

# Pre Intermediate Presentation

An Analysis of Australian and Pakistani English Language Textbooks in Terms of  
Acquiring English as a Second Language by Underprivileged Students in Both Countries at  
the Pre-Intermediate Level

Presented by Sameera Ayub Bhatti  
Lecturer: Excelsia University College  
PhD Scholar at University of Sydney



THE UNIVERSITY OF  
**SYDNEY**

*Celebrating* **175** *years*

**[sbha0871@uni.sydney.edu.au](mailto:sbha0871@uni.sydney.edu.au)**

# Acknowledgement of Country

I acknowledge First Nations Peoples as the traditional custodians of the land above which we are meeting, and we are on Dharug country.

In acknowledging that this land was never ceded and remains Aboriginal land, I pay my respect to Elders past, present and emerging, and acknowledge the traditional owners upon whose unceded, ancestral lands I work.



THE UNIVERSITY OF  
SYDNEY

*Celebrating* 175 *years*

**[sbha0871@uni.sydney.edu.au](mailto:sbha0871@uni.sydney.edu.au)**

# Outline – for Sameera's planning

*Biography – who am I, why am I doing this research? (2mins / 200 words)*

*Textbooks in Australia and Pakistan (3mins / 300 words)*

*Argument – the need for accessible language textbooks (3mins / 300 words)*

*Research Aim and Questions (5mins / 500 words)*

*Example – an activity from Cutting Edge (10mins – 1000 words)*

*Analysis – a framework for interpreting the activity (15mins – 1500 words)*

- CLT, Equity, UDL

- Focus on CLT in analysis of example

*Discussion – an activity from Functional English (10mins – 300 words, plus discussion)*

- Show example from Functional English and ask discussion questions (below)

- Open discussion questions (how would you interpret the example? Do you think the theories in the framework are useful for analysis of textbooks?)

*Conclusion – different purposes for ESOL in Australia and Pakistan (2mins – 200 words)*



THE UNIVERSITY OF  
SYDNEY

Celebrating **175** years

**sbha0871@uni.sydney.edu.au**

# Agenda

- 1. How to make ESL textbook accessible for the underprivileged students*
- 2. Three Theoretical Frameworks*
- 3. Discussion*



THE UNIVERSITY OF  
SYDNEY

Celebrating **175** years

[sbha0871@uni.sydney.edu.au](mailto:sbha0871@uni.sydney.edu.au)

# Biography

**Name :** Sameera Ayub Bhatti

**Qualification:** PhD scholar, Mphil TESOL, Diploma TESOL,

**Affiliated Institutes:**

English Language & Early Childhood Lecturer/ Trainer/ Tutor: Excelsia University  
College Sydney

The University of Sydney-- PhD Scholar

15 Years of Lecturership experience at different universities.

**Publications:** 6 Research Papers

**Research Paper Presentations at International Conferences :4**



THE UNIVERSITY OF  
SYDNEY

*Celebrating* 175 *years*

# Publications (Journals)

1. Global Regional Review (2019): The Effects of Dictionary Vocabulary Learning Versus Contextual Vocabulary Acquisition on the Vocabulary Development of Pakistani EFL Learners.
2. Global Language Review (2019): Professional Development of Pakistani EFL Teachers and the Culture of Learner Autonomy.
3. Global Language Review (2019): Fostering Learner Autonomy through Foreign Language Learning Strategies among Pakistani EFL Learners.
4. Global Educational Studies Review (2021): Perceptions of Pakistani Students on Online Classes During Covid 2019.
5. Global Educational Studies Review (2022): A study of the challenges in teaching English as a foreign language to the students with visual impairment.
6. Indian Journal of Economics and Business (2022): A Study of the Effectiveness of Authentic Materials for the Development of Higher Order Thinking Skills Amongst Undergraduate ESL Learners.



THE UNIVERSITY OF  
SYDNEY

*Celebrating* 175 *years*

# Research Paper Presentations at International Conferences

1. *Bhatti, S. (2019, November 18). The impact of teaching English language skills through IELTS on the performance of EFL learners [Paper Presentation]. ICORE 7th International Conference, Lahore, Punjab.*
2. *Bhatti, S. (2018, November 20). Effects of theoretical knowledge versus practical knowledge delivery of written communication skills in ESL learning [Paper Presentation]. ICORE 6th International Conference, Lahore, Punjab.*
3. *Bhatti, S. (2019, November 21). Perception of Pakistani EFL teachers and students towards vocabulary development strategies used in EFL classrooms [Paper Presentation]. ICORE 5th International Conference, Lahore, Punjab.*
4. *Bhatti, S. (2017 November 21). Effects of dictionary vocabulary learning strategies versus contextual vocabulary acquisition on the vocabulary of EFL students [Paper Presentation]. ICORE 5th International Conference, Lahore, Punjab.*



THE UNIVERSITY OF  
SYDNEY

Celebrating **175** years

# Topic of Presentation

***Title:** An Analysis of Australian and Pakistani English Language Textbooks in Terms of Acquiring English as a Second Language by Underprivileged Students in Both Countries at the Pre-Intermediate Level*



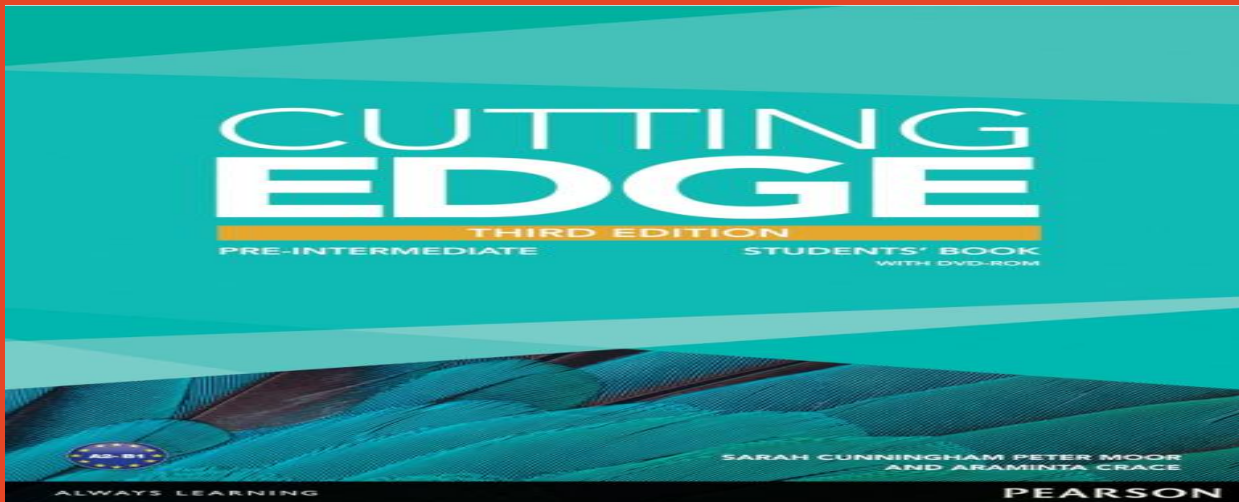
THE UNIVERSITY OF  
SYDNEY

Celebrating **175** years

**sbha0871@uni.sydney.edu.au**



# Book taught in Australian Colleges & Universities



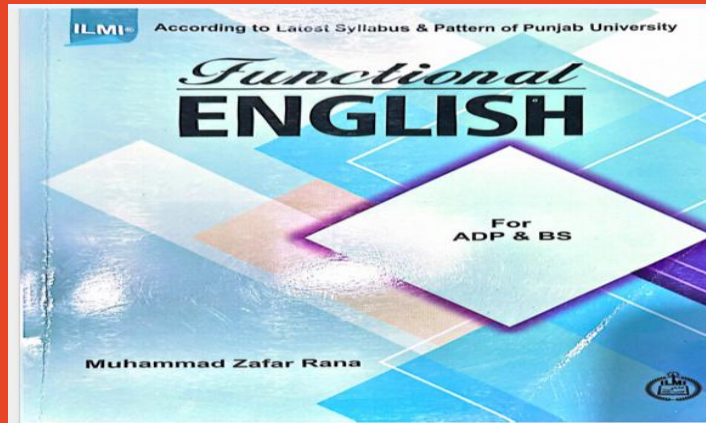
Sarah Cunningham, Peter Moor, Araminta Crace  
(2013)



THE UNIVERSITY OF  
SYDNEY

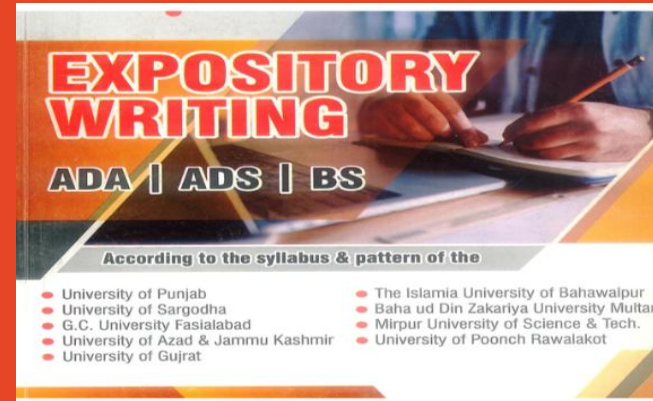
*Celebrating* 175 *years*

# Books taught in Pakistani Colleges & Universities



## First Semester

Develop Foundational language skills, including vocabulary, grammar, reading, and daily conversation



## Third Semester

Develop academic and technical writing (workplace Communication)

# Intro of the Session:

*This session will cover key research on three theories:*

*Equity Theory, Cognitive Load Theory and Universal Design Learning while designing a textbook for English as a second language learners.*

*It provide opportunities to interpret language learning resources used in Australia and Pakistan.*

*Discussion will ask how the Australian curriculum might benefit from a comparison with other international contexts, and vice versa.*

# The need for accessible language textbooks

The unprivileged students represent a massive group of people in every country who need support to succeed.

