



Universidad de Castilla-La Mancha

**Máster Universitario
Investigación en Humanidades, Cultura y
Sociedad
(2016-2017)**

TRABAJO FIN DE MÁSTER

A COMPARATIVE ANALYSIS OF TWO SPANISH AND RUSSIAN HIGH SCHOOL ENGLISH TEXTBOOKS



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Introduction

In order to provide a rigorous analysis of the tasks that appear in Russian and Spanish textbooks designed for students studying English in their last year of Upper Secondary School, I shall first start by going through the Educational Systems of both countries. The key characteristics to take into consideration are that students start their compulsory education at different ages: Russian students begin their Primary Education almost a year later than their Spanish peers. To be more specific, the article 67 of Federal Law N° 273 on Education (2012) states that children should at least turn six and a half in the month of Primary School entrance, i.e. in September. Another relevant distinction refers to the year in which students start learning their first foreign language. In particular, by the order n°74/2012, Russian students initiate English studies on the second year of Primary Education and its learning is limited to two hours a week (Order 74, 2012, p. 4); however, Spanish students become acquainted with foreign languages much earlier –in Pre-school.¹

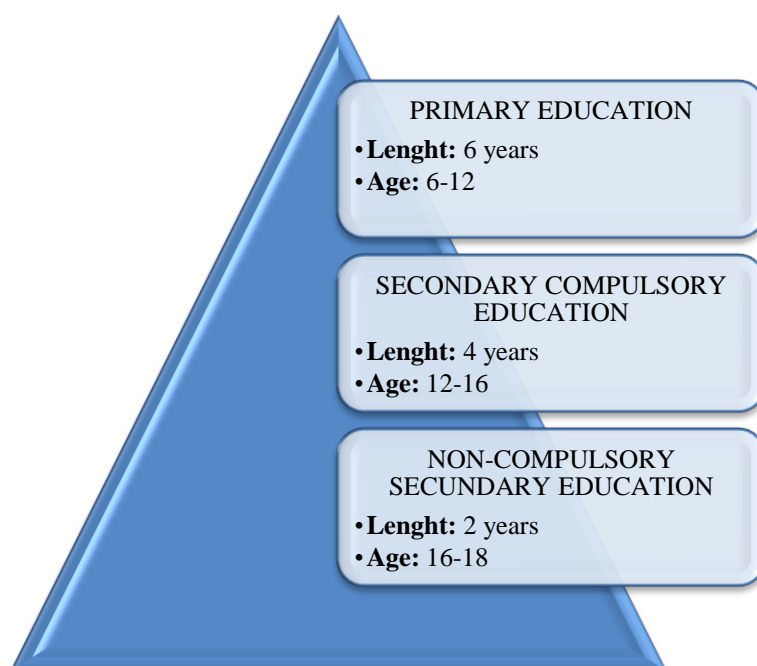


Table 1 Spanish Educational System².

¹ In both Spanish and Russian Educational Systems, pre-school education is regarded optional (of Education, 2/2006, de 3 de mayo, p. 18) and therefore is not included in the tables that follow.

² Table of my own creation with information taken from “Ley Orgánica 2/2016 modificada por la Ley Organica 8/2013 para la Mejora de la Calidad Educativa (LOMCE) (of Education, 2/2006, de 3 de mayo, pp. 18-37).”

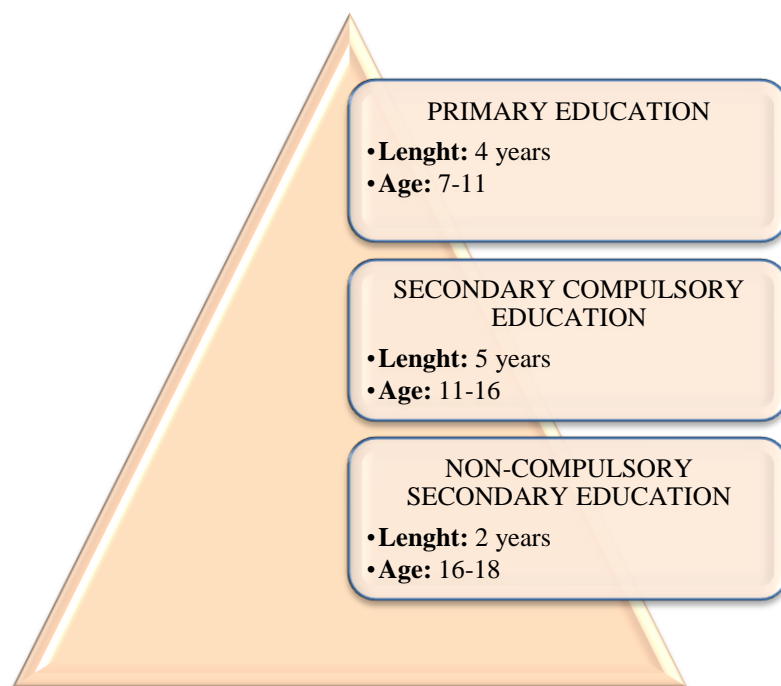


Table 2 Russian Educational System³

As it can be inferred from the tables above, some differences in the school educational systems can be distinguished (such as the different length of the educational stages and different age at which students start each of them). Notwithstanding, remarkable similarities can also be noted; for instance: the fact that education comprises the same three educational stages, two of which are considered compulsory. Not to mention the coincidence in duration and the students' age during the last stages, which are of special interest in this research, given that the books under analysis are designed for the last year of Upper Secondary Education.

Bearing these resemblances in mind, and due to the fact that the author of this dissertation knows English, Spanish and Russian, and is familiar with the school system of Spain and Russia, this Master Thesis focuses on the methodology of teaching English as a foreign language applied by the authors of the textbooks *Living English* and *Enjoy English*: two teaching resources used for the same level in those two different countries, Spain and Russia.

The activities suggested in both books are here analysed in order to establish the differences and similarities among them and to determine if they follow the recommendations of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* regarding the choice of the teaching methodology. The need of textbooks' analysis lies in the fact that, more often than not,

³ Table of my own creation with information taken from (of the Russian Federation, 2012)

teachers follow the patterns and methodology suggested by the textbook they work with. These two particular books are designed for the students of the last year of Non-compulsory Secondary Education and are claimed to follow the recommendations of the *CEFR*. With this in mind, this study postulates that if *Living English* and *Enjoy English* in reality follow the recommendations of the *CEFR*, pedagogical and life-like tasks—which constitute a significant part of the action-oriented approach for teaching—should prevail among activities in both textbooks.

In this context, the aim is to reach the following objectives: (1) to establish a theoretical framework, including an overview of theories and methods for language teaching, and the notion of “task”; (2) to examine a Spanish and a Russian textbook, comparing the general structures and activities they provide; (3) to classify the activities from the first units of *Living English* and *Enjoy English*; and (4) to compare the number of tasks detected in both books.

To conduct this analysis the methodology of Applied Linguistics has been used. More specifically, first previous works on this topic have been studied and a null hypothesis has been done. Later, in the second chapter, a theoretical framework of the teaching methods and approaches has been established in order to put into practice the theoretical knowledge, and to derive contrasts and conclusions.

Thus, this dissertation is divided into five sections. Its first section looks at previous work conducted in the field of Applied Linguistics and specifies the most notorious and recent researches in this field.

The second section is divided into seven subsections and gives a brief overview of the linguistic theories and methods for teaching languages in the twentieth century. Among the second language acquisition theories, three main generations are to be distinguished: structuralism, cognitivism and constructivism. Furthermore, the methods and approaches that had their sources in these theories are explained, such as Direct, Audio-lingual and Silent methods, Total Physical Response, Community Language Teaching, Communicative Language Learning, Task-based and Action-oriented approaches. This chapter also describes the main principles of the *CEFR* and the action-oriented approach it suggests. Finally, the notion of tasks that lie at the heart of the action-oriented approach, as well as their distinction from exercises, is explained.

The analysis of a Russian and a Spanish textbook is presented in the third section. This chapter begins by examining the general structures of both books, such as the sections they comprise and their objectives. Later in this chapter activities found in both books are

analysed and classified according to their functions and types. Some conclusions, regarding the presence of tasks in the textbooks, are drawn in this section.

The final conclusion section comprises the evaluation of the hypothesis, objectives, methodology and the outlining of the possible implications of the work fulfilled. It also includes a justification of the importance of the topic and the conclusions about the usage of the action-oriented approach in the teaching-learning process.

1. Previous Research

Special attention has always been devoted to the English language and its didactics by researchers in the field of English linguistics, psychology and education. The emergence of an effective methodology that would allow learning English as a foreign language in a short space of time has also always been of a vital importance, especially in certain historical periods, such as the period of the Second World War. Still, due to globalization, the learning of the English language is of current importance and an impressive amount of researches is being pursued into approaches and methods for language teaching and learning.

The vast majority of the most recent fruitful works belong to British and American authors. One of the most significant works that does not only give an extensive overview on the most significant approaches and teaching methods, but also introduces some new currents in language teaching, belongs to well-known specialists in English as a foreign language Jack C. Richards and Theodore S. Rodgers (2014). Apart from this milestone research, more works on the traditional foreign language teaching methods have been carried out and new pedagogical approaches have been suggested. There are authors who criticise some of the earlier popular methods and show their own view of the language acquisition process (Alsagoff, Lubna; Lee McKay, Sandra; Hu, Guangwei & Renandya, Willy A., 2012). In the book *New Perspectives on CALL for Second Language Classroom*, its authors emphasize the benefits that computer-assistant language learning can bring and provide steps for teachers to follow in order to implement the programme (Taylor, Richard P. & Gitsaki, Christina, 2004). In the article “Technology as Pharmakon: The Promise and Perils of the Internet for Foreign Language Education,” Kern also supports the idea of using the Internet and the multiple opportunities it offers for teaching and learning English (2014).

Spanish investigators also contribute significantly to dealing with the issue. Most of the works are devoted to learning English with the help of the Information and Communication Technologies. Particularly, Álvarez and Martínez, in their article “Aprendiendo y enseñando una lengua extranjera desde Internet: herramientas y recursos”, highlight the importance of non-formal education and an absolute necessity of integration of the new technologies in the educational system to guarantee an effective teaching-learning process, especially regarding the acquisition of a foreign language and its culture (2016). Another relevant issue that is being studied by many authors is the popular

bilingual system and its role on the English language acquisition. While some propose new methodologies for teaching English as a mother-tongue based on the effective model of the utterly outstanding British schools (García Falcón, 2012), others analyze the methodology and results of the Spanish schools that have implemented the previously mentioned bilingual programmes (Romo Escudero, 2016).

Russian investigators also make their contribution on the English teaching and learning methodology field. Basically, they develop their researches on similar topics as Spanish and British scientists. In the article “Development of the Communicative Competence through the Use of the Internet Resources while Teaching English,” Shalova presents some worth of notice Internet resources and the teaching methods that would improve the quality of the teaching-learning process (2014). Ilyina also favours the sensible use of Information and Communication Technologies in secondary school classrooms as a natural way of teaching foreign languages (2008). The same author but in a different work suggests considering the case method of teaching English. It consists in involving students in the teaching-learning process by providing them full freedom in taking decisions regarding solving professional types of tasks (2009).

In relation to the critical analysis of the teaching methodology based on the modern textbooks for teaching English as the second language, a few minor works have been done. Particularly in Russia, a comparative analysis of two modern textbooks for students of the same level (*English*, edited by Afanasieva O. V. & Mikheeva I. V. and *The Cambridge course of the English language for Russian schools*, edited by Vinogradova O. I.) has been realized. Both books enter in the federal list of textbooks recommended by the Ministry of Education and Science of the Russian Federation for use in educational centres, according to the new order of the Ministry of Education and Science (Order 1067, 2012). The results obtained display that both textbooks share the same main objective of the course that is the development of the communicative competence in students. The research display that the method suggested for that purpose, therefore, is being successfully put into practice by the educational staff that has their Didactic Programmes based on the previously mentioned textbooks (Shepeleva, K.A. & Khasanova, O.V., 2013).

Some Spanish researches are also keen on analysing the modern textbooks for teaching and learning English as a foreign language (EFL). The vast majority of the authors concentrate on some concrete aspects presented in the books under consideration, such as the development of the written comprehension skills or pronunciation (Luna, Battigelli & Luna, Carla, 2016; Calvo Benzies, 2015). In the article “Vocabulary Input in EFL

Textbooks,” the authors, for instance, deal with the acquisition of vocabulary in primary and secondary schools. The authors compare the most frequently used vocabulary in the textbooks, indicate the differences and similarities, as well as, predict the possible consequences for students, regarding the variations of the vocabulary in the books corresponding to the same educational stage (Jiménez Catalán, Rosa M^a & Mancebo Francisco, Rocío, 2008).

Furthermore, a considerable amount of recent works regarding comparative studies of the textbooks pertains to PhD students (McDaniel Mann, 2014; Fernández Gavela, 2012). It implies that the topic generates a lively interest among young researches in this field and the need for such kind of investigations. In his PhD work *Holistic, Diachronic and Multimodal Analysis of English as a Foreign Language Textbooks: A New Way to Improve Comprehension*, González Romero, for example, undertakes a throughout analysis of the first unit of the three modern English textbooks, which are currently in use in Spain (*English File*, *New Framework* and *Face2Face*.) Some of the results of this research display that lexis presented in these books is generally appropriate for the level of students, although the books do not seek to develop the higher order thinking skills in accordance with Bloom’s Taxonomy of learning domains (2015).

In fact, researches all over the world take a keen interest in contrastive analysis of the EFL textbooks. In his article *A Critical Comparative Evaluation of English Course Books in EFL Context*, Saeed Roshan compares *New Interchange Intro* and *New Headway Pre-intermediate* series of textbooks, which are currently in use in Iraq. The author studied the four units of the books focusing special attention on the treatment and development of the cultural awareness and social and civic competences (2014).

Another illustrative example of the contrastive analysis of English language textbooks, which was conducted in Norway, belongs to Anne Marie Heim. In her PhD work, called *A Comparative Analysis of two English Textbooks Used in Upper Secondary School*, Heim contrasts the books placing emphasis on the importance of pre-reading activities for developing written comprehension skills (2006).

In the same way, some other curious investigations have been carried out in some Asian countries. In *A Comparative Analysis of English Textbooks in China, Japan and Thailand: A Focus on Wh-interrogative Questions*, the authors analyze the frequency of appearance of Wh-interrogative questions in some primary EFL books that are being used in the previously mentioned three countries (Koji Uenishi & Masaki Akase, 2011).

Nevertheless, there are no investigations dealing with the comparative analysis of the Spanish and Russian textbooks for learners of English as a foreign language, although a study of the question would throw light on the different difficulties students experience while learning the language. Therefore, it can be stated, that the study which follows, is a pioneer research in a contrastive analysis of the English as a foreign language (EFL) textbooks of Spanish and Russian authors.

2. Theoretical Framework

2.1. Second Language Acquisition Theories in the 20th Century

First of all, it would be convenient to start this chapter by giving a definition to the term second language acquisition: it refers to “the processes through which someone acquires one or more second or foreign languages.” (Nunan, 2001, p. 87)

In general, at least three main generations of schools of thought in linguistics can be distinguished. At the beginning of the 20th century, the structural view prevailed in linguistics. According to this view, “language is a system of structurally related elements for the coding of meaning.” (Richards and Rodgers, 2001, p. 20). The structuralists represented by Leonard Bloomfield, Edward Sapir, Charles Hockett, Charles Fries and William Twaddell described the languages by classifying their elements and structures. Thus, for them, foreign language learning consisted in studying those components (Douglas, 2007, pp. 9-10).

