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**A COMPARATIVE ANALYSIS AND OVERALL  
EVALUATION OF ELT COURSEBOOKS  
PREPARED IN UZBEK, TURKISH AND  
ENGLISH LANGUAGE TEACHING CONTEXTS  
IN TERMS OF COMMUNICATIVE SKILLS  
BUILDING**

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## ABSTRACT

### A COMPARATIVE ANALYSIS AND OVERALL EVALUATION OF ELTCBS PREPARED IN UZBEK, TURKISH AND ENGLISH LANGUAGE TEACHING CONTEXTS IN TERMS OF COMMUNICATIVE SKILLS BUILDING

**JamolaUrunboeva**

This study evaluated the three Eighth Grades Intermediate English CBs (CBs) published in Uzbekistan, Turkey and the UK. *Fly High English 8* was published by the Ministry of Education of Uzbekistan, *English Net 8* was published as a representative CB taught in the primary schools in Turkey, and *Solutions Intermediate* was published by Oxford University Press and is considered to be a commercial CB, which was selected as a supplementary one to compensate the other two CBs. The main purpose of the study is to evaluate how the above mentioned CBs reflect communicative skills building. Further, these CBs are analysed comparatively within the central question the extent to which these three CBs could have commonalities in skill objectives reflected in curriculums in terms of student's mobility, since to equip students for the challenges of intensified international mobility and closer co-operation is the crucial objective of The Common European Framework of Reference. In this context revealing the strengths and weaknesses in the CBs, determining how well the CBs meet the standards of a good textbook in terms of communicative skills building, resolving to what extent do the CBs would expose commonalities in curriculums, aims and objectives and deciding whether they are suitable, or need supplementation for optimal learning is important for this study. Six research questions were addressed in this study: To what extent do the contents of the CBs meet the set objectives? What syllabuses do the CBs take up? Are skill practices in all three CBs presented in a balanced and in an integrated way? Do the CBs use authentic materials at an appropriate level? To what extent do the CBs use communicative activities and tasks? To what extent do the curriculums that the CBs are constructed accordingly reflect common objectives? The study is performed by a retrospective evaluation research design. As a result, in terms of communicativeness *Solutions Intermediate Student's Book* is found to be more communicative comparing to *Fly High 8* and *English Net 8*. The study concludes by drawing the implications and results of the evaluation.

**Key words:** CB Evaluation, ELT, EFL

## ÖZ

Bu çalışmada Türkiye’de, Özbekistan’da ve İngiltere’de basılan ve sekizinci sınıflarda İngilizce öğretiminde kullanılan üç ders kitabı değerlendirilmiştir. Bunlar Özbekistan Milli Eğitim Bakanlığı tarafından hazırlanan Fly High English 8, Türkiye’de ilköğretimde kullanılan English Net 8 ve bu ders kitaplarının eksiklerini tamamlayıcı nitelikte kullanılan ve Oxford University Press tarafından basılıp dünya piyasasına sunulan Solutions Intermediate kitaplarıdır. Çalışmanın temel amacı yukarıda adı geçen ders kitaplarının iletişimsel dil becerilerini nasıl yansıttıklarını değerlendirmektir. Bu temel amaç doğrultusunda, Avrupa Dilleri Öğretimi Ortak Çerçeve Programı’nın önemli hedeflerinden biri olan uluslararası öğrenci değişimi ve işbirliği bağlamında, öğrencilere İngilizce’de yeterlilik kazandırmada kullanılan bu ders kitapları hedefler ve müfredatlar da gösterdikleri ortaklık düzeyi açısından da karşılaştırmalı olarak analiz edilmiştir. İngilizce ders kitaplarının zayıf ve güçlü yanlarının açığa çıkarılması, iletişimsel becerilerin geliştirilmesi bağlamında iyi bir ders kitabının standartlarını karşılama düzeyinin belirlenmesi, iki ülke müfredatındaki ortaklık düzeyini, amaç ve hedeflerin ne düzeyde aktarıldığının gösterilmesi ve etkili öğrenme için bu ders kitaplarının uygunluk düzeyinin, ya da ek kaynak/çalışmanın gerekliliğinin belirlenmesi bu çalışma bağlamında önemlidir. Bu çalışmada altı araştırma sorusu temel alınmıştır. Bunlar: Ders kitapları belirlenen hedeflere hangi düzeyde ulaşmışlardır? Hangi izlenelere göre hazırlanmışlardır? Ders kitaplarında yer alan becerileri geliştirmeye yönelik etkinlikler dengeli ve entegre bir şekilde verilmiş mi? Ders kitaplarında yeterli düzeyde özgün metin ve etkinlik kullanılmış mı? Ders kitaplarında iletişimsel dil etkinlikleri hangi düzeyde kullanılmıştır? Ders kitaplarının içeriğini belirleyen müfredat hedeflerinin ortaklık düzeyleri nedir? Bu çalışma artgörümlü araştırma yaklaşımıyla yapılmıştır. Sonuç olarak, *Solutions Intermediate Student’s Book* ders kitabı *Fly High 8* ve *English Net 8* ders kitaplarıyla karşılaştırıldığında daha iletişimsel yaklaşımla hazırlandığı görülmüştür. Çalışma değerlendirme ve sonuç bölümleriyle sonlandırılmıştır.

**Anahtar Kelimeler:** İngilizce Ders Kitaplarının değerlendirilmesi, İngilizce Öğretimi, Yabancı Dil Olarak İngilizce

## PREFACE

Language instruction has five important components - students, a teacher, materials, teaching methods, and evaluation (Kitao, Kitao, 1997:3), and which of these components is important in teaching context is a daunting point. Since the end of 1970s, there has been a movement to make students rather than teachers the center of language learning, 'according to this approach to teaching, students are more important than teachers, materials, curriculum, methods, or evaluation. As a matter of fact, curriculum, materials, teaching methods and evaluation should all be designed for students and their needs' (ibid, 1997:4).

Though the instruction of teaching foreign language should be learner-centered, teachers and students are dependent on CBs, and the CBs become the center of instruction. Actually, the teachers have no free time to make additional materials to teach, it causes CBs made for international markets become very significant in language instruction. That's why, it is essential for language instructors to know how to select the best material for the course and how to prepare extra materials for the instruction.

The most consequential device for many language teachers is, generally, the CB. No matter of the extent to which it is used, the CB is an almost general characteristic of English language teaching. Millions of copies are sold each year all over the world. "CBs are generally viewed as a tool in realizing the goals which have already been set regarding students' needs, thus they are inevitable components of a course". However, the language CB is often criticized "because many ELT educators consider textbooks a necessary evil, the ability to evaluate them effectively is an essential professional skill" (Faucette, 2001). So, the current study taking the responsibility of that 'essential professional skill', has been conducted for the purpose of evaluating the three above mentioned "necessary evils" with specific reference to a comparative analysis to determine to what extent do the objectives and the learning outcomes of these CBs could show commonalities in terms of communicative skills building.

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## ABBREVIATIONS

<b>CB</b>	Coursebook
<b>CBI</b>	Content-Based Instruction
<b>CBLT</b>	Competency-Based Language Teaching
<b>CEFR</b>	Common European Framework of Reference
<b>CL</b>	Cooperative Learning
<b>CLT</b>	Communicative Language Teaching
<b>EFL</b>	English as a Foreign Language
<b>ELT</b>	English Language Teaching
<b>ESL</b>	English as a Second Language
<b>LA</b>	Lexical Approach
<b>NA</b>	Natural Approach
<b>SLT</b>	Situational Language Teaching
<b>TBLT</b>	Task-Based Language Teaching
<b>WL</b>	Whole Learning

## INTRODUCTION

It is precise that visiting to any big bookstore discovers a wide and confusing range of books. Prominent concern should be given to CB (CB) selection as it is perceived that some CBs are sometimes not appropriate to student needs and students have difficulties in handling them effectively. More emphasis should be placed on students' interests and motivation when CBs are selected for any teaching program.

CBs can be appraised either before or after they are chosen. But it is useful to assess CBs "before they are chosen, in order to find a suitable text from amongst the plethora available" (Atkins, 2001: 2). CB evaluation is an important and efficient process for teachers in any context and they should "fully understand a book's content and style, as well as its strengths and weaknesses, so that the book can be adapted to suit factors such as course aims, student needs and teacher beliefs" (ibid, 2001:4). According to Riad (2008) material evaluation in one of the applied-linguistic activities is necessary for the improvement and development of language teaching programs.

While choosing materials it is unlikely to find a product that meet all of the criteria in a CB and the same may be said of evaluative models. Here is the right place to quote Sheldon (1988: 245); he states that CB assessment is fundamentally a subjective, rule of thumb activity, and that no neat formula, grid, or system will ever provide a definitive yardstick. There are varies schemes, models and frameworks for evaluating CBs. The reason, however, that "there is not really one definitive model is that every teacher has different requirements to consider" (Atkins, 2001: 4).

The present research attempts to accomplish an overall evaluation and a comparative analysis of the three Eighth Grades Intermediate English CBs (CBs) published in Uzbekistan, Turkey and the UK seizing the points of departure from determining the question to what extent do the students from Uzbek or Turkish contexts could have

commonalities in terms of learning outcomes emphasizing on the development of communicative competence and the level of using language from the concept of student's mobility in terms of communicative skills building in the light of CB Criteria designed by Cunningsworth (1995). The Common European Framework of Reference for Languages enhances the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of language learning. This international co-operation requires mutual recognition of qualifications gained in different learning contexts and aids student's mobility. Mutual recognition of qualifications makes it possible to facilitate communication and interaction among other students in order to promote students' mobility. CEFR facilitates a clear definition of teaching and learning objectives and methods and supplies a common foundation for the development of language syllabuses, curriculum guidelines, examinations and CBs. On the basis of this theoretical and conceptual research, the current study will analyse three representative samples of CBs in above mentioned contexts will be analysed in order to compare those contexts' support the students' mobility.

The first CB, *Fly High English 8* was implemented in 2010 by the Ministry of Education of Uzbekistan and is distributed free of charge, the second one, *English Net 8* was published in 2010 by the publishing house 'Evrensel İletişim Yayınları' as a representative CB taught in the primary schools and presented as five-year long CB since 2010-2011 academic year. This CB was offered by Ministry of Education of Turkey and students are provided with this CB free of charge. The last CB *Solutions Intermediate CB* was first published in 2008 by Oxford University Press and is considered to be a commercial CB open to international market, which was selected as a supplementary CB compensate the other two CBs.

The reason of why these CBs were selected can be clarified that the CBs from Uzbek and Turkish contexts were newly designed for 2010-2011 academic year. Since these CBs were new to be implemented and some ambiguous points of their effect could come to the existence, there was the need to evaluate them. From the fact that these

CBs were written as in-house textbooks by the Ministry of Education of Uzbekistan and the publishing house ‘Evrensel İletişim Yayınları’, there was the necessity to evaluate them comparatively in terms of students’ mobility.

According to Cunningsworth (1995) through determining strengths and weaknesses in CBs, best use can be made of strong points, and weaker points can be adapted or substituted from other books. Taking the sense from its departure that out-of-house CB - *Solutions Intermediate CB* has been selected to evaluate as an option in case the other two CBs needs to be adapted or substituted. So, *Solutions Intermediate CB* published by Oxford University Press was chosen to be evaluated to facilitate Uzbek and Turkish foreign language teaching contexts in case the weakness of *Fly High English 8* and *English Net 8* could be determined.

So, the current study aims to research each of these language contexts to identify to what extent do the curriculums of English language teaching programs in Uzbek and Turkish contexts have commonalities in learning objectives and outcomes regarding to the development of communicative, cultural competence. From the angle of CBs it can be questioned to what extent do the CBs would expose commonalities in curriculum, aims and objectives? That is why this study also aimed to pay special attention to the overall evaluation and comparative analysis of these newly written CBs after the piloting stage.

The study is performed by a retrospective research design. As McDonough and Shaw (1993: 65) mention one key reason for a retrospective appraisal of materials is to provide insight into organizational principles, and therefore make apparent possible techniques for adaptation. The micro-evaluation analysis encouraged a descriptive analysis of the CB through an in-depth investigation of its content covering criteria such as *aims and approaches, design and organization, skills, topic, methodology*. As for the choice of the criteria to evaluate a textbook, a huge amount of CB evaluation checklists is described in the English Language Teaching (ELT) literature given by different writers such as McDonough and Shaw (1993), Cunningsworth

(1995), Allwright (1981), Ansary&Babaii (2002), Ersöz et al (2005), Griffith (1995), Williams (1982), Tandlichova (2002). Although all the criteria suggested by those linguistic researchers looked different on the outlook concerning the items in the lists, but most of them had a lot of common aspects ranging from the physical appearance of the book to the content of it. Among them the criteria offered by Cunningsworth (1995) were found to be comprehensive by covering all the criteria listed by other researchers with clear questions. Thus, his suggestion was taken as the basis for the CB evaluation process in this study.

So, a retrospective analysis of the *aims and approaches, design and organization, skills, topic, methodology* of the CBs was carried out by means of an extensive CB Criteria reproduced by Cunningsworth (1995).

In Part I the theoretical background of the evaluation of English language teaching CBs, current approaches of teaching foreign languages, the role and the functions of CBs, syllabus design – organization of CBs, selection of CBs, approaches of CB evaluation, criteria for CB evaluation are looked through. Here, English language teaching methods and approaches, the concept of CBs, their roles, evaluation criteria and procedures are described briefly, as the research tools which will be implemented in the further study.

In Part II one model among other evaluation methods and criteria will be chosen and applied to CBs analysis and evaluation. This model designed by Cunningsworth as CB criteria will be used to appraise the strengths and weaknesses of materials used in this study. This chapter aims to evaluate whether the CBs *Fly High English 8, English Net 8* and *Solutions Intermediate CB* are appropriate to be used according to some criteria drawn considerably from the theoretical framework, and more specifically from the guidelines and the checklists adapted from Cunningsworth (1995).

In Part III the findings and a comparative analysis and overall evaluation of the appropriacy of ELT CBs prepared in Uzbek, Turkish and English language teaching contexts in terms of current approaches of foreign language teaching such as communicative skills building are discussed. The CBs will be evaluated comparatively in the light of the needs to achieve insights into CB Criteria suggested by Cunningsworth and to explore whether they serve their expectations in relation to the objectives of the program in developing the students' communicative competence.

In the Conclusion part consequences and implications will be presented on the basis of the comparative analysis and overall evaluation. So, the study concludes by drawing further suggestions and results of the evaluation.

# **1. THE THEORETICAL BACKGROUND OF THE EVALUATION OF ENGLISH LANGUAGE TEACHING CBS**

In this chapter, the relevant literature about CB evaluation and the contemporary language teaching approaches which are the core of the evaluation of the current study are discussed. In addition, the theoretical CB Criteria upon which this study based is described.

The content of CBs, the particular skills to be taught and the order in which the content will be presented are designed and worked out according to the aim and objectives of language methods, since the language methods are considered to be the level at which the language and language learning theory are put into practice. Thus, the methods are theoretically related to approaches, it would be meaningful to present the relevancy of the current approaches in the following section of the first chapter.

## **1.1. Current Approaches of Teaching Foreign Languages**

In this section, related research on current approaches of foreign language teaching was presented referring to the development of the CBs. With the emergence of new language teaching methods, content and form of the CBs have changed. Each new method came to the being in the field of Language Teaching shaped the CBs and their way of teaching languages to the students. For example, a book designed within the rationale of the Grammar Translation Method contains grammatical charts and translation exercises. A book designed in accordance with the rationale of the communicative method, on the other hand, offers choices for the students to use the language in the classroom, emphasizes the communicative functions of language and skills and usually has a balance among the four language skills.

For this reason the ELT current approaches play an important role in the field of CB evaluation according to which language approaches are utilized in designing the books; the content, skill and forms of CBs are analyzed.

McGrath (2002:217) determines that in a cautiously designed approach to language teaching, a degree of accordance between aims, objectives, syllabus and method is predicted. The method that is used to facilitate the learning language is embodied by the CBs, since “the methods are congruent with overall aims and objectives and with the beliefs about language and language learning that lie behind these”.

Departing from this point, it can be concluded that the aims and objectives of CBs are set in accordance with the overall aims and objectives of the methods and approaches; and believes about language and language learning. Therefore, the language learning methods and approaches make a sense in designing and evaluating the CBs.

Development of methods of teaching connects with evaluation. According to the CEFR, in the producing and using of materials, the national and international collaboration of governmental and non-governmental institutions promote to engage in the development of methods of teaching and evaluation. Within this scope, the efforts of teachers and students at all levels are encouraged and supported by defining worthwhile and realistic objectives as explicitly as possible; by developing appropriate methods and materials and by developing suitable forms and instruments for the evaluating of learning programmes. “Research and development programmes leading to the introduction, at all educational levels, of methods and materials best suited to enabling different classes and types of student are promoted to acquire a communicative proficiency appropriate to their specific needs” (The Common European Framework of Reference for Languages, 2001:3). So, in obtaining a communicative proficiency the role of methods and materials play an important role.

Universe of foreign language learning has always been in search of ways of improving the quality of language teaching. In the nineteenth century, linguists and

language specialists tried to find the ameliorative ways of teaching of foreign language referring to general principles and theories regarding how languages are learned, how knowledge of language is represented and organized in the memory. In determining methods, the distinction between “a philosophy of language teaching at the level of theory and principles and a set of derived procedures for teaching a language, is central” (J. C. Richards and Th. S. Rodgers, 2002: 19). In an effort to elucidate this distinction, a scheme was proposed by American applied linguist Edward Antony in 1963 (cited in J. C. Richards and Th. S. Rodgers, 2002). He identified three levels of conceptualization and organization, which he named *approach, method and technique*. According to his model:

“*approach* is the level at which assumptions and beliefs about language and language learning are specified; *method* is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; *technique* is a level at which classroom procedures are described” (Antony, 1963:63-67, cited in J. C. Richards and Th. S. Rodgers, 2002).

Richards and Rodgers see approach and method treated at the level of *design* and *procedure*, the term which they renamed implementation phase – *technique* in Antony’s model in order to be ‘slightly more comprehensive’.

“, is organizationally determined by a design, and is practically realized in procedure” (Richards and Rodgers, 2002:20).

*Approach* is considered to be a theory about the feature of language and language learning that stands as the source of practices and principles in language teaching. Richards and Rodgers (2002) present linguistic and psycholinguistic aspects of approach, as follows: a) theory of language which has three different theoretical views of language and nature of language proficiency: the structural view, the functional view and interactional view; b) theory of language learning which associates with a method at the level of approach emphasizing either one or both of these dimensions: process oriented and condition oriented theories. The second level

at which approaches and methods are treated is a *design* and it is a dimension specially developed for an instructional system which leads an approach to a method. In this level of method analysis objectives, language content, learning tasks and teaching activities, roles of students, roles of teachers and role of instructional materials are designated. And the third level of approach and method analysis-*procedure*- is concerned with how the tasks and activities are integrated into lessons and used as a basis for teaching and learning.

Having referred to this model J. C. Richards and Th. S. Rodgers (2002) specified the following examples of current approaches of foreign language teaching, namely still-used and predominant language teaching approaches. They are:

- ***Competency-Based Language Learning (CBLT)*** - is an educational movement that refers to the outcomes of learning in the development of language programs and it addresses what the students are supposed to do with the language, however they learned to do. Competency-Based Language Learning (CBLT) is an implementation of the principles of CBE to language teaching CBLT still appears in a reliable character gaining strength internationally.
- ***Content-Based Instruction (CBI)*** - is an approach in which teaching is arranged around the content or information that students will acquire.
- ***Cooperative Language Learning (CLL)*** - the idea of building cooperation in learning known as CLL or CL (cooperative learning) has been comprised as a way of encouraging communicative interaction in the classroom and is seen as a stretch of the procedures of CLT. It is viewed as a learner-centered approach offering the advantages over teacher-fronted classroom methods, fostered competition rather than cooperation and favoured majority students.
- ***Lexical Approaches*** - in a language teaching regards to one devised from the belief that the building blocks of language learning and communication are

not grammar, functions or notions, but lexis in the scope of vocabulary, that is words and word combinations and it reflects a belief in the centrality of the lexicon to language structure.

- ***The Natural Approach (Traditional Approach) (NA)*** - In the NA there is an emphasis on input, rather than practice; language is viewed as a vehicle for communicating meanings and messages; a view of language consists of lexical items, structures and messages and communication is a primary function of language, NA is referred as an example of a communicative approach;
- ***Task-Based Language Teaching (TBLT)*** - proposes tasks as useful vehicles and instruction in language teaching.
- ***Whole Language (WL)*** – this approach mentions learning to read and write naturally with a focus on real communication and for pleasure.
- Communicative Language Teaching

In terms of *method* which refers to a specific instructional design based on a particular theory of language and language learning, they present following current method:

- ***Situational Language Teaching (SLT)*** - this method is based on a structural syllabus and a word list. By finding themselves in the situations students learn more motivated and challenging. Textbooks written regarding the principles of SLT persist to be widely used in many countries of the world and it leads to Communicative Language Teaching. Because of its principles with its strong emphasis on oral practice, grammar and sentence patterns are in accord with the desires of many language teachers and present a practical methodology suited to countries where national EFL and ESL syllabus are grammatically based. That's why it keeps to be widely used, though not necessarily widely acknowledged.

As the interests within the scope of how improving the methods of teaching foreign languages increased, linguistic specialists had done much to encourage alternative approaches to language teaching. They tried to promote varied approaches, methods in need for developing speaking proficiency rather than reading comprehension, grammar or literary translation as the goal for the foreign language programs. Among these approaches *Communicative Language Teaching (CLT)* was found to be more practical and appropriate approach in language teaching. Educators who recommended the scope of CLT, such as Christopher Candlin and Henry Widdowson saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. Since the mid-1970s this view of language which is a functional and communicative potential of language as CLT has expanded. This approach aims to make communicative competence - the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Students should be taught in regard with the decision on which parts of the knowledge should be included firstly and when, how the language should be organized and what skills should be concentrated on. Harmer (1991) calls this organization a syllabus and he suggests a functional syllabus to the discussion point of what a language syllabus should look like and should be in the methodology. The current approach draws also on a functional view of language and a functional-notional syllabus which specified the semantic-grammatical categories (frequency, motion, and location).

The 1970s was the time of an interest in the skills for contextualized communications. Furthermore, Nunan reveals, “the principles of CLT began to be implemented in the language classroom”. CLT has become the conventionally approved term of teaching English as a foreign language over the last several decades, and many, “but not all general courses refer to communicative goals, communicative practice or communicative methodology” (Cunningsworth, 1995:116).

In teaching curriculum, certain approaches, methods and techniques should be approved. It is revealed that the learner centred approach especially communicative language teaching should be employed in the courses. The specific objectives in this approach rely on learner`s needs and interests and the four main skills (reading, writing, listening and speaking). Peirpo (1981) (cited in Richards and Rodgers, 2002) discusses the following levels of objectives in a communicative approach:

- an integrative and content level;
- a linguistic and instructional level;
- an affective level of interpersonal relationship and conduct;
- a general educational level of extra-linguistic goals;

The main principles of developing the learning theory of communicative language teaching can be listed as:

Communication principle: activities that involve real communication promote learning... Task principle: activities in which language is used for carrying out meaningful tasks promote learning... Meaningfulness principle: language that is meaningful to the learner supports the learning process (Richards and Rodgers, 1990, cited in Yanik, 2007).

In its principles Communicative Language Teaching is practicable rather than revolutionary. It refers to authentic reading, substantial and expressive practice activities, rather than production of grammatically perfect utterances and sentences.

Communicative Language Teaching is based on authenticity. Texts, tasks and activities should be communicative and should cater the needs of students. Usually the authenticity is assumed to be more interesting than those specifically written for a pedagogic purpose. Authenticity lying in the interaction is supposed to be between text and reader, not in the text itself. But, it should not be suspected to use the specially written materials which are written by teachers or CB writers:

“...because students can benefit from creating their own texts if there is a communicative purpose behind the activity; we see an authentic reading event is being essentially interactive, this means that readers should be able to and willing to critique

texts by challenging the kind of discourses typically embedded in a whole range of genres from advertisements and folk tales to material specially written or adapted for students” (C. Wallace, 2002:81).

Taking form the point of departure that texts should be communicative and should cater the needs of students, McCarthy (1990) distinguishes product and process linking to a view of reading as a text and reading as a discourse. He describes text as an output of a writer which can be recorded and studied, while a discourse approach to reading focuses less on the text as product and more on the reader`s process of constructing meaning from it.

The reading texts are used for introducing new language items, such as grammatical, vocabulary and for presenting consolidating language works. In order to interact effectively with the text, the foreign students need access to communicativeness.

Not similarly with most language teaching approaches and methods, CLT has been largely detailed researched and evaluated, and research detections are generally helpful as well. Practitioners of CLT emphasize that it increases both learning and students` interaction skills.

These theories on language and learning have led not only to CLT but also to learner-centered curricula which are designed by considering the needs and interests of the students, and process-oriented syllabuses which center on procedures, tasks and contents (Nunan, 1988).

And these learner-centered curricula which center on procedures, tasks and contents cause the material development since it was enclosed here in the light of the material evaluation. Actually, the 1980s was the decade which adventured the burst of activity in materials development. These materials, activities and tasks derived from especially CLT approach, which continues to be performed in the preceding years. The collaborative learning environment, highly suggested communicative activities and techniques should be enhanced such as: question and answer, pair works, group

works, drama and role-plays, lecture, discussions, conversations, simulations and debates, problem-solving, information-gap activities, listening and speaking, memorization, repetition and language games. However, there are still other ameliorations in the field.

In other words, the improvement of CLT approach is expected to continue influencing the developments in linguistic theory and curriculum implications in the twenty-first century as well. This influence in linguistic theory and curriculum implications refer to the CB evaluation as well. Among English language teaching approaches Communicative Language Teaching is considered to be an approach which develops speaking proficiency, communicative and cultural competence as the goal for the foreign language programs. So the CB evaluation should be accomplished in terms of the communicativeness relying on learner's needs and interests and the four main skills. The concept of communicativeness meeting the needs of the students and presenting objectives, content and methods has been provided as a prevalent basis of The Common European Framework of Reference. CEFR, being the accepted framework of the field of language teaching, makes it possible to facilitate communication and interaction among students in order to promote students' mobility.

From the sense that communicative language teaching should be employed in the CBs, in the following section the concept of students' mobility will be clarified.

The Council of Europe constructed a document titled "The Common European Framework of Reference (CEFR)" whose aim is to designate standards to be reached to subsequent stages of teaching and learning modern languages. Its implications are reflected on the development of national curricula. This frame has been designed for behalf of educational administrators, course designers, teachers and teacher trainers, examining bodies, for all who are directly involved in language teaching in Europe leading by The Council of Europe and has been called European Framework;

however this framework has been accepted as a standard framework to be implemented in every language teaching context.

The Framework provides a prevalent basis for meeting the needs of the students and presenting objectives, content and methods. This provision “will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages” (The Common European Framework of Reference for Languages, 2001:1). This international co-operation requires mutual recognition of qualifications gained in different learning contexts and aids student’s mobility. Mutual recognition of qualifications makes it possible to facilitate communication and interaction among other students in order to promote students’ mobility.

In terms of mobility, in the CEFR, fundamental principles are measured “to ensure that all sections of each European member’s populations have access to effective means of acquiring knowledge of the languages of other member states as well as the skills in the use of those languages that will enable them to satisfy their communicative needs” (ibid:2). So far as the students are satisfied with their communicative needs, they feel unrestrained to communicate with other students all over the world. This unrestrained communication enhances the student’s mobility to deal with the everyday life in another country and study in their language teaching contexts.

So, only by a better knowledge of language, the language learner can gain a rich inheritance of variety of languages and culture contexts in which those languages are set. That inheritance of languages and culture overcome a barrier to communication easily without any culture biases and misunderstandings. The ability of understanding and co-operation easily enhance the students’ mobility since they won’t have any prejudice and discrimination causing by barriers to communication and feel free in using language in any context. So, according to the current framework which was taken as a standard guideline to every language teaching

context, the students should be facilitated to gain the particular proficiency level in a particular stage of their learning. And in case they visit other language contexts, they would be able to exchange information and ideas, communicate with their thoughts and feelings and achieve a wider and deeper understanding of the way of each other's life and their cultural heritage.

CEFR facilitates a clear definition of teaching and learning objectives and methods and supplies a common foundation for the development of language syllabuses, curriculum guidelines, examinations and textbooks. The ways how to use a language for communication and what knowledge and skills should be developed are stated thoroughly in this Framework. In order to use language and skills for communication and acting effectively the students are instructed in an exhaustive way.

In the Framework the culture is depicted as well, since cultural contexts are observed in the language settings. CEFR is implied to prevail the barriers to communication among students from the different educational systems in Europe. For the current research, three different educational systems – Uzbekistan, Turkey and Great Britain have been selected to be looked through. In the light of this study, the CBs, language syllabuses and curriculum guidelines of Uzbek, Turkish and English contexts will be evaluated in terms of encouragement the students with communication, while according to CEFR the students should be provided to communicate without any barriers. Here, the students' mobility makes a sense, since CEFR implies mobility among other language contexts: understanding and communicating with each other without any difficulties by sharing the same language, while the students, learning English with same curricula from all over the world, can comprehend and interact within that framework. Departing from that issue, CBs which are considered to be a core of the language program will be analysed in order to compare these contexts' support the students' mobility in this research. In the following section, the roles and functions of CBs – the core of the language teaching context will be presented.

## 1.2. The Role of Coursebooks

In the field of education, CBs serve as an important tool as they are the source of information for the students and teachers. They are considered to be key components in most language programs since they serve as the basis of much of the language input students receive to learn a foreign language in a classroom setting.

As for Tandlichová (2002) Comenius is one of the initiator of CB theory and practice. It was him who brightly distinguished the communicative utilities of a CB in order that it can be a worthy teaching-learning material. In recent years we have been spectators of amount of changes in teaching foreign languages. Some can be estimated as “new and innovative approaches and methods, but some have been with us since Comenius’ times, in other words, “there have been numerous discussions about ‘the best’ CB since Comenius’s “Orbis sensualium pictus was published”.

It was him who stressed the role of senses in teaching and learning foreign languages, as well as his ideas about and their denominations helped to prepare students for deeper language study and acquisition in an amusing way, and thus make learning an amusing process could develop into successful accomplishment of teaching goals. Comenius’ ideas have been developed throughout centuries evaluating a foreign language CB from various angles and perspectives, but usually with regard to students’ needs and expectations. (Tandlichová, 2002:145)

Among these numerous discussions about ‘the best’ CB, the various ideas about their roles and functions were suggested by amount of scholars. The one among those scholars is Kitao, Kitao (1997:3) who suggest some ‘should’s and ‘need to’s:

- Content English textbooks should be useful, meaningful and interesting for students;
- Materials should be chosen based on what students, in general, are likely to find interesting and motivating;
- Materials should be slightly higher in their level of difficulty than the students' current level of English proficiency;

- English textbooks should have clear instructional procedure and methods, that is, the teacher and students should be able to understand what is expected in each lesson and for each activity;
- Textbooks should have support for learning. This can take the form of vocabulary lists, exercises which cover or expand on the content, visual aids, etc;
- Teachers need to learn how to find photos, visual materials and audio materials and how to best exploit these characteristics;
- Teachers need to be able to evaluate materials involving instructional philosophy, approach, methods, techniques and computers now;

The other linguist who contributes his various ideas to discussions about ‘the best’ CB is White (1996:3). He adds another ‘should’ that CBs should be accessible to a variety of students, regardless of their learning goals, as well as being adaptable to the diversity of teachers and teaching styles. The same conception comes from Cunningsworth (1995) as well. He maintains the aims that CBs should correspond as closely as possible to the aims of the teacher, and both should seek to meet the needs of the students to the highest degree. And he calls this relationship between teacher and CB ‘a partnership’ which is important consideration and is at its best when shares common goals to which each side brings its special contribution. Following that the multiple roles of CBs in ELT are proposed. Here are some roles of them:

- A resource for presentation material ( spoken and written);
- A source of activities for learner practice and communicative interaction;
- A reference source for students on grammar, vocabulary, pronunciation, etc;
- A source of stimulation and ideas for classroom language activities;
- A syllabus (where they reflect learning objectives which have already been determined);
- A resource for self-directed learning or self-access work;
- A support for less experienced teachers who have yet to gain in confidence.

As for the role of CBs, CB is a source of facts about the language (e.g. grammar, vocabulary, etc.), as well as the socio-cultural background which includes facts closely connected with the English speaking world, but also with many universal values:

A CB (set) is also a source for developing learner's personality and also his/her learning styles and learning strategies. (Tandlichová, 2002:146)

CB is looked upon as a prerequisite vehicle for foreign language acquisition whose validity and significance are seldom criticized. What he mentions reveals that many students working on a CB feel secure and have a sense of progress and achievement: Thanasoulas (1999) points out that the

They always have a look to relate to; they are not grouping in the dark. Consequently, they become more confident and satisfied, as they tackle the target language within a certain framework. Furthermore, a textbook provides them with the opportunity to go back and revise. They can also use the textbook for self-study and as a reference tool. (Thanasoulas, 1999:2)

In general, EFL/ESL CBs have created such a range of reactions. One of their reactions is the *functions* of foreign language CBs. Their functions are closely related to their validity for teaching and learning foreign language. That's why here it would be meaningful to discuss concept of function by referring to the theoretical studies. From Tandlichová's (2002:146) viewpoint there are seven functions which are considered to be the key ones:

1. *Informative function* which means presentation of information about the English language, its socio-cultural background and contexts of its global use within the international communication, as it is one of the sources for developing acculturation;
2. *Stimulating and developing function* which means the development of activity, independence and creativity of students and teachers;
3. *Integrating function* which refers to the integration of students' knowledge and experience from other subjects or students' own experience in the English language,

as well as the integration of other skills (e.g. dictionary use, the use of reference books, encyclopaedias, etc.)

4. *Educating and motivating function* which means the effort for the formation and development of students' personalities, their moral, ethical and aesthetic features and principles, as well as students' intrinsic motivation for foreign language study and acquisition;

5. *Contrastive-transformational function* which means the respect for contrastive approach to the linguistic material of mother tongue and foreign languages and to both cultures, traditions and experience; it also implies the receptive and productive relations of teachers and students to the CB (set);

6. *Facilitating and relating function* which implies monitoring and facilitating role of an EFL teacher, students' active work at school and independent work at home by means of tasks, activities, exercises, etc. in the CB and in the workbook; it also implies the cyclic character of the second language acquisition process through real-life situations in mother tongue and target language;

7. *Testing function* which emphasizes that there is material suitable for testing productive and receptive acquisition of linguistic and communicative competence from the viewpoint of a teacher and self-control of the student.

If the authors esteem the above mentioned functions, the foreign language CBs will facilitate the teachers and students to utilize them effectively and it can be very motivating and challenging for learning and teaching foreign language, i.e. the teacher-learner cooperation will be successful.

ELT textbooks carry great weight in many language classrooms. Nevertheless, there are also counter-arguments on the actual role of these textbooks with a range of

issues from textbook design, subject matter and the authenticity of materials to methodological validity.

According to Ansary & Babaii (2002:2) no textbook is perfect; therefore *teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation*. They give arguments and counter-arguments for using a textbook as follows:

The arguments for using a textbook are:

- a textbook is a framework which regulates and times the programs;
- in the eyes of students, no textbook means no purpose;
- without a textbook, students think their learning is not taken seriously;
- in many situations, a textbook can serve as a syllabus;
- a textbook provides ready-made teaching texts and learning tasks;
- a textbook is a cheap way of providing learning materials;
- a learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all;
- for novice teachers a textbook means security, guidance, and support;

The counter-arguments are:

- if every group of students has different needs, no one textbook can be a response to all differing needs;
- topics in a textbook may not be relevant for and interesting to all;
- a textbook is confining, i.e., it inhibits teachers' creativity;
- a textbook of necessity sets prearranged sequence and structure that may not be realistic and situation-friendly;
- textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exist in the class, and most important of all, perhaps;
- teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not;

In spite of these counter-arguments teachers and students make use of textbooks and their supporting materials as their primary advancement since it proves the significance of selecting and evaluating an appropriate CB. In order to select and evaluate the CBs, organization of CBs, namely the syllabus design plays a great role.

### 1.3. Syllabus Design – Organization of Coursebooks

Various types of current researches are available running through syllabus design and curriculum. Syllabus is examined to highlight the organization of CBs, the issues of creating curriculum with specific reference to teaching context. That's why the relationship between CBs and syllabus is significant to be referred here.

As for McGrath (2002:214) there are two basic ways of representing the relationship between materials and syllabus: in the first way, the syllabus determines if not the selection of materials at least the way in which they will be exploited for teaching purposes and in the second, materials are selected first, for intrinsic interest and general linguistic appropriateness, and a specific linguistic syllabus is then derived from them. In selecting CBs for the occasional course, CB evaluation may be started from either of these ways which is considered to be an issue that requires serious thought. For this reason syllabus design plays a great role in evaluating CBs.

According to Rabbini (2002) in the past, the focus of syllabuses has shifted from structure to situations, functions and notions to topics and tasks. And he defines syllabus as follows:

‘A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained’  
Rabbini(2002: 1)

Rabbini (2002) discusses the various types of approaches available to course designers and the language assumptions they make. He classifies the syllabuses into: 1) product-oriented syllabuses including *structural* approach, *situational* approach and *notional/functional* approach, (2) process-oriented syllabuses including *procedural/task-based* approaches, and (3) learner-led syllabuses including *proportional* approach. Due to the author product-oriented syllabuses are also known as the *synthetic* approach and these kinds of syllabuses emphasize the product of language learning and are prone to intervention from an authority. Process-Oriented Syllabuses, or “the analytical approach, developed as a result of a sense of failure in

product-oriented courses to enhance communicative language skills and focus not on what the student will have accomplished on completion of the program, but on the specification of learning tasks and activities that s/he will undertake during the course”. And the last type of syllabuses “learner-led syllabuses emphasize the learner, who it is hoped will be involved in the implementation of the syllabus design as far as that is practically possible” Rabbini, (2002: 3).

As for Cunningsworth (1995:34) a syllabus can be broadly defined as a specification of the work to be covered over a period of time, with a starting point and a final goal. He presents two kinds of alternative views of syllabus design. The *process syllabus* which is based on the learning process rather than on the content, on how learning develops naturally rather than on the prior selection and sequencing of what is to be taught and *content-based syllabus* which is based on necessity to decide in advance what they are going to contain. As the matter of the fact, CBs are pre-designed syllabus itself, they cannot be a part of process syllabus, because they have “specified content in advance and predetermined goals”. “Nevertheless the books themselves do not participate in the elaboration and development of the process syllabus, and their content is still predetermined” Cunningsworth (1995:34).

Different from above mentioned syllabus types, Xiaotang (2004) identifies six types of content base in syllabus design. Below, a brief description of those influential types of syllabuses is presented:

**Grammatical syllabuses** - the syllabus input is selected and graded according to grammatical notions of simplicity and complexity. These syllabuses introduce one item at a time and require mastery of that item before moving on to the next.

**Lexical syllabuses** - identify a target vocabulary to be taught normally arranged according to levels such as the first 500, 1000, 1500, 2000 words.

**Skills syllabuses** - are organized around the different underlying abilities that are involved in using a language for purposes such as reading, writing, listening, or speaking.

**Functional-notional syllabuses** - the input is selected and graded according to the communicative functions (such as requesting, complaining, suggesting, and agreeing) that students need to perform at the end of the language programme.

**Content syllabuses** - the content of language learning might be defined in terms of situations, topics, themes, or other academic or school subjects. These syllabuses are also called topical syllabuses.

**Task-based syllabuses** - are more concerned with the classroom processes which stimulate learning than with the language knowledge or skills that students are supposed to master. These syllabuses consist of a list of specification of the tasks and activities that the students will engage in class in the target language.

The other ELT professional who examines three major syllabus designs underlying Yalden (1987) (cited in Richards and Renandya (2002:77)) outlines several syllabus frameworks within the discussion of different models of curriculum planning, such as the structural syllabus, the notional-functional syllabus, and a process-syllabus. He highlights three principles which can inform language syllabus design. They are:

- (1) A view of how language is learned, which would result in a structure-based syllabus
- (2) A view of how language is acquired, which would result in a process-based syllabus
- (3) A view of how language is used, which would result in a function-based syllabus

By integrating all above mentioned principles Yalden proposes a proportional-syllabus, with a semantic-grammatical organizational base which is considered to be a language component based on language functions.

Since the 1980s the linguists have placed their emphasis on to functions moving from structures which are based on students' interests. Hereafter, namely in the current stages of language teaching, using functional-notional syllabuses are being used focusing on usage of tasks and topics to apply and use the language creatively.

McDonough and Shaw (2003: 40-59) draw an illustration of a typical idea of a multilayered syllabus which has to be more explicitly and systematically addressed in current CBs. The authors determine the lexical syllabus and task-based syllabuses except multi-syllabus, as well. McDonough and Shaw see above mentioned syllabus designs as a significant further evolution of communicative language teaching, both in terms of views of language in use and the development of classroom methodology.

There is no distinction that any of the existing types of syllabuses is better than the others. As a decision that no CB designed for a general market is absolutely ideal for practical group of students, no syllabus framework is suitable for a language course. In most language courses there are number of different syllabus strands, “such as *grammar* linked to *skills* and *texts*, *tasks* linked to *topics* and *functions*, or *skills* linked to *topics* and *texts*” (Richards, 2001:164, italics original).

Consequently, the integrated syllabus came into existence, which is also called as multi-syllabus. Determining a multi-syllabus does not bear in mind, the simple union of elements from different types of syllabuses. Rather, it is an issue of selection of priority.

At present time in the field of ELT, the custom of implementing only one type of syllabus to design a CB is rare. Instead, syllabus designers tend to refer to multi-syllabus while they are preparing a CB. That’s why syllabus design plays a great role in organization of CBs and in the CB evaluation process. In each CB evaluation guideline the section referring to syllabus design tends to be a core of the evaluation criteria and attach more importance.

A syllabus is defined narrowly as the designation and engagement of content of a course. So, a syllabus can be designed after the demand for a course, for a specific group of students is regarded over a specific length of time. The CBs generally serve as a syllabus since the carefully planned and balanced selection of language content enables teachers and students to follow the subjects systematically. That is why; to discuss the ways of selection of CBs makes a sense to be reviewed here.

## 1.4. Selection of Coursebooks

Choosing a CB is not a paltry and trifling topic. When deciding on a CB for the students, not only teachers but also publishers should make a crucial and informed decision. It should be made grounded on deep analysis and knowledge. Choosing an appropriate and suitable CB is based on a clear, detailed analysis of what they offer and what the students need.

According to Yochanna (2000:1) before choosing a CB for the students in any course, it is important to create a needs-analysis for one's own students and to try to find proper responses to the question points like: what will the students need to know by the end of the course or school year? After the needs-analysis is done, it's better to create a list of items that is considered to be desirable in a CB. Based on these kinds of lists, any CB can then be analysed. The researcher states a few basic questions that should be asked when choosing a CB:

- Do the principles stated in the introduction or teacher's guide reflect the teacher's own principles?
- Is the teacher's guide comprehensive and does it offer many extra ideas? Does the book follow the rationale of the current English curriculum? How does the teacher know this? Where can the teacher check it?
- Are the topics covered in the book appropriate for students?
- Is the material appropriate for students?
- Are there enough reading passages and tasks in the book? Are they varied?
- Are there enough listening comprehension tasks in the book? Are they varied?
- Are there enough writing tasks in the book? Are they varied?
- Is grammar presented, taught and practiced in the book? Is there enough practice of grammar in the book?
- Are there performance-based tasks in the book? Are these varied and include both oral presentations and written ones?
- Is the language authentic?
- Is the book appealing to me? Do I think the students will also find it appealing?
- Is the font size or style appropriate for the age group of my students?
- Do I think I would enjoy using this book?

Yochanna (2000:1)

For the last decades selecting the appropriate materials for teaching foreign language has been synchronous and contemporaneous aspect in the whole teaching and

learning operation. The premature open question ‘What do we want teaching materials for?’ is an untimely feature until it is established what there is to be done in teaching and who should do it. This causes ‘the management of language learning’ with its necessarily limited role for teaching materials as Allwright (1981) put it. He suggests three phases in management, rather than one. There are things to decide, actions to be taken on the basis of those decisions, and a process of review to feed into future decision-making. The further explanation as follows:

After a decision has been taken-say, to use a particular textbook for a particular course-some organization is necessary-namely the purchase and delivery of an adequate quantity of the books to the classroom-before the decision can be fully implemented. The use of the textbook, for a sensible review to be possible, has then to be monitored to permit evaluation of its use and effectiveness, and the result can then go forward to inform subsequent decisions. (Allwright,1981:5).

Selecting the right CB is a challenging task in market of published materials for English Language Teaching (ELT), where their amount is huge and wealthy.

Referring to the variety of ELT, CBs Cunningsworth (1995:3) mentions that it is possible to become thoroughly confused and overwhelmed by their sheer variety. He calls them ‘an ever-increasing number of books’ which are being published through more and more areas of ELT to the point where there are many competing claims made for them. This number of variety and competing world of CBs makes teachers more responsible in selecting CBs and supporting materials. This responsibility inspires them in making appropriate choices while choosing the right materials by evaluating.

CB evaluation covers the way for certain outcomes from selecting CBs, constitute professional judgments to reflecting on the teaching and learning experience through raising awareness within the approaches of CB evaluation.

## 1.5. Approaches to Coursebook Evaluation

Awesome responsibility of evaluating textbooks lies with teachers. Often the language teachers have not been confident about what to base their judgements on, how to qualify their decisions, and how to report the results of their evaluation.

Various scholars have suggested different ways to help teachers become more systematic and objective in their approach. Among these scholars Cunningsworth (1995) highlights two important approaches: 1) in-depth approach and 2) impressionistic approach. According to him in-depth approach is characterized by its active nature as seeking some information about the material in line with an agenda that one has already decided on, while impressionistic approach is more receptive by looking for anything that is noteworthy and interesting. He then offers the third extra approach which is the combination of both approaches ‘involving an impressionistic overview of the whole and an in-depth examination of the representative samples of the material will form a sound basis for evaluation and for the ensuing choice of the most suitable CB for adoption’.