Their problems are always either ignored or never taken seriously.

This research focuses on the various problems of such unprivileged students related to the textbooks used in teaching English as a second language in the colleges or universities of Australia and Pakistan.

# Background of the Study

Primary learning resources, such as textbooks, are very significant in the instruction of a foreign language (Sheldon, 1988; Tomlinson, 2017).



# Problem Statement

While the quality of ESL textbooks has improved dramatically in recent years, the process of selecting an appropriate textbook has not become any easier task for most teachers and administration of institutes.

Teachers are teaching in a vacuum without information how much cognition load a learner can absorb, how to treat each student with equity and whether books and textbook are easily accessible to the students or not.

# Aim and Purpose of Study

This research evaluates the role of textbooks and the reasons for the unavailability or inaccessibility of textbook content as a whole by unprivileged learners of ESL.

This research examine both similarities and differences of textbooks of two countries and their accessibility for the unprivileged students



# Significance of the Study

How to formulate right kinds of planning and policies in the field of English Language Teaching in Australia and Pakistan with the help of frameworks.

The research provides insights to the EFL teachers, teacher educators, policy makers, curriculum developers, syllabus designers in formulating right kinds of planning and policies in the field of English Language Teaching in Australia and Pakistan with the help of frameworks :CLT, Equity and UDL Theory.



# Research Frameworks –

**Equity Theory  
(Adams, 1963)**

**Cognitive Load  
Theory (John  
Sweller, 1998)**

**Universal Design  
Learning (2009)**

# Research Questions:

1. Are the English Language textbooks accessible for Australian and Pakistani ESL underprivileged students of Pre-Intermediate level according to the Cognitive Load Theory?
1. Do Australian and Pakistani English language textbooks facilitate unprivileged students of Pre-Intermediate level in acquiring English Language in classroom according to the Equity Theory?
2. Do the content and language proficiency expectations differ in Australian and Pakistani English language textbooks designed for Pre-intermediate level ESL learners according to CLT and Equity Theories?
3. What is the level of students' engagement and motivation fostered by English language textbooks in underprivileged student populations in Australia and Pakistan according to CLT and Equity Theories?
4. What are the factors that influence the participation and interest in language learning of students?
5. What are the recommendations, according to CLT,UDL and Equity Theories, for curriculum development and improvement in English language education for underprivileged students at the pre-intermediate level in both Australian and Pakistani contexts, aiming to enhance their language acquisition experiences and outcomes?

## Cont...

6. To facilitate learners of diverse capabilities, what kind of instructional content be organized by using any of the main principles of CLT, UDL and Equity Theory?
7. How in a diverse learning classroom, accessibility of textbook is managed to bring equity?
8. How in ESL classroom, equity can be implemented according to Equity Theory?

# Framework 1: Equity Theory

Examine the learning experience of each individual equally through the textbook .

Equity Theory in education aims to construct an educational system that accommodates such students from diverse backgrounds and polishes their learning experiences accordingly.

# Parameters:

- Price and Availability -
  - Cutting Edge pack of Student Book and DVD costs AUD \$64.51 on Amazon and \$80.33 AUD on Ebay).
  - Pakistani:The learners cannot afford the books recommended by HEC)
- Topics of the Units
- Content Layout and Design
- Cultural Appropriateness

# Example: Topics of the Units


## Cutting Edge

# 05

## YOUR LOOK

**IN THIS UNIT**

- Grammar: Comparative and superlative adjectives; Questions with *How*, *What* and *What ... like*?
- Vocabulary: Physical appearance; Parts of the body
- Task: Do a survey about image
- World culture: City of street style



**I**t's November again, or should I say: 'Movember'? Yes, it's the month where men stop shaving for four weeks, and grow a moustache for charity (and sometimes a beard too!). I want to say 'Congratulations!' to those men who are taking part this year in order to raise lots of money for men's health charities. And let's face it ... some of them look good. Take Jude Law, for example – there's something about the shape of his face, and the shape of his moustache, which means it actually really suits him.

**"There's something about the shape of his face."**

**Reading and vocabulary**

**Physical appearance**

**1a** Look at the photos above. Can you think of any words to describe the appearance of the people?


**b** Work in pairs and compare your ideas.

Jude Law has got blue eyes.

I think he's really good-looking.

**2** Read the text and answer the questions.

- What do many men do for the event called 'Movember'?
- Which charities does the event raise money for?
- What does the writer think of Jude Law's moustache?
- How many tattoos has Lisbeth got?
- What colour is her hair?
- Does the writer think she looks good?
- How did most fans feel about Khan's waxwork model?
- What did Khan like most about the model?
- What did his wife think of it?




## “It looks just like the real thing!”

**4** Work in pairs. Complete the description of American actress Kate Bosworth with the words in the box. You do not need to use two of the words.

~~slim~~ attractive dark blue is  
 pale wavy got have wearing

She is a very <sup>1</sup> slim, young woman, who is probably about 30 years old. She's got <sup>2</sup> \_\_\_\_\_, blonde hair and <sup>3</sup> \_\_\_\_\_ skin. She's <sup>4</sup> \_\_\_\_\_ lipstick and a pair of earrings, and I think she is very <sup>5</sup> \_\_\_\_\_. She's <sup>6</sup> \_\_\_\_\_ lovely eyes, but there is something unusual about them: one of her eyes <sup>7</sup> \_\_\_\_\_ brown and the other is <sup>8</sup> \_\_\_\_\_!



Sam

## **Cutting Edge**

has a consistent unit structure, which brings ease for the teachers, indeed learners, in exploring the text, activities, and instructions.

Every unit has a contextualized topic through which learner prior knowledge is activated.

There are individual sections and subsections for each subject, such as reading, writing, speaking, listening, pronunciation, grammar, and vocabulary.

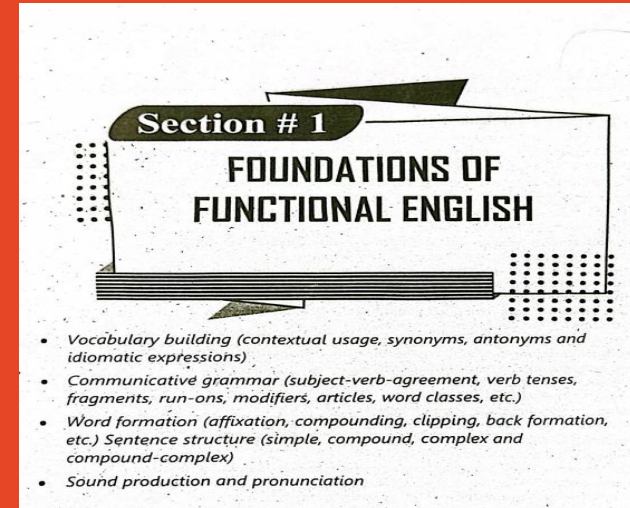
A symmetrical and proportionate approach meets the principles of equity theory.

# Topics of the Units- Expository & Functional

Pakistani textbooks are not designed to provide context; instead, they have direct topics:

- For example, in Functional English if the learners have to learn “Vocabulary Building,” the section starts with the definition of vocabulary building, categories of vocabulary building, ways of building vocabulary, contextual usage, synonyms, and antonyms (Figure ).

➤ **Drawback:** rote Learning









# Task

## Do a 60-second interview

### Preparation Reading

- 1a Work in pairs and look at the photos. Do you know who the woman is?  
Why do you think she's famous?
- 1b Work in pairs and write five questions to find out more about Freida Pinto.  
Where was she born? Is she an actress?
- 1c Read the 60-second interview with Freida Pinto and find the answers to your questions.
- 2 Work in pairs and answer the questions.
  - 1 What is the most interesting thing you learnt from the interview?
  - 2 Have you seen any of her films?
  - 3 What do you have in common with Freida Pinto?
- 3a **FF** 1.7 Listen to two students, Marek and Laura, doing a 60-second interview. Tick the questions you hear in the Useful language box. How many questions does Marek ask?
- 3b Listen again and make a note of Laura's answers.



## 60-SECOND interview with

### Freida Pinto

- Q1 What's your full name?  
Freida Pinto.
- Q2 How you got a nickname?  
Freida.
- Q3 When and where were you born?  
On 18th October 1984, in Mumbai, India.
- Q4 Tell us about your family.  
My mother, Sakia, is a head teacher at a high school and my father, Frederico, is a bank manager. I've also got an older sister, Sharon. She works for a TV news company. She's my best friend.
- Q5 What was your first acting job?  
In 2008, I played Laila in the film *Sunshine*. I don't have any acting training so I did a three-week acting course to prepare for the film. My other films include *Taking*. You will meet a tall dark stranger, *Mind*, *Rise of the Planet of the Apes* and *Inmortal*.

### ask Speaking

You are going to interview each other. First, decide on 12 questions you want to ask, using the Freida Pinto interview and the Useful language box to help you. You can also add questions of your own. Ask your teacher for any words/phrases you need.

Then, spend some time preparing your answers to the questions in the Useful language box. Look at the answers in the Freida Pinto interview to help you and ask your teacher for any words/phrases you need.

> Useful language a, b and c

Work in pairs and take turns to interview each other. Make brief notes of the answers. Check the time at the beginning of the interview and try to complete it in exactly 60 seconds.

