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Make a detailed evaluation of a course book or set of materials that is used in your own working context. You should consider both the syllabus followed and the methodology employed.

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1.0 Introduction

There is an increasing array of course books to choose from which represent the core of many ELT (English Language Teaching) programmes (Sheldon, 1988:237 and Miekley, 2005:2). Selecting the right text is perhaps one of the most important decisions a teacher has to make. The text examined in this paper has been in use by the writer for an academic year, and I agree with Sheldon (1988:245) that a course book's "success or failure can only be meaningfully determined during and after its period of classroom use" so I will be discussing the features of the textbook with reference to how it has been used in my lessons. Students' opinions have been sought in a brief 'intrinsic case study' (Stake, 1995:3) to gain their perspective of the course book in use; which is considered invaluable to this assessment.

With the long term objective of second language acquisition (SLA) in mind, I shall consider if the materials provided actually satisfy the requirements of both the teacher and the students studying at a small conversation school in Japan. Problems in choosing the correct text for ELT classrooms have been researched for numerous years (Hall and Hewings, 2001; Kelly, 1989; Miekley, 2005; Sheldon, 1988; Stern, 1992; White, 1988). A text that fits all students' needs and requirements would need to be changed and adapted as the students developed. Some educators suggest that removing the text completely from the classroom makes teaching "so much simpler and clearer" (Ashston-Warner in Thornbury and Meddings, 2001). However due to time constraints on teachers to provide and collect enough materials to replace the course book in my working context, this is not a realistic option.

Despite material being stipulated or designated, no one class will be the same (Brown, 1994:119-186). If there was a 'perfect text' there would no longer be a need for teachers, so I will examine the text book used in my working context to establish how well it meets the needs of the current students at the school.

2.0 Working context

My working context is a new private language school of approximately 100 students. It is a conversation school based in Osaka, Japan with students signing up for monthly contracts.

The prime text for conversation classes is the Longman ‘American Cutting Edge’ series 1-4 (Cunningham and Moor, 2004a-c). The text was selected by the principal of the school following a recommendation from a fellow colleague and “popularity” (Sheldon, 1988:240) believing that its high sales must reflect its quality. It has been in use since the original school was first established in 2003. To date, this text has been deemed adequate for both teachers and students, though little research or appraisal appears to have been undertaken into alternative teaching texts seemingly illustrating Miekley’s (2005:2) criticism that texts may be chosen haphazardly with “little or no evaluation”. This study is thus also motivated by a practical desire to improve awareness at my school of the importance of textbook selection.

Classes are composed of a maximum of 6 students; full attendance is rare and usually consists of 1-4 students. Although there are several consistent students in their appointed weekly 50min class, occasionally a student is absent or a student from another scheduled class will attend. ‘Trial students’ i.e. those yet to commit to a contract, are also placed in classes for assessment. Class dynamics are therefore seldom regular. Students have different motivations for enrolling at the school; some to ‘keep up their level of attainment’, others to gain employment benefits, whilst others are either planning to study overseas or else take a vacation overseas. It is important to examine the textbook with these factors in mind as they affect which text book can be used within the classroom.

2.1 The School - Structure and Intent

The stated intent of the school is to provide an environment in which students are relaxed, enjoy themselves and are motivated to study English. It is believed that each student's opportunity to interact in English is limited and therefore the aim is to provide an environment that completely immerses students in English. As little Japanese as possible is used from the moment they enter the building and the surroundings are decorated with English memorabilia and learning aids. Support is also provided outside of the classroom by giving counseling when required and giving and checking homework also providing a 'library' where students can make use of our materials to study outside of their class time.

There are no formal examinations and few students have academic ambitions, but are desirous of achieving a competent working knowledge and understanding of grammatically accurate spoken English. There is no set syllabus given by the school except the text in hand. The teachers are given the book without guidance on how to implement it and are asked to make sure the lessons are fun and interesting but that students can understand the lesson. Classes are tailored to an appropriate level to reflect the ability and requirements of the students individually by each teacher.

The school principal believes in "learning by discovery", bringing things alive and is process-orientated (Nunan, 1988:40). Teachers are encouraged to adopt their own methodology. Wherever possible the structure of each class has been designed around the structure of the course textbook therefore the choice of textbook is particularly important.

3.0 American Cutting Edge 4 – Course Book Outline

This section will now introduce the textbook that has been chosen to evaluate. American Cutting Edge (ACE) 4 package consists of a student's book with class CD, workbook with student's CD and a teacher's resource book.

Although the introduction in the teachers' resource book suggests that the course is aimed at 'intermediate level' students, it is also used in our advanced classes as the readings and topics provide students with plenty activities to work through without dealing with difficult grammar points, emphasizing the task-based approach discussed in 5.2. In my school these levels are, ACE 1 basic, beginner; ACE 2 beginners, upper beginner, ACE 3 pre-intermediate, intermediate and ACE 4 intermediate and advanced.

