

**UNIVERSITY OF TARTU  
DEPARTMENT OF ENGLISH STUDIES**

**VALUE-ORIENTED VOCABULARY TEACHING MATERIALS FOR THE  
TEXTBOOK  
*I LOVE ENGLISH 6* BY M. Jõul and Ü.Kurm (2009)**

**Text-based approach**

**MA thesis**

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## ABSTRACT

The aim of the present work is to compile additional materials for the textbook *I Love English 6* (2009) that would help to revise the learnt vocabulary and make students think about their values and give them opportunities to practise moral decision-making. The first part of the thesis discusses how vocabulary learning has worked throughout history, how it is done nowadays and specifically the ways to help basic school students to revise vocabulary they have already learned. Text-based approach is considered as a tool for facilitating vocabulary revision. It is followed by a section about what place value education holds in Estonian National Curriculum and how values can be taught in foreign language classes.

The second part of the thesis shows what parts the worksheets consist of, introducing the rationale for including a pre-reading exercise, the text, post-reading exercises that include discussions, text comprehension, vocabulary analysis, and so forth. It explains, how and why the worksheets were compiled as they were. Then all the worksheets are analysed by discussing how they were used in the classroom, what worked well and what could be improved.

The thesis finishes with the conclusions and the list of references. In the appendix the designed materials (including the answer key, teacher notes and questionnaire for analysis) are provided.

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## List of Abbreviations

CLT – Communicative Language Teaching

ENCBS – Estonian National Curriculum for Basic Schools

ILE – textbook *I Love English*

L1 – first language

L2 – second language

PSHE – Personal, Social and Health Education

U – unit

VLS – vocabulary learning strategies

## 1. Introduction

The aim of the present master's thesis is to create teaching materials that could help students to learn and revise the vocabulary of the textbook *I Love English 6* (2009), while at the same time providing them with an opportunity to read about teenagers who face moral dilemmas and/or emotional hardships. The materials compiled are five lesson worksheets which are designed to be used with units 2-6 of the ILE 6 textbook. The lesson worksheets consist of literary texts (about 300-400 words each) written specifically for this thesis and followed up by exercises which direct students in role-playing through the situations presented, discussing the topics presented in the worksheets that help them take a stand regarding moral issues or emotional topics, create dialogues about them or simply discuss them.

The need for additional vocabulary-related materials stems from the problems that many teachers face when teaching low-achieving students who tend to learn the words for a test and then promptly forget them. Rob Waring states that it may even take 5-16 times of 'meeting' the word before a student finally knows what it means and uses correctly, so repetition is important (Waring: 2002). Many students often need to work with the same material several times before they can retain the material in the long-term memory.

Learning vocabulary is a struggle for many students. Often, they complain that they did try to learn it, but the next day they just could not recall it. One of the obvious reasons might be that students do not use learning strategies that work well for them. When the use of learning strategies is discussed in class, the most common answer by far is that they read the word several times. Only some say that they try saying the words out loud or sound them out as if reading them in Estonian. Few students have admitted to writing them down several times and some have said that they require physical movement while

memorising words. If left to their own devices, students rarely employ other techniques, but some have said to making study cards with the first language (L1) on one side and the second (L2) the other, singing the words, trying to associate them with something in their mother tongue or visualising the words in their minds. Aside from teaching students different learning strategies, which they then might or might not apply when working independently, it is important to offer students opportunities to use the same words in different contexts again and again. The worksheets designed for this thesis have been used with three different groups and with only one of them most of the students seemed to have retained most of the previous material and in every group there were students who needed textbook help with remembering the vocabulary.

The idea for value-oriented teaching materials came from reading Sulev Valdmaa's article in an educational journal *Haridus* called 'Young people's values in Estonian schools' published in February edition in 2010. The study showed that the students of Estonian and Russian origin have slightly different values and that the Russian students have not been integrated into Estonian society as well as they generally are thought to be. Thus, posing the question of how to help the integration, and furthermore – how to help all the students that feel out of place among their peers, since this seems to be one of the most pressing questions for basic school children. Thus, compiling the material presented in this MA thesis is to help students feel better about who and what they perceive themselves to be, and to help them learn to be more tolerant and compassionate towards other people. The purpose is not to tackle only the issue of ethnic origin, though, there are stories that deal with poor and rich families, children whose parents are divorced, students with learning disabilities, and the like.

The choice of the topics covered depends largely on the questions and discussion topics that basic school students occasionally raise. Another side to the choice of topics is

purely practical: the text had to cover the vocabulary presented in the textbook. The chosen textbook ILE 6 already deals with emotion-packed topics such as divorce and moving, a feeling of alienation from one's family, loneliness, concern about one's future, physical trauma and disability. The problem seemed to be though, as if the issues are mentioned, but not discussed, so it is a good textbook to build on. The last aspect to the topic choice is simply the inspiration for writing – creative writing is a skill, but also an art, practising which one needs to be inspired. In short, the created materials are linked to the textbook via vocabulary and the themes of the texts.

As shown, the main goal of this master's thesis is to compile and test a set of value-oriented worksheets that make students think, feel and analyse their own behaviour as well as helps them to analyse and try to understand the behaviour of other people. To reach that goal, a text-based approach is used. Jack C. Richards (2012) describes text-based approach to language learning as a method where the text is a work-frame that helps the student to prepare for the real-life situations. It means that certain texts are used to teach students about certain situations, for example socialising with acquaintances in a public place instead of friends at school. One of the crucial parts of text-based approach is giving students opportunities to develop language in a meaningful communication in a particular cultural or situational context through whole texts. The worksheets designed for this thesis deal with how students relate to people that may be different from them or have different belief than they do and guide them through offering their opinions and advice to fictional characters.

Broadly, the work is divided into two chapters: the literature review and the empirical part. The first chapter is divided into two parts. The aim of the first part is to discuss the vocabulary teaching methods and text-based approach to language teaching. The second part of the literature review deals with value-education principles and how it is

done in Estonia, provide some data on the research on the topic conducted so far and then tackle the place of value education in foreign language teaching. The second chapter deals specifically with the methodology of compiling the activities and designing the worksheets, shows how they were used in the classroom and discusses how well the aims of the worksheets were achieved.

The classroom work was conducted over the course of about ten weeks with two weeks between each worksheet and each revision worksheet was used when students have moved on to the next unit already. Additionally, the set of worksheets was used in 2014/2015 by three experienced practising teachers, but unfortunately their feedback has been (even though positive) only oral and cannot be properly reviewed nor analysed. The discussion part of the thesis is based on the work done in 2014-2015 with seventeen students from a rural area and in 2016 with fourteen students in a city school.



## 2. Literature review

The literature review is divided into two main topics. The first part deals with foreign language learning and teaching. The discussion focuses on its history, then approaches to learning and revising vocabulary and how reading text might help with it. The second section of literature review explains the importance of value education. An overview of value education throughout the history of education is given, then the current situation in Estonia is discussed. After that it is shown how teaching values through foreign language might be beneficial and that it is, in fact, expected by the Estonian National Curriculum. The section is finished by giving an overview of value-related research carried out in Estonia.

### 2.1 The role of vocabulary in different approaches to language learning

#### 2.1.1 The role of vocabulary in language learning throughout history

Norbert Schmitt writes that Roman children started learning Greek by familiarising themselves with the alphabet and then going on to learn vocabulary which was either grouped alphabetically or by topic areas. Extensive vocabulary was important since the ultimate goal was to master the art of rhetoric (Schmitt 2008: 10). In the middle ages, on the other hand the focus of foreign language learning shifted towards teaching grammar and *deductive approach* where students were expected to learn the rules by looking at the examples. This approach necessitated that the vocabulary learnt remained rather limited (Schmitt 2008: 11). By the nineteenth century, teaching Latin had become the aim in itself just because Latin had been regarded the model for all the other languages and was said to ‘develop intellectual abilities’ (Richards & Rogers 2007:4).

When at the beginning of the nineteenth century *Grammar-Translation Method* became prevalent, the knowledge of vocabulary was deemed rather necessary, even though up to and including a large part of the nineteenth century, grammar was still very much the

most prevalent focus of linguists everywhere. Despite this, there were several attempts to reform language teaching including some that stemmed from observing how children learned (Richards & Rogers 2007:7) and others that emphasised the importance of speech instead of text (Richards & Rogers 2007:9). Largely though, until the twentieth century, very little changed in schools themselves, even though the role of Latin in the education decreased overtime even more, grammar and translation were still more important than words themselves. Vocabulary was mostly learned independently via bilingual word list, thus making dictionaries a vital tool in language learning.

The twentieth century teachers hoped to teach L2 vocabulary (and the language itself) more naturally, like children learn their mother tongue. Basically, it meant starting with exposing students to the foreign language via listening, then speaking and only later they taught reading and writing. The initial exposure to vocabulary was tried to keep grounded in reality as much as possible by teaching what they saw in the classroom, via pictures, etc. A large part of vocabulary was also learned by interaction. This method was called *Direct Method* (Schmitt 2008: 12). Since learning a foreign language in this way proved to be insufficient due to little exposure to the L2, a *Reading Method* was employed which was prevalent up until the WWII when an acute need for actual language speakers arose, which in turn, gave rise to *Audiolingualism* (Richards & Rogers 2007:13-14). This behaviouristic method relied heavily upon oral drills and memorizing structural patterns, so vocabulary needed to be relatively easy, and if possible, already familiar. It was assumed that when exposed to L2 speakers outside of the classroom, the vocabulary would expand naturally just by conversing with the native speakers. In Britain this method transformed into *Situational approach* and the material was grouped according to situation (dialogues at the restaurant or the post office, for example) (Schmitt 2008: 13). *Communicative Language Teaching* (CLT) was a natural progression as the focus shifted

from correctness of the language to appropriateness to the situation, fluency and the message itself. New teaching methods that, for example, revolved around problem-solving activities and tasks where students were expected to negotiate the information exchange were developed. With CLT it was again assumed that vocabulary would expand by itself along with active use of L2, but Schmitt summarises that nowadays it has been realised that vocabulary and grammar are ‘fundamentally linked’ and that balance should be found to successfully learn a foreign language (Schmitt 2008: 14).

### **2.1.2 Current approaches to teaching and learning vocabulary**

According to Robert Waring (2002: 317), there are several issues that should never be forgotten when teaching students vocabulary. Some of these are listed as follows:

- it is easier to forget a word than remember it and that it takes several tries to finally commit it to memory;
- students must be able to connect the word form to its meaning, then learn other aspects of it: what words it goes or does not go with, if it is formal or informal, how often and in what contexts it can be used, etc;
- it is important to encounter the word several times in slightly different contexts, but if it is in a text, it is only helpful if about 98% of the context is already familiar;
- some words will take more encounters than others to memorise them and not all words have to be memorised because not all of them are equally useful, so a general service vocabulary should be acquired before specialised vocabulary;
- Students memorise better the words that they have made sense of and internalised by working with them in many different ways.

What Waring (2002: 318) concludes with is that teachers should recycle the vocabulary that is taught more times than the textbook exercises usually offer and that soon after

finishing learning them in a textbook unit, the same material should be revised again. He also suggests that students be required to read graded readers, but the level of them should be chosen carefully, because if the material is too difficult or too easy, the student will not learn sufficiently from it. Additionally, teachers should show students different ways to learn vocabulary independently and besides repetition and word-form exercises it is important to raise quality of teaching by putting the words in the context of different collocations and multiple-word units (ibid).

Memorising words in a foreign language is indeed a task that for most students requires at least some effort. Schmitt notes that the choice of a vocabulary learning strategy (VLS) depends on various factors, such as proficiency level, the differences between L1 and L2 language and culture, the purpose and motivation in learning the foreign language, and students' own preferences. The latter is important to note since a 1990 study by O'Malley and Chamot showed that students who resisted strategy training performed worse than those who simply learned vocabulary by their preferred rote repetition. Proficiency level is important because more advanced learners do better with contextualisation, compared to beginners who do better with word lists. Just as Waring, Schmitt also stresses that frequent 'meeting' of the words is relevant to the success of internalising the material (Schmitt 2008: 133).

Schmitt (2008: 134) claims a list of fifty-eight different VLSs, only some of which are going to be listed below. *Determination strategies* (employed by first encountering the new word) are, for instance, analysing the form, guessing the meaning from the context, using a bilingual or monolingual dictionary. Marva A. Barnett (1989: 126) stresses the importance of guessing words from context and intones that checking the dictionary should never be the first easy-go-to solution, because what a person reads is not as memorable as something one realises for themselves. *Social strategies* include studying

in a group or asking others for meaning, examples, synonyms, or the like. *Memory strategies* are probably most numerous and include different ways to memorise vocabulary that is either grouped by topic, uses a previous experience (already known words, for example) or some form of imagery. Practically speaking, these strategies study spelling, saying the word aloud, comparing it to its synonyms or antonyms, performing a physical action when learning, etc (Schmitt 2008: 135). Barnett also suggests rereading the same text several times to uncover the different meaning of the text layer by layer (1989: 127), and even though she does not explicitly state it, it also gives student an opportunity to ‘meet the same words over and over again in order to memorize them better. *Cognitive strategies* are similar, but should not be confused with memory strategies, because they focus on manipulating the words that are being memorised, for instance repeating the word, keeping vocabulary notebooks and other mechanical means of studying. Barnett suggests writing down key words and phrases, rereading them and then trying to use them in free speech without using the notes (1989: 133). The last group of strategies is *metacognitive*, which means that the learner takes active part in deciding which strategies work best for them and monitor their progress. In practice it means testing themselves, deciding which words to learn, participating in L2 media, etc (Schmitt 2008: 135).

At the end Schmitt says that although VLS have to be taken into account and taught at the beginner levels, it has not been proven that a special VLS training would raise students’ efficiency in acquiring new vocabulary. Barnett goes even further and does not encourage any special VLS at all, aside from reading texts and curiously, seems to believe that learning strategies are something for the teacher to decide about, at least until all the major reading strategies have been learned, only then she deems the student independent enough to choose their own ways to develop their skills. In the end, there seems to be a general agreement between the two scholars, because while Schmitt (2008: 138) stresses

the inevitability of the repetition being built into vocabulary learning, Barnett (1989: 127) also wants her students to reread texts several times. The present thesis does not rely upon rereading the same texts, since year 8 students would never have the motivation for that, but repetition of vocabulary is certainly a very useful VLS to use in the classroom.

### **2.1.3 Reading texts for vocabulary acquisition**

As established, it is best to learn vocabulary by working with the same words in different ways and in different contexts. One of the ways to revisit the same set of material is to see it in a different text. Schmitt, for instance, maintains that even though speaking and listening is good for studying, oral discourse will always have less low-frequency words, which means that the more the learner's proficiency raises the less progress will be made without a written text (Schmitt 2008: 150). He also states that just a text once in a while does not have a noticeable effect for vocabulary acquisition, unless the key word is repetition (Schmitt 2008: 151).

There are several approaches to choosing texts for learning a foreign language. Stephen Krashen insists on voluntary reading that is light reading because young readers or readers whose language level is not very high tend to ignore high-quality literature, but starting with comics, for example, they can build up reading competency that in most cases will lead to reading quality literature (Krashen & Ujiie 2005: 8). He does not comment on authenticity of the texts, but from his insistence that at the starting point where students' reading skills are not up to par with reading difficult material that they are not equipped to analyse, it may be inferred that the texts do not have to be authentic in order to be a stepping stone to something better. Schmitt also supports Waring's (2002: 318) belief that graded readers are a good place to start if the students' proficiency is not par to reading authentic texts (Schmitt 2008: 151). Another thing that he suggests is *narrow reading* where different texts are authentic, but short and all on the same topic, for example a

running series of articles in newspapers. For classwork Schmitt gives examples of modified newspaper articles, therefore supporting the idea that authenticity of a text is not criteria by which teaching material is chosen (Schmitt 2008:159). Krashen adds that a book series would also help with recycling the same vocabulary, noting that a group of his Korean female students over 30 progressed very well by reading Sweet Valley Series (Krashen, Ujiie 2005: 9).