This mainstream was influenced by behaviouristic theories of eminent psychologists, such as Pavlov’s classical conditioning theory in the early behaviourism period, and further by B.F. Skinner and his operant conditioning theory in the late behaviourism period. The behaviourists used only objective research methods and considered psychological processes and reactions as a product of external influence. In other words, they believed that mentality consists in bare reactions towards external stimulus (Leontyev, 2003, pp. 30-33). These psychological theories were applied to teaching languages. It was believed that children are born without any knowledge and learn their mother tongues with the help of their educators, their guidelines and approval. Thus, for psychologists students’ learning was a mechanical process that could be conditioned by the existence or absence of the reinforcement, which was regarded as a crucial element of learning (Richards, Jack C. and Rodgers, T.S., 2001, pp. 56-57) (Douglas, 2007, pp. 26-90). As a result, the teaching methods, such as “Audio-Lingual,” “Total Physical Response” and “The Silent Way” that were based on these linguistic and psychological theories, emerged. They mostly shared the same characteristics; such as students were suggested to learn a language in a specific order, furthermore, the importance of multiple repetitions of materials studied and reinforcement were emphasized (Richards and Rodgers, 2001, p. 21).

The second generation of linguists considered language acquisition from another point of view. Noam Chomsky and his linguistic theories started a revolution in the field of linguistics in 1960s (Chomsky, 1970). He claimed that children have an innate ability for

learning languages, they are born already possessing some knowledge and this knowledge develops in communication with others (Douglas, 2007, p. 26). (Woolfolk, 2010, p. 234) “Language acquisition is something that happens to a child placed in a certain environment, not something that the child does.” (Chomsky, 1993, p. 29). Due to his powerful ideas, a whole movement called generative linguistics appeared. Now linguists sought to explain a language, figure out the principles by which a language is acquired rather than just describe it (Douglas, 2007, p. 11). They were concerned with the strategies learners use while communicating in the foreign language. An important contribution in this field was done by Stephen Corder who investigated the typical errors that take place in the second language learning process, which then were seen as a natural consequence of learning. Lately, investigations in learners’ errors led to the appearance of Selinker’s interlanguage; this described the certain stages students go through while learning. In line with Selinker, Dulay and Burt arrived to the conclusion that children acquire grammatical morphemes while learning the second language in a certain order. Dulay and Burt called these steps “natural order.” (Krashen, 1982, p. 12; Nunan, 2001, pp. 87-89).

According to Richark and Rogers, linguists began to consider language as “a vehicle for the expression of functional meaning.” (Approaches and Methods in Language Teaching, 2001, pp. 20-21). The structured syllabus, being one of its main characteristics gave birth to a communicative approach. For the first time the emphasis was placed on the way the functional categories were presented. The syllabus was organised not only around grammar and lexis, but it was also divided in topics, notions and concepts that were supposed to be of a practical nature for language learners (Douglas, 2007, pp. 241-242; Richards and Rodgers, 2001, pp. 20-21).

Significant changes have also occurred in the field of psychology. As Douglas put it forward: “Instead of focusing rather mechanistically on stimulus-response connections, cognitivists tried to discover psychological principles of organization and functioning.” (2007, p. 11). In contrast to behaviourists, who mainly dealt with animals and their reflexes, cognitivists studied humans and the way they learn in different situations. This approach generated multiple theories regarding learning processes (Woolfolk, 2010, pp. 234-253).

David Ausbel introduced the concept of meaningful learning that was meant to be much effective than traditional rote learning, especially in case of long-term memory. According to him, the connections between the previous and new knowledge must be established in order to learn effectively. He asserted that mechanical memorization did not

lead to construction of the meaningful learning, because the previously learned material was not associated with the previous knowledge and would end in forgetting the learned information (Douglas, 2007, pp. 91-94; Woolfolk, 2010, pp. 234-253).

Since 1980s constructivism and interactional views on learning languages prevailed. According to Douglas, two branches of constructivism can be distinguished. First of all, emphasis was put on learners' construction of meaning, their ability to discover things on their own (H. Douglas, 2007, p. 12; Richards, Jack C. and Rodgers, T.S., 2001, pp. 20-21). The ideas of cognitive constructivism were developed in James Bruner's "Discovery Learning Theory" and Jean Piaget's works, according to which, all children go through determined stages in the process of their cognitive development (Piaget, 2003, pp. 55-56).

Similarly, the issue of social interference in learning languages has become of interest for both psychologies and linguists. Scientists considered the language as a socially and historically determined subject, a means to accomplish social relations. It was assumed that language is used for establishing and maintaining social contacts. Syllabus was then built around the conversational patterns. (Leontyev, 2003, pp. 47-50; Richards and Rodgers, 2001, pp. 20-21; Douglas, 2007, p. 12).

Secondly, the powerful ideas about cooperative learning emerged. The idea about the importance of adults' interaction for learning was presented initially by Lev Vygotsky. His theory of the zone of proximal development explains that children reach certain levels of the mental development. According to him, "the first level can be called the actual developmental level, that is, the level of development of a child's mental function that has been established as a result of certain already completed developmental cycles." (Vygotsky, 1978, p. 37) In other words, this stage demonstrates what children are capable of doing by themselves without any guidance, although, we cannot judge the mental development of children taking in consideration only this phase. Vygotsky claims that it is advisable to consider "the zone of proximal development" that lies between the actual developmental and potential developmental levels in order to determine the development of a child. The zone of proximal development defines what a student is not capable of doing independently but can perform with the help of the others, owing to the progressive development of his cognitive functions (Vygotsky, 1978, pp. 37-40; Douglas, 2007, pp. 12-13).

Recent works in psycholinguistics go further these social interference ideas as they show that language acquisition in children also takes place due to the permanent contact with adults. This interaction is of a specific nature, given that adults communicate with

young children in a special, adapted to the age manner. They tend to use more simple constructions, song-like intonations and vivid mimic expressions (Scovel, 2001, pp. 83-84).

Regarding second language learning, Stephen Krashen made his contribution to this field by presenting his five hypotheses about second language acquisition. Following works of Dulay and Burt, he, in his turn, applied the knowledge about the natural order in which children acquire a language to adults. As a result, “The acquisition-learning distinction,” “The Natural Order Hypothesis,” “The Monitor Hypothesis,” “The Input Hypothesis” and “The Affective Filter” theories have appeared.

It should be also noted that Steven Krashen was the first scientist to separate acquisition and learning terms. He viewed acquisition as an unconscious process, a way in which children obtain the ability to speak; meanwhile, learning was regarded as a deliberate process conducted by people in order to get knowledge (Krashen, 1982, pp. 10-11). Consequently, it can be stated that learning does not always guarantee a language acquisition. This is something that was not properly considered in the past.

In the next chapter a brief description of the most influential approaches and methods of second language teaching in the 20th century and the beginning of the 21st century will be given.

2.2. Methodological Approaches and Methods for Teaching Languages in the 20th and the Beginning of the 21st Century

Although the objective of this chapter is to give a brief overview of the most influential teaching methods in the 20 and 21 centuries there is no escape from starting with “**The Grammar-Translation Method**” (GTM), as the oldest approach to language teaching, that is, furthermore, is still in use in some Educational Centres. This approach was not based on any linguistic or psychological theories and it was initially widely used for teaching Latin and Greece or more specifically, - for teaching learners to read literature texts in classical languages and translate them into the first language. Lately, at the end of the 19th century GTM was applied to teaching other foreign languages, following the same principles: the importance was placed on harmonic development of students. They were not expected to speak in a target language but understand its grammar, improve their general cultural level, and derive benefits from memorizing grammar rules, such as personal memory improvement, in every possible way. (Kashina, 2006, p. 12; Larsen-

Freeman, Diane & Anderson Marti, 2002, pp. 32-44; Richark, Jack C. and Rodgers, T.S., 2001, pp. 5-7)

Despite the fact that GTM lasted for over a century, it was considered ineffective for communication purposes, and a search for more efficient ways of teaching foreign languages began in the 20th century. Furthermore, this period clashed with the time when first language acquisition theories, to which I referred in the previous chapter, came into view. “**The Direct Method**” is believed to be the first method for teaching foreign languages. It originated from “The Natural Method”, whose proponent Francois Gouin made assumptions about the origins of language learning by observing children speak their mother tongues. Advocates of “The Direct Method” supposed that only a target language should be used while teaching, utterly eliminating a mother-tongue from the teaching-learning process. Some other its characteristics included: inductive grammar demonstration, teaching only common vocabulary and giving preference to oral skills. This method became widely accepted in Europe but given that it had some limitations, such as its complexity and inconvenience for non-native teachers, its popularity gradually faded (Richards and Rodgers, 2001, pp. 11-14; Kashina, 2006, pp. 13-15; Larsen-Freeman & Anderson, 2002, pp. 46-57).

Ch. Freeze and R. Lado were founders of “**The Audio-Lingual Method,**” which is another method that favours oral skills, viewing a language as a means of oral communication. It is known to be the first method based on linguistic and psychology theories, such as structuralism and behaviourism. As a language was seen as a conduct that can be trained, much emphasis was given to drills in this method. The use of a mother-tongue was prohibited and grammar was presented inductively since descriptivists considered that every language has its own unique linguistic system. Nonetheless, the method presented some significant drawbacks; a lack of initiative from both teachers and students, multiple meaningless repetitions of grammar patterns and students’ inability to communicate effectively in real situations outside the classrooms were some of them (Richards and Rodgers, 2001, pp. 50-67; Larsen-Freeman & Anderson, 2002, pp. 59-75; Kashina, 2006, pp. 18-19).

Both previous methods are related to “The Oral Approach” to teaching languages and are based on ideas of the first generation of psycholinguists. However, with the emergence of Noam Chomsky’s powerful ideas about language acquisition and renunciation of both behaviourism and structuralism, the further use of “The Audio-Lingual Method” has been questioned by cognitivists. It gave a way to new approaches and methods for teaching

languages based on ideas that learners are responsible for their own learning and are capable of analyzing the language and discovering its rules. Caleb Gategno offered a method that would give students an opportunity to develop their mental and creative abilities. This method, though, is not fully based on “The Cognitive Approach” even though it shares some of its characteristics, but it is one of methods based on “The Humanistic Approach” (Larsen-Freeman & Anderson, 2002, pp. 80-100; Richards and Rodgers, 2001, pp. 81-89; Kashina, 2006, p. 28).

In 1960 G. Lozanov suggested another method that would allow developing cognitive skills in students. He attempted to improve learners’ memory, unveil their latent potentialities and thus accelerate learning process. **“Desuggestopedia”** implies creating auspicious conditions for learning by reducing stress and anxiety in students. It is characterised by the extensive use of music, fine arts and relaxing techniques. A grave disadvantage of this method is a need of a special profile of a teacher; an enthusiastic person capable of transmitting confidence to students. Furthermore, this method requires special staff training (Richards, Jack C. and Rodgers, T.S., 2001, pp. 100-106; Larsen-Freeman, Diane & Anderson Marti, 2002, pp. 102-116; Kashina, 2006, pp. 26-28).

“Community Language Learning” (CLL) shares similar principles as learners’ feelings are of key importance in this method. Nevertheless, its proponent Charles Curran believed that a teacher should take a role of a counsellor rather than a leader. This method was also based on “The Humanistic Approach” to teaching and its advocates were convinced that more effective learning takes place when students feel safe and a teacher wins their favour. For that purpose EFL learners work in a group; they gradually move from simple structures to more complex as well as from just repeating after the teacher to real communication. The teacher meanwhile is always at their disposal to help them by giving a forward or backward translation of a word or a sentence student is interested in. Thus, students can design the syllabus they want to study by choosing a topic they are keen on. This method also has some limitations, such as absence of educational objectives and syllabus; that makes it impossible to employ this method in modern educational centres (Kashina, 2006, pp. 25-26; Larsen-Freeman, Diane & Anderson Marti, 2002, pp. 118-135; Richards, Jack C. and Rodgers, T.S., 2001, pp. 90-98; Douglas, 2007, pp. 112-114).

Stephen Krashen’s **“Total Physical Response”** (TPR) was no exception to the “Humanistic Approach” as its objective was to make the teaching-learning process as much enjoyable as possible. Nevertheless, it was mostly based on the “Natural Approach” ideas. Just as proponents of the previously mentioned “Direct Method,” Krashen believed

that students learn better by receiving information in a target language, and the use of a mother tongue should be avoided. Furthermore, he put forward some ideas concerning grammar and particularly imperative verbs use for learning. TPR followers believed that a foreign language could be acquired in the same manner as a mother tongue acquired by babies; that is simultaneously with performing actions. Thus, basically, TPR consisted in giving commands in a target language for learners to perform; multiple repetitions of a limited number of new lexis accompanied with physical activities guaranteed successful language acquisition. Babies first develop listening skills, so that acknowledgement underlined the skill acquisition order established in this method too. This method is rather popular among teachers, especially those who work with pre-school and primary children (Richards and Rodgers, 2001, pp. 73-79; Kashina, 2006, pp. 28-29; Douglas, 2007, pp. 78-79; Larsen-Freeman & Anderson, 2002, pp. 137-149).

“Communicative Language Teaching” (CLT) emerged in 1970s as a reaction to an assumption that a language has a social dimension and with the advent of the communicative competence. Since then, learners are believed to learn to use functions in order to communicate effectively. Based on the Communicative Approach, CLT aspires to develop a communicative competence in students. For this purpose, communicative tasks, authentic material, learner-centred teaching and development of all four skills have been implemented. The priority is given to functions over forms in this approach and in some cases grammar forms are not worked at all. Students are encouraged to not only communicate a message but also express their feelings and emotions and thus acquire a language. In contrast to previous oral approaches, communication is now viewed to be of two types: oral and written, and both types are considered significant. All this is supposed to lead to an effective use of a language in real communicative situations outside a classroom; something that was regarded barely possible in the past (Harmer, 2007, p. 50; Douglas, 2007, pp. 241-242; Kashina, 2006, p. 24; Richards and Rodgers, 2001, pp. 153-174; Piccardo E. , 2014, pp. 10-13; Larsen-Freeman & Anderson, 2002, pp. 152-169).

“Task-based Language Teaching” (TBL) can be seen as an approach arising from “Communicative Language Teaching.” It shares most of its characteristics and adds some new fundamental ones: learners interact in a target language while accomplishing meaningful tasks, analytical approach to the organization of the task- syllabus and taking into account students’ previous learning experience. TBL implies accomplishment of the communicative tasks proposed by the teacher, whether they are target tasks or of an educational nature. Additionally, the process through which students go while

accomplishing a task is less important than its result, which is generally – exchange of meanings with other students. Consequently, mistakes made by students are tolerated and seen as a natural occurrence of language learning. This leads to some arguments regarding grammar teaching among linguists; some of them claim that focus on form is needed, such as brief grammar explanation or correction of mistakes in order to prevent their fossilization (Kashina, 2006, pp. 30-31; Piccardo E. , 2014, pp. 9-14; Richards and Rodgers, 2001, pp. 223-244; Larsen-Freeman & Anderson, 2002, pp. 192-205; Nunan, 2004, pp. 19-38).

This last approach is in line with the action-oriented approach adopted by *The Common Framework of Reference for Languages*, to which the next chapter will be devoted.

2.3. Common European Framework of Reference for Languages, its objectives, scale and an approach adopted

The *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR) is a document that can be regarded as a guide for language teaching in Europe and beyond its limits. It provides educational authorities, centres and language learners with information that should be taken into account in order to make the teaching-learning process more effective (CEFR, 2001). It also influenced both Spanish and Russian legislation to large extent.

The CEFR as a Council of Europe's project originated in 1990 and since its first publication in 2001, it has become of a deep interest for educational authorities. Although it was initially published only in English and French, it was lately translated into 40 languages making it worldwide known. Basically, this document proposes some guidelines to follow, such as putting into practice the action-oriented approach for teaching. It also establishes the International Certification System represented with the Descriptive Scheme and Common Reference Levels, the concept of Communicative Competence and it focuses on promoting plurilinguism. Some of its innovations will be considered more in details, as their understanding is crucial for the development of this research (2001, pp. 1-8).

2.3.1. The Descriptive Scheme and Common Reference Levels

It was undoubtedly important to establish levels of proficiency in languages that would be common for all European languages and would be of a reference for all public. CEFR

introduces three broad divisions for grading learners' language proficiency, which are divided into six levels (2001, pp. 22-23):

A. BASIC USER	B. INDEPENDENT USER	C. PROFICIENT USER
<ul style="list-style-type: none"> •A1. Breakthrough •A2. Waystage 	<ul style="list-style-type: none"> •B1. Threshold •B2. Vantage 	<ul style="list-style-type: none"> •C1. Effective Operational Proficiency •C2. Mastery

Table 1. *Common Reference Levels: scheme*⁴

Each level has its set of characteristics and is described in terms of what students are capable of performing in a foreign languages and how well their language skills are developed. The detailed description of each level is provided in the following table:

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 2. *Common Reference Levels: global scale*⁵

⁴ Table of my own creation with information taken from *CEFR* (2001, p. 23).