An evaluation of the ACE 4 text follows since this particular book was chosen from the series because at the time of beginning this assessment it was the class with the majority of students in it.

3.1 Initial Impressions

The cover of the text book is simple yet professional. It is a plain bold blue colour using the level appropriate orange band, cover and spine clearly labeled. There is the same picture of a mountain on the cover of all the books in this series which enhances the feel of broadening the mind. Upon opening the book it is easy to see the wide range of relevant and functional materials and exercises, some of which will be looked at in more detail later in the paper, that include but are not limited to tables, questionnaires, discussion questions, role-plays, fill in the blanks, matching exercises, conscious-raising (C-R) activities and comprehension questions. It is very colorful and laid out in uncluttered easy digestible parts using mind maps and webs to demonstrate various lexical terms. ACE 4 contains a variety of real-life photos, humorous cartoons and is colorful and aesthetically pleasing for the adults and young adults it is aimed at and used with.

3.2 Student Materials

The student's book is divided into 12 modules (see Appendix 1) with each module sub-divided into two parts:

Part A is language-based and introduces new language in the form of grammar, vocabulary and reading and/or listening activities integrated with speaking activities.

Students are to work individually, in pairs or groups. The emphasis on lexis is high-lighted in this part of the book. Mind-map diagrams are repeatedly used in every module to demonstrate the various ways a key word can be used. For example the use of the word 'time' (Cunningham and Moor, 2004b:21). Phrases such as 'for a long time, a great time, don't have time, by the time, on time, all the time and in two days' time' are shown. This appears to be highly effective and students often comment on how clear this display is and how they are able to use the phrases in the exercises that follow these diagrams.

The colorful pictures introduce characters and stories for the listening exercises so that the students are able to attempt the questions asked after giving explanations of their first impressions in order to help their discrete listening skills.

Other activities in part A of ACE 4 are looked at in more detail in section 5.1.

Part B appears to be similar to Prahbu's (Long and Crooks, 1991:35) idea of a task-based approach, in that an activity is designed so that students' conscious effort is required to do the task and their focus is taken away from language specifics, therefore promoting a subconscious understanding and development of the language being learnt. The tasks are assessed on how successful the students were in completing them (White, 1988:107). Part B consists of preparation for the task, including reading and/or listening introducing useful phrases. The task is usually

an extended speaking activity with an optional writing component. The “Task-link” follows, focusing on vocabulary, phrases and minor structures arising from the task. Then a ‘Real life’ section completes each module with speaking and writing activities based around everyday situations related to the task. More details of activity types are given in section 5.2.

The mini-dictionary in a slot on the back cover of the student’s book contains definitions and examples from the student’s book. A detailed language summary (Cunningham and Moor, 2004b:140-152) and tape scripts for material on the class CD (Cunningham and Moor, 2004b:153-167) are also at the back of the student’s book.

The workbook is divided into twelve parallel modules, consisting of grammar, vocabulary, skills work i.e. writing, listening and reading and pronunciation. The grammar and pronunciation exercises are also supported by the optional CD.

Activities contained in the workbook (Appendix 2) remind students to concentrate on areas of language that they perhaps do not always consider when speaking during class time. There are many areas of language that are simplified with repeated use of fill in the gap exercises, comprehension questions, circle the correct form and complete the sentences which would suggest that they are aimed slightly below their intermediate-advanced level. Students and I, as a language learner, feel that these exercises clarify knowledge and provide time to reflect on discussions in class, being able to write things down unsupported, having the exercises checked to clear up any reoccurring mistakes.

3.3 Teacher's Resource Book

The teacher's book consists of three sections: Introduction (Cunningham and Moor, 2004a:3-7), teacher's tips (Cunningham and Moor, 2004a:8-15), step-by-step teacher's notes (Cunningham and Moor, 2004a:16-93) and a resource bank (Cunningham and Moor, 2004a:94-170) of board games, interview cards and other task orientated materials that can be photocopied.

The introduction outlines the advantages of a task-based approach (Cunningham and Moor, 2004a:4, 8, 9) with an emphasis on lexis (Cunningham and Moor, 2004a:5, 12, 13) and the authors' 'discovery approach' to grammar (Cunningham and Moor, 2004a:5, 15).

The teacher's tips (Cunningham and Moor, 2004a:8-15) are useful, especially for new teachers, stating ways to respond to student's needs and general student care. The book also demonstrates ways to work with lexis within the classroom (Cunningham and Moor, 2004a:12, 13), how to make the most of the mini-dictionary (Cunningham and Moor, 2004a:14), varying the approach to use and explains the discovery approach to the teaching of grammar (Cunningham and Moor, 2004a:15).