## 60-SECOND interview with

Q1	Q7
Q2	Q8
Q3	Q9
Q4	Q10
Q5	Q11
Q6	Q12



ale 1.8 [your] Share your task banner photo

### SHARE YOUR TASK

Practice your interview questions until you feel confident.

Film/record yourself interviewing your partner.

Share your film/record with other students.



# WORLD CULTURE

## UNUSUAL SPORTS

### Find out first

- 1a Work in pairs and discuss. How much do you know about New York City? Try to answer the questions below.

- 1 What is:
  - the Big Apple?
  - The Bronx?
  - the Latin community?
- 2 What is the approximate population of New York City?
- 3 What sports do you associate with New York or the USA?

- b Go online to check your answers or ask your teacher.

Search: New York City / Big Apple / The Bronx



### View

- 2a You are going to watch a video about stickball, a popular sport in New York City. Before you watch, check you understand the meaning of the words/phrases in the glossary below.

**GLOSSARY**  
broom a brush that you use to clean floors  
handle the part of the broom that you hold  
immigrants people who come to a country to live  
huge very big  
brawling fighting

- b Look at the sentences/phrases below. Then watch the video and number them (1-8) in the order you hear them.

- a ... the first stickball leagues began.
- b The Emperor League helped to bring different communities together.
- c New York is also an important sporting city.
- d Stickball in the Bronx has a rich history.
- e I love coming here every Sunday ... playing around with my friends ...
- f The first people to play stickball were immigrants ...
- g ... the Latin community played stickball ...
- h ... played with old broom handles and a ball ...

- 3 Watch again and choose the correct answers.

- 1 The population of New York is more than 8 / 18 million.
- 2 People began playing stickball about seven / seventy years ago.
- 3 People play stickball all over New York / only in the Bronx.
- 4 The Emperor Stickball League began in 1985 / 1995.
- 5 Stickball is popular only in the Latin community / in many different communities.
- 6 Ray just only plays stickball / plays more than one sport.



### World view

- 4a Look at the statements below. Tick the statements you agree with and cross the statements you disagree with.

- I don't understand why people get so excited about sport.
- I prefer playing computer games to playing real sports.
- I prefer individual sports like tennis to team sports like volleyball or hockey.
- Sportswomen and women get too much money – they should all give 20 percent of their money to charity.
- I think global sports are good for international relations.
- Large sporting events are a waste of money.
- I think governments should pay for young people to take part in sport.

- b Work in pairs and compare your ideas.

### FIND OUT MORE

- 5a Choose one of the sports in the box below (or another sport you want to know more about).

stickball Australian Rules football baseball  
curling kabaddi snooker

- b Go online to find out more about the sports and answer the questions.

- 1 When did it start?
- 2 Where is it popular?
- 3 How many players are in a team?
- 4 What equipment do you need?
- 5 What is the name of an important league or player of this sport?

Search: stickball / Australian Rules football / baseball / curling / kabaddi / snooker

### Write up your research

- 6 Write a paragraph about the sport you chose. Use the prompts below to help you.

People started playing \_\_\_\_\_ (name of sport) about \_\_\_\_\_ ago (when?).  
The sport is now popular in \_\_\_\_\_ (names of countries).  
There are \_\_\_\_\_ (how many?) players in a team.  
To play \_\_\_\_\_ (name of sport) you need \_\_\_\_\_ (equipment).  
\_\_\_\_\_ (name) is a famous \_\_\_\_\_ (name of sport) player.

### AFTER UNIT 1 YOU CAN ...

Ask for and provide personal information.

Ask and answer questions about your free time.

Ask and answer questions about habits and routines.

Give your opinions about sports.

- The same sequence is followed in all fourteen units
- There are several activities, and then sub-activities that are again relatable to each other, and the new topics are somehow relatable too.
- “Grammar focus 2” activities also have the same theme of the main topic, though through these exercises, the learners are learning grammar; Present simple and frequency phrases are all surrounded by the key topic, i.e., leisure and sports.

# Content Layout and Design- Expository& Functional

black and white version

No pictures or images

## **Functional**

Topics well sequenced

Shortcoming lies in not providing reality-based examples and practice sessions against each concept.

One after the other, there is a new concept loaded with definitions. Multiple types of Antonyms without any exercise (Figure 36)





# Cultural Appropriateness

## Unit 1

### WORLD CULTURE

#### UNUSUAL SPORTS

**Find out first**

1a Work in pairs and discuss. How much do you know about New York City? Try to answer the questions below.

- 1 What is:
  - the Big Apple?
  - The Bronx?
  - the Latin community?
- 2 What is the approximate population of New York City?
- 3 What sports do you associate with New York or the USA?

**1b** Go online to check your answers or ask your teacher.


**Search:** New York City / Big Apple / The Bronx

**1c** Look at the sentences/phrases below. Then watch the video and number them (1-6) in the order you hear them.

- a ... the first baseball leagues began.
- b The Emperor League helped to bring different communities together.
- c New York is also an important sporting city.
- d Sticball in the Bronx has a rich history.
- e I love coming here every Sunday ... playing around with my friends.
- f The first people to play sticball were immigrants ...
- g ... the Latin community played sticball ...
- h ... played with old broom handles and a ball ...

**3** Watch again and choose the correct answers.

- 1 The population of New York is more than 8 / 18 million.
- 2 People began playing sticball about seven / seventy years ago.
- 3 People play sticball all over New York / only in the Bronx.
- 4 The Emperor Sticball League began in 1985 / 1995.
- 5 Sticball is popular only in the Latin community / in many different communities.
- 6 Ray Justin only plays sticball / plays more than one sport.



**World view**

4a Look at the statements below. Tick the statements you agree with and cross the statements you disagree with.

- 1 I don't understand why people get so excited about sport.
- 2 I prefer playing computer games to playing real sports.
- 3 I prefer individual sports like tennis to team sports like volleyball or hockey.
- 4 Sportsmen and women get too much money - they should all give 20 percent of their money to charity.
- 5 I think global sports are good for international relations.
- 6 Large sporting events are a waste of money.
- 7 I think governments should pay for young people to take part in sport.

**b** Work in pairs and compare your ideas.

**AFTER UNIT 1 YOU CAN ...**

Ask for and provide personal information.

Ask and answer questions about your free time.

Ask and answer questions about habits and routines.

Give your opinions about sports.

## Unit 3

### WORLD CULTURE

#### AMAZING TRAINS

**Find out first**

1a Work in pairs and discuss. Which towns/cities in your country have an underground railway? How often do you travel on it?

**b** Discuss. How much do you know about the London Underground? Try to answer the questions below.

- 1 How old is the London Underground?
- 2 What do people call it?
- 3 How many lines/stations does it have?
- 4 What is 'rush hour'? What time does this happen in the morning/evening?
- 5 What is the busiest station on the London Underground?

**2** Go online to check your answers or ask your teacher.

**Search:** London Underground / London rush hour / London Underground busiest station

**3a** You are going to watch a video about night workers on the London Underground. Before you watch, check you understand the meaning of the words/phrases in the glossary below.

**GLOSSARY**


commuters	people who travel to and from work
fly over	a famous old tower in London
down	the time of the day when the sun rises
tunnel	a long passage under the ground
the River Thames	the river that runs through London
automatic gates	electronic barriers

**b** Watch the video with the sound off. Number the things in the glossary in the order you see them.

**4** Read the text from the video below. Then watch again and complete the gaps with the numbers in the box.

1 km. 20,000 300 m 4 million 614  
Six and a half thousand 7 o'clock 7:15

This is the London Underground. 1 people use the Underground every day and 2 people work on it. It's 3 in the evening - rush hour. A million tired Londoners go home. But when rush hours finishes, 4 Underground workers start their night's work. By 5 everything is quiet. At Waterloo, supervisor Dave closes the Underground station. He's here alone here all night until 6 in the morning. At Blackhorse Road station a team of tunnel cleaners go to work. They clean 7 of tunnel every night. At Fagen's Park station, engineers change a broken rail. It's 8 in the morning. The London Underground starts again. No one thinks about the people who work at night on the Underground ... but their work is important.



**View**

**3b** Look at the statements below. Tick the ones that are true for you.

- 1 I use public transport most days.
- 2 There is a good public transport system in my town/city.
- 3 Most people travel by bus in my town/city.
- 4 There is a rush hour in my town/city.
- 5 I commute to my school/university/work.
- 6 I don't pay for public transport because of my age.
- 7 I think that all public transport should be free ... but not for tourists.
- 8 I prefer travelling on buses to travelling on trains.

**b** Work in pairs and compare your ideas.

**Write up your research**

6a Look at the famous train lines from different countries in the box below. What do you know about them?

Die Blotrein / The Blue Train The Glacier Express The Moscow Metro The Shanghai Maglev train

**b** Go online to find out more about two of the train lines (or another famous train line you want to know about) and answer the questions.

- Where is it and where does it go?
- How old is it?
- Why is it famous?

**Search:** Die Blotrein / Glacier Express / Moscow Metro / Shanghai Maglev train

**7** Write a paragraph about the train line you chose. Use the prompts below to help you.

Die Blotrein is a famous train line in \_\_\_\_ (name of country/ies). It runs from \_\_\_\_ (name of place) to \_\_\_\_ (name of place) - a distance of \_\_\_\_ km. The line began working in \_\_\_\_ (year). It is famous because \_\_\_\_\_. I would/ wouldn't like to travel on it because \_\_\_\_\_.

**AFTER UNIT 3 YOU CAN ...**

Describe your daily routine.

Give advice and make suggestions.

Take part in a short conversation about suitable jobs.

Express your opinion and agree/disagree with others.

### WORLD CULTURE

#### UNDERGROUND

**Find out first**

1a Work in pairs and discuss. Which towns/cities in your country have an underground railway? How often do you travel on it?