⁵ Table of my own creation with information taken from *CEFR* (2001, p. 24)

2.3.2. Action-oriented approach

Apart from aspiring to improve learners' English level, The Council of Europe also follows Recommendations R (82)18 of the Committee of Ministers to promote unity among members of the European Union (1982) and realizes these recommendations by introducing an approach to teaching that views language learners as socially important members of an intercultural society (Piccardo E. , 2014).

CEFR suggests an action-oriented approach to language learning, that “views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action.” (2001, p. 9). In other words, it is suggested that languages are to be learned by performing tasks. This idea is not new as it formed the basis of a previously described Task-based approach that originated in the 80s-90s of the 20th century. What is crucial in this approach is the notion of a “social agent.” Language users learn in a social context and in cooperation; by communicating with other language users they develop their strategies and competencies, the communicative competence in particular. They also are capable of appreciating their own knowledge and giving and receiving a feedback from the others. The goal is not just performing any tasks or communicating for the reason *per se*, but communicating information in specific social context while performing real-life tasks (Piccardo E. , 2014, pp. 18-19).

2.3.3. General competences and the communicative competence

It was already said that by the nature of the action-oriented approach students use and develop competences while accomplishing tasks. In accordance with CEFR, “Language use...comprises the actions performed by persons who as individuals and as social agents develop a range of competences.” It then adds: “They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished” (2001, p. 9). As it can be seen from these statements, the notion of a competence plays a crucial role for the language learning. It is important then to define it and to consider its components.

The notion of competence first appeared in 1965 at Chomsky's suggestion. Furthermore, the notion of competence and of performance underlay his theory of transformational

grammar. Seven years later Dell Hymes in his work “On Communicative Competence,” (1972) partially rejected his theory and introduced the notion of communicative competence and its social component. Canale & Swain (1983) went further and distinguished four components of the communicative competence: grammatical, sociolinguistic, discursive and strategic (Piccardo E. , 2014, pp. 10-21). CEFR, however, proposed its division of the communicative language competences. It defined them as “those which empower a person to act using specifically linguistic means” (2001, p. 9). It also introduced linguistic, sociolinguistic and pragmatic sub-competences as its components. Each of these sub-competences also comprises a set of components that are presented in the following table:

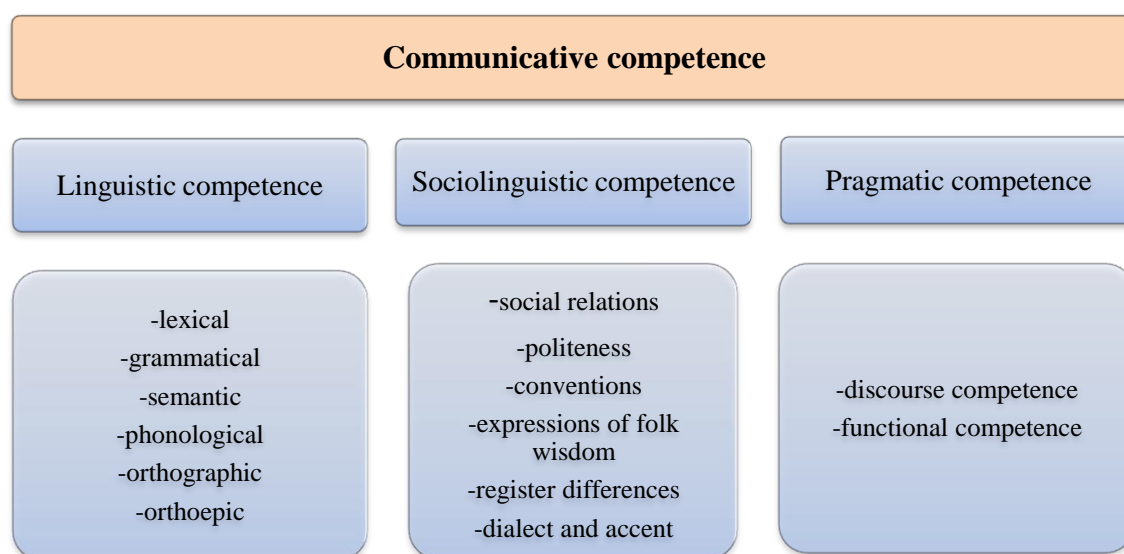


Table 3. *Communicative competence*⁶

Although Communicative Language Competence is the most important to be developed while learning a foreign language, CEFR claims that general competences should be developed, too. It defines them as “those not specific to a language, but which are called upon for actions of all kinds, including language activities” (2001, p. 9). General competences are of crucial importance for learners to be able to carry out tasks that underlie the action-oriented approach. CEFR also specifies what kind of general competences or knowledge should be developed for this purpose. They are: declarative knowledge, skills and know-how, existential knowledge and ability to learn (2001, pp. 101-108).

⁶ Table of my own creation with information taken from CEFR (2001, pp. 108-129).

These are the main foundations that the Council of Europe assumed as a basis for its Common European Framework of Reference and that are of interest for this research. In the next chapter, the notion of these tasks that need to be accomplished during the teaching-learning process and that lie at the heart of the action-oriented and task-based approaches will be discussed.

2.4. Notion of tasks, their classification and components

As it was stated in the previous chapter, students should learn languages by accomplishing different kinds of tasks with linguistic and non-linguistic competences and strategies. Then, it seems reasonable to begin this chapter by defining and classifying these types of tasks. It is also important to be able to distinguish between tasks and exercises that are likely to be abundant in school textbooks. To do this, entails shedding the light on what types of activities can be called “tasks” and which not; accordingly, the last ones are out of our interest in this particular research.

It is difficult to provide a single definition of a “task” because there are as many definitions as living linguists. To give an example, in his book *Task-Based Language Learning and Teaching*, one of the most notorious Task-Based Language Teaching (TBLT) proponents, Rod Ellis, defines a task as follows:

[...] a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms (2003, p. 16).

From this definition, it can be noticed that a task comprises a set of specific characteristics that distinguish it from an exercise. First of all, unlike an exercise, a task has a primary focus on meaning rather than form. Secondly, a task should have a clearly defined outcome other than the use of language and a kind of gap to motivate students to fill it in by communicating information. The last, but not less important characteristic of a task is that it engages students’ cognitive processes, in other words, students are free to choose the linguistic resources in order to complete a task (2003, pp. 9-10; 2009, p. 223).

In their book *Doing Task-based Teaching*, Dave and Jane Willis establish similar criteria for evaluating language activities. According to them, an activity can be regarded as a task if it “engages students’ interest”, it is “related to real-world activities”, “its completion is priority”, there is a” primary focus on meaning”, there is an “outcome and its success is judged in terms of this outcome” (2007, p. 13).

Richards agrees with most of these characteristics and specifies that it should be relevant to learners' needs and it should provide opportunities for reflexion on language use. Furthermore, in case of group tasks learners' should use their own communication strategies and interactional skills (2017). The British Council adds to this, that tasks may also "involve metacommunicative (sub) tasks, i.e. communication around task implementation and the language used in carrying out the task" (2001, p. 158).

It is important to mention that these characteristics of a task are not inflexible and in some cases language activities can be viewed as a mix of both tasks and exercises and no clear distinction can be made between them. Notwithstanding, looking into task taxonomy and the elements that form a task could allow us to get a deeper insight of what a task is.

In conformity with the British Council, tasks can be classified into the following three groups: language-related tasks, tasks that include a language component and finally, tasks that do not necessarily require any language activities (2001, p. 15). Although, all three types of tasks develop different strategies and competences needed for life, this paper is going to concentrate primary on language-related tasks, and tasks in which non-linguistic outcome plays an important role, but still, include language activities.

According to Nunan, two types of these last tasks should be distinguished; they are "target" or "real-life" tasks and "pedagogical" tasks. Target tasks are those that are to be used in real life, meanwhile pedagogical tasks are specifically designed to be used in class (2004, p. 1). More precisely, Nunan defines a pedagogical task as

[...]a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the attention is to convey meaning rather than manipulate form... (2004, p. 4).

Thus, an example of a target task could be cooking a dish from the determined ingredients found in the kitchen. This type of task is hardly possible to be carried out in a classroom, but it can be easily adapted to classroom purposes. Group discussion of what could be cooked from the list of given ingredients, arriving at a common decision and further making a list of possible dishes, can be an example of a pedagogical task, resulting from a modification of a real-life task.

Furthermore, The British Council insists on the communicative nature of the tasks, as well as on the development of communication and learning strategies and relating to them competences while performing these tasks (2001, pp. 15-16). Although, the importance of the communication and social interaction is emphasised, it does not imply designing tasks specifically for these purposes. On the contrary, communication serves as a subsidiary tool

for performing them. That is, students should have a choice of means, including that of interaction, by using which they would be able to perform a task and reach its objective (Piccardo E. , 2014, pp. 26-33).

Taking into account the nature of pedagogical tasks, their representation in school textbooks becomes the objective of this research. This type of a task, being an adaptation of real-life tasks, is expected to be found in textbooks that follow the action-oriented approach. Therefore, it would be appropriate to consider the main components of pedagogical tasks.

In his book *Task-based Language Teaching*, Nunan lists six elements that make up a task. They are: “goals, input and procedures,..., supported by roles and settings.” (2004, p. 41).

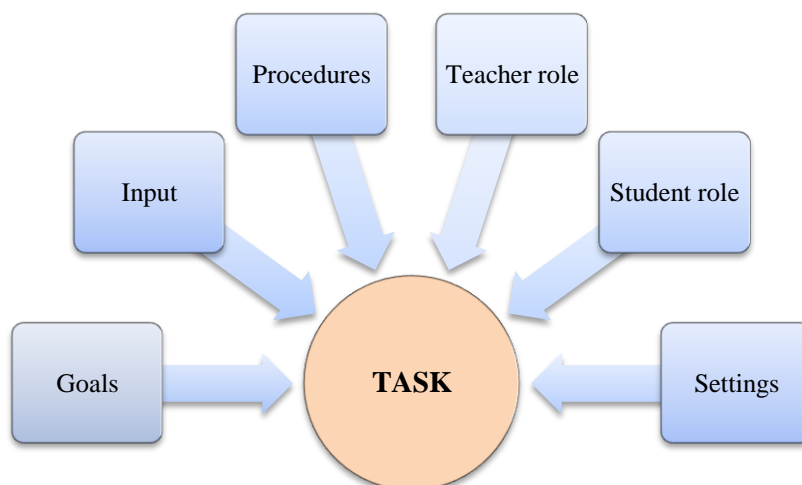


Table 4. *Components of a task*⁷

In order to understand better the elements that comprise a task, each of them will be analyzed in more detail.

First of all, Nunan points out that **goals** of a task can be of various types and depend on the complexity of the task, purposes of the teacher or the educational system. That is, apart from the language-related or communicative goals, there can be goals related to other aspects, such as developing sociocultural, learning to learn and language and cultural awareness competences (2004, pp. 41-43).

Input implies introduction of written or oral data, by the usage of resources of different kinds, for its further procession and implication in accomplishing a task. The resources can include newspaper articles, radio or television scripts, recipes and restaurant menus, just to

⁷ Table of my own creation with information taken from *Task-based Language Teaching* (Nunan, 2004, p. 41).

mention a few examples. The resources can be both authentic and designed especially for learning purposes. Nunan does not make visible preference to any of the latter types of materials, but focuses on “what combination of authentic, simulated and specially written materials provides learners with optimal learning opportunities.” (2004, p. 49).

Input is undoubtedly closely related with **procedures** or activities learners deal with, as its foundation. Once again, the issue of authenticity is being raised by Nunan. He claims that among pedagogical tasks there are those that have an activation⁸ or rehearsal rationale, and the latter “have procedural authenticity.” (2004, p. 54). Nevertheless, Nunan and The British Council agree that both types of tasks should be offered to learners since both of them contribute to successful learning (2004, p. 54; 2001, pp. 157-158). Some examples of activation tasks could include procedures such as role-plays, information gap activities, matching activities, jigsaw tasks and so on. Notwithstanding, this research intends to focus on rehearsal rather than activation tasks. There are as many examples of rehearsal tasks as there are real-world tasks, i.e. most of the actions related to language use that can be performed on a regular basis in real life can be adapted for the use in the classroom. For instance, a group work on listening to a part of a radio announcement and deciding on what it could be about or a pair work on choosing suitable clothes to wear on a school trip.

The British Council emphasises the weight of social interaction between learners as well as communication as one of the tools to be implemented while accomplishing tasks (2001, pp. 15-16). Hence, learners are encouraged to carry on tasks in pairs or groups. Still, other types of class arrangements, such as whole class or individual work can be considered for performing pedagogical tasks. Nunan distinguishes two types of **settings** in which tasks can be accomplished; they are “mode” and “environment”. While the first one refers mainly to class arrangements regarding is it a group or individual work, the environment specifies the place where teaching-learning process takes place. This process does not necessarily imply only the use of a conventional classroom, but due to technological advances, it can take place anywhere (2004, pp. 70-72).

The choice of the settings, as well as other decisions related to the learning process, are up to teachers and their students in the action-oriented approach. Accordingly, it is essential to understand what roles teachers and students play in performing tasks. In their book *Approaches and Methods in Language Teaching*, Richards and Rodgers outline several most typical **teacher** and **student roles**. Teacher role mainly consists in selecting

⁸ Activation tasks are designed specifically to activate learners’ language skills, while rehearsal tasks pretend to provide learners with an opportunity to practice similar tasks to the real-life ones.

and sequencing tasks, as well as preparing learners for tasks and raising their consciousness. Nunan also claims that the main role of the teacher is to listen and support interaction held by learners (2004, p. 69). At the same time, students are viewed as group participants, monitors, risk-takers and innovators. Overall, students are expected to be quite independent and active while carrying out their tasks, meanwhile teachers adopt less active roles (2001, pp. 235-236).

This chapter has dealt with the notion and classification of tasks that are the subject of this research. The theoretical knowledge consolidated in this chapter will contribute to the development of the comparative research of the pedagogical rehearsal and activation tasks that can be found in English Textbooks for the second course of Higher Secondary Education that are in use in Spain and Russia. This study pretends to compare the manner in which both textbooks are organized and determine what types of tasks are proposed in each one of them. The tasks that will be analyzed throughout this study are those tasks that would contribute to successful performance of similar real-life tasks beyond the classroom and those, specifically designed for classroom purpose that would aid to develop the knowledge of the particular vocabulary and grammar constructions.

3. Comparative Study of *Enjoy English 11* and *Living English 2* Textbooks

This chapter deals with a comparative analysis of the textbook *Enjoy English 11* that is in current use in Russia and the textbook *Living English 2* that is of equal importance in Spain (Grant, Elizabeth & Edwards, Kaitlin, 2015; Biboletova & Babushis, 2011). Both books are destined for students of the last year of the Upper Secondary Education, that is equivalent to the 11th grade in Russia and the 2nd year of the Bachelor Degree in Spain⁹. Given that in both Russia and Spain, high school graduates must reach at least Threshold (B1) level of language proficiency in order to begin their university studies, the former book, as well as the latter, aspires to help students to achieve this objective. *Living English*, though, goes a little beyond this line and claims that “a student completing *Living English* will be competent in most of the language competences expressed in level B2 of the CEFR” (Rubio Santana, Juan Manuel & Grant, Elizabeth, 2015, p. iv). Nevertheless, both textbooks represent well-structured communicative courses that tend to enable students to use English competently in real-life situations, thus it is worth to compare the general structure of the books. (Rubio Santana, Juan Manuel & Grant, Elizabeth, 2015, p. iv)

3.1. General Structure of *Enjoy English 11* Textbook

Learning Strategies Contents open the textbook and include the twenty strategies to be developed through the units that facilitate understanding of what students are expected to be capable of at the end of the course, i.e. what competences are to be developed and what objectives to be reached. Most of these strategies are those needed for succeeding in English level or University Entrance exams¹⁰.

