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Topics from Pragmatics in English Coursebooks

Diploma Thesis

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Declaration

I hereby declare that I worked on my diploma thesis on my own and that all the information sources I used are listed in references.

I agree with storing my thesis in the library of the Faculty of Education of Masaryk University in order to make it available for study purposes.

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Brno, 30th March 2019 Lenka Hubáčková

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1 Introduction

The major function of language is to serve as a means of communication. However, not only being able to use appropriate language structures is necessary for the speakers of a foreign language to hold an effective conversation. Mey defines conversation as "a way of using language socially, of 'doing things with words' together with other persons" (1993: 214). This definition suggests that most conversations require more than just using the language. This thesis aims to stress the importance of pragmatics in communication. Leech explains that "pragmatics can be usefully defined as the study of how utterances have meanings in situations" (1983: x). In other words, the messages conveyed by the same sentence and produced by the same speaker might considerably differ when being uttered in various situations.

The thesis investigates two sets of English coursebooks in terms of the application of pragmatics viewpoint in the use of language. It is divided into two main parts, theoretical and practical. These two parts are further subdivided into several sections. The first one defines the term pragmatics and explains some pragmatics terminology. The following sections of the theoretical part are concerned with four main language skills and the language coursebooks under investigation. The practical part deals with the selected levels of two series of English coursebooks, in which it illustrates and discusses the extent to which the topics from pragmatics briefly presented in the theoretical part are incorporated in the exercises and activities offered to the learners of English. The last chapter suggests a few activities that can possibly complement the current content of the analysed coursebooks.

2 Theoretical part

2.1 Selected topics of pragmatics

The practical part of the thesis deals with two series of English coursebooks. To be more specific, it investigates the content of the coursebooks in terms of the topics of pragmatics. Since it is necessary to include some pragmatic terminology in the investigation, this section aims to present and explain the selected basic pragmatic terms.

For the purposes of the analysis presented in the practical part, the notions *politeness*, *adjacency pairs* and *context* are considered to be most relevant. However, this section also introduces some other terms which are relevant for the understanding of the notions selected for my analysis and thus the readers of the thesis are provided with the explanation of the key concepts of pragmatics so as to get a more complex outline of what I consider important from this field of linguistics studies

2.1.1 The definition of pragmatics

Pragmatics studies languages in terms of their usage. It focuses on the real message that speakers try to convey. Unlike other fields of language studies, for example syntax, it is the speaker who is at the centre of attention. Mey states that "pragmatics is interested in the process of producing language and its producers, not just in the end-product, language" (1993: 35). Levinson contrasts pragmatics with other linguistic disciplines: "syntax is taken to be the study of the combinatorial properties of words and their parts, and semantics to be the study of meaning, so pragmatics is the study of language usage" (1983: 5). According to Yule, "pragmatics is the study of 'invisible' meaning, or how we recognize what is meant even when it isn't actually said or written" (2006: 112). Crystal defines pragmatics as "the

study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication" (2008: 379).

To summarize, in pragmatics it is fundamental that the hearer is able to identify the real meaning of the speaker's utterance and then cooperates and reacts in an appropriate way.

2.1.2 Politeness

One of the most important notions in the study of pragmatics is politeness. It must be stated here that the term politeness does not refer to one concept that is characterized by specific features. The major differences in understanding the term are determined by the differences of people's cultures. Nevertheless, politeness can be generally defined as the speakers' intention to be "tactful, modest and nice to other people" (Yule 2006: 119).

Leech draws the attention to the fact that "people can be nonpolite: they normally will not behave politely unless there is a reason to be polite (even if the reason is somewhat vague, such as following convention)" (2014: 4). Thus, being polite signals that there is a reason for such a type of communication. A speaker may use politeness to show respect, to express kindness, or in situations in which they demand something. People are taught to be polite from the very young age. Even small children are taught to use *please* and *thank you* in their speech and usually they start to realize the importance of politeness very soon because in most cases they are praised for using polite structures (eg. *I want a cookie* vs. *Can I get a cookie, please?*).

The degree of politeness in a conversation very much depends on the relationship between the speakers. There is a significant difference in conversational style in a dialogue

held by two close friends and two government officials. Silence in conversation is considered differently since it usually indicates something, for example, no interest to communicate. Whereas in an informal conversation the speakers usually avoid silent periods, in a formal conversation silence might be the most polite form of expressing oneself. Leech summarizes this approach by the statement "don't speak unless you are spoken to" (1983: 141).

In the following section of the thesis, speech acts are categorized into direct ones and indirect ones. The latter are generally considered to be more polite than the former. Leech (1983: 108) provides the readers with particular examples of expressions carrying different degrees of politeness.

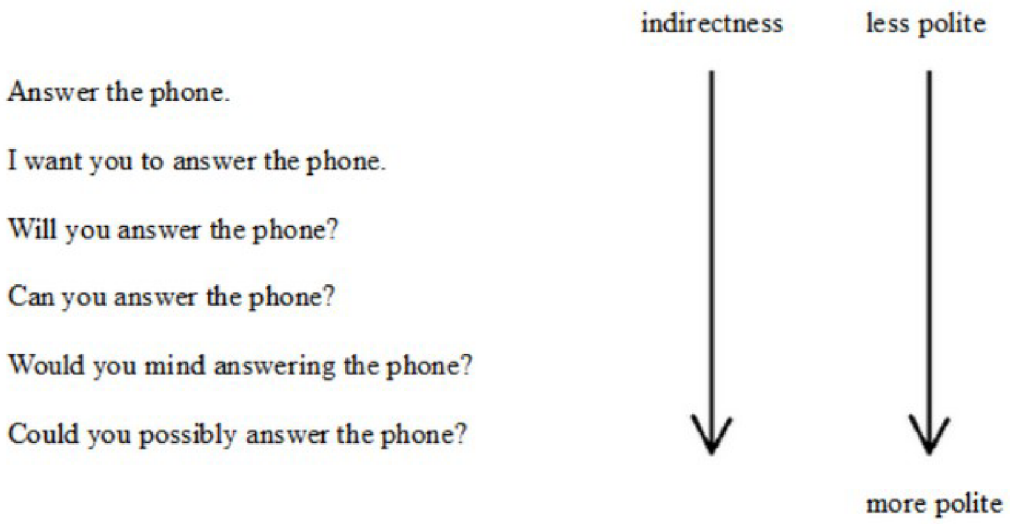


Figure 1: *The scale of politeness according to Leech*

2.1.3 Adjacency pairs

Mey defines adjacency pairs as "two subsequent utterances constituting a conversational exchange" (1993: 243). "They always consist of a first part and a second part, produced by different speakers" (Yule 1996: 77). Yule, as well as Pridham, comment on the occurrence of adjacency pairs. According to Yule, "the utterance of a first part immediately

creates an expectation of the utterance of a second part of the same pair" (1996: 77). Pridham states that adjacency pairs occur "when one speaker's utterance makes a particular kind of response likely" (2001: 26). Adjacency pairs are mostly used in the form of a question and an answer. However, it is not the only structure that is possible in English; an adjacency pair may be also formed by two statements, as in *thank you – not at all*.

In most cases, the second speaker's replies to the first part of an adjacency pair may vary. Nevertheless, some of the possible replies are preferred to the others. To be specific, for example, in the case of the first part being an offer, its acceptance is naturally more expected than its refusal. This phenomenon is titled *preference* (Yule 1996: 78-79).

2.1.4 Context

Yule emphasizes that in conversations "more is communicated than is said" (2006: 112), which is the key feature of pragmatics. In most cases, it is the context of a conversation which influences the interpretation of the actual meaning of its message. Pridham claims that each conversation is affected by "the people speaking, the relationship between them, the circumstances they are talking in, the subject matter, and their purpose for talking" (2001: 34). Considering all the factors that are listed above, in most cases the participants can easily identify what the speaker intends to express. Yule (2006: 114) distinguishes between two kinds of context, linguistic and physical. Linguistic context, also referred to as co-text, includes the impact of the words and phrases with which the examined word is surrounded. Physical context considers the physical surroundings of the examined word. This method can be applied for example to interpret a sign or a notice.

2.1.5 Speech acts

Speakers produce sentences in order to affect listeners. However, not all sentences are uttered with the same intention. One may express a promise, a request, a question, an order, and so on. The actions that are carried by the utterances are generally known as speech acts. The situation in which the speech act is performed is called speech event (Yule 1996: 47).

Each action called speech act is composed of three related acts, namely locutionary act, illocutionary act and perlocutionary act. Locutionary act is the "visible" part of an action, it is the expression which is uttered. Illocutionary act carries the speaker's intention, the message which is actually meant by an expression, and perlocutionary act is the hearer's ability to identify the real meaning of an expression (i.e. to identify the perlocutionary act). (Yule 1996: 48-49) Thomas provides her readers with a specific example: "For example, I might say: *It's hot in here* (locution), meaning: *I want some fresh air!* (illocution) and the perlocutionary effect might be that someone opens the window." (1995: 49)

2.1.5.1 Classifying speech acts

Searle categorized five types of speech acts according to their functions:

declarations – speakers (who have a special role) change the world

representatives – speakers state their beliefs

expressives – speakers state their feelings

directives – speakers want someone else to do something

commissives – speakers commit themselves to some future action (as quoted in Yule 1996: 53)

Speech acts can be also distinguished according to the relationship between their

syntactic structure and the function they perform in discourse. This distinction is more relevant for the practical use of language and therefore it is furthemore discussed in the practical part of the thesis. Direct speech acts express the speaker's thoughts explicitly and in the expected structure. For example, the function of a question is fulfilled by the interrogative form (Yule 2006: 118). In indirect speech acts, the relationship between their form and their function is not anticipated. Interestingly enough, Searle (1975: 59) notices that the speaker's utterance meaning and the sentence meaning frequently diverge. In such utterances, it is the hearer's task to recognize the hearer's intention. Otherwise, it can lead to interactions similar to an example taken from Yule (2006: 119):

VISITOR: Excuse me. Do you know where the Ambassador Hotel is?

PASSER-BY: Oh sure, I know where it is. (and walks away)

Regardless of possible problems the failure to interpret the real meaning of utterances can cause, indirect speech acts are more commonly used in English. The utterances which are used to demand something, for example a request, are generally regarded as more polite when the form of indirect speech acts is used.

2.1.6 Face

"In the study of linguistic politeness, the most relevant concept is 'face'. Your face, in pragmatics, is your public self-image." (Yule 2006: 119) The concept of one's face was first introduced by Goffman in 1967 and has been analysed by many other linguists since then. The linguists who focused on face to a great extent were Brown and Levinson (1987). They claim that "face is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction" (61). Negative and positive face

may be distinguished. “A person’s negative face is the need to be independent, to have freedom of action, and not to be imposed on by others” (Yule 1996: 62). On the contrary, “a person’s positive face is the need to be accepted, even liked, by others, to be treated as a member of the same group, and to know that his or her wants are shared by others” (Yule 1996: 62). In other words, “negative face is the need to be independent and positive face is the need to be connected” (ibid.).

2.1.7 The cooperative principle

For a successful conversation, it is required that all the speakers have space to express themselves, that they take turns in dialogue, and most importantly, that they cooperate with each other.

Thomas compares such cooperation to driving a car. “When we drive, we assume that other drivers will operate according to the same set of regulations as we do (or, at the very least, that they know what those regulations are).” (1995: 62)

Grice was the first scholar who introduced the concept of four maxims into the cooperative principle. These are the maxim of quantity (it says the speaker should not say more information than is necessary), the maxim of quality (the speaker should only say truthful information), the maxim of relation (the speaker’s thoughts should be relevant to the topic), and the maxim of manner (the speaker should be clear). If these maxims are flouted, i.e. not followed, a conversation is not effective (1991: 28).

2.1.8 Implicature

The term 'implicature' is used for "the act of meaning or implying something by saying something else", as described by Davis (1998: 89). Thanks to Mey, we discover the origin of the term. "Etymologically, 'to imply' means 'to fold something into something else' (from the Latin verb *plicare* 'to fold'); hence, that which is implied, is 'folded in', and has to be 'unfolded' in order to be understood" (1993: 99).

An example of such a phenomenon can be presented in a short dialogue of two friends.

Speaker A: *Will you go to a restaurant tonight?*

Speaker B: *I haven't finished my Spanish project yet.*

One may assume that Speaker B does not answer Speaker A's question because there seems to be no coherence in the conversation. Nevertheless, when one applies implicature into it, the dialogue is quite easily understandable and it is obvious that Speaker B can not go to a restaurant because of being busy.

2.1.9 Deixis

The term deixis describes referring to something, or "pointing" to something through language. As Yule (1996: 9) maintains, deictic expressions are one of the first words that small children produce, for example, *I, my, this, here, there, you,* etc. As may be clear from the examples, deictic expressions do not refer to particular objects or moments. The interpretation depends on the individual situation in which the speaker and the hearer are. The sentence "Is it yours?" can have hundreds of meanings because "it" and "yours" may represent any object and any person, depending on the situation in which the author of the

sentence is.

Yule (1996: 9) categorizes deictic expressions into those referring to person deixis, spatial deixis and temporal deixis. Person deixis mainly involves personal pronouns, such as *I, me, your,* etc. In some languages, the so-called "T/V distinction" is present, which distinguishes two ways of addressing somebody – in a less formal and in a more formal way. The term comes from French words "tu" and "vous". Czech speakers know this distinction from their mother tongue as well – *ty* is used in familiar dialogues and *vy* in polite dialogues. Spatial deixis not only works with adverbs *here* and *there* but also with some verbs which express "direction", e.g. *come* (= go from a distant place to the place where I am standing). Temporal deictic expressions "function to locate points or interval on the time axis, using (ultimately) the moment of utterance as a reference point" (Cruse 2011: 403). Besides words and phrases like *now, tomorrow*, or *in 5 minutes*, temporal deixis also makes use of verb tenses, for example, a present situation expressed in past tense signals mental distance from the subject (*If I had a million I would buy a house*.).