Researchers cited so far have all mainly been concentrating on additional reading outside of class, but Barnett focuses on reading done in the classroom, which is also the focus of the current thesis. As established, the main criterion for choosing reading material for students is its appropriateness to the students' language level, but Barnett gives additional criteria such as the reader's interest, type of the text, its structure, and authenticity (Barnett 1989: 144). What it means is that the texts have to be interesting for the students, the text types should vary, but be of appropriate language level, have understandable structure and always authentic. She also stresses the importance of pre- and post-reading exercises. Pre-reading is the introductory exercise which is short and only meant to help students start thinking of the topic the text itself is going to deal with. It is especially important if the topic and/or the material of the text is relatively new, otherwise the text might prove to be too difficult (*ibid*), which means that in the case of revising material, pre-reading exercises are less important. Post-reading exercises are the exercises done after reading the text itself and are meant to help students understand what is going on in the text, learn or revise the vocabulary and/or grammar featured and offer the opportunity to think further on the topic. Post-reading is vital for challenging students' development of language skills, particularly text comprehension (Barnett 1989: 145).

Text authenticity is a crucial criterion for Barnett. Although she allows the need for adding features to the authentic text, such as titles for better comprehensibility, and

stresses the importance of designing additional pre- and post-reading exercises whenever necessary, she still maintains that an authentic text (written for a native speaker) is the text that ‘motivates students, offers a real context, transmits the target language culture and prepares students to read outside the classroom’. Her arguments against non-authentic texts is that simplified texts are not necessarily easier to read and that the process of simplification might destroy useful references and change the message of the text (ibid). However, the text written specifically for a particular level for studying or revising specific material does not need to be simplified, but rather, gives an opportunity to design the exact material that would benefit a particular group of students the most. Still, her insistence of working with authentic texts whenever possible, can be agreed with.

#### **2.1.4 Text-based approach in foreign language learning**

As established, the aim of reading texts (either authentic or specifically designed for students) in the classroom is to prepare students for using the language in real life. Dr. Peter Mikan (2011: 15) states that although traditionally in second language learning teaching vocabulary and grammar have often been done apart from the texts, the problem with this approach is that doing exercises without context does not provide any meaning to the learnt material, the reason for which might be Schmitt’s already quoted assessment in 2.1.1 that grammar and vocabulary are ‘fundamentally linked’ (Schmitt 2008: 14). Thus, even though doing vocabulary and grammar exercises can help with the language acquisition, isolated from the context, the best this approach can do is to teach how to do the exercises, but not the actual use of language as a real-life skill.

Mikan strongly hints that even though the oftentimes favoured task-based approach is good for teaching a limited knowledge of language for specific purposes (e.g. teaching nurses to talk with patients), it still maintains the distance between the meaning, context and learned vocabulary. Mikan’s solution to this problem is *text-based approach*.



Jack C. Richards explains it as a method where the text is a work-frame that helps students to prepare for the real-life situations (Richards 2012), because it shows how the vocabulary is used and encourages the students to imitate it (Mickan 2011: 16-17). Simply put, the text-based approach is learning the language through different texts. Mickan explains that since people are not only used to reading written texts in schools and their everyday life, but that also everything they hear throughout their lives is a spoken (mostly) contextual text and that the daily dialogues they engage in are also actually texts that people are used to 'interrogate' in order of making sense of them (Mickan 2011: 18). Scott Thornbury (2005: 8) also supports this opinion by saying that “language always happens as text and not as isolated words and sentences”. Thus, working with texts in language lessons is already a familiar process to them since any kind of communication people engage in daily is just interpreting different kinds of texts (Mickan 2011: 8).

As Mickan explains, it all means that text-based approach is a natural way of learning that happens outside of school too, so the crucial point of this approach seems to be choosing and/or compiling texts that students can learn the most from. It has to have a meaning for them, preferably engage them emotionally and build on with the language skills that they already have.

What is especially beneficial to L2 vocabulary learning is that text-based approach works with different types of texts. The other advantage of the text-based approach is that learning happens on two levels: students practice language skills and learn about the topic addressed in the text. For example, when reading about firefighters, students learn English and they learn about what it means to be a firefighter, or when reading about a teenager lying to their mother they can practice their language skills and form an opinion about appropriateness of lying in that particular situation and discuss its moral ramifications in foreign language.

## **2.2 The role of values in education**

As shown in the previous section, a foreign language class is quite a good way to let students develop their social competence and value-related decision-making skills along with their language skills. According to the Estonian National Curriculum for Basic Schools (ENCBS), every discipline must be conducted in a way that contributes to school's value education programme. The convenient thing for language teachers is that communication competence, social and citizen competence and value and cultural competence, that are named as compulsory competences in ENCBS, are all at the core of any language teaching, because while acquiring a second language, students also acquire knowledge of its culture and, up to a point, the values of that culture.

To further explain the need of comprehensive value education that is conducted throughout every level of school life, including language lessons, the next section expands on the role of values in education throughout history, touches upon different approaches to it and explains the current situation of value education and the relevant value-related research in Estonia.

### **2.2.1 Value education in essence**

Clive Beck claimed that the role of school in the society is to promote human well-being and thus, very broadly he also defined that values are 'those things (objects, activities, experiences, etc.) which on balance promote human wellbeing' (Beck 1990: 2). J. M. Halstead (1996: 5) sees values as 'principles, fundamental convictions, ideals, standards or life stances which act as general guides to behaviour or as points of reference in decision-making or the evaluation of beliefs or action and which are closely connected to personal integrity and personal identity'. Mary Warnock adds an important term 'collectivity' to the discussion and explains values as something that 'we like or dislike', wherein the collective pronoun 'we' is essential. According to her (and in context of education), values are less individual than they are shared (Warnock 1996: 46). That is not

to say that people do not hold beliefs that are not shared by the community they live in, but that values should be shared and that is something that schools can help with. In short, values are beliefs that are important to an individual and that make this individual act in a certain way. These beliefs are learned through socialisation and are supposed to promote well-being for all people.

Estonian National Curriculum for Basic Schools also states that one of the aims of basic school education is to 'shape the system of values that serve as the basis for the successful interaction of happiness in personal life and society' (2.1 §2 (2)). Therefore, the main goal of education is not just socialisation, but also happiness in personal life within the conventions of society. Teaching values is just a way to achieve it and the question that should be asked is, how teaching values helps to achieve that goal. Halstead (1996: 3) intones that since students spend a lot of their waking hours at school and they absorb and internalise the values taught there, it is crucial to provide actual formal education in values. Jeanne E. Ormrod (2006: 65) explains that teenagers have eight different facets to how they see themselves and two of them are directly related to school disciplines: how well they do in school subjects and how athletic they are. Other important socialisation skills taught at school are cooperation and negotiation skills, emotional control, resolving conflicts and reconciling differences (Ormrod 2006: 73). So how is teaching social skills connected to teaching values? The short answer is that the way people do things shows what values they believe in. In her work *Pupils' Moral and Cultural Experience* Monica J. Taylor makes an important point that the values students acquire are often not the ones that are written down in the curriculum, declared by teachers or put on slogans on the school walls, but the ones that are experienced via actions of people around them. For example, a boy named Giovanni from school N put it like that, "...most kids in this school will open doors... /---/...I think it tells you how to give respect to people..." (Taylor 2005: 126).

What it means is that value education is something that needs to be implemented throughout the whole education system starting with the national curriculum on paper and ending with all the small things that particular teachers of particular schools do in classrooms and outside of it, but as it is established that taking part in school life teaches them values that would potentially influence their whole lives, it would seem rather negligent to not teach values in a separate lesson.

### **2.2.2 Different approaches to value education**

The traditional view on value education that most western schools (and churches) have implemented over the centuries has been to tell students what is right and what is wrong and what behavioural values are acceptable. The typical methods utilised have been instructions, corrections, shaming, rewarding and punishing (Shomaker, Heckel 2009: 224). Nowadays, as the understanding of the term 'respect' has broadened into something earned rather than gained through birth or position at work, many of those teaching methods either do not work, or may even produce a reverse effect. As the traditional value education has been found ineffective, three main approaches have been born out of its critique.

*Values clarification* is a rationalistic view where reflecting upon person's values is vital. The need for it emerged with globalisation and multiculturalism, where people from very different backgrounds and belief systems had to find a way to co-exist in the same community, work places, schools and so on. Rationalistic view argues that students should not be told what and how to think, but instead, they should be offered an opportunity to discover themselves what their views and values are. The methods used are Socratic dialogue (guided questions), discussion, role-plays, etc (Shomaker, Heckel 2009: 225). According to values clarification, students should have an opportunity to discuss their half-formed values that have been taught them by their parents, question those values so that they could form an opinion, and then decide for themselves if they wish to adhere

to them (Chazan 2009: 93).

Already in 1966 Merrill Harmin, Sydney B. Simon and Louis E. Rath published *Values and Teaching* where they offer values clarification as a solution that can help people to arrive at their own set of values through a process of seven steps. In 1977 Howard Kirschenbaum names these steps as such: 1) choosing values from the alternatives, 2) considering the consequences of the alternatives, 3) choosing freely their values 4) prizing and cherishing their values (deciding if they are happy with their choice), 5) public affirmation of their choice, 6) acting on their choice, 7) acting on their choice repeatedly, thus establishing a pattern (Kirschenbaum 2009: 125-126). For instance, the teacher introduces the topic of euthanasia in the classroom and asks the students whether they think it should be legal or not. During the discussion students think of the consequences of both options and sometimes the declaration of an opinion could happen with a home essay or a debate. As seen from the example above, values clarification method in the classroom is just something that gives an impetus for starting to think through their set of values and all seven steps cannot realistically be expected to be achieved. The other problem with values clarification, as Barry Chazan Chazan (2009: 93) explains, is that although it allows for more than one set of value being true (a necessary supposition nowadays) and promotes critical and independent thinking, it also makes values into something deeply personal, but at the same time, is supposed to bring students at socially acceptable conclusions which might not always be the case. Shomaker and Heckel (2009: 225) critique that often the focus might shift from the socially more or less accepted values themselves to the process of decision-making.

The more traditional and still widely used approach to value-education is *character education* which nowadays tries to pacify the need for traditional values and at the same time satisfy the modern need for rational approach and discussion between

different cultures, traditions and belief systems. More liberal view on character education handles the dilemma between the importance of rational decision-making process and the moral judgements themselves simply by brushing aside their significance, stressing personal development of students, instead.

In 2002 Marvin W. Berkowitz wrote his article 'Bringing in a New Era in Character Education' to introduce a scientific approach to character education. He criticizes that too often classes where character education is practiced, are rarely up to standards set by curriculum and programmes. Berkowitz states that to create a working character education theory it is essential to research and explain what character itself is, how it should be understood, how it develops and how schools can promote its development (Berkowitz 2002: 198).

Berkowitz defines character as a 'complex set of psychological characteristics that enable an individual to act as a moral agent' (Berkowitz & Bier 2004: 73) and 'a varied set of psychological components of character (conscience, empathy, moral reasoning, values, moral identity, etc.)' (Berkowitz 2011). He maintains that although the rational thought and decision-making process are vital aspects, the aim itself should not be the values that the student decides upon, nor the process itself, but the fact that the student has developed.

According to Berkowitz and Bier, for an effective character (or value) education programme the school needs specially trained teachers, multifaceted character education which works on all levels of school life (curriculum development, activities in different subjects, school-wide social projects, etc.), intentional support for students' emotional attachment to their school (e.g. thematic projects regarding the school throughout the school year or short term), and involvement of the head of school. (Berkowitz & Bier 2004: 75-78). They also claim that with their empirical research they showed that character

education can be associated with high academic motivation, prosocial behaviour, positive attitudes towards their school, prosocial and democratic values, good conflict-resolution and decision-making skills, responsibility, respect, self-efficacy, self-control, self-esteem, and trust in and respect for teachers (Berkowitz & Bier 2004: 80).

The last approach introduced in the current paper is the *integrative ethical education* that tries to mend bridges between the previous two views where the traditional view (character education) assumes a particular set of universal values and the rationalistic view (values clarification) tends to value decision-making process above finding common values of the society at large.

In his 'Integrative Ethical Education' Darcia Narvaez explains the integrative ethical approach as something which is coined to be holistic in a way that simultaneously acknowledges the need for rational reasoning while at the same time helps students to develop such a character and such personal set of values that would not impede with relating to a democratic and pluralistic community they live in (Narvaez 2006: 703). The model encompasses three foundational ideas that are going to be explained below.

1) *Moral Development Is Developing Expertise*, which means that as children's rational acuity for making moral decision develops, slowly, as they grow up, they become experts at moral decision making. It means that similarly to the values clarification model, students should be taught 'the processes and skills of moral behaviour', but at the same time students should be taught about generally acceptable values of the modern society (Narvaez 2006: 717). However, Narvaez writes that while the mechanics of moral decision making should be taught, it is important to understand that often the moral expertise develops unconsciously.

2) *Education Is Transformative and Interactive*, which means teachers should promote well-structured environments which would support the development of ethical

intuition. For that the following factors should be present: students should be able to self-direct their study-process, could practice their collaboration skills, be able to discuss things openly in a supportive environment (Narvaez 2006: 720). The second practical implication is that teachers should help students to raise their ethical skills to a competence level. For this the following methods are encouraged: learning about several different bullying situations, analysing them in a (guided) discussion and playing role plays based on those situations. Training students to deliver certain statements in certain situations and practising acting in a particular manner can help, so that when later facing a similar situation it would be easier for that student to act morally aka as instructed in class. The important thing to note is (and it is also important for the current MA thesis) that these methods of teaching should not be confined to one class, instead they should be dispersed throughout different layers of school life (Narvaez 2006: 721).

3) *Human Nature Is Cooperative and Self-Actualizing*, which means that morality, rationality and community are interconnected concepts that should not be separated, and in fact, cannot be. Evolutionary psychology is continuously discovering facts about shared values being a part of genetic code and species memory (Narvaez 2006: 722). The first practical implication is that teachers should get students to engage community members into their school work, e.g. interview their older family members or representatives of a certain occupation, start charity campaigns, conduct surveys, etc. What should happen then, is that the values the community maintains return to school through the students that have reached out. The second practical implication is that teachers should support students and members of their community to develop self-regulation skills which is learned by observing the example, copying it in a structured environment and hopefully after that in real life situations. (Zimmermann 2000: 29) The questions that should be asked are how people should relate to each other in our community, how to build a more



harmonious community, and what shared values does the community have.

To summarise, integrative ethics approach is a view that states that although there are shared values that community should impart on the younger generation, they are not universal (like in traditional approach), nor are they a result of deeply personal reasoning, hidden within the human psyche and as individualistic as can be (as rationalists tended to think). What teachers should do is to guide students through their own reflection and involve the community into the teaching process, so that in the end the whole community would benefit, not only individual members in it. As such, the integrative ethical approach manages quite neatly to balance both aims and methods of traditional and rationalistic theories on teaching values.

### **2.2.3 Value education in Estonia – problem areas**

The current National Curriculum for Basic Schools was published in 2011 and revised in 2014, its aims have already been listed and discussed above. The next part of the thesis is dealing with practical matters – how exactly does the ENCBS want the value education applied.

As the chapters 2.2.1 and 2.2.2 showed, a good value education programme not only helps students to develop an independent moral character, but it also endorses the students to feel kinship with their peers and the faculty of the school, creates a sense of belonging and ultimately leads to the birth of a caring community, which in turn raises the school's academic performance. Integrative ethical approach would also involve the wider community outside of school, and in the end, the school and the community might develop an effective symbiotic relationship and a fertile environment for growth.