The next page is devoted to contents that comprise the title of each unit, the title of its sections, grammar focus, function and vocabulary. It is then followed by the list of appendixes, icons and abbreviations that can be found through the units.

The course consists in total of four major units with the following titles: “What do young people face in society today?; The job of your dreams;” “Heading for a better new world?;” “Where are you from?” Each unit is divided into 4-7 sections to be taught in 20-25 classes each. In total, this book provides about 102 hours of teaching material, taking into consideration that there are 3 hours of the English Language Subject taught a week.

⁹ See Introduction for further information on educational systems in Russia and Spain.

¹⁰ See a full list of Learning Strategies in Annex 1

The book has a clear structure and the following features are included in each unit:

ENJOY ENGLISH UNIT FEATURES	FUNCTIONS
Pronunciation Focus	Serves to develop different reading strategies
Word Focus	Serves to expand students' vocabulary on the topic
Grammar Focus	Provides students with concise information about grammar rules
Dialogue Vocabulary	Presents useful expressions and structures for speaking tasks
Mini-Project	Serves to develop group presentations based on the information from the Unit
Key Vocabulary	Constitutes a list of vocabulary found throughout each Unit
Useful Phrases	Provides students with a list of language chunks and conversational phrases found in each Unit
Progress Check	Provides self-evaluation on the knowledge of each Unit

Table 1 Enjoy English Unit Features¹¹.

Annexes follow the units and comprise the following sections:

- School English. 2 CLIL units (What's economic geography about? and Is Physics difficult?) devoted to school academic disciplines that emphasize the crucial importance of English for further university academic studies and would allow students to deepen their knowledge related to these subjects.

- Learning Strategies. These are tips that through favouring the development of key and specific English language competences would enable students to get prepared for English certificate exams.

- Cultural Guide. It is a manual that comprises more detailed information regarding cultural backgrounds and values of English-speaking countries, named throughout the units of the student's book. The information includes names of well-known world public figures of different fields of activity and definitions of the notorious periods of time, inventions, music styles and organizations listed in alphabetic order.

¹¹ Table of my own creation with information taken from Enjoy English 11 textbook (Biboletova & Babushis, 2011)

-Grammar Reference. These are grammar rules tables and lists that serve for revising previously assimilated information and enhancing the knowledge about new grammar patterns and structures learned (Irregular plural forms of nouns; articles with geographical names and languages; passive voice; revision of present simple, continuous, perfect and perfect continuous tenses; modal verbs for obligation, necessity, permission; revision of the articles; ways of expressing the future; future perfect; reported speech; clauses of consequence; multi-word verbs; past perfect passive; word categories; numerals.)

-List of Irregular Verbs is represented by a table of 90 most common irregular verbs in infinitive form and their respective past simple and past participle forms and translation into Russian.

-Dialogue Vocabulary. The most common language chunks and conversational phrases structured in groups depending of the functional language they comprise (informal and formal greeting, giving opinions, agreeing, disagreeing, asking for information, supporting a point of view, giving advice, making a suggestion, clarifying a meaning or understanding, expressing likes and dislikes, commenting on somebody' s words) and translated into Russian.

-Key Vocabulary. List of words to be memorised and assimilated by the end of the school year sorted in alphabetical order.

3.2. General Structure of Living English 2 Textbook

The book opens directly with contents that comprise more elements than *Enjoy English* book. More concretely, Reading, Vocabulary, Grammar, Listening, Speaking, Writing and Language Consolidation sections are included in contents and correspond to each title of the unit.

Six units follow the contents and are destined to be taught in 100-110 hours that almost correspond to the Russian School Time Plan for the English Language Subject that is of 102 hours per course. The units are well-structures into “Reading,” “Listening,” “Speaking,” “Writing,” “Vocabulary” and “Grammar” sections that resemble the way Cambridge PET (B1) and FCE (B2) exams are organised and give a clear picture of what skills are to be developed in each session of the unit. Additionally, each unit shares the following features:

LIVING ENGLISH UNIT FEATURES	FUNCTIONS
Reading Strategies	Serves to develop different reading strategies
Have Your Say	Gives students an opportunity to react to the previously presented material
Word Power	Serves to expand students' vocabulary on the topic
False Friends	Aids to distinguish the meanings of easily confused English and Spanish words
Words in Use	Deals with unit vocabulary in authentic texts
Listen Closely	Aids to develop listening discrimination
Web Quest	Serves to develop group presentations based on the information from Web Pages
Grammar Basics	Provides students with concise information about grammar rules
Communicate	Constitutes a communicative task
Living English	Concentrates on colloquial language represented in dialogues
Pronunciation	Focuses on pronunciation issues
Living Culture	Concentrates on customs of different countries
Task	Provides steps to complete speaking and writing tasks
Useful Expressions	Presents useful expressions and structures for writing tasks
Living English Interactive	Provides students with internet links to interactive sources
Exam Focus	Provides students with opportunities to practice exam types of the tasks.

Table 2. Living English Unit Features¹².

Annexes follow the Units and cover the following sections:

-Exam Preparation Section that contains Exam Practice, Listening Practice and Speaking Practice with typical tasks that can appear in FCE exam, as well as tips for their successful realization.

-Living English Extra Section with 2 extra units on culture and literature (Who's on the Coins? and The Verger)

¹² Table of my own creation with information taken from Living English 2 textbook (Grant, Elizabeth & Edwards, Kaitlin, 2015)

-Grammar Basics Section that comprises charts with rules and examples of different grammatical structures followed by grammar exercises.

-Pronunciation Practice Chart that includes a phonetic chart and practice of problematic phonetic issues.

-Easily Confused Words List that aspires to help to clarify common difficulties.

-Glossary that is organized in alphabetical order.

-Irregular Verbs List that consists of one hundred twelve verbs with their translation into Spanish and phonetic transcription.

-Phrasal Verbs and Prepositions List that also comprises Verb + Preposition, Noun + Preposition and Adjective + Preposition lists with their corresponding translations into Spanish.

-Reading Strategies Section that pretends to provide students with a variety of strategies to understand any texts.

-Exam Focus Section that aspires to help students to complete different types of tasks that are likely to appear in English Level exams.

-Writing Guide Section that provides tips useful for the successful writing task to be accomplished, as well as model examples of the written texts.

3.3. General Similarities and Distinctions Between Enjoy English 11 and Living English 2 Textbook Structures.

It is worth mentioning that both books share the same line, - that is, not only do they aspire to develop communicative competence, but also prepare students for succeeding in English Level Tests and further University Studies, what can be concluded from a great amount of exams-related strategies, tasks and tips. This Idea is reflected in Learning Strategies Sections of *Enjoy English*, as well as in Exam Focus, Exam Preparation and Reading Strategies Sections that appear in *Living English 2*¹³. Furthermore, units of the latter are organized around reading, listening, speaking and writing sections in order to emphasize the importance of each of these skills.

Both books share some common characteristics which will be specified in the following lines. First of all, the authors underscore a supreme importance of extending students' vocabulary by including sections related to word formation and topic vocabulary expansion in the units and annexes. Notwithstanding, *Living English* arranges vocabulary

¹³ See Annex 2 for further references.

blocks in a more explicit way, discriminating its more difficult areas, such as, false friends or easily confused words and phrasal verbs.

Secondly, pronunciation and grammar issues play a prominent role in both books as sections so entitled may be found in both units and appendixes. The books' authors also give priority to the development of group projects that take a consolidating function of previously learned material and which, are to be accomplished at the end of each session or unit. It is undoubtedly, though, that *Living English* in contrast to *Enjoy English* pays heed to the importance of developing competence in using Information and Communication Technologies (ICT) by suggesting a digital format of presenting projects and by promoting the use of web pages and digital resources.

Another aspect to take into consideration is the presence of Content and Language Integrated Learning (CLIL) in both books. Yet, they target different topics and serve different functions. In the case of *Enjoy English*, CLIL units are focused on the contents of two subjects from different study areas that are expected to be studied during future studies. The two CLIL units that appear in *Living English*, though, purpose other aims. They principally seem to cultivate students' general cultural knowledge and develop their cultural and artistic competences.

It can also be deduced that *Living English* follows the guidelines of the British Council and applies the action-oriented approach to teaching and learning, i.e. promotes learning by taking actions and performing tasks, as it presents some sections of the unit dedicated to that end. Nevertheless, at first sight it is difficult to determine if it is also true for the second book, so this null hypothesis that both books are task-oriented need to be confirmed or refuted, to this aim the following chapter will be devoted to.

4. Comparative Study of Activity Types Found in *Living English* and *Enjoy English* textbooks

The present section seeks to analyse those tasks that appear in the textbooks *Living English* and *Enjoy English*, and which are supposed to follow an action-oriented approach recommended by CEFR. Given that an official common taxonomy of tasks has not been established yet, there have been multiple efforts to do so and each author provides their own vision on the subject.¹⁴ With this in mind, I focus on the definition of "task" as well as its distinction from a general grammar exercise found in the works of Ellis, Richards and Willis; I also focus on the very broad task classification provided by Nunan and the British Council. In other words, all activities that appear in the first units of the Spanish and Russian EFL textbooks are classified into exercises, task-like activities and pedagogical tasks. In order to do so, each activity has been examined to present the following characteristics typical for a task: primary focus on meaning rather than form¹⁵, a clearly defined outcome, a kind of gap that involves students in meaningful communication and a free choice of the linguistic resources needed for its accomplishment to be called "task." Thus, the more of above mentioned characteristics can be detected, the more task-like an activity is.¹⁶

4.1. *Living English* Activities' Classification

The tasks under study assemble the first unit of the Spanish EFL book called *When in Rome*. This unit comprises fifty-seven activities arranged on eleven pages. All the activities have been ordered and classified according to their functions into sixteen different categories; those are: matching, expressing opinions, quiz tasks, listening for specific information, reading for gist, reading for specific information, sorting, completing, listening for gist, presentation, writing, making questions, rewriting/replacing, comparing pictures, predicting and drilling.

Afterwards, the activities have been analysed following the method above mentioned, and classified into the following categories: contextualized, decontextualized, speaking, writing, reading, listening exercises and task-like activities.

¹⁴ See Annex 3

¹⁵ Tasks may also comprise metacommunicative subtasks

¹⁶ Term suggested by Willis in their book *Doing Task-based Teaching* (2007, p. 13)

LIVING ENGLISH		
Function	Activities	Category
Matching	Act.1; p. 9 Read the title of the unit and choose the correct ending to complete the saying Act.3; p.9 Read the quotes below. Which quote has a meaning similar to the title? What do the other two quotes mean? Which do you agree with? Act.2; p.18 In which paragraph of the film review could the writer have written the following sentences? Act. 4; p.19 For each sentence, find two or three adjectives or adverbs below that have a similar meaning to the words in bold.	Contextualised exercise
Expressing opinions	Act.2; p.9 What does the saying mean? Do you have a similar saying in your language? HYS ¹⁷ ; p.9 What traditions from other countries do you know about? Act.1; p 10 What do you know about Australia? Would you consider travelling there? Why / Why not? HYS; p.11 If you went to Ayers Rock, would you climb it? Why or why not? HYS; p.13 Imagine you are going to live in another country. Where would you like to live and why? HYS; p.16 When you look at a person, what clues usually tell you what he/she is feeling? Act.3; p.17 Answer the questions.	Speaking exercise
Quiz	Act. 4; p.9 How much do you know about traditions around the world? Do the quiz and find out.	Task-like activity
Listening for specific information	Act.5; p.9 Now listen and check your answers to the quiz Act.1; p.13 Listen and complete the expressions. Act.6; p.16 Listen to part 2 of the tour and complete the sentences using 1-3 words. Act.8; p.16 Listen to Part 3 of the guided tour and see if you were correct. Then complete the sentences using 2-3 words.	Listening exercise
Reading for gist	Act.2; p.10 Read the text. What is the author's purpose? Act.4; p.14 Where would you read or hear each of the passages above?	Reading exercise
Reading for specific information	Act.3; p.10 Answer the questions Act.4; p.10 Choose the correct answer Act.5; p.10 Complete the sentences using your own words Act. 6; p.11 Find words or expressions in the text that mean...	Reading exercise
Sorting	Act.1; p.12 Choose the correct answer. Pay attention to the words in colour Act.3; p.12 Which of the following words are nouns? Which are adjectives? What does each word mean? Act.3; p.19 Find as many adverbs of frequency, manner and	Contextualized exercise

¹⁷ The acronym HYS stands for Have Your Say in this chapter

	degree as you can in the model in Ex. 1: Also find at least three adjectives. What words do they describe?	
Completing	<p>Act.4; p.12 Add suffixes to the following words to make nouns or adjectives, according to the part of speech in brackets. Use your dictionary to help you</p> <p>Act.5; p.12 Complete the sentences with the nouns and adjectives you formed in exercise 4. Make any necessary changes</p> <p>Act.6; p.12 Complete the passage with the words and expressions below. There are more words than you need. Then listen and check your answers.</p> <p>Act.2; p.13 Complete the sentences using the expressions above.</p> <p>Act.1; p.14 Complete the sentences with the words below. Use the Present Perfect Continuous or Past Perfect Continuous.</p> <p>Act.2; p.14 Complete the dialogue with the verbs in brackets. In dialogue A, use the Present Perfect Simple or Continuous. In dialogue B, use the Past Perfect Simple or Continuous.</p> <p>Act.3; p.14 Complete the passages with the correct form of the verbs from the lists. Use the Perfect Simple or Continuous tenses.</p> <p>Act.6; p.15 Complete the passage with the verbs in brackets. Use the Perfect Simple or Continuous tenses. There may be more than one possible answer. Then listen and check your answers.</p> <p>LE¹⁸; p.15 Add an expression to each sentence below.</p> <p>Act.2; p.16 Complete the sentences using the words and phrases below.</p> <p>Act.3; p.16 Complete the sentences with a suitable word or phrase to show that you understand the words in colour.</p> <p>Act.1; p.17 Look at pictures A and B. Then complete the sentences below with the correct expressions.</p> <p>Act.5; p.19 Add the adjectives and adverbs in brackets to the sentences below.</p> <p>Act.2; p.20 Read the text below and think of the word which best fits each gap. Use only one word in each gap.</p>	Contextualised exercise
Listening for gist	<p>Act.2; p.13 Listen to the monologues. Match each speaker to the idea he/she expresses below. There are three extra answers.</p> <p>Act. 5; p.16 You are going to hear a guided tour in a museum. Listen to part 1 of the tour and answer the questions.</p>	Listening exercise
Presentation	WQ ¹⁹ ; p.13 Find out more about customs in different countries and prepare a short presentation using the information you found	Task-like activity
Writing	<p>Act.5; p.14 Choose one of the genres in Exercise 4 and write about an ethnic food. Use the Perfect Simple or Continuous tenses.</p> <p>WT²⁰; p.19 Write a review of a film you have recently seen. Write 120-150 words.</p>	<p>Writing exercise</p> <p>Task-like activity</p>
Making questions	<p>Act.7; p.15 Write a question for each answer below about the passage in Exercise 6. Use a Perfect Simple or Continuous tenses.</p> <p>Act.8; p.15 Write a suitable question using the words in brackets and a Perfect Simple or Continuous tense.</p>	Contextualized exercise

¹⁸ The acronym LE stands for Living English in this chapter

¹⁹ The acronym WQ stands for Web Quest in this chapter

²⁰ The acronym WT stands for Writing Task in this chapter

Rewriting/ Replacing	Act.9; p.15 Rewrite the sentences using the words in brackets. Do not change the original meaning. Act.6; p.19 Move the modifier in bold so that the second sentence logically follows the first. Act.2; p.12 Replace each word or expression in bold with a word or expression in colour from the list Act. 2; p.16 The following sentences do not make sense. Correct them by replacing each word in colour with a word in colour from a different sentence. Guess which nationality each sentence refers to. Act. 1; p.20 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same time	Contextualised exercise
Comparing pictures	Act.4; p.16 Look at the pictures from a research project. In each one, how do you think the boy in the middle is feeling? Act. 2; p.17 Compare pictures	Task-like activity
Predicting	Act.1; p.13 You are going to hear five different people talking about having moved to another country: What difficulties do you think people experience when they move to a different country? Act.7; p.16 Look at the emoticons in each row. What emotions does each one symbolise? LC ²¹ ; p.17 Guess which number below matches each description. Then decide if the number is lucky or unlucky.	Task-like activity
Drilling	PP ²² ; p.17 Listen and repeat	Decontextualized exercise

Table 3. *Living English* activities²³

Most of the activities do not involve interaction among students and are to be completed individually; this discards their possibility to be called “tasks” and makes it possible to name them as “task-like activities” provided they comply with the rest of the requirements. Finally, all the exercises and task-like activities present in the unit have been counted, and they amount to a total of and as a result, there are forty-nine exercises and eight task-like activities; no tasks have been found though.