2.2 Language learning

This section focuses on the speakers and their process of language learning. First, the so-called communicative competence is examined. As was mentioned in the introduction to the thesis, effective communication requires more than expressing oneself thanks to one's knowledge of the language. "Careful consideration must then be given to the relationship between knowledge and communicative competence" (CEFR: 11). Besides the communicative competence, the section deals with four main language skills. The skills are investigated and commented on in terms of the form in which they are usually taught. In the practical part of the thesis, all four language skills are, to some extent, integrated in the activities that are examined for the purposes of the thesis.

2.2.1 Communicative competence

Yule defines communicative competence as "the general ability to use language accurately, appropriately, and flexibly" (2006: 169). It is the ability to express oneself according to the situation.

Chomsky was among the first linguists who worked with the phenomenon of linguistic competence. As early as in 1965, he considered the difference between competence ("the speaker-hearer's knowledge of his language") and performance ("the actual use of language in concrete situations") (4). Later on the author introduced a distinction between grammatical competence and pragmatic competence:

> For purposes of enquiry and exposition, we may proceed to distinguish 'grammatical competence' from 'pragmatic competence', restricting the first to the knowledge of form and meaning and the second to knowledge of conditions and manner of appropriate use, in conformity with various purposes. Thus we may think of language as an instrument that can be put to use. (Chomsky 1980: 224)

In 1972, Hymes questioned Chomsky's theory of linguistic competence and pointed out that not only knowledge of the language is important. He developed a theory of the so-called communicative competence, in which grammatical (linguistic) competence only constitutes one part of it. In his theory of communicative competence, Hymes stressed the importance of social aspect of each situation.

Yule described the communicative competence as a complex of three individual competences, which cannot be, in this case, considered separately. "The first component is grammatical competence, which involves the accurate use of words and structures" (2006: 169). However, Hymes argues that even though people are able to master the grammatical part of their mother tongue in their childhood, it is not only this ability that makes them good speakers of the language. He states that "a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner." (as quoted in Pride and Holmes 1972: 277). The second part of the previous statement introduces the second component, which is sociolinguistic competence. This is the part with which pragmatics is concerned, and therefore it is discussed in greater detail in the thesis. As for strategic competence, the third component of the above-mentioned complex, it is the ability to express oneself and to effectively convey a message despite some possible linguistic problems and lack of knowledge in one's second language (Yule 2006: 169).

It was Trim who added pragmatics into the concept of the communicative competence. He set a complex of three individual competences, as well as Yule. Those of Trim are linguistic, sociolinguistic, and pragmatic. Trim's categorization of the communicative competences is further analysed in the Common European Framework of Reference for Languages, which is discussed in a separate section below.

2.2.2 Four language skills

The process of acquring a language consists of acquiring four language skills, namely listening, speaking, reading, and writing. It is important to practise them all, and in fact, it is rare to use the individual skills in isolation. The learners commonly combine at least two of the skills while practising (Grant 1987: 19). Neverthless, it is not necessary (in some cases, it is not even possible) to adopt all four language skills on the same level. The students should think of the situations for which they need the language – whether their primary aim is to be able to communicate with locals on holiday, to exchange emails with business partners, or to enjoy reading in a foreign language. Consequently, the learner focuses on the activities and methods which lead them to the targeted aim. As some of the language skills are prioritized in this learning process, one is unlikely to achieve the same level of abilities in all four of them.

Interestingly enough, Lynch (1996: 85) emphasises the importance of comprehension problems in language learning. He considers them in the short-term and the long-term perspective. In the short term, any kind of problems is a barrier for the learner. However, the author elaborates a theory that for the learner who does not have any problems with understanding, there is no motivation to improve their language skills.

Four language skills can be divided into receptive and productive, according to the role of the learner. Receptive skills are those for which the student's main task is to understand the others whereas productive skills require the learner's active participation. Thus, receptive skills are generally considered to be easier than productive skills but, in fact, it is not so unequivocal. It takes some time for the learner to realize how a foreign language works, how sentences are structured and what meanings some words and phrases can have and in which contexts. On top of that, even when one is listening to somebody's instructions, which is considered to be a receptive skill, they need to have some knowledge of the

language and think about the speaker's words, which definitely requires active participation.

Furthermore, not all verbal actions that are realized orally or through writing are considered to be productive. Harmer (2001: 249) points out that the communicative purpose of the speech is necessary for an action to be categorized amongproductive skills. This criterion excludes for example grammar-focused activities from the group.

2.2.2.1 Listening

Listening is the first skill which is developed in people's mother tongues. Babies start to perceive the world through the words their parents or other people around them say. Being able to understand spoken expressions in one's mother tongue requires neither special competences, nor active study, since children acquire the meaning of the utterances they hear naturally.

However, the way towards being able to understand people in one's second language may be lengthy and problematic. The students are frustrated because of all the sounds that are different from the sounds in their mother tongue or that do not appear in their mother tongue at all. They are frustrated because they are not able to understand every single sentence fully or properly, or they have to ask for the repetition of some sentences. Actually, these feelings and doubts about one's listening competences are inherent in the process of studying a new language. It is crucial for the learners to start with listening activities from the very beginning, from individual sounds and words so that they can get used to structures in a foreign language. Harmer (2001: 228) also stresses the importance of listening from the point of view of heterogeneity. Thanks to recordings and videos, the learners have the opportunity to listen to other voices and accents besides the teacher's, which makes them

more flexible in terms of the whole process of understanding.

It is also very important to realize that it is not absolutely necessary to identify every single word in one's speech and yet a hearer is able to grasp a speaker's message. Lynch (1996: 91) assures the listeners that they do not have to be ashamed to ask the speaker to repeat the unclear part of their speech.

2.2.2.2 Reading

Some people may object that they do not have to focus on reading unless they want to read books in their free time. In fact, reading skills are much more important than one may expect. The ability to understand written English helps one to grasp the meaning of all kinds of signs and notices and all kinds of instructions.

Harmer (2001: 200) mentions the difference between pleasurable and instrumental reasons for reading. When one reads for their own pleasure, it is highly desirable to understand the great majority of the text to be able to fully enjoy the book. Besides, there are the so-called instrumental reasons for reading. They involve situations such as reading instructions for booking a hotel room or reading a sign which informs about a road closure. In these cases, a reader usually does not insist on the understanding of all the words but rather wants to recognize the meaning of the message as a whole. Generally, it can be said that there are some factors which help readers with the overall understanding of the given piece of text – e.g. it is useful when a reader knows the context, it is helpful when the individual parts of a text are coherent to each other and sometimes it is effective to skip some words or parts of a text since they have little importance. Ur (1996: 140-141) summarises these tips in her book and gives more details about the issue.

Not in all cases is the reader interested in the whole text. The learner of a foreign language should be able to go through the text to find a specific piece of information. This form of reading is called scanning. Another kind of "non-detailed reading" is skimming, which is going through the text to get the overall idea about its content. Both of these kinds of reading can be important under different circumstances.

2.2.2.3 Writing

Writing gives people more time to think about the words and structures used in their speech than when speaking. Some people appreciate this aspect and therefore highly prefer the written form of communication to the spoken one, as they feel safer when using it. On the other hand, writing in English may be tricky since the language does not have unified rules for spelling. Although a certain number of spelling mistakes might be, in some cases, tolerated by the reader, Harmer warns that "too often bad spelling is perceived as a lack of education or care" (2001: 256).

In today's world, a great deal of written communication is realized through modern technologies, thanks to which users do not have to worry so much about spelling and other mistakes. They are notified by the system of all the errors they make.

People's written speech is usually more formal and more complex than oral communication. Since a reader does not have the possibility to include the author's body language and face expressions in the interpretation of a text, writers should be more precise in the choice of words and phrases than speakers. Writers should bear in mind that "people understandably tend to be more critical of style in writing than in speech", as noted by Leech et al. (2005: 196). Nevertheless, as Lynch mentions, "having a clear picture of our audience

or readership is crucial to the success of a piece of writing" (1996: 143). It means that not all writings have to be formal but rather adjusted to the situation – i.e. a short message for a friend or for a parent is very informal and brief whereas a letter of application has its own formal structure and other aspects.

2.2.2.4 Speaking

A major part of people's communication is implemented in the spoken form and in most cases the people's aim is to understand and to be understood. Thus, the speakers usually prefer simple sentence structures, less formal expressions and generally do not pay as much attention to their speech as in the case of written communication. Nevertheless, it is desirable for the speaker to make effort to use clear and unambiguous expressions, to try to imitate the natives' pronunciation and to use sentence stress and rhythm properly. Leech and Svartvik deal with the topic of stress in their book. Even though they provide the readers with some examples of where stress is usually put in words, they immediately add that the rules are not clear and applicable in each situation. "The placing of stress is also variable according to sentence context, emphasis, speed of utterance, etc." (2015: 21-22).

In school environment, speaking for fluency and accuracy is differentiated. When working on accuracy, the student's speech is observed in terms of exactness and the number of mistakes. This stage is required in one's process of learning a language. Even though it is not necessary to speak in a perfectly accurate way, the more a speaker is accurate, the more a hearer feels comfortable in the act of communication. The aim of fluency-oriented activities is to prepare the learners for real-life communication in which they are expected to react spontaneously and without being shy to express their own opinions.

Not all forms of spoken communication are spontaneous, though. Typically, formal speeches are planned in advance, for example, giving a presentation. In these cases there is little oral interaction with the hearer, which is why the situation does not require prompt reactions.

2.2.3 Coursebooks

The following section discusses the advantages and disadvantages and the functions of using coursebooks in language lessons. The practical part of the thesis only works with the concept of language lessons for which a coursebook is the key source of materials. It examines some specific activities that are presented in the coursebooks and evaluates whether or not they consider the pragmatic aspect of language learning.

2.2.3.1 Using coursebooks in language lessons

A coursebook is "a textbook of which the teacher and, usually, each student has a copy, and which is in principle to be followed systematically as the basis for a language course" (Ur 1996: 183).

Even though some teachers (as well as students) perceive using coursebooks in language lessons as meaningless, there does exist a way of how to make lessons based on coursebooks beneficial and enjoyable. Harmer comments on the topic:

> With a good coursebook, there is a strong possibility that the language, content and sequencing in the book will be appropriate, and that the topics and treatment of the different language skills will be attractive. As a result the teacher will want to go ahead and use what is in the book. (2007: 146)

A good coursebook helps both the teacher and the learners. The teacher is grateful for

the overall structure and syllabus, which serves as the basis for the whole course. And the learners appreciate the complex collection of materials, organized according to their main focus. Unfortunately, there are hardly ever enough materials in a coursebook for the students to fully master the topic. In such cases, it is profitable that the teacher includes some other activities in the lesson so that the learners can get more possibilities to practise. The learners may also welcome several sources of materials for the reason of diversity – it is more challenging to predict the content of the next lesson, which makes the students more concentrated and less bored.

Harmer's thought mentioned above implies that the choice of an appropriate coursebook has a key role in the effectivity of lessons. Regrettably, in many Czech schools the coursebooks have not been changed over many years, which gives the teachers little chance to choose a suitable coursebook according to their own criteria and preferences.

The teachers in language school and free-time courses generally have more freedom to choose a coursebook according to their taste and needs. They can decide according to their own inclinations or, in some cases, even ask the learners themselves for their opinions. There is also a possibility to run a trial for some time and only then both the teacher and the learners agree on whether or not they vote for the chosen book.

2.2.4 Common European Framework of Reference for Languages: Learning, Teaching, Assessment

The Common European Framework is the crucial document for the investigation of the coursebooks realized in the practical part of the thesis. The CEFR contains, among the other chapters, detailed descriptions of the competences that language learners are expected to have acquired in different stages of the process of learning a foreign language. After the investigation, each coursebook is analysed whether or not its content corresponds with the criteria that are presented in the CEFR.

"The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis." (CEFR 1)

The aim of the CEFR is "to achieve greater unity among its members and to pursue this aim by the adoption of common action in the cultural field" (CEFR 2).

2.2.4.1 Common reference levels

"One of the aims of the Framework is to help partners to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose the Descriptive Scheme and the Common Reference Levels have been developed." (CEFR 21)

The CEFR (23) states six levels of language knowledge, which categorize the students' abilities and competences. However, having looked at the categorization of language learners, the readers of the document do not gain much information about the abilities of the students on each level. The readers have to study further characteristics of each level to have clearer conception of the students competences.

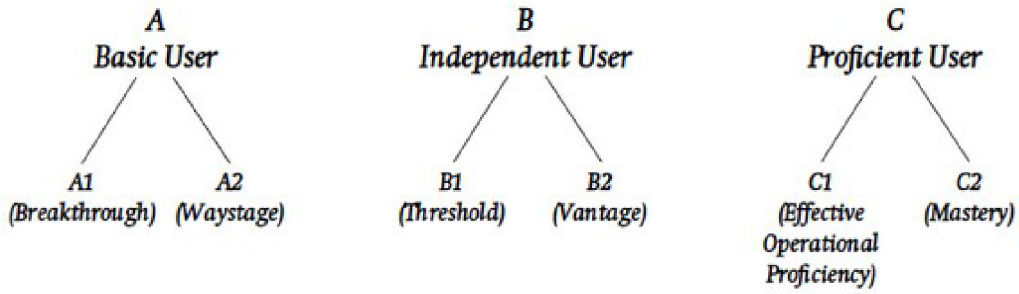


Figure 2: *Common Reference Levels according to Trim (1978). Retrieved from CEFR.*

The proficiency scale presented on the website of TrackTest is also quite simple. Anyway, it is more understandable for most language learners than the previous one because it corresponds with common system of the labeling of language coursebooks.

