tail.

Miss Newman finally found the cat sitting on a hedge. She had a very long story to tell. She said it was very strange.

### Time expressions

- 2 Complete sentences 1-6 using the time expressions.

ago, always, once, whenever, suddenly, immediately, yesterday, eventually

- I don't know London so well. The only time I've been there was **ago** and that was only for a day.
- It can be very hot **in the summer months**, and the temperature can reach 40°C.
- We visited the bank for hours and hours. **at last**, we got up and walked home.
- My bicycle is being repaired. **at last**, I am working my motorbike.
- We went to the cinema to see a film, and **at last**, we got what we wanted.
- I know this very well. I had made a few plans **before**.

- I had her very interesting. I try to say something, she knows interesting me.
- Spanish have discovered a **new** unknown animal in Spain.

### Key word transformations

- 3 Complete the second sentence using the word given.

- In the film, the two characters had to look so good as they were. **right**  
In the film, the two characters had to look **perfect**.
- As a temporary resident, you can use the company car. **being**  
For **the time being**, you can use the company car.
- I got to the airport late to see the beginning of the film. **started**  
The film **started** right to the cinema.
- We couldn't collect the car because it wasn't ready. **required**  
We couldn't collect the car because the mechanics **required** it.

## Writing

### Sample task story

- Read the sample task and say if sentences 1-10 are true (T) or false (F). Then compare your answers in pairs.
 

You have been asked to write a story for a school English magazine reading to three weeks. I can't laugh about it now, but at the time it was one of the most frightening moments of my life. Write a story (100-150 words).

  - The story is for people your own age.
  - The story is for people whose first language is English.
  - The task asks you to write a funny story.
  - The story should build up to the best line that is possible.
  - The main event in the story will be surprising.
  - At the beginning you will need to set the scene.
  - A 200-word story would be better than a 100-word story.
  - The story will probably include a death or near injury.
  - The story must be true.
  - The story must have a happy or amusing ending.

- Read the sample story and answer questions 1-5.
  - What does it mean to be a good answer to the question? How well does it answer parts A, B and C in T1?
  - The opening line of the story fails to set the scene clearly. What details could you add to make it better?
  - In what other ways could the story be improved?

A few years ago, I went to a small island with some friends of mine.

We were walking along a path, I noticed a large crowing. It was sitting in a tree and it was making a frightening growling noise.

Suddenly the monkey jumped down from the tree and ran towards me.

I ran away. My friends saw the crowing, not of the jungle with the monkey behind me.

I managed to run into the sea, leaving the monkey on the beach behind me.

I was white with fear, but my friends, who had seen everything, were laughing. I can't laugh about it now, but at the time, it was one of the most frightening moments of my life.

### Adding details

- Read the first paragraphs A and B. Then answer questions 1-3.

**A** When we arrived, the island looked almost perfect. I decided to go and explore, and to go and see other sea life.

**B** When we arrived, the island looked almost perfect. The path then went through slowly to the gentle breeze, and the crowd then we were walking in the direction. When Clark had been seen exploring the ground, I jumped off the boat and went to explore the island.

- What tense are you using?
- Which verb are you using as the subject?
- Which verb are you using to describe what happened? What extra information is given? This should help you to think of a detail in your story of the whole scene.

- Read this paragraph. Which paragraph from the sample story in 2 could this paragraph replace? Underline all the 'new' information. What kind of details are added?

Suddenly I stopped. There was a growling behind me. I was sitting in a tree and I was making a frightening growling noise. I was looking at the monkey, and I could see that it was white with fear. I was white with fear and I could see that it was making a frightening growling noise.

- Look again at this paragraph from the sample story. Add more details to it to improve it.

I ran away. My friends saw the crowing out of the jungle with the monkey behind me.

## Describing a scene

There was / There were ...

- Read the information about describing a scene. Then rewrite sentences 1-6 using there was / there were.

When we are describing a scene, we usually use there was or there were - the right form of the verb. I usually begin writing my story by using there was or there were. Here was a monkey sitting on the tree just after it ran.

- Some children were swimming in the pool.
- A man was reading the paper.
- A large black bear was flying overhead.
- Some people were standing at the bus stop.
- Some boys were playing football in the park.

There / was

- Read the information about describing a scene. Then complete sentences 1-4 with your own ideas saying what you could hear / see.

When we are describing a scene, we often use the verb was / were - the right form of the verb. I used to hear strange sounds when I was in the jungle. I could see things around me that I had never seen before.

- There was a wonderful view of everything from the top of the mountain ...
- Just after midnight I woke up in my tent and I heard ...
- I sat on my tiger balcony and I heard ...
- The professor looked carefully for any clues about where he was being held ...

## Writing task story

- Read the task and answer questions 1 & 2.