The authors use this "discovery approach" (Cunningham and Moor, 2004a:14) to grammar because:

- "We believe that students absorb rules best if they work them out themselves.
- Students of this level often have some previous knowledge of the language.
- This knowledge is often difficult for the teacher to predict.
- The *minitasks*, "test-teach" exercises, and *Analysis* boxes are designed so that students can utilize this knowledge,

and so that teachers can adjust their approach to take account of it.” (Cunningham and Moore, 2004a:15)

Rules are not explained immediately, giving natural opportunities to use language without previous input. Learners hypothesize about new rules, which they then check and refine.

4.0 The Student Survey

An “intrinsic case study” (Stake, 1995:3) of all the students studying ACE 4 was undertaken in order to discover their opinions of the text used. Questions were based on Byrd’s (2001), Miekley’s (2005) and Skierso’s (1991) checklists. Please refer to Appendix 3 for a summary of the findings. A vital element of this survey was to check if the text was a good fit for students. This study has proved beneficial as Stern (1992:43) acknowledges the importance of involving students at all levels of the curriculum in order to help teachers develop it at a more local level and for the curriculum to become more individually appropriate. It is important to recognize that the schools’ service is evaluated by the customer and the desire to provide the best opportunity to the learners is essential for the schools’ success. Yet there are limitations of such a small case study, and it is hard to generalize and apply the results in a wider context.

I was surprised to discover that the students did not always share the same views as myself about the text. In my opinion there are a disproportionate number of portrayals with European and American representations being in excess and not a fair representation of Asian, Middle Eastern or South American cultures. The students considered that there are adequate representations of ethnicity, age, sex and socioeconomic levels which suggests that they expect an English course book to contain a majority of portrayals related to cultures where English is the active language. These representations are much hotter topics in ‘politically correct’ conscious countries like England or America rather than in Japan.

Question 7 rated the highest, which was about the recycling of language learnt. I propose that the emphasis on lexis stated by the authors (Cunningham and Moore, 2004a:12) is helpful for the students. Common “prefabricated chunks” (Cunningham and Moore, 2004a:12) blur the boundary between vocabulary and grammar and aid students with problematic areas that are traditionally considered to

be grammar, from the use of articles and prepositions, to the use of the passive and the Present Perfect. This focus on ‘vocabulary’ supplements the students’ learning as structures are displayed in fixed or semi-fixed phrases. However, Cook (1998:60) would argue that there is a “tedious rote learning of mundane phrases” (Cook, 1998:60) and that the learning of these phrases is not as communicative as some teachers would like to believe. Yet my students do use these phrases throughout the multitude of tasks given by the book.

Progression was also felt to be ‘good’ by the students. This is very positive feedback as learners’ feelings towards their progression is highly valuable for their continuation to study and self-motivation.

Considering if the book has value for money was where answers varied the most. At 4,515 yen (approximately 32 GBP) for the text and work book with the CD an additional 2,012 yen (approximately 13 GBP) Thornbury and Meddings (2001:2) would probably consider this an “overpriced course book”.

During lessons students often comment how interesting the facts are, from how many times Marilyn Monroe was married (Cunningham and Moor, 2004b:38) to how tax used to be calculated in the UK (Cunningham and Moor, 2004b:112) yet despite these positive comments in the classes this was not reflected in the survey, with the majority of students rating it mediocre.

However, the book was given a poor rating was in response to question 3, with students stating that the book is too big and heavy to carry or use conveniently. In my opinion the mini dictionary makes the book inflexible but the hard back increases its durability. Also, none of the students independently used the extra sections i.e. the tape scripts, language summary or mini-dictionary referred to in section 5.1

Overall the book was given a general mark of ‘ok’ in 6 of the 10 questions. This

does not suggest that the text needs to be changed, nor does it give massive approval. Perhaps students do not regard their text as a high motivator or key element in their study and see it appropriately as a tool in the process to language learning. More investigation of a bigger group would provide a better insight to students' opinions and more detailed questions about the various types of activities would also give a clearer understanding on how to aid the students' SLA.

5.0 The Syllabus

The term ‘syllabus’ is open to a wide variety of definitions; in British terminology it corresponds with Thornbury (1999:8), Brown (1994:51) and Finney (in Richards and Renandya eds 2002:70) to be synonymous with the term ‘curriculum’ suggesting that syllabus is ‘the essential minimum of what is meant by curriculum’. The terms will therefore be used interchangeably from here on in.