- English Basic User (A1, A2)
  - A1 (Beginner)
  - A2 (Elementary English)
- English Independent User (B1 ,B2)
  - B1 (Intermediate English)
  - B2 (Upper-Intermediate English)
- Proficient English User (C1, C2)
  - C1 (Advanced English)
  - C2 (Proficiency English)

Figure 3: *CEFR descriptors for language proficiency. Retrieved from TrackTest.eu.*

Nevertheless, the clearest and yet quite brief categorization is offered in the CEFR on page 24. This summary not only displays the scale of proficiency but it also includes some information about the learners' competences.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes.Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input of familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 1: *Common Reference Levels: global scale. Retrieved from CEFR.*

For the purposes of the analysis in the practical part of the present thesis, language levels A2 and B1 are described in further detail. The levels of the investigated coursebooks are *Elementary*, *Pre-intermediate* and *Intermediate*. *Elementary* coursebooks correspond with level A2 in the scale and *Intermediate* ones correspond with B1. *Pre-intermediate* coursebooks do not correspond with a specific language level from the scale but their content covers the abilities from both A2 and B1 level. The authors of both the series themselves present this information on the covers of the coursebooks.

Figure 4: *The back cover of English File Pre-intermediate*

Figure 5: *The back cover of International Express Pre-intermediate*

"Progress in language learning is most clearly evidenced in the learner's ability to engage in observable language activities and to operate communication strategies. They are therefore a convenient basis for the scaling of language ability." (CEFR 57) The learners' competences in other fields are described afterwards.

A2: "It is at this level that the majority of descriptors stating social functions are to be found", for example, *make and react on an invitation; make arrangement; ask questions about personal information*. "Here too are to be found descriptors on getting out and about: the simplified cut-down version of the full set of transactional specifications in 'The Threshold Level' for adults living abroad", for example *make short conversation in a shop or in a post office; give and get directions; use public transport* (CEFR 33-34).

Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete

	type which consist of high frequency everyday or job-related language. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

Table 2: *Competences of a learner on level A2. Retrieved from CEFR.*

B1: "The first feature is the ability to maintain interaction and get across what you want to, in a range of contexts", for example, *exchange personal views and opinions in informal discussions.* In some cases the learner may *face problems with expressing their exact thoughts*. "The second feature is the ability to cope flexibly with problems in everyday life, for example *deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics and make a complaint (...).*" (CEFR 34)

Overall oral production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

Table 3: *Competences of a learner on level B1. Retrieved from CEFR.*

3 Practical part

In this part of the thesis, the application of pragmatics viewpoint in the use of language in two sets of English language coursebooks is studied. The coursebooks selected for the analysis are the *English File* and the *International Express,* both in their third edition from 2012 and 2014, respectively. The *English File* coursebooks cover the topics of general English and therefore are used in a variety of courses. The cover of each *English File* says that this coursebook is the best way of how to get students talking, which signals that this set of coursebooks is aimed mainly for the learners whose goal is to acquire confidence for everyday communication. The other set of the selected coursebooks, the *International Express*, addresses learners interested in business English. Even though the core topics of the coursebooks deal with general English, business issues are included in the activities throughout the whole series.

It must be stated here that the analysis does not include the complete sets of the coursebooks since only practical parts of the coursebooks in elementary, pre-intermediate and intermediate levels have been chosen for the purposes of the thesis. The reason is that these levels are comprised in both the analyzed series and they are the levels with which I have the greatest personal experience.

3.1 Introduction to English File

Practical sections of the *English File* series are called *Practical English*. The authors of the coursebook call them *Episodes* so that they can be distinguished from regular units. In the coursebooks of elementary and pre-intermediate levels, there are six *Episodes*, and in the coursebook of the intermediate level there are just five *Episodes*.

All the *Episodes* are linked together by the characters of Rob and Jenny. Moreover, Rob is British and Jenny is American; therefore the differences between British and American English are sometimes explained to the students.

The structure of all the *Episodes* is very similar. The core part of each *Episode* is a set of two or three videos, in which all the phrases that are crucial for the topic are used in real-life situations. It helps the learners understand the meaning of all the dialogues even without knowing some of the vocabulary. Moreover, this concept of practical videos is very useful for the students' real-life experience with English. It is beneficial for them to be aware of the fact that they are likely to find themselves in situations in which they will be unable to understand everything. However, thanks to the experience and confidence that they gain in the lessons that are based on these videos, the students are expected to feel more comfortable when they will actually have to face such situations in their real lives.

3.2 Introduction to International Express

Practical sections of the *International Express* series are called *Work skills* and *Functions* and they are parts of each of the ten units in the coursebooks.

Unlike the *English File*, there are no main characters in these parts. Each topic is presented individually, without a link to the other units. Listening activities are frequent in the

practical parts so that the learners can imitate native speakers' pronunciation and rhythm. Unfortunately, it is only the teacher who has an access to the audio recordings. However, each coursebook is supplemented with a CD, which is available for the teacher as well as for the learners.

The overwhelming majority of the topics of *Work skills* and *Functions* are business-oriented. Nevertheless, the students can make use of the expressions learned from these parts not only on a business basis. Many of the phrases can be used in the conversations that discuss the topics of the students' everyday lives.

3.3 English File Elementary (EFE)

In the practical part of the coursebook, where the main focus of the analysis is, there are six topics – *Arriving in London* deals with the situations at the airport and in a hotel, in *Coffee to take away* the students learn how to tell the time and how to order something in a coffee shop, the topic *In a clothes shop* introduces some phrases for shopping, *Getting lost* helps students with the orientation in a town, *At a restaurant* offers some expressions for ordering a meal in a restaurant, and *Going home* focuses on the airports.

3.3.1 Politeness

The topic of politeness appears in the coursebook from the very first *Episode*. The students deal with politeness from the very beginning – they start with some useful phrases for greeting. In *Episode 1*, Jenny is talking to three people – a receptionist, a waitress and Rob, who is her colleague from work. It is obvious that the conversations at the hotel and the restaurant have a different atmosphere from the conversation with Rob, so that the students

can become aware of the existence of formal and informal varieties of the English language.

The authors wanted to make it easier for the students to understand the phrases used for greeting, so they summarized the information in the table below.

Greetings
Good morning = > 12.00 *Good afternoon* = 12.00 > 18.00
Good evening = 18.00 > *Good night* = Goodbye (when you go to bed)
Madam = a polite way to greet a woman
Sir = a polite way to greet a man

Figure 6: *Greetings* (EFE: 10)

The polite phrases in *Episode 1* are introduced to the students regardless of their general knowledge. At this stage of their language learning, the students are not able to understand and work with the vocabulary presented in the polite utterances (*can, would like to* and so on). Thus, they learn these expressions as set phrases without examining them in detail.

Nevertheless, all the sections of *Practical English* are based on videos. Thanks to such a form of presentation of a new topic, the learners are not exposed to translation into their mother tongue because they can quite easily predict the meaning of the dialogues according to what is happening in the videos.

Similarly to the greetings, a brief summary of the rest of the useful phrases is presented in two tables.

Can you...? = Please do it
Can you sign here?
Can you spell that?
Can I have...? = Please give me (your passport, etc.)
Can I have your passport, please?
Can I have my key, please?

Figure 7: *Phrases with "can"* (EFE: 11)

Would you like...?

Would you like a coffee?	*Yes, please.*
Would you like another tea?	*No, thanks.*

We use *Would you like...?* to offer somebody something.
We respond *Yes, please* or *No, thanks.*

Figure 8: *Phrases with "would you like"* (EFE: 11)

The content of the other *Episodes* is very similar to the content of the first one. Despite the low level of the coursebook and therefore quite simple conversations, the features of politeness are very frequent in the dialogues. For example, the learners are encouraged to use indirect speech acts when requiring something.

Episode 3, In a clothes shop, is introduced by a scene in which Jenny spills her coffee on Rob's shirt. It is an impulse for the topic of apologizing. The following summary provides the learners with several ways of apologizing oneself, all of which are used in the introductory video. Unfortunatelly, this table is the only source of information for the learners, no description of the use of these phrases and the difference between them is provided.

Apologizing

I'm sorry.	That's OK.
I'm so sorry.	Don't worry.
I'm really sorry.	No problem.

Figure 9: *Apologizing* (EFE: 42)

Here is an example dialogue from *Episode 4*, the topic of which is giving and getting directions. Rob and Jenny agree on visiting The Tate Modern and meeting outside the museum building. Being a tourist, Jenny needs to ask the locals about the way to the

museum. In the video, the phrases with *can* and *could* are naturally contained in the dialogues. Afterwards, the difference between *can* and *could* is explained to the students. Then the learners have the possibility to practise similar dialogues with their colleagues.

You Say	You Hear
Excuse me, please. Where's the Tate Modern?	_____, I don't live here.
Excuse me. Is the Tate Modern near here?	The Tate Modern? It's near here, but I don't know exactly _____. Sorry.
Thank you.	
Excuse me. Can you tell me the way to the Tate Modern, please?	Yes, of course. Go straight on. Go _____ the church, then turn _____ at the traffic lights. And it's at the end of the street.
Sorry, could you say that again, please?	Yes, go straight on. Go _____ the church, then turn _____ at the traffic lights. And it's at the end of the street. You can't _____ it!
Thank you.	

Figure 10: *Dialogue about giving and getting directions* (EFE: 59)

Can you...? or Could you...?
Can you tell me the way to the Tate Modern?
Could you say that again, please?

We can use *Can you...?* Or *Could you...?* when we want to ask another person to do something.
Could you...? is more polite.

Figure 11: *Difference between "can" and "could"* (EFE: 59)

3.3.2 Adjacency pairs

In *Episode 5*, students work with adjacency pairs, an important notion both from pragmatics and from conversation analysis. The topic of adjacency pairs is implemented as a set of reactions to either positive or negative news. A listening activity follows in which

students are supposed to react to five situations with the phrases listed as *B phrases* from the table. This exercise shows whether or not students understand the meaning and proper use of the phrases.

Responding to what somebody says

1	A	It's my birthday today.	B	Happy birthday!
2	A	We won the cup!	B	Congratulations!
3	A	I have my driving test tomorrow.	B	Good luck!
4	A	I got all my English homework right.	B	Well done!
5	A	I didn't get the job.	B	Oh dear! Never mind.

Figure 12: *Responding to other people's news* (EFE: 74)

3.3.3 Context

It is not only the notion of politeness that appears in the *English File* coursebooks. In each *Episode*, the learners are expected to fill in some words into a dialogue to make it complete. It is always a transcription of one of the videos presented in the *Episodes*. In fact, some students may be able to fill in some of the blank spaces even before the actual listening. It is their ability to perceive the dialogue as a whole and, as a result of that, the ability to predict the missing words from the context, which enables them to complete the task. The following example is taken from *Episode 2*.

You Hear	You Say
Can I _____ you?	What would you like, Jenny? An espresso, please.
_____ or double?	Double. Can I have a latte, please?
_____ or large?	Large.
To have _____ or take away?	To take away.
Anything else?	No, thanks. A brownie for me, please... and a croissant.
OK.	How much is that?
That's £12.45, please.	Sorry, how much?
£12.45. Thank you. And your _____.	Thanks.

Figure 13: *Dialogue in a cofee shop* (EFE: 27)

3.3.4 Summary of English File Elementary

Practical parts of *English File Elementary* cover several basic topics which the students are very likely to need when travelling. In the part of the CEFR where the students' abilities are described, it is stated that language level A2 is, among the other competences, characterized by the students' ability to make short conversation in a shop or in a post office and give and get directions (CEFR 34). The content of the *Episodes* meet these requirements.

The students are taught to use polite phrases from the very beginning of their learning process. Since politeness is an important feature of conversational English, I find this approach really beneficial for the students. Regrettably, the practical sections have only scarce representation in the content of the coursebook and each *Episode* only covers one doublepage. Therefore, there is not much space for the students to practise the topics thoroughly.

The overwhelming majority of the exercises included in *Episodes* are realized through listening and speaking activities, writing appears only seldom in the practical parts.

3.4 International Express Elementary (IEE)

The practical parts of the coursebook are called *Work skills* and *Functions*. As the title suggests, *Work skills* are targeted at the competences that the students may find useful in their jobs. Namely, the topics deal with introductions, making phone calls, sending emails, giving presentations, describing graphs and figures and making complaints. *Functions* are more oriented to the situations from the students' everyday lives. This section works with the topics of invitations, getting travel information, orientation in a town, ordering in a restaurant, welcoming a visitor, recommending interesting places to visit, arranging meetings, giving opinions, and discussing progress.

3.4.1 Politeness

As regards politeness, *Work skills* and *Functions* of the first unit are devoted to meeting new people and the use of some relevant polite expressions.

. The students learn not only how to say hello and goodbye but also how to introduce themselves or other people in a short way. The topic is supported by listening activities and pictures; therefore it is easy for the students to recognize which way of introducing oneself is appropriate for which situation. In the following exercises, the students are given more examples of similar short conversations and then they have a possibility to practise the conversations themselves under the supervision of the teacher.

The summary of the useful phrases is offered in two ways. Those students who are interested in revising the phrases can complete the table. For those who do not appreciate such a possibility, the authors have prepared a final completed version of the same table.

Complete the table with these phrases.

Good morning.
Have a good evening.
Can I introduce you to Ms Wu?
I hope you have a good journey.
My name is Philippe.
Pleased to meet you (too).
Good afternoon.
See you (later / tomorrow).
This is Kenji.

Saying hello	Saying goodbye	Introducing yourself and other people	Replying to an introduction
It's good to see you again. How are you?	Goodbye / Bye. It was nice meeting you. I'll be in touch.	Can I introduce myself?	Nice to meet you (too).