You have decided to enter a short story competition for a school magazine. It must begin with three words. I had been walking through the forest for several hours, when I suddenly found something behind me.

Write your story for the magazine (100-150 words).



- Who are you writing this story for?
- Where should you set the given sentence?

- Plan and write your story following the preparation notes.

Write a few minutes before you write your story using it to think of what happens. It can help to think of a story you know from the news or a book or TV, and make any changes you need.

Think about what will happen in your story and make a list (notes) for each section. You can use the outline below to see your own ideas.

**Beginning**  
The task set three plus other details to set the scene.

**Middle Section**  
Talk about identifying the action: what you thought about the noise, anything you noticed. Tell your friend. Think carefully about your choice of tense, like there was / were ... I could see / hear ...

**Ending**  
Make sure you have enough time and space to bring the story to a close.

Check for spelling, punctuation and grammar mistakes.

### Unit 01 p13

#### Student A

- 4 Imagine that Matt is having a wonderful time with Bill and Lucy. Copy the prepositional, adding one or two adjectives before each of the words in bold. You can use some of these adjectives or you can use your own ideas.
- lovely charming excellent  
beautiful wonderful superb  
interesting fantastic nice  
warm delicious

When you have finished, read out your postcard to Student B.

### Unit 02 p19

#### Designing a poster

- 3 Your class is taking part in a project to encourage young people to go out more and watch less television. They are going to design a poster to advertise what there is for young people to do where you live. Work in small groups to complete the tasks in 1-6. Try to use the adjectives. (Bring yourself time to think on page 18 during your planning.)
- 1 Choose 2 different activities which you think young people would find interesting.
  - 2 Decide how to present these ideas on the poster, e.g. words, pictures.
  - 3 Decide where to put the poster so young people will see them.
- Which poster do you think would be the most successful in persuading young people not to watch as much TV?

### Unit 03 p25

#### Student A

- 3 Read some of the clues that Sherlock Holmes found when he went to the Ferguson's house. Then go back to page 20 and answer the questions with a particle.
- 1 The family dog had been badly hurt five weeks earlier but was getting better.
  - 2 Mr Ferguson was a collector of South American doves and arrows.
  - 3 Mrs Ferguson tells Holmes that Mr Ferguson leaves his 15-year-old son very much.
  - 4 The only way to get poison out of a wound is to suck it out.
  - 5 Mrs Ferguson did not want to learn the baby.

### Unit 11 p109

#### Student A

- 1 Use this information to answer Student B's questions.
- Who the person is:** My friend Cherry
- What the problem is:** Cherry has just moved into a flat. He is nervous. His parents have bought him a color of a very beautiful painting, which Cherry does not like at all. He wants me to help him decide what to do.
- Option 1**  
Say nothing and hang the painting on the wall in the flat.
- Option 1 Disadvantages**  
He will have to look at the painting every day. Every time he looks at it, he will hate it more.
- Option 2**  
Get his parents to do something for the painting and ask if he can exchange it for another one.
- Option 2 Disadvantages**  
His parents will be upset and there is a very unpleasant.

### Unit 09 p84

- 2 Check your answers to the music quiz.  
1 5 2 1 3 5 4 1

### Unit 11 p106

- 2 Check your answers to the art quiz.
- a masterpiece
  - a abstract
  - a canvas
  - a sculpture
  - a picture
- 3
- a 1
  - 1 and 4
  - 1

### Unit 11 p109

#### Student B

- 1 Use this information to answer Student A's questions.
- Who the person is:** My friend Sarah
- What the problem is:** Sarah is staying in a friend's house looking after their dog while the family is away. Last night she accidentally broke a valuable and Chinese vase. She wants me to help her decide what to do.
- Option 1**  
Go home and tell the family what she has done.
- Option 1 Disadvantages**  
The family will be very angry and they might ask her to buy them another vase.
- Option 2**  
Not mention the accident to the family and try to get the vase mended.
- Option 2 Disadvantages**  
The vase might not look the same when it is mended. So the family might find out anyway.

### Unit 1 p13

#### Student B

- 4 Imagine that Matt is having a terrible time with Bill and Lucy and can't wait to get away. Copy the prepositional, adding one or two adjectives before each of the words in bold. You can use some of these adjectives or you can use your own ideas.
- horrible dreary boring annoying  
aggravating dull dull dismal  
dreary awful terrible

When you have finished, read out your postcard to Student A.

### Unit 3 p25

#### Student B

- 3 Read some of the clues that Sherlock Holmes found when he went to the Ferguson's house. Then go back to page 20 and answer the questions with a particle.
- 1 One of the arrows in the walls of the sitting room is covered in poison.
  - 2 Mrs Ferguson had attacked the older boy five weeks ago as a punishment for something he had done.
  - 3 In a prison, Holmes notices that the older boy looks full of anger and hate when the baby's name is mentioned.
  - 4 Mrs Ferguson is sampling often because she does not want to upset her husband in any way.
  - 5 Sherlock Holmes does not believe in samples.



