# Helping Teachers Take Control of a Course Book Facilitating Vocabulary Instruction

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## Abstract

Although students are supposed to take control and responsibility for their own vocabulary learning, it does not necessarily mean that they study alone. More recently published EFL (English as a Foreign Language) course books have become increasingly aware of the importance of vocabulary instruction by compiling a vocabulary component in them. It facilitates vocabulary instruction by introducing a systematic and principled approach to vocabulary learning. Inevitably, there will be occasions when the selection and organization of lexis in the course book may not be appropriate in some learning context. It is thus critically important that teachers know how to process course books mentally. This paper is concerned with how course books might be evaluated and adapted with regard to the teaching of vocabulary. It is conducted by examining a sample of course books that facilitate vocabulary instruction at an intermediate level. In particular, it considers the selection criteria, organizing principles, quantity of vocabulary and methodology. For each of these, suggestion for adaption is proposed and then justified in respect of the learning processes involved and the intended outcomes.

**Key words:** Vocabulary instruction; Course books; Evaluation

## INTRODUCTION

Vocabulary is critically important to foreign languages learning. Nevertheless, historically its importance has been minimized (Gairns & Redman, 2009). In China, especially in secondary schools, the principal focus of English teaching has been on grammar and the importance of vocabulary has been neglected. It is partly due to the weight given to grammar in the *Syllabus* issued by the National Education Committee and partly because of the traditional belief that vocabulary is mainly learnt by the students themselves without the teacher's help. As a result, most teachers give little attention to techniques for helping students learn vocabulary and their students know little about vocabulary learning strategies apart from rote memorization after graduation. Research shows that rote memorization is popularly employed among freshmen in the university and "they often complained about the burden of memorizing new words and the easy-forgetting characteristic of remembering" (Chen, 2002, p.17).

In recent ten years, the status of vocabulary in China has been enhanced. This may have come about as a result of the acceleration of communicative approaches to language teaching in China and the revised *Syllabus* in 2004, which provides a balanced diet of grammar and vocabulary. More recently published EFL (English as a foreign language) course books have compiled a vocabulary component, facilitating vocabulary instruction by introducing a systematic and principled approach to vocabulary learning. In the past, most course books included a word list only. It is thus critically important that teachers know how to process course books mentally, since there inevitably will be occasions when the selection and organization of lexis in the course book may not be appropriate in their teaching contexts. Therefore, it is worth studying how a course book might be used and adapted with regard to the teaching of vocabulary. Researches have discussed the principles and activities

in effective vocabulary learning (Nation, 2010; Gairns & Redman, 2009), but few help teachers take control of a course book specifically by evaluating a sample theoretically and practically. The aim of this paper is to show how teachers can evaluate the appropriateness of their course books with regards to vocabulary instruction and improve them according to their teaching situations.

The paper is based on the existing research in this field and the writer's teaching experience in China. *Intermediate matters* (Bell & Gower, 1991) is used as the sample course book. It will be conducted in general from the view of the secondary school students in China.

The structure of the paper mainly falls into three parts. The first section presents the general background to the secondary English class in China, including its length, its size and the students' English proficiency. The sample from *Intermediate matters* is then introduced briefly in the second section. The third section is devoted to the critical examination of the sample in terms of selection criteria, organizing principles, quantity of vocabulary and methodology and suggestion for its improvement.

# 1. BACKGROUND TO SECONDARY ENGLISH CLASSES IN CHINA

This section views the overall teaching situation to which this paper draws attention. As a rule, each class in the secondary school lasts 40 or 45 minutes. English as a compulsory subject in China is paid strong attention to in the secondary school, so it is arranged every day throughout the week. There are generally 50 students in each class.

Students in the secondary school, on the whole, are at an intermediate level of English. In other words, they usually have some knowledge of the main grammatical areas of English and approximately 1,600 basic vocabularies (Milne, 1977). However, they are frequently unable to use what they know appropriately and accurately in the daily life.

# 2. INTRODUCTION TO THE SAMPLE COURSE BOOK

*Intermediate Matters,* according to its teacher's book, has given systematic attention to the neglected area of vocabulary in each unit and popularly been employed among secondary schools overseas. Therefore, its extract is chosen here as the critical sample. It is intended to serve students at an intermediate level of English on an intensive course. It consists of twenty units and each of them includes both listening and reading texts, a vocabulary section, and grammar points.