Figure 14: *Introductions and greetings* (IEE: 13)

Saying hello
Good morning.
Good afternoon.
Hi. / Hello.
It's good to see you again.
How are you?
Introducing yourself and others
Can I introduce myself?
My name is …
Can I introduce you to … ?
This is …
Replying to an introduction
Pleased / Nice to meet you (too).

Saying goodbye
Goodbye. / Bye.
Goodnight.
It was nice meeting you.
I hope you have a good journey / flight home.
Have a good evening.
See you (later / tomorrow).
I hope to see you again soon.
I'll be in touch.

Figure 15: *Summary of introductions and greetings* (IEE: 17)

The topics of phone calls and emails have an important role in the coursebook. As the targeted students of this coursebook are people who work in business, it is necessary for them to be able to make a phone call or send an email in their appropriate forms.

The learners of the coursebooks are taught about the level of politeness suitable for business emails of different purposes, about the expressions that are appropriate for such a type of writing and also about some complete phrases that are typically used in business emails. At this stage, the students are not told about the differences between formal and informal emails, because a majority of the emails they receive and send are formal business emails and therefore these are of higher importance for them than informal ones.

As for phone calls, the main focus of content is very similar to the topic of emails. Some vocabulary and phrases which they may find useful when making or answering a business phone call are presented to the learners. They are also informed about the appropriate structure of conversation that is required is business phone calls.

The topics covered in *Functions* are useful for both business and everyday communication. *Functions* in Unit 2 deal with invitations. The following exercise is a very good source of useful phrases for making, accepting and refusing invitations. Both formal and informal utterances are included in the conversations so that the students can become aware of a number of expressions for this kind of situations. A series of other activities that deal with the same topic follows. The individual exercises are very similar to each other but since the learners at this level of English require a lot of revision, such exercises are offered in this coursebook.

2.7 Complete the conversations with these words. Then listen again and check.

I'd love to *would you are you free* *would be great Yes, OK* *Do you want* *I'm sorry*

1 A Nuria, _____[1] like to meet for coffee this morning?
B Thanks, I'd _____[2], but there's a staff meeting at eleven.
A How about this afternoon?
B _____[3]. Let's meet in reception at two o'clock.
A Fine. See you later.

2 A Javi, are you free this evening? _____[4] to see a show?
B Thanks, _____[5] like that. What's on?
A There's a Spanish band at the New Theatre. What do you think?
B Sure, that sounds good.

3 A Mayumi, _____[6] this weekend? Would you like to go sightseeing in Edinburgh?
B Oh, _____[7], I can't. Thanks for asking me but I have other plans.
A Oh, too bad. Perhaps another time?
B Yes, OK. That _____[8].

Figure 16: *Invitations* (IEE: 24)

In the introductory listening activity to Unit 5, many useful phrases for ordering food and drinks in a restaurant are included in one short conversation. Having listened to the conversation, the students are supposed to complete the following utterances with the expressions from the list. All of the utterances are literally transcribed from the listening, which means that this exercise can also serve as a summary of all the useful phrases.

5.5 Listen again. Complete the sentences with these phrases.

I'll have *Can you* *Would you like* *Could I* *Shall I* *What would you* *I'd like* *Do you have*

1 _____ like to drink?
2 _____ have a green tea?
3 _____ get you something to eat?
4 _____ get me a croissant?
5 _____ any green tea?
6 _____ an espresso and a green tea.
7 _____ anything to eat?
8 _____ two croissants, please.

Figure 17: *Ordering food and drink* (IEE: 60)

Afterwards, the exercises in which the learners can further practise the topic follow. The practising part covers both individual and pairwork activities. In the exercises aimed for individual work, the students can gain theoretical knowledge of the topic, which is important for further practical use. Thanks to the key in the last part of the coursebook, the students can immediately check whether their answers in these exercises are correct or not. The activities for pair work (or group work) are mostly communicative, they are usually realized in the form of the so-called roleplay dialogues.

In the roleplay dialogues the students are introduced to the topic (e.g. *a family being in a restaurant*) and they obtain their "new identities" (e.g. *a cook, a waiter, a mother* and so on). Then they are supposed to lead a conversation that is likely to appear in the given situation. The students do not represent themselves but the new characters that they were given for the purposes of the activity. More than one form of roleplay conversations appear in the *International Express* series.

The section of *Functions* in Unit 8 is called *Recommending places to visit*. In this topic, as well as in the others, a table with a summary of useful phrases is prepared for the learners, both in the form of revision and in its final completed version.

Asking for recommendations

Examples Are there any good shops?
Can you recommend anything to do at the weekend?
Do you know a good place to go sightseeing?
What local dishes should I try?
What / Where / When, etc. should I visit?

Giving recommendations

Examples (Place) is good / great for (books, souvenirs, shoppin
I'd recommend (going to / visiting, etc.) …
You should go to / visit / try …
Why don't you try (dish / drink, etc.)?

Giving warnings

Examples Avoid (place) because it's very (expensive, etc.).
You shouldn't go to the port because there's a lot of c

We use *should* / *shouldn't* to give or ask for advice.

Examples You should go to the National Gallery. It's fantastic.
What should I do in Birmingham?

Figure 18: *Summary of recommendations* (IEE: 101)

In the following exercise, the learners lead a conversation in which they are expected to discuss some aspects of their place of living. In fact, they are not limited by any other instructions, which signals that each group of the students may focus on different details. Being aware of some useful phrases for this topic, the students are expected to include them in their expressions. The teacher should moderate the dialogues in order to make sure that the learners do not avoid the recommended phrases.

7 **Choose a town or city that you know, but that your partner does not. Think of recommendations.**

- a place to go sightseeing
- a place for shopping
- a traditional dish/drink, and where to try it
- a warning

8 **Work in pairs. Ask for recommendations for the things in 7.**

Figure 19: *Recommendations* (IEE: 97)

In the *Functions* of Unit 5, the students have a lot of freedom in their performance, too. They are only instructed to prepare a conversation in a restaurant while being provided

with a menu to choose their order from. Then it is up to them to think of the phrases that they consider to be appropriate for such a situation. The students may hold the conversation as long as they wish because they are not limited in any way.

8 Work in pairs. Look at the menu. Take turns to order food and drinks.

Example A Are you ready to order?
B Yes, please. Could I have …
A What would you like to drink?
B I'll have …
A Would you like anything else?

Sandwiches		Desserts	
Chicken and lettuce	€5.50	Ice cream	€3.00
Prawn and mayonnaise	€5.00	Fruit salad	€3.50
Tuna and sweetcorn	€4.50	Chocolate cake	€4.00
Salads and Soups		**Hot Drinks**	
Chicken salad	€6.50	Cappuccino	€2.50
Egg salad	€6.00	Espresso	€1.50
Tomato / Mushroom / Onion soup	€5.00	Tea	€2.00
Pizza		Green tea	€2.00
Cheese and tomato	€8.00	**Cold Drinks**	
Mushroom, cheese, and tomato	€8.00	Apple / Orange / Grapefruit juice	€2.50
Chicken, mushroom, onion, cheese, and tomato	€9.00	Coke	€2.50
		Mineral water	€2.50

Figure 20: *Ordering from a menu* (IEE: 61)

The practical part of Unit 3 deals with travel information. In the roleplay activity of this unit, one student is expected to ask for information about a journey and their partner's task is to answer all the questions with the help of a table where all the information is stated. Then they swap their roles and repeat the process of asking and answering the questions about a journey. The learners are given instructions about what aspects of travel information they are interested in and, therefore, their only task is to formulate questions in an appropriate form.

Work in pairs. Student A, go to page 127. Student B, go to page 131. Take turns to ask for and give information about the journey from Tokyo Narita Airport to the centre of Tokyo.

- how to get to Tokyo city centre
- how long the journey takes
- how often the bus / train leaves
- how much the ticket costs
- how to buy a ticket
- when is the next bus / train
- which platform / bus stop

Figure 21: *Checking travel information* (IEE: 37)

Give Student B information about the Narita Express train service from Narita Airport to the centre of Tokyo.

Narita Express	
Journey time	1 hour 15 minutes to Tokyo Station.
Frequency	2 trains per hour
Price	€28 / ¥2,900
Buying a ticket	Ticket machine
Next train	In 12 minutes
Platform	Platform 1

Figure 22: *Checking travel information - student A* (IEE: 127)

1 Give Student A information about the limousine bus service from Narita Airport to the centre of Tokyo.

LIMOUSINE BUS					
Journey time	75–100 minutes	**Price**	€29 / ¥3,000	**Next bus**	In 20 minutes
How often	3–4 buses every hour	**Buying a ticket**	Driver or ticket counter	**Bus stop**	Number 16

Figure 23: *Checking travel information - student B* (IEE: 131)

In *Welcoming a visitor*, the topic of *Functions* in Unit 6, a new concept of a conversational activity is introduced. The students are asked to work in pairs and take turns in a dialogue. They are given a brief but clear description of each turn and they are expected to think of the individual utterances so that they can comply with the standards of politeness which is typical for the given situation. This type of activity is exclusively aimed for practising the topic of politeness.

Work in pairs. Take turns to welcome a visitor. Use the language from 4 and 6 to help you.

Host	Visitor
Welcome visitor and introduce yourself.	
	Greet host.
Ask about journey.	
	Describe your flight.
Ask if first visit.	
	You came last year for a conference.
Ask where visitor lives and works.	
	Describe your home town and company.
Offer drink.	
	Ask for drink.
Offer to show office.	
	Say yes.

Figure 24: *Welcoming a visitor* (IEE: 73)

3.4.2 Adjacency pairs

In *Functions 1*, the topic of which is introducing people, one of the learners' tasks is to put the conversation in the correct order. Despite their low level of English, the learners should be able to express the order in which the utterances logically follow one another. The conversations are very short in order to make the task easier for the students.

Order the conversations. Are they between colleagues or between people who don't know each other very well?

1 a Hi, Tom. How are you today? ___
b Good morning, Francine. 1
c I'm well, thanks. ___
d Fine, thanks. And you? ___
2 a Nice to meet you too. ___
b Kenji, can I introduce you to Sergei Menshikov? ___
c Sergei, this is Kenji Matsuda. ___
d Nice to meet you, Sergei. ___
3 a You too. Bye. ___
b OK, I'm finished for the day. See you tomorrow. ___
c Yes, see you. Have a good evening. ___
4 a Yes, I enjoyed meeting you too. ___
b Goodbye, Mark. It was nice meeting you. ___
c Thanks. I hope to see you again soon. Goodbye. ___
5 a Pleased to meet you, Rosaria. ___
b Hello. Pleased to meet you, Claire. I'm Rosaria Vallesi. ___
c Good morning. Can I introduce myself? My name is Claire Fry. ___

Figure 25: *Introducing conversations* (IEE: 13)

Another type of an exercise in which the main focus is on adjacency pairs is included in Unit 2 – *Invitations*. In many exercises the students are directed not to focus on individual words but rather on the sentences (or possible texts) as a whole. However, this activity requires that the students fully understand the sentences. The questions and answers are very similar to each other and therefore the learners must be careful about every single word in each utterance.

Match the questions 1–5 and answers a–e.

1 Would you like to go to a museum tomorrow?
2 Do you want to get a pizza?
3 Are you free on Sunday?
4 Do you want to meet for coffee next week?
5 Would you like to go to the cinema tonight?

a Yes, I am. What do you want to do?
b Yes, I'd like that. Which museum?
c Yes, that would be good. I'm hungry.
d Thanks, I'd love to, but I'm away next week.
e Thanks for asking me, but I'm sorry I can't. I'm busy tonight.

Figure 26: *Invitations* (IEE: 25)

Another activity based on matching adjacency pairs is in Unit 6. Even though it is further in the coursebook and thus, one might expect the exercise to be more difficult than the previous one, this is not the case. There are six questions in the left column, all of which are of different content. On top of that, they are also of different type – some are *yes/no questions*, one is a *wh-question* and one is a combination of a *yes/no question* and *an alternative question*. It is not common for the learners to know linguistic terminology but most of them realize that the reply to the question "Where are you based?" does not normally start with "yes" or "no". For these reasons, the students should not find this exercise too challenging.

3 Match questions 1–6 with responses a–f.

1	Is this your first visit to Japan?	a	My flight was delayed but it was OK.
2	Was it easy to find our office?	b	Not really. I go on two trips a year.
3	Did you have a good flight?	c	I work in our local office in Lyon.
4	Would you like a tea or a coffee?	d	Yes. Could I have a coffee, please?
5	Do you travel a lot for your job?	e	No problem at all. I walked here from the hotel.
6	Where are you based?	f	No, it isn't. I visited Tokyo last year.

Figure 27: *Welcoming a visitor* (IEE: 72)

The exercise in the *Functions* of Unit 5 does not only deal with sets of questions and answers but it is the whole conversation that is being focused on. The very first utterance of the dialogue is marked and the students should recognize the order in which the utterances logically follow one another. Afterwards, the audio recording of the conversation is offered to the learners, in which they can check whether or not their assumptions were correct, i.e. whether they have put the sentences in the right order, so that the whole conversation makes sense. The students are expected to take the whole context of the conversational situation into consideration.

5.6 Work in pairs. Put the conversation between the waiter and the customer in the correct order. Then listen and check.

Waiter	Customer
1 Are you ready to order?	___ Can I have the egg salad, please?
___ What would you like?	___ OK. Can I have an apple juice, please?
___ Yes. We have orange, apple, and grapefruit juice.	___ Yes, I am.
___ Would you like anything to drink with the salad?	___ No. That's all, thanks.
___ Certainly. Anything else?	___ Yes. Do you have any juice?