The other professional of field of ELT is Ellis (1997) who contributes to the research of CB evaluation approaches. The reason of presenting his CB evaluation approaches here is the fact that his ideas have been taken for granted in this study to be implemented while the CBs are being evaluated. For this reason the meticulous presentation of his research has been clarified here.

Ellis (1997) distinguishes two types of materials evaluation: a predictive evaluation designed to make a decision regarding what materials to use, and a retrospective evaluation designed to examine materials that have actually been used:

Teachers are often faced with the task of choosing what teaching materials to use. In effect, they are required to carry out a predictive evaluation of the materials available to them in order to determine which are best suited to their purposes. Then, once they have used the materials, they may feel the need to undertake a further evaluation to determine whether the materials have 'worked' for them. This constitutes a retrospective evaluation. (Ellis, 1997)

He emphasizes two principal ways in which teachers can carry out predictive evaluation: one is to rely on evaluations carried out by 'expert' reviewers and the other one by teachers who can carry out their own predictive evaluations. These instruments are generally organized in a manner that reflects the decision-making process which it is hypothesized teachers go through. And that idea behind these guides is to help teachers carry out a predictive evaluation systematically.

The other type of evaluation, namely evaluating materials retrospectively takes on special importance. According to Ellis (1997) such an evaluation provides the teacher with information which can be used to determine whether it is worthwhile using the materials again, which activities 'work' and which do not, and how to modify the materials to make them more effective for future use and also serves as a means of 'testing' the validity of a predictive evaluation, and may point to ways in which the predictive instruments can be improved for future use. And he gives a great attention, as a purpose of his article, to begin to address the question of how retrospective evaluations of materials can be carried out. He again divides retrospective evaluation into *impressionistic evaluations* and *empirical evaluations*. That is, during the course in impressionistic evaluations teachers assess whether particular activities 'work' usually with reference to the enthusiasm and degree of involvement manifested by the students, while at the end of the course they make summative judgments of the materials. While *empirical* evaluations are less common, if only because they are time-consuming. However, teachers report using students' journals and end-of-course questionnaires to judge the effectiveness of their teaching, including the materials they used. While empirical evaluation is divided in itself to micro and macro-evaluation:

Macro-evaluation calls for an overall assessment of an entire set of materials. To plan and collect the necessary information is a daunting prospect. In a micro-evaluation the teacher selects one particular teaching task and submits this to a detailed empirical evaluation. A series of micro-evaluations can provide the basis for a macro-evaluation. However, a micro-evaluation can also stand by itself and can serve as a practical and legitimate way of conducting an empirical evaluation of teaching materials. (Ellis, 1997)

On the basis of Ellis's theoretical and conceptual research, the current study will analyse three representative samples of CBs in above mentioned contexts in terms of communicative skills building to find out how far current CBs meet the demands of a communicative approach to ELT.

Many researchers investigate evaluation approaches of the textbook and distinguish into types. One of those is Mukundan (2007) who examined evaluation criteria and classified the same with other researches into two: predictive evaluation which is in-use evaluation and retrospective evaluation which is on-going evaluation and at the same time takes place after the book has been selected for use. He indicates that most of the teachers are concerned with selection of the textbooks i.e. predictive evaluation, while other huge number of teachers is not even aware of retrospective evaluation. And he goes on to say that teachers should use while-evaluation or retrospective evaluation of textbooks and offers **composite framework** in retrospective evaluation. He estimates the process of evaluation can be made more effective by having a system of triangulation of data, where data about the effectiveness of the book can be sought from a number of instruments rather than through the usual method where a single instrument is used.

Although, like predictive evaluation, the single instrument approach can be used (where an evaluation checklist is used to evaluate the book), it is far better to use a composite framework where the checklist is accompanied by two other instruments, the concordance software and the reflective journal (Mukundan, 2007: 82)

Then, Mukundan (2007) quotes Richards and Rodgers' Model for Methodology (1987) where **Approach, Design** and **Procedure** are illustrated as an inter-dependent upon each other in the development of the composite framework (Figure 1).



Figure 1: The composite framework for ESL textbook evaluation (Mukundan, 2004 in Mukundan, 2007: 83)

The most vital aspect of evaluating CBs is emphasized on the text, being a good fit for teachers, students, and the curriculum. All of which are significant as educators look for those materials and methods coincided to their peculiar context.

Tandlichová (2002) exposes a text, whether it is main or additional, plays the key role in a CB and symbolized as the important part of a CB from which the other extra-textual parts, such as exercises, vocabulary, pictures, etc. should be created. She goes on to denote that by device of students' activity and creativity application, texts provide space for the development and extension of the topic dealt with in the original texts because they connect the particular topic with students' previous acquired knowledge and skills.

As the text is considered to be the key element in a foreign language CB, when selecting and evaluating it one should expect it to correspond with communicative aims stated in standards and syllabuses for the particular age group and level of English proficiency. Tandlichová(2002: 147) grades the relationship between CB set

and a text (Appendix 1: The relationship between CB set and a text (Tandlichová, 2002: 147).

She appoints a foreign language text and the foreign language CB as a whole that should reflect external and internal learner's life, but creatively over-evaluated in through the reflection of syllabuses, aims and objectives and content of English language teaching at a particular type of school.

While teachers try to judge a book, they are using in order to compare it with others. As Case (2008) mentions that such evaluations can be both hard to start and hard to stop or keep on topic once the teachers do start. He classifies the line of headings of CB evaluation involving: *Appearance, Level, Reputation, Other people's reviews, Workbook, Teacher's book, Other components, Contents, Syllabus, The target audience, Philosophy, Authenticity, The native speaker model/ cultural bits, Connections to exams and Something new.*

Taking precedence over the other remarkable components in English language instruction, CBs keep their importance in being the essential constituents to many ESL/EFL classrooms and programs. That's why, these essential constituents should be selected thoroughly and the issues mentioned here embody certain prerequisites for coming to a sense of understanding pertaining to the selection of foreign language CBs.

## **1.6. Criteria for Coursebook Evaluation**

There is enough literature though, to select an appropriate method or framework by which to assess a CB. There are number of models and frameworks for assessing CBs, since every teaching context has different requirements to consider. Among these models and frameworks, the criteria offered by Cunningsworth (1995) were

found to be comprehensive and practical with clear questions. Thus, his suggestion was taken as the basis for the CB evaluation process in this study.

As for Cunningsworth (1995) a manageable list of the most important criteria will be needed for practical purposes. He lists the most important general criteria for evaluation and selection purposes and presents them as a basic quick-reference checklist which contains **45** questions, covering criteria such as *aims and approaches, design and organization, skills, topic, and methodology*.

He develops his ideas a step further related to profits of CB evaluation offering that through determining strengths and weaknesses in CBs, best use can be made of strong points, and weaker points can be adapted or substituted from other books. His guideline illustrates that CBs should: correspond to students' needs; help to equip learner to use language effectively for their own purposes; facilitate students' learning process; have a clear role in mediating the target language and the learner.

The current study is accomplished in the light of Cunningsworth's CB Criteria which was adapted according to the context of this research.

**The General Goals and the Specific Objectives**

- CBs should correspond to students needs by the emphasis on personalization
- To what extent do the curriculums have common objectives?

**The organization of the Content and CB Package**

- What components make up the total course package (e.g. student's books, teacher's book, workbook, cassettes, etc)?
- Is there adequate recycling and revision?
- Is there a detailed syllabus? If so, what does it consist of and how is it organized (in terms of grammar, functions, topics, skills, etc)?

**Checklist for skills**

- Is practice for all skills included?
- If so, is it balanced?
- Do the presentation and practice activities include the integration of skills?
- Does the CB use authentic materials?

**Checklist for reading**

- Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc?
- Is the reading material linked to other skills work?
- Is there emphasis on reading for pleasure and for intellectual satisfaction?
- How authentic are the texts?
- Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable)?

- Are the texts complete or gapped?
- Does the material help comprehension by, for example?
  - setting the scene
  - providing background information
  - giving pre-reading questions?
- What kind of comprehension questions are asked:
  - literal (surface) questions
  - discourse-processing questions
  - inference questions?
- To what extent does the material involve the learner's knowledge system (knowledge of the world)?

#### **Listening**

- What kind of listening material is contained in the course?
  - Does listening form part of dialogue/conversation work?
  - Are there specific listening passages?
- If there are specific listening passages, what kind of activities are based on them – comprehension questions, extracting specific information, etc?
- Is the listening material set in a meaningful context?
- Are there pre-listening tasks, questions, etc?
- What is the recorded material on audio-cassette like in terms of:
  - sound quality
  - speed of delivery
  - accent
  - authenticity?

#### **Checklist for speaking**

- How much emphasis is there on spoken English in the CB?
- What kind of material for speaking is contained in the course? This may include:
  - oral presentation and practice of language items
  - dialogues
  - role-play
  - communication activities (information gap)
- Are there any specific strategies for conversation or other spoken activities, e.g. debating, giving talks?
- Is any practice material included to help students to cope with unpredictability in spoken discourse?

#### **Checklist for writing**

- How does the material handle:
  - controlled writing
  - guided writing
  - free or semi-free writing?
- Is there appropriate progression and variety of task?
- Are there conventions of different sorts of writing taught? If so, which ones, and how are they presented?
- Is paragraphing taught adequately?
- Is attention given to the language recourses specific to the written form, such as punctuation, spelling, layout, etc?

#### **Checklist for topic and subject content**

- Are real topics included in the CB? If so, how varied are they?
- Will the CB contribute to expanding students' awareness and enriching their experience?
- Does it relate to and engage the students' knowledge system, i.e. the knowledge of the world that they bring with them?
- Are they suitable for the age group?

#### **Checklist for social and cultural values**

- Are the social and cultural contexts in the CB comprehensible to the students?
- Can students interpret the relationships, behaviour, intentions, etc of the characters

portrayed in the book?

- Are women given equal prominence to men in all aspects of the CB?
- What physical and character attributes are women given?
- What professional and social positions are women shown as occupying?
- What do we learn about the inner lives of the characters?
- To what extent is the language of feeling depicted?
- Do the CB characters exist in some kind of social setting, within a social network?
- Are social relationships portrayed realistically?

The following section will examine the similarities and differences of the criteria carried out by other linguists comparatively with Cunningsworth's CB evaluation criteria which will be carried out as the main CB evaluation criteria for the current research.

McDonough and Shaw (93: 68-69) provides a list of areas that they expect to be commented on in the 'blurb' (the claims made on the cover of teacher's/student's book), introduction and contents page as an *external evaluation* including intended audience, proficiency level, context in which the materials are to be used, presentation of language and its organization, authors' views on language and methodology, teacher's book, vocabulary list, visual materials, layout and presentation of the CB, etc. Having externally evaluated the book and decided that it is potentially suitable as a CB McDonough and Shaw's model prescribes an in-depth *internal evaluation* including criteria like: presentation of the skills in the materials, grading and sequencing of the materials, etc.

Between these two criteria the difference stepped a further is that Cunningsworth's guideline is maintained by in-depth evaluation regarding to aims and approaches, design and organization, language content, skills, topic, methodology, teacher's book, as well as practical considerations, while the guideline of McDonough and Shaw is carried through external and internal evaluation stressing to the criteria which the former guideline does not stress, such as introduction and contents page, intended audience, proficiency level, authors' views on language and methodology. Cunningsworth's guideline was chosen for the current study, because the study is not

interested in the learning audience and their proficiency level as they are comprised in the letter CB guideline. The other criteria are almost same.

The creation of extensive evaluation checklists by leading experts provides criteria for detailed CB analysis. Allwright's (1981) checklist for evaluation and selection contains the analyses of the issues: 27 separate points. This analysis of the issues involved in the *management of language learning* is simplified for the sake of exposition: goals, content, method and guidance. In the light of these issues, Cunningsworth's guideline contains these above mentioned points too.

Ansary & Babaii (2002) constitute a set of universal features of EFL/ESL textbooks as a textbook appraisal checklist giving attention to approach of a vision (theory or approach) about the nature of language and the nature of learning searching for the answer to how the theory can be put to applied use. According to them the content presentation states purpose(s) and objective(s) for the total course and for individual units within selection and its rationale. As for their criteria the syllabus should be satisfied to the teacher (providing a guide book, giving advice on the methodology, giving theoretical orientations, key to the exercises and supplementary materials) and to the student (unit-by-unit instruction, graphics, periodic revisions, workbook, exercise and activities in the classroom and at home, sample exercises with clear instructions). Ansary & Babaii (2002) suggests physical make-up of the CB according to its appropriate size and weight, layout, durability, quality of editing and publishing. Administrative concerns like macro-state policies, appropriacy for local situation, culture, religion, gender and price are taken into consideration in their criteria for CB evaluation. The appraisal checklist of Ansary & Babaii (2002) resembles very much to Cunningsworth's CB criteria.

Ersöz et al. (2005, <http://ttkb.meb.gov.tr/>) estimate that a good CB should have the several qualities, such as physical qualities, content qualities and methodological qualities. According to physical qualities the evaluated CB should have a durable cover, texts with attractive cover, a convenient size to handle, an affordable price,

supplementary materials. Content qualities regards to the features like the type of syllabus should be in line with the national curriculum, the language should be realistic, the book should contain a variety of text types and effective visual aids, the vocabulary, grammar, function and notion load should be reasonable for target students, etc. As for the methodological qualities the book should consider learning differences, should increase learner autonomy and contain a variety of tasks/exercises/activities that are suitable for target students.

So, by the CB evaluation checklist designed by Ersöz et al. may play a significant role enabling educators, teachers, and administrators to assess whether the CB is the most propitious one to the target students in divergent levels and teaching settings with its distinguished principles like Cunningsworth`s.

The responsibility of choosing available materials is a daunting task and requires some of the most important questions to be asked when evaluating materials for speakers of other languages.

Griffiths (1995) proposes many factors which are to be taken into account when evaluating materials for use with speakers of other languages. He also gives his attention to the learner objectives, learner-centred material features like other criteria suggested by other scholars. But, there is one aspect he offered which was not mentioned by other researchers is the socio-culturally appropriateness of the material differing from Cunningsworth`s. Only Griffiths was the first who handled the culture based evaluation maintaining the aspects of gender-sensitiveness and ethnocentric relevance in the materials. He suggested the world of language teaching to appraise the language teaching materials in terms of communicative skills building regarding whether the materials facilitate interactive learning, provide information on special usages, idioms, proverbs used in the unit as well as extra information on cultural topics/themes or issues.

Williams (1983:252) maintains the criteria under the heading 'Linguistic/Pedagogical' involves techniques of textbook presentation as well as

selection and organization of skills, and aspects of the language to be taught. According to him whether a textbook is written for first or second-language speakers, it has to be assessed in terms of the completeness and appropriateness of the items presented, the activities suggested for practicing the items selected, the sequencing of vocabulary, particularly the functional load, rate and manner of entry and re-entry and the relevance of its contexts and situations. He introduces two kinds of criteria: the first one, 'general' criteria which embraces global considerations of methodology, the needs of the learner, the teacher, and the community while the second one 'technical' criteria is concerned with the quality of editing and publishing; the availability of supplementary materials; cost and durability of the text; authenticity of language and style of the writer. Relating to those criteria he emphasizes some items which begins with the ESL textbook, should:

- give introductory guidance on the presentation of language items and skills;
- suggest aids for the teaching of pronunciation: e.g. phonetic system;
- offer meaningful situations and a variety of techniques for teaching structural units;
- distinguish the different purposes and skills involved in the teaching of vocabulary;
- provide guidance on the initial presentation of passages for reading comprehension;
- demonstrate the various devices for controlling and guiding content and expression in composition exercises;
- contain appropriate pictures, diagrams, tables, etc.

After that he suggests the 'Sample checklist for evaluation' in which the teachers can evolve their own sets of criteria for different educational levels or language teaching situations and some of the items can be used for adapting evaluative items to suit the particular demands of the teaching situation.

CB evaluation checklists oblige teachers to analyze their own hypothesis as to the nature of language and learning. In this way, they might become aware of what actually happens in their classroom. Materials evaluation can thus help teachers to get a better connotation between their theoretical knowledge and their practice.

Some criteria described above got foremost and met almost in every researcher's works. The researcher who stepped one jump ahead is Tandlichová (2002:150).

Taking into consideration the opinions of other authors, she presents the following criteria which she considers important in a foreign language CB evaluation: a) external layout and basic information and b) internal structure and content. In external layout and basic information evaluation of the learner's level of foreign language proficiency, evaluation syllabuses for the given school and evaluation of the respect for professional motivation of a foreign language teacher and students' expectations and needs are taken to the account. In internal structure and content the choice and application of methods, presentation of grammar and lexis are included. As Griffiths' CB evaluation criteria Tandlichová exposes the necessity of the selection of the text with regard to students' age, interests and the level of their communicative competence. She considers that the main text and additional texts help to develop students' knowledge about the English speaking countries in comparison with students' own country and language.

When the CBs are selected appraising from the respect of socio-cultural and multicultural factors and interests of students, the language learning skills would develop. These kinds of functional non-verbal materials and functional additional materials (even authentic material) are presented as significant factors to evaluate the teaching materials.

Miekley (2005) also suggests an ESL textbook evaluation checklist intimating reading which is so important in second language learning and the educators must utilize research on L2 reading both in classroom instruction and during the process of selecting a reading textbook. He hopes his checklist can be a valuable asset in accomplishing that goal. His checklist discloses questions on textbook content, vocabulary and grammar, exercises and activities, attractiveness of the text and physical make-up, on teacher's manual's general features, background information, methodological guidance, supplementary exercises and materials, and on context, such as appropriateness of the textbook for the curriculum, appropriateness for the students who will be using it, appropriateness of the textbook and teacher's manual for the teacher who will be teaching from them.

Miekley's ESL textbook evaluation checklist looks like to Cunningsworth's as well. These kinds of similar materials evaluation criteria force teachers to establish their priorities. It is unlikely that one book will meet all the requirements of the teaching/learning situation. One textbook might be preferable in terms of content and language areas; another might have exercises that fit better. Teachers need to decide which criteria are more important.

There are great number of textbook evaluation checklists developed around the world and most of these are developed because teachers believe that there is no such thing as a 'global' checklist as different learning-teaching situations 'warrant' different approaches in evaluation (Mukundan, 2007).

The desire for "local" considerations in checklist criteria led to institutions around the world developing their own instruments and this in turn led to a "proliferation" of checklists. Most of these instruments are neither tested for reliability nor validity (Mukundan, 2007).

Ansary, H & Babaii, E (2002:2) highlight that during the last three decades, the reactions have essentially been based on special textbook evaluation checklists, and the shaky theoretical basis of such checklists and the subjectivity of judgements have often been a source of disappointment. That's why while the teacher examines the aspects of the material, he/she will depend on his/her own priorities and on the characteristics of the students that they are working with.

So, rather than looking at CBs in terms of what they reflect on the characteristics of the students, teachers can take a more positive view and analyse the potentials of the existing aspects of the CBs in order to see what those aspects can contribute to the teaching context. In this way, teachers can examine the full potential of both the CBs and the teaching context.

It appears that checklists have had a little practical benefit. Textbook evaluation has thus far been special with teachers trying to make decisions based on such appraisal

criteria. Firstly some concerns of CB itself come from Cunningsworth (1995) as follows:

No CB designed for a general market will be absolutely ideal for your practical group of students, but the aim is to find the best possible fit, together with potential for adapting or supplementing parts of the material where it is inadequate and unsuitable. (Cunningsworth, 1995)

Though Ansary and Babaii (2002) highlight the textbook evaluation a coherent, systematic and thoughtful activity, they also show some concerns about judging them:

...perhaps, no neat formula or system may ever provide a definite way to judge a textbook. However, at the very least, probably the application of a set of universal characteristics of EFL/ESL textbooks may well help make textbook evaluation a coherent, systematic and thoughtful activity. (Ansary, Babaii, 2002:7)

That is why it can be mentioned here that teachers' decisions about judging teaching materials depend mostly on their own priorities. And the teachers only can exploit any already-available check-listed criteria to evaluate teaching materials. Possibly, that is why the pertinent values of such checklists and their criteria, over the years, would reduce and new checklists would be suggested.

With an ultimate view to CB evaluation criteria as well as compensating their possible limitations and weaknesses, they stand as an inevitable need for teachers to gain the ability to evaluate such books which they are supposed to use some principle bases. The awareness of EFL teachers of the need of evaluating language CBs provide a greater perception of the books' strengths and weaknesses enabling them to focus on the weak points and adapt or make supplements accordingly. Making its starting point from the departure of that perception, in the following chapter analyses and evaluation of ELT CBs in Uzbek, Turkish and English contexts will be maintained.

## **2. ANALYSES AND EVALUATION OF ENGLISH LANGUAGE TEACHING COURSEBOOKS IN UZBEK, TURKISH AND ENGLISH CONTEXTS**

In this chapter, the background, the purpose and the significance of the study are discussed along with the research questions and basic assumptions, and the core of the study- the analyses and evaluation of ELT CBs in Uzbek, Turkish and English contexts are presented.

### **2.1. Background of the Study**

CB is a very complex phenomenon. LittleJohn (1992:2-3) offers a great deal of insight into the nature of the CB by saying, "... from the early days of textbooks that contained mainly readings, perhaps with some questions and sentences to translate, to be supplemented by the explanations and directions of the teacher, the contemporary main CB undertakes to offer complete 'packages' for language learning and teaching. Teacher's guides, students' books, workbooks, tests, cassettes, videos, and other ancillary components facilitated by modern technology, are all integrated into a 'system' which sets out, often in a minute detail, the work to be done by teachers and students". Instinctively, teachers generally try to find a CB that they believe meets all their requirements "when there are difficulties in the learning process, in most cases, the CB is the first factor to be held responsible" (ibid, 1992:4).

The CB which is seen as a major tool in English Language Teaching classes has both advantages and disadvantages. The use of CBs in the ESL classroom is very common because "the CBs have the advantages of being visually appealing, easy for the teacher to prepare, and the activities fits well into the timetable" (Chou, 2010:2). Firstly, the CBs have a perspicuous identified set of achievement objectives which include what the students are expected to be able to do and what to expect next. In

most cases, CBs serve as a ready-made syllabus. These ready-made syllabi contain carefully planned and balanced selection of language content that can be easily followed by teachers and students. Secondly, when the teachers are teaching each unit in the CBs, there is a consistency in the topics and genres in the four skills areas (listening, speaking, reading, and writing). This allows for greater autonomy in the learning process. In addition, many inexperienced teachers may find ESL CBs to be useful and practical because the ready-made activities and lessons are easy for the teacher to prepare. Finally, ESL CBs are the cheapest and most convenient ways of providing learning materials to each student (Kayapinar, 2009, cited in Chou, 2010:3). All of these reasons make using CBs a very popular choice in the English learning curriculum.

Richards (2001) also quotes the advantages of the use of the commercial CBs that they provide structure and a syllabus for a program: without the CBs a program may have no central core and students may not receive a syllabus that have been systematically planned and developed. CBs help standardize instruction: the use of the CB in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way. CBs maintain quality: students are exposed materials that have been tried and tested. They provide a variety of learning resources: they are often accompanied by workbooks, CDs and cassettes, videos, CDRoms and comprehensive teaching guides, providing a rich and varied resource for teachers and students. CBs are efficient: they save teacher's time, enabling teachers to devote time to teaching rather than materials production. CBs can provide effective language models and input, they can train teachers. They are visually appealing: usually have high standards of design and production and hence are appealing to teachers and students.

However, according to Richards (2001) CBs can also have disadvantages. For instance, they may contain inauthentic language: texts, dialogues and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use. They may not reflect the students' needs: since

CBs are written for global markets, they do not often reflect the interests and needs of the students and hence may require adaptation. They can deskill teachers: when CBs are used as a primary source of the teaching the role of the teacher can become reduced to that of a technician whose primary function is to present materials prepared by others. They are expensive: commercial CBs may represent a financial burden for students in many parts of the world.

Although there can be many negative effects and limitations in using CBs, they are still in great demand among students, teachers, instructors and sponsors. The role of CBs is obviously essential in language teaching instruction.

CBs carry out many functions in education. “No CB can be perfect, but the best CB can be available for the teachers for their teaching situations” (McDonough and Shaw, 1993; Cunningsworth, 1995; Riasati & Zare, 2010). The CB is a useful tool in the hands of the teacher, and the teacher must know not only how to use it, but also how effective it can be. CBs, in fact, serve as guides those teachers who try to make their teaching more effective. Without CB’s existence, it is really difficult for a teacher to deliver his teaching to the students.

## **2.2. Statement of the Problem**

The role and the purpose of the CB are still unclear for many teachers because they have traditionally been taught to view CBs as the curriculum instead of as a reference to assist in the development of a language context. “These books are seen as an end product, not a starting point, and few attempts have yet been made to discern how appropriate they are for the students. The students have also had little or no participating role or involvement in the selection process” (Inal, 2006:21).

Unfortunately serious problems exist in the selection process currently adopted by most educational establishments. Teachers are typically kept very busy and have no

time to make reliable selections. They have a chance to gather only a minimal impression before being obliged to offer a recommendation. There are no ready-made solutions or recipes to solve these problems, any phase of teaching needs devotion, planning, empathy, open-mindedness, new ideas, and creativity. However, CBs are not like that. This is most evident in the institutions, language schools, and colleges that focus primarily on teaching English.

### **2.3. Purpose of the Study**

Selecting an appropriate CB is one of the issues both teachers and institutions have to confront each teaching year. However, selection is not easy at all. The market provides the variety of CBs, some better than others, which make the process difficult. Yet, it is the task of teachers and institutions to choose materials with respect to both the learner's needs and the experts' advice. Ongoing evaluation of the CBs must perform the starring role in any curriculum.

Many general guidelines are available for language materials evaluation (e.g.: Cunningsworth, 1995; Allwright, 1981, 1991; McDonough & Shaw, 1993; Ansary, Babaii, 2002; Ersöz et al., 2005; Griffiths, 1995; Williams, 1983; Tandlichová, 2002; Miekley, 2005;). However, these approaches tend to elaborate systems of checklists for the practical purpose of selecting and evaluating particular textbook for a particular teaching context. Most of these methodological evaluations either have a suggested theoretical constituent throughout or 'theory' is one of many criteria to regard. For the purposes of this study, however, the evaluative yardstick will be the relevant research conducted on comparative analysis and evaluation. The analysis is descriptive rather than based on real classroom implementation of the materials. Through the passing years the prominence of selecting and evaluating CBs was usually not so practicable. The great attention of scholars was not focused on choosing the most communicative and culturally appropriate CBs. Instead, the success of the courses had been estimated through the applicable linguistic aspects of

the teaching materials. However, placing emphasis on the development of communicative competence rather than structural competence did not take so much time to become the aim of language learning. In current era of teaching foreign language the students are luckier to be provided with meticulously chosen materials.

The concept of communicative competence has brought culture into foreground as a careful consideration. These current considerations in the field of ELT have assigned more essential and expressive roles to the cultural content of CBs. The regard of CB evaluation and selection procedure is now based on a systematic process of reaching an appropriate pedagogical selection both linguistically and culturally.

In current era of teaching foreign language the CBs are full with Anglo-American culture. The students are mostly exposed by the images of western or American culture by means of teaching English Language. Either in the classroom while using these CBs students are fully loaded within these native speakers' culture or outside from the classroom they sink into a deep effect of these foreign culture by watching American films, listening to their music, etc. In globalising world English students are overloaded with the culture of native speakers of the English language beyond the control of ELT professionals. But, the formal contact with this Anglo-American culture usually happens in language learning classrooms within the scope of using CBs. From this significance, since the languages and students are loaded culturally, at the same time learning a foreign language is always in association with a new culture. That is why, it is of great importance to be aware of and know how to cope with cultural dimension of English language teaching CBs.

Within such regards, the cultural loads of the three Eighth Grades Intermediate English CBs (CBs) published in Uzbekistan, Turkey and the UK will be examined throughout the CB evaluation too.

Emphasizing the basis of the present stand of the English language in terms of the communicativeness in the circumstances of globalising world and clearing up the pedagogical implications, the following scene has been set up: how the CBs are

widely used in terms of communicative competence. Further, how these CBs reflect communicative skills building is crucial. Regarding this, the scope of the present chapter will be dedicated to the descriptive analysis of the three Eighth Grades Intermediate English CBs (CBs) published in Uzbekistan, Turkey and the UK.

In light of the aforementioned discussions regarding the selection and evaluation of CBs, the aim of the study is (a) to reveal the strengths and weaknesses of the CBs, (b) to determine how well the CBs meet the standards of a good textbook (see CB criteria, on page ), and (c) to resolve to what extent do the CBs could expose commonalities in curriculum, aims and objectives and decide whether they are suitable, or need supplementation for optimal learning. The term CB was used here to refer to the *Student's Book* and the *Workbook* of the series.

## **2.4. Scope of the Study**

Selection of the CBs to be overall evaluated and comparatively analysed has been a demanding task regarding the wide range of CBs in the markets of Uzbekistan, Turkey and the UK. English is the first foreign language either in Uzbekistan or in Turkey as it is almost all over the world. In Uzbek context, the CBs which are published by only the Ministry of Education of Uzbekistan are implemented in primary schools. And these CBs are distributed to each student free of charge all over the country. But, for the Turkish context, the condition is a bit different. Here the dominance of English at all levels of education has thus brought an extensive variety of EFL CBs and this has also resulted in the utilizing of a different book in each school. The selection of CBs is based on two principal factors:

1. Nature of institutions where the CBs are used
2. CBs that are published recently

Firstly, CBs utilized in primary education have been preferred since many students who have newly started learning English in primary school meet Western/American

culture in English language classes. Looking through this point, it is significant to give brief information about the primary education system in Uzbekistan and Turkey, since it is directly related to the selection of CBs. Education system of both countries includes two kinds of schools in primary education: private and public schools. These two schools have a crucial difference in support by basic institutional; where the former are financially supported mostly by the private foundations demanding tuition and the latter are directly funded by the government, providing education without demanding any special payment.

These two kinds of schools have considerable distinctions which can be compared in terms of CB selection. This divergence can be easily caught sight of their using teaching materials in their English teaching courses. EFL CBs used in public schools are usually prepared by either a commission of the Ministry of Education or a group of Uzbek or Turkish CB writers funded by private publishing houses. With regard to this scene, the first CB, *Fly High English 8* has been selected prepared by a commission of the Ministry of Education of Uzbekistan, the second one, *English Net 8* was prepared by a group of Turkish CB writers funded by private publishing house “Evrensel İletişim Yayınları” as a representative CB taught in the primary schools in Turkey. On the other hand, private schools usually use the CBs which are produced and provided by British/American publishing houses as commercial CBs open to world market. Concerning to this great variety, one representative series of those commercial CBs published for the whole market of the world has been chosen since it is not feasible to analyse all the CBs in the market. That is why, the last CB *Solutions Intermediate CB* published by Oxford University Press has been selected which is considered to be a commercial CB open to international market, such as it is taught in prestigious private schools in Turkey has been selected.

Another factor to be shown as a criterion for the selection of the CBs has been defined by considering whether they are up-to-date; that is, newly prepared and published CBs or their latest versions have been decided on to be selected since the considerations of current theories on the role of communicativeness in ELT will be

casted for in them. Corresponding to the above criteria, following CBs have been chosen to be overall evaluated and comparatively analysed in terms of communicative skills building:

1. English Fly High 8, Tashkent, `Ukituvchi` (`O`qituvchi`) Jurayev, L et al. 2010, represents the CBs used in public school in primary education (including Pupil`s Book, Teacher`s Book and cassettes at the intermediate level);
2. English Net 8, Ankara, “Evrensel İletişim Yayınları”, Karapınar, E. 2010, represents the CBs used in public school in primary education (including Student`s Book, Teacher`s Book and cassettes at the intermediate level);
3. Solutions Intermediate Book, Oxford University Press, Falla, T. & Davies, P.A. 2008, represents the CBs used in private school in primary education in Turkey (including Student`s Book, Teacher`s Book and cassettes at the intermediate level);

## **2.5. Significance of the Study**

This study may have more prominent significance since it can reveal the strengths and weaknesses in the CB, and determine whether or not the CB is justified, or resolve to what extent do the CBs would expose commonalities in curriculum, aims and objectives and decide whether they are suitable, or need supplementation and/or substitution for optimal learning. It is also hoped that the study results may offer a help in constructing some reasonable proposals for the curriculum planners, course designers and subject experts in the Ministry of Education for further ameliorating the quality of the CBs. This study may also provide guidance for any retrospective textbook evaluation or future revision of the CBs.

## 2.6. Limitations of the Study

It is not possible to create a particular criterion which can be applied to all teaching situations. Nevertheless, the results which we have collected from this study cannot be generalized due to some limitations.

The purpose of this study is to determine the overall pedagogical value and suitability of the series. Three English Language Teaching CBs from three countries were taken to evaluate. The instrument employed in the research project was a CB Criteria, namely criteria developed by Cunningsworth (1995) (CB Criteria: Appendix 1). As other researchers also worked on evaluating CBs and determining criteria on it (e.g.: Cunningsworth, 1984; Allwright, 1981, 1991; McDonough & Shaw, 1993; Ansary, Babaii, 2002; Ersöz et al., 2005; Griffiths, 1995; Williams, 1983; Tandlichová, 2002; Miekley, 2005;) there was an opportunity to work out an evaluation guideline by adapting them. But, the current CB Criteria that were adopted only according to Cunningsworth's (1995), since all the criteria which are stated by above mentioned researchers are included in his criteria.

Another limitation is the selection of CBs. *Fly High English 8* and *English Net 8* were selected as they were both published in 2010 and intended to be implemented in 2010-2011 academic year by the offers of Ministries of Educations of Uzbekistan and Turkey. But *Solutions Intermediate CB* was selected from the fact that prestigious schools in Turkey were using that CB in teaching 8<sup>th</sup> grade students. Another limitation can be mentioned that the CB published by foreign publishers (the UK) might have been selected from the context of Uzbekistan too.

## 2.7. Method of the Study

The methodology of the current study is primarily a retrospective micro-evaluation research design. The micro-evaluation analysis encouraged a descriptive analysis of

the CB through an in-depth investigation of its content covering criteria such as *aims and approaches, design and organization, skills, topic and methodology*. A retrospective analysis of the content and forms of the CBs was accomplished by means of an extensive CB Criteria reproduced by Cunningsworth (1995) (CB Criteria: Appendix 1).

The documents that were analyzed for this study included *Fly High English 8 Pupil's Book* published in Uzbekistan, *English Net 8 Student's Book, the Workbook* published in Turkey and *Solutions Intermediate Student's Book, the Workbook*, published in the UK.

## **2.8. The Evaluation of Claims in `Blurbs`**

When the CB evaluation is the issue, the first point to analyze is the *claims*. The questions under `What CB Claims` taken from Cunningsworth (1995:11) are used to evaluate *Fly High English 8, English Net 8* and *Solutions Intermediate CB* are presented below:

- Which descriptions attract you most? Why?
- Which claims are you most sceptical about?
- Are there any common features in the publishers` blurbs?
- What features do publishers seem to think will make their courses attractive?
- Do publishers` blurbs influence you? Do you feel that you can rely on them?

At the back cover of *Fly High English 8*, many points might attract the reader such as: “a modern methodology which allows effective learning and coverage of five language skills”. Here it should be questioned whether the `blurbs` are really presented in accordance with the common CB evaluation criteria. The following questions would be meaningful to be asked in this context: what do the publishers mean by a `modern methodology`? Do they meticulously provide learning approaches or learning strategies or learning styles? What are five language skills to meet specific needs and circumstances of students? All these claims seem to be

sceptical. The most sceptical claim of the book is *five language skills*. There are also common features in the publisher's 'blurbs', such as: "*Fly High English* for class 8 is a new and exciting course, effective learning for students of English in Uzbekistan". Publishers do think that full of interesting activities and exercises, list of grammar points and vocabulary and a cassette will make their course attractive and make students *continue to fly even higher*. Both 'blurbs' and the text taken from the back cover of the CB influence the reader and might make feel that one can rely on them. In fact, these impressions and impacts might be observable after the CB evaluation. (Appendix 2: *Fly High English 8 Student's Book*, back cover).

While looking at the second CB *English Net 8* in the Turkish context, the explanation part in the *Introduction of the Course* named 'Student's Book', illustrates sort of the claims as in *Fly High English 8*. Several items written in the descriptions might attract the users, such as: "personal and social skills, functional and communicative activities, constructive learning and communicative approach". In the Introduction, "The New English Language Curriculum" is taken to the foreground for several times mentioning that "curriculum is developed within the scope of Common European Framework based on the principles of constructive learning and communicative approach". These learning approaches might be considered to be the most applicable approaches to be put into teaching/learning practices, since they are current approaches. The users likely to be impressed by reading these points as well: "personal and social skills" (From *English Net 8 Teacher's Book*, p10). The following question points make a sense here as well, for *English Net 8*. Do the publishers stress by saying personal and social skills to communicativeness, using English in any context, etc.? These claims tend to be sceptical.

There are some common features in this 'blurb', such as: "functional and communicative activities including dialogs, newspaper articles", etc. But, by those activities publishers claim to improve students' "personal and social skills through a variety of functional and communicative activities". They emphasize that "four skills are integrated and stress on a range of grammar rules". As for them, "a range of

grammar rules are not given to the study and memorize, but they are expected to pick up correct usage from the context chosen from their everyday life”. Namely, in this book the deductive approach, giving only explanations and rules explicitly, is not used, instead the inductive approach where the students work at the rules given implicitly in the contexts is used (From *English Net 8 Teacher`s Book*, p10).

In the `blurb` given at the back cover of the third CB - *Solutions Intermediate* - a five-level course series, the range of claims are presented. It states that the current CB is written “for students who need everyday English and exam preparation”. According to the publishers` claim, to support students with everyday English and getting ready for exams, they divide *Solutions* into three categories: “solutions for exam, solutions for language skills and solutions for classroom”.

The following depictions seem to attract the reader`s attention: “all exam topics and task types, integrated exam-specific preparation and practice, language in context, supported production activities, maximum support, easy to prepare and easy to use”. The matter of “all exam topics and maximum support” needs to be closely evaluated with such questions: What do publishers mean by “integrated exam-specific preparation and practice”? By the statement, “preparing for examination in reading, listening, speaking and writing skills” do they mean those skills are presented in an integrated way? There are some prevalent characteristics in the `blurb` as well, such as: “step-by-step practice, supported production activities, personalized activities, and regular listening activities”. The authors of the third CB seem to think that several features portrayed in their back cover will make their courses attractive and touching, such as: “supporting students using English confidently, maximum support in getting students speaking”.

## 2.9. General Goals and Objectives in the Contents of the Coursebooks

After looking at the `blurb`s which are the faces of the CBs, *the general goals and the specific objectives* would be the first step to start evaluating of the three mentioned CBs. The following criterion to evaluate the aims and objectives of the CBs, given below is taken from Cunningsworth (1995:15-17) considering the focus of this study:

- CBs should correspond to students needs by the emphasis on personalization

Looking at the first CB - *Fly High English 8*, a further indication of the aims and objectives are not stated. For each Unit the contents page is displayed only under two headings: titles and topics. No aims and objectives are discussed in the content as well. The topics relevant to titles are pointed and pronunciation, grammar and homework sections are highlighted. The entries for Unit 7 and 8 displayed as shown below: (Appendix 3: *Fly High English 8 Student`s Book*, p2).

In terms of aims and objectives, *English Net 8* demonstrates multitude number of precise features. It aims to “teach English to 8<sup>th</sup> grade aged 12-16 coincide with a time of rapid transition and change, both mentally and physically. They are not children anymore, but adolescents” (Appendix 4: The stated aims and objectives of *English Net 8*). According to the aims and objectives of the book, after the course the students are expected to have a repertoire of basic language which enables them to deal with everyday situations, use some simple structures correctly, have pronunciation that is generally clear enough to be understood, write short words with reasonable phonetic accuracy, copy short sentences on everyday subjects, socialize simply, but effectively perform and respond to basic language functions, make themselves understood in short contributions, etc.

There is no any introduction or foreword written by publishers or reviewers to open the definite aims and objectives of the *Solutions Intermediate Student's Book* too as *Fly High English 8*.

As stated in Guideline One of Cunningsworth, the CBs should correspond to students needs by the emphasis on 'personalization'. *Fly High English 8* tries to characterize the students' learning needs by focusing on the 'personalization' through the activities. Those activities (there are 38 of them) ask students to express their own opinions, give them chances to discuss topics suggested to them and giving titles, present their own review and point of views (ex.1d, 6p; ex.2b, 7p; ex.3, 8p; ex5b, 18p; ex.1a,1b,2a, 19p; ex4a,4c, 20p; ex1,2,3,4e 24p; ex3b,4, 25p; ex2b, 26p; ex1, 30p; ex1a,2a,2b, 31p; ex1,3,4,5, 33p; ex3, 34p; ex1, 35p; ex1d,2a,3b, 38p; ex4, 57p; ex1a,1c, 74p; ex3d, 79p; ex4b, 80p; ex5, 81p; ex3c, 82p; ex2b, 83p; ). For example exercise 1b on page 15 asks students to choose the best magazine from the lists they have made and say the reason why they have listed those magazines by expressing their own ideas and opinions. (Appendix 5: *Fly High English 8 Student's Book*, ex. 1b, 2; 15p).

The subsequent page evolved from *English Net 8 Student's Book* exhibits how students are provided with chances to express their own ideas and views, to discuss and agree, working in small groups, discuss and decide on the things, state their preferences, work in pairs and solve problems (Appendix 6: *English Net 8*, 3.speaking 1,2, 164p), etc. There are 35 personalization activities in total in this book. (5.speaking, 17p; 3.reading A, 24p; 3.reading C, 25p; 6.reading 1, 27p; 3.speaking 2, 34p; 4.reading and writing A2, 56p; 2.listening C2, 65p; 5.reading C2, 87p; 1.listening A1, 91p; 2,listening A2,C3, 113p; 2.listening C2, 135p; 5.reading A1, 137p; 1.reading C2,C3, 143p; 2.listening A,C2, 144p; 4.reading A, 147p; Task, 149p; 1.listening A1,A2, 151p; 2.reading A1,153p; 3.speaking and writing A1, 155p; 4.listening A2, 156p; 5.speaking, 158p; task, 159p; 1.listening A1,A2,C2 161p; 3.speaking 1,2, 164p; 4.reading A2,B2,C1, 165p; 5.speaking 1, 167p;). For example exercise in 5.speaking on page 17, the students are inspired to work in small groups,

follow the steps given below, expressing their opinions and make choices (Appendix 7: *English Net 8*, 5.speaking, 17p). In that task the students are supported to discuss problems, express each others' opinions and give advice to make choices.

*Solutions Intermediate Student's Book* presents 'personalization' activities too as other two CBs by encouraging the students to give their ideas of the outfits, what they think; discuss the questions; give reasons for their opinions using the arguments; complete the sentences in three different ways using their imagination; compare their ideas with class; give the reasons for their decision; discuss advantages and disadvantages of something; explain their ideas; justify their answers; agree or disagree with the issues giving reasons, etc. This CB contains 60 personalization tasks in its content (ex1,4p- on camera; ex7, speaking,6p-stereotypes; ex1,ex4, grammar,7p-verb patterns; ex7,8, reading,8p-surveillance; ex6, speaking,14p-how did you feel?; ex1,ex4, grammar,15p-past tense contrast; ex5,6, 16p; ex10,speaking, 17p; ex6, speaking, 18p; ex 2,speaking, 24p; ex6, grammar, 25p-defining relative clauses; ex6,speaking, 26p; ex7,speaking, 27p; ex4, reading, 28p; ex8,speaking, 29p; ex5,speaking, 35p; ex2,4,8, culture, 36p; ex6,speaking, 44p; ex7,8, speaking,45p; ex1,6,7,culture, a greener future-46p; ex6,7,speaking,47p; ex 6,7,8, speaking 49p; ex4,6, speaking, 50p; ex5, speaking, 54p; ex,9, speaking, 55p; ex9,10, speaking, 60p; ex8, speaking, 65p; ex7, speaking, 67p; ex1,6, speaking, 69p; ex7, everyday English-making conversation, 70p; ex6,speaking, 74p; ex1,7, tourism and travel -76p; ex8,9, speaking, 79p; ex5,6,speaking, 84p; ex7, 86p; ex1,9,10, p88-89p; ex7. 90p; ex7, 96p; ex8, 99p; ex9,100p;). For instance in exercises 7 and 8 in reading section on page 8, students are backed-up to present arguments for and against surveillance, discussing questions and giving reasons for their opinions. (Appendix 8: *Solutions Intermediate Student's Book*, ex7, 8, reading, 8p-surveillance).

So, all three CBs comprise 'personalization' activities and seem to develop the students' abilities of thinking critically, expressing their own ideas and opinions, discussing topics suggested to them, presenting their own review and points of views. *Fly High 8* has 38, *English Net8* has 35 and *Solutions Intermediate Student's*

*Book* has 60 'personalization' activities encouraging the students to develop their personalization abilities. From the quantity of the 'personalization' activities and tasks it can be concluded that *Solutions Intermediate Student's Book* seems to put more emphasis on corresponding to students needs by the emphasis on personalization.

Each book supports the titles to be discussed within contexts in different skills, such as speaking, listening, reading and writing. But the complexity of language differs in each CBs. For example the language of *Solutions Intermediate Student's Book* seems to be more difficult than *Fly High 8* and *English Net 8* with choice of words, grammatical items and the language of skills-developing activities, since the level of language use should be appropriate to the level of students.

## **2.10. The Reflection of Common Objectives in the Curriculums of the Coursebooks**

In the following section the curriculums of two - Uzbek and Turkish contexts, namely English Language Curriculum for Primary Education of Uzbekistan (Grade 8) and English Language Curriculum for Primary Education of Turkey (Grade 8) will be analysed in a comparative way to see the commonalities of objectives reflected in the curriculum of CBs.