4.2. Enjoy English Activities’ Classification

The following forty-one activities are included in the first session of the first unit from the Russian EFL textbook called *What do young people face in society today?* These activities, which occupy eleven pages of the book, have been classified following the same method that was applied to the Spanish book’s analysis. Thus, the activities have been organized in fourteen groups: quiz activity, interacting, reading for gist, predicting, matching,

²¹ The acronym LC stands for Living Culture in this chapter

²² The acronym PP stands for Pronunciation Practice in this chapter

²³ Table of my own creation with information from *Living English* (Grant, Elizabeth & Edwards, Kaitlin, 2015)

completing, listing, listening for specific information, reading for specific information, drawing, comparing, writing, listening for gist and presentation.

Afterwards, the activities have been divided into contextualized, decontextualized, speaking, writing, reading, listening exercises, task-like activities and tasks. As a result, eight task-like activities, twenty-eight exercises and five tasks have been distinguished.

ENJOY ENGLISH		
Function	Activities	Category
Quiz	Act.1; p.8 Answer the questions. Use your Workbook to write the answers.	Task-like activity
Interacting	Act.2; p.8 Work in pairs. Ask and answer the quiz questions. Do you have much in common? Act.12; p.11 Work in groups. Give examples of borrowings in your language. Do you know where these words come from?... Act.26; p.15 Work in pairs. Answer the question... Act.32; p.17 Discuss the questions in pairs. Act.34; p.17 Read the definitions and match them to the words. Answer the questions in pairs. Act.38; p.18 Work in pairs. Discuss what foreign language you would like to learn and why.	Task-like activity
Reading for gist	Act.3; p.9 Read the poem. Choose the phrase that best summarises its meaning. Act.16; p.12 Read the text once again and say whether the following statements are true or false. Correct the false statements. Act.22; p.14 Read the text and check your guesses. Act 27; p.15 Read the teachers' comments on this topic which they made on an internet forum. Mark the ideas + or – depending on how they answer the questions above. Act.31; p.17 Read the opinions again (Ex.27) and complete the table.	Reading exercise
Predicting	Act.4; p.9 Listen and read the poem. Explore some of the paradoxes. Write down the words you don't know. What seems strange about their meaning? Act.8; p.10 Look at the pictures and guess what people are doing Act.13; p.11 Read the joke and say what language the people are speaking. Do they understand each other? Translate the joke into Russian and then back into English so that it makes sense. Act.14; p.11 Look at the map of the world and show where these languages are spoken. How did you guess? Act.21; p.13 Answer the questions.	Speaking exercise
Matching	Act.5; p.9 Find some examples of phrasal verbs in the last part of the poem. Match the phrasal verbs with these definitions Act.11; p.11 Read the dictionary entry for the word "borrowing" and match the words with the countries they come from Act.24; p.14 Read the rules and match them with an example. There is more than one example for each rule.	Contextualized exercise
Completing	Act.6; p.10 Find irregular plural forms of some nouns in the poem	Contextualized

	<p>Act.10; p.10 Work in pairs. Answer the questions. Use the words below.</p> <p>Act.17; p.12 Put the adjectives you find in the table in your Workbook. Use the words from the list and add more examples of your own.</p> <p>Act.18; p.13 Complete the sentences with the correct form of the word.</p> <p>Act.25; p.14 Fill in “the” where necessary. Find the countries mentioned in the exercise on the world map. What languages are spoken in these countries?</p> <p>Act.28; p.16 Read the rule and find examples of passive voice in the text above. Complete the table.</p> <p>Act. 29; p.16 Complete the gaps in the sentences below with the correct form of the passive voice. Add the examples to the corresponding line of the table.</p> <p>Act.30; p.17 Use the correct forms of the words in the brackets to complete the text.</p>	exercise
Listing	<p>Act.7; p.10 Work in groups. What can you do to make learning English easier? Write a list of ideas.</p> <p>Act.23; p.14 Work in groups of 3-4. Make two lists of strengths and weaknesses of simplified language.</p> <p>Act.39; p.18 Work in groups of 3-4. Make a list of reasons why people learn foreign languages.</p>	Task
Listening for specific information	<p>Act.9; p.10 Listen to a radio programme about the different ways of learning English and then complete the sentences</p> <p>Act.36; p.18 Look at the list of languages and put them in order from most to least spoken in the world. Listen to the recording and check your guesses. Fill in the first column of the table.</p> <p>Act.37; p.18 Listen to the recording once again and fill in the rest columns of the table.</p>	Listening exercise
Reading for specific information	<p>Act.15; p.12 Read the text about these kinds of languages and find two names that are a combination of Russian and English. Explain how they came about.</p> <p>Act.40; p.18 Read the text and add more reasons to your list. Then share your list with other students.</p>	Reading exercise
Drawing	Act.19; p.13 Work in groups of 3-4. Draw a scheme/picture to show how languages influence each other. Explain it. Share your ideas with other students. Use the following expressions...	Task
Comparing	Act.20; p.13 Compare the two texts and say which of them you like more. Explain your opinion.	Task-like activity
Writing	Act.33; p.17 Write to an internet forum expressing your opinion on the question...Use the following phrases.	Writing exercise
Listening for gist	Act.35; p.18 Listen to the interview and match the speaker with the question.	Listening exercise
Presentation	Act. 41; p. 19 Make a poster: “Foreign languages in my life.” Work in groups of 3-4.	Task

Table 4. *Enjoy English activities*²⁴

²⁴ Table of my own creation with information from *Enjoy English* (Biboletova & Babushis, 2011)

In general, in this book there is more pair and group work; furthermore, more genuine tasks appear in it in comparison with the *Living English* book. Notwithstanding, no phonetic focus can be seen in this unit and the activities themselves can seem confusing sometimes, while the activities from the Spanish book are more comprehensible and better organised.

4.3. *Living English* and *Enjoy English* activities

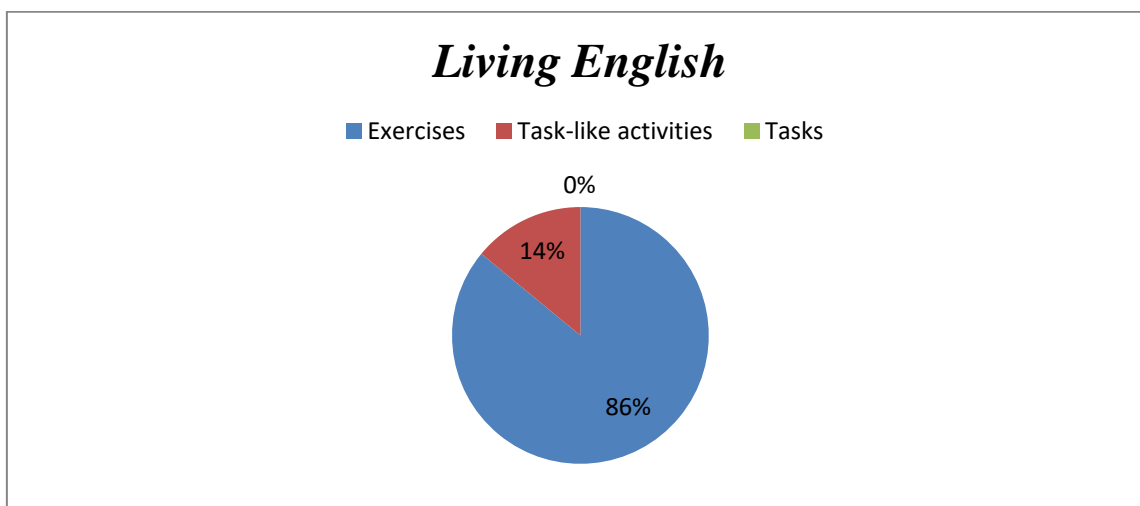
It can be concluded that the Spanish and the Russian book offer a wide range of activities of different types. *Enjoy English* authors focus primary on communication activities and devote a great deal of the task-like activities to the purpose of interacting. *Living English* also offers a range of speaking activities, although they do not require interaction. At least, no evidence of this was found in its first unit.

On the contrary, the authors of both books seem to consider exercises with a focus on form increasingly important as they devote most activities to that end. In particular, a high number of completing and matching exercises can be found in these two books. This can lead to the conclusion that the authors do not exclude the traditional view on language teaching although they do endeavour to pay attention to different language skills that are speaking, listening, reading and writing. Moreover, different strategies are applied to developing these skills. In concrete, in case of comprehensive skills, both reading and listening for specific and general information strategies are trained in these books.

It should also be mentioned that in both books there is little or no focus on pronunciation. In the unit under scrutiny taken from the Russian book no pronunciation practice has been detected and the Spanish book proposed only one activity of this type. Moreover, this activity is of a drilling type that implies mere repetition of some particular sounds.

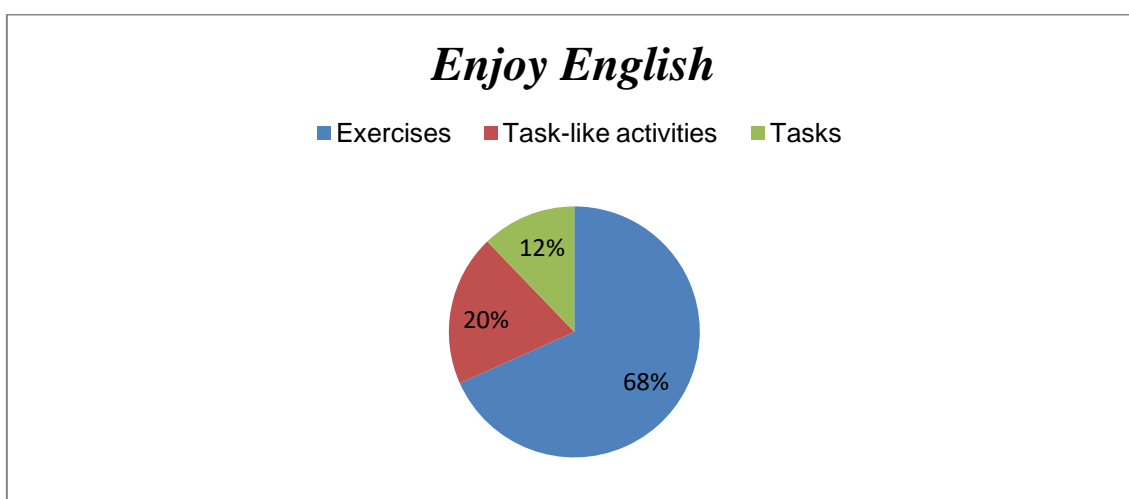
It is interesting to note that the first units of both books begin with a quiz activity that would be a clear representation of a task if a few modifications had been made to it. Nevertheless, taking into account that this activity does not involve students in meaningful communication it is classified as a task-like activity.

As for the total of the activities found in the two books, as it can be viewed from the graphic below, the vast majority of the activities from *Living English* can be regarded as exercises. Only fourteen per cent of the total amount of the activities is task-like, and no tasks were distinguished in the unit under analysis.



Graphic 1. Living English activity types in percentages²⁵

Enjoy English presents the same tendency as the vast sixty-eight percents of the activities are exercises. Notwithstanding, there have been found more task-like activities in one of its units. Furthermore, tasks that appear in this book take twelve percents of the total of the activities that make their presence visible in the unit.



Graphic 2. *Enjoy English* activity types in percentages²⁶

²⁵ Graphic of my own creation with information from *Living English* (Grant, Elizabeth & Edwards, Kaitlin, 2015)

²⁶ Graphic of my own creation with information from *Enjoy English* (Biboletova & Babushis, 2011)

Conclusions

Textbooks are often viewed as a resource of chief importance both for students and teachers of different subjects. It is especially true for teaching English as a foreign language. For teachers, an EFL textbook serves as a methodological guide; for students, it is in most cases the major source of information. Therefore, textbooks aspire to provide teachers and learners with actual contents, help learners to reach objectives determined by the educational authorities, develop life competences, and offer the most effective methodologies for teaching and learning. Textbooks designed in different countries are usually expected to follow the general guidelines for teaching languages, but apart from this, they may also reveal cultural differences, aspire to reach different objectives and use diverse means for this end. These differences and similarities can be reflected in the activities suggested. Hence, the study of textbooks is of far-reaching importance, and one of the ways of its achievement is through activities' analysis.

For this dissertation a Russian and a Spanish EFL textbook have been selected because the author is well familiar with both countries and languages. Furthermore, both countries have similar school educational systems and establish similar objectives to be reached by students. The choice of the educational stage, which is the last year of Non-compulsory education, is justified by the assumption that students of both countries are expected to reach the same level of English at the end of this stage. Additionally, both books—as well as the regional educational laws they should obey—are inspired by the recommendations of the British Council that are brought together in the *CEFR*. The particular two books under analysis belong to notorious editors of each country, and are of current use within the countries of their origins. Furthermore, *Enjoy English* was included in the list of recommended textbooks by the Russian Government (Ministry of Education and Science, 2012). The authors of *Living English*, in their turn, make it clear that their book follows the recommendations of *CEFR* by stating so, on its pages (Rubio Santana, Juan Manuel & Grant, Elizabeth, 2015). These facts led to the hypothesis that pedagogical and life-like tasks, as they make a significant part of the action-oriented approach for teaching, should prevail among the activities in *Living English* and *Enjoy English*.

Nevertheless, the results of this study indicate that a very limited number of tasks appear among the activities of *Enjoy English*, and no tasks have been detected in the first unit of *Living English*. Thus, the null hypothesis of this paper that there must be tasks among the activities of the books is not confirmed. Nevertheless, this does not indicate that

books do not follow the recommendations of the *CEFR*, as other aspects that make it part have not been analyzed.

Throughout this study I have reached all the established objectives. To begin with, a theoretical framework for this study has been established. It consisted in listing and briefly explaining the typical features of the most prominent and influential language theories and teaching methods. Additionally, the main indications of the *CEFR* have been defined, including the description of the action-oriented approach. Besides, the notion of “task” that lies at the heart of the action-oriented approach has been clarified.

I have also examined the Spanish and Russian books comparing the general structures and activities they provide paying special attention to the sections they comprise, the main features of their units, and the general orientation of each book. It has been concluded that books share common features, such as exam focus, CLIL involvement and vocabulary extension. Yet, they present some clear differences as well, as one book aspires to develop digital competence in learners while the other concentrates more on the development of the communicative competence and group work.

Later, the activities from the first units of *Living English* and *Enjoy English* have been classified into several categories depending on their functions. The decision regarding this classification has been based on the previously established theoretical framework. Thus, three broad categories: exercises, task-like activities and tasks have been distinguished.

The last objective consisted in comparing the number of tasks detected in both books. For this purpose, the number of each category of activities has been counted and graphs, showing results have been included and explained. Then, the conclusions about a confirmation or a refutation of the hypothesis have been made.

In order to build this research, I have investigated the previous works conducted in the field of Applied Linguistics. The most valuable and the most recent papers regarding the methodology for teaching and the contrastive EFL textbook analysis have been analysed. This first step led to the conclusion that although there are multiple contrastive textbook researches, no works on contrasting Russian and Spanish EFL textbooks have, so far, been pursued. Furthermore, although there is enough information about teaching methods and approaches and particularly about the action-oriented approach, as far as I know, no papers have been published on classifying activities from various EFL textbooks according to whether they are tasks or exercises.