Figure 28: *Ordering in a restaurant* (IEE: 61)

3.4.3 Context

In Unit 1, the topic of which is introductions, there is an easy exercise with a conversation between a receptionist and a visitor to the hotel. The students are expected to complete the speakers' turns with the words from the list. If they understand the text, it should be easy for them to predict with which words should the sentences be completed.

Complete the conversation at reception with these words.

sign seat meeting tell time

Visitor	Good morning. My name's Sally Daniels. I have a _____[1] with Alia Davey.
Receptionist	Good morning, Ms Daniels. What _____[2] is your meeting with Alia?
Visitor	Eleven o'clock.
Receptionist	OK, can you _____[3] the Visitor's Book, please?
Visitor	Yes, of course.
Receptionist	Thank you, Ms Daniels. If you'd like to take a _____[4] over there, I'll _____[5] Alia that you are here.
Visitor	Thank you.

Figure 29: *Introducing oneself* (IEE: 16)

3.4.4 Summary of International Express Elementary

The CEFR defines the language level A2 as follows: "It is at this level that the majority of descriptors stating social functions are to be found", for example, *make and react on an invitation; make arrangement; make and accept an offer, ask questions about personal information* (CEFR 33). These topics are in full correspondance with the topics of practical parts of *International Express Elementary.*

In each of ten units of the coursebook, there are five or six pages that are devoted to the practical use of English. The students are exposed to a great deal of activities that help them improve in all four main language skills. However, listening and speaking skills are definitely practised the most.

3.5 English File Pre-Intermediate (EFP)

Similarly to *English File Elementary*, Rob and Jenny are the main characters of *English File Pre-intermediate*. Some of the topics of *Episodes* are the same as those that were covered in the previous level of the coursebook – in a hotel, in a restaurant and giving and getting directions. However, the skills of the targeted learners of *English File Pre-intermediate* are on a higher level than those of the learners of *English File Elementary*. This implies that those students who work with this coursebook are likely to approach the topics from a different point of view, to lead the dialogues more naturally and to be able to express more details in their speech. Thus, the lessons will not be identical. The other *Episodes* in the coursebook deal with the situations in a shop and in a pharmacy. The last practical part focuses on making phone calls; in fact, this is the very first time that the topic of making phone calls is introduced in the *English File* series.

3.5.1 Politeness

As regards the politeness issues, the *Episode 1* is focused on the situations in a hotel, specifically on the inconveniences which are possible to appear and in which the students are expected to know how to behave in a polite way. The students learn some phrases that they can use when informing the receptionist about their problems. The source of information for the useful phrases associated with the given topic is a video in which Rob is contacting the reception of the hotel for the reason of the broken air-conditioning and bad wi-fi signal.

The students at this stage of their process of learning know only a little about how to express future and therefore the authors of the coursebook appended a table to the unit in which making offers with the use of "will" is presented.

I'll

A There's a problem with the air conditioning.
B I'll send somebody to look at it.

I'll = I will. We use *I'll* + verb to offer to do something.

Figure 30: *Offers with "will"* (EFP: 11)

Having been instructed about the structure of an offer, the students are supposed to roleplay a similar situation to the one that was presented by Rob and the receptionist in the video. The students are given only very brief instructions, which means they should think of the problems, solutions and appropriate phrases for the whole conversation themselves. However, those students who represent the receptionists are allowed to glance at the useful phrases mentioned in the coursebook. This type of exercise checks the students' understanding of the topic quite thoroughly, as the coursebook provides them with just a little help.

In pairs, roleplay the dialogue.

A (book open) You are the receptionist. **B** (book closed) You are a guest. You have two problems with your room (think about what they are). **A** Offer to do something about **B**'s problems. You begin with *Hello, reception*.

Swap roles.

Figure 31: *Hotel problems - roleplay* (EFP: 11)

The *Episode 2* deals with the situations in a restaurant. Even though a very similar topic was covered in one of the *Episodes* of *English File Elementary*, the content of the two topics differ in some aspects.

First, the students are encouraged to remember the useful phrases that they are already familiar with. Namely, they are expected to suggest utterances that are common to use when asking for a reservation of a table, making an order and asking for a bill.

RESTAURANT QUIZ

What do you call...?

1 the book or list which tells you what food there is
2 the three parts of a meal
3 the person who serves you
4 the piece of paper with the price of the meal
5 extra money you leave if you are happy with your meal or with the service

What do you say...?

1 if you want a table for four people
2 when the waiter asks you what you want
3 when you are ready to pay

Figure 32: *Revision of useful phrases in a restaurant* (EFP: 26)

The core dialogues of both *Episodes* are displayed below. One can see that the form of the whole dialogue in *English File Pre-intermediate* is more complex than that in *English File Elementary*. There are only basic questions in the *Elementary* book whereas in the *Pre-intermediate* one more detailed questions are asked. In the example dialogue, which is taken from the *Pre-intermediate level*, the attributes of politeness appear in almost every utterance.

In my opinion, it is beneficial that the teacher makes sure that the students understand the words *sir* and *ma'am* and their use. In the case of Czech learners this step is important especially for the reason of possible confusion of these two words and the words *mister* and *missis* when addressing people. The misuse of these expressions origins in the Czech language, in which the equivalents for *sir* and *madam* are identical with the equivalents of *mister* and *missis* – *pan* (for males) and *paní* (for females).

You Hear	You Say
Good evening. Do you have a _____?	Yes, a table for two. My name's Daniel O'Connor.
Come this _____, please.	
Are you ready to _____?	Yes. The soup and the mushroom ravioli, please. I'd like the mozzarella salad and then the chicken, please.
What would you _____ to drink?	Just water for me. A bottle of mineral water, please.
_____ or sparkling?	Is sparkling OK? Yes, sparkling.
Thank you, sir.	Thank you.

Figure 33: *In a restaurant - EFE* (EFE: 75)

You Hear	You Say
Are you ready to _____?	Yes, please.
Can I get you something to _____ with?	No, thank you. I'd like the tuna with a green salad.
And for you, sir?	I'll have the steak, please.
Would you like that with fries or a baked _____?	Fries, please.
How would you like your steak? Rare, _____, or well done?	Well done. Nothing for me.
OK. And to _____?	Water, please.
_____ or sparkling?	Sparkling.
The tuna for you ma'am, and the steak for you, _____.	I'm sorry, but I asked for a green salad, not fries.
No problem. I'll _____ it.	Excuse me.
Yes, sir?	Sorry, I asked for my steak well done and this is rare.

Figure 34: *In a restaurant - EFP* (EFP: 27)

In the introductory video to Episode 3, Rob and his colleague Holly discuss Rob's problem of not being fit. Holly suggests some activities that would be effective for Rob to get fit. While making suggestions, she uses the structure of *Why don't you...?*. In my opinion, it is

a really useful phrase but regrettably, only a few English teachers are inclined to include this phrase into the vocabulary that they present to their students. There are two specific examples of the phrase presented in the video, which are summarized in the table. Afterwards, the students are asked to discuss the problems of remembering English vocabulary and make suggestions with *Why don't you...?*. I believe that the topic for a discussion is chosen very effectively because students can exchange experience on an issue which is close to most of them and therefore they are likely to appreciate some advice in this area. There are two more videos in this Episode, but, regrettably, the new phrase is included only once in the videos.

Making suggestions with *Why don't you...?*

A Why don't you get a bike?
B That's a good idea, but I'm only here for a month.
A Why don't you come and play basketball?
B That's a great idea!

Figure 35: *"Why don't you...?"* (EFP: 42)

Practise making suggestions with a partner.

A You have problems remembering English vocabulary. Tell **B**.
B Make two suggestions.
A Respond. If you don't think it's a good idea, say why.

Figure 36: *Dialogues with "why don't you...?"* (EFP: 42)

The core dialogue in *Episode 5 – Getting around* is not very polite. It is a conversation between Rob and Jenny and the level of politeness between the two friends is definitely lower than in a situation in which other people appear, too. This dialogue may be compared to a similar dialogue from *English File Elementary*, in which it is not Rob or Jenny who is asked for help, but people in the street.

You Say	You Hear
How do I get to Greenwich Village on the subway?	Go to the subway station at Prospect Park. _____ the B train to West 4th Street.
How many stops is that?	Six or seven.
OK. And then?	From West 4th Street take the A train, and get _____ at 14th Street.
Could you say that again?	OK. From Prospect Park take the B train to West 4th Street, and then take the A train to 14th Street. That's only one _____.
Where's the restaurant?	Come out of the subway on Eighth Avenue, go _____ on for about 50 yards and take the _____ left. That's Greenwich Avenue. The restaurant's on the _____. It's called The Tea Set.
OK, thanks. See you later.	And don't get _____!

Figure 37: *Getting around* (EFP: 75)

At the very end of each *Episode*, there is a short summary of the skills that the students are expected to acquire in the given unit. The summary of Unit 5 suggests that the students should be able to apologize themselves. The videos do not focus much on apologies, though. Only the phrases *I'm sorry* and *I'm so sorry* are used in the last conversation between Rob and Jenny and no other examples or any kind of further explanation is offered to the students. I think the learners of the coursebook can be provided with more ways of apologizing, both formal and informal.

Can you...?

- ☐ give and understand directions in the street
- ☐ give and understand directions for using public transport
- ☐ apologize

Figure 38: *Summary of Episode 5* (EFP: 75)

The final *Episode* of *English File Pre-intermediate* focuses on making phone calls. In the core video of this unit, all the important phrases are included. The students learn how to begin and how to lead a phone call, how to leave a message, and what expressions are used to describe a problem (e.g. busy line or a person's absence from their office). Moreover, the set of conversation also deals with phrases related to the answering machine. Some of the phrases appear also in the following video, with which the series of practical English is finished.

You Hear	You Say
Hello. *Broadway Grill.*	Oh, sorry. I have the wrong number.
NewYork24seven. _____ can I help you?	Hello. Can I speak to Barbara Keaton, please?
Just a second. I'll put you _____. ... Hello.	Hi, is that Barbara?
No, I'm sorry. She's not at her _____ right now.	Can I leave a message, please?
Sure.	Can you tell her Rob Walker called? I'll call back later.
I'll give her the _____. You could try her cell phone.	Yes, I'll do that. Thank you.
I'm sorry, I can't take your _____ at the moment. Please _____ a message after the beep.	Hello, Barbara. This is Rob returning your call.
NewYork24seven. How can I help you?	Hello. It's Rob again. Can I speak to Barbara, please?
Just a second. I'm sorry, the line's _____. Do you want to hold?	OK, I'll hold.
Hello.	Hi, Barbara. It's me, Rob.
Rob, hi! I tried to call you earlier.	What did you want to talk about?

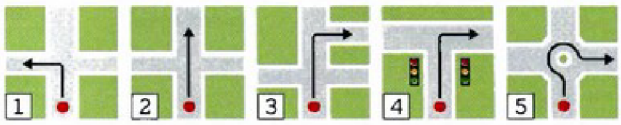
Figure 39: *Phone conversation* (EFP: 91)

3.5.2 Adjacency pairs

Unfortunetaly, the notion of adjacency pairs does not occur throughout all the *Episodes*.

3.5.3 Context

In *Episode 5*, there is an activity in which the students are supposed to complete the phrases. The exercise is supplemented by the pictures of roads. Besides that, the title of the *Episode* is *Getting around*. Therefore it is obvious that the lesson deals with giving and getting directions. Nevertheless, I believe that the learners would be able to complete the utterances even without the pictures and without being aware of the title of the *Episode*. The topic of giving and getting directions has its specific terminology that should help the students to recognize the subject of the activity.



a Look at the pictures and complete the phrases.

1 Turn _____.
2 Go _____ on.
3 Take the _____ turning on the right.
4 Turn right at the _____ lights.
5 Go round the _____ and take the third exit.

Figure 40: *Getting around - vocabulary* (EFP: 74)

3.5.4 Summary of English File Pre-intermediate

Neither the topics of the practical parts, nor the layout of *English File Pre-intermediate* significantly differ from the topics of the previous level of the coursebook series. Each *Episode* consists of three videos, a table with a conversation to complete, a roleplay activity, and a table with some useful phrases. Therefore, the students' performances in these activities are very similar to those from *English File Elementary*. However, as the students are working hard towards acquiring B1 level of the language, they keep improving in all four main language skills, and also their general communicative competence is on a

higher level. These are the factors that distinguish the students' outputs of the two levels of the *English File* series.

3.6 International Express Pre-Intermediate (IEP)

The topics of *Work skills* and *Functions* in *International Express Pre-intermediate* are similar to those from the previous level of the series. However, as was mentioned previously in the thesis, in the part where there were *English File Elementary* and *English File Pre-intermediate* compared, the difference is not in the topics but rather in the students' abilities. Since the coursebook deals with business issues, the range of topics is limited. Yet, the students' outputs may differ a lot thanks to the knowledge and abilities they gain during their process of learning.

The sections of *Work skills* introduce the topics of emails, phone calls, meetings and presentations. The sections of *Functions* cover the following topics – the situations in a hotel and in a restaurant, greetings, making arrangements, giving advice and opinion, invitations and offers, making suggestions and job interviews.

3.6.1 Politeness

The *Functions* in Unit 1 approach greetings and introductions. In one of the exercises, the students' task is to organize the phrases into three groups, according to their use. In the activity that follows the table, the students are asked to practice the short conversations with these phrases.

Focus

Read the examples below.

Laura, let me introduce you to Charles Ward. 3
Oh, hi Ken. Great to see you. ___
How are you? ___
Can I introduce myself? I'm Ken Martin. ___
Very pleased to meet you, Emma. ___
It's nice to see you again. ___
Nice to meet you too, Nathalie. ___
How are things? ___
You must be Emma. ___

Which phrases do you use for the following situations?

1 to introduce yourself
2 to greet someone you know
3 to introduce or greet someone for the first time

Figure 41: *First meetings and greetings* (IEP: 13)

Work in pairs and groups of three.