This extract (see Appendix, pp.4-6) is from a unit entitled "My favorite things". It includes speaking,

reading, vocabulary and grammar review, which require 60 minutes of classroom work.

There are about 22 new words in this extract and they are introduced in the reading section (see Appendix, p.5). Different from the course books used in China, no wordlist is provided here.

# 3. CRITICAL EXAMINATION OF THE EXTRACT

Gairns and Redman (2009) suggest a checklist helping teachers adapt and supplement the materials facilitating vocabulary instruction. Accordingly, the extract is critically examined from the perspective of selection criteria, organizing principles, quantity and methodology. For each of them, it opens with a review of its related theory. Based on it and the teaching situation of secondary schools in China, the detailed critical examination is then carried out. Following each aspect, some suggestion for improvement is proposed and justified with the help of the relevant literature and drawing on the writer's teaching experience.

## 3.1 Selection Criteria

### 3.1.1 Theory

In the first place, it is conceded that "different vocabulary is employed by different users in different contexts" (McCarthy, 1990, p.49). Some words are essential in one context but may not be in another. In this respect, one of the first questions to look at is whether the selected lexical items in this extract are appropriate for the students.

Various criteria for selection of the vocabulary have been applied in English language teaching. Gairns and Redman (2009) offer such criteria as frequency, cultural factors, need and level, and expediency. Similarly, McCarthy (1990) suggests frequency, range, learnability and learner's needs for selecting what to teach. Obviously, it is not suggested that all of them should be taken into account with respect to the selection of vocabulary. The relative importance attached them depends on each teaching situation. Accordingly, it is believed that frequency, learnability and learner's needs may appear more important than the others as the selection criteria in terms of the course book in the secondary school. This is because they are more likely to guarantee student motivation in English learning. "The key in all vocabulary teaching is to keep motivation high" (Hatch & Brown, 1995, p.422). The critique below on vocabulary selection in this extract will then focus on these three criteria.

### 3.1.2 Critique

It is clear that equal attention may not be given to all the words in the lessons no matter how well the course book is written and that frequency is believed to be one measure of importance in terms of vocabulary selection (Allen, 1983). It refers that words are used commonly and

frequently. They are easily encountered in the daily life, such as in conversations, TV programs, magazines and newspapers. Compiling these words in the course book may arouse students' interest in English learning, since they perceive what they learn in the class is useful in the daily life.

In this extract, focus in on some frequently used adjectives and verbs describing likes and dislikes, such as, "fantastic", "awful", "enjoy" and "hate". They are listed in the boxes of adjectives and verbs separately (see Appendix, p.6). Examining the selected vocabulary, it is found that most of the items are commonly used in students' daily life except two words, "adore" and "detest". It is partly demonstrated by the fact that both of them cannot be found in "Three Hundred Useful Adjectives" (pp.119-120) and "Twelve Hundred Useful Nouns and Verbs" (pp.121-127) listed by Allen in 1983. However, it does not mean that "adore" and "detest" are not useful, as Gairns and Redman (2009, p.58) state, "the high frequency of an item is no guarantee of usefulness". They would, for example, benefit students' reading comprehension in the secondary school. Also, Allen (1983) suggests that words needed in connection with the students' particular academic interests should be taken into account in deciding which words to teach.

Frequent words are usually learnt simply because they occur regularly, but some special attention in teaching may be needed, since a variety of other reasons may result in their difficulty in learnability, such as, spelling, phonology, syntactic properties, close meaning and culture difference (McCarthy, 1990). Considering the possible reasons for affecting the ease or difficulty in the learnability of vocabulary mentioned above, on the whole, the lexical items in this sample should not bring about much difficulty. However, such words as "fantastic", "brilliant" and "superb" may make it difficult for students to separate one from another, since they are very close in meaning and the teacher will find it difficult to explain the difference in the degree exactly. Especially in China, vocabulary is traditionally taught by translating its meaning into the nearest mother-tongue equivalent. By doing so, difficulty may arise if words sharing close meaning fail to find their equivalents to the items in Chinese. For example, all the adjectives listed above means "very good" in Chinese.