**b** Discuss. How much do you know about the London Underground? Try to answer the questions below.

- 1 How old is the London Underground?
- 2 What do people call it?
- 3 How many lines/stations does it have?
- 4 What is 'rush hour'? What time does this happen in the morning/evening?
- 5 What is the busiest station on the London Underground?

**2** Go online to check your answers or ask your teacher.

**Search:** London Underground / London rush hour / London Underground busiest station

**3a** You are going to watch a video about night workers on the London Underground. Before you watch, check you understand the meaning of the words/phrases in the glossary below.

**GLOSSARY**

commuters	people who travel to and from work
fly over	a famous old tower in London
down	the time of the day when the sun rises
tunnel	a long passage under the ground
the River Thames	the river that runs through London
automatic gates	electronic barriers

**b** Watch the video with the sound off. Number the things in the glossary in the order you see them.

**4** Read the text from the video below. Then watch again and complete the gaps with the numbers in the box.

1 km. 20,000 300 m 4 million 614  
Six and a half thousand 7 o'clock 7:15

This is the London Underground. 1 people use the Underground every day and 2 people work on it. It's 3 in the evening - rush hour. A million tired Londoners go home. But when rush hours finishes, 4 Underground workers start their night's work. By 5 everything is quiet. At Waterloo, supervisor Dave closes the Underground station. He's here alone here all night until 6 in the morning. At Blackhorse Road station a team of tunnel cleaners go to work. They clean 7 of tunnel every night. At Fagen's Park station, engineers change a broken rail. It's 8 in the morning. The London Underground starts again. No one thinks about the people who work at night on the Underground ... but their work is important.



**View**

**3b** Look at the statements below. Tick the ones that are true for you.

- 1 I use public transport most days.
- 2 There is a good public transport system in my town/city.
- 3 Most people travel by bus in my town/city.
- 4 There is a rush hour in my town/city.
- 5 I commute to my school/university/work.
- 6 I don't pay for public transport because of my age.
- 7 I think that all public transport should be free ... but not for tourists.
- 8 I prefer travelling on buses to travelling on trains.

**b** Work in pairs and compare your ideas.

**Write up your research**

6a Look at the famous train lines from different countries in the box below. What do you know about them?

Die Blotrein / The Blue Train The Glacier Express The Moscow Metro The Shanghai Maglev train

**b** Go online to find out more about two of the train lines (or another famous train line you want to know about) and answer the questions.

- Where is it and where does it go?
- How old is it?
- Why is it famous?

**Search:** Die Blotrein / Glacier Express / Moscow Metro / Shanghai Maglev train

**7** Write a paragraph about the train line you chose. Use the prompts below to help you.

Die Blotrein is a famous train line in \_\_\_\_ (name of country/ies). It runs from \_\_\_\_ (name of place) to \_\_\_\_ (name of place) - a distance of \_\_\_\_ km. The line began working in \_\_\_\_ (year). It is famous because \_\_\_\_\_. I would/ wouldn't like to travel on it because \_\_\_\_\_.

**AFTER UNIT 3 YOU CAN ...**

Describe your daily routine.

Give advice and make suggestions.

Take part in a short conversation about suitable jobs.

Express your opinion and agree/disagree with others.

Sam

It is observed that each page of the textbook shows the people from different cultures which overcomes the concern of equity and appropriateness of design for both students and teachers.

Culturally relevant texts take students to real-life experiences, which motivate them to learn a second language by heart.

The “World Culture” section is designed in every second unit to create an understanding of social and global issues by the students; and engages the learners in the discussion of various cultures; sometimes their own culture can be a part of such activities.

There are some references of train systems famous in many countries/cities like London (1a, 2, 3a, 4) whereas in (6a & b), Die Bloutrein from South Africa, Glacier Express from Switzerland, Moscow Metro from Russia, Shanghai Maglev Train from China are given.

# Framework 2:

## Cognitive Load Theory



THE UNIVERSITY OF  
SYDNEY

*Celebrating* 175 *years*



# Cognitive Load Theory:

- Understanding of human cognition to evaluate a textbook.
- A pedagogical framework based on our understanding of human cognition, which enlighten the educators, and institutes in content designing, instructional designing, instructional designer, syllabus and content, language skills, topics, learning styles and visual design of a textbook (Sweller, Ayres & Kalyuga, 2011).

# Cont..

According to (Paaset al. 2010, p. 117), this theory is utilized as a model to spread awareness of how the human mind functions information during learning activities, thus successful in enlightening educators and institutes regarding content designing, instructional designing, instructional designer, syllabus and content, language skills, topics, learning styles and visual design of a textbook.

# CLT Principles:

Sweller (2011) elaborated that while learning, we have to deal with three different types of loads:

1. Intrinsic Load
2. Extraneous Load
3. Germane Load

# Intrinsic Load:

Intrinsic load is defined as a cognitive load stemming from the intricacy of the materials to be learned, consequently reflecting the complexity of the schemas that need to be acquired.

Sometimes, there is a complexity inherent in the material being learned. Some topics are naturally more complex for learners to understand as they are more complicated or abstract.

# Extraneous Load:

- It deals with any unnecessary or extra cognitive load imposed by the way information is imparted or taught by the instructor.
- Sometimes confusing instructions or unorganized presentations overload the brain, which results in the addition of unnecessary stress on the brain during the effort of comprehending.
- Extraneous load arises from inadequately designed instructional procedures that disrupt schema acquisition.

# Germane Load:

Refers to the mental effort required to understand and integrate new information into our prior knowledge.

It is a collaboration of prior knowledge and new knowledge.

It is considered a positive and productive cognitive load that supports learning and understanding a new concept in a better and more detailed way.

Refers to the working memory resources that are necessary to manage intrinsic cognitive load.

# Parameters:

- Instructional design
- Instructional Designer
- CLT and Page content
- Language skills
- Visual design

# Instructional Design


## Unit 5

# 05

## YOUR LOOK

**IN THIS UNIT**

- Grammar: Comparative and superlative adjectives; Questions with *How*, *What* and *What ... like*?
- Vocabulary: Physical appearance; Parts of the body
- Task: Do a survey about image
- World culture: City of street style



**Reading and vocabulary**  
**Physical appearance**

**1a** Look at the photos above. Can you think of any words to describe the appearance of the people?

**b** Work in pairs and compare your ideas.

Jude Law has got blue eyes.

I think he's really good-looking.

**2** Read the text and answer the questions.

- 1 What do many men do for the event called 'Movember'?
- 2 Which charities does the event raise money for?
- 3 What does the writer think of Jude Law's moustache?
- 4 How many tattoos has Lisbeth got?
- 5 What colour is her hair?
- 6 Does the writer think she looks good?
- 7 How did most fans feel about Khan's waxwork model?
- 8 What did Khan like most about the model?
- 9 What did his wife think of it?

**I**t's November again, or should I say: 'Movember'? Yes, it's the month where men stop shaving for four weeks, and grow a moustache for charity (and sometimes a beard too!). I want to say 'Congratulations!' to those men who are taking part this year in order to raise lots of money for men's health charities. And let's face it ... some of them look good. Take Jude Law, for example – there's something about the shape of his face, and the shape of his moustache, which means it actually really suits him.

**"There's something about the shape of his face."**

Unit 5 starts with the heading of “Reading and Vocabulary--Physical Appearance”. This leads the learner precisely to the practicing tasks, thus first task is to “Look into the photos above. Can you think of any words to describe the appearance of the people?”

Rest of the activities are also coherent with the main head which smooths the load in the memory and learners can comprehend various concepts patently.

In this way, “Q5: Are there opportunities for feedback?” is justified that meanwhile speaking, the instructor is getting feedback on the students’ learning. Such structures improve the Germane load and lessen the Extraneous load, consequently reducing language learning from an intricate passage to a stress-free way



# Drawbacks:

Many of the units in this book present dense and impenetrable information, e.g., text, audio, vocabulary, and grammar, which clearly affect the CLT principles.

In some units, when a new grammar concept is presented within complex activities related to interaction and communication, it enhances the Extraneous load. One after the other, there are activities related to pronunciation, vocabulary, grammar, and four language skills, i.e., reading, writing, speaking, and listening.

In the Practice section (Figure), the instructions could enhance extraneous load for the learners because in just one sentence, instructions for multiple things are being given, i.e., "Complete the paragraph with the Present simple or Present continuous form of the verb in the bracket" without any specific example.

## Grammar focus 1

### Present simple and Present continuous

- 1a Work in pairs. Look at the photos and discuss. What are the people doing?
- b Read about the people in the photos and answer the questions.
- 1 What is Nadia Sawalha's job?
  - 2 What is she doing today?
  - 3 What is James Thornton's job?
  - 4 What is Charlie Baker's job?
  - 5 What are they doing today?



Nadia Sawalha is an actor and TV presenter. She often presents cookery programmes on Breakfast TV in the UK. However, today is Red Nose Day and so she isn't cooking – she's raising money for Comic Relief at the same time.



James Thornton is a TV actor – he usually stars in a popular soap opera. Charlie Baker is a comedian – he usually appears in comedy shows, both live and on TV. He is also a talented jazz singer. Right now, they aren't doing their usual jobs. They are taking part in a dance competition on TV for Comic Relief.