## Appendix Part II

9:02, 9:02 PM

9:02 Student | 9:02

WORLD BOOK STUDENT

### Gothic art

Gothic art is the name given to the art of the later Middle Ages, especially from the mid-1100's to about 1400. The term Gothic originated with Italian Renaissance scholars called humanists. It refers to the Germanic Goths who invaded Italy in the A.D. 400's. Humanists considered medieval art so barbaric that they thought it was created by the uncivilized Goths.

Early Gothic architecture. Gothic art is one of the few artistic styles whose precise date of creation is known. The style was first introduced at the Abbey of St. Denis, the burial place of French kings, just north of Paris. Abbot Suger supervised the rebuilding of the west and east ends of the church in this new style, which were completed in 1144. The Gothic style was an immediate success, and by about 1250 it had spread through Europe. During the 1200's and the 1300's, many regions in Europe developed distinctive variations.

The Gothic style is associated with the age of cathedral construction in northern Europe. The style often is identified with such constructional devices as pointed arches, ribbed vaults, and flying buttresses (see *Architecture (Architectural terms)*). However, both pointed arches and ribbed vaults were present in the Romanesque style, which thrived during the 1000's and the early 1100's. The



Amiens Cathedral in France



9:02, 9:02 PM

9:02 Student | 9:02

difference between Romanesque and Gothic styles is the way in which space is conceived. Space in a Romanesque building is achieved by adding bays, unit by unit, to create the total space. But a Gothic building is conceived as a total space that is subdivided into units.


Early Gothic architecture was noted for its immense size and height. These two elements were first combined in the design of the Cathedral of Notre Dame in Paris. Use of the flying buttress, introduced about 1175, reduced the amount of solid wall space needed for support, allowing the walls to be opened with large stained glass windows.

High Gothic architecture. A style called High Gothic was created at the end of the 1100's. Chartres Cathedral and the cathedrals at Bourges, Reims, and Amiens in France represent some of the finest examples of the High Gothic style. All are significant for their enormous height.

By the mid-1200's, the taste for gigantic structures had passed. At the same time, the skill of designers and the technical ability of carvers led to a new elegance and a desire for more elaborate decorations, particularly in window tracery (see *Tracery*).

A new style known as Rayonnant also became popular during the High Gothic period. It was named for the radiating geometric patterns of large rose windows. The most brilliant example of the Rayonnant style is the St.-Chapelle in Paris, which was built by King Louis IX. Rayonnant helped spread the Gothic style across Europe partly because many kings wanted to imitate the style of Louis IX.

Restoration of Notre Dame



Gothic cathedral

Gothic architecture in England began with the rebuilding of the choir of Canterbury Cathedral in 1174 by a French builder, William of Sens. The English developed a distinctive, thoroughly native Gothic style, first in St. Hugh's choir at Lincoln Cathedral and then in such cathedrals as those at Wells and Salisbury. The Decorated style, the English counterpart of Rayonnant and characterized by flowing curves, appeared in cathedrals at York, Exeter, and Wells. This style continued well into the 1300's. It preceded and coexisted with another English variation, called the Perpendicular, named for the complex vertical tracery patterns on walls and vaults. An example of this style can be found in King's College Chapel at Cambridge.



Gothic Revival

Gothic sculpture and painting. Gothic sculpture first appeared at St. Denis and at Chartres. Romanesque sculpture was vigorous, dramatic, and abstract. In comparison, Gothic sculpture was calmer, grander, and more humane.



Chartres Cathedral, France

Most of the early Gothic sculpture was created to decorate cathedral entrances. Some of the finest examples decorate the west facade of Chartres Cathedral. They probably portray figures from the Old Testament. Later sculptors developed a freer style, inspired by ancient Greek and Roman art. This can be seen in the figures on the west facade of the cathedral at Reims.

The late Gothic art of the 1400's is best known for the development of oil painting in Flanders. Jan van Eyck, Robert Campin, and Rogier van der Weyden perfected this new technique.

See also [Architecture \(Gothic architecture\)](#) ; [Cathedral](#) ; [Painting \(Medieval painting\)](#) ; [Sculpture \(Medieval sculpture\)](#) ; [Stained glass](#) .

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## American Gothic

American Gothic is one of the most famous paintings in American art. Iowa artist Grant Wood completed the picture in 1930. The subject of the painting is a farmer and his daughter posed against a farmhouse with a Gothic style window. The man and woman are plain people, the woman wearing an apron and the man dressed in overalls and holding a pitchfork. Wood painted the scene in a precise, highly detailed style that reflects the influence of Flemish painting of the 1400's.