The question is then, how should an effective value education be conducted? At present, the closest subject to value education in Estonian schools is Personal, Social and Health education class (PSHE). Even though it is taught through seven academic years,

once a week might not be enough. Many researches stated in the previous chapter that a good values education not only teaches values theoretically, but also practice their decision-making process. As it stands, PSHE does not deal with the latter at all and has a wide range of other necessary social and health-related topics (sexuality, physical development in teen years, first aid, etc). In years 5 to 7 value-related topics such as the role-plays for conflict resolution, analysing peer pressure issues, developing and understanding self and the values students have in different areas of life, etc, are covered in only about the third of PSHE classes. One of the few lessons that offer students opportunities to discuss ethics and moral choices is literature, sometimes history and occasionally foreign language studies. Literature is the only lesson which usually has a specific amount of time planned for it, but it is still constrained by the material obligatory in literature course, not specifically guided by the values required by the ENCBS.

M. J. Taylor (2005: 125) stated that despite the UK's present society being very multicultural, the school should still promote a set of shared values and try to offer moral guidance to students and parents alike. In her study, she managed to demonstrate that although Personal and Social Education classes have a certain influence on students, many students feel that it is too intrusive to discuss their values in a form group. The solution might be to talk about these topics through fictional characters in a literature or foreign language class. Additionally, Narvaes (2006: 721) stresses that teaching values throughout all subjects is important because 'without encouraging environments and deliberative instruction of these skills in school, many children may otherwise never develop them'.

In short, despite everything (ENCBS, KiVa and other extra-curricular programmes discussed further below) that is nowadays routinely done in accordance with the National Curriculum is by far not enough to actually reach the aims of building students' characters so that they could develop an independent and personal system of

values which would correspond to society's shared values and at the same time make them a functional member of society. That is to say – PSHE is not useless, it does help and does educate, but considering the ongoing public debate of how to make school better, value-education seems to be an area that is talked of far less than it deserves.

There is another aspect to the aims of the value education according to ENCBS, which is (as already cited in 'The role of values in education') the 'happiness in personal life and society' mentioned in 2.1 §2 (2). Over the last ten years statistics have shown that the percentage of students who like going to school in Estonia has been low. In 2006, National Institute for Health Development published a survey that shows the percentage to be only 53 (8% liked going to school very much and 45% rather liked it) (Aasvee, et al 2005/2006: 16). World Health Organisation's survey claims the percentage to be even lower (probably due to the targeted age group): among 11-year-olds only 12% of boys and 19% of girls liked going to school. In the list of 24 countries Estonia is followed only by the Czech Republic and 13- and 15-year-old Estonians like going to school the least. (Aasvee et al 2005/2006: 58) A most recent survey funded by the Jacobs Foundation in 2015 shows that situation has not improved much over the last ten years. The survey subjects were over 53,000 children from 15 countries from four continents. To a statement 'I like going to school' answered children aged 10 to 12 and in Estonia only 43% of children agreed with 'totally' and 23% stated that they agreed 'a lot' which again made Estonia a penultimate country, this time just before Germany (Rees & Main 2015: 70). There are, of course, numerous different reasons for this unfortunate phenomenon, the previously mentioned report, for example, found that 36% of Estonian children feel that teachers 'somewhat' listen to them or do take their opinions into account whereas 28% think that what they think matters to teachers 'not at all' or 'a little', the same two options were chosen by the fourth of the students relating the statement if the teachers treated them

fairly, 24% of the children answered that they feel 'a little' safe at school or 'not at all' (Rees & Main 2015: 69-70). It is also quite reasonable to assume that students often do not feel that what and how they are taught is not, at least to some degree, relevant in their lives and they feel no sense of belonging. The essential question here is - how to make a group of very different individuals appreciate each other and work together well and one of the important facets to this problem is their moral development, which so far has not been addressed sufficiently enough by the Estonian school system.

All this shows that whatever the term to value education, the compiled research into the aims of value education discussed in previous chapters and the survey results presented in this one, it seems that Estonian schools need a comprehensive value education programme that would work on every level of school life from a separate discipline to school-wide projects, involve and educate teachers and projects that would reach out to the community at large. These factors might help students to feel better about themselves and their school even if not everything about their school life would improve.

In the light of Berkowitz and Biel's characteristics that make a value education programme a success (as discussed above in sub chapter 2 'Character Education') the current National Curriculum has been compiled quite comprehensively. There are the lists of values that are considered important to teach and the specific topics for all subject teachers that deal with the listed values at which level, the head of school and the teachers board are compelled to write their own school-wide projects every year and the involvement of the local community is encouraged. The main problem seems to be that in Estonia there are no teachers that are specifically trained to teach value education. It seems that every teacher is expected to make the best to interpret their own subject matter in the light of the value education, but no one is really trained in the teaching methods needed for a professional value education.

There have been several state-wide programmes that have tried to improve children's school experience and even though they do not specifically deal with value education, their methods often carry a by-product of creating a more cohesive and collaborative community where shared values carry an important part. Initiatives worth of note are a non-profit organisation called Hea Algus (Good Start) which is a member of International Step by Step Association<sup>1</sup>, VEPA or Pax Good Behavior Game<sup>2</sup> (funded by National Institute for Health Development), which is a set of methods that the teacher uses in class and outside of it to recognize and acclaim good behaviour, Huvitav Kool (Interesting School) with the aim of 'reflecting to society's expectations of school and education'<sup>3</sup>, and a more hands-on approach is an anti-bullying programme KiVa (Kiusamise Vastu - Against Bullying)<sup>4</sup>. What is important about the last initiative is that it is a prevention programme where students are taught in experience-based lessons that are meant to prevent bullying, and teachers are trained to use certain managing techniques to solve specific cases of bullying emerging in their schools. The programme deals with such values as tolerance and mutual respect, while teaching conflict-solving techniques. The last noteworthy initiative is the national programme "Values development of the Estonian society 2015–2020"<sup>5</sup>. The goal of the programme is to preserve and facilitate values that contribute to the development of the Estonian society in economics and other areas and benefit its successful bonding to European Union. The targets of this programme are children, youth-related organisations, parents, teachers of all levels, youth-workers, heads of schools, and many more. What they specifically did was conduct surveys, educate children, parents and their teachers, publishing value-oriented materials, organising conferences, and the like.

<sup>1</sup> [www.issa.nl](http://www.issa.nl)

<sup>2</sup> <http://www.tai.ee/et/instituut/koostoopprojektid/vepa-kaitumisoskuste-mang>

<sup>3</sup> <https://www.hm.ee/en/huvitav-kool>

<sup>4</sup> [www.kivaprogram.net](http://www.kivaprogram.net)

<sup>5</sup> <http://www.eetika.ee/et/arendus/programm>.

All the listed initiatives contribute to the improvement of Estonian education environment, but obviously only what is done in school itself can help make school life better for students. The obvious solution is to implement better value education programme in school instead of hoping that the change comes from outside. The current ENCBS does intone that the values listed in it have to be implemented in every lesson, not just PSHE or literature, but in reality, it is up to every teacher how much time is devoted to values. Besides, it would be unfair to expect students spend a lot of time for value education in Maths class, so literature, history and foreign language class are obvious choices.

## **2.2.4 Value-related research carried out in Estonia**

As already stated in the introduction, the inspiration for compiling this type of teaching materials came from reading Sulev Valdmaa's article about values of Estonian- and Russian-speaking youth. The article offers an overview of the research conducted by the Civic Education Centre of Jaan Tõnisson Institute in 2009 (funded by UNESCO). The pilot survey was international and the participants from Estonia were 260 students aged between 16 and 18. The aim of the survey was to find out what are the values of the mentioned age group in different European countries.

The research shows that in Estonia multiculturalism has not been addressed as thoroughly as it should have been. Valdmaa stresses that the issue of multiculturalism should not only be introduced into National Curriculum, but that the curriculum should be rethought from this point of view. Since 2009 the curriculum has indeed been reworked and rewritten as suggested, but since implementing a curriculum takes time, the findings of Jaan Tõnisson Institute survey still seem to be relevant.

As shown in literature review chapter, value education is important on several levels: in society, in education in general, in school's administrative level, in all subjects in classrooms and in extracurricular activities. All in all, to achieve a better, more tolerant and

cohesive generation, the members of which know how to make decisions that make them happy and can accept different ways for other people to be happy and successful, every teacher has to contribute to the value education programme of their school, and the next, final part of this thesis demonstrates how the compiled language teaching materials attempt to do just that.

### 3 Empirical study: design and use of study materials

The empirical part of the MA thesis is divided into three sections. The first section presents the methodology used in the project, the second discusses the content of the created worksheets: the values taught, activity types, how the worksheets help to revise the vocabulary and how many times words were repeated in each unit. The links to the literature part of the thesis are also shown. The third section reports on the use of the study materials in three groups of students and the final sections discusses the outcomes.

#### 3.1 Methodology

The basis for the worksheets are, as already said, *I Love English 6* by Mari Jõul and Ülle Kurm, published by Studium in 2009. The reason for choosing units 2-6 is that extra revision of vocabulary is a good way to set the tone for the rest of the school year and it would be convenient to finish with them before Christmas. Ideally, the worksheets should be designed for all the chapters of the textbook, but time constraints did not allow it. Unit 1 was skipped to allow the students to get used to the textbook format before introducing a different material.

The worksheets work on two levels. The obvious objective of the worksheets is to revise the vocabulary of *I Love English 6* textbook units 2-6, while the hidden aim is to make students think about their values and practice them. Even though the material is meant to be used with ILE 6, it is also possible to use these worksheets separately from the said textbook if the students' proficiency level is sufficient.

One worksheet set consists of the worksheet itself, an answer key, additional notes for the teacher and (for the purposes of this master thesis) a questionnaire for the teacher about the worksheet. The aim of the questionnaire is to find out what happened in the class and the teacher's opinion on the effectiveness of the worksheet. As in the end the materials sent out to other teachers resulted only in oral (albeit positive) feedback, it is not



discussed in this work. All the materials are added as an appendix.

As the worksheets are supposed to help to revise certain vocabulary, the texts were compiled specifically for this thesis and checked language-wise by a native speaker of English, Jesse Lee Davey, English Language Fellow for the US State Department at University of Tartu. Four of the worksheets (units 2, 3, 5 and 6) are on one two-sided A4 page and one worksheet (unit 4) is on two pages and three sides since the crossword takes up more space than other exercises. The initial idea was to have illustrations on each worksheet, but very soon it became apparent that the space would become an issue and nowadays it is often difficult for teachers to print out just anything they like in as many pages as they like, so even a worksheet of two sheets seemed to be an excess. Besides, year 8 students are generally quite able to concentrate on work without pictures. All the sets have the pre-reading exercise (that are generally short and done together orally) and the reading text on a separate sheet from the post-reading exercises, so that if needed, the teacher can photocopy each student only a personal exercise sheet and the sheet with the reading to be shared with a desk mate.

All together there are 28 exercises out of which most are meant to be done orally, most of which require taking notes on the same worksheet. Only four exercises are meant to be written into a notebook, but all of them can be also done orally if the teacher deems it more efficient.

All individually done exercises have to be checked together with a class, but pair and group work are checked when the teacher deems it necessary. Out of ten pair work exercises only two cannot be done in groups or together as a class. Although any exercise can be done in a group, only two exercises are designed to be specifically done as a group work. All exercises can be done together as one group.

### 3.1.1 Values in the designed materials

This section of the thesis is going to focus on the five lesson worksheets designed to contribute to value education in basic schools through classwork with value-oriented teaching materials in a foreign language class. As Barnett (1989: 144) intoned the importance of pre- and post-reading exercises, beside the text, the worksheets contain one pre-reading and at least two, but usually more post-reading exercises. The former help to introduce the topic and the latter aid students to think of their values, role-play some moral decision-related situations and practice taking a stand on tolerance and other value-related issues. Shomaker and Heckel (2009: 225) named role-playing as good tool for discovering and especially voicing their values and it also gives students an opportunity to practice what they believe in, in a safe environment. Chazan (2009: 93) also stressed students saying out loud different values in order to ascertain if or how much they believe in the said values. Kirschenbaum (2009: 125-126) mentioned the value of repeating values as a way to ‘practice their values repeatedly’ in order to feel more confident to follow that pattern in real life.

The values under discussion in the worksheets are various and can vary according to the situation in class. The list of values that the ENCBS names in 2.1 §2 (3) are differentiated as a) core or human values and b) social values. The first category lists such values as honesty, compassion, respect for life, justice, human dignity, respect for self and others (Riigi Teataja 2011). All of these can be discussed or at least touched upon within the limits of the five compiled lesson worksheets presented in the current master's thesis. The other category of values (liberty, democracy, respect for mother tongue and culture, patriotism, cultural diversity, tolerance, environmental sustainability, rule of law, solidarity, responsibility and gender equality) (ibid) are not represented in the worksheet texts as thoroughly, but the language and culture issues, as well as tolerance of different

people and their values, are still discussed.

Each text is designed to discuss no more than two topics, although there is potential of raising other issues naturally. The topics that are expanded on are as follows:

- ✧ Unit 2 – poor families, divorce;
- ✧ Unit 3 - different nationalities, bullying;
- ✧ Unit 4 - parent-child relationship, lying;
- ✧ Unit 5 - students from religious families, tolerance;
- ✧ Unit 6 – learning disabilities; different ways to be smart (multiple intelligences <sup>6</sup>);

One of the topics that is undoubtedly crucial in the present day but is not tackled specifically is the gender and same sex love issue (except a brief mention in one exercise, in unit 5 worksheet). The main reason for it is the age of the target group, and although 15-year-olds are mature enough to form their own opinions on the matter, the disparity between the official stand in Estonia on the topic and what seems to be general attitudes of most of the people forewarns that the topic might be too raw to discuss in a language class. However, should the topic arise in the class (either due to the brief mention in unit 5 or spontaneously), the teacher should of course encourage a polite discussion if possible. Likewise, although the worksheets and their exercises are designed to discuss certain topics, when reading a literary text, it might happen that the students find other aspects of the text interesting and the discussion steers off the original topic all together. Should that happen, the teachers have their right to decide which objective is currently more important to pursue – finishing the worksheet or using English in a meaningful discussion. Either way, the aim of the worksheet would be achieved.

6 *Multiple intelligences model by H. Gardner lists that natural human talent can be seen as eight different types of intelligences; linguistic, mathematical/logical, spatial, musical, kinaesthetic, interpersonal, intrapersonal, naturalist. (H. Gardner via Richards and Rogers 2007: 115-116)*

### 3.1.2 Vocabulary in the designed materials

The worksheets have been compiled in accordance with text-based approach in language learning. According to Mickan (2011: 8) it means that the learned vocabulary is recycled as much as possible without making it redundant, but since ILE 6 units 2-6 have 37-41 new words per unit (U5 is exempt – it has only 28 new words), not all of them are in the worksheets. All in all, out of 184 new words from five units (given in the glossary at the back of the textbook), 95 words were met at least two more times in the worksheets. Many researchers agree with Waring (2002: 318) that repetition is the key to effective vocabulary acquisition. How many times words have been recycled in which worksheet can be seen in the table below.

Table 1. Recycled vocabulary in the worksheets.

Unit	Words:	Used 2 times:	Used 3 times:	Other:
U2	8	8		
U3	25	8	3	
U4	26	7		1 word from U2
U5	10	7		1 word from U1, 29 unfamiliar words
U6	26	4		2 words used 4 times, 2 words from U2

The choice of which words to use in the worksheets involves two components. First were chosen the words that different students of the author of the thesis seemed to struggle with year after year. Secondly were added the words that seemed important, and thirdly, there were some words that were lexically needed in the texts or exercises. In most worksheets unfamiliar words were kept to a minimum, but wherever unfamiliar vocabulary was used, a translation is also given on the same sheet and none of the words that are not given in ILE textbooks are expected to be memorised.