Later, the suitable for this study textbooks, have been selected and the hypothesis has been made. It was followed by a sound evaluation of the written resources, such as books,

articles and PhD dissertations. In most cases, printed materials have been studied, but also some personal web pages and video conferences of the notorious specialists in the field have been consulted.

After having studied the theoretical framework, a comparative analysis of the general structure of *Enjoy English* and *Living English* has been conducted. Later, similar by structure and lengths units from both books have been chosen and the activities they comprise have been analysed. For this end, two tables have been made, each one for each book where all activities have been listed. Then, they have been organised according to their purpose and activity type. In order to determine if an activity is an exercise or a task I have used a series of criteria established in the theoretical framework.

The last stages of this methodology consisted in counting the number of activities of each type and, in such a way, confirming or refuting the hypothesis. Accordingly, the hypothesis confirmation depended on the number of tasks found in both books.

In conclusion, the hypothesis of this work that Spanish and Russian textbooks should present a great number of tasks has not been confirmed and these surprising results lead to an emergence of new hypothesis. One of them is that both books apply an eclectic method for teaching as I have detected multiple methods. Anyway, although the absence of tasks in the units under scrutiny may imply that both books are not based on the action-oriented approach, they in no way can be regarded as deficient. They present a wide range of divergent activities appropriate and relevant for the addressees. Furthermore, they aspire to develop both comprehensive and productive skills, digital, communicative and cultural competences.

Nevertheless, in my opinion, an inclusion of tasks would make the educational process more natural and motivating. Unfortunately, I understand that a book based entirely on an action-oriented approach is burdensome to design and to apply in the classroom; at least, this would require special training for teachers. Even so, the teachers who wish to put this approach into practice can do so by easily adapting the activities suggested by the book. In most cases, they do not even require much adjustment. I think that it could be a good idea if editors suggested these variations to some activities in the teachers' books they provide with the students' book. By doing this, they would allow teachers to decide on the methodology depending on their personal preferences, students' level or time availability.

To sum up, I believe that it is important to conduct researches in contrastive analysis of EFL textbooks analysing other aspects. During this investigation I have paid attention to the illustrations that accompany the written texts and noticed some cultural differences that

distinguish one textbook from another. I consider that an analysis of textbooks taking attention to illustrations can be a very interesting issue for a future research. Furthermore, this future study would be of an interdisciplinary character, involving not only the Applied Linguistics field, but the Applied Arts field as well.

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Annexes

Annex 1. Learning strategies

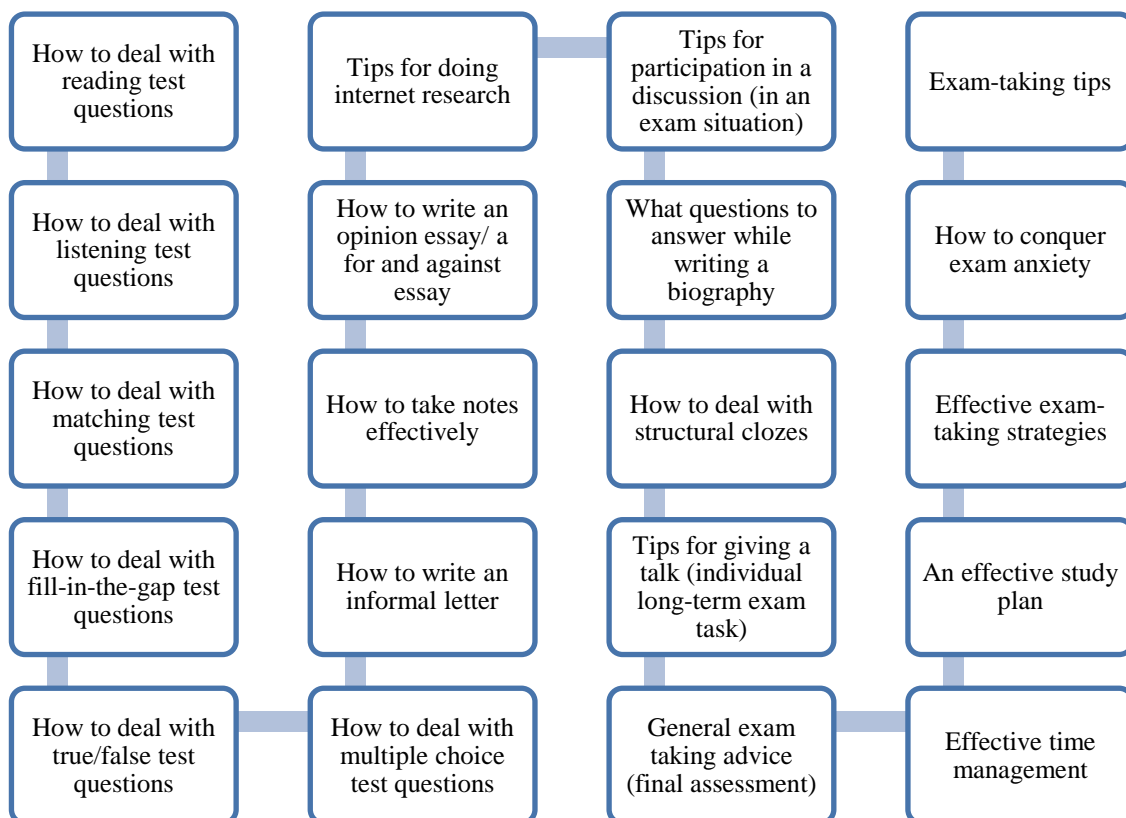


Table of my own creation with information taken from the textbooks Enjoy English 11
(Biboletova & Babushis, 2011, p. 3).

Annex 2. *Enjoy English* and *Living English* Textbook Structures


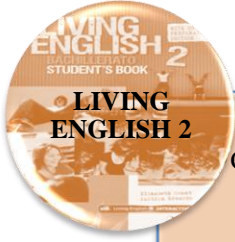
 <p>ENJOY ENGLISH 11</p>	<ul style="list-style-type: none"> •Contents •Learning strategies •List of Appendixes, Icons and Abbreviations 	 <p>LIVING ENGLISH 2</p>	<p>Contents</p>
	<p>Units with their characteristic features:</p> <ul style="list-style-type: none"> •Pronunciation focus •Word focus •Grammar focus •Dialogue vocabulary •Mini-project •Key Vocabulary •Useful phrases •Progress check 		<p>Units with their characteristic features:</p> <ul style="list-style-type: none"> •Pronunciation •Word Power •Grammar Basics •Living English •Have Your Say •Words in Use •Useful Expressions •False Friends •Listen Closely •Web Quest •Communicate •Living Culture •Task •Living English Interactive •Exam Focus •Reading Strategies
	<p>Appendixes</p> <ul style="list-style-type: none"> •School English •Learning strategies •Cultural guide •Grammar reference •List of Irregular verbs •Dialogue vocabulary •Key vocabulary 		<p>Appendixes</p> <ul style="list-style-type: none"> •Living English Extra •Exam preparation •Grammar basics •Irregular verbs •Glossary •Pronunciation practice •Easily confused words •Phrasal verbs and Prepositions •Reading strategies •Exam focus •Writing guide

Table of my own creation with information taken from the textbooks *Living English 2* and *Enjoy English 11* (Biboletova & Babushis, 2011; Grant, Elizabeth & Edwards, Kaitlin, 2015).

Annex 3. Task Type Taxonomy

COMMUNICATIVE LANGUAGE USE - BASED TYPOLOGY					STRATEGIES - BASED TYPOLOGY			
PROponents	Prabhu	Stern	Pattison	Richards	Willis	Grellet	Lai	Nunan
TASK TYPES	Information-Gap activity	Giving and following instructions	Questions and answers	Jigsaw tasks	Listing	Sensitizing <ul style="list-style-type: none"> • Making inferences • Understanding realtions withing a sentence • Linking sentences and ideas 	Having a purpose	Cognitive <ul style="list-style-type: none"> • Clasifying • Predicting • Inducing • Taking notes • Concept mapping • Inferencing • Discriminating • Diagramming
	Reasoning-gap activity	Gathering and exchanging information	Dialogues and role-plays	Information-gap tasks	Ordering and sorting	Improving reading speed	Previewing	Interpresonal <ul style="list-style-type: none"> • Co-operating • Role playing
	Opening-Gap activity	Solving problems	Matching activities	Problem-solving tasks	Comparing	From skimming to scamming <ul style="list-style-type: none"> • Predicting • Previewing • Anticipating • Skimming • Scanning 	Skimming	Linguistic <ul style="list-style-type: none"> • Conversational pattrens • Practising • Using Context • Summorizing • Selective listening • Skimming

		Giving informal talks in the classroom	Communication Strategies	Decision-making tasks	Problem-solving		Scanning	Affective <ul style="list-style-type: none"> • Personalizing • Self-evaluating • Reflective
		Taking part in role-play and drama activities	Pictures and Picture stories	Opinion-Exchange tasks	Sharing personal experiences		Clustering	Creative <ul style="list-style-type: none"> • Brainstorming
			Puzzles and problems		Creative tasks		Avoiding bad habits	
			Discussions and decisions		Matching		Predicting	
							Reading actively	
							Inferring	
							Identifying genres	
							Identifying sentence structure	
							Noticing cohesive devices	
							Inferring unknown vocabulary	
							Identifying figurative language	
							Using background knowledge	
							Identifying style and its purpose	
							Evaluating	
							Integrating information	
							Reviewing	
							Reading to present	

Table of my own creation with information taken from (Richards, Jack C. and Rodgers, T.S., 2001, p. 234; Willis, Dave & Willis, Jane, 2001, p. 165; Nunan, 2004, pp. 56-62)

Annex 4. Unit 1 from *Enjoy English* textbook

UNIT 1 What do young people face in society today?

Section 1 World languages: local or global?

Spanish Hindi
German French
Portuguese Russian
Chinese English

1 Answer the questions. Use your Workbook to write the answers.

Personal quiz in English:

- 1 How long have you been learning English for?
- 2 Why did you start learning it?
- 3 What was your first English lesson like?
- 4 What was your first English teacher's name?
- 5 What do you enjoy most in your English lessons?
- 6 What do you find most difficult about learning English?
- 7 Why are you learning English now?
- 8 How do you think you are going to use English in the future?
- 9 Would you like to learn any other foreign languages?
- 10 Are you learning any other foreign language?

2 Work in pairs. Ask and answer the quiz questions. Do you have much in common?

GRAMMAR FOCUS: IRREGULAR PLURAL FORMS

- 6** a) Find irregular plural forms of some nouns in the poem.
b) Read the dictionary entries and check the irregular plural nouns in the poem.

booth (countable) — an enclosed space, usually just for one person, where you can do something, such as voting or making a phone call, without other people seeing or hearing you
cheese (countable or uncountable) — a solid food made from milk
goose (pl. geese) — a large white or grey bird with a long beak

index (pl. indexes, indices) — an alphabetical list of something, such as subjects or names at the back of a book that indicates the pages that are mentioned

moose (pl. moose) — a large mammal that lives in North America, northern Europe, and Asia

tooth (pl. teeth) — the hard white object inside your mouth that you use for biting and for chewing food

- c) Give other examples of irregular plural nouns. If necessary, check their plural forms in the dictionary.

- 7** Work in groups. What can you do to make learning English easier? Write a list of ideas.

- 8** Look at the picture and guess what the people are doing.



- 9** Listen to a radio programme about the different ways of learning English and then complete the sentences. Use your Workbook.

- 1 "Crazy English" is a method of ...
- 2 Students practise it by ...
- 3 This method helps them to ...
- 4 The school administration is against this method because ...
- 5 "Crazy English" was developed when ...
- 6 Li Yang realised that reading his work out loud ...
- 7 According to the exam results, Li Yang was ...
- 8 In 1994 he started ...
- 9 Today about ... people practise this method.

- 10** Work in pairs. Answer the questions. Use the words below and also ideas from Ex. 7.

- 1 What skills do you think can be practised by the method described in the radio programme?
- 2 What other skills should be practised in order to speak English fluently?
- 3 Would you like to try learning English in this way? Why? / Why not?
- 4 What would you like to improve in your own learning?

Use:

effective / ineffective, shyness, confidence, accuracy, fluency, fear of public speaking, knowledge of vocabulary / grammar, reading / listening / speaking / writing skills

- 11** Read the dictionary entry for the word "borrowing" and match the words with the countries they come from.

borrowing — a word directly taken from one language and added to another.

Note: Although there are typically far fewer borrowings than the native words of most languages, they are often widely known and used, since their borrowing served a certain purpose, for example to provide a name for a new invention.



Word	Origin
bistro	Australian Aboriginal
feng shui	African
graffiti	Arabic
kangaroo	Chinese
karaoke	Finnish
pijamas	French
sauna	German
scholarship	Indian
sofa	Russian
zebra	Japanese
troika	Italian



- 12** Work in groups. Give examples of borrowings in your language. Do you know where these words come from? How often do you use them? How do you feel about them?

- 13** Read the joke and say what language the people are speaking. Do they understand each other? Translate the joke into Russian and then back into English so that it makes sense.



- 14** Look at the map of the world and show where these languages are spoken. How did you guess?

Spanglish Chinglish Franglish
 Danglish Hunglish Finglish
 Poglish Runglish Itlish

- 15** Read the text about these kinds of languages and find two names that are a combination of Russian and English. Explain how they came about.

All these languages come from word combinations that describe certain local variants of English. They developed as a means of communication between two or more language groups that do not share a common language. Although the names of these languages look similar, they are actually quite different. Some genuinely mix the languages, some alter between English and the other language, some are local dialects of English used by English speakers themselves, and some are just non-native pronunciations of English.

As a term for describing the Russian-English pidgin language, "Runlish" was popularised in the year 2000 when it was used as the language aboard the International Space Station. Although less widespread than other variants, Runlish is spoken in a number of English-Russian communities, most notably the Russian-speaking Jewish community of Brighton Beach in Brooklyn, New York.

Arthur C. Clarke's novel *2010: Odyssey Two* mentions a similarly named language, Russlish. The small subplot in Arthur C. Clarke's novel *2010* involved the crew of a Russo-American spaceship, who attempted to battle their boredom with a so-called "Stamp Out Russlish!" campaign. As the story went, both crews were fully fluent in each other's languages, to the point that they found themselves crossing over languages in mid-conversation, or even simply speaking the other language even when there was no one present who had it as their native tongue.

Use of "Russlish" in space has been realised to some extent on the International Space Station. Cosmonaut Sergei Krikalyov said in October of 2000: "We say jokingly that we communicate in 'Runlish', a mixture of Russian and English languages, so that when we are short of words in one language we can use the other, because all the crew members speak both languages well."

- 16** Read the text once again and say whether the following statements are true (T) or false (F). Correct the false statements. See "How to deal with true/false test questions" in "Learning strategies".

- The languages described in the text were invented to make English easier for people from different countries to understand. ☐
- The languages have different names but they are very similar. ☐
- Runlish was invented in space. ☐
- Runlish is spoken only aboard the International Space Station. ☐
- A variant of Runlish was first mentioned in a science fiction book. ☐
- A pidgin language is a mixture of two or more languages. Pidgin is usually used between people who do not speak each other's languages. ☐

WORD FOCUS:

COMMON SUFFIXES FOR ADJECTIVES

- 17** Read through the text again. Put the adjectives you find in the table in your Workbook. Use the words from the list and add more examples of your own.

suffix	examples
-al	
-ant, -ent, -ient	
-ed	
-ing	
-ful	
-ic	
-ive	
-less	
-ious, -ous	
-ible, -able	
-y	

tradition, communicate, responsibility, effect, culture, history, excellence, limit, music, remark, interest, conversation, understand, ambition, care, create, wonder

18 Complete the sentences with the correct form of the word.

- | | |
|---|------------|
| 1 In this school we study languages that are less ... in Russia. | TRADITION |
| 2 If I want to enter the university I must get an ... mark on the exam. | EXCELLENCE |
| 3 The new method of learning English is very ..., but I don't think it is ... for everyone. | INTEREST |
| 4 I think that the usage of this language is very | EFFECT |
| 5 She is a very ... person. She will do the task in time. | LIMIT |
| 6 He is extremely He wants to learn several languages and become a diplomat. | RESPONSE |
| 7 His English is perfect. Some people think he is a ... English speaker. | AMBITION |
| | NATURE |

**19** Work in groups of 3–4. Draw a scheme / picture to show how languages influence each other. Explain it. Share your ideas with other students.