English Language Curriculum for Primary Education of Turkey (Grade 8) assuming that students have mastered the general goals of the 7th grade, students who complete this grade are expected to show linguistic competence levels. One of those competence levels is speaking comprehension having a repertoire of basic language which enables the students to deal with everyday situations with predictable content though they will generally have to compromise the message and search for words.

Here the predictability and activeness in searching for appropriate words are taken to the foreground. Expressing themselves to give a particular message and being competent in dealing with daily situations and events are highlighted in that objective.

English Language Curriculum for Primary Education of Uzbekistan (Grade 8) connects listening comprehension to speaking comprehension for recognizing full information about the text and speaking the basic meaning. Here the speaking comprehension is expected to be developed by listening to the text in order to catch the meaning of the text and speaking it out stressing the primary meaning.

As the objectives of speaking comprehension are connected mutually with listening comprehension; grammar, reading and pronunciation objectives do show reflect on speaking comprehension as well. For example making dialogues and monologues about the reading materials, speaking with a correct pronunciation and intonation and skills of speaking about events in the past and future tenses can show that the objectives of speaking comprehension seem to be intended to be developed within other skills.

The place of grammar in the speaking objectives of the Turkish curriculum has been recognized too. As the students having mastered the general goals of the 7th grade, are expected to use some simple structures correctly, but still systematically makes basic mistakes —for example tends to mix up tenses and forget to mark agreement: nevertheless, it is usually clear what they are trying to say.

In this point, the curriculum in Uzbek context claims that skills of speaking about events in the past and future tenses will be taught to the students, while Turkish curriculum claims that the students will master using some simple structures correctly, but stresses that anyway they still methodically make basic mistakes. Here, it can be inferred that the objectives of *Fly High 8* seem to be more demanding and courageous than the objectives of *English Net 8*.

In terms of communicative skills building, the Turkish curriculum requires the students to be skilled at socializing simply but effectively, using the simplest common expressions and following basic routines, perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way, make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.

In Uzbek curriculum, the communication skills in different circumstances are emphasized in group and pair activities, as in Turkish curriculum. The skills of collaborating the ideas with the reasons of the particular problems and proving the ideas, developing the skills of exchanging the ideas, discussing, participating in the short conversations about the particular themes, explaining the feelings and ideas, taking part in dialogues, expressing the ideas and feelings about the themes and explaining them, are expected to be mastered by the students.

The objectives of both curriculums in the light of improving the speaking skills seem to be same encouraging the students to develop the skills of exchanging the ideas, discussing, socializing and responding to basic language functions in a communicative way.

The second competence level is listening comprehension. In the sense of training the students in listening comprehension, the Uzbek curriculum expects the students to be proficient in listening for checking the information and listening for separating important and interesting information. The integration of the listening skill objectives with other three skill objectives can be observed in this curriculum like the ones in speaking skills. Listening to speech functions in natural circumstances in the dialogues, listening to texts comprising a few unknown words pronounced in a normal tempo with natural noise and listening to extracts including events in past and future tenses; and short figurative stories and understand them can be given as proves to the previous conclusion. But the Turkish curriculum does not provide the listening comprehension objectives; instead they are included in the syllabus for the 8th grade

for each unit. Here the particular objectives are set for each unit. For example in 'skills' column of the first unit listening skill is intended to be developed by catching the main points in short, clear and simple messages and finding specific information in simple recorded texts in the context of friendship is given as a main objective.

The Uzbek curriculum includes the reading comprehension objectives as well, such as developing the skills of reading and understanding different visual and figurative stories comprising approximately 250 words, reading and understanding the meanings of different texts including various themes, complex sentences, new words, graphs and diagrams. These objectives are set related to the reading comprehension skill, are to equip students with the skills of reading the texts in order to understand it fully, using the bilingual or the back-pages dictionaries, comprehending the stories and information-based texts, giving the short implications of the texts as given in samples in orally or in a written form. To attain these objectives, students are to comprehend short texts in order to realize the necessary knowledge.

Like objectives of listening comprehension, the objectives of reading comprehension are also not provided in Turkish curriculum. They are given in the syllabus.

The Uzbek curriculum guides teachers who are to create the learning environment and the tasks to help students to attain the writing objectives too. These objectives include several skills, such as writing short figurative texts, reports, direct and indirect speeches, instructions, vouchers and invitations in the ground of taken information. In terms of those objectives the students are to delineate correctly the punctuation marks and language items in expressing their ideas, depicting the events in present, past and future tenses. They are to write information about self, write particular tasks based on the texts they read, heard or witnessed by comparing the problems and write the collaborative sentences in expressing their ideas and feelings. Turkish curriculum also involves some writing objectives here, such as writing with reasonable phonetic accuracy, but not necessarily fully standard spelling, writing short words that are in their oral vocabulary.

Here, it can be observed that the objectives of writing skills in Uzbek curriculum implies the needs of some more communicative activities than the Turkish one, by providing the tasks that involve the students to write short paragraphs based on the texts they read, heard or witnessed to compare the problems and write the collaborative sentences for expressing their ideas and feelings.

*Fly High 8* of Uzbek context identifies the translation as the fifth skill of language learning. The curriculum of Uzbek context includes the objectives relating to the translation skill too, like translating the simple words, short texts and grammatical items. Since, translation is not taken as a skill in the literature of ELT; it is natural not to see translation exploited as a skill in the curriculum of Turkish context.

The objectives of both curriculums in the light of improving the speaking skills seem to present commonalities in providing the guide for teachers who are to develop the skills of exchanging the ideas, discussing, socializing and responding to basic language functions in a communicative way.

While the listening and reading comprehension objectives are set in the curriculum of Uzbek context, there are no general objectives about listening and reading comprehension displayed in the curriculum of Turkish context. Specific objectives for each unit are given in a syllabus, so in that case the commonalities in general objectives between two contexts are not easy to be identified.

As for attaining the objectives of writing comprehension, Uzbek curriculum demands tasks that carry some elements of communicativeness by involving the students to write particular tasks based on the texts they read, heard or witnessed, comparing the problems and write the collaborative sentences in expressing their ideas and feelings. Since, the objectives for writing in the Turkish curriculum are set very simple standards, like writing with reasonable phonetic accuracy and copying short sentences on everyday subjects, the activities strengthen the communicative skills can hardly be recognized.

As for the result, it can be inferred that the objectives of both curriculums in the light of improving the speaking skills seem to present commonalities, since it is important to be proficient in speaking skill for students` mobility, which encourages the students to communicate with students from different nations easily by using communicative competence.

## **2.11. The Appropriateness of Reading, Listening, Speaking and Writing Skill Objectives in Uzbek and Turkish Coursebooks**

In order to see to what extent do the contents of the CBs meet the set objectives and evaluate the appropriacy of subject matters of the CBs, the objectives of the curriculums will be looked through. As the absence of students, one cannot evaluate the extent to which the appropriacy to the students` needs and interests has been provided. In this study the students` needs and interests cannot be evaluated too, since there are no students to be evaluated, instead the objectives of the curriculums of each contexts, either Uzbek or Turkish contexts, will be analysed in terms of the appropriateness to subject matters. The subject matters of *Fly High 8* within the reading skills will be analysed and evaluated comparing to the reading comprehension objectives of Uzbek curriculum.

The reading comprehension objectives were the followings as evaluated in the section of `The Reflection of Common Objectives in the Curriculums of the CBs` in this study:

- reading simplified and self-studies (instructions, stories and data);
- understand the meanings of different texts including various themes, complex sentences and new words;
- reading the graphs and diagrams and understand them;
- reading the text in order to understand it exhaustively;
- using the bilingual or the back-pages dictionaries;
- reading the stories and information which are aimed to study independently;

- giving the short implications of the texts as given in samples (orally or in a written form);
- reading and comprehending little texts in order to realize the necessary knowledge;

The first objective of reading skill has been provided in the CB by presenting reading passages and texts in a simplified way. There are some instructions and data given in the whole CB as analysed and evaluated above, but stories are not presented. All the reading passages in the book help the students to understand the meanings of different texts including various themes, complex sentences and new words. There are some graphs and diagrams presented to understand, for example exercise 4a, in 'Radio and TV' lesson by giving the amount embodied in the graphs and diagrams, of the extent to which boys and girls watch TV in Britain. Or in pictorial diagram in exercise 1 in 'The Power of the Sun' lesson, the students are encouraged to look at the picture and answer the questions like how many hours a day there are sunshine days in Uzbekistan, in what parts of the world people use solar power or how people in the world use solar power. These kinds of pictorial diagrams and graphs help the students to think carefully to understand the meaning of the passage or read the texts in order to comprehend them exhaustively. So, the objectives of reading the graphs and diagrams and understand them; and reading the text in order to understand it exhaustively are appropriate to the content of the CB.

At the back pages of *Fly High 8* the bilingual or the back-pages dictionaries are presented. The amount of the vocabulary range and quality is better than other two CBs. A back-page dictionary containing translations of more than 1500 words and phrases from the Pupil's Book which are expected to present difficulty to students is given. The translations are presented in two languages: in the Uzbek and Russian languages. As the huge number of Russian-speakers lives in Uzbekistan, there are Uzbek and Russian classes at schools. The CB is organized according to bilingual classroom situations. So, the objective of using the bilingual or the back-pages dictionaries is provided in this CB.

As for the next objective, reading the stories and information which are aimed to study independently is not provided in the book. The stories and information which are presented to the students' attention in order to read independently, are called reading passages for pleasure and interest. But, opposing to this objective the reading passages and texts for pleasure and fun are not provided in the whole book. That's why it can be said that like the first objective - reading self-studies, such as instructions, stories and data – the current objective, namely - reading the stories and information which are aimed to study independently - are not advanced in the content of *Fly High 8*.

The last objectives, namely reading and comprehending short texts in order to realize the necessary knowledge and give the short implications of the texts as given in samples are provided in the CB as seen in the examples of the analysis and evaluation above.

So, subject matters of *Fly High 8* are supposed to be appropriate. The topics and types of given reading passages seem to be interesting and varied. The reading-skills developing activities, through reading texts, students appear to be provided with just right amount of interests like other two CBs from Turkish and English contexts. Such as, after reading passages, students are encouraged to do extended oral and aural tasks, so as long as those tasks would be appropriate skill-developing ones, since they could create better products for students.

The subject matters of *English Net 8* within the reading skills will be analysed and evaluated comparing to the reading comprehension objectives of Turkish curriculum. The issue is that all four skill-comprehension objectives are not given in the curriculum, but they are presented for each unit in the syllabus. If we take the first unit to analyse, the skills objectives given in 'skills' column make a sense to be evaluated. The reading comprehension objectives are provided like understanding short, simple texts on familiar matters, finding specific, predictable information in simple everyday material, locating specific information in lists and isolating the

information required and using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.

There are some short and simple texts on familiar matters like friendship and friendship rules, physical appearance, personality, habit and pastimes of friends and true friendship which help students find specific, predictable information in simple everyday life like these subject matters. The reading skill-developing activities and tasks like locating specific information in lists like filling in the table with the physical appearance, personality and habits of Jennifer after reading the related text which can help the students to isolate the information required and using an idea of the overall meaning of short texts to derive the probable meaning of unknown words from the context. So, it can be said that reading comprehension objectives in the syllabus of the 8<sup>th</sup> grade provide the appropriateness to the content of the book.

In order to see the appropriateness of listening skill objectives in the first CB from Uzbek context – *Fly High 8*, it should be looked at the Uzbek curriculum and can be seen the following listening comprehension objectives have been presented:

#### Listening

- to speech functions in natural circumstances (opening words like ‘ok, all right, well’ at the beginning of the sentences and in suspensions) in the dialogues and monologues;
- for checking the information;
- to texts comprising a few unknown words pronounced in a normal tempo with natural noise;
- for separating important and interesting information;
- to extracts including events in past and future tenses and short figurative stories and understand them;

The listening activities and tasks in *Fly High 8* are presented linking to other skills too, such as to speaking skill with listening to the speech functions in natural events, like in dialogues, speech interactions and short recorded text passages; to language items knowledge like listening to texts including a few unknown words recorded in a normal tempo with native speakers’ noise and extracts containing events in the past and future tenses. But, opposing to the given objectives, *Fly High 8* does not provide

short figurative stories to be listened for checking the information and separating important and interesting information.

When the first unit of *English Net 8* is looked at, the second curriculum from Turkish context present the following listening comprehension objectives: catching the main point in short, clear and simple messages and finding specific information in simple recorded texts. These objectives are provided in the listening activities and tasks in the book, since from the analysis and evaluation of listening skill-development activities the appropriacy of listening skill objectives can be seen. So, it can be said that the listening skill objectives of both curriculum and syllabus are provided in the CBs like reading skill objectives evaluated above.

To analyse the appropriateness of speaking skill objectives to the content of *Fly High 8*, the following speaking skill objectives given in Uzbek curriculum will be looked through:

- communicativeness in different circumstances, in a group and in pairs;
- speaking about several types of art in Uzbekistan, Great Britain and USA;
- raising the skill of expressing their interests (pointing the reasons), comparing the Uzbek and English music, confronting their literature;
- discussing the meanings of modern films and dramas in Uzbekistan, Great Britain and USA, describing their museums;
- speaking about sculpturing; also collaborate with ideas with more simple terms about painting, famous persons;
- giving information about the following famous historical persons: expressing ideas about their works;
- speaking about the problems of environment; collaborating with ideas of environmental problems, skills of speaking the reasons of the particular problems and prove the ideas;
- speaking about the similar environmental problems in other countries;
- developing the skills of exchanging the ideas;
- discussing; skills of speaking about events in the past and future tenses;
- participating in the short conversations about the particular themes;
- explaining the feelings and ideas;
- taking part in dialogues and monologues;
- speaking with a correct pronunciation and intonation;
- expressing the ideas and feelings about the themes and explaining them;
- making dialogues and monologues about the reading materials;
- giving information about self;

While beginning the evaluation of the appropriacy of speaking skill objectives, the first objective comprising the concept of communicativeness impresses the researcher's attention. Paying attention to communicativeness put in the first range of

objectives, the instructors of the current curriculum seem to claim that *Fly High 8* is a communicative CB, since the skill of speaking determines the proficiency of students` in the target language. By mentioning different circumstances, the curriculum writers mean works in a group and in pairs, discussions, expressing ideas, problem-solving, exchanging ideas, participating in the short conversations, explaining the feelings and ideas, taking part in dialogues and monologues and giving information about selves. The activities of *Fly High 8* seem to involve students to speak and interact in the target language in an amount of situations, like *role-play, discussions, dialogues, oral presentation and communicative activities*.

An amount of speaking skill development tasks enables students to produce statements and utterances in order to communicate with one another appropriate to the objectives like making dialogues and monologues, giving information about self and expressing the ideas and feelings about the themes and explaining them. Speaking skill improving tasks in the book provide a regular opportunity for extended speaking.

In terms of Turkish curriculum, as there is no skills based objectives presented in the curriculum, the speaking skill objectives given in the syllabus will be analysed again as other skill objectives evaluated. The objectives of Unit1 given in the syllabus will be evaluated to analyse the appropriacy of skill objectives to the content of *English Net 8*. Firstly, the following speaking skill objectives presented in the Unit 1 will be looked through:

- Making him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident;
- Constructing phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts;
- Interacting with reasonable ease in structured situations and short conversations, provided the other person helps if necessary;
- Asking and answering questions and exchange ideas and information on familiar topics in predictable everyday situations;

In regard of speaking skill, spoken language activities of *English Net 8* try to make students be successful communicators as it claims rather than *Fly High 8*. The book seems to teach students in a communicative way, encouraging them developing their

comprehending within fluency in short contributions, despite they make pauses, false starts and reformulation during the interactions. In dialogue-based interactions students might improve their skills of establishing and maintaining social relationships and friendships, negotiating and solving practical issues, giving suggestions and offers, expressing own ideas and opinions by constructing phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.

Role-plays, problem-solving activities, oral presentations, games and other speaking based activities presented in *English Net 8* help speakers to develop their speech, fluency and intelligibility in speaking foreign language by interacting with reasonable ease in structured situations and short conversations. They make students accurate and punctual speakers of English by encouraging them asking and answering questions and exchange ideas and information on familiar topics in predictable everyday situations. So, it can be said that the speaking skill objectives presented in both Uzbek and Turkish curriculum are provided in their CBs appropriately.

In the Uzbek curriculum the following writing skill objectives are given:

- writing particular tasks based on the texts they read, heard or witnessed;
- writing the collaborative sentences in expressing their ideas and feelings;
- correctly delineating punctuation marks and language items in expressing their ideas;
- depicting the events in present, past and future tenses in written form;
- translating the simple words, learnt grammar functions and short texts;
- completing the sentences with learnt grammar points and contents till the end;
- writing short figurative texts;
- writing short reports in the ground of taken information;
- writing direct and indirect speeches;
- writing instructions, vouchers and invitations;

*Fly High 8* provides the students with the writing materials like controlled writing, guided writing, free or semi-free writing activities and tasks based on the texts they read, heard or witnessed. Among them individually and collaboratively accomplishing activities encourage the students to write the collaborative sentences in expressing their ideas and feelings, such as working in groups asking questions,

replying to the partner's inquires in a written form, interviewing, writing projects interactively, so on. Completing the grammar based fill-in exercises throughout the CB help the students to delineate language items correctly in expressing their ideas, depicting the events in present, past and future tenses in written form. Free-writing activities help the students to use punctuation marks in a right way in writing short reports in the ground of taken information, short figurative texts, instructions, vouchers and invitations.

Although translation has been mentioned as a fifth skill in 'The English Language Teaching Lesson Curriculum of the General Secondary Education School in Uzbekistan', the translation based activities and tasks are not presented in *Fly High 8*. As it is written in the writing skill objectives like 'translating the simple words, learnt grammar functions and short texts' is not provided in the content of the CB.

As for the Turkish curriculum, the following writing skill objectives in the first unit of the 8<sup>th</sup> grade syllabus are given:

- Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because";
- Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience;

*English Net 8* gives also dissimilar and various kind of writing activities as *Fly High 8*. These writing activities and tasks ask students to use grammar constructions of conjunctives: *but, and, because* while writing short paragraphs, a series of simple phrases and sentences. Sentence-level writing activities like controlled and guided sentence construction activities put emphasis on accuracy of the students by picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. These kinds of variety of tasks would encourage the appropriate progression, either the knowledge level of students or their writing abilities.

In the light of the analysis of the skill objectives in Uzbek and Turkish curriculums, the comparative evaluation shows that *Fly High 8* and *English Net 8* meet the set objectives, namely the reading, listening, speaking and writing skills comprehension objectives provide appropriacy to the content of the CBs of each context.

## **2.12. Components, Design and Organization of the Total Coursebook Packages**

Cunningsworth suggests following criterion in order to evaluate the design and organization of the total CB package:

- What components make up the total course package (e.g. student's books, teacher's book, workbook, cassettes, etc)?

In terms of *components of the total CB packages and design and organization* *Fly High 8* presents the following features. *Fly High 8* is a CB aimed for young adults studying general English in intermediate level. It is published by 'Ukituvchi' ('O'qituvchi') publishing house and written by L.Jurayev, S.Khan, R.Ziryanova, L.Tsoy, L.Matskevich, M.Abdullayeva, H.Tuhtarova and K.Inagomova. Being published in 2010, it has been used for a really short period. The whole learning packages should be related to one another in terms of how they are made up and how they are reflected on each other. Integrated package of *Fly High 8* with a Pupil's Book at the centre consists of the Teacher's Book and a Class Cassette.

As this Pupil's Book is supported everywhere in each students hand, it stands a main point of contact with the student. But the Teacher's Book is rarely handed out in Uzbekistan. It is very difficult to find the Teacher's Book in the hand of random selected English language teacher. The Pupil's Book is probably thought of as a main plank of the package consisting of 10 Units and 152 pages. Each Unit includes five

titles under one theme with five topics. Comprising 'Project', 'Pronunciation', 'Grammar' and 'Word building' and 'Homework' sections. Inside the back cover of the Pupil's Book, 'Progress checks', 'Grammar reference' and a mini dictionary containing translations of more than 1500 words and phrases from the Pupil's Book which are expected to present difficulty to students. The translations are in two languages: in the Uzbek and Russian languages. As the huge number of Russian-speakers lives in Uzbekistan, there are Uzbek and Russian classes at schools. The CB is organized according to multilingual classroom situations. Besides, the grammar reference section is also presented in either Uzbek or Russian.

*English Net 8* by Ela Kazapınar claims to have functional and communicative activities, specially designed to motivate and involve students in effective learning. English Net 8 CB set consists of 1 Student's Book, 1 Workbook, 1 Audio-CD and 1 Teacher's Book. Student's Book consists of 16 Units and 174 pages, claiming to improve students' personal and social skills through a variety of functional and communicative activities, including dialogues, newspaper articles, poems, songs, anecdotes, stories, interviews, short TV programs, video extracts, games, drama and dramatization, registration forms, information gap activities, diaries, questionnaires, brainstorming, etc. It contains 16 Units including one main title and another sub-title.

At the back pages of the book there are Role-Cards and Vocabulary. Vocabulary comprises mini amount of new words in each Unit around 140 words. But the definitions or translations are not provided. The Workbook of English Net 8 provides additional exercises and activities revising and reinforcing the skills or functions taught in the respective Unit of the Student's Book. The Workbook can be used either in the class or its some activities can be assigned as homework.

Audio-CD is recorded by native speakers of English including listening passages, dialogues, songs, etc. The Teacher's Book of the integrated package English Net 8 contains micro pages of the Student's Book and the Workbook, step-by step

guidance on how to use the book, answer keys and sample answers. The scripts of the recordings (Audio-CD) are also provided in the Teacher's Book.

The CB was published in 2010 under the resolution number 1020 (determination of the organization No 301 on December 18, 2009) and was accepted as a 5 year-long CB since 2010-2011 academic year.

In terms of *components of the total CB packages and design and organization of Solutions Intermediate Level Course* consists of *Student's Book with Multi-ROM, Workbook, Audio CDs, Teacher's Book and Test Bank Multi-ROM*. *Solutions* supplies the language, teaches the skills and provides the support to get students using English confidently. *The formula of the CB* is easy to prepare, easy to use: *one lesson in the book = one lesson in the classroom*. There are *Grammar Builder, Grammar Reference* and *Vocabulary Builder* for further practice, *Student's Multi-ROM* with extra activities and more listening practice.

*Solutions Intermediate Workbook* contains 10 Units matching to the unit titles given in *Student's Book*. 'Self-check' after each Unit, 'Get ready for your exam' after each two Units 'reviews', 'functions bank', 'writing bank', 'wordlist' and 'irregular verbs' make up the CB. Also interactive practice in the corresponding section of the Multi-ROM can be found with the symbol of CD. Wordlist comprises around 800 new words with their pronunciation enclosed in the broken brackets like transcripts distributed in each Unit under their titles which are assumed to be unknown to the students. But the third column is left open for the translation written. It encourages students to find their close translations and scribbled down there.

Among the components which make up the total course package, some of them are considered to be essential and optional. Pupil's Book of *Fly High 8* is essential while the other components are optional. But *English Net's* all constituents are essential. Student's Book, Workbook, Audio CD and Teacher's Book of *Solutions*

*Intermediate Level Course Package* are essential, whilst Test Bank Multi-ROM is optional.

### **2.13. Presentation of Recycling and Revision in the Coursebooks**

Cunningsworth offers the following criterion to evaluate the presentation of recycling and revision in the CBs:

- Is there adequate recycling and revision?

The most significant factor within the broad concept of CB evaluation is the organization of the material. “The amount of continuity within the materials and the routes through the materials” are the other categories to be taken into account. Continuity means recycling and our following interest is to identify *recycling and revising* system of the CBs. As the students have difficulties to learn by heart the language items at only first glance, “the new items should be recycled three, four or more times”. In that case new introduced language functions and skills “might be stored in the long-term memory”. Recycling, as for the researchers develop is “the learner autonomy” too. It takes its place among the functions of learner autonomy: *personalization, consolidation, recycling and individual study*. In terms of the grammar and vocabulary, “items not only need to be met in the context”, but they should be actively practiced, reviewed, repeated and recycled more than three times (Cunningsworth, 1995:28).

In *Fly High 8* recycling is rarely sufficient for students to learn well. Especially, grammar items are given once in each unit. No rules, no definitions are provided. They are just given in ‘Remember’ sections. We can only meet vocabulary items that are recycled once. In Unit 5, Lesson 2 ‘I like ‘O’tgan kunlar’ there is an exercise 1a. Here some wordlist is presented as new words in page 39. Then these new words are represented as new word combinations in word-building section on page 44 in that

same Unit. The second exercise supports the students with consolidation by repeating those new words in word combinations.

<b>1a. Match the films and types of film.</b>		
e.g. 'O'tgan kunlar' (Past Times) is a historical film.		
comedy	adventure film	historical film
thriller	cartoon	love story
science	fiction film	war film
feature film		

Example 1: *Fly High English 8 Student's Book*, p39, exercise 1a.

Word Building
<b>1. Make new word combinations n+n.</b>
e.g. a film star, a documentary film.
movie, theatre, star, maker, director, actress, role, producer, award, festival , feature, TV, comedy, documentary, historical film, studies, industry film

Example 2: *Fly High English 8 Student's Book*, p44, exercise 1.

*The English Net 8* also provides students with only recycling and revising on vocabulary. We see that the kinds of statements made in relation with newly introduced words serve students as a helpful indicator of the recycling principle. In Unit 1 there are some words given to be found in the text and guessed their meanings. These new words are firstly given in 'Reading' section on page 13 and then they are given as a list of qualities of a true friend in the listening section on page 15. So this vocabulary list is given in the 'reading' to be read and to be differed meanings from each other through accomplishing exercises. Then further consolidating of these words is given in listening section in order to listen to them from the native speaker to learn how to pronounce. In this listening exercise the authors preferred to use these same words instead of using them in the reading section before encouraging students to be selective in their vocabulary building.

A fundamental assumption of learning regarding to recycling and revising is "to move from familiar to new and to relate new items to those already known"

(Cunningsworth, 1995:28). Recycling is the same thing: recycling of previously taught can be interleaved to the first presentation of a new item. For example, in Unit 2 of *Solutions Intermediate CB*, past tense contrast is given in 2B of grammar section. Here past simple, past continuous and past perfect tenses are taught contrastively. A text is given based on these tenses, after that the rules are presented of these tenses in 'Learn this' section. Thirdly, there is the note referring to this grammatical pattern in 'grammar builder' section on page 110. At the back pages of the CB the separate grammar builder part is displayed to learn the grammar rules deeper either in the class or individually. In Unit 4, 4B grammar section Past Simple is recycled contrasting with the Present Perfect Tense. As the past simple form of the verb already presented and practiced in context in Unit 2, are recycled furthermore compared with present perfect tense in Unit 4. So recycling builds on and expands students existing knowledge, encourages learner independence and develops fluency and accuracy.

So, *Fly High 8* and *English Net 8* have been represented recycling and revising in a few units of the course, since adequate recycling and revision make up the core of the CB organization. *Fly High 8* rarely provides the sections which support recycling and consolidating. This issue has been observed only once in a whole course. In the second CB- *English Net 8*, it can be seen that only vocabulary items recycled once, since recycling of either grammar or vocabulary items in relation with newly introduced ones might serve students as a helpful indicator of the recycling principle and the prominence of opportunities for reflection and the degree of learner autonomy could be developed through recycling and revision. So, rare observing of recycling procedure could cause the shortcomings of CBs of either Uzbek or Turkish contexts. Because, only once presented recycling and consolidating principles might not cause the adequateness of CB organization.

Instead, *Solutions Intermediate CB* seems to present adequate recycling procedure in its whole course. A fundamental assumption of learning regarding to recycling and revising, namely moving from familiar to new and relating new items to those

already known would be presented well enough. In the whole course previously taught items have been interleaved to the first presentation of new items. This procedure has been observed three times in three units, where the already familiar grammar and vocabulary items have been related to new ones in the further development of the course. This analysed criterion within the CB evaluation has become the strength of this book comparing with other two CBs - *Fly High 8* and *English Net 8*. Departing from this issue, it can be inferred that the presentation of adequate recycling and revision within *Solutions Intermediate CB* would make it appropriate and useful CB to be carried out.

#### **2.14. Syllabus Evaluation, Authenticity and Communicativeness in the Coursebooks**

The next criterion to be analyzed and evaluated is *types of syllabus*. According to Cunningsworth, types of syllabus should be analysed and evaluated according to the following criterion:

- Is there a detailed syllabus? If so, what does it consist of and how is it organized (in terms of grammar, functions, topics, skills, etc)?

As Cunningsworth (1995:55) mentioned, there are structural, functional, situational and topic-based syllabus types. The following syllabus types evaluation of *Fly High English 8*, *English Net 8* and *Solutions Intermediate CB* is accomplished according to the content-based syllabus guideline structured by Cunningsworth (1995:55-59):

- a) Structural syllabus
- Based on the internal structure of the language;
  - Emphasis is on grammatical structure;
  - Lexis is taken into account;
  - Guidelines used in the case of grammar items tend to be:
    - *Complexity of Structure*: More complex structures are more difficult to learn (e.g. The Past Perfect Continuous is more difficult to learn than the Present Simple, because it is more complex in structure);
    - *'Learnability'*: is a use or underlying meaning of grammatical forms (e.g. underlying use of Present Perfect and the meaning of articles, especially where they are not similar forms in the learner's native language can give rise to difficulty because of the difficult meaning concepts involved).
    - Usefulness: what is more useful should take place at the early stages of the course (e.g. Present Continuous allows students to talk about the immediate present, the immediate future, intentions, etc, provides rich return for a relatively small investment in learner effort. So it occurs early on a course and is given prominence).
- b) Functional syllabus
- Based on the identification of communicative functions;
  - Have immediate practical result in that the students can use what they have learned outside the classroom at a relatively early stage;
  - Develop the structural syllabus by incorporating into it a component which is sensitive to the students' communicative needs and provides them with units of communication as well as units of language form.
- c) Situational and topic-based syllabuses
- Takes 'real-world' situations consider for organizing assumptions what is pondered;
  - Have factors that come into play:
    - Participants;
    - Setting;
    - Communicative goals;

Example 3: Content-Based Syllabus Guideline

In *Fly High 8* it could be seen that the authors wrote the book according to Topic-based syllabus (Unit 1: 'Independence day', p6; 'Guy Fawkes Night', p7; 'Happy New Year', p9; 'Round the Calendar', 10p; Unit 2: 'She Said She Likes Newspapers', 16p; Unit 3: 'What's On TV Tonight', 22p; 'My Amazon dream', 23p; 'Welcome to the School Radio and TV Center', 26p; Unit 4: 'Biography, Novel, Science, Fiction...', 30p; 'The Secret', 32p; 'If I Worked on the Moon I would...', 33p; 'Talking about a Book', 34p; 'Writing a Book Review', 35p; Unit 5: 'Goodies and Baddies', 38p; 'Film Stars', 40p; 'The Oscar is Awarded to...', 42p; 'Tashkent Conservatoire', 47p; 'Music Festivals', 49p; 'Classical Music and Dance', 50p; 'Telescope', 54p; etc).

In those texts given above there are three factors of topic-based syllabuses. They are participants, setting and communicative factors. For the participants, the target students seem to be referred to. They have been taken as communicators while reading the topics; they have been encouraged to participate in topics directly. For instance, in Unit 1, exercise 3 on page 11, by introducing with public holidays and traditions, the students are encouraged to present their festivals to the class, by expressing their own ideas, giving examples and interacting with the whole class by answering their questions. Or in Unit 3, exercise 4c on page 22, the students are heartened to delineate their beliefs and convictions by discussing, comparing and answering to the questions about whether they watch TV more or less than the British teenagers. These kinds of topics which are taken from 'real-life' situations would inspire students' communicative skills developed, such as expressing their ideas freely, discussing, comparing, interacting, communicating, etc. By finding themselves in the situations students could learn more motivated and challenging.

The Units always start with one topic input as new which draws the students' knowledge of the given topic on, then writing, speaking, grammar and listening sections follow.

In the CB some elements of structural syllabus can be observed. The grammar items are given in 'remember' parts at the bottom of each lesson which are practiced in a traditional way at the end of each unit. Additionally, there are some traditional activities such as filling-in, matching activities and drills in the CB.

And for functional syllabus, communicative activities are provided like: giving own advices, making recommendations through the speaking and listening sections, asking for information, questioning techniques, answering techniques, getting more information (ex2a, 2b, 27p; ex3, 34p; ex3, 38p; ex3, 39p; ex4b, 40p; ex2a, 2b, 41p; ex3, 43p; ex1b, 2c, 3, 46p; ex3b, 47p; ex1a, 48p; ex1a, 3a, 49p; ex1b, 2b, 51p; ex3b, 4, 57p; ex 3b,4, 64p; ex2b, 3a, 3b, 65p; ex3, 73p; ex4b, 78p; ex3d, 79p; ex4b, 80p; ex5. 81p; ex3c, 82p;). So that it would be more useful for students if they try to find

their opinions and offerings helpful, they can easily learn language functions by applying themselves. Finally, the situations in this book are constructed to present various types of discourse or interactional phenomena in situational dialogues and role plays. So, it can be manifested that *Fly High 8* seems to be based on these entire four syllabus types, namely based on multi-syllabus.

While looking at types of syllabus, *English Net 8* appears to be a CB which embodied a functional-notional approach. Traditional emphasis on systematic learning of grammar is avoided. As Teacher's Book claims that the students are not given a range of grammar rules to study and memorize, but they are expected to grasp the grammatical patterns from the contexts chosen from their everyday life. And the students are inspired to communicate with each other without torment of the grammatical patterns. So the CB is not based on structural syllabus.

Systematic learning of vocabulary is also eluded. Firstly, there is no a special section for vocabulary comparing to the other two CBs. The new words and word expressions are disposed in the contexts. So it can be said that the content is not based on lexical-approach.

As for the skill-based approach, skills seem to be balanced with practice in communicative language use, because the sections of reading, speaking, writing, listening and again speaking follow each other in an integrated way. For example, in Unit 1 named 'Friendship', in the first 'Reading' section students are asked to describe the physical appearance of the children in the picture before reading the text based on that topic, it encourages the students to think and predict the words based on depicting the appearances. Or in the 'Speaking' section of that Unit, students are asked to make a conversation within group of four on asking and answering; after that, they are instructed to complete the table with information about their group members' close friends. These kinds of communicative-based tasks and activities might foster the development of linguistic sub-skills and communication with each other as in real-life conversations.

In 'Writing' section of that same Unit, the learner is asked to write a short paragraph about his/her close friend with using grammatical items *and, but and because*. This activity supports the student to think, anticipate the text about their close friend, heartens to be creative and constructive. In 'Listening' section the students are promoted to work in small groups, discuss and make a list of the qualities of a true friend. It might help them collaborate and co-operate with each another, develop the skill of getting people to do things, such as: requesting, attracting attention, agreeing and refusing.

In Unit One, 'Speaking' part takes place twice. In the next part of 'Speaking' the students are inquired to follow the steps that are given, express their own opinions and make choices. Here the students are exhilarated to think, express their opinions, make choices, agreeing and disagreeing, discussing. After these skill sections is worked, the parts named 'Game' and 'Role-cards' follow. In these sections the role-play follows the game with preparing a dialogue based on one of the situations given, then acting out the dialogue in front of the class. These activities would be instrumental in setting out the fundamental considerations for a functional-notional approach. So, it stands obvious that syllabus design of the CB is based on communicative criteria, namely a functional-notional approach. But, a few activities in each unit designed in a traditional way such as multiple choices, matching and completing the sentences. (Appendices 9-17: *English Net 8 Student's Book*, pages 11-19).....

In terms of syllabus type, the third CB from English context - *Solutions Intermediate Level CB* - seems to have an integrated, multi-skill syllabus too as *Fly High 8*; that links topics, communicative functions, skill-based activities, grammar and vocabulary-based projects, situational dialogues and role-plays in an embedded way. There are seven sections at all in each Unit including *vocabulary and listening, grammar, culture, again grammar, reading, everyday English and writing sections*. All of these sections are presented mostly in a communicative way, with controlled accuracy based activities conducting to fluency-based communicative function

encouraging students to create their own texts and critique the texts like advertisements and folk tales to material specially written or adapted for students (Wallace, 2002:81) (ex1,4p- on camera; ex7, speaking,6p-stereotypes; ex1,ex4, grammar,7p-verb patterns; ex7,8, reading,8p-surveillance; ex6, speaking,14p-how did you feel?; ex1,ex4, grammar,15p-past tense contrast; ex5,6, 16p; ex10,speaking, 17p; ex6, speaking, 18p; ex 2,speaking, 24p; ex6, grammar, 25p-defining relative clauses; ex6,speaking, 26p; ex7,speaking, 27p; ex4, reading, 28p; ex8,speaking, 29p; ex5,speaking, 35p; ex2,4,8, culture, 36p; ex6,speaking, 44p; ex7,8, speaking,45p; ex1,6,7,culture, a greener future-46p; ex6,7,speaking,47p; ex 6,7,8, speaking 49p; ex4,6, speaking, 50p; ex5, speaking, 54p; ex,9, speaking, 55p; ex9,10, speaking, 60p; ex8, speaking, 65p; ex7, speaking, 67p; ex1,6, speaking, 69p; ex7, everyday English-making conversation, 70p; ex6,speaking, 74p; ex1,7, tourism and travel -76p; ex8,9, speaking, 79p; ex5,6,speaking, 84p; ex7, 86p; ex1,9,10, p88-89p; ex7. 90p; ex7, 96p; ex8, 99p; ex9,100p;).

The other layers of the organization comprise functions, structures, roles, skills, topics, situations; although there are some exceptions, all these categories are explored in this CB. That exception is that to strengthen the students` skills, most of the activities used in the CB are arranged in a traditional way, such as `filling the gaps, true-false activities, matching activities, sentence completion, cloze passages`.

So, the multi-layered syllabus has more explicit and systematic features in above mentioned sections of *Solutions Intermediate Student`s Book*. As an example if we analyse the first Unit, as given in *English Net 8, 1A `Vocabulary and listening`* part seems to present the topic with interesting and motivating real-world themes. The listening activities which follow the topic above would encourage students to discuss the topic using the related words and personalize the theme. These activities hearten the students to debate the outfits of fashion and adding other outfits using their imagination and world outlook (Appendix 18: *Solutions Intermediate Student`s Book*, p 4).

1B `Grammar` section introduces the new grammar of each cycle in a communicative context chased by functional and conversational expressions based on these grammar items comparing to *Fly High 8* and *English Net 8*. For example, in exercise 1 `speaking` section, one topic presenting the interaction between the brother and sister at the bus station. Here, the interesting dialogue between them shows the use of present continuous tense in expressions and sentences. By carrying out the meaning of those interactions, the students are provided to catch the usage and structure of that grammar item. The new language item taught for the first time is given in interactive dialogue than giving the rule and examples of that item. This style of presenting new grammar item would avoid from being boring. The next exercise which follows that topic –exercise 2- ask the students to underline all the examples of present simple and present continuous tense based expressions. This task inspires the students to compare the new item with the already familiar one, since comparing and contrasting would be the core of adequate learning.

The exercise 5 of `speaking` section on that page seem to be again communicative based, since it expects the students to work in pairs, complete the sentences given with true information about them. This task is teaching the state verbs which describe a state or situation and are not usually used in continuous tenses. But, this new information about present continuous tense has not been given in tables or rules which are structure-based range of rules; instead that new information which consolidates that tense form is presented in pair works with communicative-based interactions and comparing. These interactions would be accomplished again by comparing the present continuous referring to current actions and present continuous referring to future arrangements (Appendix 19: *Solutions Intermediate Student's Book*, p 5, exercises 1, 2 and 5).

In 1C `Culture` section the cultural-based activities would provide more personal practice and increase the ability of cultural competence, by reading culture-representation based texts and topics. In exercise 2 on page 6, students recognize the views of various nationalities living in London, containing British, Polish and

Pakistani born students' opinions. By doing this exercise, the students might have the opportunity to learn about different nationalities' points of view and capacity of their world horizon and evaluate their finding outs (Appendix 20: *Solutions Intermediate Student's Book*, p 6, exercises 1 and 2). By introducing with this topic, the students can widen their world outlooks by recognizing and analysing various nationalities' positive and negative views about specific issues, their opinions and ideas.

1E 'Reading' section would encourage a great range of reading passages using various types of texts adapted from authentic sources. For instance, the reading passage 'Somebody Is Watching You' is about the closed-circuit television (CCTV) cameras placed everywhere in the cities. These kinds of readings could develop a variety of reading skills embracing reading for details, skimming, scanning and making inference. And pre-reading and post-reading questions and exercises utilizing the topic of the reading point to discussions are also available (Appendix 21: *Solutions Intermediate Student's Book*, p 8, exercises 1, 2 and 3).

1F 'Everyday English' part activities, such as 'pair-work', acting out their own dialogues, listening to the dialogue and whole class activities involving information sharing and listening to the authentic conversation encourage real communication. In exercises 5, 7 and 8, speaking is inspired. Here the students are asked to work in pairs and describe somebody from the photo in exercise 1 using the expressions from exercise 3, as given new word expressions. Here the partner is also inquired to identify that person (Appendix 22: *Solutions Intermediate Student's Book*, p 10, exercises 5). In exercise 7 the students are wanted again to work in pairs and prepare a dialogue about the photo given. Here the skill of describing appearance using the new grammar items is fostered (Appendix 22: *Solutions Intermediate Student's Book*, p 10, exercises 7). In exercise 8 the students are inquired to act out the dialogue to the class as role-play. Besides, some helpful sentences to use are given in blurbs below the statements (Appendix 22: *Solutions Intermediate Student's Book*, p 10, exercises 8).

These exercises seem to be a central part of the CB and would allow students to extend and personalize the activities and help them to improve their skills to communicate outside of the classroom and co-operate with people using the target language.

1G `Writing section`s activities would include practical writing tasks and extend and reinforce the teaching points in the Unit. They help develop students` compositional skills. In this part two personal letters of two exchange students are given. In these letters asking information about the other person, school, sport, hobbies and interests, describing their own country/town/village; introduction and general personal details, friends and describing photos of their families are inserted in each paragraph (Appendix 23: *Solutions Intermediate Student`s Book*, p 11, exercises 1 and 2.) After giving some information about how to write the personal letter, the rule of writing a letter is given in the part of `writing tip`. Here the students are taught to organize information or arguments in writing a letter and emphasized to give attention to each paragraph that should be focused on one key topic (Appendix 23: *Solutions Intermediate Student`s Book*, p 11, exercises 3).

In exercise 4 students are cheered up to imagine that they have a new exchange student. They are wanted to choose a topic for paragraphs 2 or 3 from the list in exercise 2 and make notes for each paragraph and after that the expected square is given (Appendix 22: *Solutions Intermediate Student`s Book*, p 10, exercise 4). At last in exercise 5 a four paragraph letter of 120-150 words using their plan from exercise 4 is asked to be written (Appendix 22: *Solutions Intermediate Student`s Book*, p 10, exercise 5).

After all explanations and samples the students are inquired to write a letter on their own independence. The other exercises except the last one demonstrate how to use modules given in writing a personal letter and to focus on the process of writing. After these activities students would get brave to utter the claim loudly written in the

blurb on the top of the section: *I can write a letter introducing myself to an exchange student.*

So the evaluation of only one Unit shows that the current CB do not constitute a rejection of the `communicative approach` and this multi-layered syllabus focuses towards the `real-world` use of language along the dimensions of context, topic and roles of the people involved.

It can be inferred that *Fly High 8* seems to be based on entire four syllabus types, namely based on multi-syllabus, including topical, structural, functional and skills-based syllabuses. *English Net 8* from Turkish context appears to be a CB which embodied a functional-notional approach with practice in communicative language use. Different communicative-based tasks and activities might foster the students with the development of linguistic sub-skills and communication in real-life conversations. The third CB from English context - *Solutions Intermediate Level CB* - seems to have an integrated, multi-skill syllabus too as *Fly High 8*; that links topics, communicative functions, skill-based activities, grammar and vocabulary-based projects, situational dialogues and role-plays in an embedded way.

## **2.15. Presentation of Skill Practices, Authenticity and Communicativeness in the Coursebooks**

After the evaluation of general goals and specific objectives, the organization of the content and CB package, the adequacy of recycling and revision and the evaluation whether the CBs have detailed syllabus, their content and organization in terms of grammar, functions, topics and skills would lead to the evaluation and analysis of the language skills, namely reading, listening, speaking and writing.

Cunningsworth suggests the following checklist for the presentation of all four skills:

- Is practice for all skills included?
- If so, is it balanced?
- Do the presentation and practice activities include the integration of skills?
- Does the skills work progress in terms of complexity and difficulty, in line with the grammatical and lexical progression of the course?

While looking at the skills of overall evaluation, the presentation of all four skills of *Fly High 8* is initially analyzed independently. The authors' blurb at the back cover of the book claims the coverage of all five language skills in the course, such as: speaking, listening, reading, writing and translation. The authors estimate translation as the fifth skill which the students should master. In English Language Teaching Lesson Curriculum of the General Secondary Education Schools of Uzbekistan, translation is considered to be a significant skill and should be formed regularly. According to that curriculum there are some inconsistency between words at the process of translating from English into Uzbek or from Uzbek into English, since in the mind of students the theory of not just translating the words, but the meaning should be comprehended is formed. (Appendix 82: The English Language Teaching Lesson Curriculum of the General Secondary Education Schools of Uzbekistan). So, the practices of all skills are involved in *Fly High 8*.

The book puts translation in a claim that it is also considered to be a member of the skills dimension and "Recommendations and Calendar-Theme Plans of Developed Curriculum of the English Language for 8<sup>th</sup> grades" also presents some recommendations and supplementary materials for developing all four skills and translation skill as well (Appendix 83).