Unit 5 worksheet, however, is different. As seen from Table 1, it has 29 unfamiliar words. Unit 5 is a round-up unit, which is about revision itself, and recycling the same material again might be redundant. Therefore, U5 worksheet is used to give

students an opportunity to ‘meet’ new words, practice guessing the meaning from context, which was what Barnett (1989: 126) as an important real-life skill. Krashen & Ujiié (2005: 8) also talk about letting students read light literature for over time building up to a better vocabulary, therefore not only the words the textbook offers should be learned, but from time to time, new vocabulary that is not repeated incessantly is good for building confidence. Unit 5 worksheet set contains a glossary with all the words in the worksheet that students most probably do not know, which gives them an opportunity to check the meaning if guessing will prove inefficient but using online or paper dictionary is also possible.

### **3.1.3 Exercise types**

Worksheets have a short introductory pre-reading exercise, the text, tasks for discussion and additional exercises for either revising vocabulary or sometimes grammar. Although numbered, after reading the text it is up to the teacher which exercises to do first – the discussion part or vocabulary and grammar exercises. In fact, with very advanced groups it is recommended to focus mainly on the discussion and creative activities, but with some classes conducting a meaningful discussion might be very difficult so just trying to find short answers to the questions might be more efficient. Besides value- and vocabulary-oriented exercises there are also some grammar exercises. They are designed to help revise problematic grammar topics covered in corresponding units of ILE 6, but they also feature as much of the vocabulary under revision as possible. If the worksheets are used separately from the workbook, the grammar exercises can be skipped or done with little instruction from the teacher. Most of the grammar exercises involve analysing the form and meaning, which according to Schmitt (2008: 134) is one of the memory techniques for memorising words.

Exercises are divided into five categories: pre-reading exercises and the text,

vocabulary, discussion, role-play and grammar. Discussion exercises also include text comprehension exercises since they can also sometimes require students to explain their opinion just like in a discussion. The following table shows how many exercises are in which category in each unit. Since each worksheet has only one pre-reading exercise and one text for reading, this category is not featured in the table.

Table 2. Number of exercises per category.

<b>Unit</b>	<b>vocabulary</b>	<b>discussion</b>	<b>role-play</b>	<b>grammar</b>
U2, 7 exercises	3	3		2
U3, 5 exercises	4	1		2
U4, 6 exercises	3	1	2	2
U5, 5 exercises	3	2	2	
U6, 6 exercises	3	3		1

The next table shows what kind of exercises are in each category. Different types are separated by a comma. Only exercises that solely deal with vocabulary are listed in the ‘vocabulary’ column. Otherwise, all the exercises have at least some relevant vocabulary. The table does not reflect how many exercises there are in each category or each worksheet.

Table 3. Types of exercises by categories.

	<b>U2</b>	<b>U3</b>	<b>U4</b>	<b>U5</b>	<b>U6</b>
<b>pre-reading</b>	remembering synonyms	guessing the meanings of the numbers in the text	crossword	match the phrases	question about a personal experience
<b>discussion</b>	true/false sentences, open-ended questions, make up your own ending	open-ended questions	true/false sentences, giving advice to characters in the text	taking a test about bullying and discussing bullying situations	open-ended questions, imagining a what-if situation

<b>role-play</b>			rephrasing reported speech into direct, giving advice	matching parts of a dialogue, then acting them out	
<b>vocabulary</b>	finding synonyms, gap sentences	finding phrases of similar meaning in the text	gap text	guessing the meaning from context and discussing them with a partner, writing new phrases down	gap text
<b>grammar</b>	word types	odd man out, translating sentences	rephrasing into compound nouns, rephrasing reported speech into direct		odd man out

The pre-reading exercises are all different, grammar exercises have only one repeated type, but discussion and vocabulary exercises are all quite similar in form, though different in content. Compared to all the other types of exercises, discussion type is the most numerous. It is represented by nine exercises in five worksheets, but the open-ended questions and true/false statements are both repeated exercises. The reason for this is that according to Barnett (1989: 145), text comprehension exercises challenges students' development of language skills, and these are the type of exercises that students generally enjoy.

### 3.2 Materials in the class

As already stated, there are five worksheets for materials of units 2 to 6 of ILE 6. To make revising the vocabulary as efficient as possible, each worksheet is used after the class has moved on from the corresponding ILE unit. For example, Unit 2 worksheet is used after the class has finished studying Unit 3 and Unit 3 worksheet is worked with after ILE Unit 4 is finished. This allows students some time between learning the words and

revising them, so it would become clear which words have been acquired and which must be learned again.

As stated in the introduction, the materials were used with three groups of students, which are going to be called G1 (8 girls and 2 boys, from a rural area), G2 (3 boys and 4 girls, from the same area) and G3 (8 girls and 6 boys, from a city school). The following subchapters are going to explain how exactly the worksheets were used with those groups and what the outcome was.

### **3.2.1 Unit 2 Summer Plans**

Before reading the text, students were asked to look at the underlined words in the text and think of suitable synonyms. The students were not reminded of Unit 2 words in any way. In groups G1 and G3 there were some students that managed to remember most of the words and most of the students were happy to let others to answer all the questions, but in G2 most of the students showed initiative for answering and only some students offered no response. G2 was also the only group that preferred to read by themselves and then discuss the phrases. The other two groups preferred to read out loud and do all the exercises together. None of the groups experienced any significant difficulties with finding the synonyms once they started reading, though the teacher had to direct the students to check exercise 3 several times and with G1 it was more often than other two groups.

The first three post-reading exercises focus on vocabulary: form, meaning and usage respectively. The most difficult exercise for all groups was the first one, where it was always necessary to remind of the difference between adjectives and adverbs. In every group there were also students who did not know what nouns and verbs were, but once these were explained, most words did not offer any difficulty. The exception was the word ‘sure’ which most students did not identify as an adjective. Finding synonyms in the



second exercise kept all students on task, but when in the third exercise worked with the same words on a sentence level, a couple of students in every group pre-emptively decided that it was too difficult and stopped thinking. For those who participated, the exercise did not seem too difficult.

The last three exercises concentrate on text comprehension. In exercise 5 students had to determine whether the statements were true, false or there was no information given. When students did not know the answer then often the teacher had to point them to the relevant part of the text so that they could find the answer. Exercise 6 with open-ended questions took more time than other exercises. G2 opted to do it together, but G1 and G3 preferred to discuss it in pairs. In that case the teacher listened each pair sporadically and later asked answers to questions 3 and 5 because they were the ones where only personal opinion mattered. Mostly students did not have problems with answering the questions but had to think about the explanation. The last exercise is letting students to fantasise how the story might end and this is by far the most difficult and unpleasant of the tasks because with only few notable exceptions, most students are not good at making things up. G1 had this exercise as a homework, but unfortunately only two top students did it: one had a very generic short answer and the other made up something so outlandish that it did not seem to have any logical connection to the story in the worksheet.

One of the things that could be improved upon is the way the revised words are first presented in the worksheet. Instead of giving synonyms in the text and asking the students to remember the target words, it would be less confusing to write the target words into the text and ask students to explain them in English. That would also necessitate the change in exercise 3 with the synonyms would be asked and the target given. The drawback to this method would be that in the first exercise the teacher would probably

have to curb students' innate tendency to translate and encourage them to keep to the English language, but otherwise the revision process would be smoother and more logical.

Another change that would make the worksheet better is to change the last exercise. The current version encourages students to make up an ending to the story, but students' less than enthusiastic participation showed that the exercise was not engaging. Instead, there could be a question of students remembering methods for making a good strong conker that were discussed a few weeks back.

### **3.2.2 Unit 3 In a Big City**

As a pre-reading exercise, students are supposed to guess what numbers before the text could mean, considering that the title says it is about a big city. This exercise students largely seemed to deem pointless, because what use is guessing if you do not really know, and only one student made the educated guess that the largest number might be the population. Once the text was read, some numbers were still needed to be looked up and it seemed that only in G1 some students thought of paying attention to the numbers while reading the text.

The first post-reading exercise had definitions for words and phrases from the text students previously were not expected to pay attention to, but none of the groups had any problems with finding nouns. Words number 4, 8 and 12 were more difficult: *in the direction of – towards, the way where somebody is moving – direction, needs to go quickly – in a hurry*. Exercise 3 was a discussion with open-ended questions and the last two questions were about students' own lives, not the text. The exercise was done as a pair work. Exercise 4 had ten lines of words where in every line one word did not belong in the group. Students were also expected to name the reason why the word did not belong in their opinion. Since the reasons were given in the instructions, all groups were asked to do the exercise individually and after a while checked together. Again, the most difficult line

proved to be the third where students had to recognise that ‘half-price’, ‘life-size’ and ‘well-known’ are adjectives and ‘twenty-three’ was not. Group G3 took longer with discussion and exercise 4 and did not have time for the last exercise which was translating five sentences using present or past simple passive. Other two groups started writing the exercise in class but had to finish it at home.

In hindsight, the pre-reading exercise was quite weak, and students generally did not have ideas about the numbers. If the numbers should be a part of the pre-reading exercise there should be some options for students to choose from or there should be some other prompt all together. For example, asking students whether they have ever been in a bigger city than Tallinn.

### **3.2.3 Unit 4 Shoes**

Unit 4 worksheet opens with a crossword which students were expected to do individually but had an option of consulting their textbooks if they found it necessary. When most of the students were moving on to the next exercise, the crossword was checked together. The most problematic phrases in this exercise were the ones that consisted of several words (10 across: ‘sigh with relief’), because there are always some students that cannot decide if they should skip boxes between words even though the teacher has instructed them to fill all the boxes. The other issue was across 15 ‘neid jaamast ära saatma’ which in the textbook was given as ‘see sb off’, but the crossword needed the actual pronoun ‘them’. The next pre-reading exercise was a grammar exercise that featured six words students were ‘meeting’ again for revision purposes. All the groups did the exercise together because rewording phrases into compound nouns is always something that needs to be explained at least to some students. Once explained though, the only thing that students kept forgetting was to start the phrase with an article.

The text students read has gaps and three to six options of phrases which to fill

them with. All the groups did them together and encountered no difficulty. Exercise 5 allows for the students to act out a dialogue and change it if the students wanted to, but generally students kept to the pattern given in the exercise. The main problem with this exercise was that some students failed to make up correct grammatical forms, even though most students managed to act out coherent dialogues. Exercise 6 allowed students to give advice to the characters of the text. G1 opted to do this in groups of three, but other two groups did it in pairs. Mostly, students had reasonable opinions, and, in some cases, they could explain why they thought like that.

There are two things that could make this worksheet better. First, the crossword instructions should contain the sentence 'In phrases there are no empty squares between words.' The other change would be to put exercise 6 before the fifth, because most students loved giving advice to the characters and it would be better if the students had more time for it, leaving the fifth exercise of making up dialogues either for groups who are not as good at free discussion or those that need to practice reported speech specifically.

### **3.2.4 Unit 5 Gossip**

The pre-reading exercise in U5 is matching the phrases, which is a very familiar exercise to all students and they do it quickly and with no problems. Since U5 is a round-up unit which means there are less new words, so the reading exercise has 29 unfamiliar phrases some of which may be considered slang words (e.g. 'ace' meaning 'to do well'), verb phrases (e.g. talk going around) and some unconventional use of familiar words (e.g. 'elbow' as a verb).

The text was supposed to facilitate work with the dictionary, but it seemed that mostly students managed to guess the meaning from the context, even though most of the students used online dictionaries at least twice. G1 used again the option to work in groups to find the meanings to the unfamiliar phrases and most of them wrote down around six to

ten phrases, although not all of them were the phrases that they had not studied before. G2 did not discuss any phrases at all, because they deemed them all understandable. When the teacher asked to explain some of them, it became clear that even if they struggled to explain the phrases, they did understand the meaning. G3 worked either individually or in pairs and most of the students only wrote out 5-6 words, but there was considerably less confusion about which phrases were new and which old. All three groups did the exercise in less time than the teacher envisioned.

The first post-reading exercise was a test about how good a friend they were, which all three groups did together to avoid any confusion of what each statement meant, but the analysis also did not take up any time, since students generally just agreed with it and were not interested in a discussion. In the next exercise students worked in pairs to put together dialogues and then acted them out. Since the dialogues had some quite rude statements (“Look at him – he’s fat!”) and very direct opinions (“Stop being an idiot! You don’t look like Miss World either!”), the exercise was supposed to entice a discussion, but since instructions did not direct students to do anything but act it out, none of the students had any opinions to offer.

Despite two exercises taking up considerably less time than planned, the last exercise ended up filling up all the supposed extra time. Students worked in groups to find solutions to three hypothetical situations that involved bullying. G1 was the only group that was assigned only one situation, the solution to which they were supposed to present the class. The other two groups worked each on two situations they chose for themselves, and everyone was welcome to offer their opinions on any of the three situations.

There are two minor changes that would make this worksheet better. First is to make exercise 2c into exercise 3 because there is no logical reason why it should be a part of exercise 2, and the other thing is to change the order of exercises. Exercise 2c is a test

that might be interesting to students but is not nearly as important as exercises that follow it. So, to make sure that students have plenty of time for group discussion in exercise 4, exercise 2c should be placed as the last one.

Out of the five worksheets, Unit 5 seemed to be the least useful, because since in the textbook's the corresponding unit gave too few new vocabulary, there is not much to revise. The solution of packing this worksheet with unfamiliar phrases of spoken English did not work for students whose level of English was lower that year 8 should have. Despite the added glossary, they found it too daunting and the students whose level of English was good did not understand why they needed to discuss the unfamiliar phrases at all, because everything seemed understandable. Perhaps it would have been better to skip Unit 5 for this type of revision worksheet, but it was not entirely useless either. Students still met quite a few new phrases or had a chance to refamiliarize themselves with them. Other four worksheets did not have any such problems.

### **3.2.5 Unit 6 At Night**

The pre-reading exercise encourages students to talk about calling the police and if they have any personal experience with it. This topic generated a lively discussion and some students, whose level of English was insufficient for free independent talk, got so carried away that they slipped into their mother tongue. The text students read involved children witnessing a robbery and capitalized on a dyslexic boy coping with the situation better than a girl who had top marks in all school subjects. In group G1 the story elicited a spontaneous discussion whether students who struggled with spelling were stupid or not. When the teacher said that people with dyslexic problems were not stupid, but their brain worked differently, one student said it was 'a weird opinion', but he meant it humorously and no one seemed to be offended. The phrases students had to put into the gaps in the story were all from the word bank they were revising, and as usual, G2 coped better than

other two groups. Some students got confused over a phrase ‘turn a blind eye’, because the verb was in the text and the rest was in the word bank above the text. The aim of dividing the phrase was to make it easier, but for some students it proved confusing. The same problem occurred with two phrases that were expanded compared to what was in the textbook (‘feel for someone’s pockets’ instead of ‘feel’ and ‘work out fine’ instead of ‘work out’). Oddly, the phrase ‘dashing forward’ did not seem to give anyone trouble even though ‘dash’ was unfamiliar word that was added under the text with translation, which probably means that the word ‘forward’ has been learned well.

The first post-reading exercise offers students an opportunity to discuss the text and to think of what they would do if faced with the same problems as the characters of the story. The last two questions give students an opportunity to think what they are good at and to give compliments to their partner. The next exercise uses the same phrases from the first word bank and again students must put the phrases into the gaps, but where possible, the context is very different. For example, ‘awful’ is used as an exclamation in the first exercise, but as an adjective in the fourth. None of the phrases that were problematic in the first exercise offered any difficulty in this one, probably because students were already familiar with the changes.

