

# MASTEROPPGAVE

Oral Communication in the Language Learning  
Classroom: A study of two ESL textbooks used in  
Norway

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# Abstract

After the division of communication into *Written communication and oral communication* in 2013, the importance of oral skills has been emphasized in the English subject curriculum. In a world that has become smaller due to business, travel and exposure to other cultures and languages through the media and the World Wide Web, the ability to communicate across borders is essential. Teachers need to facilitate oral communication in the classroom, but this is often challenging due to reluctant speakers or students who feel that they do not have anything meaningful to say. Since many teachers use the textbook as their main source in the classroom, the purpose of this study was to see to what extent two recently published ESL textbooks for 8<sup>th</sup> grade in Norway use literary texts to promote oral activity. There is general agreement among scholars that the use of literary texts in the language-learning classroom is beneficial because they expose students to varied vocabulary, sentence structure, grammatical elements and cultural aspects. Since literary texts are useful in these areas, I wanted to see if the textbooks also used literary texts to promote oral communication. Within the oral activities, those which encourage students to share their own opinions, feelings and thoughts were of special interest since these activities can help students in the development of their communicative competence.

In order to conduct the study, two extensive matrices were developed in order to register all activities in connection to literary texts with a potential for oral communication. The activities were categorized and explained in relation to their type and function. In addition, this study also comprised an analysis of the task descriptions in relation to collaboration and audience to see to which degree the two textbooks promote oral communication through pair, group and class activities.

The results of this study show that both textbooks have taken the changes made in the English subject curriculum seriously by incorporating a variety of activities where students are expected to speak. Furthermore, many of the activities found in the textbooks are not restricted by instructions to respond in writing, and these activities may also be used to increase oral activity in the language learning classroom.

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# 1. Introduction

## 1.1 Background

In the English subject in Norway, teachers need to provide students with a broad spectrum of comprehensible input so that they can develop their skills and proficiency. Learning English means not only leaning specific content, but acquiring skills to be used in the years to come. Learning a language requires a range of skills and knowledge as language learning consists of elements such as orthography, grammar sentence structure, intonation and pronunciation in addition to knowledge about societies, literature and cultural norms. In an average classroom in 8<sup>th</sup> grade, teachers are asked to facilitate the development of students' competences within the areas *listening, writing, reading* and *speaking* within a limited time of about two and a half hours a week. At times, this seems to be a daunting task for teachers since the time assigned to the English subject does not reflect the aims students are supposed to reach.

The Norwegian Directorate for Education and Training (2013a) has divided the English subject curriculum into four equally important competence areas, which are: *Language learning, oral communication, written communication* and *Culture, society and literature* (p. 3). After working as an English teacher in lower secondary for 12 years it is my experience that the biggest challenge is to work with the aims connected to oral communication. In addition to the limited time one has with the students, there are students who do not want to participate in oral activities. The reasons for their reluctance are complex, but may include shyness or a lack of confidence in their abilities. Another challenge is that it can be difficult to lay the grounds for authentic interaction in an artificial setting (Simunkova, 2004, p. 13).

Oral activities, such as reading out loud, mini-talks, roleplay, information gap, presentations and discussions, can give students valuable learning. In my experience, it is most challenging to motivate students to have spontaneous discussions in English without preparation or a script because they often claim that they have nothing to say. One way of facilitating language learning is to use authentic material. In a previous study, I carried out research to determine whether the use of literary texts could increase reluctant speakers' oral activity (Staksrud, Spring 2015). In this study, some students were chosen to participate in a reading circle and the results showed increased spontaneous oral activity during this project. Although the study gave some implications of the usefulness of literary texts in increasing oral activity among reluctant speakers, it was a limited study, which was conducted outside the regular classroom setting.

Nevertheless, the study indicated that students are willing to speak if they have something meaningful to say.

There is general agreement among researchers that the use of literature in language learning has many benefits. In addition to practicing their reading skills, scholars have highlighted that literature can help students develop their own creative writing skills (Fonseca, 2006, p. 29). Furthermore, literature can provide students with various opportunities to work with many of the competence aims in *The Knowledge Promotion* (LK06) since literature exposes students to rich and authentic vocabulary, grammar and sentence structure (Birketveit & Williams, 2013, p. 8). In addition, literature can open the door to new knowledge because students meet other cultures through literature (Mitchell, 2003, p. 200). Since the use of literary texts has proven to be beneficial for the development of language skills within several areas, it may also serve as a tool to help students practice their oral skills in accordance with the aims in the Core curriculum and the English subject curriculum.