Use:

local variant / dialect, means of communication, native tongue, mixture, non-native pronunciation, pidgin language
 describe, develop, share a common language
 be different in nature, be spoken in..., mix, similar, different, mixed, widespread, fluent, international, so-called

20 Compare the two texts and say which of them you like more. Explain your opinion.**Say it in English**

I went to my niece and nephew's party the other weekend. I played the piano and we were all singing along when a mouse ran out from behind the sofa with a piece of apple in its mouth.

Say it in Globish

At the party of my brother's children the other day, I played an instrument with black and white keys and we all sang along. Then an animal that cats like to eat ran out from behind the seat with a piece of fruit in its mouth.

21 Answer the questions.

What do you think Globish is?

Who speaks it?

Is it useful? Does it have any future?

22 Read the text and check your guesses.

The communication of the future

Mankind has always dreamt of the end of Babel and Globish is its most recent expression.

As early as the 1920s, Charles Kay Ogden created Basic English, a constructed language with 850 words. Ogden said that it would take seven years to learn English, seven months for Esperanto, and seven weeks for Basic English. The concept gained its greatest publicity just after the Second World War as a tool for world peace. Winston Churchill and Franklin Roosevelt supported the idea of using Basic English as an international language, and Churchill recommended it in a speech at Harvard University in 1943. Amused critics said that "blood, toil, tears and sweat" translates into Basic English as "blood, hard work, eyewash and body water".

Though the idea got lots of criticism, it did not die. Another simplified version of the English language

appeared called Globish. It was created in the 1990s specifically with the business world in mind due to a project its French creator, Jean-Paul Nerrière, had with IBM. It uses only the most common 1500 English words and phrases and continues to expand as a tool of common understanding in simple international communication. This expansion of Globish has made some consider it a menace to cultural diversity and the purity of non-English languages. Some also find Globish limited in what it can express, but the idea is that people would be able to share a vocabulary set up by the creation of the language.

Nerrière himself is sometimes described as a remarkable man whose ambition is to promote global understanding between nationalities. He hopes that "some day it will be accepted as a viable alternative by the European Union or the United Nations".

23 Work in groups of 3-4. Make two lists of strengths and weaknesses of simplified languages.

GRAMMAR FOCUS: USE OF ARTICLES WITH COUNTRIES AND LANGUAGES

24 Read the rules and match them with an example. There is more than one example for each rule.

- 1 We use "the" with the names of countries when they include words, such as *state*, *republic*, *kingdom*, etc.
- 2 We do not use "the" with the names of countries. There are some exceptions: the Netherlands, the Sudan, the Vatican City.
- 3 We do not use "the" with the names of languages when they are NOT followed by the word *language*.

Examples:

- a) My brother speaks French fluently.
- b) The USA consists of 50 states.
- c) The Netherlands is a country in northwest Europe.
- d) The French language is difficult to learn.
- e) Australia is both a country and a continent.

25 Fill in "the" where necessary. Find the countries mentioned in the exercise on the world map. What languages are spoken in these countries?

- 1 ... United States of America is located in ... North America between ... Canada and ... Mexico. The official language of the USA is ... English.
- 2 ... China is the world's largest country. ... Chinese language is one of the most difficult for Europeans to learn.
- 3 ... Croatia lies on the northeast of Adriatic, it borders with ... Slovenia, Bosnia and Serbia.
- 4 ... Cyprus lies in the Mediterranean, 71 km south of ... Turkey. Most people in Cyprus speak ... Greek and ... English.
- 5 ... United Kingdom of Great Britain and Northern Ireland is made up of ... England, ... Wales, ... Scotland and ... Northern Ireland. Its population is about 60,000,000 people.
- 6 ... New Zealand is a country in the Pacific Ocean southeast of ... Australia. About 10% of the population are Maori people who lived there before Europeans came. The language they speak is ... Maori.



35 Listen to the interview and match the speaker with the question.

See "How to deal with listening test questions" in "Learning strategies".

- 1 Are there any English words that mean completely different things in various parts of the world? _____
- 2 Does the internet create a universal language for quick and easy communication? _____
- 3 How many people speak English as a first, and as a second language worldwide? _____
- 4 Which varieties of English are spoken by the largest and the smallest numbers of people? _____
- 5 Are there varieties of spoken English which might be impossible to understand by some native English speakers? _____
- 6 Why does English have so many different words and accents in the various countries it is spoken in? _____



36 a) Look at the list of languages and put them in order from most to least spoken in the world.

Arabic Bengali English Hindi Japanese Mandarin Chinese
Portuguese Russian Spanish

b) Listen to the recording and check your guesses. Fill in the 1st column of the table in your Workbook.

World language ranking	Number of native speakers	Number of speakers as a second language	Total number of speakers



37 Listen to the recording once again and fill in the rest columns of the table in your Workbook.



38 Work in pairs. Discuss what foreign language you would like to learn and why.



39 Work in groups of 3-4. Make a list of reasons why people learn foreign languages.

40 Read the text and add more reasons to your list. Then share your lists with other students.

Learning a second language is beneficial to all. Learning to speak foreign languages may be the best thing you can do to improve your life and open new doors.

First of all, you get access to knowledge. What are you interested in? Is it science? Music? Computers? Health? Business? Sports? Today's media, such as the internet, television, and the press, give you almost unlimited access to knowledge about your favorite subjects. After all, we live in the information age, don't we? There's only one problem. Most of this knowledge is in a foreign language.

If you can communicate in other languages, you can:

Contact people from all over the world. Talk about your ideas and opinions on internet discussion groups. Send e-mail to interesting people. Learn about their life and culture.

Travel more easily. Communicate with people wherever you go. Ask directions, have a





conversation, or... ask for help. Who knows, may be a foreign language will save your life someday!

Language competence in a second language increases your job opportunities, and pushes your career forward. If you want a good job in business, technology, or science, get out of that armchair and start learning languages now!

Knowing a foreign language will let you:

Put "excellent knowledge of English or French" on your CV. Get your dream job, earn more money and create your future.

Gain technical knowledge. If you're going to read about technology, computer science, genetics or medicine, you'll probably have to do it in a foreign language. So you will understand your subject area even better and become a solid employee.

Foreign languages let you experience the culture of the world. You can do wonderful things, such as watch films in their original form. Once you try it this way, you'll never go back to dubbed versions! You can also read great books. There is an amazing number of titles — from classic plays like *Hamlet* to modern love stories like *A Knight in Shining Armor* and modern thrillers like *Jurassic Park*. And what about enjoying music more? Believe us, music is much better if you can understand the words.

Learning languages is not only useful, but it also gives you a lot of satisfaction.

Making progress feels great. You'll never forget the moment you discover you can speak with foreigners or watch a TV programme in another language. Languages make you a more powerful, happier person. It is not difficult to imagine some of the situations where knowing a foreign language would give you a great feeling.

Mini-project: A poster "Foreign languages in my life"

41 Work in groups of 3–4. Follow these steps:

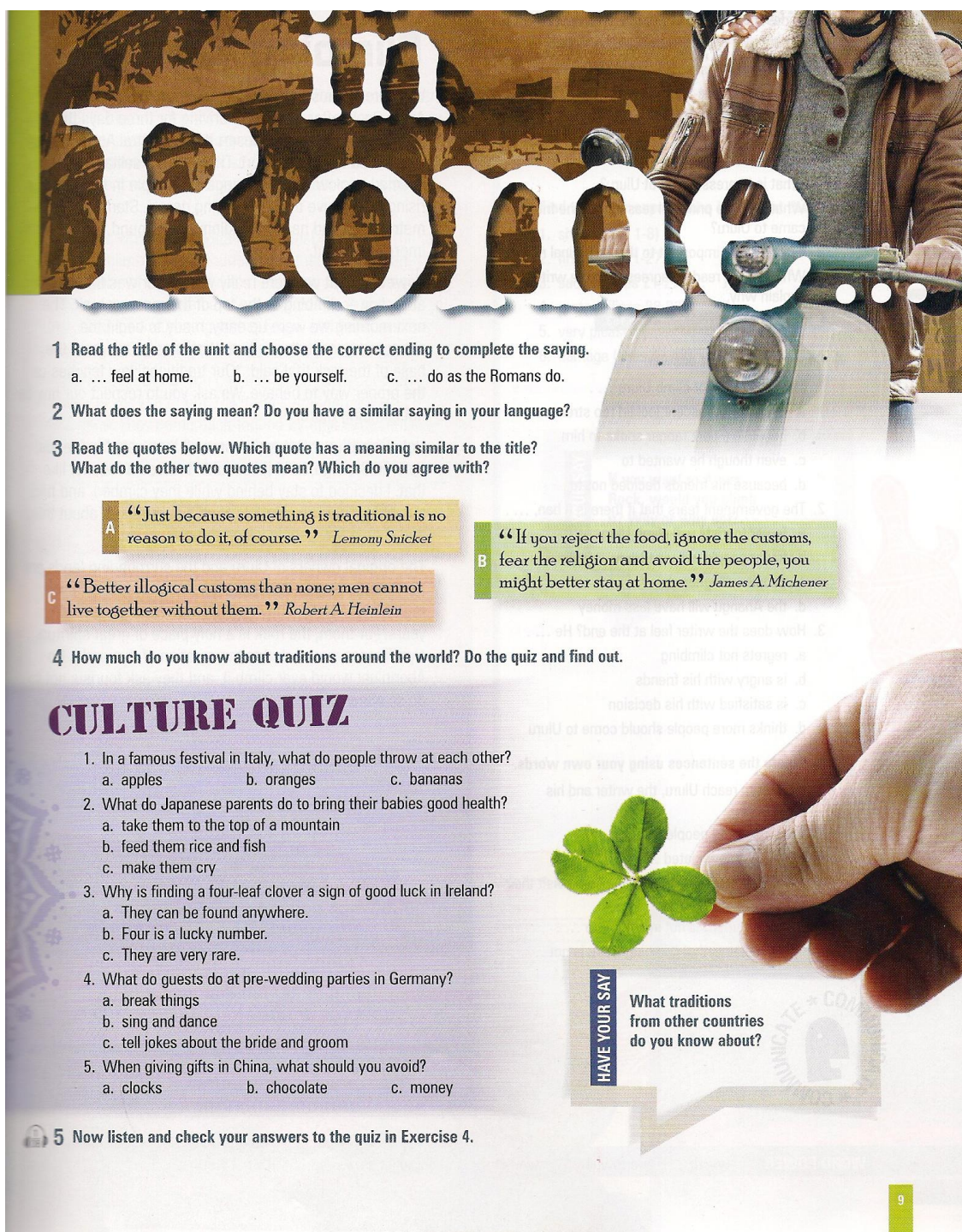
- Why is learning a foreign language important to you? Write a list.
- Read through the list of reasons you have written and revise it. Choose the most important factors.
- Think about how these factors influence / could influence your life.
- Plan your presentation. Write the key points and the supporting arguments.
- Design a visual support in the form of a poster.
- Decide who will say what.
- Make the presentation.

Use: beneficial for all, excellent knowledge, improve your life, effective(ly), easily, powerful, successful, amazing, enjoyable experience

Dialogue vocabulary

First of all,...
After all,...
I think,...
I doubt that...
I am convinced that,...
We..., don't we?





in Rome

1 Read the title of the unit and choose the correct ending to complete the saying.
a. ... feel at home. b. ... be yourself. c. ... do as the Romans do.

2 What does the saying mean? Do you have a similar saying in your language?

3 Read the quotes below. Which quote has a meaning similar to the title? What do the other two quotes mean? Which do you agree with?

A "Just because something is traditional is no reason to do it, of course." *Lemony Snicket*

B "If you reject the food, ignore the customs, fear the religion and avoid the people, you might better stay at home." *James A. Michener*

C "Better illogical customs than none; men cannot live together without them." *Robert A. Heinlein*

4 How much do you know about traditions around the world? Do the quiz and find out.

CULTURE QUIZ

- In a famous festival in Italy, what do people throw at each other?
a. apples b. oranges c. bananas
- What do Japanese parents do to bring their babies good health?
a. take them to the top of a mountain
b. feed them rice and fish
c. make them cry
- Why is finding a four-leaf clover a sign of good luck in Ireland?
a. They can be found anywhere.
b. Four is a lucky number.
c. They are very rare.
- What do guests do at pre-wedding parties in Germany?
a. break things
b. sing and dance
c. tell jokes about the bride and groom
- When giving gifts in China, what should you avoid?
a. clocks b. chocolate c. money

HAVE YOUR SAY What traditions from other countries do you know about?

5 Now listen and check your answers to the quiz in Exercise 4.

9

1 WORDS FROM THE TEXT Choose the correct answer. Pay attention to the words in colour.

- The **owner** of our flat **pays** / **receives** rent every month.
- A **gigantic** plane can hold **many** / **a few** passengers.
- A **path** is used by people who are **walking** / **driving**.
- It's a pity to **miss** a **good film** / **boring lecture**.
- There is a **ban** on **talking** / **texting** while driving.
- A lazy person would **refuse** to **work hard** / **rest**.
- An island has **land** / **water surrounding** it.
- If you **want** / **don't want** something, just make a **request**.

2 Replace each word or expression in bold with a word or expression in colour from the list.

*proper • stay behind • treacherous • come back
attempt • disturbing • ignore • find out*

- When are you planning to **return** from your holiday?
- I'm sure you'll be warm enough with **suitable** clothing.
- Just **don't pay attention** to his insulting remarks.
- When did you **discover** the truth?
- We decided to **remain after the others had left**.
- I'm going to **try** to prepare some traditional dishes.
- Children might find that horror film quite **upsetting**.
- They drove slowly on the **dangerous**, icy road.

Noun and Adjective Suffixes

Recognising suffixes can help you identify different parts of speech.

Nouns often end in suffixes such as *-tion/-sion, -ment, -ness, -ance/-ence, -ship* and *-ity*:

attract → *attraction* *responsible* → *responsibility*

Adjectives often end in suffixes such as *-al, -able/-ible, -ous, -ive, -ing, -ed, -ful* and *-less*:

spirit → *spiritual* *impression* → *impressive*

Grammar Appendix, Workbook page 83

3 Which of the following words are nouns? Which are adjectives? What does each word mean?

- | | |
|---------------|------------------|
| 1. harmless | 7. destruction |
| 2. necessity | 8. breakable |
| 3. disastrous | 9. management |
| 4. laziness | 10. significance |
| 5. factual | 11. frustrating |
| 6. effective | 12. ownership |

4 Add suffixes to the following words to make nouns or adjectives, according to the part of speech in brackets. Use your dictionary to help you.

- | | |
|--------------------------|-----------------------|
| 1. influence (adjective) | 5. national (noun) |
| 2. connect (noun) | 6. peace (adjective) |
| 3. offend (adjective) | 7. luxury (adjective) |
| 4. accept (adjective) | 8. improve (noun) |

5 Complete the sentences with the nouns and adjectives you formed in Exercise 4. Make any necessary changes.

- I hope my behaviour wasn't to our visitors.
- Has there been any in their living standards?
- It's perfectly for a girl to ask a boy out on a date.
- What is Mr Liu?
- The world could be a place if people were more tolerant.
- The hotel rooms were surprisingly
- Do you feel a strong to your culture?
- The village leader is a very person. People listen to what he says.



6 WORDS IN USE Complete the passage with the words and expressions below. There are more words than you need. Then listen and check your answers.

*connection • management • found out • request
destruction • luxurious • ignored • surrounding
effective*

Fire in the Desert

If you visit Uluru, you may be surprised to see that the desert ¹..... the rock is full of plants. The Anangu people have a strong ²..... to the land, using the plants for food, medicine and clothing. They also know that there is only one ³..... way to prevent the ⁴..... of the plants by wildfires during Uluru's dry season: every year, they light many small, controlled fires, so that some areas will have no plants. This way, wildfires are unable to spread. When the Europeans took over the ⁵..... of Uluru, they completely ⁶..... the Anangu's method, but they later ⁷..... that this was a mistake. Too many plants grew and then dried out, leading to terrible wildfires that destroyed large parts of the park. After this, they made a ⁸..... : they asked the Anangu to teach them their traditional fire-control methods, which are used to this day.