American Gothic by Grant Wood

Wood painted American Gothic as a tribute to the rural American Midwest. The painting honors the Midwest for its strong religious values, symbolized by the Gothic farmhouse, and its work ethic. However, the painting aroused controversy when it was first exhibited. Some people believed that the painting was a satirical comment on the Midwest. However, Wood's intent was to create an appreciative view of the virtues of his native Iowa.

Wood used his sister and his dentist as models for the painting. He painted the picture in oil on Beaverboard. American Gothic hangs in the Art Institute of Chicago.

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## Gothic novel

Gothic novel was a type of *fiction* that became popular in *England* during the late 1700s and early 1800s. The plots of Gothic novels included mysterious and supernatural events intended to frighten the reader. The stories were called Gothic because most of them took place in gloomy, medieval castles built in the Gothic style of architecture. Such buildings had many secret passageways, dungeons, and towers that provided ideal settings for strange happenings. Most Gothic novels were set in Italy or Spain because those countries seemed remote and mysterious to the English.

The first Gothic novel was *The Castle of Otranto* (1734) by *Francesco Barbieri*. The best-known Gothic novels include *The Mysteries of Udolpho* (1794) and *The Italian* (1797) by Ann Radcliffe, *The Monk* (1796) by Matthew G. Lewis, and *Melmoth the Wanderer* (1820) by Charles Matthew. In *Northanger Abbey* (1818), *Jane Austen* satirized Gothic novels and their effect on readers.

In the 1800s, elements of the Gothic novel appeared in other forms of fiction that shared its interest in the terrible and the exotic. Such novels as *Frankenstein* (1818) by *Mary Shelley* and *Wuthering Heights* (1847) by *Emily Brontë* reflect a relationship with earlier Gothic novels, as do many

historical romances of the time. The Gothic novel also influenced such American writers as *Hulbeert Hawthorne*, *Herman Melville*, and *Edgar Allan Poe*. In the 1900s, romantic adventure stories were called Gothic novels, but they placed more emphasis on love than on terror.



English author Mary Wollstonecraft Shelley

### Contributor

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## Holmes, Sherlock

Holmes, << Juhász or Holmes, => Sherlock, is the most famous detective in fiction. He was created by Sir Arthur Conan Doyle, an English author, and appears in 56 short stories and 4 novels.

Holmes is known for his ability to solve baffling crimes through clever observation and logical deduction. He draws amazing conclusions from minute details. Holmes's remarkable powers of concentration and his broad knowledge of science also help him solve many mysteries.

Holmes is assisted by his friend Dr. John Watson, who records most of Holmes's cases. The two men live in London at 221B Baker Street. Doyle described their quarters so realistically that many readers have visited Baker Street in order to search for the fictional address.

Holmes is a tall, thin man with a lean, narrow face. He is often pictured wearing a close-fitting cap and smoking a pipe. Holmes has many interests besides detective work. For example, he is an accomplished violinist and an expert on beekeeping.

Doyle introduced Holmes in the novel *A Study in Scarlet* (1887). He modeled him partly after Joseph Bell, a Scottish physician known for making brilliant diagnoses through observation. A scholarly edition



Basil Rathbone in the role of Sherlock Holmes

of all the Holmes novels and short stories was published in three volumes as *The New Annotated Sherlock Holmes* (2005).

### Contributor

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## Doyle, Arthur Conan

Doyle, Arthur Conan (1859-1930), a British writer, created [Sherlock Holmes](#), the world's best-known detective. Millions of readers have followed Holmes's adventures and delighted in his ability to solve crimes by an amazing use of reason and observation. Doyle wrote a story in 1893 in which Holmes was killed. But public demand forced Doyle to bring Holmes back to life in another story. Critic Christopher Morley said of Holmes, "Perhaps no fiction character ever created has become so charmingly real to his readers."



British writer Arthur Conan Doyle

Doyle was born on May 22, 1859, in Edinburgh, Scotland. He began practicing medicine in 1882, but his practice was not a success. He started writing while waiting for the patients that never came. His early stories earned him little money, but he won great success with his first Holmes novel, *A Study in Scarlet* (1887).

Holmes appeared in 56 short stories and three other novels—*The Sign of Four* (1890), *The Hound of the Baskervilles* (1902), and *The Valley of Fear* (1915). A scholarly edition of all the Holmes novels and short stories was published in three volumes in 2005 as *The New Annotated Sherlock Holmes*. Doyle may have been the highest paid short story writer of his time. He also wrote historical novels, romances, and plays. He eventually abandoned fiction to study and lecture on spiritualism (communication with spirits). For his efforts in

support of the British cause during the Anglo-Boer War of 1899-1902, King Edward VII knighted Doyle in 1902. He became known as Sir Arthur Conan Doyle. Sir Arthur died on July 7, 1930.

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