Teachers have many available resources through the World Wide Web and literature, but textbooks are nevertheless used as the main teaching strategy in the ESL classroom. According to a survey conducted in Norway and the Netherlands by Ion Drew, Ron Oostdam and Han van Toorenburg (2007), seven out of ten teachers use the textbook exclusively (p. 327). These findings indicate a high dependence on the textbook and therefore textbooks must provide students with appropriate learning opportunities. Publishers strive to develop teaching materials that are in accordance with the aims in the English subject curriculum and various resources are included in order to provide students with varied activities. Whereas texts constructed for language learning have been criticized for lacking natural language, it has been widely argued that literary texts offer natural language with great potential for language learning (Birketveit & Williams, 2013; Chambers, 1996; Nodelman & Reimer, 2003). The English subject curriculum also highlights the importance of literary texts as they can inspire personal expressions (The Norwegian Directorate for Education and Training, 2013a, p. 1). Since the use of literary texts in the English subject is highlighted as important in the English subject curriculum (The Norwegian Directorate for Education and Training, 2013a, p. 1), they are also included in modern textbooks made for lower secondary in Norway.

## 1.2 The Knowledge promotion

The English curriculum has developed and changed since the Knowledge Promotion replaced L97 in 2006. The most recent changes in the English subject curriculum were made in 2013 where aims related to communication were divided into *written communication* and *oral communication*. The Norwegian government has reviewed the Knowledge promotion in recent years and suggested changes to be made in order to prepare students for the future needs of society (St.meld. 28 (2015-2016), 2016). One indication is that students need to learn more in depth and this will have consequences for the English subject as well (NOU 2015:8, 2015, p. 10). In the following sections, the role of oral communication related to the English subject will be presented.<sup>1</sup>

### 1.2.1 The Core curriculum

The *Core curriculum* (1997) describes aims meant to educate the whole person and in short it states that education should “expand the individual’s capacity to perceive and to participate, experience, to empathize and to excel” (p. 5). Furthermore, students should be able to participate in the world and education should thus “bestow the knowledge and skills necessary for active participation” (The Royal Ministry of Education, Research and Church Affairs, 1997, p. 16). The development of oral skills in English is essential for students if they are to be able to participate in the world today as the lack of those skills can leave them with less knowledge and opportunities to interact with others.

### 1.2.2 The English subject curriculum

The main justification for the English subject is that we need English in order to communicate and English is viewed as both a tool and a way of acquiring knowledge (The Norwegian Directorate for Education and Training, 2013a, p. 2). The curriculum underlines that it is essential to develop oral skills and the ability to use these skills in different communication situations. Throughout the English subject curriculum, communication serves as a common thread and the competence aims in oral communication after 10<sup>th</sup> grade are described as the abilities to:

- Choose and use different listening and speaking strategies that are suitable for the purpose
- Understand and use a general vocabulary related to different topics

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<sup>1</sup> Sections 1.2.1, 1.2.2 and 1.2.3 are in large adapted from my previous paper for the course “Method and Project”, Gothenburg University; Spring 2015.



- Demonstrate the ability to distinguish positively and negatively loaded expressions referring to individuals and groups
- Understand the main content and details of different types of oral texts on different topics
- Listen to and understand variations of English from different authentic situations
- Express oneself fluently and coherently, suited to the purpose and situation
- Express and justify own opinions about different topics
- Introduce, maintain and terminate conversations on different topics by asking questions and following up on input
- Use the central patterns for pronunciation, intonation, word inflection and different types of sentences in communication
- Understand and use different numerical expressions and other kinds of data in communication. (Norwegian Directorate of Education and Training, 2013, p. 8)

With the division of communication into written and oral communication, the aims within oral communication have become more explicit. As noted, the many aims described may cause difficulties for teachers, as the time assigned for the English subject is limited.

### 1.2.3 Basic skills

*Oral skills* are supposed to be integrated in all the competence aims and The Norwegian Directorate of Education and Training (2013) states that:

*Oral skills* in English means being able to listen, speak and interact using the English language. It means evaluating and adapting ways of expression to the purpose of the conversation, the recipient and the situation [...] The development of oral skills in English involves using oral language in gradually using more precise and nuanced language in conversation and in other kinds of oral communication. It also involves listening to, understanding and discussing topics and issues to acquire more specialized knowledge. (p. 5)

As shown, the ability to communicate orally is highlighted as an important aim throughout the English subject curriculum.