1 Introduce yourself to another person in your class.
2 Introduce two people to each other.
3 Say hello to people you know.

Figure 42: *First meetings and greetings – roleplay* (IEP: 13)

In Unit 3, the topic of making business and friendly phone calls is discussed. There are two example conversations realized by the same caller. Even though the whole transcript of the phone calls is not available in the unit, the learners are able to identify which dialogue is more formal and which is less formal based on some phrases that are presented in the exercise. The phone call which is more formal also contains more polite phrases and more indirect questions than the other one.

3 Put these phrases from the two phone calls in the order you hear them.

Call 1

a Could you hold the line? I'll put you through.
b Thanks for getting back to me.
c May I ask who's calling?
d Cathy speaking. How can I help you?
e I'm just returning your call.
f Could I speak to Alex Borini, please?

Call 2

a Listen, this is just a quick call.
b Hold on a second.
c Hi, is that ...?
d Naomi's on another line.
e How are you?
f Could you ask her to call me back?
g Who's calling?

Figure 43: *Formal and informal phone calls* (IEP: 35)

In *Eating out*, which is the topic of *Functions* in Unit 5, the students look at a picture of four people in a restaurant and listen to their orders. All the four participants and the waiter are very polite in their speeches. Afterwards, the customers' phrases are summarized in a table and the students' task is to group them according to their functions.

Look at the sentences below and label them 1–4, according to their function.

a Could we have a table by the window?
b Can I just ask? Does the soup have any gluten in it?
c I'd like a cranberry juice.
d I'll have a caffè latte, please.
e Have you got any bread?
f Some mineral water, please.
g Could I have the grilled chicken salad?
h Could you bring the bill now?

1 Ordering food and drink
2 Asking someone to do something
3 Asking for information
4 Making general requests

Figure 44: *Eating out* (IEP: 61)

Work skills in Unit 8 deal with politeness to a great extent. The topic of the lesson is turn-taking and turn-giving in meetings. In the first activity, the learners are asked which of the following acts are acceptable when one demands to say something in a meeting: putting one's hand up, standing up, coughing, pointing at someone, making eye contact with the person who is speaking, waiting until one is asked. First, the students evaluate the acts on their own, according to their own beliefs. Then the discussion is held with the whole class, in which the students present their assumptions, supported by the reasons for which some of the acts are unacceptable. After the discussion, the students listen to a short part of a meeting. The participants of the meeting discuss a training for the employees of their company. As more of them want to express their opinions, they interrupt each other and their speeches overlap. Even though the people's behaviour is not very respectful to the others, their arguments are expressed in a polite way. Not all the phrases from the table are actually used in the recording, nevertheless, more possibilities of how to start one's turn in a discussion are presented to the students. The last part of the lesson is devoted to taking turns with the respect to the others. The participants do not speak until they are asked to do so and if not, the leader of the meeting asks the person to wait and let their colleague finish their turn. In the very last step of the topic, the students are asked to act out a scene from a meeting with the use of some of the expressions that were presented to them. The instructions say one person in each group is the leader and the topic of the meeting is "rules in the workplace". The participants of the meeting are allowed to speak whenever they want and it is the leader's task to control the discussion.

Turn-taking / Interrupting
May I?
Sorry …
Excuse me …
Sorry to interrupt, but …
Could I just say …
I'd just like to …

Figure 45: *Turn-taking* (IEP: 95)

Turn-giving
Paula, what do you think? Any comments, Karl? How about you, Ted? John? Sorry, Charles, could you let …

Figure 46: *Turn-giving* (IEP: 95)

In the *Functions* of Unit 8, invitations and offers are discussed. In the introductory listening, in which there is a woman at her friends' house in Rio de Janeiro and her friends invite her to some interesting places in Rio, more phrases are used for making and responding to an invitation. Having listened to the conversation, the students are supposed to complete the sentences in exercises 1 and 2. The set of utterances that are used for making and responding to an invitation may serve as a source of useful phrases afterwards.

1 •)) 8.8 **Emma King is visiting some friends in Rio de Janeiro. Listen to the conversation and complete the questions.**

1 Would you like _____?
2 Would you like to _____?
3 Would you like us _____?
4 _____ pick you up at your hotel at about 2.00.
5 Would you like to _____?

2 •)) 8.9 **Listen and complete Emma's responses. Which response is negative?**

1 Yes, I'd love _____. Thanks.
2 I'd love _____.
3 Yes, _____. It sounds great.
4 _____. That's perfect.
5 I'd love to, _____ I've promised to meet Ken on Sunday.

Figure 47: *Invitations and offers* (IEP: 96)

In the other exercises of these *Functions*, the students are supposed to roleplay several situations (e.g. a dialogue about reading novels or about the way to the airport) and use the expressions from *Figure 44* in their conversations.

The form of the following section of *Functions* is very similar. As well as in the previous topic, there is a core listening activity with all the important phrases naturally included in it. The recording was taken in a meeting where the employees discuss a problem with their supplier. The participants suggest some possible solutions to the problem and despite the fact that not all the ideas are positively accepted by the others, all the participants follow the principles of politeness in their speaking. To make the students more involved in the topic, some utterances are not completed and the students' task is to finish the suggestions of the participants of the meeting.

9.6 Listen and complete the extracts from the meeting.

1	Tamara	What about _____?
	Mike	Yes, that's a possibility.
2	Ed	Why don't we _____?
	Mike	That's a good idea.
3	Mike	How about _____?
	Tamara	I'm sorry, but I don't think that will work.
4	Mike	We could _____.
	Tamara	Absolutely not.
5	Mike	Let's _____.
	Ed	OK. Let's do that. I can do that now.
6	Mike	I suggest we _____.
	Tamara	Good idea, Mike.

Figure 48: *Making suggestions* (IEP: 108)

3.6.2 Adjacency pairs

The first exercise which deals with adjacency pairs appears in the *Functions* of Unit 3. The topic of the lesson is *Asking for and giving advice* and the students's task is to match the questions, in which some issues are raised, with the appropriate answers, where possible pieces of advice are presented. The whole exercise is related to a trip to Brazil, yet there is a diversity in the content of both the questions and the reactions and therefore the students should not have problems with the task. Moreover, the exercise is based on a listening activity, which makes the task even less problematic.

3.6 Ken and Emma ask a friend, Geoff, for some advice about their trip to Brazil. Listen and match Ken and Emma's questions with Geoff's answers.

1 What should we do about jet lag?
2 What's the best way to get travel information?
3 Is there anything we need to be careful about?
4 Should we change some money at the airport?
5 Do we need to get insurance?
6 What's the best way to get around?
7 Do you think we should learn some Portuguese?

a Yes, that's a good idea. You need to pay for a taxi from the airport.
b Taxis are probably the best way. So you need to know the different types of taxi.
c Yes, that's a great idea. Why don't you try something like googletranslate?
d Yes, I think you should get travel and medical insurance.
e You should have a look at Tripit.
f If I were you, I'd try to sleep for an hour or two between Madrid and Rio.
g No, not really. Rio's pretty safe. The best thing to do is check where you are going and be sensible.

Figure 49: *Giving advice* (IEP: 36)

In the *Review* of Unit 3, there is an exercise the main point of which is the same as in the previous case, but the actual execution is different. There are three situations described in it and nine pieces of advice, which means each of the situations can be considered from three points of view. Then the students decide which opinion they sympathize with and which piece of advice is the most valuable to them.

Match the advice with the three situations.

1 I'm going on a business trip to Washington next week and I've just noticed that my passport has expired.
2 I've got an interview for a new job next Tuesday at 10 a.m. What should I do about taking the time off work?
3 I'm going to visit my family in Germany soon and I'm really nervous about flying with my nine-month-old baby son.

a You should tell the truth.
b Why don't you take lots of toys and snacks with you!
c The best thing to do is phone the passport office and ask if they have an express service.
d You should try not to worry – he'll be fine!
e If I were you, I'd book half a day's holiday. Say you have a doctor's appointment.
f I think you should explain the situation to your boss as soon as possible.
g Why don't you ask your family to visit you instead.
h You should ask the interviewer for an early morning or late afternoon interview instead?
i You need to find a colleague who can go in your place.

Figure 50: *Giving various advice* (IEP: 41)

Functions in Unit 6 discuss the situations in a hotel. In one of the exercises the students are asked to match the customers' utterances with the reactions of the staff. The subject of each dialogue is different, therefore it should not be too difficult for the learners to logically match the sentences.

6 Match the two parts of the conversations, 1–6 and a–f.

1 I'd like to order some drinks.
2 I can't get the shower to work.
3 Could I see your credit card, please?
4 Is there anything else I can help you with?
5 The carpet in my room is very dirty.
6 Are you staying for two nights?

a I see. Have you tried the tap on the left?
b Yes, of course. Here it is.
c Certainly, sir. What would you like?
d I'm very sorry to hear that, sir. I'll get someone to clean it immediately.
e Yes, that's right.
f Yes, could you tell me how to get to the beach from here?

Figure 51: *Situations in a hotel* (IEP: 73)

The matching exercise related to invitations and offers in *Functions 8* is more challenging than the previous activity. All the first parts begin with *Would you like...?* and all the second parts react to these offers. The learners have to understand the vocabulary and be aware of some rules in English to be able to manage the task. For example, those who know that *one* can only represent a countable noun will easily identify that response *a* matches offer *2*.

Match the invitations and offers with the responses.

1 Would you like to go sailing at the weekend?	a I'd love one.
2 Would you like a glass of water?	b I'd love to, but I get seasick.
3 Would you like me to get a ticket for you?	c Thanks for the offer, but I've ordered a taxi.
4 Would you like some chocolate?	d I'd love some.
5 Would you like me to give you a lift?	e I'd love to.
6 Would you like to go shopping on Saturday?	f Yes, please.

Figure 52: *Invitations and offers* (IEP: 97)

The topic of making suggestions in Unit 9 contains an exercise with adjacency pairs as well. Similarly to the exercise from Unit 8, this activity requires the students' understanding of the vocabulary in order to be successful in finishing the task. Namely, the students who do not know that both *a speaker* and *who* are associated with a person and both *a bonus system* and *the budget* are related to money may have problems to complete the task.

Match the suggestions and responses.

1 Let's email all staff and ask them for their ideas.	a That's a good idea. But who can we ask?
2 What about offering a free gift?	b No way. Nobody else offers the same quality.
3 I suggest we find a new supplier.	c Good idea. What websites are you thinking of?
4 We could advertise online.	d I'm sorry, but I don't think we have the budget for that.
5 Why don't we invite a different speaker?	e OK. Let's do that. I'll send a group mail now.
6 How about introducing a bonus system?	f Yes, that's a possibility, but we have to think about the cost of the gifts.

Figure 53: *Making suggestions* (IEP: 113)

3.6.3 Context

In the *Functions* of Unit 2, the students are supposed to fill the phrases from the list into the telephone conversation between Paul and Kay. There are six phrases in the list, five out of which begin with a capital letter. Thus, it is very easy for the students to identify the phrase which should be filled in the last blank space, which is the only one in the middle of a sentence. However, the learners are likely not to have problems with the other blank spaces, either. There are hints in the sentences that may help the students finish the exercise. For example, *I can't make* is the only phrase (from the five ones that are left) without the syntactic structure of a question; therefore it is bound to be in blank space number one, which requires a non-questional structure of a phrase.

Paul Lee calls Kay Saunders. Complete the conversation with these phrases.

Are you free *Can we arrange* *How about*
I can't make *that's fine* *When would be good*

Paul Hi, Kay. It's Paul Lee.
Kay Oh hi, Paul. How are you?
Paul I'm fine, thanks. Listen, Kay, I'm sorry but _____[1] Thursday afternoon. _____[2] another time?
Kay Sure. _____[3] next week sometime?
Paul OK. _____[4] for you?
Kay Monday afternoon?
Paul Let me just check. Monday afternoon. Looks OK. What time?
Kay _____[5] at 2.00?
Paul 2.00. Yes, _____[6] with me. Let's meet at my office.
Kay OK. Great. See you Monday.
Paul Great. Have a good weekend.

Figure 54: *Schedules and arrangements* (IEP: 25)

An exercise of a completely different character from those that were already mentioned in the thesis is in the *Review* of Unit 5. The learners are presented a conversation between three people, in which more than a half of the words are missing. This type of an exercise seems to be extremely difficult. In fact, from the context the students know that the conversation is held in a restaurant – one of the characters of the conversation is a waitress and the exercise appears in the unit called *Eating out*. Having had some information of the context of the exercise, the students are expected to be able to manage to complete all the sentences. On top of that, those students who are not sure about some of the sentences can go through the whole unit, where all the phrases are mentioned.

Complete the conversation.

Waitress Are you r_____ t_____ o_____[1]?
Filipe Yes, I'_____ h_____ t_____[2] chicken noodles, p_____.
Luis I_____ t_____ a_____[3] meat in the soup of the day?
Waitress No, i_____ v_____[4].
Luis OK, I'_____ l_____[5] that then. And, c_____ I h_____ s_____[6] bread with it?
Waitress Of c_____[7]. W_____ w_____ y_____ l_____ t_____ d_____[8]?
Luis A_____ o_____ j_____[9] for me, please.
Filipe And a beer f_____ m_____[10], please.
Waitress OK, I'll bring the drinks now.