As for the second CB, the introduction part of the *English Net 8* Teacher's Book claims that four skills namely reading, writing, listening and speaking are taught in an integrated way. As it claims, activities in the reading and listening parts have been prepared considering skills and functions predetermined in the respect Unit of the new English curriculum (<http://ttkb.meb.gov.tr/program.aspx?tur=&lisetur=&ders=&sira=&sinif=&sayfa=2>) (p8, *English Net 8 Teacher's Book*).

*All four skills* of the third CB - *Solutions Intermediate Student's Book* seem to be also integrated with each other. Clearly the knowledge of grammar items, phonology, lexis and discourse structure seem to go hand-in-hand with all four skills: based on listening, reading, writing and speaking. CB would develop students' skills in using English in every bit as much as they help improve students' knowledge of the system of English.

*Fly High 8* presents grammatical, lexical and phonological knowledge too by the assistance of these all skills extent. Skills work come sometimes in isolation, but more usually come together in an integrated way. *Fly High 8* seems to provide the students with extensive, systematic and well-integrated practice necessary for communication in both oral and written forms of the language. But it should be born in mind that it doesn't adopt any certain syllabus and method to teach the skills. The adequate regard paid to the multi-syllabus approach and a wide variety of presentation methodology.

When the second CB is the subject of the discussion, it can be said that each unit of *English Net 8* contains at least one reading activity and one listening activity. The topic of the unit or new language patterns are usually introduced and taught to students in these parts. Each reading and listening activity starts with pre-reading activity and pre-listening parts. In those parts students are prepared for the reading or listening activity. The students develop their abilities by predicting, discussing, making lists, answering questions, etc. Further, they get motivated and interested in the following topic. While-reading and while-listening parts first of all expect students to read and listen for general meaning, get information, and then search for details involving different purposes. And then post-reading and post-listening sections follow the previous ones. These sections mainly try to encourage students to become productive in what they have learned in the previous passages, such as starting, maintaining, closing a conversation, expressing past experiences, expressing (in) ability in the past, talking about recent activities, etc.

*Solutions Intermediate Student's Book* also includes practices in all four skills. Three sections out of seven are skill-based. They are: *vocabulary and listening, reading and writing* and *speaking* included in the first part under the name of speaking activities. The CB deals adequately with all four skills integrated and there seem to be a suitable balance between the skills. In Unit 2 the exercise 1 makes a balance between reading, listening skills by reading and listening to the conversation; and speaking and writing skills by answering to the question as grandma was when she was young and by writing all the examples of 'used to' instruction (Appendix 24: *Solutions Intermediate Student's Book*, p 17, exercise 1).

In terms of complexity and difficulty, in line with the grammatical and lexical progression, *Fly High 8* shows a remarkable degree of the skills work progression. The connection between language item and skills work have much to say about the degree of complicating. In other words, as the grammatical patterns get more complex and vocabulary range become more extensive, the quality and quantity of skills work get more complicated too. For example, the early introduced dialogues and reading passages in the initiative lessons are very easy, short and in terms of question-answer sequences. Further, the complexity of dialogues and reading extracts change to the higher levels; become more difficult and longer. Likewise, listening-passages become longer and spoken more quickly and with slightly non-standard accent.

A sufficient regard is paid to the connection between language items and skills work in *English Net 8* too. Namely as the grammar and lexis-knowledge based activities progress in the course, the skills work quality proceeds too. Or when the vocabulary stage of the course becomes more extensive, the skill based activities in terms of vocabulary found tasks get more complex too. If we take writing as an example, the elementary activities of writing skills work ask students to write a short paragraph about the best close friend, about the best story in the group, about one of the experiences the student and his/her partner have had, about the success story the students liked best, etc. And the purpose of these activities is to check the previous

reading and listening comprehensions. Nevertheless, students are starting to write in English in relation with other skills development. The writing task of Unit 3 on page 38 is far more demanding and requires not only grammatical, lexical, orthographic knowledge, but also an ability to handle the style and conventions of formal writing (Appendix 27: *English Net 8 Student`s Book*, p 38).

The skills work of *Solutions Intermediate Student`s Book* progress like other two CBs in terms of complexity in line with grammatical and lexical advance. For example, dialogues become more complex and move from simple questions-and-answer sequences to complex one: the dialogue and related exercises in Unit 1 are very simple and short, while the ones in Unit 15 are more difficult and longer (Appendix 28: *Solutions Intermediate Student`s Book*, p 10& 50, exercises 1&8). Like this reading passages, listening activities are getting more complex, longer and difficult as the grammar, lexis and vocabulary become more complicated.

So, in line with the grammatical and lexical progression, all three CBs show a remarkable degree of the skills work progression. Namely, as the grammatical patterns, lexis-knowledge based activities, vocabulary stage and lexical advance become more extensive, the quality and quantity of the skill based activities and tasks get more complicated too.

The next criterion is taken to discuss the communicative nature of texts, tasks and activities presented in the CBs. Cunningsworth asks some questions to determine whether the content of the CB provides the communicative activities by focusing on authenticity.

- Do the presentation and practice activities include the integration of skills in realistic contexts? All four skills do not necessarily have to figure in every sequence of activities for it to be valid.
- Does the CB use authentic materials?
- Does the CB use authentic material at an appropriate level (e.g. pre-intermediate, intermediate, advanced)?
- If semi-authentic material is used, is it representative of authentic discourse?

To clarify the nature of communicative activities and tasks, the following criteria (Weir, 1990:86) can be considered as a detailed guideline.

- It should be put emphasis on incorporating tasks in four of the main skills that are reading, listening, speaking and writing
- Authentic tasks and texts should be derived from real-life situations
- Integrated tasks should be emphasized

The materials presented four skills are mostly specially written in *Fly High 8*. For example in exercises 1b and 4 on page 17 of Unit 2, both dialogues between two friends seem to be specially written in the form of interviews. Here the topic does not deal with what students speak to one another when they meet in real life. Even if the issue is an interview here, the interviewer's question is not appropriate to the answers and questions chosen are very random (Appendix 29: *Fly High English 8 Student's Book*, p 66, exercises 1b and 4). Very few authentic texts and pictures are provided in the CB like parts from the newspapers (p14, p15, and p19), examples of poems (p31 and p37), and the map of Foxley Field for advertising (p77).

*English Net 8* provides only specially written texts. For example, at the beginning of the book, at the early stages in Unit 3 the topic deals with what friends talk when they meet, about their personal problems, asking conclusions and recommendations are given in a simplified way (Appendix 30: *English Net 8 Student's Book*, p37).

And in that same Unit on page 35 there are two ads taken from newspapers. They are specially written ads too to be read and discussed the products matching with the correct people given above (Appendix 31: *English Net 8 Student's Book*, p35).

*Solutions Intermediate Student's Book* provides both semi-authentic and specially written texts. For instance, in Unit 3 there is a job interview. It is a specially written text, because language use is simplified and adopted to the topic according to the level. In Unit 9 in 'everyday English' section there is another dialogue about arguing the case between two friends. It comprises turn-takings which are actually take place

among friends in a real life but given in a simplified way and word choice of the dialogue seem to be appropriate to young friends arguing where they were about to stay that night (Appendix 32: *Solutions Intermediate Student's Book*, p 30& 90). (p46-posters for a political party, p91-advertisement).

In *Fly High 8* the communicative potential would be dealt with all four skills, since the emphasis is on the practice in all skills in the first Unit. For example, in Lesson 5, all four skills are included in the presentation and practice of all tasks and activities. In exercises 1a and 1b, reading and speaking skills are integrated by reading the interview and the students are asked to say the reason of popularity of that paper, in further exercises by reading the text the students are expected compare it with the previous topic, by listening the advertisement reporting the message and writing it by changing the words to reported speech has been inquired. By integrating all four skills in one lesson could encourage the communicative potential, by inspiring the students to develop their communicative skills by guessing the meaning, comparing, express their ideas, working in pairs, reporting other interlocutor's words, etc (Apx 25: *Fly High English 8 Student's Book*, p 18).

In terms of communicativeness, speaking activities of *English Net 8 Student's Book* may seem to be a separate part as well as integrated with other skills work, such as reading, listening and writing skills work. In these works students are expected to use the things they have already been introduced in the reading and listening activities for communicative purposes. They exchange information with one another, express their likes and dislikes, discuss their opinions and ideas, make offers or suggestions, etc. The strategy necessary for using linguistic elements for communicative purposes are usually guided by examples introducing the expressions or language patterns they are expected to use.

Within the writing activities range from simple phrases and sentences, short paragraphs, interviews, letters, e-mails, poems, notes to newspaper articles or short stories, the students are expected to be productive again. They are usually supported

with examples, ideas and prompts so that they know how to write or what to write about. From these descriptions the practices included in all four skills are inferred. Although speaking and reading sections seem to be a bit more a suitable, balance is achieved by relating these skills works to the other skills works as in A and B activities in Unit 4 on page 45. Here firstly, in the pre-listening part students are expected to look at the following picture, answer the questions and then they listen to the conversation from the Audio CD and try to check their answers and circle the correct option (Appendix 26: *English Net 8 Student`s Book*, p 45, exercises A and B). In short, as explained before, in *English Net 8* like *Fly High 8* and *Solutions Intermediate Student`s Book* all four skills practices are given mostly in an integrated way and by this way balance between four skills is achieved, no skills are omitted.

So, all three CBs provide all four skills in a balanced way. All three books provide semi-authentic and specially written materials and use these materials at appropriate points. Their presentation and practice activities include the integration of skills as well. After looking at the presentation of all four skills of the books, those skills will be analyzed in detail in further sections of the study.

## **2.16. Presentation of Reading and Communicativeness in Reading**

Cunningsworth suggests the following checklist for reading skill:

- Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc?
- Is the reading material linked to other skills work?
- Is there emphasis on reading for pleasure and for intellectual satisfaction?
- Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable)?
- Are the texts complete or gapped?
- Does the material help comprehension by, for example? setting the scene, providing background information, giving pre-reading questions?
- What kinds of comprehension questions are asked: literal (surface) questions, discourse-processing questions, inference questions?
- To what extent does the material involve the learner`s knowledge system (knowledge of the world)?

The first skill to be analyzed is reading. **Reading** is an only skill that can be mastered easily and without any sources even outside the classroom. The essential point to make here is only to deal with necessary dictionary or wordlist. This deal is provided sufficiently by CBs in the classroom. Reading can be accomplished to get general information, set specific information and for pleasure. In all these cases the reading is still purposeful and practical. Reading for pleasure or interest is also focused on the purpose.

In reading texts in *Fly High 8* great majority of situations are used for consolidating language work rather than introducing new language items. For example in lesson 4 of Unit 4, the reading passage about the science fiction is presented. Here the title of the text is 'if I worked on the moon I would ...', but it doesn't mean that passage provides students with developing activities, but the grammatical item –*if conditional of time* is introduced. Though, in the previous lesson that grammar item was explained for the first time and this lesson 4 consolidates that grammar theme more deeply in chain drills and in 'pair-work's (Appendix 33: *Fly High English 8 Student's Book*, p 13, exercise 3, 4 and 5). So, this example given in the appendix shows how reading texts are handled at intermediate level in the current CB.

In terms of the purpose of reading texts *Fly High English 8* suggests a reading passage named *Space exploration and us* in Unit 7, lesson 4 is preceded by many pre-reading questions, focusing activities and post-reading comprehension activities. Among them pre-reading activities involve students to look at the wordlist and finding their meanings to write the words and their translations. In these circumstances the purpose of reading text is to extend vocabulary and enrich students' new words dimensions (Appendix 34: *Fly High English 8 Student's Book*, p 57). So, it is time to infer that in *Fly High 8* the reading texts are used to develop reading skills to consolidate the language work, to recycle grammar items, to extend vocabulary and support students with interesting information.

The second CB - *English Net 8* uses reading texts for different purposes too: through reading students learn new vocabulary and spelling, recycle grammar and learn how to structure the written texts. In Unit 2 the text about learning styles in while-reading section asks students to read and then underline the words and phrases describing the characters' learning styles. Here by underlining new and unknown words and phrases and working on them by looking out the dictionaries and recognizing them the purpose of extending vocabulary dimension of students are focused. And the grammar item gerund is intended to teach and consolidate the past themes again. So the consolidating language work is used while introducing the reading text (Appendix 35: *English Net 8 Student's Book*, p 22, exercise B1).

Reading is the most common way of having students to become acquainted with foreign language items. Getting this concept into account the third CB - *Solutions Intermediate Student's Book* also provides students with reading passages in every section of each Unit. These reading passages are letters, memorials, culture-based texts, factual texts, posters, dialogues, stories, myths, etc. All the dialogues and conversations in the sections of each Unit are recorded comparatively than other two CBs and encourage students to listen them while- or after reading. While these reading texts are very short and simple in early Units, they become quite longer and more complex as the course progresses. For example, the reading text of Unit 1 on page 6 is short and simple in terms of language items and vocabulary when compared with the one in Unit 10 on page 98.

This shows that *Solutions Intermediate Student's Book's* reading texts seem to be interesting and challenging. Because through the progression of the level of intricacy of the texts, the reading ability of the students might get more improved in deciding the overall purpose of the reading texts, identify types and tasks of them and the linguistic elements to master. By reading those passages the students might begin to try to deal with every difficult point of the reading levels.

In *Solutions* the reading texts are used for different purposes too as other two CBs. One of those purposes is presenting and recycling grammar items. At that point, reading passages are very significant for teaching language items. For instance, with the reading text in Unit 7 on page 67, the main aim is to present the form of the second conditional with instructions `wish` and `if`. While reading the text students should induce the meaning of the new grammatical pattern and decide to choose the correct word choose (Example 4: *Solutions Intermediate Student`s Book*, p 67). This grammatical item is presented again in some texts of the later Units. This displays that the reading texts are also used for recycling grammar items.

**5. Complete the sentences with *I wish* (or *If I only*) and *I`d rather*.**

- 1 I can't afford that jacket. \_\_\_\_\_ it was cheaper!
- 2 I don't like living in a flat. \_\_\_\_\_ live in a house.
- 3 I'd like to know how Jackie is. \_\_\_\_\_ she would phone.
- 4 I'm getting fat. \_\_\_\_\_ do some exercise than on to diet.
- 5 You can wear jeans if you want, but \_\_\_\_\_ you wore something more formal.
- 6 \_\_\_\_\_ my brother wouldn't borrow my bike.

Example 4: *Solutions Intermediate Student`s Book*, p 67

Another purpose of which the texts are used is presenting new vocabulary and extending it. There are lots of texts, especially in `reading` section that include highlighted new words to be looked up and matched with the definitions given the post-reading strategies-developing activities and tasks (Appendix 21: *Solutions Intermediate Student`s Book*, p 8). Or in other texts the words that will be taught are given in bold and after reading them the students are inquired to match them with their nearest equivalents or complete the sentences with the highlighted verbs in the text using the correct tense and form.

Presenting and recycling grammar items and extending new vocabulary are taken as main purposes of each CBs` text passages. But differing from *Fly High 8* and *English Net 8*, the *Solutions* supports the other purpose of the reading passages in stimulating oral work. Through all the Units of the book after or before reading texts the speaking activities take place. Mostly, reading passages supply oral works in little speaking sections like the one in Unit 3. In these oral works the theme or the topic

mentioned in the text would be continued or are expected to be completed (Example 5: *Solutions Intermediate Student`s Book*, p 29).

**SPEAKING. Work in pairs. Discuss the questions.**

- 1 Would you expect a man or woman to do the jobs in exercise 7?
- 2 Do you think men and women are better in different jobs, or equally good at all jobs?
- 3 Would you mind doing a job that is traditionally carried out by people of the opposite sex? Why/ why not?

Example 5: *Solutions Intermediate Student`s Book*, p 29

Except the speaking skill work, reading in *Solutions Intermediate Student`s Book* is linked to other skill works. In each Unit, there are grammar based exercises and also pronunciation based activities are given within the `reading` sections to help students to comprehend the texts. The highlighted words given inside the text are asked to be completed the sentences using correct tenses and forms in grammar based activities in order to develop the writing skill abilities. In pronunciation part the homophones are taught and given in the examples taken mostly from the presented text. They ask students to be read the homophones aloud and find which two or three words in each group are homophones or not. After these activities the listening task followed in order to be listened and checked if the students` answers are true or not (Appendix 36: *Solutions Intermediate Student`s Book*, p 39, exercises 5 and 6). By this way, the students are able to link written English to its pronunciation and have models for stress and intonation.

The reading materials in *Fly High English 8* are linked to other skills too, particularly to listening and writing. For instance, if early mentioned passage is taken in to the consideration, the new words are recorded and students are asked to listen after accomplishing the exercise and repeat. In this CB actually there are some reading texts that are recorded wholly. For example in Unit 4, lesson 5 includes the reading passage ask students to read and guess the phrases in the gaps. After finishing the task, the following text makes students listen, read and check if they have found in the gaps or not (Appendix 37: *Fly High English 8 Student`s Book*, p 34, exercises 1a and 1b). The advantage of such tasks is to link reading skill works to pronunciation,

stress and intonation, and generally bringing the text to life. But on the sake of practicability there is a disadvantage too. That disadvantage is making students unable to set their own pace at the first reading and if these kinds of tasks continue to be dealt with and become as a habit at more advanced level, it would reduce the students' reading speed.

To improve and develop reading skill works are linked to other skills in *English Net 8* too as *Fly High English 8*, particularly speaking and writing. When the reading text or part of it is used as a model for written work, students are usually inquired to write something based on that model, but using different information or giving information in a different form. A typical example of this is in Unit 5, after reading the text about Atatürk- the founder of Turkish republic, the students are asked to write down some of Atatürk's reforms in politics, education and social life into the chart. This activity involves students to scan to locate specific information in a text and skim to extract general information from it. These skills are quite widely practiced in this filling-chart activity by giving information in a different form. But the associated skill based task has not been over yet. There is a continuation of this purpose yet. There is a relationship between the reading and speaking skills. In the continuance of the task the students are asked to work in groups and ask group members, note down the dates and reasons of reforms in education, politics and social life (Appendix 38: *English Net 8 Student's Book*, p 58, exercise C1).

In terms of an emphasis on reading for pleasure and for intellectual satisfaction, all the reading tasks in *Fly High 8* capture reading on only intellectual contentment. Such as in early lessons of the course, the tasks are given presenting cultural, traditional and national holidays and special days in American, British and Uzbek contexts providing students with interest and challenges, but at more progressed lessons the tasks are based on environmental problems, space fiction and literal facts involve students to develop their intellectual language system.

Reading texts start to appear to be shorter and smaller at the beginning of the lessons, but afterwards the length and complexity of the texts get wider and complicated in the further lessons.

In providing the students with reading for pleasure for intellectual satisfaction, the reading skill based activities in *English Net 8* are also reflected well enough. The target language of *English Net 8* seems to be presented in a meaningful and interesting context, making learning a pleasurable experience. Nature and range of exercises and activities linked to the reading passages are supposed to address to the learning needs and interests of students and have been specially written for their cognitive level. The subject matter would be appropriate to the students. Topics appear to be interesting, challenging and varied. For example: 'friendship rules', 'sweet dreams', 'deductive stories', 'personal experiences', 'success experiences', 'a modern short story' and other challenging topics look very attractive and would keep readers motivating at the process of reading. These kinds of reading passages would involve efficient readers to read the topics by expecting questions to be answered, reflecting on expectations at every stage, anticipating what the writer will say next and so on (Appendix 39: *English Net 8 Student's Book*, p 103, exercise B2).

*English Net 8* uses a number of different types of reading-skills developing activities including letters, transcripts of interviews, extracts from magazines, books, diaries, short stories and dialogues. The texts are generally complete, but there are some gapped texts, so that students not only have to read the text with understanding, but also have to supply missing words or sentences. For instance, when students read 'Atatürk- the genius of the 20<sup>th</sup> century' on page 59 in *English Net 8*, they are asked to complete the text by using a list in previous B1 task taken out from the text itself (Appendix 40: *English Net 8 Student's Book*, p 58, exercise B2).

*Solutions Intermediate Student's Book* also presents a great number of reading skill-based activities too like *English Net 8*. There are either gapped or complete texts in the current book. The complete texts are met in number of units, while gapped ones

are presented rarely. The gapped texts require the students to complete the text with the comparative and superlative forms of the adjectives in brackets like the one in Unit 7 (Appendix 41: *Solutions Intermediate Student's Book*, p 65, exercises 1 and 2) or complete the dialogue with the phrases in the box as in Unit 8 (Appendix 42: *Solutions Intermediate Student's Book*, p 80, exercise 1). These kinds of texts are supposed to be at a higher level of complexity in terms of language content and in density of information especially in intermediate level than other lower levels, so that students would perform the task according to their level of knowledge.

The reading materials in *Solutions* would arouse the students' interest and challenge by linking the topic of the text to their own experience and existing knowledge. It infers that reading passages seem to extend the students' knowledge system, namely their world knowledge and consolidate or recycle their background knowledge and experiences.

In order to evaluate the appropriacy of subject matters of the CBs, we are going to look at the objectives of the curriculums. As the absence of students, we cannot evaluate the extent to which the appropriacy to the students' needs and interests has been provided. Because we cannot evaluate the students' needs and interests, since there are no students, we can just analyse the objectives of the curriculums of each contexts, either Uzbek or Turkish contexts, in terms of the criteria that appropriacy of subject matters should be based on the objectives. The subject matters of *Fly High 8* within the reading skills will be analysed and evaluated comparing to the reading comprehension objectives of Uzbek curriculum. The reading comprehension objectives were the followings as evaluated in the section of 'The Reflection of Common Objectives in the Curriculums of the CBs' in this study:

- reading simplified and self-studies (instructions, stories and data);
- understand the meanings of different texts including various themes, complex sentences and new words;
- reading the graphs and diagrams and understand them;
- reading the text in order to understand it exhaustively;
- using the bilingual or the back-pages dictionaries;
- reading the stories and information which are aimed to study independently;
- giving the short implications of the texts as given in samples (orally or in a written form);

-reading and comprehending little texts in order to realize the necessary knowledge;

The first objective of reading skill has been provided in the CB by presenting reading passages and texts in a simplified way. There are some instructions and data given in the whole CB as analysed and evaluated above, but stories are not presented. All the reading passages in the book help the students to understand the meanings of different texts including various themes, complex sentences and new words. There are some graphs and diagrams presented to understand, for example exercise 4a, in 'Radio and TV' lesson by giving the amount embodied in the graphs and diagrams, of the extent to which boys and girls watch TV in Britain. Or in pictorial diagram in exercise 1 in 'The Power of the Sun' lesson, the students are encouraged to look at the picture and answer the questions like how many hours a day there are sunshine days in Uzbekistan, in what parts of the world people use solar power or how people in the world use solar power. These kinds of pictorial diagrams and graphs help the students to think carefully to understand the meaning of the passage or read the texts in order to comprehend them exhaustively. So, the objectives of reading the graphs and diagrams and understand them; and reading the text in order to understand it exhaustively are appropriate to the content of the CB.

At the back pages of *Fly High 8* the bilingual or the back-pages dictionaries are presented. The amount of the vocabulary range and quality is better than other two CBs. A back-page dictionary containing translations of more than 1500 words and phrases from the Pupil's Book which are expected to present difficulty to students is given. The translations are presented in two languages: in the Uzbek and Russian languages. As the huge number of Russian-speakers lives in Uzbekistan, there are Uzbek and Russian classes at schools. The CB is organized according to bilingual classroom situations. So, the objective of using the bilingual or the back-pages dictionaries is provided in this CB.

As for the next objective, reading the stories and information which are aimed to study independently is not provided in the book. The stories and information which are presented to the students' attention in order to read for their own, are called

reading passages for pleasure and interest. But, opposing to this objective the reading passages and texts for pleasure and fun are not provided in the whole book. That why it can be said that like the first objective - reading self-studies, such as instructions, stories and data – the current objective, namely - reading the stories and information which are aimed to study independently - are not advanced in the content of *Fly High 8*.

The last objectives, namely reading and comprehending short texts in order to realize the necessary knowledge and give the short implications of the texts as given in samples are provided in the CB as seen in the examples of the analysis and evaluation above.

So, subject matters of *Fly High 8* are supposed to be appropriate. The topics and types of given reading passages seem to be interesting and varied. The reading-skills developing activities, through reading texts, students appear to be provided with just right amount of interests like other two CBs from Turkish and English contexts. Such as, after reading passages, students are encouraged to do extended oral and aural tasks, so as long as those tasks would be appropriate skill-developing ones, since they could create better products for students.

The subject matters of *English Net 8* within the reading skills will be analysed and evaluated comparing to the reading comprehension objectives of Turkish curriculum. The issue is that all four skill-comprehension objectives are not given in the curriculum, but they are presented for each unit in the syllabus. If we take the first unit to analyse, the skills objectives given in 'skills' column make a sense to be evaluated. The reading comprehension objectives are provided like understanding short, simple texts on familiar matters, finding specific, predictable information in simple everyday material, locating specific information in lists and isolating the information required and using an idea of the overall meaning of short texts and utterances to derive the probable meaning of unknown words from the context.

There are some short and simple texts on familiar matters like friendship and friendship rules, physical appearance, personality, habit and pastimes of friends and true friendship which help students find specific, predictable information in simple everyday life like these subject matters. The reading skill-developing activities and tasks like locating specific information in lists like filling in the table with the physical appearance, personality and habits of Jennifer after reading the related text which can help the students to isolate the information required and using an idea of the overall meaning of short texts to derive the probable meaning of unknown words from the context. So, it can be said that reading comprehension objectives in the syllabus of the 8<sup>th</sup> grade provide the appropriateness to the content of the book.

Through those tasks students can have an opportunity to use what they already know developing their confidence and fluency and at the same time create a need for further new input. Supporting new inputs the comprehension questions are asked in an amount in the CBs. In *Fly High 8* literal, just surface questions and discourse processing questions are given in the previous appendixes too. And now it is high time to show inference questions-based activities. In Unit 9, lesson 3 the reading passage named 'can we save trees' is presented. Here the little situation based picturesque extracts are given and post-reading comprehension questions ask students to write problems for each picture. These kinds of problem-based tasks require the students to use their knowledge of world, foreground knowledge and learning experiences.

In general, the comprehension questions develop understanding and skimming/scanning process in mind of readers. Through presenting the comprehension questions, the second CB - *English Net 8* puts its emphasis on anticipating. In almost all pre-reading activities in *English Net 8*, anticipating plays a significant role. For example, on page 164, Unit 16, the readers are asked how they think Mr. Fisher would solve the problem before reading the text on (Appendix 43: *English Net 8 Student's Book*, p 164, exercises A and A1) or on page 153 of Unit 15 before reading the conversation the students are asked to look at the picture and

predict what the characters are talking about (Appendix 43: *English Net 8 Student's Book*, p 164, exercise A1).

*English Net 8* consists of 16 Units at all; the predicting-based pre-reading activities can be seen in 9 Units. It shows that CB authors seem to intend to improve their students' reading skills by thinking beforehand, by anticipating and by foreseeing comparing to other two CBs. The CB provides pre-reading questions demanding learner's knowledge of the world. For example, on page 71, there are several photos are given and they are asked to look at them, describe them and find where they are from. These kinds of materials involve students' knowledge of system by encouraging them to express their ideas (Appendix 44: *English Net 8 Student's Book*, p 71, exercise A1).

Inference questions in *English Net 8* of the pre-reading activities require readers to bring to bear information that is not contained in the text. But those questions are considered to be essential for interpreting its content. On page 67 of Unit 6, the students are encouraged to work on the conversation and find then write the details supporting the topic sentence below. The topic is 'Mrs. Jordon stole her own necklace'. Here students are promoted to think deeply and find proves to opening that crime. The reading material's aim here is to involve the student's knowledge system and drawing on their knowledge of the world (Appendix 45: *English Net 8 Student's Book*, p 67, exercise C).

Like *Fly High 8* and *English Net 8*, in *Solutions* the lead-in sections take place before the reading materials, since those reading-skill developing activities provide some tasks to comprehend the main topics. While there are pre-reading questions which help good comprehension in many Units as in the Unit of 7, 'reading' section, where the CB provides and at the same time requires background knowledge from the students as well. In this Unit the pre-reading questions require personal experiences excluding the students' knowledge of system. Simultaneously, in lead-in sections of some Units there are pictures, charts, graphs relating to the text and setting the scene

like the ones which are mentioned above help more deeply understanding and recognizing the topics. The exercises and activities which are linked to the reading and texts as pre- and post- reading comprehension materials would help students to read with understanding and enjoyment. As it is seen through these comprehension-based activities tasks, students seem to be encouraged to acquire and develop good reading strategies, prediction techniques, skim- and scan-readings, etc.

As the comprehension questions are the most important and significant activities that accompany the reading texts in the CB, these questions vary in the degree of understanding of the text that required. All the types of comprehension questions in *Solutions Intermediate Student`s Book* can be met either as surface understanding-based questions (Appendix 46: *Solutions Intermediate Student`s Book*, p 68) or the ones requiring processing of the reading of the texts at a deeper level (Appendix 41: *Solutions Intermediate Student`s Book*, p 65) where information contained in different parts of the text could be identified and contained to give a complete answer.

Besides, in the current CB inference questions are also presented as comprehension questions. For example, in Unit 3 the students are required to bring information that`s not contained in the text, but essentially interprets its content (Appendix 47: *Solutions Intermediate Student`s Book*, p 80, exercise 8). These kinds of comprehension-based activities are called inference questions.

All three CBs present reading texts used for introducing new language items, namely grammar and vocabulary items, consolidating language works. There is a focus on the development of reading skills in all books, since the reading materials in the books are linked to other skills, namely listening, writing and speaking. The subject matters of all books` reading materials seem to be interesting, topical and varied. All three books seem help comprehension by setting the scene, providing background information and giving pre-reading questions.

## 2.17. Presentation of Listening and Communicativeness in Listening

In order to analyse and evaluate listening skill activities in the CBs Cunningsworth offers the following checklist:

- What kind of listening material is contained in the course? Does listening form part of dialogue/conversation work? Are there specific listening passages?
- If there are specific listening passages, what kind of activities are based on them – comprehension questions, extracting specific information, etc?
- Is the listening material set in a meaningful context?
- Are there pre-listening tasks, questions, etc?
- What is the recorded material on audio-cassette like in terms of: sound quality, speed of delivery, accent and authenticity?

Listening is turned to be the main attention of language learning world after the reading comprehension. As listening is an individual and discrete skill, increased international independence led to a greater focus on this language skill. It is indispensable to the researchers to evaluate the range of listening skill and its learnability.

In this case *Fly High 8* handles listening in its own right with recorded listening passages for comprehension, for extraction of information, as a lead-in to discussion in conjunction with a reading text. The CB provides pre-listening to focus students' attention on the topic of the passage. For example in lesson 5 of Unit 1, there is a listening development activity with pre-listening task like a quiz about national holidays in the UK and the USA. The students are asked to write if they are true or false. Here the task's aim is to get information from the world knowledge and then the listening task comes requiring students to listen and then check if they have written true or false (Appendix 48: *Fly High English 8 Student's Book*, p 10, exercises 2a and 2b).

In most situations students are listeners only, they almost always overhear the input that they take no part in. These reciprocal, namely participatory activities might not influence to students in any way. It is like being the proverbial fly on the wall. For

instance, in Unit 4 there is a text to be read and guessed phrases in the gaps. The following listening development task expects students to listen, read and check. In this circumstance it is impossible understand much of what is being asked and what phrases to use. Because the knowledge in that topic was not shared amongst the listeners and they stay as outsiders with no knowledge of. Here the background information may overcome the difficultness of students' experience in listening to such materials. To make comprehension easier several points make a sense, such as the length of input, participatory or reciprocal interactions, different purposes involving getting information, socializing and entertaining.

In *Fly High 8* listening materials are well recorded, but most of them are not authentic, because almost all listening activities are based on checking, repeating, matching the pictures, texts and the names of particular things, taking notes, completing charts, answering the questions and saying if the given information is true or false. For example, repetition is a useless technique and it is still used in *Fly High 8*. There are no real-life interactions or real-life language use, such as real radio programs, theatre scenes, authentic interactions, etc.

In *Fly High 8* as mentioned at the previous criterion's evaluation, before the listening material there are no extracts, background information that create a meaningful context. So the listening materials seem to be not set in a meaningful context. There are no video materials for listening. The recorded material on cassette has a good sound quality. Speed of delivery is normal and the accent of listening passages is of Standard English recorded by native speakers.

The second CB - *English Net 8* contains Audio CDs as a listening material. The listening activity is organized in different two ways. Firstly, listening is seen as part of oral work and it takes secondary role compared with speaking. In other words, listening forms part of a dialogue work. After the listening dialogue the students are made to fill the missing information in the dialogue predicting which of the places given above will be the choices of Jennifer and George's to do a shopping (Appendix

49: *English Net 8 Student's Book*, p 156, exercises B1 and B2). The book provides this kind of dialogues in order to help the students to cope with the predictability of the answer in the conversation and give these interactions in a controlled and graded way.

Secondly, *English Net 8* also handles with listening in its own right. That's, there are also specific listening passages. At that point those passages are exposed for great variety of purposes and accordingly different sorts of activities based on. Activities like listening to the conversations and finding out looking at the pictures; predicting them; listening to the recordings and completing sentences below; checking the answers; all of them are listening passages for comprehension. They develop the learner's listening skills in guessing, anticipating, checking, interpreting, interacting and organizing. The listening comprehension activities in this book make an active progress in learner's experience of discriminating between sounds, realizing vocabulary and structures, interpreting stress and intonation. Coordinating them all involve an amount of mental activity in the degree of students.

Before the listening the work, there are pre-listening activities which focus students' meticulous attention on the topic of the passages. In particular pre-listening tasks the notice is on getting the general idea, listening to catch something specific and anticipating what comes next. In the A and B activities of Unit 4, the students are asked to look at the following picture and answer the question (Appendix 50: *English Net 8 Student's Book*, p 45, exercises A and B). These generally asked pre-questions before the listening activity involve students to look for certain items for information contained in it by anticipating. Students firstly read the questions and start listening to the conversation to catch the main part in short, clear and simple messages. Having listened to the CD, students check their answers in the previous activity. This kind of pre-tasks gives a purpose to the activity, allows an element of prediction and makes the passage more accessible by inputting in a context.

Besides these pre-tasks there is also a great deal of post-listening tasks in *English Net 8 Student's Book*. These tasks are usually not listening exercises as such. The category is open-ended and gives opportunity for many kinds of follow up work thematic lexical, grammatical skills developments and so on. These post-listening activities include taking note while listening to write a summary, studying new grammatical structures, comprehension-activities, such as answering the questions, completing with suitable alternatives, trying to guess the meanings, so on. For example, in B2 and C1 activities students are asked to tick the correct picture while listening, and listen to that transcript again to find specific information in the simple recorded text and note down tips they hear. And in the C1 task students summarize the text they listened in the form of lists using the notes they have taken in the previous activity (Appendix 51: *English Net 8 Student's Book*, p 26, exercises B2 and C1). This makes students to pay attention to the text as a whole.

The sound quality of the recorded materials on audio CDs is quite high enough for every student in the class to listen easily. The speed of delivery is appropriate to learner's ability and level. The speaking at different speeds during the listening process while it is low at the beginning, at the endings of the records they become faster and more complex. As the course progresses different accents are started to be used. Accordingly, it can be said that the listening materials are designed as in the real world. These real life recordings are well written and as authentic as possible with background information, questions and activities which help good comprehension.

Teaching listening comprehension is very efficiently accomplished in *Solutions Intermediate Student's Book* too like other two CBs. In the course the listening skill itself and characteristics of natural spoken English are given much attention. The objective here seems to provide an alternative way of presenting language by listening developmental activities. The listening materials in this book manipulate both: language and tasks and take into account a range of micro skills, listeners' role, topics and text types. The components of listening-processing sound are

organizing meaning and using knowledge. The context provides a convenient way of laying out issues and is transferred to the teaching sequence.

The course comprises certain specific listening passages. There are conventional and helpful activities like: *comprehension-based activities, checking, completing, matching, choosing, etc.* The listening materials are supposed to be set in a meaningful context. For example, in Unit 2 there is a phone conversation given to listen and asked students to complete the sentences. Here the connectedness between two activities support students to be preferable to make sure that global understanding has been achieved before focusing on detailed activity (Appendix 52: *Solutions Intermediate Student`s Book*, p 23, exercises 4 and 5).

All three CBs - *Fly High 8, English Net 8* and *Solutions Intermediate Student`s Book* provide listening skill-based activities and tasks which are not authentic where the native speakers read the specially written records.

For instance, the exercise 1 of Unit 4, the conversation between the patient and doctor presented is not taken form a real life. Because at the doctor`s the real interactions given in a simplified way in that conversation. This listening experience can be transferred easily to the classroom, since the level of the student would be appropriate enough to talk about illnesses, their symptoms and treatment but still it is not an authentic activity. (Appendix 53: *Solutions Intermediate Student`s Book*, p 40, exercise 1).

There are pre- and post-listening activities available too as in *English Net 8*. Activities like a short reading passage on a similar topic, predicting content from the title, commenting on a picture or photograph, reading through comprehension questions in advance and working out own opinion on a topic are exposed successfully. For example in exercise 5 of Unit 5, the students are made to listen to five teenagers giving their opinions about environmental issues and then match each speaker with two opinions. Before presenting this activity, a text based on the same

topic is introduced under the name of `going green`. Here the short reading passage on a similar topic is considered to be a pre-listening task. And as for post-listening activity, the following activity 6 can play an appropriate role. It asks listeners whether or not they agree with the opinions in exercise 5 (Appendix 54: *Solutions Intermediate Student`s Book*, p 46, exercise 5 and 6).

All three CBs provide pre-listening tasks except *Fly High 8* to help the listening materials to be comprehensible. And all CBs have specific listening passages and activities based on comprehension questions, extracting specific information based tasks and activities. Those listening materials involved in *English Net 8* and *Solutions Intermediate Student`s Book* are supposed to be set in meaningful contexts.

In order to see the appropriateness of listening skill objectives in the first CB from Uzbek context – *Fly High 8*, it should be looked at the Uzbek curriculum and can be seen the following listening comprehension objectives have been presented:

#### Listening

- to speech functions in natural circumstances (opening words like `ok, all right, well` at the beginning of the sentences and in suspensions) in the dialogues and monologues;
- for checking the information;
- to texts comprising a few unknown words pronounced in a normal tempo with natural noise;
- for separating important and interesting information;
- to extracts including events in past and future tenses and short figurative stories and understand them;

The listening activities and tasks in *Fly High 8* are presented linking to other skills too, such as to speaking skill with listening to the speech functions in natural events, like in dialogues, speech interactions and short recorded text passages; to language items knowledge like listening to texts including a few unknown words recorded in a normal tempo with native speakers` noise and extracts containing events in the past and future tenses. But, opposing to the given objectives, *Fly High 8* does not provide short figurative stories to be listened for checking the information and separating important and interesting information.

When the first unit of *English Net 8* is looked at, the second curriculum from Turkish context present the following listening comprehension objectives: catching the main point in short, clear and simple messages and finding specific information in simple recorded texts. These objectives are provided in the listening activities and tasks in the book, since from the analysis and evaluation of listening skill-development activities the appropriacy of listening skill objectives can be seen. So, it can be said that the listening skill objectives of both curriculum and syllabus are provided in the CBs like reading skill objectives evaluated above.

After looking at the reading and listening skills, it is the turn of speaking skill to be analysed and evaluated which is a significant language skill taken for granted in the language teaching world constituting an overall competence of proficient language learner.

## **2.18. Presentation of Speaking and Communicativeness in Speaking**

In order to evaluate the speaking skill Cunningsworth presents the following checklist:

- How much emphasis is there on spoken English in the CB?
- What kind of material for speaking is contained in the course? This may include: oral presentation and practice of language items, dialogues, role-play and communication activities (information gap)
- Is any practice material included to help students to cope with unpredictability in spoken discourse?

*Speaking* skill as an important language skill is taken for granted in the language teaching world. As the spoken language constitute an overall competence of proficient language learner, the current skill encourages students in the mastery of a wide range of sub-skills. There seem to be a strong emphasis on speaking in *Fly High 8*. Recognizing the recent growth of English as an international language of

communication, the activities of *Fly High 8* are supposed to involve students to speak and interact in the target language in an amount of situations. A multiplicity of speaking skill development tasks enables students to produce statements and utterances in order to communicate with one another. For example in 1a activity of Unit 2 the students are expected to work in groups of four and discuss what sections a class newspaper they are making should have (Appendix 55: *Fly High English 8 Student's Book*, p 19, exercises 1a and 1b).

Here the students are enabled to form utterances. They are involved to express their ideas and express their wishes and desires to make a choice on those alternatives. The speaking purpose here is to foster the students and motivating them in communicating and discuss a particular point. The particular end of this activity is based on desire and purpose driven.

Speaking skill improving tasks in the book provide a regular opportunity for extended speaking. Much of the practice of grammar and lexis are presented in the book through the oral exercises. For example in exercise of Unit 3 is based on the past perfect tense in the sequence of past simple with the help of the usage of `when` and `after` adverbs of time. This grammar based practice is achieved through the chart of speaking drills. The students are encouraged here, to develop their conversational collaborative skills (Appendix 56: *Fly High English 8 Student's Book*, p 23, exercises 3).

In regard of *speaking skill*, spoken language activities of *English Net 8* try to make students be successful communicators as it claims rather than *Fly High 8*. Though, the book treats speaking as a most important part of language teaching, it doesn't separate speaking as an isolated skill in the same way as listening, reading and writing. The presented activities are supposed to put much emphasis on spoken language. The book seems to teach students in a communicative way, heartening them with developing their comprehensibility within fluency. A native speaker model established for guidance, for the great majority of students claims to meet

`perfection` as an unattainable goal and unrealistic, nevertheless, the aspects `accuracy` and `intelligibility` are devoted to deal with teaching pronunciation and speaking skills.

Pattern practices, pronunciation development works and conversational analyses seem to be few than debates, role plays, discussions, games and dialogues in order to develop students` speaking skills. The `speaking` and `role-play` sections in the course might give varied practice involving meaningful exchanges which is like real life communication and include language functions.

In *Fly High 8* at the end of each Unit there are regular `project` sections which support students to have choices for *role-play, discussions, dialogues, oral presentation and communicative activities*. For instance, in lesson Unit 6 the topic of `project` section is interviewing the classmates. In activity 1a students are asked to work in groups and interview their classmates about their favorite singers or dancers. In this activity we can observe a tendency to the other balance of other skills too. For example here the students are inquired to write the answers in their exercise book. The next activity - 1a wants them to report their interviews. The following task is an oral presentation and is divided into two parts again. In the first, the students should make an interesting concert programme for the holiday of Navruz and give a short description of each piece of music included in it. There is a connection with previous activities in terms of music and their singers, dancers as well. The second part of the current task expects students to present their concert programme to the class (Appendix 57: *Fly High English 8 Student`s Book*, p 51). In these exercises the characteristics of a communicative view of language is functional and communicative meaning is exemplified.

There are many materials for speaking are contained in *English Net 8 Student`s Book* rather than *Fly High English 8 Student`s Book*. The first speaking material is a dialogue work. There are many dialogues than other two CBs, for example in Unit 1 the speaking material wants students to work in groups of four and complete the

tables with information about their group members' close friends by asking questions. Here one student asks another about his/her close friend's name, physical appearance, personality, habits and pastimes. In this dialogue-based interaction students might improve their skills of establishing and maintaining social relationships and friendships (Appendix 58: *English Net 8 Student's Book*, p 14).

In the speaking activity of Unit 3, the students are asked to work in small groups and ask questions about their friend's habits, routines and complete the table given. In this task students ask each other about their habit and routines of sleeping, food, drinks, sports and exercises, personal hygiene, body care products and cosmetics. In the second part of this activity they are wanted to compare and contrast their friends' habits and discuss about who pays the least attention to his/her health and give some suggestions to do. In this dialogue-based collaboration the students are involved to evolve the skills of negotiating and solving practical issues, giving suggestions and offers, expressing own ideas and opinions (Appendix 59: *English Net 8 Student's Book*, p 34).

*Role-play* is another speaking activity that the CB includes in many Units. Generally role-play activities are in connection with dialogue: the students are given some certain roles and by altering some parts of the dialogue they are supposed to act it out. In role-play section of Unit 9 the students are asked to work in pairs, read role-card, follow the instructions and prepare an interview. Then they are supposed to act it out in front of the class. The role-cards are formed for two students and one of them should be an interviewer and another one is supposed to be a famous person to be interviewed. This role play relates the dialogue to the real-life and interactional on the part of the speakers (Appendix 60: *English Net 8 Student's Book*, p 98).

The other spoken language material is an *oral presentation*. 'Speaking' section of Unit 2 inquires students to interview their partners about their studying habits and learning style in turns, take notes and talk to the class about the differences between the particular student and his/her partner. This oral presentation activity helps

speakers to develop their speech, fluency and intelligibility in speaking foreign language. They make students accurate and punctual speakers of English (Appendix 61: *English Net 8 Student`s Book*, p 23).

The other type of speaking skill-based tasks is *problem-solving activities*. The `speaking` section activity firstly, makes two close friends to think of a problem the student have had lately and write in a piece of paper from his point view. And then, they should stick his or her partners` papers together and put them in a box. In the second part of the activity a student from the group should draw a pair of paper and read the problem from each point of views. The other students should discuss the problem and try to find out who was wrong and give some suggestions to solve the problems (Appendix 62: *English Net 8 Student`s Book*, p 164). This problem-solving activity helps students to be confident, self-conscious in expressing their own ideas. They are involved to speak with some grammar items like: logical connectors, like *however, moreover, I think, if you ask me, if I were somebody, I agree/disagree, I`m on your side, you are absolutely right*, etc. In these kinds of activities students learn skills within the framework of the conversation, like turn-takings, holding floors, interrupting the other speaker (s), anticipating and inferring what is about to happen next, changing the topic if necessary, providing appropriate pauses and `filler`s while the language processes.