LISTENING

1 You are going to hear five different people talking about having moved to another country. What difficulties do you think people experience when they move to a different country?

2 Listen to the monologues. Match each speaker to the idea he / she expresses below. There are three extra answers.

- In one way, it's less similar to home than I thought it would be.
- I was surprised that one custom here is the opposite of what's done at home.
- I quite dislike the way some things are done here.
- I sometimes feel that I don't fit in.
- I haven't been able to make many friends.
- I had trouble at first, but I've learned to accept the way things are done here.
- I appreciate a local tradition that most people would find hard to tolerate.
- Life here is not very different to life in my own country.

HAVE YOUR SAY

Imagine you are going to live in another country. Where would you like to live and why?

LISTEN CLOSELY

Expressions with *speak* and *say*

When we speak, we often use expressions with the words *speak* and *say*.

1 Listen and complete the expressions.

- Let's
- I must
- That's not to
- of

2 Complete the sentences using the expressions above.

- I lived in Singapore for three years, and that I enjoyed it.
- People here are always helpful. you ask someone for directions – they'll always help.
- We're spending Christmas at home. Oh, and Christmas, what would you like for a present?
- People in India are quite traditional. they aren't a modern society because in many ways they are.

WEB QUEST

Find out more about customs in different countries.

- Choose one of the following topics:
marriage customs • celebrating the New Year • birthday celebrations
- Go online to find out facts about the custom you chose. Compare at least three countries.
- Prepare a short presentation using the information you found.

TECHNO OPTION Create a short PowerPoint presentation.

For help, see [Living English INTERACTIVE www.burlingtonbooks.es/le2interactive](http://www.burlingtonbooks.es/le2interactive)

WORD POWER

on time in no time give someone a hard time no time to lose a matter of time

PRESENT PERFECT CONTINUOUS PAST PERFECT CONTINUOUS

Read the sentences below. Which sentences emphasise the duration of an action?

1. Uluru is just a rock and people **have been climbing** it for years.
2. Over 35 people **have died** while attempting to climb Ayers Rock.
3. We'd **been driving** for three days through the outback.
4. I didn't feel like I'd **missed** anything.

Grammar Basics, page 128

1 Complete the sentences with the words below. Use the Present Perfect Continuous or Past Perfect Continuous.

*not take • eat • play • walk • not study
download • cook • dance*

1. My feet hurt. I in the parade since this morning.
2. I hope you enjoy your Thanksgiving dinner. I all afternoon!
3. Geoff wasn't tired even though he salsa all evening.
4. Evan is used to Indian food because he it all his life.
5. We cricket for an hour when it began to rain.
6., you films again? The disk is almost full!
7. We suddenly realised that Granddad his medicine.
8. Julia's marks aren't very good. She enough lately.

2 Complete the dialogues with the verbs in brackets. In Dialogue A, use the Present Perfect Simple or Continuous. In Dialogue B, use the Past Perfect Simple or Continuous.

Dialogue A

Isabelle: I ¹ (just meet) a really cute guy from Holland. His name is Peter.

Doug: Really? How long ² he (be) in England?

Isabelle: For about a month. He and his friends ³ (ride) their bikes all over the country.

Doug: That sounds exciting! ⁴ they (enjoy) it?

Isabelle: Yes, except for recently.

Doug: Why?

Isabelle: Because it ⁵ (rain) for days!

Dialogue B

Stephen: What was the wedding like?

Gail: It was amazing. After we ⁶ (dance) for a while, there was a surprise. The bride and groom arrived in a hot-air balloon!

Stephen: Unbelievable! How long ⁷ they (plan) that stunt?

Gail: Actually, they ⁸ (try) for months to think of something special to do, but the week before the wedding, they still ⁹ (not decide). They were lucky that they organised it in such a short time!

3 Complete the passages with the correct form of the verbs from the lists. Use the Perfect Simple or Continuous tenses.



Hummus in the USA!

look for • find • increase • hear

Until recently, most Americans ¹ never of hummus. But in the past couple of years, its popularity ² tremendously – and for good reason! It's just the kind of snack that health-conscious people like you ³ – both nutritious and tasty. We ⁴ a great recipe and we're going to show you how to prepare it at home.

buy • not be • become • travel

When I returned to the States after I ¹ for two years, I really missed the local foods that I had enjoyed on my trip. One thing I desperately wanted was hummus, but this traditional Middle Eastern dish ² easy to find before I left. To my surprise, I discovered that while I was away, hummus ³ a huge hit! I found some at my local supermarket, and I ⁴ it regularly ever since.

compete • come up with • make

For centuries in the Middle East, they ¹ hummus from chickpeas, sesame paste, garlic, olive oil – and not much else. Here, however, manufacturers ² to find various flavours that will appeal to American tastes. Some of the things they ³ are guacamole, pesto and even chocolate mousse!

4 Where would you read or hear each of the passages above?

1. a food industry magazine
2. a travel blog
3. a cooking show

5 Choose one of the genres in Exercise 4 (1, 2 or 3) and write about an ethnic food. Use the Perfect Simple or Continuous tenses.

- 6 Complete the passage with the verbs in brackets. Use the Perfect Simple or Continuous tenses. There may be more than one possible answer. Then listen and check your answers.

Iceland's Elves

Ragnhildur Jonsdottir was relieved. She and her friends ¹..... (campaign) for a year against a new motorway that was being planned through a lava field. It ²..... (be) a long, hard battle, and she was glad that at last Iceland's Supreme Court ³..... (decide) to temporarily stop construction. Jonsdottir and her organisation, Friends of Lava, say that the motorway would destroy lava rocks where elves ⁴..... (live) for thousands of years. Like many Icelanders, they ⁵..... (never stop) believing in these hidden creatures. Building the road is unsafe, they explain, because in the past, elves ⁶..... (damage) construction projects that threatened their "property". Of course, people ⁷..... (also fight) against the road because of the environmental damage it would cause. Perhaps guarding nature is the elves' real purpose. So far, they ⁸..... (do) a good job: much of Iceland is still an untouched natural wonderland.

- 7 Write a question for each answer below about the passage in Exercise 6. Use a Perfect Simple or Continuous tense.

1. Because they believe that elves live there.
2. To temporarily stop construction.
3. The elves have damaged them.

- 8 Write a suitable question using the words in brackets and a Perfect Simple or Continuous tense.

1. Tyler reached San Francisco on Wednesday. (How long / drive)
2. Janet is travelling in the Far East. (How many countries / visit)
3. Larry broke up with his Argentinian girlfriend. (How long / go out)
4. Shirley felt ill from all the Christmas pudding. (How much / eat)
5. Ben knows Tokyo quite well. (How long / live)
6. Sorry I'm late. (How long / wait)
7. The children looked exhausted when I arrived. (What / do)
8. I thought we were friends. (Why / ignore lately)

- 9 Rewrite the sentences using the words in brackets. Do not change the original meaning.

1. We began decorating the Christmas tree at five o'clock. (since)
2. I moved to Bangkok three years ago. (for)
3. I shopped from 5 pm till 9 pm. Then I finally found a birthday present for Christine. (shopping)
4. When did you begin to study Portuguese? (How long)
5. Martin waited for two hours. That's why he was angry. (because)
6. I cut onions for the curry. That's why I was crying. (because)
7. I used the chopsticks for a few minutes. Then I gave up. (after)
8. When did you join the church choir? (singing)



LIVING ENGLISH

Add an expression to each sentence below.

Been there, done that. • *It's seen better days.*
Now I've seen everything! • *It's been ages!*

1. I should sell this old car.
2. Chocolate-flavoured hummus?
3. Hi, Lorette!
4. Another boring museum?

COMMUNICATION

COMPARING PICTURES

TASK: You are going to compare and contrast pictures with your partner.

1 Practise the functional language.

Look at pictures A and B. Then complete the sentences below with the correct expression.

Another similarity is ...

However, they are different because ...

Both pictures show ...

In picture A ..., but in picture B ...

The pictures are alike ...

Another difference is ...

Another thing they have got in common is ...

- because they both show people doing things that involve music.
- that they show people keeping a tradition alive.
- that they are doing things their ancestors did.
- people wearing traditional costumes.
- one picture shows someone playing an instrument, while the other picture shows people dancing.
- that they are in two different countries.
- there is only one person,, there is a group of people.


2 Compare pictures.

Compare and contrast pictures C and D. Use the expressions in colour in Exercise 1 to help you.

3 Answer the questions.

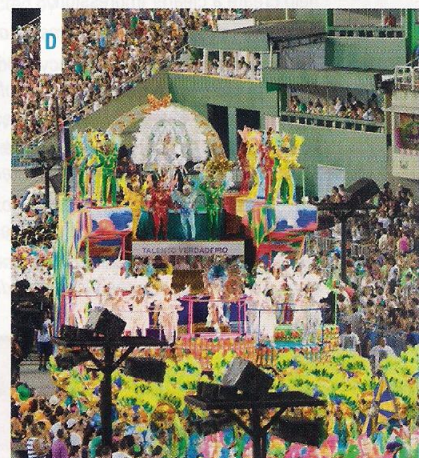
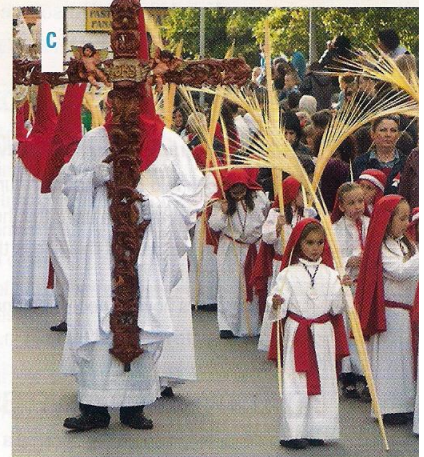
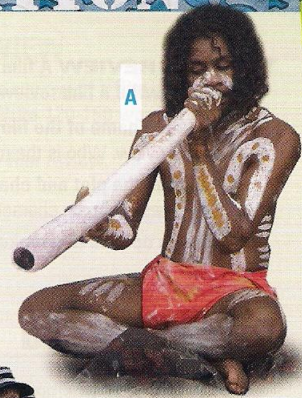
What traditional events and festivals are there in your culture? What is customary to wear and do there?

PRONUNCIATION

 Listen and repeat.

- person /n/ tradition /n/
- playing /ɪ/ doing /ɪ/

▶ Pronunciation Practice, page 134



SPEAKING task

LIVING CULTURE

In cultures around the world, certain numbers are considered lucky or unlucky.

Guess which number below matches each description. Then decide if the number is lucky or unlucky.

3 • 4 • 7 • 8 • 13

- the number of days it took to create the world and then rest – (Western culture)
- the number of witches in a group – (Western culture)
- pronounced the same as the word for *death* – (China, Japan and South Korea)
- the number of sides in a triangle, the strongest shape – (Western culture)
- pronounced the same as the word that means to *get rich* – (China)



3 Find as many adverbs of frequency, manner and degree as you can in the model in Exercise 1. Also find at least three adjectives. What words do they describe?

4 For each sentence, find two or three adjectives or adverbs below that have a similar meaning to the word in bold.

*continuously • first-rate • clumsy • extremely
remarkably • amusing • unwise • awkward
foolish • constantly • incredibly • entertaining
outstanding • brilliant*

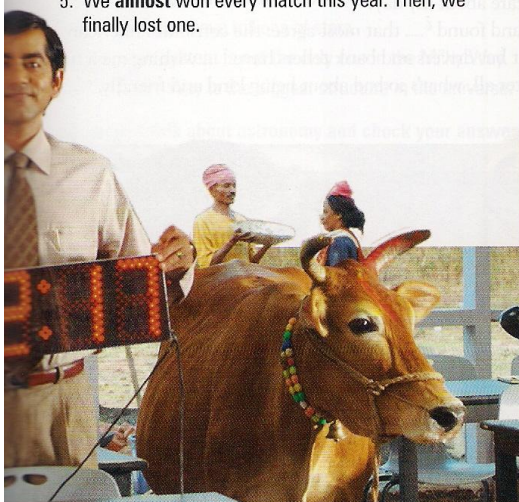
1. The film was **fun**.
2. Todd was **always** complaining about India.
3. We saw some **excellent** examples of ethnic art.
4. Unfortunately, I've always been **uncoordinated** at dancing.
5. The Buddhist temples in Cambodia are **very** impressive.
6. It's **silly** to visit a country without first learning about its culture.

5 Add the adjectives and adverbs in brackets to the sentences below.

1. It's acceptable to be late in my culture. People don't arrive exactly on time. (quite, often)
2. The musicians wore costumes as they marched up the street. (colourful, proudly)
3. My grandmother prepares her pudding for Christmas. (traditional, always)
4. It's narrow-minded of you to ignore the customs. (local, terribly)
5. Our family meals last three hours! (usually, nearly)

6 Move the modifier in bold so that the second sentence logically follows the first.

1. Two hundred people **nearly** came to the festival. That's why the queues were so long.
2. I've washed **only** your kimono. I haven't ironed it.
3. **Just** coffee costs €2. It's not expensive.
4. Steve can **even** make hamburgers. Anyone can do it!
5. We **almost** won every match this year. Then, we finally lost one.



WRITING TASK

A FILM REVIEW

task: Write a review of a film you have recently seen. Write 120-150 words.

1 Brainstorm your film review.

Decide on a film.

Find out the names of the director and major actors / characters.

Write where and when the film takes place.

Write the main points of the plot. Do not reveal the end!

Think of the strong and weak points of the film.

Decide whether or not you recommend the film.

2 Organise your ideas into paragraphs and write your review.

Use the model on page 18 and the Useful Expressions below to help you.

3 Use the checklist below to help you check your work.

CHECKLIST

- ✓ organisation
- ✓ spelling
- ✓ punctuation
- ✓ grammar
- ✓ word order
- ✓ use of adjectives and adverbs to create a clearer impression

USEFUL EXPRESSIONS

main characters
tells the story of ...
directed by ...
set in ...
starring ... / ... stars as ...
The turning point ...
A positive aspect ...
The downside ...
well worth seeing
not to be missed
a waste of time
a dreadful / smashing / dull / outstanding performance

Writing Guide, page 160

LIVING ENGLISH EXTRA

Culture, pages 112-113



1 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Make a Wish – it's Your Birthday

A ¹..... birthday party in Western culture usually includes a cake with candles, and it's ²..... to make a wish while blowing them out. However, the ³..... round cakes with candles weren't for birthdays at all. In ancient Greece, people offered candle-lit cakes, shaped like the moon, to the moon goddess Artemis. The candles had a special ⁴....., as they symbolised the moon's light. It was the Greeks' ⁵..... that when the candles were blown out by the ⁶..... of the cake, his or her wishes would be carried up to the goddess, who would make them come true. In 17th-century Germany, people began serving cakes with candles on children's birthdays, and this custom soon spread to the ⁷..... countries. Today, even adults love a ⁸..... cake on their birthday, and we all still hope our wishes will come true.

TYPE
CUSTOM
ORIGIN

SIGNIFY
BELIEVE
OWN

SURROUND
TRADITION

2 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Have a Nice Day!

I'm British, and I ¹..... been living in the United States for a year. I first experienced culture ²..... soon after arriving. After I ³..... been walking around an enormous supermarket for two hours, I finally reached the cashier, who gave me a big smile and asked, "How are you today, ma'am?" When I left, she smiled again and said, "Have a nice day!" How strange! Why ⁴..... she smiling so much? And why ⁵..... she care about my day? Since then, I've discussed this with other Europeans here and found ⁶..... that most agree: the constant American cheerfulness is annoying and insincere. However, now that bus drivers and bank tellers have ⁷..... wishing me a nice day for months, I must admit that I've begun to like it. After all, what's so bad about being kind and friendly, ⁸..... to people you don't know?