Figure 55: *Eating in a restaurant* (IEP: 65)

Work skills in Unit 6 deal with making phone calls. One of the students' task is to decide which of the following statements they hear in one of the example recordings. Deictic expressions have an important role in the statements. The listening exercise describes a situation in a meeting, where the mobile phone of one of the participants starts to ring. One needs to be aware of the context of the phone call to be able to identify the meaning of the deictic expressions *this, this call, right now, at the moment, later.*

Call 1

1 Do you mind if I take this?
Is it OK to answer this call?

2 I can't speak right now.
It's difficult to talk at the moment.

3 Can I call you back?
Can I phone you later?

Figure 56: *Answering the phone*
(IEP: 71)

3.6.4 Summary of International Express Pre-intermediate

Similarly to the *English File series*, *Elementary* and *Pre-intermediate* levels of *International Express* are very similar to each other. Thus, as the students do not focus much on a new topic, they work hard on their fluency and accuracy and they learn how to express themselves in a more natural way.

The layout of the practical sections of the coursebook is also similar to the concept of *International Express Elementary*. Nevertheless, the range of activities is quite wide, which makes the practical lessons more varied and less predictable for the students. All the three investigated aspects are included in the activities, each of them in many forms enabling practice.

3.7 English File Intermediate (EFI)

The layout of the coursebook is slightly different – whereas all units in the previous levels of *English File* series consisted of two pages, each unit of *Intermediate* coursebook consists of four pages. Thus, there are only five practical *Episodes* in *English File Intermediate*.

Rob and Jenny remain the central characters of the practical parts of the coursebook. However, as they became partners in the last *Episode* of *English File Pre-intermediate*, the focus of the *Episodes* of this coursebook is on Rob's and Jenny's personal lives. The topics of the Episodes are meeting one's partner's parents, giving opinions, meeting old friends, a night out and changes in life.

3.7.1 Politeness

In the first *Episode*, Jenny introduces Rob to her parents. In the three videos that are part of the *Episode*, both pleasant and unpleasant situations are discussed (e.g. Rob has forgotten his present for Jenny's mother, Jenny has been promoted, etc.). The other people are supposed to react to these situations with appropriate phrases. All of the examples in the table are naturally included in the conversation at Jenny's parents' house therefore the students can see when and how they are used.

1 31 Watch or listen and repeat the phrases in the chart below. Copy the rhythm and intonation.

REACTING TO WHAT PEOPLE SAY

What you say when you hear...	
something surprising	You're kidding. I don't believe it.
something interesting	Really?
some good news	How fantastic! That's great news! What a great idea!
some bad news	Oh no! What a pity. Never mind.

Figure 57: *Reactions* (EFI: 13)

How + adjective, What + noun
We often use *How* + adjective or *What* + noun to respond to what people say.
How interesting! How awful! How amazing!
What a pity! What a good idea! What terrible news!

Figure 58: *Reactions with "how" or "what"* (EFI: 13)

In *Episode 3*, which is called *Old Friends*, Jenny meets her friend from school. They agree to go to a café where Rob joins them. Later on, Rob asks Jenny to do a favour for him. A friend of his comes to New York for a weekend but unfortunately, Rob is too busy to pick him up at the airport. Therefore, he needs Jenny to do so. In this short conversation, the students can notice a great deal of useful phrases for asking for a favour and subsequent reactions.

Afterwards, the students are invited to roleplay some situations, in which one of them needs a favour and looks for anybody who is willing to help them. The learners are expected to include polite phrases from the video in their dialogues.

Asking permission

1	**Rob**	Do you _____ if I join you?
	Monica	Of _____ not. Come on, sit down.
2	**Rob**	Is it _____ if we change our plans a bit this week?
	Jenny	Er...sure.

Requests: asking someone to do something

1	**Rob**	_____ you pass the sugar?
	Jenny	_____.
2	**Rob**	Could you do me a big _____? I have to work late this evening, so... would you mind _____ him at the airport?
	Jenny	_____ at all. I'd like to meet him.
3	**Rob**	And do you think you _____ take him to my flat? I'll give you the keys.
	Jenny	No _____, Rob.

Figure 59: *Permissions and requests* (EFI: 53)

PE3 COULD YOU DO ME A FAVOUR?

Students A+B

a Look at the verb phrases below. Choose two things you would like somebody to do for you. Think about any details, e.g. what kind of dog it is, how much money you need, etc.

- **look after** (your children, your dog for the weekend, you flat while you're away, etc.)
- **lend you** (some money, their car, etc.)
- **give you a lift** (home, to the town centre, etc.)
- **help you** (with a problem, with your homework, to paint your flat, to choose some new clothes, etc.)

b Ask as many other students as possible. Be polite (*Could you do me a big favour? Would you mind...? Do you think you could...?*) and explain why you want the favour. How many people agree to help you?

Figure 60: *Doing favours* (EFI: 105)

The story of Jenny and Rob continues in *Episode 4*. Rob is visited by his old friend and they ponder the activities that might be interesting for them to do. Thus, making suggestions is a natural part of the dialogues in this *Episode*. A variety of them are presented in the following transcription of their dialogues. Since the conversation is of friendly character, the students can use many of the phrases in their everyday lives.

The second table informs the students of the grammatical form of a verb that should follow. It is a useful summary of all the important phrases, though.

1	**Paul**	What shall we _____ now?
	Rob	What do you want to do?
	Paul	Well... I haven't been on a dance floor for weeks now. I've got to move my body. _____ go dancing!
2	**Jenny**	I'm going running in the morning. Why _____ you join me?
	Paul	No thanks. I'm not very _____ on running. But I've read about this place called Deep Space, where they play great music. We _____ go there.
3	**Jenny**	_____ about going to the late show at MOMA?
	Paul	MOMA? What's that?
4	**Jenny**	_____ about staying in and watching a movie on TV?
	Paul	I'm in New York. I can watch TV anywhere.
5	**Paul**	I didn't think so. So _____ we go there?
	Rob	_____ not?
6	**Rob**	We _____ meet her outside and go together.
	Paul	That's a great _____!

Figure 61: *Making suggestions* (EFI: 73)

Verb forms

Remember to use the infinitive without *to* after:

Shall we... *We could...* *Why don't you / we...* *Let's...*

Remember to use the gerund after:

What about...? *How about...?*

Figure 62: *Phrases for making suggestions* (EFI: 73)

The very last *Episode* of the coursebook deals with indirect questions. The topic of indirect questions is introduced to the students in the inductive way. First, they watch a video in which several examples of indirect questions are provided. Then the learners are asked to practise similar conversations. Only after then they are instructed about the topic of indirect questions. The students are offered many examples and many possibilities to practise later in the *Episode* but regrettably, they are not informed about the reason for using this type of questions.

5 24 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1	Jenny	Could you _____ me why Paul is still in your apartment?
	Rob	Well, he couldn't get a ticket to Boston...
2	Jenny	Do you _____ if he's got one now?
	Rob	I bought it! He's leaving this evening.
3	Jenny	Look Rob, I'd _____ to know what you really want.
	Rob	What do you mean?
4	Jenny	I _____ if you really want to be here. I wonder if...
	Rob	Jenny, what is it?
5	Don	I need a word. _____ you tell me what you decided at the last meeting?
	Jenny	Right away, Don. Rob was just leaving.

Figure 63: *Indirect questions* (EFI: 92)

3.7.2 Adjacency pairs

Unfortunetaly, the notion of adjacency pairs does not occur throughout all the Episodes.

3.7.3 Context

In *Episode 2*, Rob, Jenny, their boss and a singer with whom Rob carries out an interview discuss the similarities and differences of London and New York. As each of them has their own preferences and opinions, they share their points of view and agree and disagree with each other. Being aware that all the phrases are related to the topic of giving opinions, the learners are likely to complete at least some utterances in the conversations. Nevertheless, the exercise is presented to them only after watching the video in which all these phrases are included. Therefore, the task of completing the phrases should not be too challenging for the students.

2 30 Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1	**Kerri**	_____, I think people in London are a lot more easy-going. London's just not as hectic as New York.
	Don	Sure, we all like peace and quiet. But in my _____, New York is possibly... well, no, is definitely the greatest city in the world. Don't you _____?
	Kerri	To be _____, I definitely prefer London.
	Don	Come on, Rob. You've lived in both. What do you _____?
2	**Don**	OK, I _____, London has its own peculiar charm. But if you _____ me, nothing compares with a city like New York. The whole world is here!
	Kerri	But that's the problem. It's too big. There are too many people. Everybody's so stressed out. And nobody has any time for you.
	Jenny	I don't think that's _____, Kerri. New Yorkers are very friendly.
	Kerri	Oh _____, they can sound friendly with all that 'Have a nice day' stuff.

Figure 64: *Giving opinions* (EFI: 32)

3.7.4 Summary of English File Intermediate

Despite the similarity in the layout of the practical parts, the topics of the *Episodes* are different, when compared to the previous levels of the same series. According to CEFR, the topics that are included in the coursebook (such as giving opinions, asking for permission, and making suggestions) are more typical for the coursebooks the level of which is lower than B1. However, the phrases that are actually used in these practical parts are appropriate for the level of the coursebook. In other words, even though the topics are quite basic, the vocabulary is adjusted to the students who are on B1 level, which thus makes the lessons suitable for the targeted learners of the coursebook.

3.8 International Express Intermediate (IEI)

The topics of the practical parts of the individual *International Express* coursebooks is nearly identical. Nevertheless, the learners' abilities are improving and it is natural that the speech of an intermediate student considerably differs from the speech of an elementary student. Thus, despite similar topics in the coursebook, the content of the practical parts varies and there is always something new to learn for the students.

The topics of *Work skills* are related to personal information, phone calls, teleconferencing and videoconferencing, emails, presentations, and job interviews. The topics of *Functions* deal with checking progress, making arrangements, giving opinions and advice, making suggestions, describing problems, discussions, checking understanding and changing plans.

3.8.1 Politeness

Similarly to the previous levels of *International Express* series, the *Intermediate* coursebook starts with the topic of introductions. However, the information that the speakers are supposed to exchange with their partners is more complex and includes not only personal information but also some details about their jobs. For the following exercise, the students are given some instructions but it is their own task to think of appropriate form of each utterance. The introductory sentences signal that the speakers do not know each other very well therefore the students are expected to stick to polite expressions in their conversation.

TASK 8 **Work in pairs. You meet at a trade fair. Practise the conversation using these prompts.**

A	B
Start conversation. You think you remember B's name.	You know you met A, but you don't know A's name.
Give your name. Explain you met B at a car show last year.	Respond.
Ask B what they do.	Respond. Ask A the same question.
Respond.	Ask A where they are based.
Respond. Ask B the same question.	Respond.
Ask B about their current work / project.	Respond. Ask A same question.
Respond.	Offer your business card.
Thank B for their card. Offer yours.	Thank A. Say goodbye.

Figure 65: *Introductions* (IEI: 13)

Work skills of Unit 3 deal with the subject of emails, both formal and informal. There are three examples of emails in the topic, one is sent between colleagues at work, the other one is sent from a company to a customer and the last one is sent between close friends. The students can notice a significant difference in the language that the authors of the emails use in their discourse. Then the learners are invited to write their own emails that correspond to the instructions set in the coursebook. They should practise writing an informal email to a friend, the subject of which is meeting the friend in their hometown, and more formal email email about a meeting with a business partner.

A

Dear Ms Hart

I am writing to confirm[1] the arrangements for your flights from London Heathrow to Singapore. We have booked you on the 10 a.m. flight on Monday 1 October. *Please find your e-ticket attached*[2]. *Please be sure to print this out*[3] and take it with you to the airport. Your return flight is on Friday 5 October at 8 p.m. You can check in online 24 hours before your flight.

Could you please confirm that[4] you do not require our taxi pickup from the airport?

Thank you for booking with BizTravUK.

Kind regards,

R Smith

Booking Agent

B

Dear Yi Ling

Thank you for making the arrangements at the Singapore office for me at such short notice. *I'd like to confirm that*[5] I'll be arriving late afternoon your time. *Can you just confirm that*[6] someone will be at the airport to meet me?

I've attached an agenda for the meeting on Tuesday[7]. *Please can you look at it*[8] and let me know if there's anything you want to add?

I'm looking forward to meeting you again.

Best wishes,

Nell Hart

Director International Operations

C

Hey Tom!

Great news that you can meet me in Singapore! What an amazing coincidence that I'm coming out for work while you're out there. My hotel looks lovely (*check out the attachment*[9])!

Wednesday evening sounds fine[10] for meeting up, but 7 p.m. is a bit early. Is 8 p.m. OK with you? *Let me know if that suits*[11]. BTW I didn't catch the name of the restaurant on the phone. *Can you text it to me*[12]? Thanks!

See you next week.

Bye for now,

Nell

Figure 66: *Making arrangements in emails* (IEI: 35)

An important part of each conversation is the hearer's ability to recognize the speaker's illocutionary act, or in other words, to understand what the speaker wants to express in their speech. The hearer might be in a situation of not being sure what the message that the speaker intends to convey is. In such cases, it is helpful for the hearer to check whether or not their assumptions about the meaning of the speaker's message are right. It is important that the teacher assures their students that the inconveniences of such character are a natural part of communication (not only for the learners of a foreign language but also for the native speakers) and therefore they do not have to be ashamed to ask the speaker to repeat their turn.

In the summary of *Functions 8*, some useful phrases for clarification are listed. The exercise that follows the summary is aimed for the students to practise using these utterances in sentences.

We use these phrases to check that someone understands instructions, etc.
Examples Are you with me? / Do you follow me?
Do you see how it works?
Is everything clear? / Would you like me to go through that again?

We use these phrases to say we understand instructions, etc.
Examples I follow you. / Yes, I'm with you.
I see what you mean. / OK, that makes sense.

We use these phrases to say we don't understand instructions, etc.
Examples I don't understand how to …
Sorry, I don't follow you.

We use these phrases to ask for clarification.
Examples Can you explain what you mean by …?
Can you show me that again? / Can you just clarify what I need to do?