## GRAMMAR

- 1 We use the Present simple for things which are generally or always true. Find an example in the texts in exercise 1.
- 2 We use the Present continuous for things happening at the present moment. Find two examples in the texts in exercise 1.
- 3 Look at the verbs in bold below. Tick the correct sentences.
  - 1 I'm not knowing the answer to this question.
  - 2 Do you have a bicycle?
  - 3 Are you understanding what he said?
  - 4 I don't want any more, thank you.
- 4 Which of these phrases go with the Present simple? Which go with the Present continuous?  
at the moment   every day   never   right now  
today   usually

## PRACTICE

- 1 Complete the paragraph with the Present simple or Present continuous form of the verb in brackets.
- James Keen is a taxi driver from Windsor, near London. He <sup>1</sup> \_\_\_\_\_ (work) six days a week, fifty weeks a year. Today – Red Nose Day – he <sup>2</sup> \_\_\_\_\_ (drive) his taxi as usual, but he <sup>3</sup> \_\_\_\_\_ (raise) money for Comic Relief at the same time. 'I usually <sup>4</sup> \_\_\_\_\_ (give) something to Comic Relief, but this year I <sup>5</sup> \_\_\_\_\_ (want) to do something more. I <sup>6</sup> \_\_\_\_\_ (wear) a red wig and a Red Nose Day T-shirt; and my taxi <sup>7</sup> \_\_\_\_\_ (have) a Red Nose on the front. But today I <sup>8</sup> \_\_\_\_\_ (ask) all my customers to pay £1 extra for Red Nose Day!'
- 2a Choose the correct answers.
- 1 **Are you learning** / Do you learn to drive at the moment?
  - 2 How many languages **do you speak** / are you speaking?
  - 3 **Are you liking** / Do you like football?
  - 4 **Do you read** / Are you reading fashion magazines?
  - 5 **Are you playing** / Do you play any sport?
  - 6 **Do you wear** / Are you wearing trainers today?
  - 7 How are you **usually coming** / do you usually come to class?
  - 8 **Do you usually study** / Are you usually studying at the weekend?
  - 9 **Are you looking** / Do you look for a job at the moment?
  - 10 **Are you knowing** / Do you know how to play chess?
- b Answer the questions so they are true for you.
- c Work in pairs and compare your answers.

# Is there clarity in instructions?

## Drawback:

Same unit starts with the heading “Reading”, which indicates that this section is related to reading skills. However, the very first exercise is giving instructions of “Work in pairs and discuss”, then there are listening tasks focused on pronunciation, after that there is “Work in pairs” activity, and the other tasks come afterwards were: “Read the text quickly and check your ideas”. Such a sequence might confuse the brain and imbalance the cognitive load.

# 04

## SPECIAL DAYS

### IN THIS UNIT

- Grammar: Present simple and Present continuous. Present continuous for future arrangements
- Vocabulary: Verb phrases for special days; Descriptive adjectives
- Task: Describe your special days
- Language live: Phrases for special days; An invitation

### Reading

1 Work in pairs and discuss.

- What is your favourite month of the year? Why?
- What's the most special day of the year for you? Why?

#### PRONUNCIATION

1 Listen and mark the stress on the months, like this:

January	February	April	July	August	September	October	November	December
---------	----------	-------	------	--------	-----------	---------	----------	----------

2 Listen and write down the dates. Look at audio script 4.2 on page 168 to check.

3 Listen again and practise saying the dates, paying attention to the pronunciation of th.

April the first	July the fifth
th	th

2a Work in pairs and discuss.

- What can you see in the photos?
- What kinds of special days do you think each photo shows?

b Read the text quickly and check your ideas.

### Grammar focus 1

#### Present simple and Present continuous

1a Work in pairs. Look at the photos and discuss. What are the people doing?

1b Read about the people in the photos and answer the questions.

- What is Nadia Sawalha's job?
- What is she doing today?
- What is James Thornton's job?
- What is Charlie Baker's job?
- What are they doing today?

Nadia Sawalha is an actor and TV presenter. She often presents cookery programmes on Breakfast TV in the UK. However, today is Red Nose Day and so she isn't cooking – she's raising money for Red Nose Day. She's walking 100 km across the Kalbar Desert in Kenya. The sun is shining and it's 40°C!

James Thornton is a TV actor – he usually stars in a popular soap opera. Charlie Baker is a comedian – he usually appears in comedy shows. Both live and on TV, he is also a talented jazz singer. Right now, they aren't doing their usual jobs. They are taking part in a dance competition on TV for Comic Relief.

### GRAMMAR

1 We use the Present simple for things which are generally or always true. Find an example in the texts in exercise 1.

2 We use the Present continuous for things happening at the present moment. Find two examples in the texts in exercise 1.

3 Look at the verbs in bold below. Tick the correct sentences.

- I'm not knowing the answer to this question.
- Do you have a bicycle?
- Are you understanding what he said?
- I don't want any more, thank you.

4 Which of these phrases go with the Present simple? Which go with the Present continuous?

usually	every day	never	right now	today	usually
---------	-----------	-------	-----------	-------	---------

### PRACTICE

1 Complete the paragraph with the Present simple or Present continuous form of the verbs in brackets.

James Keen is a taxi driver from Windsor, near London. He **works** (work) six days a week, fifty weeks a year. Today – Red Nose Day – he **is driving** (drive) his taxi as usual, but he **isn't raising** (raise) money for Comic Relief at the same time. He usually **gives** (give) something to Comic Relief, but this year I **want** (want) to do something more. I **am wearing** (wear) a red vest and a Red Nose Day T-shirt, and my taxi **is having** (have) a Red Nose on the front. But today I **am asking** (ask) all my customers to pay £1 extra for Red Nose Day!

2a Choose the correct answers.

- Are you learning? / Do you learn to drive at the moment?
- How many languages do you speak? / are you speaking?
- Are you liking? / Do you like football?
- Do you read? / Are you reading fashion magazines?
- Are you playing? / Do you play any sport?
- Do you wear? / Are you wearing trainers today?
- How are you usually coming? / do you usually come to class?
- Do you usually study? / Are you usually studying at the moment?
- Are you looking? / Do you look for a job at the moment?
- Are you knowing? / Do you know how to play chess?

b Answer the questions so they are true for you.

c Work in pairs and compare your answers.

Unit 4. Study & Practice 1, page 144

# Instructional Designer

*Extraneous Load (inappropriate load that should be reduced)*

For example, in speaking tasks (Figure) “Work in pairs and discuss”, the instructional designer has the instructions already given in the question, which is sufficient to understand because it provides the word bank to take help while completing the task. This supports in avoiding the irrelevant load and makes the learner more focused on the target learning.

The instructor manages the activity by directing the learners to remain focused and helping where they need some extra vocabulary related to the task, instead of giving them some unrelated to the topic.

# 01

## LEISURE AND SPORT



Speaking and vocabulary  
Leisure activities

1a Work in pairs and discuss.

- Which activities in the box can you see in the photos?
- Which activities do you do every day?

go to the cinema	listen to the radio	watch live music
go out with friends	use the internet	play computer games
listen to music	play a musical instrument	go to the gym
go to evening classes	play sport	watch TV

b 1.1 Listen to the phrases. Practise saying them aloud.

2 Read the results of the leisure time survey and answer the questions.

- 1 Where was the survey?
- 2 What is it about?

### LEISURE TIME SURVEY OF YOUNG ADULTS IN THE UK

In our online poll, we asked 1,000 young adults aged between 16 and 24 'How do you spend your free time?' Here are the results:

- <sup>1</sup> \_\_\_\_\_ percent of young adults use the internet every day.
- The most popular leisure activity is going to the cinema. <sup>2</sup> \_\_\_\_\_ percent say it is their favourite evening activity.
- 82 percent of people say they watch TV for more than <sup>3</sup> \_\_\_\_\_ hours a week, but only <sup>4</sup> \_\_\_\_\_ percent listen to the radio.
- 38 percent of young people watch live music, but only <sup>5</sup> \_\_\_\_\_ percent can play a musical instrument.
- Only <sup>6</sup> \_\_\_\_\_ percent of young adults play sport. Football, swimming and cycling are the most popular sports.

KEY FACTS

3a 1.2 Listen to a radio news report about the results of the survey. Before you listen, try to guess where the numbers in the box go in the survey.

10 23 30 32 42 87

b Listen again and check your answers. Then work in pairs and compare your answers.





# CLT and Page content

Each unit has a pattern which is repeated in all units, like this, each page has specific division which made the learning more systematic, e.g. in every unit, on the first page the topics and objectives (Figure) are written which helps in giving directions to the learners what they are going to learn through this unit.

The primary theme color of the textbook is “Aqua”, which is used in a very balanced way on every page along with other color schemes. Though all the pages have multiple colors, they are greatly proportioned.



The use of images is very relevant to the tasks on each page, e.g., in the section of “World Culture” (Figure 13-14), the images represent the culture.

**WORLD CULTURE**

**UNUSUAL SPORTS**

**Find out first**

1a Work in pairs and discuss. How much do you know about New York City? Try to answer the questions below.

- 1 What is the Big Apple?
- 2 What is the approximate population of New York City?
- 3 What sports do you associate with New York or the USA?

b Go online to check your answers or ask your teacher.

Searches New York City / Big Apple / The Bronx

**View**

2a You are going to watch a video about stickball, a popular sport in New York City. Before you watch, check you understand the meaning of the words/phrases in the glossary below.

**GLOSSARY**

**handle** a book that you use to clean faces  
**immigrants** people who come to a country to live  
**knocking** fighting

b Look at the sentences/phrases below. Then watch the video and number them 1-10 in the order you hear them.