### 1.3. Research questions

Since textbooks still play an important role in the ESL classroom, my starting point will be to see how literary texts in textbooks are used to promote oral communication in the ESL classroom. In order to conduct this study, I will analyze two recently published course books for 8<sup>th</sup> grade to see to which degree tasks connected to literary texts promote oral activity as well as which type of oral activity the tasks promote. In addition, it will be fruitful to see if the tasks provide students with the opportunity to speak spontaneously and give them opportunities to share their thoughts and feelings as this is an important part of developing students' oral skills. My research question is:

To what extent do ESL textbooks promote oral activity through tasks connected to literary texts?

Sub questions:

1. What types of oral activities accompany literary texts in the two textbooks?
2. Do any of the activities give students the opportunity to share their thoughts and opinions?

In the next section, relevant theory in connection to communication as well as the use of literary texts in language learning will be presented. Then, an outline of the methodology will be given before the analysis is described. In section four, a discussion of the findings is presented before section five provides summary of the paper.

## 2. Literature Review

### 2.1 Communication

As mentioned in the introduction, the overall purpose of the English subject is that we need English in order to communicate. The various aims describing what students should be able to do, show that *communication* is a complex term to define as it entails many different components. In a strict sense, communication can be defined as “the activity or process of expressing ideas and feelings or of giving people information” (Hornby, 2010, p. 301), but this process can include many elements. Communication refers to a dynamic process of interaction and Larry A Samovar, Richard E. Porter, Edwin R. Mc Daniel and Carolyn S. Roy (2013) propose the following definition: “communication is a dynamic process in which people attempt to share their thoughts with other people through the use of symbols in particular settings” (p.

27). To add to the complexity, there are distinctive differences between oral and written communication.

In contrast to writing, speaking is influenced by what Martin Bygate (1987) calls *processing* and *reciprocity conditions* (p. 11). *Processing conditions* refer to how a speaker needs to plan and organize what he or she is going to say under time pressure. A writer has more time to plan and construct longer and more complex sentences than the speaker who is more affected by factors such as memory (Bygate, 1987, p. 11). Whereas the written word can be re-read, the spoken words are gone once they are spoken (Bygate, 1987, p. 11.). *Reciprocity conditions* refer to the social aspect of speaking and the relationship between the participants. In interaction with others, participants play the roles of both speakers and listeners. Whereas a writer cannot see the reader's reaction, the speaker has the ability to clarify and adjust his or her message according to the listener's reaction (Harmer, 2007, p. 277). There are thus major differences between the written text and the spoken words. In addition to knowledge about the language, students need the skill to use it. Bygate (1987) illustrates the relationship between knowledge and skill by comparing it to driving a car. There is a difference between learning to operate a vehicle on a lonely stretch of road than to actually drive in traffic among other drivers. The same can be said of language. It is not enough to have knowledge about the language in terms of grammar, sentence structure and vocabulary as one has to be able to use the language for real communication with other people (p. 5). The skill to use the language for communication includes choice of words, inflection and the ability to convey the correct meaning (Bygate, 1987, p. 5). These aspects of language learning are central in the concept of communicative competence.

## 2.2 Communicative Competence

The term *communicative competence* (CC) was first introduced by Dell Hymes about four decades ago and has since been a topic for discussion (Brown, 2007, p. 218). In addition to Naom Chomsky's linguistic competence, Hymes included a social aspect in communication as he stated that communicative competence includes the ability to convey and interpret messages as well as to negotiate meanings interpersonally (Brown 2007, p. 219).

Whereas the term communicative can be defined as “the willingness to talk and give information to other people (Hornby, 2010, p. 301), the term competence is defined as “the ability to do something well” (Hornby, 2010, p. 301). Although these two definitions comprise both *willingness* and *ability*, the term *communicative competence* has been defined as “a

person's ability to communicate information and ideas in a foreign language (Hornby, 2010, p. 301). Since communicative competence relates to people of different ages, cultures and time periods, the meaning of the term is in constant development and there are various approaches to explaining the concept.

In 1983, Michael Canale and Merrill Swain developed a definition, which is still a reference point when discussing CC in relation to second language teaching (Brown, 2007 219). In Canale and Swain's definition, CC consists of four categories that will be briefly described here:

1. *Grammatical competence* (Linguistic) comprises the knowledge of the language structures including lexical items, morphology, syntax, phonology, semantics and sentence-grammar (Brown, 2007, p. 219).
2. *Discourse competence* adds to grammatical competence and is concerned with the ability to form a meaningful whole above the sentence level (Brown, 2007, p. 220).
3. *Sociolinguistic competence* comprises the knowledge and understanding of the social context where language is used as well as the function of the interaction (Brown, 2007, p. 220)
4. *Strategic competence* comprises knowledge and the ability to use communication strategies (verbal and nonverbal) to
  - a. compensate for imperfect knowledge of a language which can lead to breakdowns in communication and
  - b. "...enhance the effectiveness of communication" (Leung, 2005, p. 124.).