In order to help students to cope with unpredictability in spoken discourse, the CB consists of practice materials. In most cases short dialogues are most essential ones. At that angle students are generally wanted to play the dialogue in front of the class without peeping anywhere. They lead to memorize the useful patterns that encourage students to go on a conversation. In a nut-shell it can be said that the materials for spoken language in *English Net 8* are well designed enough to support students for real-life interaction than *Fly High English 8 Student`s Book*. In the light of the skill developing features mentioned above, if they are exploited in the best way, they will build students` ability to communicate successfully in English.

In terms of the speaking skill emphasis in the content, *Solutions Intermediate Student's Book* shows a great range of attention on spoken English as *English Net 8*. Deeper and organized patterns appear to be casual and unplanned in a conversation. In order to make students aware of these kinds of conversations a great number of speaking skills works are given. Speaking materials include dialogue practice, reading passages based discussions, role-plays, grammar-based games, oral presentations, controlled communication works and more open-ended texts involving information gap skills, pair works, group-works activities in which students are asked to prepare and give small speeches. For example, in Unit 5 the reading section presents a test 'fifty years on' about visions of the future and several experts describe their predictions. Activity 6 is considered to be a post-reading speaking-based task and asks students which expert's prediction is most optimistic, pessimistic, interesting and the most likely to come true and inquired to give reasons. This information gap-filled work is reckoned to be in connection with reading passage, while in some activities the students are just asked to talk about information in the text, there are also some like the one mentioned above which want students to relate the subject to themselves and talk about reasons, pros and cons, etc. (Appendix 63: *Solutions Intermediate Student's Book*, p 49).

In this CB there are specific strategies for conversation or other spoken activities. For example in some 'speaking' sections, many patterns that are very necessary to use in debating or giving a talk are taught and students are led to use them in their talks. For instance, in activity 5 of Unit 6, the students are expected to work in pairs and find the answer to the question who they think murdered Lord Snodbury according to the previous activities and discuss the evidence in the interviews and pictures. So several speaking drills and word expressions are given in order to use in their talks to prove and discuss the evidences. These kinds of drills and discussion-based developmental activities play a large part in students' overall competence (Appendix 64: *Solutions Intermediate Student's Book*, p 54).

Within a pre-communicative framework, the essential thing to note from the foreign language teaching perspective is that the speaking skills are accuracy-based to a large extent. So the games can be accuracy-based and designed to develop fluency of the students. Activity 7 of Unit 6 is constructed as a *game* played in two teams. One pair from first team asks and answers a question from exercise 6. One person from the second team has to remember and report the question and answer. This game might develop motivation and willing to communicate. These kinds of activities focus on tasks mediated through language and involve negotiation for sharing of information by the participants (Appendix 65: *Solutions Intermediate Student`s Book*, p 57).

There are several games to develop the speaking skills of students in *Fly High 8* too to develop fluency of the learner. The following grammar based activity desires the students to activate a range of appropriate expressions in a short time of few seconds. Because here the students should produce sentences with `if clause of time` one after another. As an example the following chain drill is presented (Appendix 66: *Fly High English 8 Student`s Book*, p 33, exercise 5).

The speaking skill improving tasks in *Solutions Intermediate Student`s Book* are based on grammar items too as other two CBs. For instance, in exercise 7 of Unit 7, students are wanted to make comments with the construction of *I wish...* and the ideas given in the box or personal ideas. Like this using grammatical patterns speaking skill-based activity came to the existence (Appendix 67: *Solutions Intermediate Student`s Book*, p 67).

As *Fly High English 8* and *English Net 8* include dialogues *Solutions Intermediate Student`s Book* contains oral presentations like dialogues too. Dialogues cause two or more speakers to have a desire to communicate. The interlocutors have the purpose at the end of the dialogue. Artificial conversations sound more like a script rather than real-life conversations which are pieces of spontaneous language. That`s why students try to use responses to teacher who prompts them to use instances of language that are usually predictable. But the speaking materials should be

unpredictable responses based. And the current CB provides students with practice materials to help them to cope with unpredictability in spoken discourse. For example in activity 1 of Unit 9 the students are supposed to imagine that they had a million and had to give it away to people that they didn't know personally and asked them who they would give it to and why. This activity encourages students to think carefully and individually, to express their own ideas and opinions confidently and prove their conclusions self-consciously.

*Role-plays* also play great and essential role in developing the students speaking skills. They improve their oral speeches, intonation and pronunciation. Activity 8 of Unit 6 requires students to work in pairs and role play a dialogue using their notes from previous task and the students should be a witness and the other should be TV news reporter. Besides, here some speaking drills are presented as samples (Appendix 68: *Solutions Intermediate Student's Book*, p 56).

This kind of speaking skill activities in *Solutions Intermediate Student's Book* illustrates the genuine interaction principle and develops oral practice with students comparing than other two CBs. These valuable practices can be the skills of describing, predicting, simplifying, asking for feedback through activities such as filling in, questionnaires and guessing unknown information.

All three CBs put an emphasis on spoken English in their content including oral presentation and practice of language items, dialogues, role - play and communication activities. *Solutions Intermediate Student's Book* shows a great range of attention on spoken English than the other books comprising a number of speaking materials such as communicative based dialogue practices, reading passages based discussions, interactive role-plays, grammar-based games, oral presentations, controlled communication works and more open-ended texts involving information gap skills, pair works, group-works activities in which students are asked to prepare and give small speeches. The range of speaking-skill developing tasks and activities

in *Solutions Intermediate Student's Book* are more and would be interactive than other CBs.

## 2.19. Presentation of Writing and Communicativeness in Writing

As for Cunningsworth writing skill should be evaluated according to the following checklist:

- How does the material handle: controlled writing, guided writing, free or semi-free writing?
- Is there appropriate progression and variety of task?
- Are there conventions of different sorts of writing taught? If so, which ones, and how are they presented?
- Is paragraphing taught adequately?
- Is attention given to the language recourses specific to the written form, such as punctuation, spelling, layout, etc?

Writing skill is seen as primarily message oriented foundation, putting message into words. This process is called encoding, namely firstly constructing single lexical items, then sentence and sentence joining, then the construction of paragraphs and finally, whole texts, in one word structuring particular message into words. Writing can be either individually accomplishing or collaboratively. In *Fly High 8* there are both kind of writing activities can be encountered. Individually accomplishing activities find: reading and completing the tables, making notes, finding the words in the wordlist and writing the meaning, writing true/false quizzes, copying the information to charts, making lists, writing own questions, making questionnaires, writing reports, writing interviews, using the words in the sentences, writing book reviews, writing words for describing something, wiring questions and answers matched, writing own opinions, etc.

On the other hand, collaboratively writing activities are also included, such as: working in groups asking questions, replying to the partner's inquires in a written

form, interviewing, writing projects interactively, so on. In these activities the advent of the communicative approach has far-reaching implications. They include an extension of the size of language stretches that can be dealt with from sentence to discourse level.

Referring to the writing skills production of a piece of writing is considered to be a craft of the writer. The students accomplishing the writing activities, completing the fill-in exercises and free writing are supposed to be writers as well. So the writing activities, like other skill activities also take profit importance through the Unit of *English Net 8*. There is at least one `writing` section in each Unit which provides more extensive practice and consolidation of new language items.

In terms of appropriate progression and variety of task the discourse-level writing in *Fly High 8* includes writing report, interviews, questionnaires, personal and business letters. The conventions of these different sorts of writing are taught at least twice or three times in one lesson of each Unit. They are presented in a sentence-level, grammar practice and discourse-level writing. Sentence-level materials handle controlled, guided and free writing. For example, exercise 2 of lesson 4 in Unit 9, the *controlled writing type* asks students to copy and complete the picture of the natural recycled system, use the verbs in the cloud and write them in the correct form- active or passive. This writing activity in the CB is normally of controlled kind, where a model is given and the students` task is to produce sentences similar usually based on additional information given words in the cloud (Appendix 69: *Fly High English 8 Student`s Book*, p 73, exercise 2d).

The *guided sentence construction-based activities* are also given in the current CB. For example exercise 2 in lesson 3 of Unit 9 requires students to look and write two sentences about air and water pollution by using `may be caused` and `may be reduced/improved`. Here one sample is presented to students and asks them exemplifying it or making model of it, construct other statements with new or

additional information (Appendix 70: *Fly High English 8 Student's Book*, p 72, exercise 2d).

As *Fly High 8 English Net 8* gives also dissimilar and various kind of writing from sentence level to constructing paragraphs and whole tests, it begins the teaching process from directly writing paragraphs. For instance, in Unit 1 on page 14 the activity requires students to write short paragraph about their close friends. But here one point should be emphasized that in most writing tasks approximately 5 activities of 5 Units ask students to use grammar constructions of conjunctives: *but, and, because* while writing short paragraphs. This kind of recycling grammar items during the course would make students be more attentive and consolidate their previous knowledge and repeat it.

There are very few amounts of sentence-level writing activities in this book. They are mostly controlled and guided sentence construction activities. For example, writing activity 1 on page 115 demands 'writers' to read and follow George's ideas about his ambition to become a computer engineer in the future, then complete the missing parts in the bubbles.

In case this sort of tasks put emphasis on accuracy of the students, the *controlled-based schemes* for controlling students' writing output will obviously predominate. The ranges of this kind of activity types might be considerable and typical approaches like inserting a missing grammatical form, joining sentences to make a short paragraph, inserting supplied conjunctions (*but, and, however, because, although, yet, already, just*) (Appendix 71: *English Net 8 Student's Book*, p 106).

Besides, there are also several *guided sentence construction activities* in the current CB. For instance in Unit 14 on page 146 there is a guided writing activity demanding to write a list the sensible precautions for saving animal species. Here a model is given and the students' task is to produce judicious and reasonable foresights for

protecting animal sorts, based on additional information from their background knowledge and world erudition (Appendix 72: *English Net 8 Student`s Book*, p 146).

While in the first units of the CB there are controlled and guided writing types are common, in later units *free and semi-free writing types* also start to appear. This `free writing task` requires students to create something, such as in those activities reflected: writing a short paragraph about close friend, an imaginary dream, writing of the past experiences and the partner`s experience, so on.

In *Solutions Intermediate Student`s Book* writing skill is supposed to be developed though `writing` sections which focus on key areas, such as: *writing a letter to an exchange student, a narrative, a job application, an informal letter: giving news, an essay: for and against, a formal letter: making a reservation, an informal letter: reply to an invitation and postcard, a formal letter: asking for information, a discursive essay*, etc. All the writing activities in *Solutions* are based on the styles of the written English, as mentioned above: formal and informal letters, essays, narratives, job applications, postcards, etc. There are varieties of tasks like other two CBs, but their progression seem not to be appropriate. Because from early units the conventions of different types of them: writing styles of written English are started to be taught. It is because of the level of the CB, however even if the level is intermediate, the advanced level of learning writing styles might have been taught progressively and in steps.

There are very few *controlled* and *guided* writing activities comparing to the other two CBs from Uzbek and Turkish contexts, except teaching how to write formal and informal letters. In Unit 3 on page 31 the students are encouraged to make notes of what qualities and experiences might be needed for the job form the job advert. And following exercise teaches students to write a formal letter applying for the job following the writing plan below. Here the given example can be a model for them, a writing plan as well. These two activities: *making notes* and *writing a formal letter*

hearten students to follow the instructions and feel more confident and self-reliant (Appendix 73: *Solutions Intermediate Student's Book*, p 31).

Except these kinds of controlled writing and guided writing, *free composition writing* materials are also available in *Fly High 8* comparing than *English Net 8* and *Solutions*. Apparently at the end of every lesson the free writing tasks require students to create questions, interview or questionnaire inquires, reports and reviews, personal experiences, wishes, stories, etc.

**Exercise 3a on page 15**

Work in pairs. You are going to interview pupils in your school about which magazines they read, which they buy, how often they read them, etc. Write your questions.

Example 6: *Fly High 8 Student's Book*, p15, exercise 3a.

**Exercise 5c on page 23**

Write your own 'Dream story'.

Example 7: *Fly High 8 Student's Book*, p23, exercise 5c.

**Exercise 3a on page 38**

Work in pairs. Choose a film and write your own review. Do not write a title.

Example 8: *Fly High 8 Student's Book*, p38, exercise 3a.

**Exercise 2 on page 48**

Work in pairs. Think and write about musical festivals in your region or country.

Example 9: *Fly High 8 Student's Book*, p48, exercise 2.

These kinds of variety of tasks would encourage the appropriate progression, either the knowledge level of students or their writing abilities. Re-ordering procedure based writing activity, namely paragraphing requires students to sequence sentences and divide them into paragraphs. This kind of activity sensitizes students to the

relationship between topic development and paragraphing, and each new paragraph gives notice to a development or a change in the topic. But this sort of essential and useful writing-developed skill task-paragraphing is not presented in *Fly High 8* rather than other two CBs.

Though, *English Net 8* presents *paragraphing*, for example exercise 1 on page 27 of Unit 6, demands students to put the sentences describing the process of travelling abroad in the correct order and complete the paragraph (Appendix 74: *English Net 8 Student's Book*, p 27). Sequencing the sentences namely is very helpful for the students, because paragraphing teaches them the relationship between topic development and changing the topic.

*Paragraphing* in *Solutions* is devoted to students' attention too. In all conventions of types of writing paragraphs stands in the front stages, because this CB's authors seem to support students by giving instructions, directions and guide them to fulfill the performance. Because paragraphs can aid the students to find the route of loads of meanings and refer to the changes of topics.

*English Net 8* includes not much appropriate progression and variety of tasks, but it includes the conventions of different sorts of writing activities rather than *Fly High 8*. These conventions refer to the *style* of the written English too. There is an emphasis on style, such as: *writing advertisements, making exhibition posters and interviews*. In the Appendix 27 the sample of ad is given (Appendix 27: *English Net 8 Student's Book*, p 38). There seem to be no attention given to the language resources in *English Net 8* and *Fly High 8* specific to the written form, such as punctuation, spelling, layout, etc. The students are not encouraged to review and edit their written work. But the readership is identified for writing activities including language items-based activities, either grammar or phonology or vocabulary based, which are specific to the written forms are available.

The specific language resources, like: *punctuation, spelling, layouts* are not emphasized on in *Solutions* too. But the accuracy is reflected in the written statements adequately. For example in Unit 7 on page 71 the prepositions are taught and reflected in the task (Appendix 75: *Solutions Intermediate Student's Book*, p 71, exercise 4) or in exercise 4 in Unit 10 students are asked to rewrite the sentences using nominal subject clauses starting with 'what' (Appendix 76: *Solutions Intermediate Student's Book*, p 101, exercise 4) and the students are fostered to review and edit their written work.

The writing activities, like other skill activities are also given importance through all three CBs. There are very few controlled and guided writing activities in *Solutions Intermediate Student's Book* comparing to the other two CBs from Uzbek and Turkish contexts. Except these kinds of controlled writing and guided writing materials, free composition writing materials are also available in *Fly High 8* comparing than *English Net 8* and *Solutions*, where they have none. Paragraphing which sensitizes students to the relationship between topic developments and re-ordering, and each new paragraph give notice to a development or a change in the topic is not presented in *Fly High 8* rather than other two CBs. This kind of variety of tasks would encourage the appropriate progression, either the knowledge level of students or their writing abilities.

## **2.20. Topic, Subject Content, Social and Cultural Values in the Coursebooks**

Cunningsworth suggests the following checklists to analyse and evaluate the topic, subject content, social and cultural values in the CBs:

### **Checklist for topic and subject content**

- Are real topics included in the CB? If so, how varied are they?
- Will the CB contribute to expanding students' awareness and enriching their experience?

- Does it relate to and engage the students' knowledge system, i.e. the knowledge of the world that they bring with them?
- Do they actually do what they set out to do? If informative, do they inform, if humorous, do they amuse, if controversial, do they challenge, etc?
- Are they suitable for the age group?

Primitive starring role of the CBs is facilitating language learning, but this is not the single role of the CBs, because language is used in real life situations for real purposes. Learning the target language makes no sense when learning it just as abstract scheme situated on the edge of the curriculum. Just a skill-based subject situated without content does not help students to engage the knowledge of the world. But whereas the content of the teaching materials represents language as it is actually used in real world, in that case the students are inspired to learn real language in real context. That is why the language teaching materials such as, especially CBs are analyzed and evaluated in terms of the topic, subject content. The topic represented in the curriculum should be genuinely communicative and sociable. Affable and cordial values represented in the topics help to teach students the mechanics of communication and effectual cultural and social values. These values are the next criterion to be evaluated in the coursebooks.

The first CB to be evaluated is- *Fly High 8*. *Fly High 8* contains various kinds of *subject matters* and deals with the *topics* of several sorts. They are some authentic and some specially written topics. The great amount of topics in the book are mostly new information based and scientific factual. For instance: the invention of telephone, NASA (National Aeronautics and Space Administration) Organization, the topics about painting and sculpture. All other topics represented are interviews, discussions and reports. There is no any variety of interaction-based interviews, dialogues or debates. There is only one dialogue, but its subject matter seem not be communicative-based, instead it is grammar-based; consolidating of grammar item of 'after' (Appendix 56: *Fly High English 8 Student's Book*, exercises 3).

After having been evaluated the CBs in terms of *authenticity*, it is essential to reckon up them in terms of communicativeness. While looking for a communicative

approach- genuine value as communication, the CBs should provide interactions among students. According to the guideline, the CBs should have enough communicative-based topics and subject matters. As for *Fly High 8*, it is mentioned above that interaction-based dialogues, interactive debates and role-plays that have communicative nature are rarely seen.

The topics of *English Net 8* seem to be taken from real life. The subject matters are: describing appearances of friends, analyzing the learning styles, making recommendations and suggestions to improve one's looks, learning the meanings of dreams and retelling them, the topic about historical founder of Turkish republic- Atatürk, topics about personal experiences, family affairs, success, personal goals, identifying personality types, etc. These real topics are various kinds and seem to be challenging. These topics might provide a better model of language use in real life. For instance on page 76 of Unit 7, the conversation between two friends is given. This dialogue might be very challenging to the speakers of the target language, because their knowledge of the world, interest and personal experiences would be included in this context. Language learning as a process will relate to and engage these attributes so that the learning process is enriched and gets more meaningful (Appendix 77: *English Net 8 Student's Book*, p 76). In this CB topics seem to be sophisticated enough in content and at school levels they link with other subjects too, such as: history (Appendix 78: *English Net 8 Student's Book*, p 57). So, *English Net 8* highlights the students' needs to communicate effectively by providing meaningful and motivating topics.

*Solutions Intermediate Student's Book's* subject matters are also various and interesting. Its topics seem also to be taken from real life, such as: topics related to the Poppy Day, obesity problem, diamonds history, online relationships, travel addresses, topics of a lifetime, real advertisements and arts. All of these topics would be found informative, amusing, exciting and occasionally provocative. They can provide students with opportunities to expend their experiences in general, as well as language learning. For example, a topic about places to visit Edinburgh appear to be

very useful, informative and very interesting topic to be shared. This subject would attract students who are keen to go and see Edinburgh. This topic can require from readers an extra background and world knowledge as well (Appendix 79: *Solutions Intermediate Student`s Book*, p 83).

In this CB topics would not only expand students` awareness, but would enrich their experiences, engage their knowledge system and challenge them, since they are sophisticated enough in content and at school levels they link with other subjects too, such as: geography (Appendix 80: *Solutions Intermediate Student`s Book*, p 78). So, *Solutions Intermediate Student`s Book* seems to highlight the students` needs to communicate effectively by providing meaningful and motivating topics aimed at real life communication as well.

After looking at the subject matters and topics, it is time to look at the social and cultural values presented in the CBs. According to Cunningsworth, social and cultural values should be evaluated in the sense of the following checklist:

#### **Checklist for social and cultural values**

- Are the social and cultural contexts in the CB comprehensible to the students?
- Can students interpret the relationships, behaviour, intentions, etc of the characters portrayed in the book?
- Are women given equal prominence to men in all aspects of the CB?
- What physical and character attributes are women given?
- What professional and social positions are women shown as occupying?
- What do we learn about the inner lives of the characters?
- To what extent is the language of feeling depicted?
- Do the CB characters exist in some kind of social setting, within a social network?
- Are social relationships portrayed realistically?

*Subject content* and *values* in all three CBs are evaluated in terms of range of topics, inclusion of sensitive social/cultural topics, representation of women, portrayal of gender, role, age, social class, ethnic origin, occupation/ profession, disability; social relationships. *Fly High 8* has varies range of topics. Those topics vary from very artificial and imaginary to veritable and actual within the scope of subject content.

The depth and category of the topics are also common and casual. Common topics are about famous people, painting, sculpture, environment and teenage lifestyles. Examples of less common topics are science fiction science fiction, space exploration, young astronauts, inventions, etc.

*English Net 8* possesses worthy range of topics in terms of *subject content* and *values*. The variety of topic categories consists of between 28 to 30 more than contrasting with *Fly High 8*. The considerable topics seem to be reasonable, rational and friendly. All of them are taken form teenagers` everyday life and experiences. There are significant differences on the scope and depth of their treatment. Some are obviously opened for language work, but others are less transparent. Some topics are related to traditional subject boundaries, such as on aspects of geography and history (Appendix 65: *Solutions Intermediate Student`s Book*, p 57).

*Solutions Intermediate Student`s Book* covers topics which are different from other two CBs` significantly in terms of *subject content* and *values*. It obtains more than 35 topics which are in a huge amount rather than other two CBs. The topics are very various including all the subjects which are mentioned above geographical, historical, environmental, cultural, teenagers` life style based, categorized as either common or uncommon. The presentation of the topics seems to introduce the texts accompanied by high-quality visuals. Other two CBs owe good quality visuals too, but the pictorial and illustrated decorations are less colourful and showy than *Solutions Intermediate Student`s Book*. Because, the colours of figurative in *Fly High 8* are monotonous and tedious, *English Net 8* possesses pictures half-drawn and half-taken photos, while visuals of *Solutions Intermediate Student`s Book* are specially taken photos and the quality of them appear to be substantial and efficient. Reflecting the content of the topics, all the visuals are contemporary: the present problems, gossips and contemporary life styles, such as the pictures of famous pop star Jessica Simpson and Ashlee Simpson, popular Hollywood couples Bred Pitt and Angelina Jolie, etc.

*Solutions* provides specific sections especially devoted to *social and cultural values* named 'culture'. These sections owe special particular topics to be focused on with comprehensible exercises and listening activities. The number of topics is based on British culture. For instance, in the 1<sup>st</sup> Unit three students in Britain who are originally from Great Britain, Poland and Pakistan speak about their positive and negative views of Londoners. The focus is on London, the heart of British culture. The 2<sup>nd</sup> Unit represents Poppy Day and the reasons to celebrate that day in British life, the 3<sup>rd</sup> Unit shows the most popular job of EU migrants in the UK, the 5<sup>th</sup> Unit is about political parties sit in the House of Commons, the 6<sup>th</sup> Unit presents The Loch Monster in a beautiful lake in the highlands of Scotland which is also the part of British culture, the 7<sup>th</sup> Unit presents the well-known British poet W B Yeats, the 8<sup>th</sup> presents tourism and travel culture of the British on holiday, the 9<sup>th</sup> shows advertising British schools and the last 10<sup>th</sup> Unit about the young British artists (or Britarts); a group of conceptual artists, painters, photographers and sculptors based in London.

The only exception noticed here, only in Unit 4 the fast food-addicts; the American obesity patients are presented. This exclusion shows a significant difference in the scope and depth of treatment of the topics. If the students are considered to be British students, the social and cultural merits attached in the book would be well-realized and effected. But if the CB is taught to be the L2 or other foreign students, the socio-cultural virtues can be faint and weak. Because learning the English language does not mean learning only British and American culture, but learning English for its real purposes to be used in real life.

The CBs set their material in *social and cultural* contexts seem to be intelligible and recognizable to the students. The relationships, intensions and behaviours of characters in the books are comprehensible and interpretable by the students so that they can relate language use for purpose in the social situation, social and cultural settings used in these current CBs are not just about one specific nation or social group. The values and contexts would be universal. No exclusive or extraordinary

environment has been contained, so each learner would realize social and cultural circumstances easily. For example *Fly High 8* shows the well-presented holidays celebrated all over the world like: Independence Day – July 4, Christmas Day, Pancake Day, Halloween in America (USA), Guy Fawkes Night, Christmas Day, St. Valentine`s Day in Great Britain, Navruz and Independence Day – September 1 in Uzbekistan. But, in general the lesson concludes the public holidays and traditions with one general, universal holiday – New Year celebration in each country. These contrastive and then generalized topics could be comprehensible to the students because of their appropriateness culturally and socially. Besides, these circumstances are not observed in *English Net 8*. The book`s content seem to be dedicated to British Life Style, even the characters are British. Besides, the topics are especially written about British heroes, sportsmen and famous persons. For instance the topic named `The Journey to the Olympic Bronze` is about Londoner winner of the gold medal – Bryong Shaw. The context of foreign life style, everyday life of them, their family and their workplaces, are not understandable to the students who are reckoned to be users of the CB.

The CBs, especially published in the current country where the students make use of them should be appropriate to the degree of knowledge, should be suitable with the language level and should appeal to at least a fair realization of cultural and social values. In *English Net 8* students could be lost in foreign cultural and contexts, since at least the characters of the book might have been mixed with the Turkish characters too.

Turning to the *characters* depicted in the CBs, it makes believe that female characters in number seem to be represented equally with male ones. But if this criterion is evaluated thoroughly, there are some inequalities between two genders. *Fly High 8* is seemed to be male focused. Because it depicts men in action roles, in the main points of contexts and their participation appear to be more than women in dialogues, interviews and interactions. For instance, on page 17 of Unit 2, the dialogue is accomplished only by two boys: Jahongir and Jason; or on page 41 of

Unit 4, the conversation is performed by only boys: Anvar and Rustam. Another proof is can be given again from page 44 of Unit 5 where the exercise is executed by only boys that are figured in the picture. While in Unit 10 the topic is `all the world`s a stage` the title is said by male writer Bernard Shaw (with his autobiography) and the quotations about a theatre and plays are given by J. B. Priestley. All these British male play writers are presented, but no any information about women play writers. These presentations can be met in the Unit of `Cinema` while introducing film stars by giving 4 actors` pictures, but only one actress (Appendix 81: *Fly High English 8 Student`s Book*, p 40, exercise 1a).

But not being similar to *Fly High 8*, *English Net 8* seem to put women in foreground. The main character of almost all topics is Jennifer and her friends. This representation portrays women in action roles. In case of *Solutions Intermediate Student`s Book* it can be said that this an only book to keep representing men and women equally.

In terms of **age**, *Fly High 8* would represent the characters at the age of the students for whom the books are designed. The students can meet the main and auxiliary characters at the age of their own. This characterization is probably a very good reflection of the teenagers` point of view. The representation of characters` age in *English Net 8* seems to be mostly same with the students of the CB too. For school students most characters are youngish teenagers. Adults, where they appear tend to be obscure personages who subsist in their role as parents, interviewees, well-known sportsmen, inspectors, historical heroes and teachers. This image possibly effects teenagers` view of the world.

Majority of the **characters** of *Solutions Intermediate Student`s Book* are adults in the roles of a ticket inspector, midwife, teachers, doctors, the head-directors, etc. There are the characters of the age of the students for whom the CB designed like: exchange students and high school friends.

In all CBs people of different *ethnic origins* appear, such as: British, American, French, Uzbek, Turkish, Pakistanis, Polish, etc. But these people of different ethnic groups in some circumstances are simply represented in the figures and would not have great roles in the story lines and texts.

The *descriptions of social relationships* in three CBs differ significantly. In *Fly High 8* and *English Net 8* the characters who are friends to each other keep appearing till the end of the course through the story lines, contexts and interactions. But in *Solutions Intermediate Student`s* as it doesn`t obtain certain characteristics to be presented, in each texts the characters are chosen to participate in a dialogue or in exercise without any social relationship. But continuation of that particular case would not be provided. That`s why each setting has its own characters and heroes to be talked with. But the constant character of previous mentioned two CBs have a network of changing social relationships: in the family, the peer group or the workplace and interact with one another. This portrayal of social network and relationship help students to relate to them and provides efficient context for meaningful language learning.

*Expressions of personal feelings* in *Fly High 8* and *English Net 8* are almost completely absent. But, *Solutions Intermediate Student`s Book* intends a little romantic interest for teenagers. The text about the girl responding to the questions - `Are Online Relationship real?` says some sparks of feeling and expresses in its developing plot (Appendix 46: *Solutions Intermediate Student`s Book*, p 68). It can be easily inferred finally that the interactions in the current evaluated CBs seem to be of an impersonal, transactional nature.

### **3. FINDINGS AND DISCUSSION**

This chapter presents a comparative analysis and overall evaluation of ELT CBs prepared by Uzbek, Turkish and English CB writers in terms of communicativeness. The significance of this chapter is drawn from the light of the results obtained by overall evaluation using CB Criteria. This comparative analysis is organised according to the related research questions.

Thus, the study aimed to find answers to the following research questions:

- 1- To what extent do the contents of the CBs meet the set objectives reflected in Uzbek and Turkish curriculums?
- 2- What syllabuses do the CBs take up?
- 3- Are skill practices in all three CBs presented in a balanced and in an integrated way?
- 4- Do the CBs use authentic materials at an appropriate level?
- 5- To what extent do the CBs use communicative activities and tasks?
- 6- To what extent do the curriculums that the CBs constructed accordingly reflect common objectives?

So, in this chapter findings of the CBs analysis will be discussed by comparing and contrasting of the ELT CBs prepared by Uzbek, Turkish and English CB writers in communicative point of view.

During the overall evaluation of CBs, it showed that functional and instructional view of language kept domination among current approaches of foreign language teaching in the content of CBs, such as Task-Based Language, Whole Language, Cooperative Language Learning, Situational Language Teaching, Content-Based Instruction Teaching, Communicative Language Teaching and Competency-Based

Language Teaching. *Fly High 8* seems to comprise Task-Based Language, presenting an amount of tasks and activities, Whole Language Approach, mentioning learning to read and write naturally with a focus on real communication and for pleasure, and somehow Communicative Language Teaching to develop students' communicative competence.

*English Net 8* seems to compose Cooperative Language Learning, encouraging communicative interaction in the classroom cooperatively, Content-Based Instruction Teaching ensuring that language teaching should be based on subject matters and Communicative Language Teaching proposing teaching in real communication and exchanging information.

And *Solutions Intermediate Level Course* appears to reflect Communicative Language Teaching presenting communicative and functional tasks, Situational Language Teaching referring to situation-based practice techniques and Competency-Based Language Teaching supporting relevant and useful competency-developing activities.

As the all three CBs have different teaching approaches, an only one general point synthesizes them in their teaching approach. It is a Communicative Language Teaching. This approach makes the communicative competence the main goal of language teaching and develops procedures for the interdependence of language and communication. The other language teaching approaches are affected by CLT, since CLT is a basic to a similar philosophy of language teaching, for this reason it became foregrounds for these CBs.

In the light of the analysis of the skill objectives in Uzbek and Turkish curriculums, the comparative evaluation shows that *Fly High 8* and *English Net 8* meet the set objectives, namely the reading, listening, speaking and writing skills comprehension objectives provide appropriacy to the content of the CBs of each context.

In the light of communicativeness, so far in the CBs analyzed, organization and contents of the CBs, four skill practices, namely reading, listening, speaking and writing; recycling; syllabus; topic and subject content; social and cultural values will be evaluated comparatively.

The *organization* and *contents* of the CBs are presented in a different way. *Fly High 8* is a CB designed for young adults who study general English in intermediate level. Integrated package of *Fly High 8* with a Pupil's Book at the centre consists of the Teacher's Book and a Class Cassette. The whole learning packages are related to one another in terms of how they are made up and how they are reflected on each other. The Pupil's Book consists of 10 Units and 152 pages. After the sequence of 'lessons', the following sections are comprised: *Project, Pronunciation, Grammar* and *Word building* and *Homework*. After the 'units', *Progress Checks, Grammar Reference* and a mini dictionary containing translations of more than 1500 words and phrases from the Pupil's Book which are expected to present difficulty to students are given. *Fly High 8* includes the sequence of skills like: reading, speaking, writing and listening. From this sequence it is seen that the CB is based on the Whole Language Approach regarding to teaching reading and writing with a focus on communication.

But, for each skill, special sections are not organized. The skill development activities and tasks make it clear that particular exercises inquire developing particular skills. In the sequence of skills-based activities, the reading comprehension and writing skills are given extensively than other skills in *Fly High 8*. However, as the fact that the unbalancing sequence of skills does exist, the general skill-improving activities are presented in an integrated way, e.g.: read and say; listen and say; listen, read and sing; look, listen and repeat; read, find and write, etc.

The second CB - *English Net 8 CB Set* consists of 1 Student's Book, 1 Workbook, 1 Audio-CD and 1 Teacher's Book. Student's Book consists of 16 Units and 174 pages, each with audible topics providing material for about 160 hours' work

together. At the back pages of the book there are *Role-Cards* and *Vocabulary* sections with new words in each unit around 140 words. The sequence of settings is provided as in the following range: *reading, speaking, listening, writing, game and role-play*. Each settings take special sections named with their names. But the sequence of sections are not put into one form, they are given in further units in different places with different contents and repeats, while particular skills sections are provided twice or none in other units. In those cases the sequence of settings seems not to be disturbed, but recycled and consolidated comparing than *Fly High 8*.

The skills-developing activities and tasks are given in their special sections under that particular name, but some features of integrated skills are visible too, like: read the notes and write a short paragraph; take notes and talk to the class; read the texts and complete the spider-gram; listen and note down. Putting emphasis on these criteria, it can be concluded that the organization of *English Net 8* appear to be more attractive than *Fly High 8*'s with its particular sections provided, recycling and consolidating.

The third CB from English context - *Solutions Intermediate Level Course* consists of *Student's Book with Multi-ROM, Workbook, Audio CDs, Teacher's Book and Test Bank Multi-ROM*. It comprises 10 units and in each unit the contents are demonstrated under seven headings: *vocabulary and listening, grammar, culture, grammar, reading, everyday English and writing*. The formula of the CB is easy to prepare, easy to use: one lesson in the book means one lesson in the classroom. There are *Grammar Builder, Grammar Reference* and *Vocabulary Builder* for further practice, Student's *Multi-ROM* with extra activities and more listening practices. Wordlist comprises around 800 new words with their pronunciation enclosed in the broken brackets comparing with *Fly High 8* and *English Net 8*, because none of both include vocabulary wordlist with 'transcripts'. But dimension of new words is wide in *Fly High 8* than other two CBs, which are around 1500 words.

The content of *Fly High 8* organized according to functions, topics and skills appear to be very simple and easy to follow. *English Net 8*'s organization of content seems to be also appropriate according to criteria used for CB evaluation. The content of *Solutions Intermediate Student's Book* on the basis of complexity, 'learnability' and usefulness tends to be very absolute and pertinent, because, the complexity of language items, their balance and organization are well presented rather than *Fly High 8* and *English Net 8*.

In terms of syllabus, *Fly High 8* seems to include all four types of **syllabus**: topical (units start with inserting a text), structural (grammatical 'blurbs' follow the texts), functional (communicative activities provide learnability with discussions) and situational (interactional phenomena construct various types of situational based role-plays). So, it appears to be based on multi-layered syllabus.

While looking at types of syllabus, *English Net 8* appears to be a CB which embodied a functional-notional approach. The skills -based activities and tasks encourage the students to think and predict the words based on particular topics, to make conversations within groups on asking and answering, to work in small groups, discuss, and be creative and constructive. The communicative-based tasks and activities help students to collaborate and co-operate with each another, develop the skill of getting people to do things, such as: requesting, attracting attention, agreeing and refusing.

These kinds of communicative-based tasks and activities might foster the development of linguistic sub-skills and communication with each other as in real-life conversations. In these activities which exhilarate the students to think, express their opinions, make choices and discuss would be instrumental in setting out the fundamental considerations for a functional-notional approach. So, it stands obvious that *English Net 8 Student's Book* is based on communicative criteria, namely a functional-notional approach.

Evaluation of units shows that *Solutions Intermediate Student's Book* does not constitute a rejection of the communicative approach and this so called multi-layered syllabus focuses towards the real world. Use of language along the dimensions of context, topic and the roles of people is involved.

So, *Fly High 8* and *Solutions Intermediate Student's Book* take up multi-syllabus, in other term integrated syllabus, while *English Net 8* would be more based on functional syllabus.

In the light of *skill practices*, in all three CBs skill-works seem to be presented in a balanced and in an integrated way. But, the skill practices of *Solutions Intermediate Student's Book* is found to be more concerning and motivating. This complexity is mirrored by the contents table, which discusses several content categories simultaneously and tries to show how they match together and relate to one another as in *Skills-Up Units* in each unit.

Skill practices in *Fly High 8* are not presented in isolation; they usually come together in an integrated way. *Fly High 8* tries to provide the students with extensive, systematic and well-integrated practice necessary for communication in both oral and written forms of the language, while the communicative potential seems to be dealt with all four skills, but not all the time. The materials presented four skills are mostly specially written in *Fly High 8*. But, very few authentic texts and pictures are provided in the CB like parts from the newspapers, examples of poems and the map of advertising. Departing from that point, it can be inferred that skill-based activities and tasks of *Fly High 8* appear to be less communicative.

The second CB from Turkish context - *English Net 8* contains at least one reading activity and one listening activity in each unit. The topic of the unit or new language patterns are usually introduced and taught to students in these parts. Each reading and listening activity starts with pre-reading activity and pre-listening parts. In those parts students are prepared for the reading or listening activity. Students are

encouraged to develop their knowledge by predicting, discussing, making lists, answering questions, etc. Further, their motivation and interest seem to be drawn on the following topics.

While-reading and while-listening parts first of all expect students to read or listen for general meanings, to get information; and then search for details involving different purposes. And then post-reading and post-listening sections follow the previous ones. These sections mainly try to encourage students to become productive in what they have learned in the previous passages, such as starting and closing a conversation, expressing past experiences, expressing ability in the past, talking about recent activities, etc.

Speaking activities may seem to be a separate part as well as integrated with other skills work, such as reading, listening and writing skills work. In these works students are expected to use the things they have already been introduced in the reading and listening activities for communicative purposes. They exchange information with one another, express their likes and dislikes, discuss their opinions and ideas, make offers or suggestions, etc. The strategy necessary for using linguistic elements for communicative purposes are usually guided by examples introducing the expressions or language patterns they are expected to use.

From this evaluation it can be concluded that skill-based activities and tasks of *English Net 8* are more communicative than skill-based activities and tasks of *Fly High 8*. But, in terms of authenticity *English Net 8* provides only specially written texts given in a simplified way like topics and ads presented in a simplified way. They cannot be good instances of language purposes and representative of real life language use. Despite the materials presented four skills in *Fly High 8* are mostly specially written too, few authentic texts and pictures comparing to *English Net 8* are provided in the CB like parts from the newspapers, examples of poems and the map of advertising. So, it can be inferred that in terms of authenticity *Fly High 8* is more authentic than *English Net 8*.

The third CB from English context - *Solutions Intermediate Student's Book* provides both semi-authentic and specially written texts simplified and adopted to the topic according to the level, such as posters for a political party, advertisement and dialogues.

In each unit there is a section of *Everyday English* providing communicative interactions, tasks, newspaper texts and dialogues that help students to improve their skills through learning and practice them in the target language. Comparatively with *Fly High 8* and *English Net 8* skill-based activities and tasks of *Solutions Intermediate Student's Book* are more communicative than other two CBs.

In terms of the objectives, the curriculums that the CBs are constructed should be analysed and evaluated to see the extent to which two curriculums from Uzbek and Turkish contexts reflect common objectives. The curriculums of Uzbek and Turkish contexts, namely English Language Curriculum for Primary Education of Uzbekistan (Grade 8) and English Language Curriculum for Primary Education of Turkey (Grade 8) has been analysed in the evaluation part in a comparative way to see the commonalities of objectives reflected in the curriculum of CBs – *English Fly High 8* and *English Net 8*. In each curriculum the students are expected to master some linguistic competence levels, such as speaking, listening, reading and writing comprehensions. Speaking comprehension being one of those competence levels reflects some commonalities in both curriculums. In each curriculum speaking comprehension objectives connect with other skill comprehension objectives, like listening, grammar, reading and pronunciation objectives. From these connections it can be said that objectives of speaking seem to be developed within other skills.

In terms of communicative skills building, the communication skills in different circumstances in Uzbek curriculum are emphasized in group and pair activities, as in Turkish curriculum within the skills of collaborating the ideas with the reasons of the particular problems and proving the ideas, developing the skills of exchanging the ideas, discussing, participating in the short conversations about the particular themes,

explaining the feelings and ideas, taking part in dialogues, expressing the ideas and feelings about the themes and explaining them, are expected to be mastered by the students. So, it can be inferred that the objectives of both curriculums in the light of improving the speaking skills seem to be same in a communicative way.

Turkish curriculum does not provide the listening comprehension objectives; instead they are included in the syllabus for the 8th grade for each unit, while in the sense of training the students, listening comprehension objectives in the Uzbek curriculum expect the students to be proficient in listening for checking, separating important and interesting information. Like objectives of listening comprehension, the objectives of reading comprehension are also not provided in Turkish curriculum. They are presented in the syllabus. Specific objectives for each unit are given in a syllabus, so in that case the commonalities in general objectives of listening and reading skills between two contexts are not easy to be identified.

As for attaining the objectives of writing comprehension, Uzbek curriculum demands tasks that carry some elements of communicativeness by involving the students to write particular tasks based on the texts they read, heard or witnessed, comparing the problems and write the collaborative sentences in expressing their ideas and feelings. Since, the objectives for writing in the Turkish curriculum are set very simple standards, like writing with reasonable phonetic accuracy and copying short sentences on everyday subjects, the activities strengthen the communicative skills can hardly be recognized.

As for the result, it can be inferred that the objectives of both curriculums in the light of improving the speaking skills seem to present commonalities, since it is important to be proficient in speaking skill for students' mobility, which encourages the students to communicate with students from different nations easily by using communicative competence.

## CONCLUSION

The conclusions in the light of the study findings and the implications induced from those conclusions are summarized in this chapter. Conclusions and implications are presented based on a comparative analysis and overall evaluation of ELT CBs prepared by Uzbek, Turkish and English CB writers in terms of communicative skills building. Ultimately, there will be some suggestions for further implementation and suggestions for further research. These suggestions can be carried out by the other researchers whose attentions are attracted by the issues presented in this study and can have an idea to root up the problematic aspects of the CBs.

This thesis attempted to evaluate the CBs: *Fly High 8*, *English Net 8* and *Solutions Intermediate CB* which are published and implemented in English teaching contexts of Uzbekistan, Turkey and the UK, to identify those English language series' strengths and weaknesses, to assess its suitability in language learning and teaching in the real situation, and determine how well the CBs meet the standards of a communicative CB. It is significant that the CB should be cautiously selected to meet both external requirements and the needs of the students. So, after the content analyses of all three CBs, the following strengths of all three CBs have been determined:

- The content of *Fly High 8* organized according to functions, topics and skills appear to be very simple and easy to follow.
- Skill practices in all three CBs are presented in a balanced and in an integrated way.
- *Fly High 8* and *Solutions Intermediate Student's Book* take up multi-syllabus, in other terms - an integrated syllabus, while *English Net 8* would be more based on functional syllabus.

*Fly High 8* provides very few authentic texts and pictures rather than *Solutions Intermediate Student's Book* and *English Net 8*.

Despite certain merits related especially to methodology, the CBs have some unsatisfactory weaknesses to the teaching environments:

- *Fly High 8* and *English Net 8* do not provide recycling already presented and practiced language items, namely the vocabulary and grammar item in further units comparatively with *Solutions Intermediate Student's Book*.
- The materials presented four skills in *Fly High 8* are specially written for the CB, but very few authentic texts and pictures are provided in the CB like parts from the newspapers, examples of poems and the map of advertising.
- *English Net 8* provides only specially written texts given in a simplified way like topics and ads presented in a simplified way.
- *Solutions Intermediate Student's Book* provides both semi-authentic and specially written texts simplified and adopted to the topic according to the level.

On the basis of the retrospective evaluation and comparative analyses throughout this research it can be concluded that despite the fact that *Fly High 8* and *English Net 8* have some strengths notably of in improving the students' accuracy and fluency, they don't seem to be completely effective to promote students' communicative skills for everyday life-situation:

- In terms of communicativeness of skill-based activities and tasks *Solutions Intermediate Student's Book* seem to be more communicative comparatively with *Fly High 8* and *English Net 8*.
- *Solutions Intermediate Student's Book* designed skills-improving exercises in a communicative way within the semi-authentic dialogues, texts and topics,

while other two CBs have also skills-developing exercises which are also taught communicatively, but they seem to be inserted mostly in a traditional way, like giving in blurbs, texts and tables.

Through determining strengths and weaknesses in the in-house CBs of Uzbek and Turkish contexts, it can be inferred that the strong points would be made of use, while weaker points would be adapted or substituted. Taking the sense from its departure that out-of-house CB - *Solutions Intermediate CB* has been selected to evaluate as an option in case the other two CBs needs to be adapted or substituted. So, *Solutions Intermediate CB* published by Oxford University Press would be suggested to facilitate *Fly High English 8* and *English Net 8* in Uzbek and Turkish foreign language teaching contexts.

In terms of the objectives, the curriculums that the CBs constructed should be analysed and evaluated to see the extent to which two curriculums from Uzbek and Turkish contexts reflect common objectives. In the light of the evaluation, it has been inferred that objectives of both curriculums in the light of improving the speaking skills seem to present commonalities, while to be proficient in speaking skill plays a great role in students` mobility, which encourages the students to communicate with each other easily by using their communicative competence.