*Speaking 1* (see Appendix p.4) functions as an introduction to the topic in this extract. It is found that there is no new vocabulary here. Only general lexical items, such as, "sport", "books" and "animals", related to leisure activities are provided to match the pictures. Clearly, they are much too simple for intermediate students. According to the teaching experiences, if students feel that they are covering old ground at the beginning of a new course, their interest to learn may be reduced. It is undoubted that most students in the secondary school are interested in the activities suggested in the pictures and they may not satisfy the categories but to be eager to learn the specific items related to these pictures, such as jeans, CDs and photography. Thus, it seems that vocabulary in this section may not meet the students' needs.

On the whole, vocabulary in this extract has been selected reasonably in terms of frequency, learnability and students' needs, but it might be exploitable in some places if it is used in China.

### 3.1.3 Improvement

It is conceded that the work of selecting words has already been done by the writer of the course book and teachers in many teaching situations have little or no control over it. However, it does not mean that teachers have to be tied to it. If necessary, the vocabulary in each unit can in many cases be re-ordered, cut and supplemented according to the needs of students and the time available. For example, if some lexical items are too difficult for students to learn at the moment, the teacher may think of postponing them until they have higher language proficiency. Conversely, if the words in the unit are too simple, the teacher may supplement more to widen his or her students' vocabulary. Accordingly, the selection of words in this sample might be improved form two perspectives.

One is to supplement the specific lexical items to the activities in the pictures in *Speaking 1*, such as "horse-riding", "jeans", "CDs" and "photography" as noted above and make sure that the students have written them down beside the marched pictures. Firstly, *Speaking 1* appears as a beginning part in this teaching material, so it should function to attract students' attention. The over simple general words may fail to achieve the intended outcome. Secondly, in order to guarantee the students' long term memory, it is necessary to make sure that they have taken notes of the specific items. Otherwise, they might forget them the moment that the teacher finished this section and fail to put the vocabulary learnt to immediate active use in the exercises afterward.

The other is concerned with the learnability. As mentioned, the lexical items of adjectives and verbs in this extract share close meaning and students feel it difficult to differentiate from one to another. In this respect, to reduce the difficulty, it is possible not to require students to tell the degree of these items at this stage but postpone the requirement until they have learnt them well. Besides, the teacher may avoid translating them into Chinese but to explain them in English.

## 3.2 Organizing Principles

### 3.2.1 Theory

"Vocabulary consists of a series of interrelating systems and is not just a random collection of items" (Gairns & Redman, 2009, p.69). Therefore, in order to enable students to internalize the items in a coherent way,

frameworks for its presentation have to be considered carefully in a systematized manner. Existing research suggests that groupings of items of vocabulary can be ranged from topic, meaning, form, style to contextual relations (McCartthy, 1990). Gairns and Redman (2009) propose twelve groupings and some of them overlap with McCarthy's. It is impossible to list all of them in a paper of this limited scope, so only the groupings concerning the presentation of vocabulary in this extract might be discussed here.

### 3.2.2 Critique

It is clear that organizing principles vary with teaching material. In terms of the items of vocabulary in *My Favorite things*, they are mainly elicited from the reading section whose topic is Lenny Henry's favorite things. Naturally, the vocabulary of likes and dislikes and specific items related to Lenny Henry's hobbies, such as, "soap opera", "CDs", and "baggy suits" are presented throughout the whole passage. Thus, it might be concluded that they are grouped by topic, "one of the most common and useful groupings found in course books" (Ibid., p.69). Lexical items grouped in this way may help students learn them in a coherent way.

Subsequently, the writer groups the vocabulary of likes and dislikes based on gender. To be specific, adjectives of likes and dislikes are listed in a box and so are verbs of likes and dislikes. Clearly, these groupings may benefit students' learning in the grammar section afterward. In other words, if they learn the use of one word in one box, they will know the others'. Also, their teacher can avoid repeating the same language point. Moreover, the vocabulary of likes and dislikes are grouped together, so it is organized by synonym and antonym as well. Take the box of adjectives for example. Words, such as, "fantastic", "brilliant", "terrific", "great", "wonderful" and "superb" are synonyms while their antonyms, "awful" and "dreadful" are also synonyms. Such sense relations will help to give coherence to the lesson (Ibid.). Besides, they may help students guess the meaning of new vocabulary. For example, "brilliant" may be strange to students but relatively speaking, "great" is familiar to them. In this respect, they can deduce that "brilliant" means "very good", since it is a synonym of "great".