The definition and categorization proposed by Canale and Swain is viewed as a central doctrine for ELT and serves as a reference point on communicative competence in second language learning (Brown, 2007, p. 219).

In language learning, the concept of CC is evident in The *Common European Framework of References for Languages (CEFR)* developed by the Council of Europe (2001) where it is stated that language use and learning requires "...both general and in particular communicative language competences" (p. 9). *Competence* is defined as "the sum of knowledge, skills and characteristics that allow a person to perform actions" whereas *communicative language competences* are defined as competences "which empower a person to act using specifically linguistic means" (Council of Europe, 2001, p. 9). The definition used by the CEFR thus concurs with Canal and Swain's definition of CC because it states that communicative language

competence can consist of *linguistic*, *sociolinguistic* and *pragmatic* components (Council of Europe, 2001, p. 13). The CEFR highlights the importance of the concept as the aim of the CEFR is to “facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination” (Council of Europe, 2001, p. 2).

The importance of communicative competence in the CEFR is relevant in an educational setting since the English subject curriculum is based on this document. Thus, it is not enough for students to acquire the linguistic knowledge they need to produce utterances since the social component is an essential part of communication. Students need to acquire sociolinguistic and pragmatic knowledge as well as skills. The complexity and the many elements included in the notion of communicative competence place great demands on language teachers. The students need many opportunities to practice their oral skills on various levels and it is the teacher’s responsibility to provide students with these opportunities.

### 2.3. Oral communication in the ESL classroom

There are various activities that promote oral activity in the classroom. Some of these activities are interactive such as group/class discussions, role-play and dialogues, whereas others are focused on conveying knowledge by for example explaining grammatical elements or answering comprehension questions. In order to communicate in the classroom, students need to have knowledge about language structures and skills to use the structures in actual communication.

In relation to language learning, a distinction has been made between communicative and non-communicative activities. Non-communicative activities refer to grammatical elements, controlled practice and drill in contrast to genuine communicative activities (Nunan, 1987, p. 1). Stephen Krashen (1982) suggests that there is a distinction between language *learning* and language *acquisition*. Whereas *language learning* refers to a learner’s *explicit* knowledge about the language such as grammar, vocabulary, sentence structures, pronunciation and orthography, *language acquisition*, or *implicit* learning, refers to how we pick up a language through using it in a fashion similar to the way in which we learn our first language (Krashen, 1982, p. 10). In his categorization of activities, Joaquin Gris Roca (2015) adds to Krashen’s description of explicit activities when he adds that using explicit remarks as well as teaching techniques such as finding specific information (skimming of text) also may be defined as explicitness (p. 166).

In other words, oral activities which focus on elements of the language, as well as using teaching techniques to develop a skill, are explicit activities, whereas activities where students use the language to speak without a focus on language elements are implicit activities. In light of Krashen's theory, only communicative activities can be considered as genuine communication. In the development of students' oral skills, there are, however, obstacles in every average classroom which teachers need to overcome in order to provide students with the opportunity to develop their communicative competence.

## 2.4 Challenges

Although teachers are well aware of the responsibility they have to teach students to speak English, there are complex obstacles that might hinder the natural development of oral communication in the classroom. In addition to the limited time allotted to the English subject, there are other elements, which may hinder students' participation in oral activities. These challenges will be briefly presented in this section.

### 2.4.1 The reluctant speaker

As mentioned in the introduction, some students are unwilling to participate in oral activities in the ESL classroom. Although it is an aim that students should be able to communicate genuinely, spontaneously and meaningfully, it is a challenge to teach students to do so and Renata Simunkova (2004) argues that students' shyness, less talkativeness and lack of self-confidence present a large obstacle in the development of oral skills (p. 13). When discussing reluctant speakers, it is important to make a distinction between students' abilities and their unwillingness to speak. Most often, it is anxiety connected to exposing themselves that hinders students from participating in oral activities (Simunkova, 2004, p. 14). Although this challenge is complex, there are things teachers can do in order to help reluctant speakers.