Here is the table of conclusion of this study:

Criteria	Subcriteria	<i>Fly High English 8</i>	<i>English Net 8</i>	<i>Solutions Intermediate Student's Book</i>
<b>General Goals and Objectives in the Contents of the CBs</b>	CBs should correspond to students needs by the emphasis on personalization	corresponds	corresponds	corresponds
	To what extent do the curriculums have common objectives	in speaking skill objectives		

<b>The organization of the Content and CB Package</b>	What components make up the total course package	student's books, teacher's book, workbook, cassettes		
	Is there adequate recycling and revision?	do not provide	do not provide	provide
	Is there a detailed syllabus? If so, what does it consist of and how is it organized (in terms of grammar, functions, topics, skills, etc)?	an integrated syllabus	functional syllabus	an integrated syllabus
<b>Checklist for skills</b>	Is practice for all skills included?	yes	yes	yes
	If so, is it balanced?	yes	yes	yes
	Do the presentation and practice activities include the integration of skills?	yes	yes	yes
	Does the CB use authentic materials?	provides very few authentic materials	provides only specially written materials given in a simplified way like	provides both semi-authentic and specially written materials
<b>Checklist for reading</b>	Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc?	yes	yes	yes
	Is the reading material linked to other skills work?	yes	yes	yes
	Is there emphasis on reading for pleasure and for intellectual satisfaction?	yes	yes	yes
	Is the subject matter appropriate (interesting, challenging, topical, varied, culturally acceptable)?	yes	yes	yes

	Are the texts complete or gapped?	complete	complete and gapped	complete and gapped
	Does the material help comprehension by?	yes	yes	yes
	What kind of comprehension questions are asked: -literal (surface) questions -discourse-processing questions -inference questions?	discourse-processing questions, inference questions	inference questions	surface understanding-based questions, inference questions
<b>Checklist for listening</b>	What kind of listening material is contained in the course? -Does listening form part of dialogue/conversation work? -Are there specific listening passages?	yes	yes	yes
	If there are specific listening passages, what kind of activities are based on them – comprehension questions, extracting specific information, etc?	comprehension questions	comprehension questions	comprehension questions
	Is the listening material set in a meaningful context?	yes	yes	yes
	Are there pre-listening tasks, questions, etc?	no	yes	yes
<b>Checklist for speaking</b>	What kind of material for speaking is contained in the course? This may	oral presentation and practice of language items, communication	communication activities (information gap), dialogues	communication activities (information gap), role-play

	include: -oral presentation and practice of language items -dialogues -role-play communication activities (information gap)	activities (information gap)		
	Is any practice material included to help students to cope with unpredictability in spoken discourse?	no	yes	no
<b>Checklist for writing</b>	How does the material handle: -controlled writing -guided writing -free or semi-free writing?	controlled, guided and free writing activities	controlled, guided and semi-free writing activities	controlled and guided writing and free composition writing activities
	Is there appropriate progression and variety of task?	yes	yes	yes
	Are there conventions of different sorts of writing taught?	yes	yes	yes
	Is paragraphing taught adequately?	no	yes	no
	Is attention given to the language recourses specific to the written form, such as punctuation, spelling, layout, etc?	no	no	no
<b>Checklist for topic and subject content</b>	Are real topics included in the CB? If so, how varied are they?	new information based and scientific factual	seem to be taken from real life and challenging	subject matters are also various and interesting.
	Will the CB contribute to expanding students' awareness and enriching their experience?	no any variety of interaction-based interviews, dialogues or debates to enrich their	topics might provide a better model of language use in real life to expand students' awareness	they can provide students with opportunities to expend their experiences in general, as well as language learning

		experience		
<b>Checklist for social and cultural values</b>	Are the social and cultural contexts in the CB comprehensible to the students?	The depth and category of the topics are also common and casual and are comprehensible	considerable topics seem to be reasonable, rational and friendly. All of them are taken from teenagers' everyday life and experiences	sections owe special particular topics to be focused on with comprehensible exercises and listening activities
	Can students interpret the relationships, behaviour, intentions, etc of the characters portrayed in the book?	materials in social and cultural contexts seem to be intelligible and recognizable to the students	Some are obviously opened for language work, but others are less transparent	comprehensible and interpretable by the students so that they can relate language use for purpose in the social situation, social and cultural settings
	Which culture is highlighted?	Uzbek, British and American	British	British and American
	Are women given equal prominence to men in all aspects of the CB?	male focused	female focused	represents men and women equally
	What professional and social positions are women shown as occupying?	student, actress	The main character of almost all topics is Jennifer who is a student and her friends	exchange students and high school friends
	What do we learn about the inner lives of the characters?	yes	yes	yes
	To what extent is the language of feeling depicted?	not depicted	not depicted	depicted
	Do the CB characters exist in some kind of social setting, within a social network?	no	no	yes
	Are social relationships portrayed realistically?	no	no	yes

The qualitative results of the study presented above, empower us to infer some *suggestions* for the CB writers, teachers and students. One of the most significant

suggestions can be the necessity to implement a detailed needs analysis before designing a CB. Either the teachers' and the students' needs should be examined and taken into account. The syllabus should not be the only point on developing materials; taking students' interests into consideration, the teaching materials should be interesting and motivating enough to suit the age, experience and personal interests of the students.

Variety in terms of the quality of practice activities is also essential aspect to avoid an ordinary way of learning. Topics, tasks and activities should excite the students to be interested in to keep up motivation throughout the course. Supplementary materials can be prepared to compensate the variety in the classroom. In those materials the students should be given enough opportunities to use the language.

Another suggestion may be related to the communicative language skill-based activities and tasks. Since in *Fly High 8* and *English Net 8* these kinds of activities, especially speaking skill-improvement activities have been found insufficient and less communicative; since it can be suggested that in terms of communicativeness skill-based activities should include authenticity and real-world language tasks in dialogues, texts and topics.

Nevertheless, *Fly High 8* and *English Net 8* offer a good balance of work on accuracy and fluency while the overall emphasis is obviously on reading and writing. They appear not to provide enough communicative practices. Upon the whole, however, the CBs' weaknesses outweighed their strengths, and these weaknesses can be overcome through adaptation and supplementation. They still can be effective CBs in the hands of a good teacher, who will adapt the CBs to make them more appropriate and suitable for the particular contexts in which they will be used.

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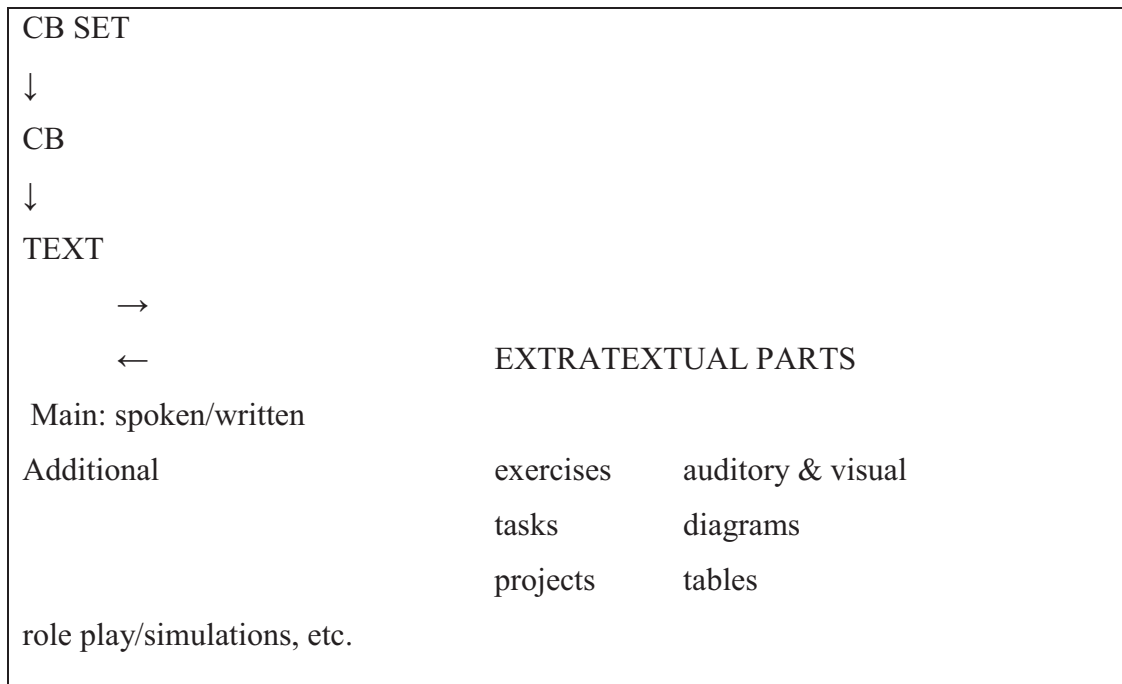
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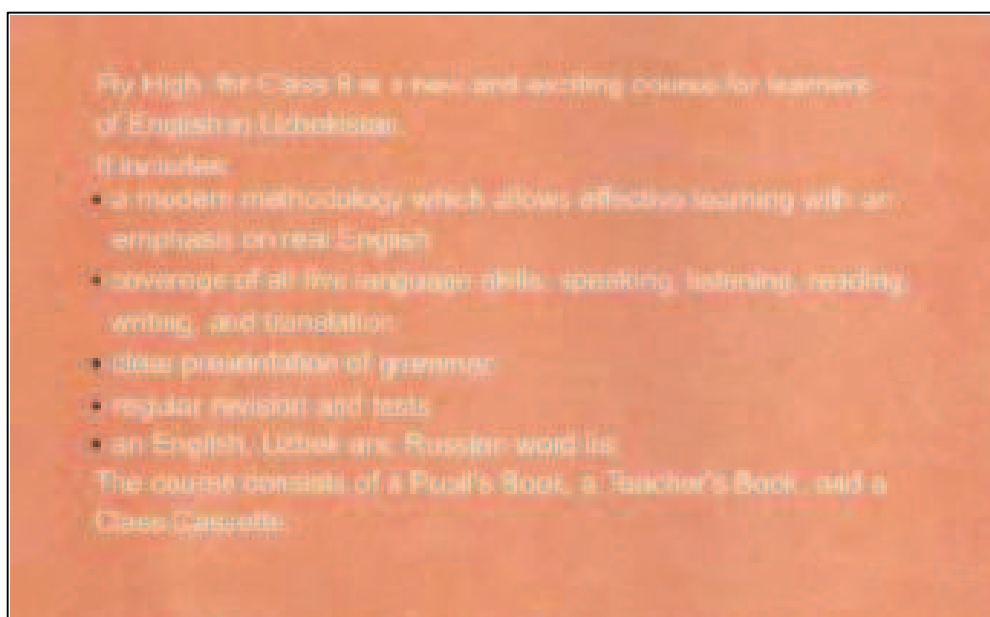
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## APPENDICES



Appendix 1: The relationship between CB set and a text (Tandlichová, 2002: 147).



Appendix 2: Fly High English 8 Student's Book, back cover

<b>7</b>	<b>FAMOUS FOR ...</b>		
	1 Looking into space	54	Ulugbek, telescopes and the stars
	2 Who invented the telephone?	55	Telephones, SMS messages
	3 The first electronic computer was built by ...	56	Computers, inventions
	4 Space exploration and us	57	Benefits of space programmes
	5 The International School for Young Astronauts	58	Becoming an astronaut in Uzbekistan
	6 Project	59	[ɑ:] [əʊ]
	Pronunciation, Grammar, Homework	60	
<b>8</b>	<b>PAINTING AND SCULPTURE</b>		
	1 Art galleries around the world	62	Famous art galleries and museums
	2 Who was it painted by?	63	Talking about paintings
	3 Pictures at an exhibition	64	Interpreting a picture
	4 Famous statues	65	Statues of Uzbekistan, the USA and the UK
	5 Art is for enjoyment, isn't it?	66	The value of art in our lives
	6 Project	67	
	Pronunciation, Grammar, Word Building	68	
	Homework	69	Past participles [t] [d] [ɪd]

Appendix 3: Fly High English 8 Student's Book, p2

Students will

- have a repertoire of basic language which enables them to deal with everyday situations with predictable content though they will generally have to compromise the message and search for words;
- use some simple structures correctly, but still systematically make basic mistakes- for example tend to mix up tenses and forget to mark agreement nevertheless, it is usually clear what they are trying to say;
- have pronunciation that is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time;
- write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary;
- copy short sentences on everyday subjects- e.g. directions how to get somewhere;
- socialize simply, but effectively using the simplest common expressions and following basic routines;
- perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way;
- make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident;

Assuming that students have mastered the general goals of the 7<sup>th</sup> grade, students who complete this grade are expected to show the above-mentioned linguistic levels. “Teachers of teenagers need to be able to find ways to draw on and develop cognitive, analytical and logical skills while being constantly mindful of feedback techniques and confidence strategies”

Appendix 4: English Net 8 Teacher`s Book, p11.

**Lesson 2 Magazines**

**1a** Work in pairs. Make a list of magazines in Uzbekistan.

**1b** With your partner choose the best magazine from your list and say why you have chosen it.

**2** Look at the magazines for different interests from Britain and the USA. Say which ones you would like to read and why. e.g. I'd like to read ... because I'm interested in fishing.



**3a** Work in pairs. You are going to interview pupils in your school about which magazines they read, which they buy, how often they read them, etc. Write your questions.

**3b** Read your questions to the class. With the class make one questionnaire.



15

Appendix 5: *Fly High English 8 Student's Book*, ex. 1b, 2; 2010: 15p.

**3. SPEAKING**


**1.** Work with your close friend. Think of a problem you have had lately. Take a piece of paper and write it down from your point of view. Then, stick your and your partner's papers together and put them in a box.

Give information about

- what the problem was.
- what you thought.
- how you felt.

**2.** A student from the group draws a pair of paper and reads the problem from each student's point of view. The other students discuss the problem, try to find out who was wrong and suggest a course of action to solve the problem.

**Example:**



**Jennifer** : I think there is a misunderstanding between Kate and Marilyn.

**George** : Yes..You are absolutely right.

**Bob** : If you ask me, Kate is wrong because she went to the café with Marilyn and some other friends, but there she met an old friend and went away.

**George** : But she wanted to say, hello.

**Bob** : What do you think they should do now?

**Jennifer** : If I were Kate, I would try to learn the truth.

**George** : I agree with you. They should sit down and talk about their feelings.

Appendix 6: *English Net 8*, 3.speaking 1,2, 164p

UNIT 7: Friendship – Friendship Rules

### 5. SPEAKING

**Work in small groups. Follow these steps, express your opinions and make choices.**

1. Discuss and make a list. What do you expect from a true friendship?  
\_\_\_\_\_
2. Now write about a problem you had with your close friend on a piece of paper, but don't write your name.
3. Put the pieces of paper in a bag and mix them well.
4. Call a student from another group. He draws a piece of paper from the bag and reads the problem to his group and asks for their opinions and advice to make a choice.
5. The group members instruct/direct him/her and give advice.

**Example:**



Carl : I'm really upset. Last weekend, Lisa and I went to a party together. She left me alone there. She talked and danced with her other friends. What should I do now?  
Eda : Don't be ... Don't be angry! Sorry, I mean don't get upset. Go and talk with her about this problem.  
Nancy: I think she's not your true friend. Why don't you make new friends? I mean go out and find new friends.

Appendix 7: *English Net 8*, 5.speaking, 17p

**1.04** Read and complete the song with the words in the box. Then listen and check.

dream hair home life neighbours phone price  
showers tricks TV

Find a word in the song, beginning with the letter **P**, which sums up how the singer is feeling. Why do you think some people feel that way about surveillance?

Put the sentences into two groups: *Arguments for surveillance* and *Arguments against surveillance*.

- 1 The police might misuse the information.
- 2 Surveillance deters people from committing crime.
- 3 If you don't do anything wrong, then you have nothing to fear from surveillance.
- 4 Surveillance makes everybody feel guilty.
- 5 It's the first step towards a police state.
- 6 Personal privacy is more important than catching criminals.
- 7 More surveillance means the police can catch more criminals.
- 8 We rely too much on technology to solve social problems.
- 9 Public safety is more important than personal privacy.

**SPEAKING** Work in groups. Discuss the questions and give reasons for your opinions. Use the arguments in exercise 7 to help you.

- 1 Do you think the increase in surveillance in our society is a good thing or a bad thing?
- 2 Which, if any, of these methods of surveillance do you think are worrying? Give reasons.

CCTV cameras cookies RFID tags satellites  
the monitoring of mobile phone calls

Appendix 8: *Solutions Intermediate Student's Book*, ex7, 8, reading, 8p-surveillance

UNIT 1: Friendship - Friendship Rules

### 1. READING

**A. Pre-reading**  
 Some students are talking about Jennifer. Look at the picture and answer the question.

1. Can you describe the physical appearance of the children in the picture?

I think she's quite beautiful and trendy. I really like her hairstyle.

Yes, that's right. But I think she's a little selfish. She talks about herself all the time.

In my opinion she has a good sense of humour. She's good at understanding and making jokes.

Well.... I think she's honest. I mean she always tells the truth.

**B. While-reading**  
 Now, read about George's opinions about Jennifer.

**B1. Underline the words describing Jennifer's physical appearance and**

Appendix 9: English Net 8 Student's Book, p 11

UNIT 1: Friendship - Friendship Rules

Today, it's really difficult to find true friends. I think I'm lucky because I have a true friend, Jennifer. She's quite beautiful. She's tall and slim. She has got long, fair hair and pretty green eyes. She's also trendy. She always wears nice fashionable things. But her personality is more important than her physical appearance to me.

I think Jennifer is a true friend because she is honest. She never lies. She always tells the truth. She is reliable. She never tells my secrets to others. She is also helpful. She always gives help and support to her friends. Some people think that she's selfish, but I don't think so. She is just talkative. She likes talking about herself and sharing her experiences. She tells funny stories and jokes. She is humorous.

She also has good habits. She gets up early every morning and does her exercises, takes the dog out every afternoon and she never forgets special days such as birthdays, Christmas or Easter. I really like spending time with her.

**B2. Read the text again. Find and tick Jennifer in the picture below.**

**B3. Read the text again and fill in the table.**

JENNIFER

Physical appearance	Personality	Habits

Appendix 10: English Net 8 Student's Book, p 12

UNIT 1: Friendship – Friendship Rules

**C. Post-reading**

**C1. Look at the table and mark the sentences True (T) or False (F).**

1. George is lucky because he has got a true friend.
2. Jennifer is a true friend, but she is not beautiful.
3. Physical appearance is more important than personality to George.
4. Jennifer is honest and reliable.
5. She is talkative, but not selfish.
6. She has got a good sense of humour.
7. She always forgets her friend's birthdays.

**C2 Find these words in the text and guess their meanings. Then, complete the sentences with the correct words.**

trendy      honest      reliable      helpful

selfish      talkative      humorous

1. Jane always follows the latest fashion and wears fashionable clothes. She's trendy.
2. Bob tells funny stories and jokes. He is \_\_\_\_\_.
3. Mary likes talking and sharing her experiences with her friends. She's \_\_\_\_\_.
4. You can always trust Mark when you tell him your secrets. He's \_\_\_\_\_.
5. Polly talks and thinks about herself, she doesn't care for the others. She's \_\_\_\_\_.
6. Rob always gives help and support to his friends. He's \_\_\_\_\_.
7. Joe always tells the truth. He never lies. He's \_\_\_\_\_.

Appendix 11: English Net 8 Student's Book, p 13


UNIT 1: Friendship – Friendship Rules

**2. SPEAKING**


Work in groups of four. Ask and answer questions and complete the table with information about your group members' close friends.

Name	Physical appearance	Personality	Habits	Pastimes

**Example:**



Tom : Who is your close friend?  
 Pat : It's Tracey.  
 Tom : What does she look like?  
 Pat : She's tall and slim with blue eyes and long fair hair.  
 Tom : How about her personality?  
 Pat : She's friendly and helpful.  
       She has a good sense of humour.  
 Tom : Sense of humour? What do you mean?  
 Pat : I mean she's so funny. She always makes me laugh.  
 Tom : What are her habits?  
 Pat : She never forgets her friends' birthdays. She always gives nice gifts to her friends.  
 Tom : What does she like doing in her free time?  
 Pat : She likes going to the cinema.  
 Tom : What are her pastime activities?  
 Pat : Playing the guitar and singing songs.



**3. WRITING**

Write a short paragraph about your close friend.

Use : and  
       but

Appendix 12: English Net 8 Student's Book, p 14

UNIT 1: Friendship - Friendship Rules

### 4. LISTENING

**A. Pre - listening**

A1. Work in small groups. Discuss and make a list of the qualities of a true friend. Choose from the words in the box.

reliable - honest - beautiful - trendy - humorous  
helpful - tall - slim - good looking - talkative - funny

I think a true friend is reliable.


In my opinion a true friend should be trendy.

To me, a true friend is humorous.

A2. Share your list with other groups. What are the first three qualities on all the lists?

**B. While - listening**

B1. Listen to John Mercury, the student counsellor of Georgetown Primary School. What is the main point of his speech? Choose from the list below.



Appendix 13: English Net 8 Student's Book, p 15

UNIT 1: Friendship - Friendship Rules

**B2. Listen to the recording again. Tick (✓) the rules of friendship you hear.**

<input type="checkbox"/> Be honest!	<input type="checkbox"/> Don't leave!
<input type="checkbox"/> Watch your weight!	<input type="checkbox"/> Have fun!
<input type="checkbox"/> Be kind and helpful!	<input type="checkbox"/> Don't be lazy!
<input type="checkbox"/> Don't forget!	<input type="checkbox"/> Don't be selfish!

**C. Post - listening**

Complete the list of friendship rules with 'should' or 'shouldn't' and a word from the box below.

give - go - have - lie  
be - listen - talk - leave

**FRIENDSHIP RULES**

True friends \_\_\_\_\_ honest. They \_\_\_\_\_, but tell what they think.

True friends should be helpful. They \_\_\_\_\_ help and support to each other.

True friends \_\_\_\_\_ their friends alone and go out with others.

True friends \_\_\_\_\_ out and have fun together.

True friends \_\_\_\_\_ about themselves all the time, but they \_\_\_\_\_ to their friends, too.

Appendix 14: English Net 8 Student's Book, p 16


UNIT 1: Friendship – Friendship Rules

### 5. SPEAKING

**Work in small groups. Follow these steps, express your opinions and make choices.**

- Discuss and make a list. What do you expect from a true friendship?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Now write about a problem you had with your close friend on a piece of paper, but don't write your name.
- Put the pieces of paper in a bag and mix them well.
- Call a student from another group. He draws a piece of paper from the bag and reads the problem to his group and asks for their opinions and advice to make a choice.
- The group members instruct/direct him/her and give advice.

**Example:**



Carl : I'm really upset. Last weekend, Lisa and I went to a party together. She left me alone there. She talked and danced with her other friends. What should I do now?

Eda : Don't be ... Don't be angry! Sorry, I mean don't get upset. Go and talk with her about this problem.

Nancy: I think she's not your true friend. Why don't you make new friends? I mean go out and find new friends.

Appendix 15: *English Net 8 Student's Book*, p 17

UNIT 1: Friendship – Friendship Rules

### 6. GAME

#### ARE YOU SURE OF YOUR CLOSE FRIEND?

**Play the game with your close friend from the class.**

**Student A :** Think of your close friend and mark the best choice on CARD A.

**Student B :** Think of yourself as a close friend and mark the best choice on CARD B on page 170.

Then, compare your answers. Each true answer is 5 points. The pair with the highest points wins the game.

---

**CARD A**

- It's your birthday tomorrow. What will your close friend do?
  - I'm sure my friend will give me a nice present.
  - I think my friend will just call me.
  - I'm not sure.
- You need some money. What will your close friend do?
  - I'm sure my friend will give me some.
  - I think my friend will give me some money, but ask it back.
  - I'm not sure.
- Your friend is on holiday. What will your close friend do?
  - I'm sure my friend will bring me a present.
  - I think my friend will send me a postcard.
  - I'm not sure.
- It's late at night. You have some problems and you need to talk to someone. What will your close friend do?
  - I'm sure my friend will listen to me.
  - I think my friend will get angry with me when I call him/her late at night.
  - I'm not sure.
- You play badly in a match and your team loses. What will your close friend do?
  - I'm sure my friend will get angry with me.
  - I think my friend will understand me.
  - I'm not sure.

Appendix 16: *English Net 8 Student's Book*, p 18


UNIT 1: Friendship - Friendship Rules

**7. ROLE - PLAY**

Work in pairs. Choose one of the situations below and prepare a dialogue. Then, act out your dialogue in front of the class.

- You lost your wallet. Your friend tries to help you find it.
- You forgot to call your cousin on his/her birthday. He/She doesn't talk to you anymore.
- You broke your friend's MP4-player. He/She's very sad.
- Your friend is bad at English. He/She failed in the exam again. He/She feels miserable.

**Example:**



Robin : Oh! I can't find my wallet.  
 Mark : Where did you see it last?  
 Robin : I think, in my school bag.  
 Mark : Are you sure?  
 Robin : Yes, I'm sure. I bought a sandwich yesterday and put it in my school bag.  
 Mark : Did you look in your school bag?  
 Robin : Yes. But it's not there.  
 Mark : I'm sorry.  
 Mark : Anyway I can lend you some money if you need.  
 Robin : Thanks. That's very kind of you.

**TASK**

Make a list of the qualities of your ideal friend. Use your dictionary when necessary.

Appendix 17: English Net 8 Student's Book, p 19

**1 On camera**

**THIS UNIT INCLUDES**


**Vocabulary** • clothes • describing clothes • compound adjectives • nationalities  
**Grammar** • order of adjectives • present tense contrast • state and dynamic verbs  
**verb** - infinitive/-ing  
**Speaking** • describing different nationalities • discussing the issue of surveillance  
 • describing a photograph  
**Writing** • an informal letter

**A VOCABULARY AND LISTENING** I can describe clothes.

**1** Look at the photos. Give your opinions of the outfits using the adjectives in the box.

awful beautiful cool elegant great  
 ridiculous scruffy smart stylish trendy

I think he looks cool/awful/ridiculous.



**2** Look at the words for describing clothes in the box. Make a list of the clothes you can see in the pictures, adding one adjective to each.

a striped top, a shiny coat.

**3** **1.01** Listen to a fashion show commentary. Which of the outfits in exercise 1 is described? How many other outfits are also described?

**4** **1.01** Complete the phrases from the commentary using words from the box. Then listen again and check.

1 an attractive \_\_\_\_\_, brown \_\_\_\_\_ jacket  
 2 a \_\_\_\_\_ T-shirt  
 3 casual, \_\_\_\_\_ black jeans  
 4 a \_\_\_\_\_ grey, \_\_\_\_\_ jacket  
 5 a large, \_\_\_\_\_ scarf  
 6 a \_\_\_\_\_, dark, \_\_\_\_\_ coat.

**5** What order are the adjectives in the phrases in exercise 4 in? Complete the rule in the Learn this! box with colour, material and shape.

**LEARN THIS!** When we have more than one adjective before a noun, they usually come in this order: <sup>1</sup> opinion, <sup>2</sup> size or <sup>3</sup> texture, <sup>4</sup> pattern or <sup>5</sup> \_\_\_\_\_ + noun

**Grammar Builder 1.1: Order of adjectives: p. 108**

**Speaking tip**

Use these phrases when you cannot describe someone's clothes exactly:

it's a kind of / it's a bit like a / it looks like a + noun  
 it looks / it's sort of + adjective  
 She's wearing a kind of scarf. Her hat is sort of brown.

**6 SPEAKING** Describe the outfits in exercise 1. Use phrases from the speaking tip above.

She's wearing elegant, baggy, long trousers. She's also wearing a kind of...

**Vocabulary Builder 1.1: Clothes: p. 128**

**Describing clothes**  
**patterns:** check, flowery, plain, spotty, striped  
**shape:** baggy, long, loose, short, tight  
**texture:** creased, furry, shiny, smooth  
**materials:** cotton, fur, leather, nylon, wool  
**other:** high-heeled, long-sleeved, matching, short-sleeved


**Vocabulary Builder 1.2: Compound adjectives: p. 1**

Appendix 18: Solutions Intermediate Student's Book, p 4

**B** GRAMMAR **Present tense contrast** *I can use different present tenses to talk about the present and future.*

**1 SPEAKING** Look at the photo of a brother and sister. What are they wearing and doing? Use the verbs in the box to help you.

arrive hold shout smile take a photo wait wear



**Louis** Hurry up. That's the bus for the cinema. Our film starts in fifteen minutes.  
**Carol** Just a second. I'm taking a photo of you.  
**Louis** You're always taking photos. It's really annoying. What do you do with them all?  
**Carol** I usually send them to my friends.  
**Louis** Who are you sending that photo to?  
**Carol** My friend Laura. She lives in New York. She's coming to stay with us next month.  
**Louis** Why are you sending her a photo of me?  
**Carol** Don't worry about that. Come on! The bus is leaving!

**2** Now read the dialogue. Underline all the examples of the present simple and present continuous.

**3** Study the examples you underlined in the dialogue. Then write **S** (simple) or **C** (continuous) for each use in the table. Which two uses refer to the future?

**We use the present ...**

- for habits and routines.
- for something happening now or about now.
- for describing annoying behaviour (with *always*).
- for a permanent situation or fact.
- for arrangements in the future.
- for timetables and schedules (e.g. cinema programmes).

**4** Complete the rest of the dialogue with the present simple or present continuous form of the verbs in brackets.

**Carol** Just a moment. My phone <sup>1</sup> (ring). It's Laura! Hi, Laura! ... I'm on the bus. ... We <sup>2</sup> (see) the new Spielberg film this afternoon. ... Yes, I <sup>3</sup> (look) forward to it. Spielberg <sup>4</sup> (make) great films.  
**Louis** <sup>5</sup> (she / phone) from New York? What <sup>6</sup> (she / say)?

**4.01** Be quiet, Louis! Sorry, Laura. My brother <sup>7</sup> (always / interrupt) me when I'm on the phone. It's so annoying!  
**Louis** Sorry.  
**Carol** Yes, I <sup>8</sup> (often / go) to the cinema with Louis. ... Ha ha!  
**Louis** Why <sup>9</sup> (you / laugh)?  
**Carol** I have to go now, Laura. But the film <sup>10</sup> (finish) at five o'clock. Let's speak later.

**4.02** Grammar Builder 1.2: Present tense contrast, p. 108

**5 SPEAKING** Work in pairs. Complete these sentences with true information about you. Remember that the present continuous can refer to current actions or future arrangements.

- I wear ...
- I study ...
- I go ...
- I have ...
- I'm wearing ...
- I'm studying ...
- I'm going ...
- I'm having ...

**Learn this!** State verbs describe a state or situation, and are not usually used in continuous tenses.  
*enjoy like love hate prefer understand believe remember forget want need belong*

**6** Read the **Learn this!** box and complete the sentences with the state verbs in the box below.

belong enjoy know mean prefer remember  
not understand want

- That bike belongs to me.
- I hate baggy clothes to tight clothes.
- My brother prefers to borrow my leather jacket.
- I mean this sentence. Can you explain it?
- I enjoy what you do. We met briefly at Susan's party.
- Remember to you are meeting people?

**4.03** Grammar Builder 1.3: State and dynamic verbs: p. 109

**7 SPEAKING** Work in pairs. Tell your partner:

- two things you do every day.
- two things that are happening in the classroom now.
- two things you're doing next weekend.
- two facts about yourself or your family.
- two things that people are always doing which annoy you.
- two things that you want but don't need OR two things that you need but don't want.

Unit 1 • On camera 5


Appendix 19: Solutions Intermediate Student's Book, p 5, exercises 1, 2 and 5

**C** CULTURE **Stereotypes?** *I can talk about differences between nationalities.*

**1** Look at the photo and the title of the text. Answer the questions.

- Where are the people?
- What are they wearing?
- What are they doing?
- What aren't they doing?

**2** Read the text. Who has the most negative view of Londoners: Sam, Joanna or Amir?



**Maybe It's Because I'm A Londoner**

Look at the people in the photograph. They're sitting close together on an underground train, but they aren't smiling or talking to each other. This is how the world usually sees Londoners: quiet, reserved, unfriendly. But how accurate is this impression? We asked three residents of London to give their opinions.

**Sam, age 18, British, born in London.**  
 I don't think Londoners are particularly miserable – in fact, we like a good joke. But we're probably a bit gloomy and pessimistic. When it comes to sport, for example, we cheer on the British our hearts out and, like we aren't really surprised when they lose. We accept underachievement as the norm. I think Americans are different: they expect to win.

**Joanna, age 19, Polish, living in London for a year.**  
 I think Londoners are really cold and unfriendly. People here don't chat – they don't say hello to their neighbours, and some of them wouldn't even recognise their neighbours in the street. I find it difficult to make friends here. In fact, I spend most of my time with Poles, not English people. People claim that the English are nice when you get to know them, but how can you get to know them if they're so uncommunicative?

**Amir, age 17, British, born in London, Pakistani parents.**  
 London is a truly multicultural city. I think it's true to say that more than one in three of the city's population belong to an ethnic minority group, and you can hear about 300 different languages here. New people are arriving all the time, so the city is changing day by day. It's a very competitive, fast-moving place. Most Londoners are focused, and aren't afraid of work – they know what they want and how to get it!

**3** Match the opinions about Londoners with the three people. Write **S** (Sam), **J** (Joanna) or **A** (Amir).

- They aren't very welcoming.
- They work very hard.
- They don't talk to each other very much.
- They've got a good sense of humour.
- They're ambitious.
- They aren't optimistic.

**4** **1.02** Listen to four teenagers' opinions about people from their own country. What are their nationalities? Choose from the words in the box.

Nationalities  
 American Argentine Australian Belgian Brazilian  
 Chinese French German Greek Hungarian  
 Japanese Polish Russian Spanish Swiss

Name	Nationality
Rosanna	
Ethan	
Junko	
Carlos	

**5** **1.03** Listen again. Match two opinions (a–h) with each person. Write **R** (Rosanna), **E** (Ethan), **J** (Junko) or **C** (Carlos) next to each opinion.

- They're usually polite and formal with strangers.
- They're very pessimistic.
- They're very talkative.
- They're hard-working.
- They're really cheerful.
- They don't like to show their emotions.
- They're very generous.
- They're quite warm and friendly.

**6** Work in pairs. How would you describe people from: (a) your own town or city, (b) from another country you know? Choose adjectives from the box or your own ideas and make notes.

friendly/unfriendly optimistic/pessimistic  
 serious/funny talkative/quiet hard-working/lazy  
 rude/polite ambitious/unambitious relaxed/tense  
 mean/generous reliable/unreliable arrogant/modest

**7 SPEAKING** Tell the class your ideas from exercise 6. Do they agree?

Unit 1 • On camera 6

Appendix 20: Solutions Intermediate Student's Book, p 6, exercises 1 and 2

**E** READING *I can understand an article and a song about surveillance.*


## Surveillance

**1** Look at the photos and answer the questions.

- What are Closed-Circuit Television (CCTV) cameras?
- Where do you usually find CCTV cameras? Are there any places you don't find them?

**2** Read the text. Match the headings with the paragraphs A-E. There is one heading you do not need.

- Eyes in the sky
- What are CCTV cameras for?
- Internet surveillance
- They know who you are calling
- Safety on the streets
- Watching shoppers



### Somebody is watching you

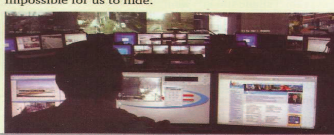
**A** The first CCTV cameras appeared in Britain in 1953, and by the 1960s there were already a few cameras in major streets in London. Today, there are more than four million CCTV cameras across the country. That's one camera for every fourteen people. The cameras are there to film dangerous or illegal behaviour. With new software, they can automatically recognise the faces of known criminals, and a new kind of CCTV in the Netherlands can detect angry voices and automatically warn the police of trouble. But these cameras don't just watch criminals; they watch all of us, almost all of the time. Every time we go into a shop, or use a **cashpoint machine**, or travel on public transport a camera records our actions.

**B** The amount of surveillance in towns and cities across Britain is increasing. Some goods in shops now have RFID (Radio Frequency Identification) tags attached to them. When you pick up one of these items, the RFID tag sends a radio message to a CCTV camera and the camera starts filming you. Shops say that this technology helps to catch **shoplifters** – but only by treating everybody as a potential criminal.

**C** Cameras and tags are not the only ways of **monitoring** our actions. Every time you make or receive a call on your mobile phone, the phone company knows the number of the phone you are calling and how long the call lasts. It is even possible to work out your exact location. The police often use this information when they're investigating serious crimes.

**D** And what about satellites? Are they watching us from space? How much can they see? Anybody with a computer can **download** Google Earth and get satellite photos of the entire world. Perhaps governments are using even more powerful satellites to watch their **citizens**.

**E** Even when you are at home, you are not necessarily safe from surveillance. When you use your computer to visit websites, you are probably sending and receiving cookies without realising it. Cookies transfer information from your computer to the website and, in theory, could record which websites you visit. Or perhaps somebody has secretly installed a keystroke logging program on your computer. These record every letter that you type on the keyboard: your **passwords**, your e-mails, your bank account numbers and more. Modern technology is making it easier and easier to stay in contact, but it is also making it nearly impossible for us to hide.




8 Unit 1 • On camera

Appendix 21: Solutions Intermediate Student's Book, p 8, exercises 1, 2 and 3

**F** EVERYDAY ENGLISH *I can describe the people in a photo or a cartoon.*

## Talking about photos



**1** **1.05** Read and listen to the dialogue. Find Connor's sister in the photo.

**2** Complete the phrases for identifying people in photos. Use the prepositions in the box.

at in on with

- the guy \_\_\_\_\_ the back/front
- the girl \_\_\_\_\_ the left/right
- the man \_\_\_\_\_ short, black hair
- the woman \_\_\_\_\_ the striped top

**3** Read the information in the *Learn this!* box. Then find one example of each expression in the dialogue in exercise 1.

**LEARN THIS!**

Expressions with *look*  
*look* (a bit/just) like + noun/person  
*look* + adjective  
*look as though/as if/like* + clause

**4** Complete the sentences with the correct form of one of the expressions with *look from exercise 2*.

- Did you see Naomi at the party? She \_\_\_\_\_ beautiful in that long dress.
- She doesn't \_\_\_\_\_ an Australian. She \_\_\_\_\_ Chinese.
- They *don't* \_\_\_\_\_ they're working very hard.
- You \_\_\_\_\_ a film star in that jacket.
- It \_\_\_\_\_ it's going to rain.

**5** **1.06** **SPAKING** Work in pairs. Describe somebody from the photo in exercise 1 using an expression from exercise 3. Can your partner identify the person?

He looks as though he's laughing.  
 Is it the boy on the left in the white shirt?

**6** **1.06** Listen. Label the people in the photo in exercise 1 with the names in the box. How are they connected to Connor? What else can you remember about them?


Kim Mike Sandra

**LISTENING TIP**

Don't worry if there are words in the recording that you don't understand. You don't have to understand every word to complete the task.

**7** **1.06** **SPAKING** Work in pairs. Prepare a dialogue about the photo below.

Student A: You know the people in the photograph. Invent names and decide how they are connected with you/each other (friends? family members?).  
 Student B: You don't know any of the people in the photograph. Ask Student A about them. Use phrases from exercise 2 to identify who you are talking about.



**8** **1.06** **SPAKING** Act out your dialogue to the class.

Who's the guy on the right, the one in the green shirt?  
 That's my cousin, Danny.

10 Unit 1 • On camera

Appendix 22: Solutions Intermediate Student's Book, p 10, exercises 5

**WRITING**  
**A letter to an exchange student**  
*I can write a letter introducing myself to an exchange student.*

**1** Quickly read the letters. Where do Luc, George, Gloria and Sarah live?

**2** Identify the topic of each paragraph in the letters. Choose from these topics.  
 a asking for information about the other person  
 b school  
 c sports, hobbies and interests  
 d describing your own country/town/village  
 e introduction and general personal details  
 f friends and girlfriend/boyfriend  
 g describing a photo of your family

**3** Match the sentences (a–g) with the gaps in the letters (1–7). Use your answers to exercise 2 to help you.  
 a Have you got any brothers or sisters?  
 b Diana is the one in the blue top.  
 c But don't worry – my parents and I speak English at home!  
 d Both bands are from Wales, of course.  
 e Our house is about 2 km from the sea.  
 f My grandparents live in the same village, so I see them all the time.  
 g There are only about 200 students, and the facilities are really good.

**Writing tip**  
 When you write a letter, organise the information or your arguments. Each paragraph should focus on one key topic.

**4** Imagine you have a new exchange student. Plan a letter introducing yourself to him or her. Choose topics for paragraphs 2 and 3 from the list in exercise 2. Make notes for each paragraph.

Paragraph 1: Introduction, general personal details  
 Paragraph 2:  
 Paragraph 3:  
 Paragraph 4: Asking for information about the other person

**5** Now write a four-paragraph letter of 120–150 words using your plan from exercise 4.

Unit 1 • On camera 11

Appendix 23: Solutions Intermediate Student's Book, p 11, exercises 1- 5

**USED TO**  
*I can talk about things that in the past but are no longer true.*

**1.10** Read and listen to the conversation. When Julia's grandma was young, did she have:

a a car?      b a radio?      c a TV?

Julia: What was life like in the village when you were young, grandma?  
 Grandma: Oh, it was very different.  
 Julia: What did you use to do in the evenings?  
 Grandma: We used to sit and chat, or listen to the radio. Did you use to watch television?  
 Julia: No, we didn't have a television. And we didn't have a car.  
 Grandma: Really?  
 Julia: No. So we didn't use to leave the village very often.

Appendix 24: Solutions Intermediate Student's Book, p 17, exercise 1

## Lesson 5 He said **that** ...

**1a** Read Jahongir's interview with the editor of an English newspaper. Say why the paper is very popular.

**Good afternoon Mr Tobin.**  
Good afternoon.  
**Can you tell us about your newspaper?**  
Well, our newspaper is one of the most famous in Britain. We

have more than two million readers. I think that we have so many readers because we are first with the news. We offer the most up to date political, social, financial and sports news.

**Do you have any other topics in the newspaper?**

Yes. At the end of our newspaper we have horoscopes, funny stories and crosswords. We also have advertisements for products and services.

**1b** Look at the following words in the interview. Guess the meaning. If necessary find them in the Wordlist.  
up to date political social financial

**1c** Read the text and compare it with 1a. What do you notice?

Mr Tobin said that their newspaper is one of the most famous in Britain. He said that they have more than two million readers. He thought that they have so many readers because they are first with the news. He also said that they offer the most up to date political, social, financial and sports news. Mr Tobin said that at the end of their newspaper they have horoscopes, funny stories and crosswords. He said that they also have advertisements for products and services.

**1d** Look at the text again. What do you think 'that' is? Why is the Present Simple used after 'said' and 'thought'?

**2** Work in pairs. Report your partner's words.

e.g. A (whispers): I've got a headache.

B (says to the class): A said that s/he's got a headache.



**3** Change Tohir's words to reported speech. Use 'that'.

We have a school newspaper in our school. It has a group of reporters and an editor. I'm one of the reporters for this newspaper. Our newspaper is like a real newspaper. Our newspaper usually reports about life at school, sport, holidays, pupils' opinions on different things, pupils' poetry. Teachers and pupils like our newspaper.

**4** Read and say what 'member' means.

If you belong to a club you are a member. Usually you have a membership card.

**5a** Listen to the advertisement. Report the message.

**Remember:**


direct	reported
"_"	that
our	their

UNIT 4: Dreams – Sweet Dreams

### 3. LISTENING

A. Pre - listening  
**Look at the following picture and answer these questions.**

- Who are the people in the picture?
- Which part of the day is it? How do you know?
- What are they talking about?



B. While - listening

B1. Listen to the conversation once and check your answers.

B2. Listen to the conversation again and circle the correct option.

- What does mum say to start the conversation?
  - Hello! How do you do?
  - Hi! How are you?
  - Good morning. You look terrible. Are you OK?
- What does Jennifer say to ask for attention?
  - Are you listening?
  - What do you think of my dream?
  - Don't you think it's exciting?
- What does mum say to maintain the conversation?
  - Can you tell me your dream?
  - Then, what happened?
  - Why couldn't you find Bob?
- What does Lisa say to express that she can't follow?
  - I'm afraid I can't follow.
  - No problem. I can follow you.
  - Sorry, I can't follow you.
- What does mum say to express her surprise?
  - Gosh!
  - Really?
  - Good heavens!
- What does Lisa say to express her surprise?
  - How amazing!
  - That's incredible! You're joking!
  - My goodness!
- What does Jennifer say to close the conversation?
  - I must go now.
  - Thanks for listening.
  - Talk to you later.

Appendix 26: *English Net 8 Student's Book*, p 45, exercises A and B

UNIT 3: Improving One's Looks – Body Care

### 6. WRITING AND SPEAKING

1. Design a body care product and write an ad for it.

Category: \_\_\_\_\_  
 Name: \_\_\_\_\_

Picture

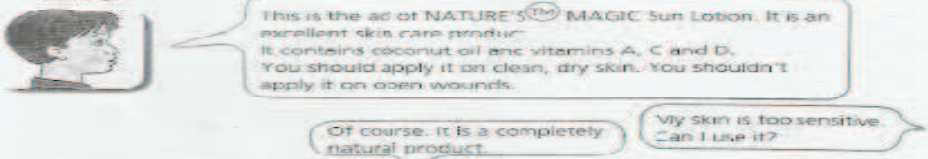
Product information

Directions for use

Warnings

2. Show your ad and introduce your product to your friends. Answer your friends' questions about the product.

**Example**



This is the ad of NATURE'S<sup>TM</sup> MAGIC Sun Lotion. It is an excellent skin care product. It contains coconut oil and vitamins A, C and D. You should apply it on clean, dry skin. You shouldn't apply it on open wounds.

Of course. It is a completely natural product.

My skin is too sensitive. Can I use it?

Appendix 27: *English Net 8 Student's Book*, p 38

**F** EVERYDAY ENGLISH  
Talking about photos



Sarah: What's this photo?  
Connor: It's from our New Year's Eve party.  
Sarah: You look as though you're having a great time. Who's the girl at the front, the one in the shiny, grey dress?  
Connor: She's a friend of my sister's.  
Sarah: Is your sister in this photo?  
Connor: Yes, she is. She's the girl on the left, the one with long, brown hair.  
Sarah: Oh, yes. She looks a bit like you. Who's the guy standing at the back in the grey shirt?  
Connor: That's my cousin, Jeff.  
Sarah: He looks nice!