Dave Willis (1990:1) states simply that a “syllabus specifies what is to be learned” it is “a description of the contents of a course of instruction” (Richards et al. 1992:368) and may be “a simple list or it may have a more complex structure” according to Sinclair and Renouf (1988:40).

The syllabus used implicitly at the school I work at is basically the contents and sequencing of the text book however, the implementation of this process may vary depending on the needs and abilities of the individual students.

ACE 4 has a multilayered syllabus aimed to engage students with opportunities for them to use language previously taught, and language they ask the teacher to provide. The authors write that ACE 4 “includes a comprehensive grammar and vocabulary syllabus, incorporating systematic work on listening, speaking, reading and writing” (Cunningham and Moor, 2004a:4). ACE 4 utilizes the traditional approach of sequencing language which White defines as a “Type A syllabus” (White, 1998:59), which aims at knowledge of the rules and organization of language. This type of syllabus is typically teacher-led, in that the teacher dictates and controls what is to be learnt.

5.1 ACE 4 ‘Part A’

‘Part A’ of ACE 4 highlights grammar forms in ‘analysis boxes’, but these are not given pride of place as with ‘traditional’ course books. The writers have also incorporated a ‘discovery’ approach to grammar and an element of lexis in order to limit the lack of emphasis on certain aspects of language like accuracy and complexity. Rules of word order, clause patterns and nominal groups etc are set out in ‘discovery activities’ before, during or after a task, as they arise in meaningful context, where learners should be able to recognize the rules, have the freedom to reflect, establish their own hypotheses and generalizations to aid learning.

There are many oversimplifications of rules, for example “who” and “that” are not always interchangeable and “which” or “that” can be used to refer to locations (Cunningham and Moor, 2004b:79) which are not always useful or appropriate for intermediate students. Yet the authors continually remind teachers throughout the teachers’ resource book that they are to adjust their approach to each language point taking into account the learners’ requirements, choosing to omit the activities completely or to spend more time on analysis as deemed necessary.

All grammar points are dealt with in a ‘language summary’ (Cunningham and Moor, 2004b:140-152) which can help students that are having difficulty, and to provide a quick reference for students. Yet when students were asked about this, it was found to be ineffective as most students didn’t use or refer to these unless directed by the teacher in the classroom and do not use them to enhance their own learning at home. I do not believe this to be the fault of the textbook and has more to do with each student’s aptitude, motivation and opportunity, three of the variables of a Good Language Learner (GLL) (Rubin, 1975:42). With more experience and knowledge of how to adapt their skills they may begin to utilize these extra areas of study.

The new language in Part A of each module is generally useful for the task in Part B, although the individual student does not necessarily have to use that language, the

concept being that students' attention has been drawn to the patterns and has provided an incentive to think about these but is by no means the general focus of the whole class although some students do feel that they should be using the introduced phrases and display this knowledge. As Richards (in Richards and Renandya, 2002: 156) agrees, drawing attention to grammar needs can be dealt with "incidentally". If exposure is meaning-based and we see the "learners as researchers" (Johns 1991:3) and advocate conscious-raising (C-R) activities then acquisition should be more readily achieved to facilitate intake, as the tasks create a linguistically rich environment which learners can make use of as they complete the task.

The focus on form and function in Task-based learning (TBL) is secondary, and form is taught incidentally as it arises, so that this is a 'Type B syllabus' as classified by White (1998:95) and focuses on tasks and topics.

Sinclair and Renouf (1988:145) state "A task-based syllabus is not normally mixed or co-ordinated with any other, because... (it) will cover a sufficient range of vocabulary, grammar, notions, functions and skills". However, ACE 4 uses a multi-layered syllabus in addition to the typical task-based approach. Part A develops language and language learning skills such as dictionary skills and using the British National Corpus to choose high frequency vocabulary, collocations and phrases to be taught.

5.2 Ace 4 'Part B'

Part B of the course book advocates C-R procedures and learners are not expected to 'display' language as with the Presentation, Practice, and Production (PPP) approach. SLA research demonstrates that we cannot predict the order in which learners will acquire language and that it is not systematic (Nunan, 1988:30). Therefore the tasks, although may harness the use of Part A's input, do not rely solely on this for the completion of the task. This is also beneficial for the school as students may not have studied Part A due to absence or joining the class recently, and can draw on alternative existing knowledge to complete the task.

The text follows a predominantly TBL process based on meaningful language in use rather than a theory of language structure. TBL "represents an attempt to harness natural processes and to provide language focus activities based on consciousness raising which will support these processes" (Willis and Willis, 1996:8). Initially emphasizing communication at the expense of other aspects of language like accuracy "as did Krashen and Terrall's 1993 Natural approach, and Parabhu's (1987) arguments against an explicit focus on grammar" (cited in Shehadeh 2005:16).