An important factor in classroom activity is that students feel safe. Aiden Chambers (1997) expresses the importance of a safe environment and uses the term "honorably reportable" to explain that students need to feel that they can state their opinions without being told that they are wrong (p. 38). What he highlights is that students have to feel that they can express their opinions without ridicule from peers and without having to worry about their answer being wrong. Simunkova suggests that group work and meaningful assigned activities can help these students overcome their unwillingness to speak (2004, p. 14).

## 2.4.2 Motivation

Another reason why some students do not want to participate is that they lack the motivation. According to Jeremy Harmer (2007), motivation is the key to success and it is crucial that students want to learn the language in order for them to actually do so (p. 98). If students lack the motivation to learn English they might not engage themselves in classroom activities. Harmer divides motivation into *extrinsic motivation*, which refers to motivation that comes from the “outside” and *intrinsic motivation*, which refers to motivation that comes from the “inside” (Harmer, 2007, p. 98). The chances for success are greater if the students have an inner motivation to learn, but their motivation can be influenced by various factors.

In an educational setting, good grades can be a powerful factor for motivation, but factors such as our society and the attitude of parents and peers may also influence motivation (Harmer, 2007, pp. 98-99). The teacher may also influence students’ motivation by what Harmer calls *affect*, *achievement*, *agency*, *attitude* and *activities* (Harmer, 2007, p. 101).

*Affect* refers to the relationship between the student and the teacher, as students are more likely to stay motivated if they feel that the teacher sees them and cares about them. Although success is motivational, students need to feel that the *achievement* is not effortless, but a result of a challenge they have overcome (Harmer, 2007, p. 101). The teacher’s job here is to find challenges students have the ability to meet, because constant failure is demotivating. Here, the use of scaffolding<sup>2</sup> from peers and teachers can help students develop and they might become motivated by their progress. In addition to scaffolding, teachers need to teach students to take some responsibility for their learning so that the students have *agency* (Harmer, 2007, p. 103). When students become more responsible for their own learning, they are more likely to stay motivated. The same can be said about *attitude*. If students have a positive attitude towards the teacher it can influence their motivation, as they need to be confident that the teacher knows what he or she is doing (Harmer, 2007, p. 102). If teachers are aware of the elements presented above, they will provide students with useful *activities*, which students enjoy.

## 2.4.3 Authentic interaction

Whereas the teaching of oral skills previously focused on ruled-governed drill and grammatical structures, teaching today requires the development of oral skills in order to interact and

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<sup>2</sup> Scaffolding is a metaphor first introduced by David Wood, Jerome S. Bruner and Gail Ross (1976). It refers to the support a student can receive from peers and teachers in their language learning process. It is closely linked to Vygotsky’s Zone of Proximal Development (1978).

communicate with others outside the classroom. In order for students to communicate efficiently in English, they should be able to practice their speaking skills so that they can communicate in real life situations and this is where the educational setting may present a challenge. Rose Senior (2005) describes classroom communication as generally contrived as the classroom is an artificial place (p. 71). Since it is a language learning classroom and not a “natural” setting, oral activities have been criticized for lacking the dynamic process which is essential for actual communication (Leung, 2005, p. 36). Furthermore, there can be a lack of connection between the content used in classrooms and students, which leads to a situation where students do not have anything to say. William Littlewood (2014) exemplifies this by stating that students who live in a rural village have nothing to express if asked to discuss weekend activities connected to cities (such as “going to the movies” or “going to an art museum” ) (p. 358). One way of coping with these challenges can be to use literary texts as a starting point to facilitate authentic interaction where students are able to share their own thoughts and opinions. Since literary texts have proven to have educational value in many areas within language learning, it can be fruitful to see if the use of literary texts also can help students to develop their ability to speak effectively in English.

## 2.5 The use of literature

The development of communicative competence requires practice and many opportunities to speak in the classroom. As mentioned in the introduction, I previously conducted a qualitative study which aimed to see if the use of literature could increase oral communication among reluctant speakers in 9<sup>th</sup> grade (Staksrud; Spring 2015). The reader- response approach was used and the results showed increased oral communication among the participants. The indication from this study is that the use of literature can be beneficial in the development of students’ communicative competence.