However, grouping items by synonymy may bring about another problem, which is especially apparent in the secondary school in China. It has been noted with regard to learnability above. Further discussion on it is provided in this section. As Gairns and Redman (2009, p.30) states, "for language learners, there is further type of sense relation, that is the relationship between a lexical item in English and the nearest mother-tongue equivalent". Teaching experience suggests that it is inevitable that students tend to learn vocabulary in this way and they become confused when they fail to find the equivalents to the items in Chinese. For instance, "fantastic", "brilliant",

"terrific" and so on discussed above share the same Chinese expression instead of separate ones when they are translated into Chinese. Different from the beginning learners, intermediate learners are usually not satisfied with general meanings and they need more specific equivalents. They want to differentiate between synonyms and make sure that they have a clear idea of which one to use when they are making a sentence.

### 3.2.3 Improvement

As far as the issue noted is concerned, it is intended to explore some possible solutions to it in terms of "getting the word meaning". Hatch and Brown (1995) present five essential steps in vocabulary learning: encountering new words, getting the word form, getting the word meaning, consolidating word form and meaning in memory, and suing the word. Accordingly, "getting the word meaning" is the third essential step and it is thought to be what is most associated with the idea of vocabulary leaning. Since confusion of synonyms is closely related with this step, the discussion of its solution is then conducted from this view of it.

There are a couple of strategies suggested to the distinction of synonyms, such as, "asking native English speakers", "having a teacher explain", using a "dictionary" and using the "context" (Hatch & Brown, 1995). For most secondary schools in China, however, it is not feasible to ask native English speakers, since most of the language teachers are Chinese. Besides, "having a teacher explain" may not work effectively in terms of synonym, as the traditional way, i.e. translation, may impede it. Therefore, "context" is considered a popular and practical way because it is easier for students to tell the slight difference between synonyms by a concrete example in context than by an abstract explanation. Based on the reason, it is believed that the material in grouping vocabulary might be improved by providing more examples or related exercises, such as, gap filling, cloze, to help students differ synonyms according to the context.

Moreover, the teacher can also play a very important role in assisting the students when they are confused by synonyms. Firstly, the teacher should avoid explaining them by means of translating them into the mother-tongue equivalent. Instead, it is better to paraphrase the word in English. Secondly, it is a good opportunity for the teacher to introduce students to thesauruses, since they appear to be more appropriate resources than regular dictionaries in supplying the finer distinctions between synonyms.

## 3.3 Quantity of Vocabulary

### 3.3.1 Theory

Quantity here is mainly concerned with two questions. First, how many items to teach per lesson, and second, is the amount of "productive vocabulary" to be acquired per lesson insufficient, sufficient or excessive for the students (Gairns & Redman, 2009). It seems impossible to provide

a specific number of new lexical items that should be presented in a certain lesson, because it could be affected by a wide range of factors, such as, the difficulty of an item, students' aptitude and syllabus; requirement. Obviously, it is impossible and unnecessary to pay equal attention to each new item in a limited class. Research has shown that it is important to consider whether it is receptive or productive vocabulary in terms of "how many items to teach". Receptive vocabulary means "language items which can only be recognized and comprehended in the context of reading and listening material" while productive vocabulary is "language items which the learner can recall and use appropriately in speech and writing" (Ibid., pp. 64-65).

Gairns and Redman (2009) suggest that generally it is reasonable to present an average of eight to twelve productive items in a sixty-minute lesson, but no record is provided for receptive items.

### 3.3.2 Critique

Overall, there are about 22 new items in this extract and the writer does not identify which items are "productive" and which are "receptive". Then, the teacher will play an important role in highlighting the students which items are worth learning for productive use and which are only useful for purposes of recognition based on the students' needs and learning environment. Differently, most course books in China have identified which items are productive ones, which are receptive according to the *syllabus.* Even so, it is believed that the teacher should be equipped with the knowledge of quantity of vocabulary and thus he or she may help the students deal with words differently instead of following the course book mechanically.