**F** EVERYDAY ENGLISH  
Talking about plans



Kirsty: What are your plans for the weekend?  
Frank: I'm playing tennis on Saturday afternoon.  
Kirsty: What about Sunday?  
Frank: I'm going to stay in and do some homework during the day. What about you? Have you got plans?  
Kirsty: Yes, I have. I'm going to do some shopping on Saturday, and on Sunday, I'm having lunch with my family at a restaurant. Shall we do something on Saturday evening?  
Frank: I'm afraid I can't. My parents are going out and they've asked me to babysit.  
Kirsty: Well, what about Sunday evening?  
Frank: Sure. What do you fancy doing?  
Kirsty: Why don't we go to the cinema?  
Frank: That's a good idea. I'll find out what's on.  
Kirsty: OK. Let's speak again on Sunday morning.  
Frank: Fine. I'll call you.

Appendix 28: *Solutions Intermediate Student's Book*, p 10& 50, exercises 1&8

**Lesson 4 He said he was**

**1a** Look at the picture and answer the questions.  
1 Who can you see in the picture?  
2 What are they doing?  
3 What is the boy dreaming about?

**1b** Read Jahongir's interview with Jason, a pupil at Hethersett Comprehensive School. Say why Jason is excited.


Jahongir: Good morning, Jason.  
Jason: Good morning.  
Jahongir: I've heard you are very interested in cars.  
Jason: Yes, that's right. In fact I am going to visit the Lotus sports car factory today. I hope they will take me for a test-drive in the latest model. I am going to interview the Managing Director. They have models of the cars. They will give me one as a souvenir. I am looking forward to my visit a lot.

**2** Look at the sentence about 'models'. Why is the verb 'have' not 'had'?

**3** Chain Drill.  
e.g. A: We don't have maths today.  
B: A said they didn't have maths that day.

**4** Three days ago Sergel was interviewed. Here is what he said. Report what Sergel said.

Interviewer: Hello. What are you doing?  
Sergel: We are here today to watch this tap. Many people use this tap. But only a few people turn the tap off. We will count these people. We will also count how long the tap runs. It takes 5 seconds to fill a glass of water. Tomorrow we will write an article in the newspaper with the result of our research.



Appendix 29: *Fly High English 8 Student's Book*, p 17, exercises 1b and 4

## 5. SPEAKING

**Work in pairs. Prepare a dialogue and act it out in front of the class.**

**Student A :** Imagine that you have got a problem with your skin, hair, etc.

Describe your problem and ask for advice.

**Student B :** Listen to your partner, ask questions when necessary. Then, draw conclusions and make recommendations.

**Student A :** Respond to your partner's recommendations and suggestions.

**Example:**

**Kate :** You look terrible. What's the matter with you?

**Sam :** I've got a problem with my skin. There is some acne on my chin. How can I get rid of it?

**Kate :** Well. Do you wash your face frequently?

**Sam :** Yes, I do.

**Kate :** Do you eat any junk food?

**Sam :** Yes, I usually have some between meals.

**Kate :** I think the reason of your acne is junk food because it has too much fat. So, you shouldn't eat junk food.

How about eating vegetables and fruit if you are too hungry to wait for the meal.

**Sam :** Do you know a product for acne?

**Kate :** Yes. How about using NATURE'S MAGIC <sup>TM</sup> AcneGel?

**Sam :** I'm afraid I can't. My skin is allergic to chemicals.

**Kate :** Well. It's a natural product. It doesn't contain any chemicals.

**Sam :** Is it expensive?

**Kate :** Oh, no. It's only £1.75.

**Sam :** OK. I'll try it. Thank you for your advice.

**Kate :** I hope it will help you.



A2. Look at the pictures below and talk about the people in the pictures.

1. Can you describe the people in the pictures?
2. What is the problem of each?



B. While - reading

B1. Read the ads and match the products with the correct people above.

1.

**NATURE'S MAGIC™ EXCELLENT**

Does your head itch?

Do you feel uncomfortable with dark clothes?

Nature's Magic Excellent shampoo is the right product for you. It is a mild moisturizing shampoo and it makes your hair fresh, healthy and manageable. It is a completely natural product with tea tree oil, Aloe Vera, vegetable protein and vitamins A and D.

For best results, apply it on clean, wet hair, rinse and repeat.

While using the product, avoid contact with eyes. If contact occurs, rinse your eyes with water. Keep out of reach of small children and don't use it for children under 3.

2.

**NATURE'S MAGIC™ PERFECT**

Do big reddish spots on your face bother you from time to time?

Don't you know how to get rid of them?

Why don't you try Nature's Magic Perfect Gel? It is a natural gel. It contains corn oil, glycerin, grapefruit extract, honey extract and vitamin B. It breaks down and removes the dead cells on your skin. It also kills bacteria on your skin. For best results, apply a small amount of gel on clean, dry skin three times a day. While using the product, you should avoid exposure to sunlight as it may cause sunburn. Avoid contact with eyes or mouth. Keep it in room temperature and out of reach of small children. Don't apply it on open wounds.

**3 F** EVERYDAY ENGLISH  
A job interview



**Manager:** How did you find out about the job?  
**Callum:** I saw your advert in the local newspaper.  
**Manager:** Have you worked in a shop before?  
**Callum:** Yes, I have. I used to help out at my uncle's shop.  
**Manager:** Right. What did you do there?  
**Callum:** Everything! I served customers, I cleaned, I stacked shelves ...  
**Manager:** How long did you work there?  
**Callum:** About two years, part-time.  
**Manager:** I see. And why do you think you're the right person for this job?  
**Callum:** Because I'm hard-working and reliable, and I enjoy dealing with the public. I'm also good at working in a team.  
**Manager:** Well, thanks for coming in, Callum. We'll be in touch before the end of the week.

**9 F** EVERYDAY ENGLISH  
Arguing your case



**Sophie:** It's ten o'clock in the evening. We need somewhere to stay.  
**Lydia:** I think we should stay in that youth hostel. It's right opposite!  
**Sophie:** Really? I'm not sure that's a good idea.  
**Lydia:** Why not?  
**Sophie:** Youth hostels aren't always very clean. Personally, I'd rather we found a campsite. We've got a tent, we should use it.  
**Lydia:** True, but it's late, and there aren't any campsites in the centre of town. I really think we'd be better off staying in the youth hostel.  
**Sophie:** I'm not convinced. A campsite would be cheaper, and we could get a bus there.  
**Lydia:** Well, if that's what you really want to do, then OK.  
**Sophie:** Great! Let's find a bus stop.

Appendix 32: *Solutions Intermediate Student's Book*, p 30& 90

**3 Work in pairs. Answer the question. Explain your choice.**

If you worked on the moon, you would be

- a biologist
- a computer operator
- a newspaper reporter
- a science reporter
- an engineer

**5 Chain Drill.**

e.g. A: If I worked on the moon, I would be a newspaper reporter.  
 B: If I were a newspaper reporter, I would write articles about the moon.  
 C: If I wrote articles about the moon, I would send them to the earth.

**4 Read and answer the questions.**

If I worked on the moon, I would be a newspaper reporter.  
 What verb form is used in the 'if-clause'?  
 What verb form is used in the main clause?  
 Is the sentence about the present/future or the past?  
 How would you translate it into your mother tongue?

**Remember:**  
 If I worked on the moon I would write articles about it.

Appendix 33: *Fly High English 8 Student's Book*, p 13, exercise 3, 4 and 5

## Lesson 4 Space exploration and us

**1a** Look in the Wordlist. Find and write the words and their translation.

exploration research heat resistant  
allow someone to do smth  
\*distinguish magnet float \*diseases  
global warming ozone layer blind

**1b** Listen and repeat

**2b** Read the text and check your answers.

When the American space programme began, many people thought it was wrong to spend large amounts of money on space research when millions of people in our world did not have enough to eat. They say that space exploration contributes to global warming and the hole in the ozone layer. They also point out that (if there is life on other planets, and if it is friendly, it may still be dangerous. There may be all sorts of diseases, for example, which we cannot fight.

However, there are many people who argue that space research is very valuable. We gain scientific knowledge and there are many practical results from space research. Some of them are quite surprising. They include:

- heart pacemakers, with very small parts, made possible by space technology.
- a machine that allows blind people to recognise coins by the sound they make. This machine allows the blind to work in banks.

NASA (National Aeronautics and Space Administration) developed many other things for the space programme which have become everyday items in our homes.

- How many of you have a digital clock at home or in your office?
- Do you use a microwave oven? NASA invented the special heat resistant plastic used to make containers for cooking in microwaves.

The list of inventions is long. NASA points with pride to more than 3,000 things we use today which are the result of work on the space programme.



**2c** Read the text again and give it a title.

**2d** Find and write all the words with 'space' in the text.

**3a** Work in pairs.

Pupil A: Find and write reasons for space exploration.

Pupil B: Find and write reasons against space exploration.

**3b** Work in groups. Argue for and against space exploration.

**2a** Answer the questions.

- 1 What do you know about space exploration?
- 2 Is it right to spend a lot of money on space exploration? Why/why not?
- 3 What is NASA?
- 4 What is a smoke detector?

**4** Work in groups. Talk about new inventions in the next 20 years.

e.g. There will be a machine for doing housework, it will make beds, sweep floors, do the washing up, etc. and people won't do housework any more.


**Remember:**

the blind (n)  
the blind (adj) = blind people

UNIT 2: Read To Success - Study Skills

**B. While - reading**

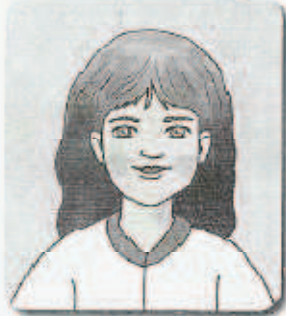
**B1. Read the speech bubbles below. Underline the words and phrases describing George and Jennifer's learning styles.**



George (14)

I'm good at doing craftworks and experiments.  
 I really like touching and moving things.  
 I think I can remember well when I try doing things myself.  
 At home, I prefer listening to music when I'm studying. I have short breaks and I have something to eat or drink because I can't concentrate for long.

In class, I prefer sitting in the front of the classroom because I can see the teachers best. I'm good at drawing and reading. I like learning with videos, books with colourful pictures and graphs.  
 At home, I study in silence. I don't eat or drink anything. I can study for long hours. I use markers to highlight important things and take detailed notes.



Jennifer (15)

Appendix 35: *English Net 8 Student's Book*, p 22, exercise B1.

**5** **PRONUNCIATION** Say these words aloud. Which two or three words in each group are homophones?

1 a wore	b ware	c war
2 a where	b wear	c ware
3 a two	b too	c to
4 a here	b hear	c hare
5 a through	b throw	c threw
6 a know	b now	c no
7 a howl	b whole	c hole
8 a write	b right	c rite
9 a there	b they're	c their
10 a aren't	b ant	c aunt

**6** **CD 1.28** Listen and check your answers to exercise 5.

Appendix 36: *Solutions Intermediate Student's Book*, p 39, exercises 5 and 6

## Lesson 5 Talking about a book

### 1a Read and guess the phrases in the gaps.

- 1 'Oh, no,' Hastings said. 'We haven't found it. The moon has given it to us. On earth we spend our lives fighting gravity. Every step we take, every movement we make, is hard work for (1) ... But here on the moon, where an eighty-kilo human weighs only about thirteen kilos, a body has to do only (2) ...'
- 5 'I see,' said Cooper slowly. 'Ten years for a hamster – and how long for a human?'  
'(3) ... ago we really didn't know,' answered Hastings. 'But now we're quite certain: on the moon a human life will last at least (4) ...'  
'And you're trying to keep it secret!'  
'You fool! Don't you understand?'
- 10 'Take it easy, Doctor – take it easy,' said Chandra softly.  
Hastings took a deep breath and got himself under control again. He began to speak and his words fell like freezing raindrops into Cooper's mind.  
'Think of them up there,' he said waving his hand to the unseen earth. '(5) ... of them, on land which isn't big enough to hold them all. And here, there are only a (6) ... of us, in an almost empty world. But a world where we need years and years of scientific and engineering work just to make life possible. And now we find that we can live for (7) ... Imagine how *they* are going to feel about that news! Tell me this, please – I'd really be interested to know – just how are you going to tell *them*?'  
He waited and waited. Cooper opened his mouth, then closed it again, unable (8) ...  
(9) anything to say.  
In the far corner of the room one of the baby animals began to cry.

### 1b Listen, read and check.

Appendix 37: Fly High English 8 Student's Book, p 34, exercises 1a and 1b


UNIT 5: Atatürk - The Founder of Turkish Republic - The Independence War

C. Post-reading


C1. Work in groups. Write down some of Atatürk's reforms in politics, education and social life. Then, ask your group members and note down the dates and reasons of them.

	REFORMS	REASONS	DATES
Politics	founded Turkish Republic	best administration system	29th Oct 1923
Education			
Social Life			


Example :




Why did Atatürk found Turkish Republic?



Because he thought it was the best administration system for Turkish people.



When did he found Turkish Republic?

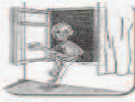


On 29th October 1923.


Appendix 38: English Net 8 Student's Book, p 58, exercise C1


**UNIT 32: Reading: New Discoveries - A Member of an Alien Story**

**B. While - reading**  
**B1. Read the second part of the story and answer the questions on your paper.**


 It was late at night, but I couldn't go to sleep. I started my computer to find new things about the aliens. Suddenly, I noticed an alien knocking at my window. I stared at him for a while, and then I opened the window, he got in and introduced himself.

Calyphore : Don't be scared! I won't hurt you.  
 Henry : I'm not scared, but excited. I've always dreamed of seeing an alien.  
 Calyphore : I know. I've observed you for two years. You deserve to see more of us. Would you like to visit Platenus?  
 Henry : I'd love to, but I haven't finished my homework yet.  
 Calyphore : Don't worry! I can do it for you.



 I picked up my camera quickly and got on the spaceship with Calyphore. After a short trip, we landed on Platenus. The planet looked extremely modern with many technological innovations. The air was fresh and the environment was clear. I could see millions of aliens, big and small, young and old. Calyphore took me to the control booth in the centre of the planet. It was a huge building with lots of screens and switches.

Calyphore : We control our planet from this building. We have already invented the air, water and food production machines. We produce and distribute them from here. I've just made some Multivex. Would you like to try it?  
 Henry : Yes, please.  
 Calyphore : Have you invented the time machine yet?  
 Henry : Of course. Would you like to have a trip in time?  
 Henry : Yes. Can we go to the Stone Age?  
 Calyphore : Sure. Fasten your seat belts, please.



While we were travelling to the Stone Age, we heard mum calling for me, "Wake up, Henry. You are late for school, again!". Calyphore flew me home quickly and went away. Luckily, I took many photos of Platenus.

Appendix 39: English Net 8 Student's Book, p 103, exercise B2

**UNIT 33: Atatürk - The Founder of Turkish Republic - The Independence War**

**B2. Now read the text and fill in the missing information. Choose from the list in B1.**

**Atatürk, the Genius of the 20th Century**

 Mustafa Kemal Atatürk was born 1 (a) in Selanik in 1881. His father's name was Ali Rıza Efendi and his mother's name was Zübeyde Hanım. He had a sister. Her name was Makkûle. He started the primary education in a religious school, but he switched to 2 ( ) secular school. Later on, he won the exams and he enrolled in Military Junior High School in 1893.

 Atatürk's house in Selanik

Mustafa Kemal completed the 3 ( ) primary school. He drew the attention of the world with his victory in Çanakkale and proved that Çanakkale was unpassable. 4 ( ) in 1915, he arrived in Samsun to start the national movement. He made important decisions about the Independence War and the future of the country with his friends.

 An illustration of Çanakkale War

On 30<sup>th</sup> August 1922, the Turkish armies won the ultimate victory under the commandship of Mustafa Kemal, the Chief Commander. 5 ( ) in 1923, the Turkish Grand National Assembly met in Ankara for the first time and chose Mustafa Kemal as the chairman. On 29<sup>th</sup> October 1923, he founded Turkish Republic and the parliament elected him 6 ( ) President.

 Turkish Grand National Assembly in Uluş

The new government signed 7 ( ) Treaty of Lausanne on 24th July 1923. After the war, he made 8 ( ) reforms in politics, social life and education system of the country. In 1934, the Turkish Grand National Assembly 9 ( ) renamed him Atatürk.

 M.K. Atatürk talking to people

 Dolmabahçe Palace in Istanbul

Mustafa Kemal Atatürk died in Dolmabahçe Palace in Istanbul 10 (e) in 1938.

Appendix 40: English Net 8 Student's Book, p 58, exercise B2

**B** GRAMMAR  
Comparison

I can make comparisons.

1 Look at the photo. What do you think is happening?



### Speed dating

Modern life is becoming <sup>1</sup> \_\_\_\_\_ (fast) and <sup>2</sup> \_\_\_\_\_ (busy), but at the same time, people are becoming <sup>3</sup> \_\_\_\_\_ (isolated). These days, people in their twenties and thirties are finding it <sup>4</sup> \_\_\_\_\_ (difficult) to socialise and meet potential partners because they work **harder** and have <sup>5</sup> \_\_\_\_\_ (small) social circles. They can go to bars and clubs, but for many, speed dating is a <sup>6</sup> \_\_\_\_\_ (good) option because it allows them to meet a lot of people **more quickly**, and in a **less stressful** environment. This is how it works: an equal number of men and women meet at a café, get into pairs, and chat for three minutes; when a bell rings, you move round to the next person and chat for another three minutes; after three more minutes you move round again, and so on. At the end of the evening, you make a list of the people that you got on with **the best** and found the <sup>7</sup> \_\_\_\_\_ (attractive) – or the **least unattractive**! Then you give your list to the organisers, and if the people on it feel the same way about you, the organisers give you each other's contact details. It may not be <sup>8</sup> \_\_\_\_\_ (romantic) as a traditional date, but for many, it's the <sup>9</sup> \_\_\_\_\_ (easy) and <sup>10</sup> \_\_\_\_\_ (sensible) choice.

2 Complete the text with the comparative or superlative form of the adjectives in brackets.

**8 F** EVERYDAY ENGLISH  
At the airport: exchanging



Immigration officer Good morning, sir.  
 Jack Wilson Good morning.  
 Officer May I see your passport, please?  
 Jack Yes, certainly.  
 Officer Thank you. <sup>1</sup> \_\_\_\_\_ which flight you arrived on, Mr Wilson?  
 Jack Yes. The British Airways flight from Heathrow.  
 Officer I see. <sup>2</sup> \_\_\_\_\_ how long you'll be staying in the United States, sir?  
 Jack Three weeks.  
 Officer You have a return flight, don't you?  
 Jack Yes, I do – on 24 July. Would you like to see the ticket?  
 Officer No, that's OK. <sup>3</sup> \_\_\_\_\_ what the purpose of your visit is?  
 Jack Yes, I'm visiting relatives. My uncle lives here.  
 Officer <sup>4</sup> \_\_\_\_\_ where you'll be staying, sir?  
 Jack At his house in Boston.  
 Officer <sup>5</sup> \_\_\_\_\_ if you'll be visiting any other cities during your stay?  
 Jack We'll probably be travelling round a bit. I'd like to see New York.  
 Officer OK. Thank you, Mr Wilson. Enjoy your stay.

1 Listen and complete the dialogue with the phrases in the box.

Can you tell me ... Could you tell me ... Do you know ...  
 May I ask ... Would you mind telling me ...

Appendix 41: *Solutions Intermediate Student's Book*, p 65, exercises 1 and 2

Appendix 42: *Solutions Intermediate Student's Book*, p 80, exercise 1.

**4. READING**

**A. Pre - reading**  
 During the break time, Jennifer and George talk to their English teacher, Mrs Fisher about their classmates' problem. Mrs Fisher thinks for a while and finds a wise way to solve their problem.

**A1. How do you think Mrs Fisher will solve the problem? Choose from the list below.**

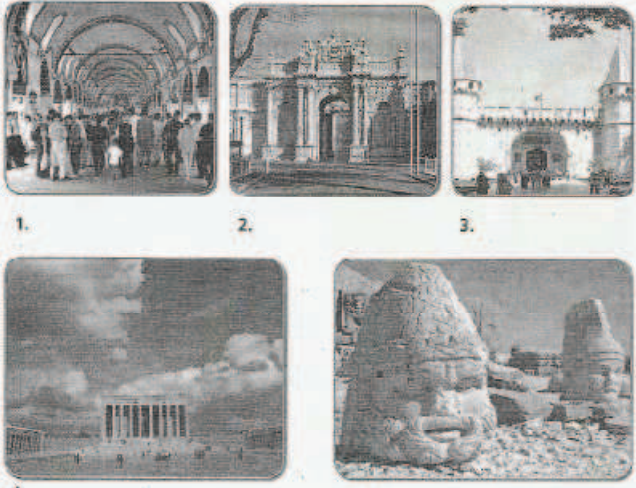
1. She will call their parents and ask them to take care of their daughters.
2. She will tell the girls to see the student's counsellor.
3. She will teach them how to understand each other.

Appendix 43: *English Net 8 Student's Book*, p 164, exercises A and A1.

UNIT 7: Personal Experiences - Places

**1. READING**

**A. Pre - reading**  
**A1. Look at the photos and describe the places. Where are they from?**



**Example:**  
 In picture 1, there are lots of souvenirs like plates, lamps, etc. I think this is a photo of the Covered Bazaar in Istanbul.

**A2. Work in pairs and predict.**  
 Jennifer is interviewing Mr Martin Stones, the presenter of the famous TV programme 'Travel and See'. What is the interview about?  
 The interview is about \_\_\_\_\_

Appendix 44: *English Net 8 Student's Book*, p 71, exercise A1

UNIT 6: Detective Stories – The Story of The Stolen Necklace

C. Post-reading

Read the conversation again. Find and write the details supporting the topic sentence below.

Mrs Jordon stole her own necklace.

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Appendix 45: English Net 8 Student's Book, p 67, exercise C

**READING** Internet relationships

1 **DISCUSS** Discuss the questions with the class.

- Can you fall in love with somebody without meeting them face to face?
- In what ways can online relationships be dangerous?
- Do you know anybody who has started a relationship online?

**Reading tip**  
Find out what kind of text you're going to read and what type of information you may expect to find in it. This will help you understand the text better.

2 Read the reading tip. Then look quickly through the text and decide what type of text it is.

- a newspaper report
- an online article
- an informal letter
- a literary review

3 Read the text. Does the writer think Internet relationships have more advantages or disadvantages?

4 Are the sentences true or false? Correct the false sentences.

- The writer's family are worried that she has too many friends.
- A lot of people read the writer's articles online.
- The writer's online friends get angry with her if she is late.
- The writer thinks online relationships are less stressful than friends in the 'real' world.
- The writer hardly ever interacts with people in the 'real' world.
- The writer knows some of her online friends better than she knows her neighbours.
- The writer thinks it is difficult to care about somebody you've never met face to face.
- The writer thinks the Internet allows you to get to know people more deeply.

5 Complete the definitions with the words and phrases from the text in the box.

an obligation close to your heart fulfilling internet judge nothing in common running in circles

- If something is \_\_\_\_\_, it is very important to you.
- If something is \_\_\_\_\_, you have to do it.
- If you are \_\_\_\_\_, you are too busy to think.
- If something is \_\_\_\_\_, it is very satisfying.
- If you have \_\_\_\_\_ with somebody, you do not share any interests or opinions.
- If you \_\_\_\_\_ somebody, you speak while they are speaking.
- If you \_\_\_\_\_ somebody, you decide what somebody is like, whether you like them, etc.

**Arc Online Relationships**  
by Linda Johnson

Well, this is a topic that is **interesting to me**. My family and friends are always worrying about me because more and more of my life exists online. They keep telling me I should get on more. They say I need a life. I tell them I HAVE a life, it's just different from theirs!

What do they have that I don't? Well, let's explore that question. **They have lots of visitors to their homes**. But fewer than I do. Every time I write an article for my website, I'm talking to thousands of people. (The difference is, I don't have to clean my house after my visitors have left!)

**They have relationships that require a lot of time and effort**, but me I have many more friends than they do, but mine don't **interrupt** me when I'm talking. Mine don't care what I look like. Mine don't **judge** me by anything other than how I treat them. And mine don't fall out with me if I'm late.

**They have obligations that keep them running in circles**... this appointment, that date, this arrangement, that party. Not me. I just sit at my computer with a hot cup of coffee and relax.

I agree that we all need some kind of human interaction and we can't do all our communicating through a keyboard. I have a job that requires me to get on **in the house and interact in the real world**. But it's the most **fulfilling** part of my life. Not at all. Most of my most fulfilling experiences recently have been with people I know through the Internet.

For example, I work regularly with a team of computer experts who write articles for this website. I've never even seen most of these people, but they feel like true friends to me. I think that's because over the world, friends that I wouldn't know if it weren't for the internet. True, they'd love to meet them in real life. But, even if I do it, these people remain very real and dear to me. Because they **accept** them, I certainly know them better than the guy who lives next door to me and with whom I have **nothing in common**.

So, my answer to the question "are internet relationships real?" is a resounding YES, YES, YES. And don't let your families and "real" friends convince you differently. Just because you can't "see" someone, doesn't mean you can't care about them. The internet offers you the opportunity to know someone for who they are, and not for how they look or how they dress. In some ways, the people you know on the internet are more real than the ones you pass on the street.

Appendix 46: Solutions Intermediate Student's Book, p 68

# A man's world?

Base 34 is a new garage in Montpellier, in the south of France. Customers who take their cars there for repairs may be surprised to find that all the employees are women.

When Pierre Malige advertised for women who wanted to become mechanics, he received 120 applications. After tests and interviews, he chose fifteen. They included a nurse, a secretary, a beauty therapist and two flight attendants. They all wanted a chance to work in this traditionally male environment. 'I think a lot of people instinctively trust women more. And female customers might feel more comfortable with somebody who doesn't treat them as if they don't understand anything.'

Although most car mechanics are still men, the situation is gradually changing. Men are starting to leave the profession, and women are joining it. Why? It's a word, technology. In the past, being a mechanic was a physically tough and dirty job. Now, cars are much more complicated than they used to be. You need patience and intelligence to **work out** what the problem is, not strength. Many people believe that this makes the job more suitable for women than for men.



## 5 Are the sentences true or false? Correct the false sentences.

- David Cunningham does not have the same hobbies as most other men in Scotland.
- Most women that David has worked with think that he is good at his job.
- David gets on well with the women but not with their husbands.
- David is not very experienced in his work.
- There are not many male midwives in Scotland, but the number is increasing.
- What is surprising about Base 34 is that no men work there.
- Fifteen women applied to work at the garage.
- The women had different jobs before working at the garage, but wanted a change.
- The job of mechanic is changing because cars are getting simpler.
- Many people think that there will be more female car mechanics in the future.

## 6 Find the phrasal verbs (1-5) in the texts. Match them with the definitions (a-e).

- |                          |                                     |
|--------------------------|-------------------------------------|
| 1 find out               | a deduce                            |
| 2 carry out              | b care for                          |
| 3 look after             | c do                                |
| 4 get on well/badly with | d learn/ discover                   |
| 5 work out               | e have a good/bad relationship with |

• Vocabulary Builder 3.3: Phrasal verbs: separable and inseparable p. 131

## 7 Look at the jobs in the box. Decide which jobs involve:

- helping or looking after people.
- working with small children or babies.
- working with heavy machinery.
- getting dirty.

jobs: aircraft pilot astronaut beauty therapist builder coal miner flight attendant kindergarten teacher taxi driver nurse nanny secretary

## 8 SPEAKING Work in pairs. Discuss the questions.

- Would you expect a man or woman to do the jobs in exercise 7?
- Do you think men and women are better at different jobs, or equally good at all jobs? Give reasons.
- Would you mind doing a job that is traditionally carried out by people of the opposite sex? Why?/Why not?

**Lesson 5 Round the calendar**

**1** Work in groups. Say what days are national holidays in Uzbekistan. e.g. March 21st is Navro'z.

**2a** Do the quiz about national holidays in the UK and the USA. Write True or False.

- 1 Christmas is a national holiday in the UK and the USA.
- 2 Boxing Day is on 26th December in the USA.
- 3 The year starts with a holiday for New Year.
- 4 4th July is Independence Day in the UK.
- 5 Memorial Day is usually on the last Monday in May in the USA.
- 6 Easter Monday is usually in March in the USA.
- 7 There is a 'Bank' holiday in May and August in the UK.

**2b** Listen and check. **2c** Answer

Appendix 48: *Fly High English 8 Student's Book*, p 10, exercises 2a and 2b

**B. While - listening**

**B1. Listen to the recording and check your answers.**

**George** : Could I see \_\_\_\_\_, please?  
**Shop assistant** : Here you are. This red one is \_\_\_\_\_ and the dark blue one is \_\_\_\_\_ . Which one do you prefer?  
**George** : I prefer \_\_\_\_\_ . Jennifer, shall I get one for you, too?  
**Jennifer** : No, thanks. I can't \_\_\_\_\_ .  
**George** : Don't worry I I can teach you. How much \_\_\_\_\_ ?  
**Shop assistant** : That's \_\_\_\_\_, please. Anything else?

**Jennifer** : Yes, I'd like \_\_\_\_\_ and \_\_\_\_\_, please.  
**Shop assistant** : \_\_\_\_\_ . That's £ 35.40. Here you are.  
**Jennifer** : \_\_\_\_\_  
**George** : Jennifer, I'm starving. Shall I would have \_\_\_\_\_ ?  
**Jennifer** : That's a good idea. What you prefer, \_\_\_\_\_ ?  
**George** : I'd rather \_\_\_\_\_ .  
**Jennifer** : Me, too. Look! There's a \_\_\_\_\_ over there.  
**George** : Let's go. Hurry up!

**B2. Listen again and fill in the missing information in the dialogue.**

Appendix 49: *English Net 8 Student's Book*, p 156, exercises B1 and B2

3. LISTENING

A. Pre-listening

Look at the following picture and answer these questions.

1. Who are the people in the picture?
2. Which part of the day is it? How do you know?
3. What are they talking about?



B. While-listening

B1. Listen to the conversation once and check your answers.

B2. Listen to the conversation again and circle the correct option.

1. What does mum say to start the conversation?
  - a) Hello! How do you do?
  - b) Hi! How are you?
  - c) Good morning. You look terrible. Are you OK?
2. What does Jennifer say to ask for attention?
  - a) Are you listening?
  - b) What do you think of my dream?
  - c) Don't you think it's exciting?
3. What does mum say to maintain the conversation?
  - a) Can you tell me your dream?
  - b) Then, what happened?
  - c) Why couldn't you find Bob?
4. What does Lisa say to express that she can't follow?
  - a) I'm afraid I can't follow.
  - b) No problem. I can follow you.
  - c) Sorry, I can't follow you.
5. What does mum say to express her surprise?
  - a) Gosh!
  - b) Really?
  - c) Good heavens!
6. What does Lisa say to express her surprise?
  - a) How amazing!
  - b) That's incredible! You're joking!
  - c) My goodness!
7. What does Jennifer say to close the conversation?
  - a) I must go now.
  - b) Thanks for listening.
  - c) Talk to you later.

**B. While - listening**

**B1. Listen to the recording and tick (✓) the correct picture.**

**B2. Listen again and note down the tips you hear.**

- Search and collect enough information. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C. Post - listening**

**C1. Now write a summary of the text you listened. Use your notes in B2.**

Making a speech in front of a large audience is not easy for everyone. Most people feel unpleasant and nervous. Here are some tips which will help you.

First of all, \_\_\_\_\_

Next, \_\_\_\_\_

Then, \_\_\_\_\_


While making the speech, \_\_\_\_\_


\_\_\_\_\_

Finally, \_\_\_\_\_

Appendix 51: *English Net 8 Student's Book*, p 26, exercises B2 and C1

**Listening**


**4**  **1:15** Listen to the phone conversation. Where is Marek going to stay when he arrives in England?

**5**  **1:15** Listen again and complete the sentences.

- 1 Marek's sister teaches \_\_\_\_\_.
- 2 Sarah's parents work for a \_\_\_\_\_ law firm.
- 3 Marek is planning to arrive in England in the month of \_\_\_\_\_.
- 4 Marek hopes to find a room or flat on the \_\_\_\_\_.
- 5 Sarah's \_\_\_\_\_ has just left home.
- 6 Sarah's family live at 46 \_\_\_\_\_ Gardens.

Appendix 52: *Solutions Intermediate Student's Book*, p 23, exercises 4 and 5

**4 F** EVERYDAY ENGLISH 2 min  
**At the doctor's** (Illustration)



**1** **1.29** Complete the dialogue with the phrases in the box. Then listen and check.

listen to your chest  
 keep warm and get plenty of rest  
 I've got a temperature and a bad cough  
 for about a week  
 three times a day after meals

**Patient:** Good morning, Doctor.  
**Doctor:** Good morning. What can I do for you?  
**Patient:** Well, I haven't been feeling very well recently.  
**Doctor:** How long has this been going on?  
**Patient:** \_\_\_\_\_  
**Doctor:** Can I \_\_\_\_\_?  
**Patient:** Of course.  
**Doctor:** I think you've got an infection. I'll prescribe some antibiotics.  
**Patient:** Will I see better soon?  
**Doctor:** Take the tablets \_\_\_\_\_ and it should clear up in a few days.  
**Patient:** OK. Thank you.  
**Doctor:** You should \_\_\_\_\_ if you're not feeling better in a week from now, come and see me again.  
**Patient:** Thank you, Doctor. Goodbye.  
**Doctor:** Goodbye.

**5** **1.35** Listen to five teenagers giving their opinions about environmental issues. Match each speaker (1-5) with two opinions.

a. We should use solar and wind power to heat our water at home.

b. We won't be able to use land-fill sites for much longer.

c. We should avoid travelling by plane.

d. We should use rockets to send rubbish into space.

e. We shouldn't use cars for short journeys.

f. There's too much packaging on things we buy.

g. The government should ban large, powerful cars.

h. We shouldn't go on holiday to distant places.

i. We shouldn't replace gadgets and electrical appliances unless they are broken.

j. The government should invest in renewable energy.

**6** **SPEAKING** Do you agree or disagree with the opinions in exercise 5? Give reasons.

Appendix 53: Solutions Intermediate Student's Book, p 40, exercise 1.

Appendix 54: Solutions Intermediate Student's Book, p 46, exercise 5 and 6.

**Lesson 6 Project**


**1a** Work in groups of four. You are going to make a class newspaper. Discuss what sections it should have.

Home News  
 Local News  
 Foreign News  
 Microscopes  
 Crossword  
 Cartoons  
 Sports News  
 Editorial  
 Births, Marriages, Deaths

Letters Page  
 Religious Affairs  
 Women's Page  
 Fashion Page  
 Business News  
 Stock Markets  
 Farming Page  
 TV guide

**1b** Tell the class your ideas.  
**1c** Choose the best sections for the class newspaper.

Bekobod Times...?  
 Bekobod Express...?



**1d** Find a name for your class newspaper.

Tashkent NEWS  
 Djiizak NEWS  
 Bukhara Herald

Nokus Daily Press  
 SHAKHRIYABAZ Standard  
 Tashqo'rg'on TELEGRAPH

Khiva EXPRESS  
 OKINSOY Times  
 Navoi

Appendix 55: Fly High English 8 Student's Book, p 19, exercises 1a and 1b


**3** Talk about what you did on Sunday.  
 e.g. After I'd read a magazine I went for a walk.

When	I		the shopping	I	listened to the radio.
	you	had done	the cleaning	you	watched TV.
After	s/he	had read	the washing up	s/he	had a rest.
	the robot		my/our homework	the robot	went to bed.
	we		the newspaper	we	went for a walk.
	they		a magazine	they	played computer games.

Appendix 56: Fly High English 8 Student's Book, p 23, exercises 3

**Lesson 6 Project**

**1a** Work in groups. Interview your classmates about their favourite singers or dancers. Write their answers in your exercise book.




**1b** Report about your interviews.

e.g. I interviewed Dilorom, Anora and Shahnoza. I asked them what kind of music they liked. Dilorom said that ...

**2a** Work in groups. You are going to prepare a big concert for Navro'z. It must be interesting for your schoolmates. Make a concert programme and give a short description of each piece of music you include in it.

**2b** Present your concert programme to the class.



*Concert programme*

1. Assalom Navroz! A song.  
Sung by school choir.
2. Uzbek dance.  
Performed by school dance group.
3. Scenes from fairy tales.  
Performed by students of the 8th form.
4. Jokes.  
Performed by Hidoyatov Anvar.

Appendix 57: Fly High English 8 Student's Book, p 51

2. SPEAKING

Work in groups of four. Ask and answer questions and complete the table with information about your group members' close friends.

Name	Physical appearance	Personality	Habits	Pastimes

Example:



Tom : Who is your close friend?  
 Pat : It's Tracey.  
 Tom : What does she look like?  
 Pat : She's tall and slim with blue eyes and long fair hair.  
 Tom : How about her personality?  
 Pat : She's friendly and helpful. She has a good sense of humour.  
 Tom : Sense of humour? What do you mean?  
 Pat : I mean she's so funny. She always makes me laugh.  
 Tom : What are her habits?  
 Pat : She never forgets her friends' birthdays. She always gives nice gifts to her friends.  
 Tom : What does she like doing in her free time?  
 Pat : She likes going to the cinema.  
 Tom : What are her pastime activities?  
 Pat : Playing the guitar and singing songs.



Appendix 58: English Net 8 Student's Book, p 14

3. SPEAKING

1. Work in small groups. Ask questions about your friends' habits and routines and complete the table.

Your friends' names:

Sleeping			
Food			
Drinks			
Sports & exercises			
Personal hygiene			
Body care products			
Cosmetics			

Example:



How many hours a day do you sleep?

Six hours.



2. Compare and contrast your friends' habits and routines. Who pays the least attention to his/her health and look? What can you suggest him/her to do? Use your gestures if you don't know or remember a word.

Example:



First, you should sleep eight hours a day, not six hours. If you get little sleep, you'll feel tired the next day.

Appendix 59: English Net 8 Student's Book, p 34

### 8. ROLE - PLAY

Work in pairs. Read the role cards, follow the instructions and prepare an interview. Then, act it out in front of the class.

#### Student A

Imagine that you've met a very famous person. Ask him/her questions about his/her place and date of birth, nationality, field of study, educational background and accomplishments.

#### Student B

Imagine that you are a famous person. Make up a success story for yourself and answer your partner's questions about your place and date of birth, nationality, field of study, educational background and accomplishments.



#### Example:

Cem : Hello, Mr Gates. I'm preparing an article for our school magazine about living scientists. Can I ask you a few questions?  
Mr Gates : Of course.  
Cem : First, how did you decide to become a computer programmer?  
Mr Gates : Well, at the age of 13, I discovered my interest in computers and continued to develop my skill...

Appendix 60: *English Net 8 Student's Book*, p 98

### 2. SPEAKING

Work in pairs. Ask and answer questions about your partner's studying habits and learning style in turns. Take notes and talk to the class about the differences between you and your partner.

#### Example:



Lucy : Which activities do you like doing in class?

Anne : I have short breaks.

Anne : I like drawing and singing songs.

Lucy : How do you learn best?

Anne : By seeing and listening.

Lucy : Do you like doing experiments?

Lucy : Where do you study at home?

Anne : In my room.

Anne : No, I don't.

Lucy : Do you work for long hours or do you have short breaks?

Lucy :

My friend likes drawing and singing songs, but I like solving Maths problems.

Appendix 61: *English Net 8 Student's Book*, p 23

### 3. SPEAKING

1. **Work with your close friend.** Think of a problem you have had lately. Take a piece of paper and write it down from your point of view. Then, stick your and your partner's papers together and put them in a box.

Give information about

- what the problem was.
- what you thought.
- how you felt.

2. **A student from the group draws a pair of paper and reads the problem from each student's point of view.** The other students discuss the problem, try to find out who was wrong and suggest a course of action to solve the problem.

Example:



**Jennifer** : I think there is a misunderstanding between Kate and Marilyn.

**George** : Yes. You are absolutely right.

**Bob** : If you ask me, Kate is wrong because she went to the café with Marilyn and some other friends, but there she met an old friend and went away.

**George** : But she wanted to say, hello.

**Bob** : What do you think they should do now?

**Jennifer** : If I were Kate, I would try to learn the truth.

**George** : I agree with you. They should sit down and talk about their feelings.

Appendix 62: *English Net 8 Student's Book*, p 164

**6 SPEAKING** In your opinion, which expert's prediction is:

1. the most optimistic? Give reasons.
2. the most pessimistic? Give reasons.
3. the most interesting? Give reasons.
4. the most likely to come true? Give reasons.

**7** **Work in pairs.** Make three predictions about the world in fifty years' time. Use the ideas in the box to help you.

buildings climate computers education  
entertainment health space transport work

**8 SPEAKING** Tell the class your predictions. Do they agree or disagree?

Appendix 63: *Solutions Intermediate Student's Book*, p 49

# 6 Telling tales

**VOCABULARY AND LISTENING**

## A Murder in the library

*I can decide who committed a crime.*

**1** Find three things in the pictures. What other objects can you identify?

House and garden armchair balcony book bookcase carpet chandelier chest of drawers cooker cupboard curtain dining table drinapile fireplace flowerpot hedge lawn mirror path rug sink sofa tablecloth stool vase wardrobe

**2** Listen. Millie said Lord Snodbury has been murdered. Listen to the interviews with Inspector Fox who is investigating the murder. Match the people with the descriptions.

1 Arthur is	a the gardener
2 Martha is	b Lord Snodbury's wife
3 Lord Algernon is	c Lord Snodbury's son and heir
4 Lady Snodbury is	d the cook

**3** Listen again. Complete the Inspector's notes from the interviews.

**Lord Snodbury's murder**

Time: nearly 6 p.m. Place: the library

Witness statements:

Martha was preparing tea in the kitchen at 5 p.m. She said Snodbury's "sister and I" had "been sitting" in the library at 5 p.m. "Had argued with Lord Snodbury about" "Received" "from Lord Algernon."

Lord Algernon was in his study at 5 p.m. Went to library "minutes later." Had argued with Lord Snodbury about his "at Emma's."

Lady Snodbury was "arriving" in the library at 5 p.m. "Had noticed and went to the" "Lord Algernon visited them" "minutes later."

**4** Match the sentences (1-3) with the meanings (a-c).

- Martha must have murdered Lord Snodbury.
- Martha might have murdered Lord Snodbury.
- Martha can't have murdered Lord Snodbury.

a It's impossible that Martha murdered Lord Snodbury.  
 b It seems certain that Martha murdered Lord Snodbury.  
 c It's possible that Martha murdered Lord Snodbury.

**5** **SPKING** Work in pairs. Who do you think murdered Lord Snodbury? Discuss the evidence in the interviews and the pictures.


It can't have been \_\_\_\_\_ because ...

It might have been \_\_\_\_\_ because ...

It must have been \_\_\_\_\_ because ...

**6** **3:02** Vote for who you think killed Lord Snodbury. Look to Inspector Fox's conclusion. Were you correct?

**Vocabulary Builder 6.1: House and garden** p. 116



Appendix 64: Solutions Intermediate Student's Book, p 54

**7** **SPKING** Play a class game in two teams.

- One pair from team 1 asks and answers a question from exercise 6.

What kind of music do you like?

I like dance music.

- One person from team 2 has to remember and report the question and answer.

Nick asked Fiona what kind of music she liked. Fiona said that she liked dance music.

Appendix 65: Solutions Intermediate Student's Book, p 57

**5 Chain Drill.**

e.g. A: If I worked on the moon, I would be a newspaper reporter.  
 B: If I were a newspaper reporter, I would write articles about the moon.  
 C: If I wrote articles about the moon, I would send them to the earth.

Appendix 66: *Fly High English 8 Student's Book*, p 33, exercise 5

**7 SPEAKING** Work in pairs. Student A: Make comments with *I wish ...* and the ideas in the box or your own ideas. Student B: Reply using *I'd rather ...* and your own ideas. Student A: Say how life would be different.

I / live near the sea - I / be 21 years old  
 I / have a new mobile phone - lessons / be longer  
 it / be Christmas - I / can play the piano - I / own a Ferrari

I wish I lived near the sea.

Really? I'd rather live in the mountains.

But if I lived near the sea, I could go to the beach every day in the summer.

**66** Grammar Builder 7.3: *I wish, if only, I'd rather* p. 121

Appendix 67: *Solutions Intermediate Student's Book*, p 67

**7 SPEAKING** Work in pairs. Role-play a dialogue using your notes from exercise 7. One of you is the witness, the other a TV news reporter.

I understand that you recently saw a creature that you believe to be a Sasquatch.

That's right.

Could you tell me what you were doing at the time?

Well, I was...

Appendix 68: *Solutions Intermediate Student's Book*, p 56

**2d** Copy and complete the picture of the natural recycling system. Use the verbs in the cloud. Write them in the correct form – active or passive.

fall, take, eat, break down, store

- Nutrients \*\*\* in leaves and fruits.
- Dead plant parts and some fruits \*\*\* to the ground.
- Some leaves and fruits \*\*\* by animals.
- Some plant eaters \*\*\* by birds.
- Animal droppings and dead animals \*\*\* to the ground.
- Insects and bacteria \*\*\* the remains.
- Nutrients \*\*\* in by roots.

**3** Work in groups. Answer the question.  
 What should people do to help the earth?  
 Use: We should ... because ... / We shouldn't ... because ...

Appendix 69: *Fly High English 8 Student's Book*, p 73, exercise 2d.

**2d** Look and write two sentences about air and water pollution. Use 'may be caused', 'may be reduced/Improved'.

e.g. Air pollution may be caused by transport especially old trucks. It may be reduced by checking the engine regularly.

**2** Why is recycling paper important?

**Remember:**  
 It/they may be caused/done by ...

Appendix 70: *Fly High English 8 Student's Book*, p 72, exercise 2d

### 3. WRITING

Read the examples and fill in the blanks with "already, just" or "yet".