The use of authentic materials in language learning has been a natural approach since the spread of communicative language teaching in the 1970’s (Al Azri,& Al-Rashdi, 2014, p. 249). Although there are various definitions of authentic material, common descriptions include that authentic materials have been designed for non-pedagogical purposes (Al Azri & Al-Rashdi, 2014, p. 250). Literary texts can be defined as authentic material as they are not written specifically to be used in the language learner classroom (Al Azri & Al-Rashdi, 2014, p. 250). The use of literature in language learning has proven to be useful in many areas and through literature, students are exposed to new vocabulary, grammatical features and sentence structure (Prowse, 2003, p. 40) as well as culture (Lazar, 2012, p. 16). In addition to exposure to authentic



use of language, the use of literature stimulates interaction and dialogue with others (Nodelman & Reimer, 2003, p. 36). By interacting with others, students can practice their oral skills and dialogues with others can lead to new meaning (Nodelman & Reimer, 2003, p. 39). The assumption that students can learn through interaction is in agreement with Lev Vygotsky's (1978) Zone of proximal development (p. 84-86). Through scaffolding from peers and teachers students can develop their proficiency and literature can serve as a tool facilitating social interaction.

Gillian Lazar (1993) describes three approaches to literature in the ESL classroom. The first approach, the *language-based approach*, entails a detailed analysis of the language where students are meant to make meaningful interpretations by using their language knowledge to make a judgement (Lazar, 1993, p. 23). In the second approach, *content-based*, the focus is on the text itself and what it reveals of historical, political and social background. The third approach, *the use of literature for personal enrichment*, does not focus on the text itself, but on the students' personal experiences, feelings and opinions and it can be highly motivating if the text students are reading is at their "language level" (Lazar, 1993, pp. 24-25).

Within the language learning classroom, it is possible to categorize reading as efferent reading and aesthetic reading. According to Louise Rosenblatt (1982), *Efferent reading* in an educational setting means that students are expected to abstract information from the text for further use (pp. 268-270). Aesthetic reading, on the other hand, focuses on the readers' emotions. In aesthetic reading, students bring meaning to the text by using their own personal experiences and it is therefore the relationship between the reader and the text that creates the meaning (Rosenblatt, 1982, p. 268-270). Rosenblatt's theory is referred to as reader-response theory and it corresponds with what Lazar defines as *reading for personal enrichment*.

The reader-response approach to the use of literature in the classroom requires interaction and it is necessary that students are able to express their responses. Aiden Chambers (1996), through his "tell me" approach is in agreement with Rosenblatt as he argues for a reading community where students can share their opinions and emotions related to texts they have read. The focus in the reading community is for students to share difficulties, enthusiasm and the connection they have with the reading (Chambers, 1996, pp. 8-12). Having established that reading literary texts can help develop English skills in many ways, I would like to take a look at how these texts are used in Norwegian ESL textbooks. As mentioned, teachers rely heavily on the textbooks, and the literary texts have a great potential for encouraging language development.

## 3. Methodology

In this study I have carried out an evaluative content based text analysis of two ESL textbooks in Norway. The purpose of the approach is to categorize the tasks in order to find out if tasks connected to literary texts give students the opportunity to communicate orally. Furthermore, it is relevant to see what type of oral activities the textbooks promote. In the following sections, descriptions of my materials and approach will be presented as well as definitions of terms used in the analysis.

### 3.1 Materials

Two recently published textbooks were chosen for this study. The two textbooks, *Enter 8 Learner's book* and *Stages 8 textbook* were developed to be used in accordance with the new version of the English subject curriculum after the revision in 2013 (Diskin, Winsvold & Kasbo, 2015c, p II; Areklett, Pettersen, Røkaas & Tørnby, 2013c, p. 1). Due to the limited scope of this study, it was only possible to focus on textbooks designed for one year in lower secondary. During their three years in lower secondary, students are supposed to develop many competences within oral communication and it is therefore important to start early. This is why textbooks for 8<sup>th</sup> grade were chosen in this study.

The series that comprises *Enter 8* consists of a *Learner's book*, *Basic skills 8-10*, and a *Teacher's book* as well as digital resources such as a digital version of the book, smartboard resources for the teacher to use in the classroom, online resources with worksheets and a digital bank with grammatical tasks. The series that comprises *Stages 8* consists of the *Stages 8 textbook*, the *Teacher's book* as well as various digital resources such as a digital version of the book with various links, audio book and exercises connected to different language areas. For this analysis, the literary texts in the *Enter 8 Learner's book* and the *Stages 8 textbook* will be the starting point, but oral activities connected to the literary texts in all the resources will be included.