In terms of the new vocabulary in this extract, it is suggested that the vocabulary of likes and dislikes (see Appendix, p.6) is "productive". Because exercises in this section and those in the grammar section afterward require the students to use these words appropriately. However, such words as "baggy suits", "racist", "violence" and "ignorance" are not frequently used among the students in China, so they are not suggested to be acquired productively.

In this respect, it might be concluded that there are sixteen productive items in this extract. Further, it is assumed that students, at the intermediate level, have known the following items well: "great", "wonderful", "enjoy" and "hate". Therefore, twelve items should be focused. According to the survey mentioned above, on the whole, vocabulary in this extract could be sufficient for most students to learn in a sixty-minute lesson, but excessive for students with lower proficiency.

### 3.3.3 Improvement

If the quantity of vocabulary is excessive for some students, it could be adjusted to adapt to them with their teacher. Gairns and Redman (2009, p.68) suggest that there are two factors within the teacher's control in terms

of "how many items to teach": One is "what else do you intend to cover within the timetable", and the other is "how much exposure will you give to the item".

Firstly, the teacher may highlight the relatively important items among the 22 ones. Clearly, it is unnecessary to pay equal attention to every word in the limited time and usually productive items may come first. Further, among the productive items, it is important for the teacher to point out which ones are worth more attention in the learning context. In other words, which items may be given more exposure. This may, to some extent, reduce the students' burden. Take the productive items (i.e. adjectives and verbs of likes and dislikes) for example. Verbs usually appear to be more important than adjectives in English learning because they usually play a vital role in practice and in the examination. Therefore, the teacher may stress verbs of likes and dislikes and then the productive items can be reduced to only eight ones. If so, the students might not be overloaded and learn to deal with the quantity of vocabulary independently.

## 3.4 Methodology

### 3.4.1 Theory

Methodology is concerned with how learning tasks and activities are selected and organized (Nunan, 1991). In terms of teaching vocabulary in EFL classes, its major focus is on the development of teaching routines and activities introducing and reinforcing the learning of vocabulary items. There are numerous types of exercises and practice that have been demonstrated to be useful in the teaching of vocabulary, but there is not a "right method" which would work for all learners in all contexts (Richards, 1987). Therefore, the teacher has to judge what methods would be best for his or her students and situations before following the course book.

Hatch and Brown (1995) suggest three principles that can inform such decisions: time-effectiveness, content, and additional value that methods bring to the students. Gairns and Redman (2009, pp.172-173) design seven questions for teachers to take into account when they judge whether the methodology enables them to assess the activities concerned with vocabulary learning in the course book:

- What learning approaches are selected?
- Does the teachers' book suggest teaching procedures?
- Are practice and testing activities provided?
- Is the vocabulary recycled?
- How are learners encouraged to consolidate and widen their vocabulary outside the classroom?
- Does the course book contain useful visual material?
- Does the course book anticipate vocabulary needed for skilled activities?

### 3.4.2 Critique

There are three sections in this extract. *Speaking 1* and *Reading* are treated as a basis for the introduction to

vocabulary and *Vocabulary* functions as retention of it. Altogether twelve exercises in the three sections are intended to introduce and reinforce the learning of vocabulary. Exercises in *Speaking 1*, such as, matching words with pictures, personalized activity, communication and reporting, attract students' interest at the beginning of the class, and highlight for them what to learn. Exercise 2 (personalized activity) especially provides a good opportunity for "unplanned vocabulary teaching" (Seal, 1991), because it is inevitable that the students may encounter a new vocabulary item when they talk about their favorite things. It may widen the students' vocabulary.

Subsequently, the new lexical items in this extract are introduced by the reading material, *Lenny Henry's favorite things*. Exercises are designed to encourage the students to focus on finding information about Lenny Henry, specifically, what he likes and what he dislikes. It helps the students "encounter new words" with the context and build up a basic idea of new words, consolidating the word form and meaning in memory afterwards. Moreover, the photo of Lenny Henry printed in this sample may function as keeping students' motivation high, since they are interested in visual material.

For the exercises in *Vocabulary*, pronunciation of vocabulary and making sentences with the items in the wordlist are focused on. They help to consolidate and recycle the vocabulary.