This part of the book contains real world tasks such as completing an application form and writing an informal letter, as well as pedagogical tasks like information gap activities. See Appendix 4 for an example of testing SLA through the recycling 'Do you remember?' (Cunningham and Moor, 2004b:16) section that comes at the end of every unit (Cunningham and Moor, 2004b:17) which shows how the word diagrams are used and an example of a reading activity that demonstrates how the students should involve themselves in each exercise and are not parroting given answers. There are 'consolidation' units after every third unit which recycle the language used and provide time for students to enhance their intake and ask questions before moving on. The book is systematic and students and teachers alike appreciate the cyclical facet to the language encountered.

6.0 Evaluation of ACE 4 Methodologies and Practice

The methodology employed is based around the ‘fluency first’ pedagogy in which Nunan (cited in Richards and Renadya 2002:154) defines as “...focused on meaning rather than form”. Skehan (1996) points out that “the more cognitively demanding a task is, the less learners will be able to attend to restructuring their language system” (cited in Willis and Willis, 1996:6) so lessons are aimed at engaging students and tasks are captivating enough that their inhibitions and focus on grammatically correct sentences decreases.

Rather than strictly abiding to Prabhu’s procedural syllabus (1983;1987) the classroom methodology heeds Breen (1987) and Candlin (1987) in that implementation is not necessarily only organized by the tasks in the course book but is in fact enhanced by various other sources of learning materials and areas may include an explicit focus on language form. Certain students recognize their weak points and require extra input in order for them to resolve these issues and wish to explore the language in more detail. Long (1983) and Skehan (1992) agree that this focus on form will help learners to develop more rapidly.

The work book which accompanies the course book is broken down by functional language terms (Appendix 2) and not communicative ‘real-life’ situations as the course book is (Appendix 1) This guides students into thinking about the language forms that they either have or will use in the class.

Individual learner requirements need to be met and because of the teachers’ professional experience, expansion of each topic is made possible. Personalized tasks can also be expanded and complex discussions may arise as students’ knowledge and confidence increase.

Ronald Carter in his article ‘Orders of Reality’ (1998) raises the question of whether

we should modify our teaching materials or not, particularly in relation to the use of “real English”. Although ACE 4 has used information from the British National Corpus many of the listening activities are scripted and simplified, all of them are read by neutral accents speaking clearly without much use of ‘real’ or ‘vague language’ that can be found in real life situations. The course book does contain useful vocabulary corners which incorporate what Lewis (1993) terms ‘lexical chunks’ with phrases such as ‘have a lovely time’, ‘raise children’ and ‘I thought so’ with an added ‘empty space’ headed ‘personal vocabulary’ for students to improve their vocabulary.

The book, does not give a full reflection of ‘real-life’ examples as it promises it will “...rather than the dialogue taking precedence over the linguistic features to be learnt, the language teaching points take precedence over the reality of the dialogue” (Carter, 1998) which according to Carter is easier to comprehend and more real pedagogically. However, most of these Asian students are rarely exposed to ‘native-speaker’ English, with many of them holidaying and conducting business within Asia. Yet English is an international language and this could be a more achievable and motivational target. Perhaps as Willis (1996) suggests, the benefits of using ‘task recordings’, with accented native-like speakers of English, could be used and would prove to be satisfying and motivating for students. Having the freedom to adopt such materials at the school is empowering to both the teacher and the students.

7.0 Discussion

Should the selected text book be sufficient in itself to meet the needs of both teacher and student? Certainly this would be desirable from the perspective of the teacher. But the question whether this is achievable in an institution where the students' ages and ability to learn vary so much arises. In adopting a single text book to cover the requirements of all students indicates a high degree of optimism and faith in the selected tutorial media. Experience has shown that it is necessary to vary the methodology in order to maximize the benefits of ACE 4 and may require the use of additional teaching aids or texts to supplement it. Younger students benefit more from the introduction of amusing teaching aids, whilst more mature students respond better to traditional teaching methods and materials.

A combination of traditional and more modern teaching practices is seen to benefit the students as their familiarity with structures and forms enhances their confidence for oral communication. Traditional exercises are beneficial in consolidating and reinforcing what they have previously learned. Whilst communicative type activities including working in pairs or groups, performing tasks, interviews or situation exercises help students to practice what they have learnt in class. Nunan (1988) says that there are few solely analytical or synthetic syllabi (Nunan, 1988:28) and ACE 4 could be deemed a hybrid syllabus combining both a PPP methodology in Part A and a task-based approach in Part B. This seems to be what Ellis (2003) terms 'task-supported learning', "where tasks are used alongside other more conventional methods" (Shehadeh, 2001) where the ACE books have a task-based strand with an emphasis on lexis, alongside but separate from, a grammar and skills syllabus.