The *Enter 8 Learner's Book* consists of seven chapters where students are exposed to different themes. Each chapter has texts of various lengths and there is a mixture of factual texts and literary texts. Altogether, there are 54 texts and 22 of these texts are literary (Appendix A). The *Stages 8 textbook* consists of six chapters where students are exposed to different themes. Each chapter has texts from various genres. Altogether, there are 63 text entries and 31 of them are literary texts (Appendix B). Three of the literary texts in *Stages 8* are presented orally, but written copies are found in the teacher's book. It is possible to listen to all of the texts by using

the digital versions of the two textbooks. Furthermore, many of the texts in both books are supported by rich illustrations as well as wordlists in the margins.

The tasks in the *Enter 8 Learner's book* are divided into pre-reading activities, while-reading activities and post-reading activities with various titles. In addition, there are chapter activities and “move on” activities connected to each chapter. The activities in the *Learner's book* are designed to integrate basic skills as well as work on language consciousness and communicative aims (Diskin, Winsvold & Kasbo, 2015c, p. III). In addition to the activities in the learner's book, the teacher's book contains extra activities connected to various literary texts as well as suggestions for simplified tasks. *Basic skills 8-10* is described as a resource book (Diskin, Winsvold & Kasbo, 2015a, p. 3) and it does not include tasks directly connected to literary texts. *Basic Skills 8-10* has a section called *speaking* where students get help to develop their communicative competence by practicing various speaking strategies. Furthermore, it contains information about strategies to use when students for example have a presentation (Diskin, Winsvold & Kasbo, 2015a, p. 3). This section can be seen as a supplement and a support for students when they work on the aims connected to oral communication in the English subject curriculum.

The tasks in the *Stages 8 textbook* are also organized as pre-reading activities, while-reading activities and post-reading activities with eight different titles. Each chapter contains tasks where students can practice basic skills as described in LK06 (Areklett, Pettersen, Røkaas & Tørnby, 2013a, p. 1). In addition, the *Stages 8 textbook* has a reference section where students can read about oral skills as well as get support and tips regarding how to improve their speaking skills. Furthermore, the reference section provides students with help to prepare for oral presentations (Areklett, Pettersen, Røkaas & Tørnby, 2013b, pp. 309-312).

### 3.2 Procedure

As described earlier, using literary texts in language learning has many benefits. When literary texts are used in textbooks, they may be marked as extracted or adapted. When a literary text is described as adapted, it indicates that the original text has been modified in order to suit the students' level. Although it has been argued that adapted texts are inauthentic because the original language has been changed (Vicary, 2013, p. 84), they can be beneficial in the ESL classroom. According to the English subject curriculum, students should be able reflect upon

and talk about their own texts inspired by English literature (The Norwegian Directorate for Education and Training, 2013a, p. 8), but some literary texts might contain language which is too difficult for the language learner at their level. This is especially true for classics, which might have old-fashioned vocabulary that can be unfamiliar for English readers as well. To meet this issue, Tim Vicary (2013) argues that a text that might otherwise be too difficult can become accessible to students by simplifying the language (p. 84). By making good stories more accessible to students through adapting the text, students can still enjoy them and talk about them and for this reason adapted literary texts are included in this analysis. Furthermore, two screenplays, *The Karate Kid* and *Superman*, are included in the analysis. Although there is disagreement among scholars on whether or not to define screenplays as literary texts (see for example Ammar Al Subahi's paper on "An Introduction To Screenplay Style & Form", 2012), they are included here in order to capture potential oral activities in connection to them. In this paper, the term *literary texts* refers to all the texts included in the analysis. Literary texts from both textbooks were identified and described in terms of genres (Appendices A and B).

All tasks connected to literary texts with a potential for oral communication in *Enter 8* and *Stages 8*, as well as relevant tasks found in the teacher's book and digital resources, were identified. In the continuation of this section, activities in *Enter8* and *Stages 8* also include activities in the other previously mentioned resources. In *Enter 8*, only chapter and move on activities with a connection to one or more of the literary texts were included (Appendix C). Then the tasks were analyzed according to their nature in order to see which type of oral activity they promote. The inclusion of tasks in the analysis was based on the following criteria:

- The task gives students the possibility to respond orally. It is either marked for oral communication or not restricted by being marked as *writing*.
- The task is directly or indirectly linked to one or more of the literary texts in the textbook as pre-reading activity, while-reading activity or post-reading activity.
- Tasks following a literary text with no connection to the text are not included in the analysis.