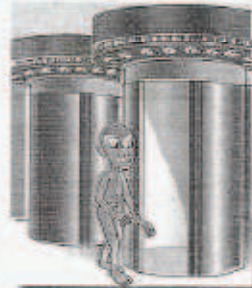
Examples:



We have already invented the air, water and food production machines.



I've just made some Multivex. Would you like to try it?

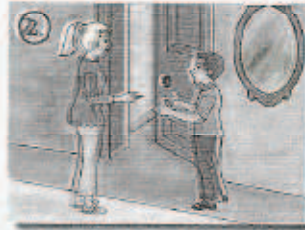


Have you invented the time machine yet?



Mary : What are you going to wear for the party?

Sue : I've already bought a beautiful dress.



Bob : Can I go out? "

Mum : Tidy your room first.

Bob : I've already tidied my room.



Dad : Have you cooked the dinner yet?

Mum : Yes. But I haven't set the table yet.



Joe : Would you like to have something to eat?

Pat: No, thanks. I've already had lunch.

### 3. WRITING

Make a list of the sensible precautions for saving animal species.

#### SAVE ANIMALS

- First, don't buy clothing items made from animal skin, \_\_\_\_\_
- Second, \_\_\_\_\_
- Next, \_\_\_\_\_
- Then, \_\_\_\_\_
- And then, \_\_\_\_\_
- Finally, \_\_\_\_\_

Appendix 72: English Net 8 Student's Book, p 146

G

writing

Write a letter  
écrire une lettre

## A job application

**Read the letter quickly. Answer the questions.**

- What job is Sandra applying for?
- Where did she work last summer?
- When can she start work?

The Manager  
Lenny's Restaurant  
Green Lane  
Luton  
LU17 9HY

13 Birch Avenue  
Luton  
LU13 7BU

19 June 2007

Dear Sir or Madam

I am writing to apply for the post of kitchen helper at Lenny's Restaurant which was advertised in last Saturday's newspaper.

I have considerable experience of working in catering. Last summer, I worked for six weeks as a waitress in my local café. My responsibilities there included taking orders and serving customers as well as cleaning the kitchen and washing up.

I consider myself to be reliable, hard-working and enthusiastic. If necessary, I can supply references from the café owner and also from a teacher at my school.

I would be very grateful for the opportunity to visit the restaurant and discuss my application with you in person. I am available for interview any day after school or on Saturdays. If my application is successful, I will be available to start work on 25 July immediately after my exams.

I am enclosing my CV.

I look forward to hearing from you soon.

Yours faithfully,  
*Sandra Blount*  
Sandra Blount

- Find more formal ways of saying the underlined phrases in Sandra's letter.
  - I am writing to ask you for the job of kitchen helper.
  - I've worked a lot in catering.
  - The things had to do there included taking orders.
  - I think that I am reliable, hard-working and enthusiastic.
  - I can give you references.
  - I would really like to visit the restaurant ...
  - ... and talk about my application face to face.
  - I can start work on 25 July.
  - I'm sending my CV.
- Read the job advert. Think about what qualities and experience you might need for the job. Make notes.

### Hotel Receptionist

We need an intelligent, friendly, confident person to work at our hotel in Oxford from 15 July to 31 August. Working hours are from 10 a.m. to 6 p.m. Your duties will include greeting guests, checking them in and out, answering the phone and taking bookings.

Please apply in writing to:  
Queen Victoria Hotel  
84-88 Beauchamp Rd  
Oxford OX4 7UH

- Write a formal letter of 120-150 words applying for the job. Follow the writing plan below.
 

**Paragraph 1**

  - Mention the job you are applying for and where you saw the advert.

**Paragraph 2**

  - Talk about why you are right for the job. Mention personal interests, and relevant experience and responsibilities.

**Paragraph 3**

  - List your personal qualities and offer to send references.

**Paragraph 4**

  - Say you would like to come for an interview and when you are available.
  - Say when you could start work.

**In which paragraph (1, 2, 3 or 4) does Sandra mention:**

a) references that she can send?	<input type="checkbox"/>
b) the job she is applying for?	<input type="checkbox"/>
c) when she can start work?	<input type="checkbox"/>
d) where she saw the job advert?	<input type="checkbox"/>
e) her personal qualities?	<input type="checkbox"/>
f) her experience of working in catering?	<input type="checkbox"/>

**Writing tip**

Avoid using informal expressions in formal letters.  
Find formal expressions that have the same meaning.

Appendix 73: Solutions Intermediate Student's Book, p 31

UW7 2: Road to success Study Skills

## 6. WRITING

1. The sentences below describe the process of travelling abroad. Put them in the correct order and complete the paragraph.

- Take enough money or traveler's cheques. I'm sure you'll need a lot of money there.
- 1 Get information about the country you would like to travel and decide when to travel.
- Apply for a visa and get a two-way air ticket.
- Visit your travel agency to learn about the accommodation options. Arrange accommodation in advance.
- Listen to the weather forecast and take suitable clothes. Avoid heavy suitcases.

First, get information about the country you would like to travel and decide when to travel.

Next, \_\_\_\_\_

And then, \_\_\_\_\_

Then, \_\_\_\_\_

Finally, \_\_\_\_\_

Appendix 74: *English Net 8 Student's Book*, p 27

4. Underline all the examples of *in*, *at* and *on* with time expressions in the texts in exercises 1 and 2. Then choose the correct prepositions in the *Learn this!* box.

**LEARN THIS!**

**in, at and on with time**

1 We use *in* / *at* / *on* with

- a clock times (seven o'clock, 8.30, etc.)
- b festivals and holidays (Christmas, Easter, etc.)
- c the weekend, night

2 We use *in* / *at* / *on* with

- a parts of the day (the morning, the afternoon, etc.)
- b seasons (summer, winter, etc.)
- c months (January, February, etc.)
- d years (2001, 1492, etc.)

3 We use *in* / *at* / *on* with

- a days of the week (Monday, Tuesday, etc.)
- b dates (12 May, 1 April, etc.)

5. Complete the sentences with *in*, *at* or *on*.

- 1 Americans often have a family party \_\_\_\_ Thanksgiving, which is \_\_\_\_ November.
- 2 His last party started \_\_\_\_ nine o'clock \_\_\_\_ the evening \_\_\_\_ Saturday and finished \_\_\_\_ midday \_\_\_\_ Sunday!
- 3 \_\_\_\_ the weekend, we usually have lunch \_\_\_\_ two o'clock \_\_\_\_ the afternoon.
- 4 They last went to a party \_\_\_\_ Christmas \_\_\_\_ 2001.
- 5 She was born \_\_\_\_ 14 September 1973 and got married \_\_\_\_ July 2001. She got divorced \_\_\_\_ 2004.

Grammar Builder 7.5: in, at and on with time: p. 122

**Nominal subject clauses**

We sometimes emphasise particular information in a sentence by beginning with a *what* clause followed by *be*.

*I'm looking for a more colourful outfit.*  
*What I'm looking for is a more colourful outfit.*  
*She needs a new job.*  
*What she needs is a new job.*

3. Read the *Learn this!* box. Find an example of a *what* clause in the essay in exercise 1.

4. Rewrite the sentences using nominal subject clauses starting with *what*.

- 1 I prefer unusual clothes.
- 2 I like modern architecture.
- 3 I really hate grey tower blocks.
- 4 We need a new attitude to urban architecture.
- 5 It shows how important art can be.
- 6 They're looking for a more attractive house.

Grammar Builder 10.4: Nominal subject clauses: p. 177

Appendix 75: *Solutions Intermediate Student's Book*, p 71, exercise 4.

Appendix 76: *Solutions Intermediate Student's Book*, p101, exercise 4.

3. SPEAKING

Work in pairs. Make a list of six of your personal experiences. Don't show your list to your partner. Ask and answer questions in turns and find out two experiences you both had. Then, talk about your experiences.

eaten Chinese food:



Example:

- May : Have you ever eaten Chinese food?  
 Lisa : Yes, I have.  
 May : Where and when did you eat it?  
 Lisa : I ate Chinese food at a restaurant in London last weekend. How about you?  
 May : I had Chinese food in Brighton last year. Did you like it?  
 Lisa : Yes, it was delicious.  
 May : But I didn't like it. Did you eat with chop sticks or with a fork?  
 Lisa : With a fork, because it was too difficult to eat with chop sticks. And you?  
 May : I ate with chop sticks.

Appendix 77: English Net 8 Student's Book, p 76

B2. Now read the text and fill in the missing information. Choose from the list in B1.

Atatürk, the Genius of the 20th Century

Mustafa Kemal Atatürk was born 1 ( ) in Selanik in 1881. His father's name was Ali Rıza Efendi and his mother's name was Zübeyde Hanım. He had a sister. Her name was Makbule. He started the primary education in a religious school, but he switched to 2 ( ) \_\_\_\_\_. Later on, he won the exams and he enrolled in Military Junior High School in 1893.



Atatürk's house in Selanik

Mustafa Kemal completed the 3 ( ) \_\_\_\_\_. He drew the attention of the world with his victory in Çanakkale and proved that Çanakkale was unpassable. 4 ( ) \_\_\_\_\_, he arrived in Samsun to start the national movement. He made important decisions about the Independence War and the future of the country with his friends.



An illustration of Çanakkale War



Turkish Grand National Assembly in Ulus

On 30<sup>th</sup> August 1922, the Turkish armies won the ultimate victory under the commandship of Mustafa Kemal, the Chief Commander.

5 ( ) \_\_\_\_\_, the Turkish Grand National Assembly met in Ankara for the first time and chose Mustafa Kemal as the chairman. On 29<sup>th</sup> October 1923, he founded Turkish Republic and the parliament elected him 6 ( ) \_\_\_\_\_.

The new government signed 7 ( ) \_\_\_\_\_ on 24th July 1923.

After the war, he made 8 ( ) \_\_\_\_\_ in politics, social life and education system of the country. In 1934, the Turkish Grand National Assembly 9 ( ) \_\_\_\_\_.



M.K. Atatürk talking to people



Dolmabahçe Palace in Istanbul

Mustafa Kemal Atatürk died in Dolmabahçe Palace in Istanbul 10 (e) \_\_\_\_\_.

Appendix 78: English Net 8 Student's Book, p 57

## SKILLS ROUND-UP 1-8

### Reading

- 1 Read the text quickly. In which of the places could you see:
- a monkeys?
  - b jewels?
  - c the distant past?
  - d toy trains?

## Places to visit in Edinburgh

**Edinburgh Castle** The castle is the top attraction not only in Edinburgh, but in Scotland, and you do not need to be a history fanatic to enjoy it. See the crown jewels of Scotland and the 'Sons of Destiny' on which generations of Scottish and British kings and queens have been crowned. There are also reminders scratched on the walls of the dungeons from the days when the castle was a prison for the Frenchmen who were captured during the Napoleonic wars.

**Edinburgh Zoo** Edinburgh Zoo, which is situated only 10 minutes from the city centre, is another of Scotland's top tourist attractions. The zoo is particularly noted for its large collection of penguins, who parade in front of the visitors at feeding time. There are over 1,000 other animals there, including polar bears, monkeys and tigers.

**Museum of Childhood** A magical world of dolls, toys, teddy bears, games, puzzles, train sets, models and loads of other items from all over the world to keep children amused. It has been described as the 'noisiest museum in the world' and, when it opened in 1965, was believed to be the first museum in the world to specialise in the history of childhood. And admission is free!

**Dynamic Earth** One of Edinburgh's newest attractions, Dynamic Earth has a virtual reality 'time machine' that takes you from the formation of the universe through 4,500 million years of planet Earth. You will be shaken by earthquakes, feel the cold of the ice ages and see tropical rainstorms. Travel to the depths of the oceans and fly high above towering glaciers and mountains. You will see, hear, feel and smell the planet as it was millions of years ago, and how it might be in the future.



Appendix 79: Solutions Intermediate Student's Book, p 83

**8 E** READING **Trip of a lifetime** *I can understand a description of a holiday.*



**Big Cat Diary**

I've always dreamed of seeing a leopard face to face ever since I watched a BBC wildlife documentary about them. I like the fact that they're so independent. The females are the boss, basically — they hunt alone, and they're stealthy and strong. The markings are beautiful. The South Luangwa Valley in Zambia has one leopard for every kilometre, and you can do night drives there, which adds to your chances of seeing them. I think the fact they are nocturnal and hard to find makes it more exciting. Dad doesn't agree. He's already worrying about not seeing one, but that's just my dad.

Mfawe international airport is the smallest I have ever seen. There is a tiny shop selling postcards and that's it. We pay for our postcards and climb into a jeep which takes us to Nkwali, trundling past mud huts and groups of children wearing school uniform or carrying farm tools — sometimes both. Finally, we arrive at the camp — six huts and a bar built round a tree. Our hut has lizard wallpaper — except it's not wallpaper, it's just lizards. I go to sleep and dream about leopards.

On the first game drive, Rocky is our guide. Straight away, we're driving across a plain full of impala and baboons. Now comes the big moment of the first night. We hear something in the trees, and suddenly we are right in the middle of a lion hunt. In the dark! We listen to the baboons' alarm calls, and when Rocky switches on the light, we see two lionesses on either side, and our tattoo after an impala. They miss the kill, but even so, my heart is thumping.

The next morning, we go on a drive and spot baboons crossing the road. Suddenly, a truck appears from the bush and three elephants, including a baby, stroll across right in front of us.

That's how it is on the drives: a new creature every time. We get giraffes, then a crocodile, then a buffalo. But my favourite morning is the walking safari. We set off across the plain with an armed guard. Rocky tells us 'The Golden Rule: 'Never run ... unless I say so. And if I say get up the tree, get up the tree.' The next morning, two other guests boast about having seen a leopard and her cub. We look at pictures on their digital camera. I'm really cross, because there probably won't be another sighting for ages, and tonight is our last night here. But I'm still hoping for a lucky break.

This time, we're out with Zebren, but after just a few minutes, our jeep gets stuck on a muddy trail. It takes ages to dig us out, and my heart is sinking. Then it starts pouring. We sit in the dark while my dad complains about the rain. And then, suddenly, two impala hurtle from the bushes. Moments later, the leopardess springs out behind us. We all sit in absolute silence and stare at her. Leopards are much stronger than lions, and she looks incredibly powerful. After giving us a long show, she darts back into the bush. Awesome! We're soaked through, but I don't care about that. Mum and I sing and dance as we head for camp. 'We saw a leopard, we got a picture ...'




Appendix 80: Solutions Intermediate Student's Book, p 78

**Lesson 3 Film stars**

**1a** Work in pairs. Ask and answer. Name a film s/he appeared in.

1. Who is s/he? Where does/did s/he come from?



Gulchehra Jamilova



Amitabh Bachan



Yuri Nikulin



Jackie Chan



Charlie Chaplin

Appendix 81: Fly High English 8 Student's Book, p 40, exercise 1a

Appendix 82: The English Language Teaching Lesson Curriculum of the General Secondary Education School (Uzbekistan)

**Curriculum**

**The English Language Teaching Lesson Curriculum of the General Secondary Education School (Uzbekistan)**

Aims and objectives of English Language Teaching are indicated referring to the benefits and advantages of the society and the government and curriculum should be appropriate and applicable to the benefits of the society and the government.

The role of our Independent Republic in the global world is being prosperous, its international communications, trade and business, tourism, financial and cultural relationships between other countries are being developed and consolidated day by day. In this globalization period the most important duty is to teach - the future of the young independent country- the youth, foreign languages and shape the skills of making free communication with foreigners, discussing and concluding the essential problems with them, civilized habits in inter- and mutual-relating with them orally and in a written form.

English Language Teaching in 5-9 grades in General Secondary Schools is divided into two stages:

First stage- the basis of the several language experiences and skills which support the speech activities form the first stage of the English language teaching (5-6 grades). In the beginning two years of the teaching the students learn listening comprehension, speaking (oral speech). Here reading and writing serve as a means of teaching. The attention, firstly, is payed to the phonetic features of the target language. The exercises based on pronunciation, especially, fully assimilation of the sounds, putting the stresses correctly are continued to be implemented in the second stage as well. The educational duty of the first stage is mastering the grammar and lexical materials which are to be learnt and requires memorizing, listening them according to the samples and repeating.

Translation is considered to be a significant skill and should be formed regularly. Translating the words is very useful and helpful at the first stage. It is observed some inconsistency between words at the process of translating from English into Uzbek or from Uzbek into English. Like that in the mind of students the theory of not translating the words, but the meaning should be comprehended is formed.

**8<sup>th</sup> grade**

-recognizing:

- the problems of environment;
- the politicians, government leaders;
- the names of popular persons in science and culture (writers, poets) and their works;
- information about the names of newspapers, magazines, TV programmes in Uzbekistan, Great Britain and USA;
- holidays and traditions of those countries;

### **Curriculum**

#### **1. Art and famous persons of Uzbekistan, Great Britain and USA:**

- art;
  - speak about several types of art in Uzbekistan, Great Britain and USA;
  - raising the skill of expressing their interests (pointing the reasons), comparing the Uzbek and English music, confronting their literature;
  - discussing the meanings of modern films and dramas in Uzbekistan, Great Britain and USA, describing their museums;
  - sculpturing; also collaborate with ideas with more simple terms about painting;
  - famous persons;
- Giving information about the following famous historical persons: A.Temur, M.Ulugbek, A.Navoiy, V. Shakespeare, expressing ideas about their works;

**eg.** Some years ago Uzbek music was not so modern.

· past passive tense

**eg.** "Hamlet" was written by Shakespeare.

· past perfect tense

(before, after, when, by)

**eg.** After Shakespeare had written "Hamlet" he moved from Stratford to London.

· if clause of time (present or future tense)

**eg.** If I were him I would be worried.

· Would you *like* to ... .

· I'd like to ... . · Sorry, I can't.

· A big man with long hair ...

· It makes me happy (adjective)

· It makes me dance (verb)

· reported speech: commands

e.g. He told her to say her alphabet. He asked her to say it. He ordered her to do it.

· past passive tense;

**eg.** The State museum of Fine Arts was founded in 1918. Works of art were added to the collection. could be/might be / perhaps/may be comparing: It looks like New Year decorations.

· simple past tense;

**eg.** A.Temur was a great statesman.

· past perfect tense;

**eg.** Ulugbek had observed stars.

### **Listening comprehension:**

- listening:
- speech functions in natural circumstances (opening words like ‘ok, all right, well’ at the beginning of the sentences and in suspicions) in the dialogues and monologues;
- for checking the information;
- texts comprising a few unknown words pronounced in a normal tempo with natural noise;
- for separating important and interesting information;
- extracts including events in past and future tenses and short figurative stories and understand them;

### **Speaking:**

- listening comprehension for recognizing full information about the text and speaking the basic meaning;
- communicativeness in different circumstances, in a group and in pairs;

### **Theme: Types of Grammatical Speech Functions**

#### **2. Holidays and Traditions:**

- knowing some information about the holidays and traditions in Uzbekistan, Great Britain and USA and speak about;

#### **3. Universe:**

- the problems of environment; collaborating with ideas of environmental problems, skills of speaking the reasons of the particular problems and prove the ideas;
- speaking about the similar environmental problems in other countries;
- the constructions of There is/are;
- simple present tense;
- using ‘will’ in predicting the events and the usage of ‘will’;

**eg.** There will be regular rockets to other planets.

- past tense modals (could, might), maybe, perhaps + present tense;
- **eg.** There might be life on Mars. There could be green people on Mars. Maybe there

are Martians. Perhaps Mars has water. There may be humanoids.

- May (probability),
- too; very often; probably; certainly;

**eg.** You’re probably right.

- Much (position). · comparative and superlative degrees of adjectives;
- present perfect tense (describing the results);

**eg.** The Aral Sea has shrunk. The desert has increased.

- past passive tense (describing the process);

· **eg.** Water was diverted. Dams were built.

-simple present tense;

-present and past passive tenses;

-simple past tense;

-adverbs of manner and time;

-word origin: celebrate + tion + celebration

-dates;

-attributive modifier: the usage of *all of*; *some*; developing the skills of exchanging the ideas;

-discussing;

-skills of speaking about events in the past and future tenses;

-participating in the short conversations about the particular themes;

-explaining the feelings and ideas;

-taking part in dialogues and monologues;

-speaking with a correct pronunciation and intonation;

-expressing the ideas and feelings about the themes and explaining them;

-making dialogues and monologues about the read materials;

of; lots of; plenty of; most of; none of; a bit of · Both of all · As a result; for

**eg.** I went there for a party. It is hunted for its skin.

· revision the tenses;

· direct and indirect speech: he said he reads .....; he said he was ....; he said that he was ... · same as ... different from ... the use of direct and indirect speeches in giving information;

**eg.** The president gave a speech at the opening of the new city hall. He said he was happy the new building was ready. «I congratulate you on finishing this excellent building ahead of time.

· using past present tense and simple past tense in reported speeches;

**e.g.** He said he had enjoyed the film.

Past perfect tense:

After I had ... I did ...; The differences of English in USA and Great Britain; mastering the skills of participating in speeches;

### **Reading:**

-reading and understanding different visual and figurative stories comprising approximately 250 words;

-reading simplified and self-studies (instructions, stories and data);

-understand the meanings of different texts including various themes, complex sentences and new words;

-reading the graphs and diagrams and understand them;

-reading the text in order to understand it exhaustively;

-using the bilingual or the back-pages dictionaries;

-reading the stories and information which are aimed to study independently;

-giving the short implications of the texts as given in samples (orally or in a written form);

-reading and comprehending little texts in order to realize the necessary knowledge;

**Writing:**

-comparing the problems;

**4. Mass Media:**

-reading and understand the parts taken from mass media: newspaper, magazines;  
-discussing the differences of the newspaper and magazines in Uzbekistan, Great Britain and USA; the term of internet;

-speaking about the television and radio of Uzbekistan, Great Britain and USA, discussing the news, good and bad information in their channels and programs, suggesting their interested themes to be input in their channels;

-writing particular tasks based on the texts they read, heard or witnessed;

-information about self;

-writing the collaborative sentences in expressing their ideas and feelings;

-correctly delineating punctuation marks and language items in expressing their ideas;

-depicting the events in present, past and future tenses in written form;

-translating the simple words, learnt grammar functions and short texts;

-completing the sentences with learnt grammar points and contents till the end;

-writing short figurative texts;

-writing short reports in the ground of taken information;

-writing direct and indirect speeches;

-writing instructions, vouchers and invitations;

-making dialogues in terms of samples and translating the learnt grammatical items and short texts;

**Self-study****Revision****Control work**

Appendix 83: Recommendations and Calendar-Theme Plans of Developed Curriculum of the English Language (Uzbekistan)

**Recommendations and Calendar-Theme Plans of Developed Curriculum of the English Language (Uzbekistan)**

Ministry of Education of the Republic of Uzbekistan  
Republic Education Centre

It is affirmed by Uzbekistan Republic Ministry of Education and Ministry of Higher and Secondary Special Education on 1<sup>st</sup> of July, 2010 with the resolution of the united commission assembly

Recommendations and Calendar-Theme Plans of Developed Curriculum of the English Language (8 grade)

Tashkent-2010

Introduction

Uzbekistan Republic Law-court of Ministry confirmed interpretations of General Secondary Education to Government Education Standards on 6<sup>th</sup> of August, 1999. These interpretations were looked through in the range of ‘Governmental National Admonition of Developing the Education of Schools in 2004-2009 years’ once again. On these grounds of expositions knowledge, experience and skills the students should master were discriminated from each other and determined separately to each grades according to the Government Education Standards. Working groups of skilful teachers, perfect scholars and specialists were settled in order to encourage the determined aims and objectives in the declaration of united assembly of Governmental Admonition of ‘Perfect Descendant’, Uzbekistan Republic Governmental Counsellor Service and Ministry of Education, Ministry of Public Health, Ministry of Social Insurance, the complexes of information strings and telecommunications on 17<sup>th</sup> of March, 2010. By these working groups the appropriateness Government Education Standards, curriculums, contents of CBs, their continuity, age and psychological-physiological characteristics of students of General Secondary and Secondary Special education were interpreted in two stages.

In the first stage Government Education Standards, curriculum and the meaning of CBs of 24 subjects taught in the General Secondary Education were interpreted in the range of grades and prepared applicable conclusions and suggestions. In the second stage GES and continuity of curriculums of 17 subjects, particularly of the English Language taught in secondary special and professional education institutions were interpreted and the dimension of knowledge which is to be mastered by students were determined. The expositions and inferences of the working groups and the suggestions of scientific methodological committee

acknowledged 7 themes and 42 hours of the English language for 5-9 grades of general secondary schools. 4 those themes were found to be complicated and three additional hours (in terms of revision) were added, other 3 themes were excluded from the general secondary education because they were suitable to the professional collages and academic lyceums. These mentioned changes were implemented in 5-8-9 grades. In this manual suggestions and materials for accomplishing the evolved curriculum of English of 8-grade are given.

### **Suggestions in terms of the changes in 8-grade curriculum**

From the 14 hour-lesson named 'Universe' 7 hours were taken and added as strengthening lessons to the theme named 'Environment problems' in the same chapter, 3 hours were added to 'Famous for...' in the chapter of 'Art and famous people in Uzbekistan, Great Britain and USA' and 4 hours were separated to the 'Mass Media' in the chapter of 'Radio and TV'. The following materials are suggested to be used in completing those hours:

#### **Unit 1. Lesson 6. ex 1**

A G R E A L L Y P O  
D V B O R I N G M H  
B J T P S T O R Y K  
C T R A G E D Y B S  
B P O E T R Y F P I  
B I O G R A P H Y G  
F A I R Y T A L E R  
Q S X F F U N G Y U  
B K H G D R A M A E  
Z T N O V E L A S L

Find 10 words which belong to literature.

#### **Ex 2. Complete the text using the words in the box.**

And, but, so, because, when, until. Too little, too late.

This morning at five o'clock, the Green Mountain Restaurant caught on fire. Nobody noticed the fire until six o'clock, when the house next door started to burn. Fire fighters came from all over the area. They began to light the fire at seven o'clock. Now it's eight o'clock, and the fire is still going strong. The fire fighters are working hard, but they haven't brought the blaze under control yet. Every few minutes they call for more help. Fire Chief Brown says that in another hour they'll have put out the fire in the house. At that time, the house will have been burning for three hours. Half the house will be gone. Chief Brown is afraid that the fire in the restaurant may go on until ten o'clock. Before it's out, the restaurant will have been blazing for five hours. Every few minutes, part of the building falls in.

#### **Answer the questions:**

1. How long had the restaurant been burning before somebody noticed it?

2. How long had the house been on fire before the fire fighters arrived?
3. Which fire will the fire fighters put out first?
4. How long will the house have been burning when the fire stops?
5. What will the house will like?
6. How long will the restaurant have been burning at ten o'clock?
7. How long will the fire fighters have been working?
8. What will have they been doing to put out the fire?
9. Why will the owner lose his restaurant?
10. Should the restaurant owner be angry with the fire fighters?

### **Unit 3. Radio and TV. Lesson 3**

#### **Ex 1. Read and speak.**

A. In 1936 the BBC British broadcasting cog pace launched the tom world's first's public television service. In 1958 this service was transmitted from 20 stations and was available to over 28 per cent of population. They BBC television service broadcasts a maximum of 50 hours a week. The First regular independent television (ITV) service was opened in September 1955. From 1958 programmers were being transmitted for 50 hours a week from 7 stations in all parts of Great Britain. TV'S programmers are produced at modern studio centers in London, Birmingham, Manchester, Glasgow, Cardiff, Southampton and Newcastle. Broadcasts for school are produced five days a week. (Teachers must give other information about channels).

(BBC Four, MTV, ITV. Com, BBC; CNN, com U, abc 7).

#### **Lesson 4**

##### **Ex 5.**

Work with the partner:

Make up your own dialogue with the Director or Uzbek broadcasting corporation.

#### **Ex 5. Act the Dialogue (ex 5)**

#### **Lesson 5. Project**

4. Answer the questions

1. What is the main. aim of watching TV to us or listening to the radio?
2. Advantages and disadvantages of Radio and TV.
3. If you were a journalist (presenter) where you would like to work?
4. What would you do if you were a director of broadcasting company?

### **Unit 4. Lesson 6**

#### **Ex 4.**

- a) Write about your favourite writer.
- b) About your favourite book / poem
- c) Work in groups discussing.

### **Grammatical exercises for Unit 9**

#### **Ex 1. Match a line in A with a line in B.**

A

I'm hot

I'm thirsty

B

I'd like to go to bed

I'd like to have a swim

I'm hungry	I'd like to be on a beach in Florida
I'm tired	I'd like to go out with my friends
It's Sunday and I'm bored	I'd like to be a millionaire
I don't have any money	I'd like a cold beer
It 's winter and I'm cold	I'd like a sandwich

**Ex 2. linking words: because, when, until**

Make sentences using a line in A, a line in B, and a line in C.

A B C

I left the party early She was thirsty Ron couldn't speak They came for dinner Nick didn't see the I was at school coliseum Sarah didn't start learning She didn't like them English

I didn't enjoy Maths lessons After midnight Sally didn't buy the red shoes He was nearly four

They didn't go to bed I didn't feel well We met Ken's wife last He was in Rome Saturday

**Ex 3. Odd man out:**

1. fading away, yellow, red, leaves, buds, overcast sky, flying away, birds.
2. to sledge, slippery roads, to skate, to ripen, to ski, frost, snow.
3. Indian summer, awakening nature, buds, blossom, new leaves, snowing.
4. to fade, to cast off, to awaken, to fly away, to fall
5. March, June, May, April.
6. rainy, foggy, dusty, slippery, warm, nasty, windy.

To be introduced:

Likes/dislikes, countable/uncountable nouns, how much/how many, because, when, until, some, any, would like.

**Ex 4. Use derivatives of some, any:**

- a. Is \_\_\_\_\_ on TV tonight?
  - b. I'm bored. I want to go \_\_\_\_\_ nice tonight.
  - c. Dose \_\_\_\_\_ have change for a pound? I want to make a phone call.
  - d. Close your eyes! I have \_\_\_\_\_ for you.
- because, when, until
- e. \_\_\_\_\_ took my newspaper, but I couldn't find it \_\_\_\_\_ .
  - f. I looked for my newspaper, but I could find it \_\_\_\_\_ .
  - g. Jane works \_\_\_\_\_ in the center of town.
  - h. Tom's on the phone for you.
  - i. I don't understand \_\_\_\_\_ about computers.
  - j. Were did you put my coat? \_\_\_\_\_ in the kitchen.
  - k. There's \_\_\_\_\_ at the door. Can you open it, please.

**Ex 5. Put some or any into gaps:**

- a. I don't have \_\_\_\_\_ money in my pocket, but I have \_\_\_\_\_ money in the bank.
- b. Are there \_\_\_\_\_ letters for me this morning?
- c. I never have \_\_\_\_\_ break fast I'm not hungry. In the morning.

- d. You have \_\_\_\_\_ lovely pictures in your house.
- e. Are you Canadian? I have \_\_\_\_\_ good friends in Canada.
- f. Don't buy \_\_\_\_\_ bread at the shops. There's a lot in the kitchen.
- h. Do you have \_\_\_\_\_ brothers or sisters?
- i. There aren't \_\_\_\_\_ shops in my village, just a post-office and a pub.
- j. I want \_\_\_\_\_ cheese. Is there \_\_\_\_\_ in the fridge?  
\_\_\_\_\_ people like flying, but other people don't.
- k. There was \_\_\_\_\_ rain during the night.

**Ex 6. Complete the sentences with some, any and a word from the box.**

Petrol, food, music, shampoo, stamps, books,  
people, chairs, photo.

Example: Would you like to listen to some music?

I have a new CD.

- a. People couldn't sit down at the party because there weren't \_\_\_\_\_.
- b. I couldn't take \_\_\_\_\_ on holiday because the weather was so bad.
- c. We couldn't buy \_\_\_\_\_ in the supermarket because our money was in the car.
- d. I'd like to wash my hair, so I want \_\_\_\_\_
- e. I need to put \_\_\_\_\_ in the car. It's nearly empty.
- f. Do you have \_\_\_\_\_? I want to post these letters.
- g. There were \_\_\_\_\_ very interesting \_\_\_\_\_ at the party last night.
- h. I want \_\_\_\_\_ form the library.

**Ex 7. Match the pairs:**

- |  |  |
|--|--|
| 1 You can't walk in the street weather     | a it's a sunny hot without an umbrella     |
| 2 To be out in the drizzling rain          | b in January                               |
| 3 Uzbekistan is famous for                 | c in winter                                |
| 4 In autumn the sky is                     | d In summer                                |
| 5 In Uzbekistan winter sets                | e If it is raining cats and dogs           |
| 6 In autumn                                | f In autumn                                |
| 7 Ponds, lakes, rivers are frozen clouds   | g Overcast with low, black heavy           |
| 8 Thunder, lightening and nail is observed | h In late spring                           |
| 9 The grass is cut                         | i The ground is covered with red leaves    |
| 10 Leaves begin to fall from the trees     | j Isn't harmful ... but pleasant in a way. |

**The Present Perfect.**

**Ex 8. Make the sentences**

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1. I've had a headache                | a) for several years           |
| 2. The cost of living in creased      | b) get                         |
| 3. The television has gone wrong.     | c) this morning?               |
| 4. Cars replaced horse-drawn vehicles | d) last night                  |
| 5. I haven't passed my driving test   | e) in the last few weeks.      |
| 6. I didn't sleep very well           | f) at least an hour ago.       |
| 7. You're too late! The film began    | g) nearly a hundred years ago. |

8. He's been a vegetarian h) last year  
 9. Did you have breakfast i) since lunchtime.  
 10. He has become more sociable j) several times in the last month

**Ex 9. Odd man out:**

1. tea, hot water, bread, milk, coffee.
2. sandwiches, bread, trolley, butter, jam, cakes.
3. Mr. White, Mrs. White, me wife, my niece, the maid.
4. To greet, to pour, to hand in, to shake hands, to curse.
5. To kiss, to greet, to arrive, to hear, to stay, to hand.
6. At, in, with, of, it, on, into, from.
7. To shake, cake, jam, maid, a neighbour.

**Ex 10. Write the following sentences paying attention to the verbs in The Perfect Tense and translate into Uzbek.**

1. When we came to the box-office we found out that they had already sold all the tickets.
2. I knew that he had seen the film.
3. His friend informed him that he had come from his trip to England.
4. I knew that they had enjoyed the performance.
5. Halima had finished her homework by seven o'clock.
6. Ahmed had passed ah his exams by the end of June.
7. He had translated the article by Saturday.
8. I sent him a telegram as I had not received any letters from him for a long time.
9. We bought a ticket for him to "The Sleeping Beauty" as we didn't know if he had got any.
10. He came home late as he had been at the theatre that evening.

**The English Language**

Recommendations and Calendar-Theme Plans of Developed Curriculum of the English Language (8 grade)

8-grade (102 hours)

Themes	Hours
<b>I QUARTER</b>	
1. Public holidays and traditions	
1 Independence Day	1
2 Bonfire Night	1
3 Merry Christmas!	1
4 Happy New Year!	1
5 Round the calendar	1
<b>6 Grammer exercises</b>	1
<b>7 1. Control Work. Dictation</b>	1
2. Mass media	
8 Newspapers	1
9 Magazines	1
10 She said she likes newspapers.	1
11 He said he was ...	1
12 He said that ...	1
13 Project	1
<b>14 1. Self-Study. Translate the text in a newspaper</b>	1

3. Radio and tv	2
15 What's on TV tonight?	2
16 After I'd watched TV ...	2
17 In the studio audience	2
18 She said that she had watched ...	2
19 Listen to the radio	1
20 Project	1
21 <b>2. Control Work. Test</b>	1
<b>22 Revision</b>	
II QUARTER	
4. Literature and life	2
23 Biography, novel, science fiction ...	2
24 All men are poets at heart	2
25 Do you like science fiction?	1
26 If I worked on the Moon I would ...	1
27 Talking about a book	1
28 Project	1
29 <b>3. Control Work. Composition</b>	2
<b>30 Grammar exercises</b>	1
<b>31 2. Self-study. Learn by heart the rhyme</b>	
5. Cinema	2
32 Goodies and baddies	1
33 I like «O'tkan kunlar»	2
34 Film stars	1
35 We'll have a wonderful time!	2
36 The Oscar is awarded to ...	
III QUARTER	1
37 <b>Grammar exercises</b>	1
<b>38 Revision</b>	1
<b>39 4. Control Work. Test</b>	
6. Music and ballet	1
40 My favourite music	1
41 Music of Uzbekistan	2
42 Music festivals	1
43 Young and popular	1
44 Classical music and dance	1
45 Project	1
46 Pronunciation, Grammar exercises	1
47 <b>Grammar exercises</b>	1
<b>48 Project</b>	1
49 <b>5. Control Work. Dictation</b>	2
<b>50 Grammar exercises</b>	1
<b>51 3. Self-Study. Look at the picture and speak.</b>	
8. Painting and sculpture	1
52 Art galleries around the world	1
53 Who was it painted by?	1
54 Pictures at an exhibition	1

55 Famous statues	1
56 Art is for enjoyment, isn't it?	1
57 Project	1
58 6. <b>Self-study. Orally</b>	1
<b>59 Revision</b>	2
<b>60 Grammar exercises</b>	
9. The environment	2
61 Energy from the earth	2
62 The power of the sun	
IV QUARTER	2
63 Can we save trees?	2
64 Our green planet	2
65 Life on Marginal Land	2
66 Project	1
67 7. <b>Control Work. Composition</b>	2
<b>68 Grammar exercises</b>	1
<b>69 4. Self-study. Draw the picture and describe it.</b>	1
10. All the world's a stage	1
70 Who's who in the theatre	2
71 <b>Ahyee, bayee, cayee</b>	2
72 Great playwrights	1
73 Actors and actresses	1
74 One day I'll stage a play	2
75 Project	1
76 <b>Grammar exercises</b>	2
<b>77 8. Control work. Test</b>	
<b>78 Grammar exercises</b>	

Appendix 83: Recommendations and Calendar-Theme Plans of Developed Curriculum of the English Language (Uzbekistan)

Appendix 84: The List of English CBs for State Schools

Grade	Name of the Book	Writers	Publisher
4	Time for English	Prof. Dr.A. Ersöz- Prof. Dr. A. Çakır- Dr. N. Özkan- Yrd. Doç. P. Tevfik Cephe- Dr. G. Demir- Yrd. Doç. Dr. B. Gül Peker	Milli Eğitim Yay.
	Texture English	Dr. Gülsev Pakkan	Doku Yay.
	Trip 1	Semiha Altındağ	Anıttepe Yay.
	İlköğretim İngilizce 4	A. G. Karataş Kahraman- B. Kahraman	Sek Yay.
	İlköğretim İngilizce 4	Yeliz Tepelemmez	Cemre Yay.
	İlköğretim İngilizce 4	P. Özmen- E. İleri- S. Özdamar	Gün Yay.
	İlköğretim İngilizce 4	L. Yalçinkaya- L. Bağdu- A. B. Sazer	Pasifik Yay.
	İlköğretim İngilizce 4	G. Şilit- Y. Aslantürk	Özgün Mat. Yay.
	İlköğretim İngilizce 4	D. Altın- Ö. Erdem- Ü. Erdoğan	Nobel Yay.
	İlköğretim İngilizce 4	Neslihan Altunel Varol	Biryay Yay.
	İlköğretim İngilizce 4	Muharrem İhsan Şirin	Tuna Matb.
	İlköğretim İngilizce 4	Ela Karapınar	Evrensel İlt. Yay./Ank.
	İlköğretim İngilizce 4	G.Savaş- B.Cansevgisi- H.B.Tuğrul-E. Baydar- Ö.Taşkesen-E.Engin-D.Kumbasar- G.Güven-E.Ünsal	Lider Yay./Ank.
5	Time for English	Prof. Dr.A. Ersöz- Prof. Dr. A. Çakır- Dr. N. Özkan- Yrd. Doç. P. Tevfik Cephe- Dr. G. Demir- Yrd. Doç. Dr. B. Gül Peker	Milli Eğitim Yay.
	İlköğretim İngilizce 5	G.Savaş- B.Cansevgisi- H.B.Tuğrul-E. Baydar- Ö.Taşkesen-E.Engin-D.Kumbasar- G.Güven-E.Ünsal	Lider Yay./Ank.
	İlköğretim İngilizce 5	Muharrem İHSAN ŞİRİN	Bilge

			Yay./Ank.
	İlköğretim İngilizce 5	G. Şilit- Y. Arslantürk	Özgün Mat.San./Ank
	İlköğretim İngilizce 5	P. Özmen- E. İleri- S. Özdamar	Gün Yay.
	İlköğretim İngilizce 5	B. Bulut- S. Altındağ	Anittepe Yay.
	İlköğretim İngilizce 5	L. Yalçinkaya- L. Bağdu- A. B. Sazer	Pasifik Yay.
	İlköğretim İngilizce 5	Ela Karapınar	Evrensel İlet. Yay.
	İlköğretim İngilizce 5	Victoria Bilge Yılmaz	Cemre Yay.
	İlköğretim İngilizce 5	Güzide Önder	Sevgi Yay.
<b>6</b>	İlköğretim İngilizce 6	C. Bacanlı Kurt- H. Ünlü Buldur- Ö. Çoban- M. Sarandal- S. Tekir- F. Norşenli- İ. Sayiner	Milli Eğitim Yay.
	İlköğretim İngilizce 6	L. Yalçinkaya- L. Bağdu- A. B. Sazer	Pasifik Yay.
	İlköğretim İngilizce 6	G. Şilit- Y. Aslantürk	Özgün Mat. Yay.
	İlköğretim İngilizce 6	P. Özmen- M. Kurtoğlu	Yıldırım Yay.
	İlköğretim İngilizce 6	Sibel AKICI	Adalar Yay./Ak.
	İlköğretim İngilizce 6	Evrin Birincioğlu	Atlantik Yay./Ank.
	İlköğretim İngilizce 6	Prof. Dr. Gülsev Pakkan	Doku Yay./Ank.
	İlköğretim İngilizce 6	E. İleri- S. Özdamar	Bilge Yay./Ank.
<b>7</b>	İlköğretim İngilizce 7	C. Bacanlı Kurt- H. Ünlü Buldur- Ö. Çoban- M. Sarandal- S. Tekir- F. Norşenli- İ. Sayiner	Milli Eğitim Yay.
	İlköğretim İngilizce 7	L. Yalçinkaya- L. Bağdu- A. B. Sazer	Pasifik Yay.

	İlköğretim İngilizce 7	G. Şilit- Y. Aslantürk	Özgün Mat. Yay.
	İlköğretim İngilizce 7	Esra İleri	Bilge Yay.
	İlköğretim İngilizce 7	Prof. Dr. G. Pakkan- E.M. Olmuşçelik	Doku Yay./Ank.
<b>8</b>	İlköğretim İngilizce 8	C. Bacanlı Kurt- H. Ünlü Buldur- Ö. Çoban- M. Sarandal- S. Tekir- F. Norşenli- İ. Sayiner	Milli Eğitim Yay.
	İlköğretim İngilizce 8	L. Yalçinkaya- L. Bağdu- A. B. Sazer	Pasifik Yay.
	İlköğretim İngilizce 8	G. Şilit- Y. Aslantürk	Özgün Mat. Yay.
	Ortaöğretim İngilizce 8	Ela Karapınar	Evrensel İletişim Yay.
<b>9</b>	Ortaöğretim İngilizce 9	F. Baydar – H. İnci – M. Ateş – Ö. Bölükoğlu- Y. Albayrak	Milli Eğt. Yay.
	Ortaöğretim İngilizce 9	Evrin Birincioğlu	Pasifik Yay.
	Ortaöğretim İngilizce 9	Dr. Gülsev Pakkan	Doku Yay.
<b>10</b>	Ortaöğretim İngilizce 10	Y. Albayrak- H. İnci- M. Ateş- S. Özbiçakçı Samur- F. Kurt- F. Hamiyet Tuğ- F. Ertürk	Milli Eğt. Yay.
	Ortaöğretim İngilizce 10	Evrin Birincioğlu	Pasifik Yay.
	Ortaöğretim İngilizce 10	Güler Şilit	Özgün Mat. San.

Appendix 84: The List of English CBs for State Schools

## Appendix 85: Definitions of Terms

### Definitions of Terms

**A CB:** is inseparable from the teaching-learning process because it is a means of classroom management for the teacher and self-direction of learner's own learning (Průcha, 1984:18), 'curricular object, the source of knowledge for students and teaching material for teachers '(Průcha, 1997:273, cited in Tandlichová, 2002).

**Choosing CB:** "Before choosing a CB for the students in any course, it is important to create a needs-analysis for one's own students and to try to find proper responses to the question points like: what will the students need to know by the end of the course or school year?" (Yochanna, 2000:1).

**CB Evaluation:** is a necessary and worthwhile process for teachers in any context and not only an exercise to be carried out before a book is used (Atkins, 2001:2).

**Grading, Sequencing and Recycling:** While grading refers to "the way in which the content is organized in the syllabus", sequencing refers to "the order in which new items are taught"(Nunan, 1988, p. 59). Recycling falls within the sequencing of material, and it refers to the introduction of items in different contexts and over an extended period in order to facilitate the acquisition process.

**Syllabus:** 'A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained' Rabbini, (2002: 1).

**Workbook Evaluation:** things to look for in the workbook include use of colour, use of pictures, a CD, a CD ROM, an answer key, preferably with some explanation of why particular answers are right or wrong and teaching new language as well as revising the language in the students' book. Some workbooks also cover whole areas of language that are neglected in the students' book, such as pronunciation or writing (Case: 2008).

**Teacher's book Evaluation:** if it has photocopiable materials at the back, photocopiable tests, general advice on teaching, answers to the exercises in the book that clearly stand out on the page, typescripts in an easy to find place, variations on the lesson plans, an easy to navigate format, tips of typical student difficulties, help on language presentations, a guide to language or cultural things you might not know, realistic estimated timings of activities and lessons, and warmer and filler suggestions (Case: 2008).

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