Extracurricular activities are less easily performed if additional teaching materials are required. In this respect, both teacher and student should expect that the selected text book should be adequate for the student to willingly undertake homework and outside revision or exercises.

8.0 Conclusion

The partially task-based approach of ACE 4 has considerable appeal to a school of this size and character. It is systematic enough to enhance learning yet gives flexibility to adopt different sources of teaching and learning. Students respond more positively and readily to the challenges of 'tasks' rather than patterned role-play situations or grammatical exercises and are more comfortable and relaxed in their responses.

The course book itself does not use a wide range of authentic sources, the listening and readings have obviously been sculptured for the particular grammar form they wish to approach, yet the tasks are engaging and the students appear satisfied and genuinely interested in the many facts that the book offers.

It is necessary for the preferred school text book(s) to be flexible in their content and for the methodology followed. If separate input is required by the teacher by means of additional teaching aids, the results in terms of student achievements will vary according to the level of separate input.

As the text book itself forms the syllabus of the school and each of its classes, the question remains 'is the syllabus (and by extension, the book) suitable for the students use?' Certainly the book appears to reasonably fulfill its aims of teaching the English language, both spoken and written, in social and business environments in a relaxed yet motivational environment to students of intermediate ability. However, one text book cannot be expected to fulfill the needs and requirements of a whole spectrum of abilities and ambitions. In this instance 'one size does not fit all'. I would recommend that the school should review its choice of tutorial material with a view to having available more than one text book and a wide range of supplementary materials to choose from.

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In: Willis, J. 1996 '**A framework for task-based learning**', Addison Wesley

Longman Ltd Pg. 86-99

Appendix 1

Part A Language

Module Language focus

Module 1
About you
page 6

1) Questions and answers
(auxiliary verbs)
Pronunciation: stressed and weak forms in questions and answers

2) Present Simple and Continuous

Module 2
Memories
page 17

1) Past Simple and Continuous
Pronunciation: -ed forms / weak forms of was, were

2) Comparing past and present
(used to, still, not ... any longer / anymore)

Module 3
Around the world
page 26

1) Comparatives and superlatives
(slightly higher than, one of the biggest ... in the world, etc.)

2) Comparing things in different ways (not as ... as, fewer / less than, similar to, etc.)
Pronunciation: /s/ in comparative phrases

Module 4
Life stories
page 36

1) Present Perfect Simple (and Past Simple)
Pronunciation: strong and weak forms of have

2) For, since, and ago
(and Present Perfect Continuous)
Pronunciation: weak form of been / has/

Consolidation Modules 1-4 (pages 46-47)

Module 5
Making plans
page 48

1) Future plans and intentions
(Present Continuous, will, going to, intend to, due to, etc.)
Pronunciation: future forms and phrases

2) Future clauses with if, when, etc.

Module 6
News and media
page 59

1) -ing / -ed adjectives
(amazing, terrible, etc.)

2) Passive forms
Pronunciation: was / was / and were / were / in passive sentences

Part B Task

Task

Preparation for task: listen to people meeting for the first time

Task: interview another student using a pie chart (extended speaking)

Do you remember?

Task link: short questions
Pronunciation: using intonation to show interest

Do you remember?

Task link: recommending and advising
Pronunciation: intonation for giving recommendations

Do you remember?

Task link: describing people
(He's the sort of person who ...
She's always ... etc.)

Real life: filling out an application form

Task

Preparation for task: listen to a conversation describing a job vacancy

Task: select the best candidate for a job (extended speaking)

Do you remember?

Task link: "extreme" adjectives
(fantastic, tragic, furious, etc.)

Do you remember?

Reading / Listening

Reading: A reader's recollection? (the changing state of the family)

Reading: All in the memory

Listening: How good is your geography? (quiz)

Reading: Amazing cities!

Reading: Twin lives

Reading: How organized are you? (quiz)

Listening: working in something different (people talking about their jobs)

Listening: television (people talking about types of television programs)

Reading: newspaper articles

Speaking

Minitask: find five things you have in common with a partner

Talk about the changing state of the family

Talk about ways of remembering

Minitask: describe an important meeting in your life

Talk a geography quiz

Minitask: describe similarities and differences between two countries

Minitask: find three things that you have done that other students have not

Discuss how organized you / and people you know are

Minitask: talk about the plans and ambitions of friends / family

Minitask: talk about stories in the news

Vocabulary

People around you
(best friend, acquaintance, classmate, etc.)

Wordspot: have

Remembering and forgetting
(remember, learn, remind, forget, recognize, lose)

Wordspot: time

Describing towns and cities

Life experiences
(leave home, start work, move, etc.)

Wordspot: get

Training and work
(stressful, challenging, stressful, etc.)