The next exercise was ‘odd man out’ where the only difficulty in what a ‘figure of speech’ was and the teacher had to give examples. Also, recognizing that ‘do calculations’ is not a figure of speech was problematic in G1. Due to the pre-reading exercise being so engaging, in all three groups there was little time for the last exercise and only in G2 there was a brief discussion about what a dyslexic could or could not do. It might have been due to time constraints, but students either did not seem to have good enough imagination or perhaps for those who had dyslexia, the topic was too sensitive. In either case it would be more beneficial to stop students from reminiscing on the pre-

reading exercise topic and even if students are reluctant to discuss the topic of dyslexia, the teacher could show students the sites that lists famous and successful people who are known to be dyslexic or having some other learning difficulty.



## 4 Conclusions

The aim of this thesis was to create teaching materials that would help students to revise vocabulary of the textbook *I Love English 6* (2009), while simultaneously offer them opportunities to read about students of their own age who have to make ethical decisions and discuss their values. The literature section of the thesis is divided into two parts. The first one deals with vocabulary learning and acquisition and the second teaching values in school context. The empirical part shows how the worksheets were compiled, used and the discussion follows.

The first part of the literature review gives an overview of how foreign languages have been taught throughout history and how important vocabulary learning and acquisition has been during different periods. In short, the importance of vocabulary has been seen differently, but mostly it has been in the service of either rhetoric, translation or grammar studies. Nowadays vocabulary acquisition is seen as an integral part of language learning which cannot be separated from learning grammar. In the present thesis learning words is shown to be best revised through text-based approach, where the same words have to be ‘met’ several times in different texts.

The second part of the literature review demonstrates that teaching values in a separate lesson is an important part of socialisation and becoming a happy and successful member of society, which is also intoned in the Estonian National Curriculum for Basic Schools. ENCBS suggests value education to encompass all level of teaching starting from all the different school subjects and ending with the school actively trying to reach out to its community at large. It is essential for the head of school and administration to plan and direct implementing such value education. Then a description of three different approaches to teaching values follows: values clarification, character education and integrative ethical education. The last one is a mix of the first two and seems to work the best in the

multicultural world since it guides students to discuss and rationalize their values, while putting them into a context to see how well they fit with what the rest of the community they live in, believes. An important part of integrative ethical education is also teaching students the process of decision making.

After that the situation of actual value education in Estonian schools is compared to what is required by the ENCBS. The current situation seems to be that even though schools try of designing and implementing value education programmes, there is little actual time spent on helping students to discover and develop their values, so the literature part is designed to show how foreign language class is a perfect place to offer students opportunities for discussing situations that require ethical decision making.

The empirical part of the thesis focuses on the five worksheet sets themselves. The worksheets work with ILE 6 units 2-6 and consist of the two-page (in one case there are three pages) worksheet, an answer key and a questionnaire that helped to check if the worksheet accomplished the goals set. The questionnaire has some additional questions about their work experience, etc, because initially, it was meant for getting feedback from other teachers. Worksheets were designed according to text-based approach, which in this case means that there is a pre-reading exercise, a one-page long text and post-reading exercises which include discussions, role-pays, vocabulary and grammar exercises. All of the exercises use ILE 6 vocabulary and most of the exercises are tied to the content of the text. Each exercise has at least two functions: for example, text comprehension and discussion on moral dilemmas, grammar and role-play about giving advice, vocabulary revision and grammar, etc. The worksheets compiled, used over half of the new words of units 2-6 and about third of which were met at least twice.

The created worksheets were used three times with three different groups, two of which were rural school students and one with students in a city school. All together the

worksheets were used with thirty-one students in three different school years, each period spanning for about ten weeks with two weeks between each worksheet. All the three groups coped with the worksheets well and took an active part in the lessons. Mostly students could recall the revised words after a little prompting but needed no additional study. Most of the time, students seemed to enjoy discussion and role-play exercises and appeared to be engaged during reading. Students generally were less active when asked to make something up, for example, an ending to a story or guess something they had no idea about. Discussions, on the other hand, worked well, but not in every lesson. However, it seemed that the success of a discussion depended on the students' mood and how tired the students were, not on the nature of the exercise, because there was no single exercise that all groups seemed to dislike or fail to participate in. Usually, G2 managed discussions more easily than G1, because in the latter the number of students that are fluent in English was considerably lower.

Despite problems of time constraints that aroused in some lessons where the last exercise was left unfinished, main goals of the worksheets were still achieved with all worksheets because even if they did not discuss some topics, they still used their language in a meaningful way, had opportunities to discuss their values and express their opinions regarding moral choices of the characters and perhaps their own and used the vocabulary they needed to revise.

The conclusion is that the designed worksheets are of appropriate language level for the year eight students and support revision of the vocabulary of units 2-6 of ILE 6 quite well. The texts are generally engaging, instructions are given in an easily understandable language and only with grammar-related exercises need minimal explanation from the teacher. The worksheets are adjustable for students that are above the required level and are also usable with some instructions if students' skills are below the

needed level. The organisation of the worksheets is clear and understandable, the answer key easy to use and the discussion exercises helped the teacher to assess if students had understood the text. The goal of making students discuss ethical dilemmas, roleplay giving advice and the like was also achieved. The worksheet can be used to help with ILE 6 or even independently, if the students' language level allows it.

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## APPENDIX 1

### UNIT 2

1. Look at the underlined phrases and try to give them synonyms. Then read the text and do the exercises.

#### SUMMER PLANS

Grace found her best friend Sam (Samuel really, but he hated his full name) sitting on a low wall between a field and a forest.

“Hey,” she said, hopping up onto the wall next to him.

“Hey,” was all Sam replied, still looking ahead over the field. It was strange – usually Sam was very chatty.

“We're going to Brighton this summer,” she said, after some minutes of silence. “I have some cousins there. They're having competitions for the best conker player (a) that week, too.” The summer holidays had just begun, so it was natural for her to talk about her plans for the summer.

Sam glanced at her. “Are you going to participate?”

“I was thinking about it, yeah... I'm pretty sure (b) I've got good chances.”

“What, are you planning on turning a stone into a conker (c) again?”

“I was in year three! Come on, Sam! I'm an honest (d) girl now, right?” She smiled, but Sam still seemed worried, so she said, “So where is your family going this summer?”

“Nowhere. Dad says we won't have time, because we have to finish building the shed behind our house, and mum wants to redecorate (e) the kitchen, but she probably won't.”

Sam looked uncomfortable, and Grace realised that there was something he didn't want to tell her – or was embarrassed about.

“Why do you say that?”

“Dad says she won't.”

That sounded weird. Maybe his parents were fighting, and that's why Sam looked so unhappy? For a while they just sat there, gazing (f) at the field and the village behind it.

“We didn't go anywhere when I was eleven. I remember it because that year everyone in my class went somewhere, and everybody was talking about it.”

Sam was now staring at her as if he were quite interested in the conversation. “Why didn't you go?”

“We were moving that year.” She didn't tell him it was because her parents got divorced (g) and she had had to move to a smaller house and change schools because of that. Sam already knew, and besides, she didn't want to talk about it.

“My dad lost his job on the island (h),” Sam suddenly said.



**2. Decide which parts of speech are the words given below – nouns, adjectives, verbs or adverbs. Consult the text if needed.**

- (a) competitions .....
- (b) sure .....
- (c) turning .....
- (d) honest .....
- (e) wants .....
- (f) gazing .....
- (g) got .....
- (h) island .....

**3. Replace these phrases with the ones underlined in the text. Write a corresponding letter next to the phrase.**

- 1. conker championships – .....
- 2. insists on improving – .....
- 3. convinced – .....
- 4. cheating – .....
- 5. fair – .....
- 6. staring – .....
- 7. were separating – .....
- 8. isle – .....

**4. Use the phrases given in exercise 2 to finish the sentences. You can use two of them twice.**

- 1. Why are you ..... at me? Is there something on my face?
- 2. I'm ..... that he's innocent. He didn't take your things.
- 3. We go to the ..... of Wight every summer. It's a very beautiful island.
- 4. There is no excuse for ..... when taking part of .....
- 5. My dad ..... his cooking, but mum doesn't want to teach him.
- 6. My little sister said it wasn't ..... that I won.
- 7. The students ..... horse chestnuts from their cases for over an hour.
- 8. Ben's really unhappy. He's been ..... at the damaged conker for a minute now.

**5. Decide, whether the following statements are true (T), false (F) or there is no information about it in the text (NI).**

- 1. Sam came to the wall fist. ....
- 2. Sam and Grace are in the forest. ....
- 3. Grace enjoys playing conkers. ....
- 4. Grace thinks Sam is always sad. ....
- 5. Sam doesn't want to build a shed. ....
- 6. Grace's parents are divorced. ....

**6. Discuss with your partner, then tell the class.**

- 1. Do you think Grace and Sam are good friends? Why?
- 2. Why isn't Sam's family going anywhere this summer?
- 3. Why was Sam upset more in your opinion?
  - his parents' fighting
  - dad's job and no money
  - everybody else is going somewhere for a holiday
- 4. How did Grace feel about Sam being upset?
- 5. What would you tell Sam if you were Grace? Why?
  - Make a joke.
  - Tell him you are sorry.
  - Hug him.
  - Something else.

**7. How do you think the story ends? Write your own ending into your notebook in five to ten sentences.**

## UNIT 2

### Summer Plans

#### Additional notes for the teacher

Exercise 6 (discussion) can be done in groups if students work like that better. In question 3 students may be divided according to their answer and then the groups can try and come up with reasons and explanations.

Another option is for the exercise 5 be done as a writing exercise.

If the students are unable to discuss anything freely, the discussion part of the lesson can be skipped and the students can try and come up with their own sentences with the phrases from exercise 3.

#### Answer sheet

##### Ex 2

- (a) competitions *noun*
- (b) sure *adjective*
- (c) turning *verb*
- (d) honest *adjective*
- (e) wants *verb*
- (f) gazing *verb*
- (g) got *verb*
- (h) island *noun*

##### Ex 3

- conker championships - competitions for the best conker player
- insists on improving – wants to redecorate
- convinced – pretty sure
- cheating - turning a stone into a conker
- fair – honest
- staring – gazing
- were separating – got divorced
- isle – island

##### Ex 4

- staring
- convinced
- Isle
- cheating, conker championships
- insists on improving
- fair
- were separating
- staring

##### Ex 5

- 1. T
- 2. F
- 3. T
- 4. F
- 5. NI
- 6. T

## Questionnaire for the teacher

### General information

1. How long have you been teaching English?
  - 1-5 years
  - 5-10 years
  - 10-20 years
  - more than 20 years
2. Are you a certified language teacher? Y/N (Circle the correct option.)
3. Are you working in the town or the rural area? (Circle the correct option.)

### *The next set of questions is about worksheet on Unit 2.*

4. What is the number of students who participated in the lesson? .....
5. How many girls were there? .....
6. Please rate the following statements on a scale where 5 means 'true', 4 is 'more true than not', 3 'not sure', 2 'not quite true' and 1 is 'not true at all'.  
If a statement is rated with less than 4, please explain on the comment line.

- (1) The worksheet materials support learning the vocabulary of Unit 2 of the textbook *I Love English 6*. .....

Comment: .....

- (2) The exercises are of appropriate level for year 8 students. ....

Comment: .....

- (3) The language used in the reading text is of appropriate level for year 8 students. ....

Comment: .....

- (4) The language used in the directions is of appropriate level for year 8 students. ....

Comment: .....

- (5) The outline and the organisation is clear and understandable. ....

Comment: .....

- (6) The teacher answer sheet is correct and easy to use. ....

Comment: .....

- (7) The students seemed to like the worksheet just as much as the usually like reading and vocabulary-oriented worksheets. ....

Comment: .....

- (8) The reading text and the exercises 1-4 help students to learn the vocabulary provided in Unit 2 of the textbook 'I Love English 6'. ....

Comment: .....

- (9) Exercise 5 helps students to understand the text better. ....

*Comment:* .....

- (10) Exercise 5 allows for the teacher to assess if the students understand the text. ....

*Comment:* .....

- (11) The text and the exercises 6 and 7 help students to empathise with the characters and to better understand other people. ....

*Comment:* .....

7. Would you like to change anything in the worksheet? If yes, then please, write what would you like to change.

.....  
 .....  
 .....

8. Would you recommend other teachers to use this worksheet?

.....  
 .....  
 .....

9. Is there anything else you would like to comment on regarding this worksheet?

.....  
 .....  
 .....

### UNIT 3

1. Consider the title and try to guess what the following numbers mean. Then read the text and find out.      13,000,000    3    50,000    2    300,000    4    500,000

#### IN A BIG CITY

1 "Have you been to a big city before?" Sam asks Grace. They are standing in front of a huge bicycle stand. "I've never seen so many bikes in one place. It must be  
5 hundreds!"  
"If not more." Grace turns to watch the pedestrians. "There are so many people I can't even see the pavement." She takes a photo with her new camera.  
10 They start walking towards the junction of streets while Sam fiddles with his phone camera.  
"It's not that big, actually," Grace says suddenly.  
15 "What?"  
"Brighton. It's not that big a city. Its population is only about 300 thousand and London is over 13 million. Mum almost took me there last summer, but no such  
20 luck. But I've been to Tallinn, though – it's about 500 thousand people."  
"Tallinn? Oh, you mean the city you lived in when you were little?" Sam doesn't know geography that well, but he knows  
25 that Grace is actually from Estonia.  
"No, I lived in Pärnu," Grace explains. "It's tiny. It has less than 50 thousand people."  
They turn left, and Sam says, "Oh, look!  
30 "Finally! There should be some street entertainers somewhere. In that direction, I think." Grace points.  
Sam has never seen street entertainers, so he's looking forward to it. "It was awfully  
35 nice of your mum to let me come along for your holiday trip." A whole two weeks! He had been embarrassed about it at first because he knew that his parents couldn't have done the same for Grace, but he got  
40 over it quite quickly.  
Grace smiles and says in a thick Russian accent, "I told my mum: if Sam not go, I not go."

Notes:

*accent* – *aktsent*

*fiddle* – *mängima, näppima*

Sam laughs. "You talk funny, young lady. Anyone ever told you, you talk funny?"  
45 "Yeah, it's called an accent, dummy," she says in her normal voice and grins back.  
"So, how is it that you've got a normal English name if you have a slight accent?"  
"Well, my name is really Oksana, but  
50 when we moved here... about four years ago... my mum thought it would be easier at school if I had an English name. So we changed it."  
"Oksana? It does sound different, but not  
55 like... really strange. We've got lots of names at school that are much, much worse."  
"I know. But my mum worried because I got teased quite a lot at school when we lived in Pärnu."  
60 "Why? Because of your name?"  
"No, the accent. I went to Estonian school, but I don't speak Estonian very well."  
"Hm... And you got teased because of that?"  
65 Estonians are weird. We have lots of different accents in our school and that's perfectly normal."  
Grace takes a photo of three trained pigeons doing tricks. "It seems funny  
70 now," she says, "My classmates called me Russian and I cried about it at home, but it's not even a bad word, it's just a nationality. Although not mine."  
Sam stares at her in surprise. "You're not  
75 Russian? I thought you were Russian!"  
Grace laughs. "Mm... No, I'm Ukrainian. That's a bit different. A lot different actually."  
Sam is still staring. "How didn't I know  
80 you weren't Russian?" he asks.  
"Sam, look at the signpost!" she almost shouts. "Everything's half-price in that shop!" Suddenly Grace is in a hurry.  
"Grace, wait up!" Sam grins.

Notes:

*dummy* - (*siin*) *totu, jopski*

*grin* - *laialt naeratama*

*slight* – *kerge*

**2. Read the text in exercise 1 once more and write down phrases that mean the same as the following:**

1. the place where you can leave your bike .....
2. people walking on the streets .....
3. the ground people are walking on .....
4. in the direction of .....
5. the place where many streets meet .....
6. the main street .....
7. people who earn money by doing something interesting on the street .....
8. the way where somebody is moving .....
9. a bird who's taught to do something special .....
10. a post with directions of where to go .....
11. with a smaller price .....
12. needs to go quickly .....