However, considering the purpose of this extract and the time available, it seems that some activities are exploitable. Firstly, it may be a heavy burden for both students and their teacher to conduct all these activities in a sixty-minute lesson, especially, in a big size class with about fifty students in China. Secondly, this extract is focusing on vocabulary teaching, but it seems that some activities do not meet the need, such as, exercise 4 in *Speaking 1*, requiring the students to report with the sentence pattern of "both…and" and "neither…nor". In this respect, it is advisable that some activities may be cut or supplemented according to the theory of methodology noted above and the realities of the teaching situation.

### 3.4.3 Improvement

As noted, twelve exercises may be excessive for students in the available time. Therefore, cutting some of them appears to be necessary. It may be advisable not to conduct exercises 3 and 4 in *Speaking 1* (see appendix p.4) and exercise 3 (see Appendix p.5). Firstly, it seems not feasible to let fifty students go round the class and talk to others as exercise 3 suggests, which must be out of control. Moreover, this exercise with exercise 1 and 2 in *Speaking 1*, is only intended to introduce the topic, my favorite things, but not to consolidate new vocabulary, so it is not worth spending much time on it. Secondly, it seems that exercise 4 in *Speaking 1* and exercise 3 in

*Reading* do not cohere to vocabulary learning, because the front one appears to get the students to sue particular language patterns (i.e. both…and, neither…nor) in Grammar followed up later while the latter one tends to be an informal class discussion on interview, whose content has little to do with the vocabulary in this extract.

For supplement, it is suggested that "blank filling" be arranged before the exercise affiliated to *Verbs of likes and dislikes*, that is, positioning the verbs along the line according to how positive or how negative they are (see appendix p.6). Obviously, it is difficult to illustrate differences of degree without any clue. However, with the help of context by "blank filling", it may be easier for the students to achieve its outcome that makes sure them realize that some of the verbs in the box are much stronger/weaker than others and can be used interchangeably.

## CONCLUSION

Undoubtedly, *Intermediate Matters* from such a reputable publisher as Longman has been carefully written and extensively piloted. The critiques on its extraction in this paper are conducted only from the view of most secondary school students in China. It has shown that there is no teaching material suitable for all students in all contexts. So it is important for teachers to decide "what should be given the greatest attention and effort" (Nation, 2010, p.73) and "know how vocabulary is selected and in what context it is introduced and reinforced in language teaching" (Hatch & Brown, 1995, p.405). Thus, they can be capable of changing materials to tailor their students. Although the sample is evaluated from the view of intermediate level of English learners in China, its implication can be applied in different learning contexts. It is hoped that this paper has provided the teachers guidance by examining the extract systematically and offering practical suggestion for improvement. It is also hoped that teachers, themselves, have perceived their important role in vocabulary teaching and adapting materials to meet the needs of their students.

## ACKNOWLEDGMENTS

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## APPENDIX

This extract is from a unit entitled "*My favorite things*" in *Intermediate Matters* (Bell & Gower, 1991, pp.4-6).

Unit 1

## READING

Lenny Henry is one of Britain's most popular comedians and has his own television programme – *The Lenny Henry Show*. As well as that, he is frequently on the radio and has sold many records. One of seven children, Lenny grew up near Birmingham but now lives in London with his wife.

**1** Read the first three paragraphs of the text quickly and write down six things that Lenny Henry likes. Example: *food . . .*

# Lenny Henry's
## favourite things ◀◀◀

1 'Good food is a very high priority with me, especially as I'm nearly always on a diet, so there are times when I break the rules and go absolutely crazy and eat the entire contents of the fridge in one go, or I go to a restaurant and order the whole of the left-hand side of the menu. I really enjoy eating Indian and Mexican food (especially chilli), and my Mum's food is fantastic, too (of course!).

2 I've got a superb record collection – over 3,000 albums as well as various CDs – so you can guess that I just adore listening to music. I really like Stevie Wonder, whose early music is terrific, and Prince and Hip Hop. Ever since I was young I've loved looking round record shops.