- the first stickball leagues began
- The Empire League helped to bring different communities together
- New York City is an important sporting city
- Stickball in the Bronx has a rich history
- From coming to the city early morning, playing around with my friends
- The first people to play stickball were immigrants
- the Latin community played stickball
- played with old brown handles and a ball

3 Watch again and choose the correct answers.

1 The population of New York is more than 8 / 18 million.  
2 People began playing stickball about seven / seventy years ago.  
3 People play stickball all over New York / only in the Bronx.  
4 The Empire Stickball League began in 1985 / 1995.  
5 Stickball is popular only in the Latin community / in many different communities.  
6 For Latin only plays stickball / plays more than one sport

Figure:13

**World view**

4a Look at the statements below. Tick the statements you agree with and cross the statements you disagree with.

- I don't understand why people get in excited about sport.
- I prefer playing computer games to playing real sports.
- I prefer individual sports like tennis to team sports like volleyball or hockey.
- Spectators and viewers get too much money - they should all give 20 percent of their money to charity.
- I think global sports are good for international relations.
- Large sporting events are a waste of money.
- I think governments should pay for young people to take part in sports.

b Work in pairs and compare your ideas.

**FIND OUT MORE**

5a Choose one of the sports in the box below (or another sport you want to know more about).

stickball Australian Rules football basketball netball tennis volleyball soccer

b Go online to find out more about the sports and answer the questions.

- What is it sport?
- Where is it popular?
- How many players are in a team?
- What equipment do you need?
- What is the name of an important league or player of the sport?

Searches stickball Australian Rules football basketball netball soccer tennis volleyball

**Write up your research**

6 Write a paragraph about the sport you chose. Use the prompts below to help you.

People started playing ..... (name of sport) about ..... ago (when?)  
This sport is very popular in ..... (name of sport) countries.  
There are ..... (how many?) players in a team.  
To play (equipment) ..... (name of sport) you need ..... (name of sport) players.

**AFTER UNIT 1 YOU CAN...**

Ask for and provide personal information.  
Ask and answer questions about your free time.  
Ask and answer questions about habits and routines.  
Give your opinions about sports.

Figure 14

Some of the activities are outlined in a box to make them prominent, e.g., when any new concept of grammar and pronunciation is introduced, it is written in a box (Figure 7-8).

**Grammar focus 1**

**Revision of questions**

1 Work in pairs. Look at the games in the photos and choose the questions.

- Which are board games? Which are puzzles?
- Which do children often play?
- Which have the same name in your language?
- Which of the games do you play? Which are your favourite? Why?
- Which of these do you usually prefer? Why?
- card games (e.g. Scrabble)
- number games (e.g. Snakes and Ladders)
- games of strategy (e.g. Chess)
- games of chance (e.g. Snakes and Ladders)
- Which other games do these do you play?

2 Work in pairs. Read the games quiz and try to answer as many questions as you can in five minutes. If you don't know the answer, try to guess.

**GAMES QUIZ**

Q1 When was the first Mario Brothers computer game?

Q2 Who starts in a game of chess: the black player or the white player?

Q3 What are number usually made of?

Q4 Where did the game Monopoly originate?

Q5 What kind of game is Snakes and Ladders?

Q6 Why are there 32 cards in a normal pack?

Q7 How do you do a backflip puzzle?

Q8 What colour are the pieces on a chessboard named normally?

Q9 Which two letters have the highest score in the English version of Scrabble?

Q10 How many sports are there on a cricket?

Q11 How often do the World Darts Championships take place?

Q12 How long does an average game of Monopoly last?

**3 17.1 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the question words in bold in exercise 2. Which question words do you use to ask about:

- a person? ... **who** ...
- a place? ... **where** ...
- time? ... **when** ...
- the way you do something? ... **how** ...
- the number of times you do something? ... **how many** ...
- the time or space of something? ... **when** ...

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.2 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.3 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.4 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.5 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.6 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.7 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.8 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.9 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.10 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.11 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.12 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.13 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.14 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.15 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.16 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.17 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.18 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.19 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.20 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.21 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.22 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**3 17.23 Listen and check your answers. How many questions did you answer correctly?**

**GRAMMAR**

1 Look at the list of questions in exercise 1. Write the words in the correct order to make questions.

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game** / **about** / **the** / **week**?

**2 Put the words in the correct order to make questions.**

1. **what** / **is** / **your** / **favorite** / **game**?
2. **how** / **many** / **games** / **do** / **you** / **play**?
3. **what** / **time** / **do** / **you** / **play** / **the** / **game</**

# Visual design

Questions to address during analysis:

Are visual examples old-fashioned or related to student experience?

How many suitable details are on the page?

Do graphics support the content or are they a distraction?

## Visual design-- Example

At least two images are used which does not affect the cognitive load. E.g. (Unit 1 Figure)

The main topic is “leisure and sports”, and all the exercises are related to the main head.

Cutting Edge visuals do not seem old-fashioned; they are all appealing and are a good mixture of presentation for any age, though the textbook has been revised since 2013.

# 01

## LEISURE AND SPORT



**Speaking and vocabulary**  
**Leisure activities**

**1a** Work in pairs and discuss.

- Which activities in the box can you see in the photos?
- Which activities do you do every day?

go to the cinema	listen to the radio	watch live music
go out with friends	use the internet	play computer games
listen to music	play a musical instrument	go to the gym
go to evening classes	play sport	watch TV

**b**  **1.1** Listen to the phrases. Practise saying them aloud.

**2** Read the results of the leisure time survey and answer the questions.

- Where was the survey?
- What is it about?

**IN THIS UNIT**

- Grammar: Revision of questions; Present simple and frequency phrases
- Vocabulary: Leisure activities; Sports and games
- Task: Do a 60-second interview
- World culture: the



### LEISURE TIME SURVEY OF YOUNG ADULTS IN THE UK

In our online poll, we asked 1,000 young adults aged between 16 and 24 'How do you spend your free time?' Here are the results:

- <sup>1</sup> \_\_\_\_\_ percent of young adults use the internet every day.
- The most popular leisure activity is going to the cinema: <sup>2</sup> \_\_\_\_\_ percent say it is their favourite evening activity.
- 82 percent of people say they watch TV for more than <sup>3</sup> \_\_\_\_\_ hours a week, but only <sup>4</sup> \_\_\_\_\_ percent listen to the radio.
- 38 percent of young people watch live music, but only <sup>5</sup> \_\_\_\_\_ percent can play a musical instrument.
- Only <sup>6</sup> \_\_\_\_\_ percent of young adults play sport. Football, swimming and cycling are the most popular sports.

**KEY FACTS**

**3a**  **1.2** Listen to a radio news report about the results of the survey. Before you listen, try to guess where the numbers in the box go in the survey.

10 23 30 32 42 87

**b** Listen again and check your answers. Then work in pairs and compare your answers.

# Framework 3:

## Universal Design Learning



THE UNIVERSITY OF  
SYDNEY

*Celebrating* 175 *years*

[sbha0871@uni.sydney.edu.au](mailto:sbha0871@uni.sydney.edu.au)



# Universal Design Learning

Multiple ways of implication to construct a learning environment that promotes **inclusivity and equity** to access maximum content.

UDL provides the practices and strategies in both scenarios: for enhancing instruction to teach English Language and applying UDL densely by:

Choosing the attractive text for all kinds of learners

Constructing inclusive tasks that promote diverse perspectives of learners

Supplying reliable opportunities for assessments

## Principle 1: Providing Multiple Means of Representation

1: Perception	Alternatives for auditory and visual information, or offering ways of customizing the display of information
2: Language, mathematical expressions, and symbols	Clarifying vocabulary, symbols, syntax, and structure; promoting understanding across languages
3: Comprehension	Activating or supplying background knowledge; highlighting patterns, critical features, big ideas, and relationships; guiding information processing and visualization

# Providing Multiple Means of Representation:

UDL provides all the equitable and inclusive learning opportunities by rendering the guidelines for the representation of a textbook.

Representation is categorized as a means of many choices for the students to acquire similar knowledge through diverse methods, which can be sensory, auditory, and visual, with different formats like amplified sounds, enlarged texts, and audiobooks.

For each learner, acquiring knowledge may differ; some can be easy with text having subtitles and transcripts, while others might be comfortable learning through symbols and graphs.

1. ☐ Does the textbook assist numerous methods to perceive information?
2. ☐ Does the textbook show a diverse range of perspectives and identities in reliable ways?
3. ☐ Does the textbook aid in decoding the content and symbols?
4. ☐ Does the textbook create understanding and regards languages and dialects?
5. ☐ Does the textbook contain multiple media?
6. ☐ Is there a connection between prior knowledge and new knowledge in the textbook?
7. ☐ Does the textbook encourage exploring critical features, big ideas, and relationships?
8. ☐ Is there any promotion of “knowing and making meaning” through countless ways in

The “Cutting Edge” uses numerous methods to receive information, including visuals, text, new vocabulary, and pronunciation; all these elements assist diverse learning styles.

Secondly, the other guideline is also achieved in this textbook by showing different identities, world views, socio-economic background, histories, cultures, which let each individual relate with it and get a “sense of validation, affirmation, and belonging” and get confidence that their perceptions are accepted in the learning environment.

[illegible][illegible][illegible][illegible][illegible]

### Task Speaking

- Two are going to interview each other. First, decide on 10 questions you want to ask, using the French *Précédents* questions and the French language box to help you. You can also add questions of your own. Ask your teacher for any words/phrases you need.
- Then, spend some time preparing your answers to the questions in the French language box. Look at the answers in the French *Précédents* box to help you and ask your teacher for any words/phrases you need.

1. Which language is it in?

- Write in pairs and take turns to interview each other. Make full notes of the answers. Check the French language box of the interview and try to complete it as quickly as possible.

### ORAL LANGUAGE

1. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

2. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

3. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

4. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

5. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

6. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

7. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

8. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

9. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

10. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

### 60-SECOND Interview with



1. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

2. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

3. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

4. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

5. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

6. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

7. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

8. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

9. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

10. Write down some personal information about you. Ask your partner to ask you questions. Use the French language box to help you. (Don't use the French language box to help you.)