**3. Discuss in pairs.**

1. Why did Grace and her mum take Sam with them on the trip to Brighton?
  - they felt sorry for him
  - Grace would be bored without him
  - Sam's parents couldn't take him anywhere
  - any other reason?
2. What is Grace's real name and nationality? Do you think she liked changing her name? Would you change your name to stop bullying?
3. Why did Grace point out the shop where everything was at half-price? Why do you think so?
  - she likes cheap things
  - she was bored with Sam or the conversation
  - she was feeling uncomfortable
4. Do you know someone who talks Estonian with an accent? Tell your partner about that person.
5. Would you like to change schools? Why?

**4. Underline the word that does not belong into the group and give a reason.**

**Choose from here: *not a road, not a person, not a bird, not a positive word, not a one-way direction, not an adverb, not an adjective, not a verb, not a noun;***

1. busker, acrobat, trained hawk, street entertainer; .....
2. forward, backwards, towards, back-and-forth; .....
3. half-price, twenty-three, life-size, well-known; .....
4. path, high street, footbridge, railway, footpath; .....
5. speeding, training, zebra crossing, standing; .....
6. police officer, bus driver, pedestrian, pavement, biker; .....
7. quickly, run, in a hurry, fast, speeding; .....
8. stand, stood, bicycle stand, stand up straight; .....
9. hawk, lark, eagle, eager, pigeon; .....
10. honour, victory, cheat, fair, win, trust; .....

**5. Translate sentences into your notebook. Use present or past simple passive.**

- |  |   |
|--|---|
| 1. See parkla ehitati eelmisel suvel.          | 5. See sammas püstitati Lord Nelsoni auks.              |
| 2. Tänavate ühenduskoht on liiklusele suletud. | 6. Parkimiskontrolörilt küsitakse sageli teed.          |
| 3. Parkimiskontrolör on haavatud (sai viga).   | 7. Juhiload saab ainult pärast sõidueksami sooritamist. |
| 4. Mr Blackile määrati parkimistrahv.          |   |

## UNIT 3

### In a big city

#### Additional notes for the teacher

If the teacher prefers, exercises 4 and 5 can be done before the text (exercises 1-3), so that the discussion is the last exercise of the lesson. Exercise 3 can be done also in groups or as a guided class discussion. Another option is to do the exercise written, although it is less advisable.

Exercise 5 can be done orally if the teachers prefers it.

#### Answer sheet

##### Exercise 1

- 13,000,000 – the population of London
- 3 – the number of the trained pigeons
- 50,000 – the population of Pärnu
- 2 – the trip to Brighton lasts for two weeks
- 300,000 – the population of Brighton
- 4 – Grace moved to England about four years ago
- 500,000 – the population of Tallinn

##### Exercise 2

- 1. bicycle stand
- 2. pedestrians
- 3. pavement
- 4. towards
- 5. street junction
- 6. high street
- 7. street entertainers
- 8. direction
- 9. trained pigeon
- 10. signpost
- 11. half-price
- 12. in a hurry

##### Exercise 4

- 1. trained hawk – not a person
- 2. back-and-forth – not a one-way direction
- 3. twenty-three – not an adjective
- 4. footbridge – not a road
- 5. standing – not a noun (also: zebra crossing - not an adjective)
- 6. pavement – not a person
- 7. run – not an adverb
- 8. bicycle stand – not a verb
- 9. eager – not a bird
- 10. cheat – not a positive word

##### Exercise 5

This/The car park was built last summer.

The junction is closed for traffic.

The traffic warden is hurt/wounded.

Mr Black was given a parking ticket.

The column was put up in the honour of Lord Nelson.

The traffic warden is often asked for directions.

The driving licence is only given after passing the driving test/exam.

## Questionnaire for the teacher

### General information

1. How long have you been teaching English?
  - 1-5 years
  - 5-10 years
  - 10-20 years
  - more than 20 years
2. Are you a certified language teacher? Y/N (Circle the correct option.)
3. Are you working in the town or the rural area? (Circle the correct option.)

### The next set of questions is about worksheet on Unit 3.

4. What is the number of students who participated in the lesson? .....
5. How many girls were there? .....
6. Please rate the following statements on a scale where 5 means 'true', 4 is 'more true than not', 3 'not sure', 2 'not quite true' and 1 is 'not true at all'.  
If a statement is rated with less than 4, please explain on the comment line.

2. The worksheet materials support learning the vocabulary of Unit 3 of the textbook *I Love English 6*. .....

Comment: .....

3. The exercises are of appropriate level for year 8 students. ....

Comment: .....

4. The language used in the reading text is of appropriate level for year 8 students. ....

Comment: .....

5. The language used in the directions is of appropriate level for year 8 students. ....

Comment: .....

6. The outline and the organisation is clear and understandable. ....

Comment: .....

7. The teacher answer sheet is correct and easy to use. ....

Comment: .....

8. The students seemed to like the worksheet just as much as the usually like reading and vocabulary-oriented worksheets. ....

Comment: .....

9. The reading text and the exercises 4 and 5 help students to learn the vocabulary provided in Unit 3 of the textbook *I Love English 6*. ....

Comment: .....

10. Exercise 3 helps students to understand the text better. ....

Comment: .....



11. Exercise 3 allows for the teacher to assess if the students understand the text.

*Comment:* ..... .

12. The text and the exercise 3 make students reflect on life and improve their tolerance towards other people.

*Comment:* ..... .

7. Would you like to change anything in the worksheet? If yes, then please, write what would you like to change.

.....  
 .....  
 .....

8. Would you recommend other teachers to use this worksheet?

.....  
 .....  
 .....

9. Is there anything else you would like to comment on regarding this worksheet?

.....  
 .....  
 .....

## UNIT 4

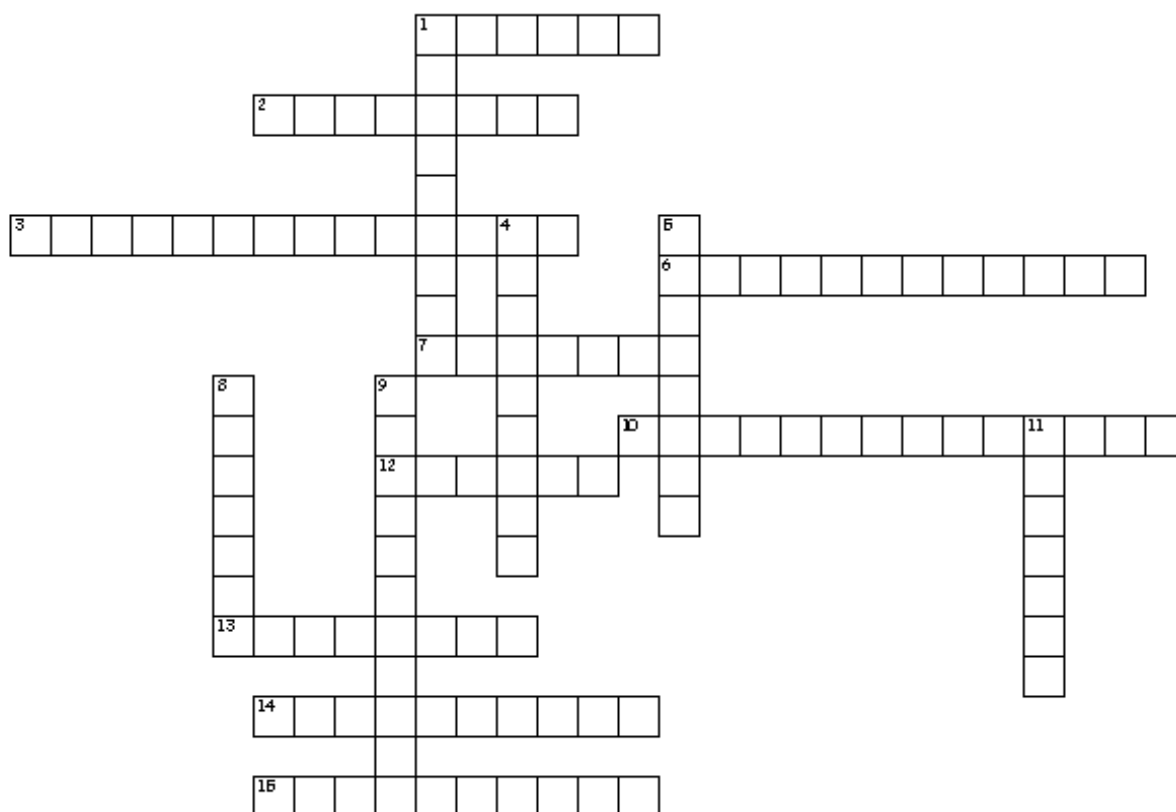
### 1. Do the crossword.

Across:

- |                       |                                      |
|-----------------------|--------------------------------------|
| 1. kavatsema          | 10. kergendatult ohkama              |
| 2. kena, meeldiv      | 12. jõudma                           |
| 3. raudteejaam        | 13. kõhklema, kahtlema               |
| 6. edasi-tagasi pilet | 14. hiljem, pärastpoole              |
| 7. maruvihane         | 15. neid (jaamast, teele) ära saatma |

Down:

- |                                   |
|-----------------------------------|
| 1. vaatamata, hoolimata millestki |
| 4. sisse magama                   |
| 5. ülesõit                        |
| 8. trükkis avaldama               |
| 9. kupee                          |
| 11. pagas                         |



### 2. Make up compound nouns. E.g. *a holiday that lasts fifty days – a fifty-day holiday*

- |  |       |
|--|-------|
| 1. a porter that is sixty years old        | ..... |
| 2. a compartment that costs hundred pounds | ..... |
| 3. a walk that lasts twenty minutes        | ..... |
| 4. a platform that is five metres high     | ..... |
| 5. a composition that is seven pages long  | ..... |
| 6. a single ticket that costs £3           | ..... |
| 7. a railway that is seventy years old     | ..... |

3. Read the text and mark the letter of the right phrase into the gap. Don't worry about the words you don't know.

### SHOES

- A Sam always goes home \_\_\_\_\_. He likes walking, and it's not a long way, but sometimes it's just boring to see all the same things he's seen a hundred times before. Sometimes he just wishes he could \_\_\_\_\_. \_\_\_\_\_ though, sometimes things happen.
- (a) fortunately  
(b) hail a taxi  
(c) on foot
- B "Jesus!" he suddenly hears a \_\_\_\_\_ voice. It's a girl's voice. Sam stops and looks around. The sides of the village road are surrounded by bushes taller than him. "Blast! Holy cripes!" he hears the voice again. It seems to be coming from \_\_\_\_\_, so Sam steps closer to \_\_\_\_\_ and tries to see through the leaves. "Who's there? Everything okay?" he calls out, because \_\_\_\_\_ helpful. Even if he won't \_\_\_\_\_ in time for his favourite TV show today. But he'll be home at 6p.m. \_\_\_\_\_.
- (a) at the latest  
(b) furious  
(c) he likes to be  
(d) make it  
(e) the left  
(f) the thick hedge
- C "Yeah, fine, fine," comes the moody voice, a bit closer than before. "I just stepped in something..." "Oh," Sam says and \_\_\_\_\_ because, \_\_\_\_\_ the colourful language, the girl that comes out is beautiful. Well, pretty. Pleasant. Yes, '\_\_\_\_' is a good word. He notices that he's still staring and blushes.
- (a) in spite of  
(b) pleasant  
(c) stares
- D "Bad luck, huh?" Sam finally says, pointing at the now dirty white \_\_\_\_\_ shoe in her hand. "Bad luck?" the girl \_\_\_\_\_. "What am I going to tell Mum? My shoes are \_\_\_\_\_! They are my dancing shoes! For the... I dance, you know and... I mean, they are my performance shoes, not for training. I \_\_\_\_\_ wear them to school!" "Well there's not much you can do now, is there?"
- (a) cries  
(b) canvas- riidest  
(c) ruined – rikutud  
(d) wasn't supposed to– poleks tohtinud
- E "Yeah. Well..." The girl sits down on the grass and tries to clean the light-coloured shoe with some \_\_\_\_\_. "I'm lucky she's not \_\_\_\_\_ today." "So, what do you \_\_\_\_\_ to do?" Sam asks. He \_\_\_\_\_, then sits down next to the pretty girl he doesn't even know. But then again, if he \_\_\_\_\_, none of his friends will ever find out, will they?
- (a) blades of grass– rohulibled  
(b) hesitates  
(c) intend  
(d) makes a fool out of himself– teeb end lolliks  
(e) picking me up
- F "I'm just not going to tell her yet. I'll wear another pair. I'll tell her \_\_\_\_\_." She sighs \_\_\_\_\_. "Or I can just paint them! No one will see they are painted if I'm dancing, will they?" "You think that's a good idea?" Sam asks. "What if the smell doesn't come out?" Suddenly the girl's eyes go round. "Oh god! I can't dance in \_\_\_\_\_ shoes!" she cries, her face funny. Sam can't help himself. He \_\_\_\_\_ laughing.
- (a) afterwards  
(b) bursts out  
(c) smelly– haisev  
(d) with relief

**4. Decide if the sentences are true, false or there is no information about it in the text (T/F/NI)?**

1. Sam doesn't like going home on foot because it takes too long. ....
2. Sam doesn't know the girl's name. ....
3. Sam wants to help more than he wants to watch TV. ....
4. The girl stepped into animal dirt. ....
5. The girl put the shoes on for a party. ....
6. Sam thinks it's a good idea to paint the shoes. ....

**5. With a partner make up a dialogue between the mother and the girl about the ruined shoes. Do you think she will tell her mother the truth? You can use the examples or make up your own variant. Act the dialogue out.**

**A**

- ⤴ The girl tells her mother that she has to tell her something.
- ⤴ Mum asks what is wrong.
- ⤴ The girl says that she wore her new shoes to school.
- ⤴ Mum asks why she did it.
- ⤴ *Make up a reason.*
- ⤴ Mum tells her off, tells her not to do it again.
- ⤴ The girl agrees, says she's sorry.
- ⤴ Mum tells her about her punishment. *Make up a punishment.*
- ⤴ Mum says she will/will not buy her new shoes.

**B**

- ⤴ Mother asks the girl what happened to her shoes.
- ⤴ The girl says it was an accident.
- ⤴ Mum asks what happened.
- ⤴ The girl lies:
  - a friend wanted to see the shoes, so she took them to school and the friend went to the park in them;
  - she has no idea what happened
  - *make up another reason*
- ⤴ Mum gets angry – she knows the girl is lying.
- ⤴ Now the girl tells the truth.
- ⤴ Mum tells her about the punishment. *Make up a punishment.*
- ⤴ The girl says she's sorry.
- ⤴ Mum says it's okay, but not to do it again.

**6. Work in groups. Imagine you are Sam. Decide what advice you would give to:**

- ⤴ the girl about what to tell the mother
- ⤴ the mother what to do if her daughter lies about the shoes
- ⤴ the mother what to do if her daughter tells the truth about wearing the shoes
- ⤴ Sam if he wanted to ask for the girl's phone number and how to do that

## UNIT 4

### Additional notes for the teacher

In exercise 5 students may choose which dialogue to stage or do both if they are quick. Depending on the teacher's preference, exercises number 4 and 5 can be done written, though making both of them written is not advisable.