Figure 67: *Checking understanding* (IEI: 101)

1 Complete the conversations with appropriate phrases.

1 A Our company will pay taxes under tax code 115.
B Er … Sorry. _____ 'tax code 115'?
2 A The office will be closed for national and local holidays.
B _____ days the local holidays are?
3 A I'm sorry, I didn't understand everything you just said.
B _____? I'm happy to repeat it.
4 A Everyone needs to choose a nine-letter password, mixing numbers, symbols, and capital and lower-case letters. _____?
B Yes, I do. In fact, my password is already like that.
5 A To order equipment for the office, you need to use this program.
B _____ use that program. Can you help me?
6 A To operate the machine, press here, hold down this button, and turn the wheel to the left. OK?
B Er, no. _____? Just once more.

Figure 68: *Checking understanding - exercise* (IEI: 101)

The section of *Functions* in Unit 9 is called *Changing plans*. When one needs to change their plans and there are also other people involved in the situation, the person usually tends to be polite in order to lessen the negative impact of the complications. The phrases that are used in such situations are often in the form indirect questions (e.g. *I was wondering*

whether you could send me the report by this Friday?) or the speaker mentions the positivite intention of theirs (e.g. *I would like to do that for you but I'm busy.*).

Similarly to other topics in the coursebook, the students are directed to practise the conversations with the utterances from the summary.

We use these phrases to talk about changes to our situation.
Examples Something's come up.
Unfortunately, …
We had hoped that …, but …

We use these phrases to make requests when we change plans.
Examples Would / Do you mind (+ *-ing*) …?
Could you / Do you think you could …?
I was wondering if / whether …

We usually use just *can* or *could* for basic requests, but we use the phrases above to make more formal or difficult requests. These are more polite because it is easier for the other person to refuse the request.

We use these phrases to agree to requests when plans change.
Examples Certainly. / I'm happy to do that.
Don't worry, it's fine.

We use these phrases to politely refuse requests when plans change.
Examples I don't think that will be possible.
I'd like to, but …
We won't be able to do that because …

Figure 69: *Changing plans* (IEI: 113)

3.8.2 Adjacency pairs

The task in the *Functions* of Unit 1 is not very challenging for the students. This lesson deals with introductions so there are some introductory phrases in the exercise and the students are supposed to match these utterances with appropriate reactions. Even though the exercise contains not only basic phrases of introducing oneself, the intermediate students are expected manage the task easily.

Match 1–6 with responses a–f.

1 Here's my card. ___
2 It's Jamila Hassan, isn't it? ___
3 Eliza, I want you to meet our London Manager, Tim Collins. ___
4 Pleased to meet you. ___
5 Are you familiar with designing e-books? ___
6 Would you like to meet our sales team? ___

a That's right. I'm sorry, I don't remember your name.
b Yes, I am. I've worked on several of them.
c Thank you very much. Let me give you mine.
d Pleased to meet you, Tim.
e Yes, I would. I've only had contact with them by email before.
f And you.

Figure 70: *Social phrases* (IEI: 13)

The activity in *Work skills* of Unit 9 is more complex. First, the students are asked to fill the words from the list in the questions that are likely to be asked in a job interview. Only then they should match these questions with the possible replies to them. Some of the points about which the applicant is interviewed in the exercise are similar to one another. Therefore it is desirable for the learners to focus on every piece of information that is presented in both the questions and the answers so that their assumptions about the corresponding pairs are right.

Complete the interview questions with these words.

~~*strengths*~~	*questions*	*your last job*	*an achievement*
our organization	*situation*	*weaknesses*	*this job*

1 What do you think are your key *strengths* ?
2 Can you tell us about _____ of which you are very proud?
3 Do you have any _____ for us?
4 What do you know about _____?
5 Why do you want _____?
6 Why did you leave _____?
7 What do you think are your main _____?
8 Can you tell us about a difficult _____ you've had at work, and what you did about it?

Figure 71: *Job interview* (IEI: 112)

Match these answers to the questions in 1.

a I am easy to get on with and I think people like working with me. I'm also very organized. ___

b I think that sometimes I need to prioritize more. I sometimes spend too long on a project because I want to get it right. ___

c My husband had to take a job in another city so we had to relocate. ___

d I discovered that a close colleague of mine was making false expenses claims. I had no choice but to tell my line manager. ___

e Yes, in April, I was given a prize for 'Fundraiser of the Month'. ___

f I think it would be really interesting and would give me more responsibility than I have at the moment. ___

g I know that you are the leading medical research organization in this country. ___

h Yes, can I ask how many other people are in the team? ___

Figure 72: *Job interview - exercise* (IEI: 112)

3.8.3 Context

The topic of introductions offers an interesting exercise for which context is extremely important. Each line is introduced by a very general phrase that might be completed in many different ways. Point number two is more specific than the others. The range of possible sentences is still wide, though. The learners need to be aware of the fact that the activity deals with the topic of introductions to be able to manage the task in this specific setting.

Complete the sentences so they are true for you.

1 I'm a _____.

2 I'm in charge of _____.

3 Previously, I _____.

4 Currently, I'm _____.

Figure 73: *Personal information* (IEI: 13)

The *Functions* of Unit 4 work with the topic of giving opinions. In the following exercise, the learners are supposed to complete tne sentences according to their own beliefs. However, the beginnings of the replies are very vague and the students need to know the

subject of each discussion (i.e. the statements presented above the replies) so as to be able to express an adequate opinion.

Work in pairs. Read the comments and complete the best response (a or b) with your own opinion.

1 The best way to learn English is to read lots of books in the language.
   a I see what you mean. Personally, _____.
   b I'm afraid I (completely) disagree because _____.
2 The best form of exercise is jogging and running.
   a Definitely, I _____.
   b I'm sorry, but I don't agree because _____.
3 I think people should only work three days a week.
   a I completely agree. From my point of view, _____.
   b I'm not sure about that because _____.
4 Working from home is a waste of time. People work harder in the office.
   a Yes, I agree, that's a good point. I _____.
   b I take your point, but _____.

Figure 74: *Giving opinions* (IEI: 49)

3.8.4 Summary of International Express Intermediate

The CEFR states that a learner on B1 level is able to "give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; make a complaint; take some initiatives in an interview/consultation (e.g. to bring up a new subject) (…) ; ask someone to clarify or elaborate what they have just said (...)" (CEFR 34). These aspects of conversation are included in the topics of *International Express Intermediate*, which means that the coursebook meets the requirements that are characteristic for its language level.

The practical sections of the coursebook offer quite a wide range of activities, in which the students can practise the three examined pragmatics notions.

3.9 Activities suggested for completing the coursebooks

All the activities have been primarily designed for my own courses with adult learners, in which both general and business English are in most cases covered.

Activity 1

This activity complements the topic of making phone calls. First, the students are asked to roleplay the telephone conversation, using the phrases in the form as they are presented in the text. Then, the teacher asks the learners if they find the conversation inappropriate in terms of politeness. Having learned some useful phrases for this situation, the students should be able to enhance the dialogue with the use of more polite phrases.

Rewrite the telephone dialogue to make it more polite and appropriate.

A: Yes?

B: ABC Company?

A: Yes. Who is it?

B: I want to speak to John Black.

A: Wait.

B: OK.

A: He's not here.

B: When is he back?

A: I don't know. Call back later.

B: I want to leave a message.

A: What message?

B: Tell him to call me.

A: Who are you?

B: Jack Green.

A: Who?

B: I said Jack Green.

A: Spell it.

B: J-A-C-K G-R-E-E-N.

A: Your phone number?

B: 02447-369-8799

A: OK.

B: Good.

A: Bye.

B: Bye.

Activity 2

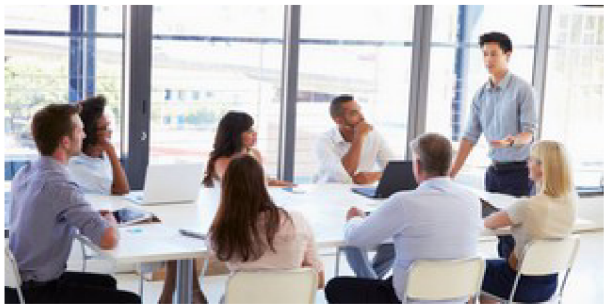
The students are shown a set of pictures and they are expected to dicsuss what phrases are likely to be used in the situations displayed in the pictures. The main focus of the discussion is on the level of politeness.

Look at the pictures and suggest some ideas of what can be said in the presented situations. Focus also on the forms of your utterances.

a) asking for help

b) asking the people to be quiet

c) expressing one's opinion



d) warning people

e) discussing problems

Activity 3

The students are supposed to ask for help. However, in each case they are in a different situation and therefore they are expected to use different phrases when demanding help. The teacher starts the activity with a discussion about whether or not the learners are aware of the differences between the individual situations and possibly gives them some advice (e.g. to provide the other person with more details about the situation, if necessary).

Your partner is coming back from a business trip tonight and you are supposed to pick him / her up at the station. Unfortunately, your car has broken down, so you are unable to do so. On top of that, your mobile phone is flat and you need to let your partner know that he / she will have to take a taxi.
How would you ask other people to lend you their phones in the following situations?

a) You are with your best friend.

b) You are at work with your colleagues.

c) You are in a supermarket doing shopping.

d) You are at a meeting where you do not know anybody except for your boss.

e) You are with your parents.

f) You are at a meeting, discussing a problem with your employees.

g) You are stuck on a train.

Activity 4

The students are asked to think of several ways of how to react to the following utterances. The teacher supports them to be creative and also think of less expected reactions, inexplicit ways of expressing one's opinion, etc.

How can you react of the following sentences? Try to think of as many responses as possible.

1) What time is it?

2) Do you like the picture?

3) I would like to go to university.

4) Good morning!

5) How are you today?

6) Oh, you seem to be sad. What's the matter?

7) Sophia is pregnant.

8) What a beautiful evening!

9) I'm happy to see you again.

10) How was your flight?

Activity 5

The students are given a list of phrases and their task is to think of different situation in which these phrases can be used. They are also encouraged to think of different meanings that might be associated with the phrases (using irony, conversation with a small child, funny vs. serious conversation, etc.).

Roleplay short dialogues in which you try to present as many interpretations of the following phrases as possible.

1) That would be great.

2) No way!

3) He must be kidding.

4) He is so nice.

5) This painging is beautiful.

6) I'm sure it will be ok again.

7) You shouldn't do that.

8) He won't be at home.

9) I will never forget.

10) She is a liar.

Activity 6

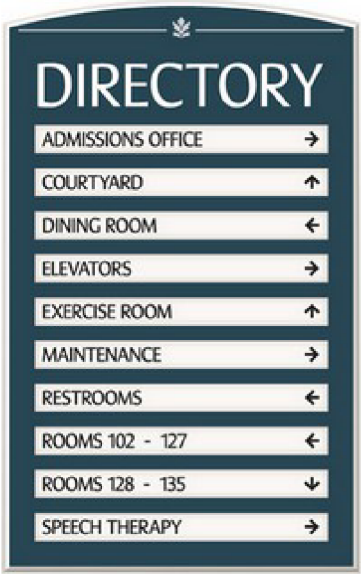
The students are told a short sentence and they are expected to roleplay (or act) several situation in which this phrase can be used. They are encouraged to put the phrase into the context and therefore in each case they should also think of what precedes (and possibly follows) uttering the given phrase. This activity focuses on the students' creativity, since there are no limits stated and the activity can continue until all the students' ideas have been presented.

"It's an interesting idea, let's try it."
What situation do you imagine hearing the sentence above? Work in pairs or groups and roleplay (or act) the series of scenes in which you present different meanings that this phrase may have in different context.

Activity 7

The learners are shown a set of pictures and their task is to clearly formulate their meaning. They make use of the notions of concept that help them identify the correct interpretation of the signs and notices.

Look at the following signs and notices and try to formulate the whole sentences that clearly describe their meaning.



4 Conclusion

The main objective of the diploma thesis was to evaluate the content of two selected English coursebook series and to find out whether or not and to what extent the topics of pragmatics occur in the practical parts of the coursebooks. The investigation was realized in six coursebooks – namely *Elementary*, *Pre-intermediate* and *Intermediate* levels of *English File* (3rd edition) and *International Express* (3rd edition).

The first part of the thesis provides the theoretical background, which is necessary for the understanding of the analysis carried out in the practical part. The primary focus of the analysis are the pragmatics notions of politeness, adjacency pairs and context, since these are considered the most important for adequate and successful communication.

The investigation has proved that both the coursebook series deal with the selected topics of pragmatics and the authors design the activities so that the students' pragmatic skills can be developed. However, there is a difference in the approach that the coursebook series use in their practical parts to enhance the study and practice of the selected pragmatics topics. The range of activities in the practical parts of *International Express* coursebooks is quite varied and it can thus be stated that, to a certain extent, the activities aim at all the four main language skills. As for the *English File* series, the activities enhancing the students' listening and speaking skills are prioritized in their content and the individual practical sections are very similar to each other. *International Express* coursebooks provide the learners with understandable explanations and useful summaries of the key topics, which is a feature that the *English File* coursebooks lack, in most practical sections. On the other hand, a significant advantage of the *English File* series is the presentation of the topics through the videos that display everyday situations. Being able to see the context of all the presented phrases and expressions, the students are more likely to adopt the correct use of the expressions and to

understand the discussed topics in general. Anyway, it is important to state that the pragmatics topics in all the activities from both the coursebook series overlap, in most cases; therefore, it is impossible to evaluate them separately. To conclude, it can be stated that both the analysed coursebook series correspond with the competences with which the individual language levels are characterized in the CEFR.

At the very end of the thesis, I have designed a set of activities that may be used by the teachers who use either of the coursebook series in their teaching. My intention has been to approach the analysed pragmatics notions in various ways so that the usual concepts of the coursebooks can be broken and complemented with new ideas. Regrettably, I have not had the opportunity to pilot the designed activities in any of my adult courses yet, so I cannot report on their success.

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