Television
(entertainment, sport, coverage, trailers, etc.)

Wordspot: by

Appendix 1-2

Part A Language

Module	Language focus	Vocabulary	Speaking	Reading / Listening	Task	After the task
Module 7 Social matters page 68	1) Polite requests <i>Pronunciation:</i> polite intonation in requests 2) <i>will</i> (instant decisions and responses)	Social occasions (bow, wave, bring flowers, etc.) Wordspot: go	Talk about young people's social habits in your country Minitask: talk about common requests	Reading: <i>Going out around the world</i>	Preparation for task: listen to a description of social customs in Thailand Task: draw up a list of tips for visitors to your country (extended speaking and writing)	Task link: making generalizations (<i>Quite a lot of people... It is quite common for... / People tend to..., etc.</i>) Real life: making a social arrangement Do you remember?
Module 8 The significance of importance page 79	1) Defining relative clauses 2) Quantifiers (<i>a few, a lot of, etc.</i>)	Machines (press, plug in, switch on, etc.) <i>Pronunciation:</i> stress in compound nouns Wordspot: something	Minitask: guess what objects your partner has in his / her bag, pocket, desk	Reading: <i>How to be a successful inventor</i>	Preparation for task: listen to people describing a personal or ideal possession Task: describe a personal or ideal possession (extended speaking and writing)	Task link: describing objects (<i>It's round, made of leather, makes a noise, etc.</i>) Real life: writing thank-you letters

Consolidation Modules 5-8 (pages 88-89)

Module 9 Society and the future page 90	1) Making predictions (modal verbs and other phrases: <i>likely to, may well, probably, won't, etc.</i>) 2) Real and hypothetical possibilities with <i>if</i> <i>Pronunciation:</i> /I/ /I'd	Society and change (get worse, decrease, go up, etc.) Wordspot: make	Talk about changes that are happening in society Minitask: talk about how you would behave in difficult situations	Reading: <i>The Lucky Generation</i> (life in the year 2050)	Preparation for task: listen to appeals for lottery money Task: decide how to spend lottery money (extended speaking)	Task link: ways of saying numbers Real life: dealing with money Do you remember?
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Module 10 Another story page 101	1) Past Perfect and Past Simple 2) Reported speech and reported questions	Wordspot: say and tell	Minitask: discuss phone conversations you have had	Reading and listening: <i>The Knightsbridge safe-deposit robbery</i>	Preparation for task: find objects in pictures telling a story (speaking) Task: invent a story using pictures (extended speaking and listening)	Task link: adverbs for telling stories (<i>eventually, surprisingly, strangely, etc.</i>) Do you remember?
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Module 11 Rules and freedom page 110	1) Obligation and permission (<i>have to, should, are allowed to, etc.</i>) <i>Pronunciation:</i> weak forms and contractions of modal verbs 2) Obligation and permission in the past (<i>had to, couldn't, were allowed to, etc.</i>)	Rules and behavior (let, punish, tell off, etc.) Wordspot: do	Minitask: discuss rules and regulations in different places / situations Discuss parents' attitudes to rules / children's behavior	Listening: school rules	Preparation for task: read article about controversial laws around the world Task: discuss the advantages and disadvantages of different laws (extended speaking)	Task link: linking words (<i>also, although, besides, etc.</i>) Real life: agreeing and disagreeing Do you remember?
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Module 12 Dilemmas and decisions page 120	1) <i>could have, should have, would have</i> <i>Pronunciation:</i> /w/ in <i>could have, should have, would have</i> 2) Past sentences with <i>if</i> (<i>If I'd been in her position, I would have..., etc.</i>)	Problems and solutions (<i>sort out, do something about it, change your mind, etc.</i>) Wordspot: think	Minitask: talk about important life decisions	Preparation for task: read letters to a problem page Task: find solutions to problems (extended speaking)	Task link: verbs to describe behavior and reactions (<i>deny, threaten, admit, persuade, etc.</i>) Creative writing: a letter / a story / a soap opera script	
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Consolidation Modules 9-12 (pages 130-131)

Communication activities (pages 132-139)

Language summary (pages 140-151)

Irregular verbs (page 152)

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Appendix 3

Summary of results

American Cutting Edge Text book/workbook evaluation

1. General opinion

本に対する意見や評価をご記入下さい。

Very poor	Bad	OK	Good	Excellent
	1	6	2	

2. Layout – appealing, not cluttered

レイアウトについて ー興味をひかれる、絵や字が多過ぎ等

Very poor	Bad	OK	Good	Excellent
		8	1	

3. Convenience- can you study where and when you want to easily?

利便性について ーいつでもどこでも勉強したい時に簡単にできますか？

Very poor	Bad	OK	Good	Excellent
2	4	3		

4. Accessibility- find and use extra sections i.e. dictionary, tape scripts, language summary easily, can you study alone?