### Answer sheet

#### Exercise 1

##### **Across:**

1. intend
2. pleasant
3. railway station
6. return ticket
7. furious
10. sigh with relief
12. make it
13. hesitate
14. afterwards
15. see them off

##### **Down:**

1. in spite of
4. oversleep
5. crossing
8. publish
9. compartment
11. luggage

#### Exercise 2

1. a sixty-year-old porter
2. a hundred-pound compartment
3. a twenty-minute walk
4. a five-metre platform
5. a seven-page composition
6. a three-pound single ticket
7. a seventy-year-old railway

#### Exercise 3

- A – c,b,a  
 B - b,e,f,c,d,a  
 C - c,a,b  
 D - b,a,c,d  
 E - a,e,c,b,d  
 F – a,d,c,b

#### Exercise 4

1. F
2. T
3. T
4. NI
5. F
6. F

## Questionnaire for the teacher

### General information

1. How long have you been teaching English?
  - 1-5 years
  - 5-10 years
  - 10-20 years
  - more than 20 years
2. Are you a certified language teacher? Y/N (Circle the correct option.)
3. Are you working in the town or the rural area? (Circle the correct option.)

### *The next set of questions is about worksheet on Unit 3.*

4. What is the number of students who participated in the lesson? .....
5. How many girls were there? .....
6. Please rate the following statements on a scale where 5 means 'true', 4 is 'more true than not', 3 'not sure', 2 'not quite true' and 1 is 'not true at all'.  
If a statement is rated with less than 4, please explain on the comment line.

2. The worksheet materials support learning the vocabulary of Unit 4 of the textbook *I Love English 6*. .....

Comment: .....

3. The exercises are of appropriate level for year 8 students. ....

Comment: .....

4. The language used in the reading text is of appropriate level for year 8 students. ....

Comment: .....

5. The language used in the directions is of appropriate level for year 8 students. ....

Comment: .....

6. The outline and the organisation is clear and understandable. ....

Comment: .....

7. The teacher answer sheet is correct and easy to use. ....

Comment: .....

8. The students seemed to like the worksheet just as much as the usually like reading and vocabulary-oriented worksheets. ....

Comment: .....

9. Exercises 1-3 help students to learn the vocabulary provided in Unit 4 of the textbook *I Love English 6*. ....

Comment: .....

10. Exercise 4 helps students to understand the text better. ....

Comment: .....

11. Exercise 4 allows for the teacher to assess if the students understand the text. ....

Comment: .....

12. Exercises 4 and 5 help students to better understand the characters from the text and encourages to apply that understanding in real life. ....

*Comment:* .....

7. Would you like to change anything in the worksheet? If yes, then please, write what would you like to change.

.....

.....

.....

8. Would you recommend other teachers to use this worksheet?

.....

.....

.....

9. Is there anything else you would like to comment on regarding this worksheet?

.....

.....

.....

## UNIT 5

### 1. Match the phrases.

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1) feeling puzzled            | a) peoperemeest mängima          |
| 2) hustle and bustle          | b) ehted helmestest              |
| 3) earthquakes and hurricanes | c) iga-aastane püha              |
| 4) neon lights                | d) olema segaduses               |
| 5) in advance                 | e) sigin-sagin                   |
| 6) bead trinkets              | f) enne teatud aega või tegevust |
| 7) play a host                | g) maavärid ja orkaanid          |
| 8) Annual Day                 | h) neoontuled                    |

### 2. Read the text.

a) **Underline all the words and phrases you do not understand. Be honest about it.**

### GOSSIP

- 1 "Hey, Sam!"  
Sam looked up from his textbook he'd been reading and saw Mitch, who was elbowing his way through the hustle and bustle of the packed corridor.
- 5 "Hi, Mitch." Sam grinned. Mitch wasn't his best friend or anything, but they got on. "How're you doing, mate?"
- 10 "Great! Aced my maths test this morning." Mitch smiled, but then looked away for a moment as if embarrassed. "Listen, I heard you know this new girl. Lisa?"
- 15 "Lisa? Yes, we met last week, as a matter of fact." Sam couldn't help but smile as he remembered Lisa sitting on the grass and trying to get the dirt out of her new shoes. "What about her? Want me to play a host and introduce you two?"
- 20 "Er... Well, before we get to that... You know, there's this talk going around, so I just wanted to know in advance before... Er... You know..."
- 25 "Well, you know... I mean – she-she looks like a nice girl and all, but is she, you know... normal?"
- 30 Sam's eyes narrowed into slits, as he felt tension rise in him. "And what exactly do you mean by that?"
- 35 "Hey, Sam, chill!" Mitch raised his hands in a pacifying gesture. "I didn't mean anything bad by it, man, but you know people've been talking about her because she's new, and I thought you might know a bit more about her, you know?"
- 40 Sam's nostrils flared from anger, his lips in a firm line. "Honestly, I don't know much, but I know that she's a very nice girl. Cool. A decent person even. Now, can you just tell me what people have been saying about her?"
- 45 "Well, they say that she goes to church every Sunday. Do you know if it's true?" For a moment Sam could only stare. Then he pressed out from between his clenched teeth, "And?"
- 50 "And..." It was now Mitch's turn to be puzzled. "Well. Isn't it a bit weird? I mean, I know some people go at Christmas and such, but *every* Sunday? That's a bit much, isn't it?"
- 55 Sam lifted his left eyebrow in disbelief. "What is *wrong* with you, man?" Gamely, he punched Mitch's arm. "Is it an Annual Day for Being an Idiot? Maybe it's their family tradition or something? What do you care? Some people like taking pictures of earthquakes and hurricanes or collect ceramic bead trinkets or believe in alien ships with neon lights. All of which is a bit crazy, if you ask me." Sam shrugged. "It's her business what she does on Sundays. The thing is – if she's nice to me, I'm going to be nice to her. It's as simple as that."

b) **Discuss the underlined parts of the text with your partner and try to find the translations for them. Write out the phrases that neither of you know and use your textbook and the dictionary to find the translations.**



c) **Take a test. Decide how true are the statements for you and mark them on a scale where 5 means 'always', 4 is 'often', 3 'sometimes', 2 'rarely' and 1 is 'never'.**

1. I think that most people are great and awesome. ....
2. Not all my friends like the same things I do. ....
3. I don't call other people names. ....
4. When I see somebody being bullied I want to help them. ....
5. I feel bad about being nasty to other people. ....
6. I do a lot of things together with my friends. ....
7. I tell people to stop being nasty to other people. ....
8. I like the people I know. ....
9. I don't bully other people, no matter how strange I think they are. ....
10. I feel bad when I get into a fight. ....

**Now sum up your points and see the analysis at the end of the sheet. Do you agree with it?**

**3. Put the two parts of the dialogues together and act them out with a partner.**

- |  |   |
|--|---|
| A "I think it's weird. If my mum wanted me to go to church, I wouldn't, no matter what she said."  | 1) "Calling people names is childish, even if they are really different. I bet you are weird too in some ways."                             |
| B "I heard that Miranda likes girls. She says that she has never been interested in boys. What a weirdo!"  | 2) "Hey, come on! I bet, you've had bad days too! Maybe something happened at home and he couldn't sleep."                                  |
| C "Look at him – he's fat! He can't even run properly!"  | 3) "Don't be mean! You don't look like Miss World either!"  |
| D "Did you see what Kathy's wearing today? She has no idea what's in! And I had to partner with her in chemistry!"                                     | 4) "What does it matter what she wears? If she is nice to me, I will be nice to her. And she can be a lot of fun once you get to know her." |
| E "Hey, have you heard – Mike failed the last test! I mean – how could that even happen? He's so stupid, I wonder how he gets dressed in the morning." | 5) "Well, that's your thing. My granny and I went last Christmas. It was a bit different, but I didn't mind."                               |

**4. In groups of three or four decide what you would do in the following situations:**

1. Your classmate secretly turns their classmate's ringer on and then calls them during the lesson to get them in trouble with the teacher. They've done it to three of your classmates already. Nobody's saying anything. What can you do to make the bullying stop?
2. You know that your little brother, who's in year 3, is bullied by his classmates, but the teacher doesn't seem to notice. How can you help your brother?
3. Several of your classmates often take one student's school bag and hide it somewhere in the schoolhouse, so that the owner of the bag has to go look for it and is always late for classes. Teachers think that the student's lying about his bag being hidden. How can you help?

**Analysis on Task 2c**

**10-23 points**

You are a brave person and you know what you want. You probably have either very few friends or a small group of friends who think the same way you do. But sometimes you can be too brave when telling other people what you think of them. The next time you are angry, you should try to not say anything bad. Instead, try to be more helpful and you will get more real friends!

**24-36 points**

You respect other people and other people respect you. You are a good friend and often want to help them when someone makes fun of them. You want to help, but you don't know how. Tell your friends how you feel about it – maybe they think the same! Next time you see somebody being bullied, you can make them stop together with your friend!

**37-50 points**

You are a very good listener and understand other people well. You want to help even those people who are not your close friends. Mostly you know how other people feel and are not afraid to help them. You never bully others and always try to make people stop fighting. You are a great friend!

## UNIT 5

### Gossip

#### Additional notes for the teacher

The text can be read individually or out loud together, but if the latter option is chosen, it should be done without any text analysis. For the text analysis part of the lesson a set of dictionaries is advisable either for each student, a pair or one for a group. If hard copies or online dictionaries are not a possibility the teacher can print out the alphabetised list of the phrases provided. There is also a list of phrases given in the answer sheet that the teacher should discuss with the students afterwards. The words that the teacher deems too easy for her students should, of course, be skipped.

In exercise 2c, the statements and the analysis can be read and translated together if the teacher feels that some students would not cope with them by themselves. The feedback on the test can also be dealt with together. The exercise may be skipped to free time for exercise 4.

The aim of exercise 4 is to get the students to think up the actual words what to tell in each situation to the bully, the victim and the teacher. It's not important to tell something to each of the supposed people involved in each situation. For example, the students can decide to talk to the bully of the first situation, the teacher of the second, etc. The students may also decide not to talk to anyone and tell their partner how to resolve the situation otherwise.

For this exercise the class can be divided into three or more groups and depending on the amount of time that is left of the lesson, each group can discuss either one, two or all the three situations. The solution(s) that they have come up with will then be presented in class and other students will comment on them. If two situations are to be discussed, then, for example, Group A gets situations 1 and 2, Group B 2 and 3 and Group C 1 and 3. So, the suggestions of different groups can be compared afterwards.

If there is not enough time to deal with the discussion in class it can be left for homework as an oral monologue or a short written assignment on one of the situations.

#### Answer sheet

##### Exercise 1

1. olema segaduses
2. sign-sagin
3. maavärinad ja orkaanid
4. neoontuled
5. enne teatud aega või tegevust
6. ehted helmestest
7. peoperemeest mängima
8. iga-aastane püha

- ✦ as if (embarrassed) - justkui tundes (piinlikkust)
- ✦ introduce - tutvustama
- ✦ get to that - millegini jõudma
- ✦ talk going around - räägitakse, kuulujutt liigub
- ✦ exactly - täpselt
- ✦ Chill! - Rahune maha!
- ✦ frown - kulmu kortsutama
- ✦ eyes narrowed into slits – silmad kitsenesid piludeks
- ✦ felt tension rise – tundis kuidas pinget tõuseb
- ✦ a pacifying gesture - rahustav žest
- ✦ nostrils flared – ninasõrmed laienesid
- ✦ firm line – kindel, karm joon
- ✦ decent person – korralik, kena inimene
- ✦ pressed out – pressis välja
- ✦ clenched teeth – ristis hambad
- ✦ a bit weird – veidi kummaline
- ✦ in disbelief – suutmata uskuda
- ✦ gamely – kergelt, mänguliselt
- ✦ ceramic - keraamiline
- ✦ alien – tulnukas, võõras

##### Exercise 2, part b

- ✦ elbowing through the packed corridor – rahvast pungil koridorist läbi trügides
- ✦ got on – said hästi läbi
- ✦ mate - sõber, kaaslane
- ✦ aced a test – sai (kooli)tööga hästi hakkama

## Exercise 2b phrases alphabetised

ace – äss, slängis: kümnesse panema, hästi hakkama saama  
 alien – võõras, tulnukas  
 as if – justkui  
 bit – pisut, veidi  
 ceramic – keraamiline  
 chill – jahe, *om.*, rahunema, *teg.*  
 clenched – kokku surutud, pressitud  
 decent – korralik, asjalik, hea  
 disbelief – uskumatus  
 elbow – küünarnukk, *nim.*, küünarnukkide abil läbi trügima, *teg.*  
 firm – kindel, paindumatu  
 flare – laienema, lehvima  
 frown – kulmukortsutus  
 gamely – kergelt, mänglevalt  
 gesture – žest, käeliigutus, viibe  
 get on – hästi läbi saama  
 get to that – selleni jõudma  
 introduce – tutvustama  
 line – joon  
 mate – sõber, kaaslane  
 narrow – kitsas, *om.*, kitsenema, *teg.*  
 nostril – ninasõõre  
 packed – pakitud, ülerahvastatud, täistuubitud  
 pacifying – rahustav  
 person – isiksus, inimene  
 press – pressima  
 slit – pilu  
 talk going around – liigub kuulujutt  
 weird – veider

## Questionnaire for the teacher

### General information

1. How long have you been teaching English?
  - 1-5 years
  - 5-10 years
  - 10-20 years
  - more than 20 years
2. Are you a certified language teacher? Y/N (Circle the correct option.)
3. Are you working in the town or the rural area? (Circle the correct option.)

### *The next set of questions is about worksheet on Unit 5.*

4. What is the number of students who participated in the lesson? .....
5. How many girls were there? .....
6. Please rate the following statements on a scale where 5 means 'true', 4 is 'more true than not', 3 'not sure', 2 'not quite true' and 1 is 'not true at all'.  
If a statement is rated with less than 4, please explain on the comment line.

- (1) The worksheet materials support learning the vocabulary of Unit 5 of the textbook *I Love English 6*. .....

Comment: .....

- (2) The exercises are of appropriate level for year 8 students. ....

Comment: .....

- (3) The language used in the reading text is understandable for year 8 students if they use a dictionary but is not too difficult. ....

Comment: .....

- (4) The language used in the directions is of appropriate level for year 8 students. ....

Comment: .....

- (5) The outline and the organisation is clear and understandable. ....

Comment: .....

- (6) The teacher answer sheet and the alphabetised phrase list is correct and easy to use. ....

Comment: .....

- (7) The students seemed to like the worksheet just as much as the usually like reading and vocabulary-oriented worksheets. ....

Comment: .....

- (8) The reading text and the exercises 1 and 2 help students to learn the vocabulary provided in Unit 5 of the textbook 'I Love English 6'. ....

Comment: .....

(9) Exercise 2b helps students to understand the text better. ....

*Comment:* .....

(10) Exercise 2b allows for the teacher to assess if the students understand the text. ....

*Comment:* .....

(11) The text and the exercises 2c and 3 shows students how to fight bullying and encourages them to do so. ....

*Comment:* .....

7. Would you like to change anything in the worksheet? If yes, then please, write what would you like to change.

.....  
 .....  
 .....

8. Would you recommend other teachers to use this worksheet?

.....  
 .....  
 .....

9. Is there anything else you would like to comment on regarding this worksheet?

.....  
 .....  
 .....