## PRACTICE

Match questions 1-4 with answers a-e in pairs. A

1 Where do you play basketball?

2 When do you play basketball?

3 How often do you play basketball?

4 How long do you play basketball?

a My friends from college.

b On Saturdays mornings.

c Between 11 and 12 o'clock.

d At the local park.

e Every Saturday.

5 How often do you play basketball?

6 How often do you play basketball?

7 How long do you play basketball?

8 How long do you play basketball?

9 Ten.

10 Twice a month.

11 Saturday and Thursday.

12 10 minutes.

3 Write the questions for the answers below.

1 I got up at seven o'clock at the weekend.

What time do you get up at the weekend?

2 I get up at ten o'clock in the week.

What time do you get up in the week?

3 I go to the gym twice a month.

How often do you go to the gym?

4 I come to school by bus.

How do you get to school?

5 My birthday is on August.

When is your birthday?

6 My favourite club is football.

What is your favourite club?

7 There are five people in my family.

How many people are there in your family?

8 My parents go to school twice every year.

How often do they go to school?

9 I like rock and jazz.

What kind of music do you like?

10 I like rock and jazz.

What kind of music do you like?

11 I like rock and jazz.

What kind of music do you like?

12 I like rock and jazz.

What kind of music do you like?

13 I like rock and jazz.

What kind of music do you like?

14 I like rock and jazz.

What kind of music do you like?

15 I like rock and jazz.

What kind of music do you like?

16 I like rock and jazz.

What kind of music do you like?

17 I like rock and jazz.

What kind of music do you like?

18 I like rock and jazz.

What kind of music do you like?

19 I like rock and jazz.

What kind of music do you like?

20 I like rock and jazz.

What kind of music do you like?

21 I like rock and jazz.

What kind of music do you like?

22 I like rock and jazz.

What kind of music do you like?

23 I like rock and jazz.

What kind of music do you like?

24 I like rock and jazz.

What kind of music do you like?

25 I like rock and jazz.

What kind of music do you like?

26 I like rock and jazz.

What kind of music do you like?

27 I like rock and jazz.

What kind of music do you like?

28 I like rock and jazz.

What kind of music do you like?

29 I like rock and jazz.

What kind of music do you like?

30 I like rock and jazz.

What kind of music do you like?

31 I like rock and jazz.

What kind of music do you like?

32 I like rock and jazz.

What kind of music do you like?

33 I like rock and jazz.

What kind of music do you like?

34 I like rock and jazz.

What kind of music do you like?

35 I like rock and jazz.

What kind of music do you like?

36 I like rock and jazz.

What kind of music do you like?

37 I like rock and jazz.

[illegible][illegible]

# Drawbacks:

If QR codes or links to audio/video formats were added to the textbook, underprivileged learners could effortlessly access the content.



Principle 2: Providing Multiple Means of Action & Expression	
4: Physical Action	Varying the methods for response and navigation, optimizing access to tools and assistive technologies
5: Expression and Communication	Using multiple media for communication, using multiple tools for construction and composition; building <u>fluencies</u> with graduated levels of support for practice
6: Executive Functions	Guiding appropriate goal setting, supporting planning and strategy development, facilitating the management of information and resources, enhancing capacity for monitoring progress



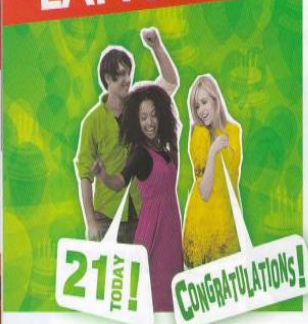
# Action and Expression

Advocates that for some students, expressing through writing instead of speaking, or for some, speaking is easier than writing; learning may vary because of their interest in different ways of expressing their learned knowledge.

# Drawback

- Less reflected in the findings.
- The instructions for group activities have no choice: (Figure) Exercise 1: “Work in pairs”, alternatively, the instructor can let them choose their group or pair themselves to interact comfortably with their own chosen group.

## LANGUAGE LIVE



### PRONUNCIATION

- 1 Watch and listen to the key phrases.
- 2 Practise saying them. Don't forget that it is important to sound friendly and positive!

### Speaking

#### Phrases for special days

- 1 Work in pairs. Look at the picture and discuss. Which special day can you see in the picture?
- 2a Watch the video and answer the questions.
  - 1 What does the groom's father give the couple as a wedding present?
  - 2 Do you think the man likes his birthday party?
  - 3 What do you think the couple want the man to do on New Year's Day?
- b Watch again and match the phrases in the box with the special days. You may need to use the phrases more than once.

Happy New Year! Thanks for coming Happy birthday! Congratulations! Many happy returns! Cheers!	Safe Journey! Thank you very much. It's lovely Merry Christmas Good luck! I hope you'll be very happy Thanks for inviting me
---------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------

- A wedding
- A birthday celebration
- A Christmas party
- A New Year's Eve party

### 4

Work in pairs. Take turns to practise the conversations in exercise 3. Change the words/names in bold to make them true for you.

I like your shoes. Are they new?

Yes, they were a present. I'm 18 today!

40

### Principle 3: Providing Multiple Means of Engagement

7: Recruiting Interest	Optimizing individual choice, autonomy, relevance, value, and authenticity, minimize threats and distractions
8: Sustaining Effort and Persistence	Heighten the salience of goals and objectives, vary the demands and resources to optimize challenge, fostering collaboration and community, and increasing mastery-oriented feedback
9: Self-regulation	Promoting expectations and beliefs that optimize motivation; facilitating personal coping skills; developing self-assessment and reflection

*A Description of UDL Principles and Guidelines (Oyarzun, Bottoms, & Westine, 2021)*

# Engagement:

Principle with a purpose to load learners with motivation, foster interest in learners, encourage them to be actively involved in learning, help them discover personal relevance and challenge them.

All the units are comprised of engaging activities based on: listening, speaking, reading, writing, grammar, pronunciation, and research.

Extra resources like: “Study, Practice and Remember”, “Audio Transcripts” and “Verb List” Figure (31, 32 and 33) are also provided at the end of the book for more assistance which led us claim that the textbook optimize choice and autonomy of learners”

# 14 STUDY, PRACTICE & REMEMBER

## STUDY 1

### Past perfect

We form the Past Perfect with **had + past participle**. Regular past participles end in -ed. Many verbs have an irregular past participle. See the list on page 175.

- I **Y/ou/She/It/We/They'd** (= **had**) finished.
- I **Y/ou/She/It/We/They hadn't** (= **had not**) finished.
- I **Had Y/ou/She/It/We/They finished?**

• We use the Past Perfect to show that one action happened before another in the past, and that the first action finished before the second action started.

*He had been to the bank and he was on his way home.*

had been to the bank \_\_\_\_\_ on his way home  
past now

- We often use the Past Perfect because to explain a past situation.  
*Patricia felt ill because he'd eaten so much!*
- To show that two actions happened at the same time, we use the Past simple with when.  
*I woke up when the telephone rang.*
- If the sequence of events is clear from the context, it is not always necessary to use the Past perfect.  
*A robber appeared and painted a gun at him.*

## PRACTICE 1

1 Complete the sentences with the Past perfect form of the verbs in the box.

forget not eat go do try leave not phone have  
forget spend

- The children were hungry because they \_\_\_\_\_ all morning.
- We couldn't get into the theatre because Lisa \_\_\_\_\_ the tickets at home.
- She felt better after she \_\_\_\_\_ a rest.
- David \_\_\_\_\_ into hospital the day before I arrived.
- Abby was very worried because her son \_\_\_\_\_.
- We were tired because we \_\_\_\_\_ a long way.
- I felt embarrassed because I \_\_\_\_\_ her name.
- When Luke \_\_\_\_\_ his homework, he watched TV.
- After Sharon \_\_\_\_\_ all the perfumes, she chose the most expensive one.
- I couldn't get a bit home because I \_\_\_\_\_ all my money on a new coat.

2 Choose the correct answers.

- When I **had got** / **got** downstairs, the phone **had stopped** / **stopped** ringing.
- I **had been** / **was** sorry to leave, as I **enjoyed** / **had enjoyed** the evening very much.
- Silvana **had been** / **was** very upset because she **had lost** / **lost** her purse.
- When the exam started, **had started** / **it became** clear that I **didn't revise** / **hadn't revised** enough.
- It **had been** / **was** a very long day, so I **had been** / **went** to bed early.
- When I **saw** / **had seen** him, I realised I **meet** / **had met** him before.

## STUDY 2

### Narrative tenses

- We use the Past simple to talk about the main events in a story.  
*A man in Germany had a horrible surprise when he checked his email one morning.*
- We use the Past Perfect to talk about actions which happened before the main events in a story.  
*When the bank realised their mistake, George had spent \$85,000.*
- We use the Past continuous to talk about actions in progress at a certain time in the past. We often use it to describe the background situation in a story.  
*I was walking to work yesterday when someone rushed past me in the street.*

## PRACTICE 2

1 Choose the correct answers.

- A Venezuelan man 'was making / made an expensive mistake when he threw away a black plastic bag: his wife 'had/hadn't / **hid** all her jewellery in it. When she found out what 'had happened / was happening, she 'phoned / was phoning the rubbish company. The people there found that they 'were running / 'had burnt it that day's rubbish a few hours earlier.
- While Frances 'was working / worked in a bank, a man 'walked / was walking in and demanded £100,000. After she 'had given / gave him the money, he 'ran / was running away. Unfortunately for him, he didn't realise he 'had left / left his driving licence in the bank with his name and address on it.
- Last week a 70-year-old German woman 'won / had won £1200 in a children's art competition by entering a picture she 'had painted / was painting 60 years earlier.