わかりやすさ ーテキスト後ろdictionaryやtape scriptsや language summary等を簡単に見つけて使い、一人で勉強できますか？

Very poor	Bad	OK	Good	Excellent
1	1	7		

5. Reality link- Do exercises used connect with your real life situations?

現実との繋がり ー授業内容はあなたの実際の生活に役立つ、関連しますか？

Very poor	Bad	OK	Good	Excellent
	1	4	3	1

6. Is the material interesting?

題材はおもしろいですか？

Very poor	Bad	OK	Good	Excellent
	2	4	3	

7. Do you think there is enough recycling of the language you learn?

習う英語で何度も使えるものが十分にあると思いますか？

Very poor	Bad	OK	Good	Excellent
	1	2	5	1

8. Do you feel there are enough representations of different races and cultures?
異なった人種や文化の描写が十分にあると思いますか？

Very poor	Bad	OK	Good	Excellent
		6	2	1

9. Value for money?
値打ちがあると思いますか？

Very poor	Bad	OK	Good	Excellent
	3	3	3	

10. Progression – do you feel your improvement using this text?
このテキストを使って、あなたの英語が上達すると思いますか？

Very poor	Bad	OK	Good	Excellent
1		3	5	

Other comments:

他に何かコメントがあれば、ご記入下さい。

- I will try to review more!
- When I listen to the CD I think it's difficult but when I look at the book, I think it's too easy

Thank you for your time and cooperation
ご協力ありがとうございました。

Do you remember?

1 Which auxiliary verb (if any) goes in the following sentences? Use contractions ('s, 'll, etc.) and complete the sentences as quickly as possible!

- Oh no, it raining.
- your husband smoke much?
- you watch television at all last night?
- I having trouble with my car at the moment.
- They come from Brazil - Sio Paulo, I think.

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

- does / pets / How / he / many / have?
- cousins / often / see / do / you / How / your?
- money / with / you / much / have / How / you?
- mother-in-law / live / with / Does / his / them?
- your brothers and sisters / married / Are / all?

3 What is the difference between the following pairs of sentences?

- Who plays the piano?
- She works in a bakery.
- She's working in a bakery.
- He's very nice.
- He's being very nice.

4 Which verbs in the following sentences are wrong in the Present Continuous form? Why? Correct the mistakes.

- What are you eating?
- I think he's having lunch - try him again in an hour.
- Michael, are you knowing the answer to this question?
- My parents are staying with us for a few days.
- She's having ten brothers and sisters!

5 What's the difference in meaning between the following pairs of words?

- classmate / roommate
- visiting friends / entertaining friends
- a stepbrother / a brother-in-law
- to rise / to fall
- an acquaintance / a neighbor

6 Put a word from the box in the correct place to complete the following sentences.

- about at home in out drawing
- My girlfriend's very good
 - I'm not very interested sports
 - I know quite a lot do-it-yourself
 - My roommate isn't going much at the moment - she's studying for some important exams

e) I stayed last night, did the ironing, and went to bed early - it was really boring!
f) My boyfriend and I eat about twice a week.

7 Match a word / phrase in column A with a word / phrase in column B to make phrases from Module 1.

- | | |
|-----------|------------------|
| A | B |
| leave | after children |
| work | a lovely time |
| do | a college course |
| look | long hours |
| do | a broken arm |
| stay home | the housework |
| have | your children |
| raise | for the evening |

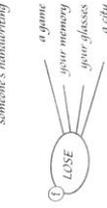
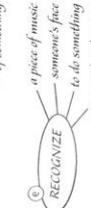
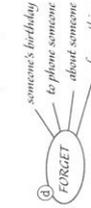
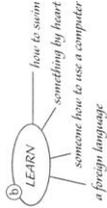
8 Look back through Module 1 and write two more review questions of your own to ask other students.

module 2

Memories

Part A Language

Past Simple and Continuous
Comparing past and present
Vocabulary and speaking:
remembering and forgetting
Reading: All in the memory
Wordspot: time



Vocabulary and speaking

Remembering and forgetting

- 1 Work in groups. What kind of things are you good / bad at remembering? Think about:
- names and faces.
 - birthdays.
 - phone numbers.
 - conversations you have had.
 - fact and figures.
 - messages, shopping lists, etc.
- Have you ever had any embarrassing experiences because you forgot any of these things?

2 The verbs on the left all relate to memory. Cross out the phrase that each verb cannot be followed by.

Reading

1 Look at the pictures below. What methods is the person using for remembering things in each one? Have you ever used any of these methods? Were they successful?