## UNIT 6

1. Have you ever had to call the police? Do you know anyone who has? Tell your partner.

2. Read the text and fill the gaps with the following phrases:

on a pile	awful	work out fine	potting shed
a blind eye	No way!	compose himself	gently, but with force
feels for his pockets	I'm confident	dashing forward	chatters
dumps her bag			

### AT NIGHT

- 1 "Run!"  
 "What?"  
 "I said – run!" With that urgent word Sam  
 5 grabs Grace's hand and they run. It's almost completely dark and the trees are tearing Sam's clothes and face as they are  
 a)\_\_\_ through the forest. There must be forest sounds and wind in his ears, but the  
 10 only sound Sam hears is his own panting and the wild beating of his heart.  
 "Wait –" Grace stops and so does Sam.  
 "Can't... run... What... What did you see? Who were those people?" She b)\_\_\_ onto  
 15 the leaves and sits down on the grass.  
 "I think... I'm pretty sure they are the robbers who cleaned out our neighbours' c)\_\_\_ last Thursday and the farm house a week before that." Sam tries to d)\_\_\_.  
 20 "We must call the police."  
 "What? Why...?" Grace starts saying, but stops, because she must have also put it together finally: it's too late in the evening for anybody doing the moving,  
 25 especially for the elderly lady living in that cottage.  
 "You think they saw us? Oh-oh, my g-god, I think they saw us! They saw us, Sam!"  
 "That's why we ran. Calm down, they're not chasing us." Sam e)\_\_\_.  
 30 "That's f)\_\_\_! What are we going to do? What if they recognise us?"  
 "Grace! I said calm down!" Sam steps closer and puts his hands on her shoulders  
 35 g)\_\_\_ "Calm down!" he says again in a low voice when Grace just h)\_\_\_ on. "It's going to i)\_\_\_, Grace. They won't recognise us – it's too dark."  
 Grace is quiet for a moment. "Are you sure?"  
 40 "j)\_\_\_." He sits next to her k)\_\_\_ of dead leaves. "D'you have your phone on you? I think I've dropped mine."  
 "What?"  
 45 "Your phone? We need to call the police – and then find my phone." He mutters the last part.  
 "Oh, yes. Yes, of course!" She hands him the phone. Sam makes the phone call and Grace smiles. "I've no idea what I'd have  
 50 done without you."  
 "Most probably you'd have scattered your things, cried and been killed by the robbers."  
 55 "l)\_\_\_! I'm not *that* bad. I've got straight As and everything!" She makes a funny face at him. "At least I'm not in language therapy."  
 "Oi! Not fair making fun of a dyslexic! Just because I can't write well doesn't mean I'm a village idiot! You can't turn  
 60 m)\_\_\_ to the fact that I actually saved us just now."  
 "True. You do think better on your feet  
 65 than I do."

#### Notes:

dash – kiirustama, ruttama  
 dyslexic – vaeglugeja  
 fact – fakt  
 language therapy – logopeedi tund

mutter – podisema, porisema, vaikselt rääkima  
 pant – hingedama  
 straight A – puhas "viis"  
 think on your feet – kiirelt reageerima  
 urgent – kiire, kiireloomuline

### 3. Discuss with your partner.

- 1) What do you think happened next in the story? Tell your partner.
- 2) How would you describe Sam's and Grace's characters? Find at least three adjectives for each.
- 3) What would you do if you saw a burglar coming out of a house? Would you act like Sam or like Grace?
- 4) Describe yourself as a student: what are you good at and what are you less good at (independent work, group work, pair work, sports, arts, maths and sciences or languages and literature, etc).
- 5) Now tell your partner what you think they are good at and find at least three adjectives to describe their character.

### 4. Use the phrases in exercise 1 to finish the story:

He has to (a)\_\_\_\_\_ if he wants to win the race; Jim knows this. But sometimes it's just so hard! He came in third. Afterwards, he felt truly (b)\_\_\_\_\_ about his performance. For him, it was a poor result.

“(c)\_\_\_\_\_” Linda had cried. “The third? But you always win, Jim! What happened?”

“It'll (d)\_\_\_\_\_, don't worry, I've got enough points to compete in the next race. The coach might even turn (e)\_\_\_\_\_ on this one.”

“(f)\_\_\_\_\_ you will, Jim. You just go in thinking about (g)\_\_\_\_\_ like a comet and you will.”

“Right,” Jim said and sat on bench behind the (h)\_\_\_\_\_. “Yikes!” he shouted and jumped up, because he'd sat (i)\_\_\_\_\_ of very wet leaves. It'd felt like a pool.

**5. Underline the word that doesn't fit with others and write the reason on the line. Choose the reason from here: not a figure of speech, not a noun (3x), a building where people don't live, a building where people live, a figure of speech, not a positive word;**

- |   |       |
|---|-------|
| 1. farm, cottage, potting shed, summer house                                  | ..... |
| 2. husband, advice, stranger, rainwater, tolerant                             | ..... |
| 3. a teapot, a tank, a watering can, a can of worms                           | ..... |
| 4. laugh your head off, do calculations, turn a blind eye, have green fingers | ..... |
| 5. potting shed, bus shelter, pavilion, block of flats                        | ..... |
| 6. pile, while, mile, soil  | ..... |
| 7. careful, awful, beautiful, hopeful   | ..... |
| 8. stepfather, half-brother, stepmother, stepped, stepsister                  | ..... |

**6. This is a picture of how dyslectics have written the word 'teapot'. Now imagine that you are a dyslectic and write about five to ten sentences about what you could or couldn't do if you were a dyslectic.**

You can use these phrases:

*If I were a dyslectic I could/couldn't ...*  
*I would/wouldn't be good at...*  
*It would be difficult for me to...*  
*Still, I could become a...*

teapot    tɛpɔt  
 tɛbpot    tɛapɔt  
 tɛpɔt    tɛpɔt  
 tɛbbot    teapot  
 tɛpdot    tɛadot

## UNIT 6

### At Night

#### Additional notes for the teacher

Ultimately the order of the exercises doesn't matter, although exercise 3 should follow exercise 2. Exercise 4 can be done first if the teacher feels that her students need first to familiarise themselves with the vocabulary thoroughly before tackling the text, but in most cases just reading and translating should be enough.

In exercise 5 the class should go over the reasons together before doing the exercise. The teacher might need to explain the reasons that students do not understand (a figure of speech).

Before doing exercise 6, the teacher could show students a web page about famous people who are known to have dyslexia or other learning disabilities that are commonly associated with dyslexia. Ask the students if they know any of those people. If the classroom lacks the technical equipment, then the teacher can use the shortened printout of the web page attached to the document.

This is the site:

<http://www.dyslexia.com/famous.htm>

Another website that could be looked at is about regular dyslectics that have succeeded professionally: <http://dyslexia.yale.edu/successfuldyslexics.html>

The picture of 'teapot' variations used in the worksheet was accessed on 25.10.2014, at <http://kelseysdailyhealthblog.weebly.com/advocacy.html>.

#### Answer sheet

##### Exercise 2

- a) dashing forward
- b) dumps her bag
- c) potting shed
- d) compose himself
- e) feels for his pockets
- f) awful
- g) gently, but with force
- h) chatters
- i) work out fine
- j) I'm confident
- k) on a pile
- l) No way!
- m) a blind eye

##### Exercise 4

- a) compose himself
- b) awful
- c) No way!
- d) work out fine
- e) a blind eye
- f) I'm confident
- g) dashing forward
- h) potting shed
- i) on a pile

##### Exercise 5

- 1. potting shed - a building where people don't live
- 2. tolerant – not a noun
- 3. a can of worms – a figure of speech
- 4. do calculations - not a figure of speech
- 5. block of flats - a building where people live
- 6. while - not a noun
- 7. awful - not a positive word
- 8. stepped – not a noun



## Questionnaire for the teacher

### General information

1. How long have you been teaching English?
  - 1-5 years
  - 5-10 years
  - 10-20 years
  - more than 20 years
2. Are you a certified language teacher? Y/N (Circle the correct option.)
3. Are you working in the town or the rural area? (Circle the correct option.)

### *The next set of questions is about worksheet on Unit 6.*

4. What is the number of students who participated in the lesson? .....
5. How many girls were there? .....
6. Please rate the following statements on a scale where 5 means 'true', 4 is 'more true than not', 3 'not sure', 2 'not quite true' and 1 is 'not true at all'.  
If a statement is rated with less than 4, please explain on the comment line.

1. The worksheet materials support learning the vocabulary of Unit 6 of the textbook *I Love English 6*. .....

*Comment:* .....

2. The exercises are of appropriate level for year 8 students. ....

*Comment:* .....

3. The language used in the reading text is of appropriate level for year 8 students. ....

*Comment:* .....

4. The language used in the instructions is of appropriate level for year 8 students. ....

*Comment:* .....

5. The outline and the organisation is clear and understandable. ....

*Comment:* .....

6. The teacher answer sheet is correct and easy to use. ....

*Comment:* .....

7. The students seemed to like the worksheet just as much as they usually like reading and vocabulary-oriented worksheets. ....

*Comment:* .....

8. Exercises 2, 4 and 5 help students to learn the vocabulary provided in Unit 6 of the textbook *I Love English 6*. ....

*Comment:* .....

9. The text and the exercises 3 and 6 make students reflect on life and improve their understanding of other people. ....

*Comment:* .....

10. Would you like to change anything in the worksheet? If yes, then please, write what you would like to change.

.....

.....

.....

11. Would you recommend other teachers to use this worksheet?

.....

.....

.....

12. Is there anything else you would like to comment on regarding this worksheet?

.....

.....

.....

13. Are there anything you would like to say about all five worksheets you have used?

.....

.....

.....

.....

.....

.....

## RESÜMEE

TARTU ÜLIKOOL  
INGLISE FILOLOOGIA OSAKOND

Marika Marimaa

Value-oriented vocabulary teaching materials for the textbook *I Love English 6* by M. Jõul and Ü.Kurm (2009). Text-based approach.

Väärtuskasvatuslik õppematerjal õpiku „I Love English 6“ (M. Jõul, Ü. Kurm, 2009) sõnavara kinnistamiseks. Tekstipõhine meetod.

Magistritöö

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Lehekülgede arv: 86

Töö eesmärk oli koostada õppematerjalid, mis on väärtuskasvatusliku suunitlusega ning aitavad õpilastel korrata ja kinnistada sõnavara, mida nad on õpikust „I Love English 6“ on õppinud. Koostatud töölehti on viis ning nad vastavad õpiku peatükkidele 2-6. Iga tööleht algab sissejuhatava harjutusega, mis on kas teemasse sissejuhatav või võimaldab üle korrata mingit teatud sõnavara. Sellele järgneb umbes 300-400-sõnaline tekst, mille tegelased seisavad silmitsi eetiliste probleemidega ning peavad tegema otsuseid lähtuvalt oma väärtustest. Harjutused, mis järgnevad on tekstimõistmisharjutused, diskussioonid, lünktekstid, rollimängud ja mõned üksikud grammatikaharjutused. Kõikidel harjutustel on vähemalt kaks funktsiooni: näiteks kasutada korratavat sõnavara ja anda sõbrale nõu või harjutada otse- ja kaudkõnet ning samal ajal mängida läbi dialoog, mille tegelased väljendavad sallivat suhtumist endast millegipoolt erinevate inimeste vastu (nt vaesed, teiste rahvuste esindajad, jms). Väärtuskasvatusliku suunitlused teemad, mida töölehtedes käsitleti olid järgmised: vaesus, vanemate lahutamine, erinevad rahvused, kiusamine, lapse-lapsevanema suhted, valetamine, lapsed religioossetest perekondadest, sallivus, õpiraskustega õpilased, erinevad intelligentsustüübid.

Töö koosneb sissejuhatavast osast, teooria ja empiirilisest osast. Töö lõpetab kokkuvõte. Teooria peatükk on jagatud kaheks. Esimeses osas käsitletakse sõnade õppimist ja kordamist ning tekstipõhist metoodikat ning teises pooles on juttu töö väärtuskasvatuslikust aspektist. Selles antakse lühiülevaade väärtuskasvatusest ajaloolisest perspektiivist ning võrreldakse põhilisi suundi

väärtuskasvatuse rakendamiseks koolides. Töö teine, empiiriline osa annab ülevaate sellest, kuidas sõnade kordamine nendes töölehtedes käib ning kuidas väärtuste teema töölehtedes on kajastatud. Sellele järgneb eraldi töölehtede kaupa detailsem kirjeldus sellest, kuidas nende töölehtede kasutamine tunnis läks ning seejärel diskussioon, mis läks hästi ja mida tuleks töölehtedes muuta. Töö lõppeb kokkuvõttega.

Kõiki töölehti kasutati kolmel järjestikusel aastal (2014-2016) umbes kümne nädala vältel. Kahel esimesel aastal kasutati neid koos maal õppivate kaheksanda klassi õpilastega (10 ja 7 õpilast) ja kolmandal aastal linnas õppivate lastega (13 õpilast). Töös on nendele gruppidele viidatud kui G1, G2 ja G3 vastavalt. Esimene tööleht tehti läbi, kui järgnev peatükk oli juba läbi võetud, et õppimise ja kordamise vahel oleks lühike paus. See tähendab, et kui klassis lõpetati kolmanda peatüki õppimine, võeti teise peatüki tööleht kordamiseks enne, kui peatükk nelja juurde edasi mindi. Kokku 'kohati' 184-st viies peatükis õpitud sõnadest 95 sõna vähemalt üks kord veel, umbes kolmandikku neist kaks korda ja mõndasid sõnu rohkem kui kaks korda. Üldjuhul õpilased osalesid meeleldi harjutuste tegemisel ning diskussioonides. Enam meeldisid neile ülesanded, millel olid konkreetsed vastused või said nad ise arvamust avaldada mingi info põhjal ning vähem meeldisid ülesanded, kus oli vaja midagi ära arvata (mida mingid numbrid tähendavad) või välja mõelda (loole ise lõpp välja mõelda). G1 tuli reeglina diskussioonidaga kehvemini toime, kui G2 ning eelistas teha kõiki harjutusi koos või gruppides. G2 elistas lugeda teks ise üksinda läbi ning siis koos klassiga arutada. Peatükk 6 töölehe tegemisel tuli nii G1 kui G2 tunnis aega puudu, sest sissejuhatav küsimus oli põnev, ning selle arutamiseks läks palju aega ning harjutus 5 (ritta mitte sobiva väljendi leidmine) kippus venima.

Kokkuvõttes sedastatakse, et töölehed on üldiselt hästi tehtud ja sobivad kasutamiseks kaheksandas klassis. Töölehed on sobiva keeletasemega, töökäsud arusaadavad ja töölehtede ülesehitus on arusaadav. Töölehed sobivad nii sõnavara kordamiseks kui ka väärtuskasvatustlike teemade käsitlemiseks.

Märksõnad: Inglise keel ja pedagoogika, sõnavara õppimine, tekstipõhine metoodika, väärtuskasvatus tekstide ja arutelude kaudu;

## **Lihtlitsents lõputöö reprodutseerimiseks ja lõputöö üldsusele kättesaadavaks tegemiseks**

Mina, Marika Marimaa,

1. annan Tartu Ülikoolile tasuta loa (lihtlitsentsi) enda loodud teose

Väärtuskasvatuslik õppematerjal õpiku „I Love English 6“ (M. Jõul, Ü. Kurm, 2009) sõnavara kinnistamiseks. Tekstipõhine meetod,

mille juhendaja on Natalja Zagura,

1. reprodutseerimiseks säilitamise ja üldsusele kättesaadavaks tegemise eesmärgil, sealhulgas digitaalarhiivi DSpace-is lisamise eesmärgil kuni autoriõiguse kehtivuse tähtaja lõppemiseni;
2. üldsusele kättesaadavaks tegemiseks Tartu Ülikooli veebikeskkonna kaudu, sealhulgas digitaalarhiivi DSpace'i kaudu kuni autoriõiguse kehtivuse tähtaja lõppemiseni.

2. olen teadlik, et punktis 1 nimetatud õigused jäävad alles ka autorile.

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Marika Marimaa

Tartus, 14.05.2018

**Autorsuse kinnitus**

Kinnitan, et olen koostanud käesoleva magistritöö ise ning toonud korrektselt välja teiste autorite panuse. Töö on koostatud lähtudes Tartu Ülikooli maailma keelte ja kultuuride kolledži anglistika osakonna magistritöö nõuetest ning on kooskõlas heade akadeemiliste tavadega.

Marika Marimaa

Tartus, 14.05.2018

**Lõputöö on lubatud kaitsmisele.**

Natalja Zagura

Tartus, 15.05.2018