# Audio script

## UNIT 1 RECORDING 2

- A = Announcer J = Journalist
- 1 When I **had got** / **got** downstairs, the phone **had stopped** / **stopped** ringing.
- 2 In this digital age, many people think that young adults spent all their time on the computer. And a new government survey of how young adults spend their leisure time says that 87 percent of people in the UK between the ages of 16 and 24 use the internet every day. But it's still important for young people to go out with friends. And the most popular evening out is going to the cinema. 42 percent say it's their favourite way to spend an evening.
- 3 When the exam started, **had started** / **it became** clear that I **didn't revise** / **hadn't revised** enough.
- 4 It **had been** / **was** a very long day, so I **had been** / **went** to bed early.
- 5 When I **saw** / **had seen** him, I realised I **meet** / **had met** him before.

For people who don't go out, not surprisingly, television is more popular than radio. 42 percent say that they watch television for more than ten hours a week – mainly for films and news programmes – but only 23 percent watch live music, but 30 percent of people between 16 and 24 can play a musical instrument.

Only 32 percent of young adults play sport with football, swimming and cycling the most popular activities. But that means that more than two-thirds don't play any sport!

## UNIT 1 RECORDING 3

- The first computer game of the Mario Brothers was in 1983, with Mario and his brother Luigi.
- The white player always starts in a game of chess.
- Marbles are usually made of glass.
- The game mahjong originated in China, probably about 2,500 years ago.
- Snakes and Ladders is a board game. When you land at the top of a snake, you go down it, and when you land at the bottom of a ladder, you go up it.
- Hole-in-one really knows why there are 52 cards in a normal pack, but one idea is that there is one card for every week of the year.
- In a sudoku puzzle, you complete a grid with numbers, using the numbers 1-9 once only in each square, in each line and in each row.
- The pieces on a backgammon board are normally black and white.
- In the English version of Scrabble, the two highest-scoring letters are Q and Z, with ten points each.
- There are 21 spots on a darts.
- The World Dominoes Championships take place once a year.
- An average game of Monopoly® lasts for one and a half hours.

## UNIT 1 RECORDING 6

- Born in Baltimore in the United States, Michael Phelps is one of the best-known athletes in the world today. He's a swimmer and Olympic champion, winning medals at the 2004, 2008 and 2012 Olympic Games. He has fans all over the world, as well as four million followers on Twitter, where he calls himself 'Phish the Fish'. 'I'm not surprising that Michael trains hard – he gets up at 5 a.m. and does at least five hours' training every day. But one thing that is surprising about Michael is his diet – he consumes 12,000 calories a day that is six times the average for an adult male in his twenties. He says he sometimes eats burgers and other fast food. But because of his training regime he never has problems with his weight: he weighs just over 100 kg. 'Eat, sleep and swim', says Phelps. 'That's all I can do'.
- South Korean figure skater Yuna Kim is one of the world's highest-paid athletes – she earns approximately £10 million a year. She skates for several hours every morning and in the afternoons she does other kinds of exercise. But she's not just a sportswoman: she does a lot of important work to help people. She is a Good Will Ambassador for UNICEF, the World Children's Charity, and she often gives money to charities, including £27,000 to victims of the Japanese Tsunami in 2011. As she travels a lot, she has English classes three times a week. 'Yu-na' comes from Bucheon, South Korea but she now lives in Los Angeles, California, with her mother, who is also her manager. And she finds time to makes several pop records every year! She is a big pop star in her home country of Korea.

## UNIT 1 RECORDING 7

- M = Marink L = Laura
- M: OK... let's start. I'll interview you first... Are you ready?
- L: Yes.
- M: become  
L: best  
M: became  
L: best  
M: I'm going to time up on my phone... We've got 60 seconds... that's one minute, starting from... now I see, what's your full name?
- L: My full name is Laura Ines Rodriguez Ortega.
- M: Wow... 'Yu-na' got a long name... OK... let me write that... 'Laura... Ines... Rodriguez... Ortega'... And have you got a nickname?
- L: Yes, my friends and family usually call me Lai.
- M: Lai... Lai... That's a nice name.
- L: Thank you.
- M: OK... what next... Yes, where were you born?
- L: I was born in Buenos Aires... in Argentina.
- M: Buenos Aires... And when were you born?
- L: When?... Er... on 18th December, 1990.
- M: December... 18th... 1990... OK... Er... Well, tell me about your family.
- L: OK... I live with my father and mother and sister. Both my parents are doctors... they work in different hospitals in Buenos Aires.
- M: Oh really? They are both doctors...
- L: Yes, and my sister is two years younger than me. Her name is Patricia... but everyone calls her Pati.
- M: What do you do in your free time?
- L: Mostly, I like doing a lot of sport in my free time. I mean, I play basketball... I usually play about three or four times a week. And I sometimes go to the gym to go swimming. I really like keeping fit.
- M: Oh, really... that's great... OK. That's 60 seconds finished...

## UNIT 2 RECORDING 3

visited, watched, opened, invented, sailed, stopped, travelled, started, lived, closed, walked, waited, laughed, arrived

## UNIT 2 RECORDING 4

- Mother Teresa won a Nobel Prize for Peace in 1979, and Aung San Suu Kyi did the same in 1991. But the first woman to win a Nobel Prize was the Polish-born scientist Marie Sklodowska-Curie... for Physics in 1903.
- The Williams sisters – Venus and Serena – were two of the world's leading tennis players during the 2000s. Serena won her first US Open title in 1999, and Venus did the same a year later in 2000. They became the first sisters to both win the US Open.
- British woman aged 30 first got the right to vote in 1918 two years before the United States 21 years after New Zealand, the first country to give women the vote.
- Swedish-born Anoukette Angeli became the first female 'space tourist' on September 18, 2006. For her ten-day ride in the Russian Soyuz space capsule, she paid \$25 million.
- Russian cosmonaut Yuri Gagarin was the first human to travel into space in 1961, but there were only male cosmonauts until 1983 when 400 female cosmonauts applied to be the first woman in space. Only one woman made the flight – on 16th June 2003 – and her name was Valentina Tereshkova.
- The female prime minister in the 1980s, but Indian presidents were all men until July 2007, when Pratibha Patil became the first woman to become President of India.
- On 16th May 1975, the first woman reached the top of Mount Everest. She was a Japanese climber, Junko Tabei. Wanda Rutkiewicz was the first European woman to reach the top – in 1978 – and Junko Tabei was the first American woman to reach the top – in 1988.
- Kathryn Riggle became the first woman to win an Oscar for Best Director for her film 'The Accused' – a military action thriller – set in Iraq, starring Jeremy Renner.

# Verb list

BE	ALL PARTICLES	ALL PARTICLES	BE	ALL PARTICLES	ALL PARTICLES
be	was / were	been	leave	left	left
become	became	become	lend	lent	lent
begin	began	begun	let	let	let
bring	brought	brought	lie	lay	lain
build	built	built	light	lit	lit
bowl	bowed	bowed	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
burn	burned / burnt	burned / burnt	miss	missed	missed
burst	burst	burst	pay	paid	paid
buy	bought	bought	put	put	put
can	could	could	read	read	read
catch	caught	caught	ring	rang	ring
choose	chose	chosen	rise	rose	risen
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	ring
cut	cut	cut	rise	rose	risen
dig	dug	dug	run	ran	run
do	did	done	say	said	said
draw	drew	drew	see	saw	saw
dream	dreamed / dreamt	dreamed / dreamt	send	sent	sent
drink	drank	drank	set	set	set
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	show	showed	shown
fall	fell	fallen	short	shot	shot
feed	fed	fed	show	showed	shown
feel	felt	felt	shut	shut	shut
find	found	found	sing	sung	sung
fight	fought	fought	sit	sat	sat
find	found	found	sit	sat	sat
fly	flew	flown	sleep	asleep	asleep
forget	forgot	forgotten	slide	slid	slid
forgive	forgave	forgiven	smell	smelled / smelt	smelled / smelt
freeze	froze	frozen	smile	smiled	smiled
give	gave	given	spend	spent	spent
go	went	gone / been	spill	spilled / spilt	spilled / spilt
grow	grew	grown	spoil	spoiled / spoilt	spoiled / spoilt
hang	hung	hung	stand	stood	stood
have	had	had	steal	stole	stolen
hear	heard	heard	stick	stuck	stuck
hide	hid	hidden	swim	swam	swum
hit	hit	hit	take	took	taken
hold	held	held	teach	taught	taught
hurt	hurt	hurt	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
know	knew	known	throw	threw	thrown
know	knew	known	understand	understood	understood
lay	laid	laid	wake	woke	woken
lead	led	led	wear	wore	worn
learn	learned / learnt	learned / learnt	win	won	won
			write	wrote	written

Figure (31)

Figure (32)

Figure (33)

## Drawbacks:

The student's choice is limited, which can be addressed by editing the instruction to add “choose between two options”.

Adding self-assessment checklists or options for reflection could stimulate learners' autonomy.



THE UNIVERSITY OF  
SYDNEY

*Celebrating* 175 *years*

[sbha0871@uni.sydney.edu.au](mailto:sbha0871@uni.sydney.edu.au)



THE UNIVERSITY OF  
SYDNEY

*Celebrating* **175** *years*



THE UNIVERSITY OF  
SYDNEY

*Celebrating* **175** *years*





THE UNIVERSITY OF  
SYDNEY

*Celebrating* **175** *years*



THE UNIVERSITY OF  
SYDNEY

*Celebrating* **175** *years*