3 I am very fond of cats – I've got two of them, Aretna and Flossie. I like actors who are also good comedians like Peter Sellers, who was great in the good Pink Panther films, and Richard Pryor for his stand-up comedy. I love

watching police programmes on the television, as well. *Police Squad* and *Hill Street Blues* are wonderful. I like reading comics, too – some of them are brilliant. Also on my list of likes must be Jamaica. I love going on holiday and I go back there as often as I can.

4 I tend to wear good clothes – maybe because I couldn't afford them when I was young. I like wearing baggy suits and shiny shoes, but I can't stand shirts when the arms aren't long enough! One of my other pet hates is when expensive shoe shops don't have shoes in my size. I think that's really awful.

5 There are lots of other things I don't like. I detest violence, and the idea of nuclear war is very frightening indeed. I don't mind being interviewed, but I get annoyed when I'm misquoted in newspapers. I absolutely hate racist jokes because they promote ignorance. I'm also not too keen on rude people and Australian soap operas – they're really dreadful.'

**2** Read the final two paragraphs of the text and write down several things that Lenny Henry dislikes. Example:
*Shirts, when the arms aren't long enough*

**3** Discuss the following questions in pairs.

a) Which of Lenny Henry's likes and dislikes do you share with him?

b) What things would you want to ask Lenny Henry if you were interviewing him?

c) Which famous person would you like to interview? Give reasons for your choice.

5

## VOCABULARY

### Likes and dislikes: adjectives

**1**   Which adjectives in the box mean *very good* and which mean *very bad*?

| | | | |
|---|---|---|---|
| fantastic | brilliant | terrific | awful |
| great | dreadful | wonderful | superb |

**2**   Mark the stress on each of the words in the box in Exercise 1, putting the stress mark (') as used in many dictionaries before the strongest syllable (e.g. *fan'tastic*). Note that *great* has only one syllable, and the stress for one-syllable words is not normally marked in dictionaries.

**3**   In the text, Lenny Henry uses all the adjectives in the box in Exercise 1. Example:
*He thinks his Mum's food is fantastic.*

Find four other examples of when he uses them.

**4**   List five things which you think are really good or really bad. Tell your partner and explain why. Example:
*'I think the transport system in this country is awful because it's too expensive.'*

### Likes and dislikes: verbs

The verbs in the box refer to likes and dislikes. Draw a line and write *most positive* above one end of the line and *most negative* above the other end (see the example below). Position the verbs along the line according to how positive or how negative they are.

| | | | |
|---|---|---|---|
| adore | don't mind | can't stand | enjoy |
| detest | be keen on | hate | be fond of |

most positive                        most negative
⌊ *adore*

## GRAMMAR REVIEW 1

### Verbs + -*ing*

Verbs of liking and disliking are often followed by verbs in the -*ing* form. Examples:
*He loves watching police programmes on TV.*
*He doesn't like being misquoted.*

List five things you love doing and five things you can't stand doing. Tell your partner and explain why. Example:
*'I love gardening because I enjoy being outdoors.'*

### Similarities and differences

**1**   Read the three example exchanges. (The words in **bold** are stressed.)
*'I hate cold weather.' 'So do I.'*
*'He doesn't like fruit.' 'Neither do we.'*
*'I love this weather.' 'Do you? I don't.'*

Match the sentences in column A with the appropriate replies in column B. One has been done for you. Then practise saying the dialogues in pairs. (Look at Section 4 in the *Language reference* for notes on the stress and intonation patterns used in the reply sentences.)

| **A** | **B** |
|---|---|
| a) 'I can't swim.' | 'So do I.' |
| b) 'She is keen on jazz.' | 'Neither do we.' |
| c) 'He lives in Paris.' | 'Neither can I.' |
| d) 'They don't like it here.' | 'Do you? I don't.' |
| e) 'I love English food.' | 'Is she? I'm not.' |

**2**   Work with a partner.

**STUDENT A**
Choose five of the words or phrases in the box and tell your partner how you feel about them. Example:
*'I hate travelling by coach because it makes me feel sick.'*

| | | | |
|---|---|---|---|
| spiders | horror films | football | discos |
| travel by coach | babies | romantic stories | |
| go on holiday with your parents | | do exams | |

**STUDENT B**
Respond to your partner. Example:
A:  *I hate travelling by coach because it makes me feel sick.*
B:  *So do I. And it's really boring too.* OR
      *Do you? I quite like it.*

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