The relevant tasks were divided into categories depending on their nature. As discussed earlier, a distinction can be made between explicit and implicit activities, where the former focuses on learning elements of the language and the latter on using the language. In language learning, however, it is not always possible to categorize an activity as either implicit or explicit as it may contain elements of both types. As Roca (2015) explains, some activities may focus on

learning structures but also communicative practice (p. 169). For the purpose of this study, Krashen's distinction between language learning (explicit) and language acquisition (implicit) was used to categorize oral tasks in addition to a third category marked as *hybrid* for tasks containing both explicit and implicit elements. The categories, then, can be described as;

- *Explicit*, which refers to declarative knowledge about the language such as vocabulary, grammatical points as well as reading comprehension
- *Implicit*, which refers to communicative-oriented tasks. These tasks include discussions, acting, role-play, reader-response activities and presentations.
- *Hybrid*, which refers to tasks where there are both explicit and implicit components.

Furthermore, the activities are marked according to their function:

- *Transactional (T)* indicates that the main purpose of the speaking activity is to convey information such as answering comprehension questions, practice pronunciation or inform about a language structure. The task is constructed for students to practice the language or to check comprehension.
- *Presentational function* indicates that the speaking event is one-way (output) such as a mini-talk or a presentation.
- *Interactive (I)* indicates a communicative function where there are at least two persons interacting in a communicative setting such as dialogues, role-play and discussions. Activities marked as *Interactive* give students the opportunity to use the language more freely since they have to use their skills to produce output.

According to Sandra Lee McKay (2006) internal validity can be achieved by carefully analyzing the data and presenting it in an unbiased manner (p. 13). In order to present the data in this analysis, two matrices were developed to organize the findings in the textbooks and other relevant resources connected to the literary texts (Appendices D and E). In addition to the categories described above, the matrices were designed to include information about factors which can influence oral communication in the classroom such as who students are expected to talk to. Table 1 presents an explanation of the categories in the matrices as well as the purpose of the category.

Column	Title	Description	Purpose
First	Text	Name of literary text in the textbook	Reference to literary text
Second	Task and page number	Identifies the task number when applicable and the page number where the task is found	Reference
Third	Title	Title of the activity given in the textbook. Title marked in bold letters indicates that the task is specifically marked for oral communication	The title of the task can help indicate which area the students are expected to focus on.
Fourth	Description	Short description of the nature of the activity	To identify the nature of the activity and what students are expected to do.
Fifth	Category	Describes tasks as explicit or implicit.	Provides information about communicative and non-communicative tasks
Sixth	Language area	Identifies language area	To help place the activity in connection to the English subject curriculum in Norway
Seventh	Type	Marks which function the oral activity has. I= interactive, P =Presentational, T = Transactional	To show if students are expected to speak to someone or with someone.
Eight	Collab. (collaboration)	When it is expected that students collaborate, this column marks specific instructions regarding whom students should work with when carrying out the activity. NS = not specified.	To show if students are expected to speak with one person, a group or the whole class.
Ninth	Audience	Marks who the attended audience is when students are expected to speak. NS = not specified	Instructions about audience can influence reluctant speakers' willingness to participate

Table 1

Table 2 shows an extract of the matrix developed for *Enter 8* (Appendix D):

Chapter 1, <i>Enter 8 Learner's book</i>								
Text	Task and page number	Activity title	Description of task	Category	Language area	Type	Collab.	Audience
I wasn't asleep	p.12	Warm-up	<b>Predict</b> content based on a sentence	Implicit	Communication	I		
	10a-g, p. 15	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Comprehension	T		
	10h, p. 15	Reading to understand	<b>Reflect</b> upon if jokes in the story are teasing or bullying	Implicit	Communication	I		
	11b, p.15	<b>Speaking</b>	<b>Act</b> out dialogue based on the text	Implicit	Communication	P	Pair	
	11c, p. 15	<b>Speaking</b>	<b>Reflect</b> upon the dialogue (task 11b)	Implicit	Communication	I	Pair	
	12, p. 15	<b>Speaking</b>	<b>Describe</b> illustrations from text	Implicit	Communication	T		Classmate
	13, p. 15	Time	<b>Explain</b> the difference between a.m. and p.m.	Explicit	Grammar	T		
16, p. 15	Verbs and nouns	<b>Identify</b> verbs and nouns from the story	Explicit	Grammar	T			

Table 2

## 4. Findings and analysis

In this section, the findings registered in Appendices D and E will be presented and analyzed. Diagrams are used to give a detailed overview and to show the major findings. In addition, an explanation and a more elaborate description will be presented.

#### 4. 1 Explicit, Implicit and hybrid activities with a potential for oral communication

In both *Enter 8* and *Stages 8*, there are oral activities which can be described as implicit, explicit or hybrid as shown in Figure 1 and Figure 2;

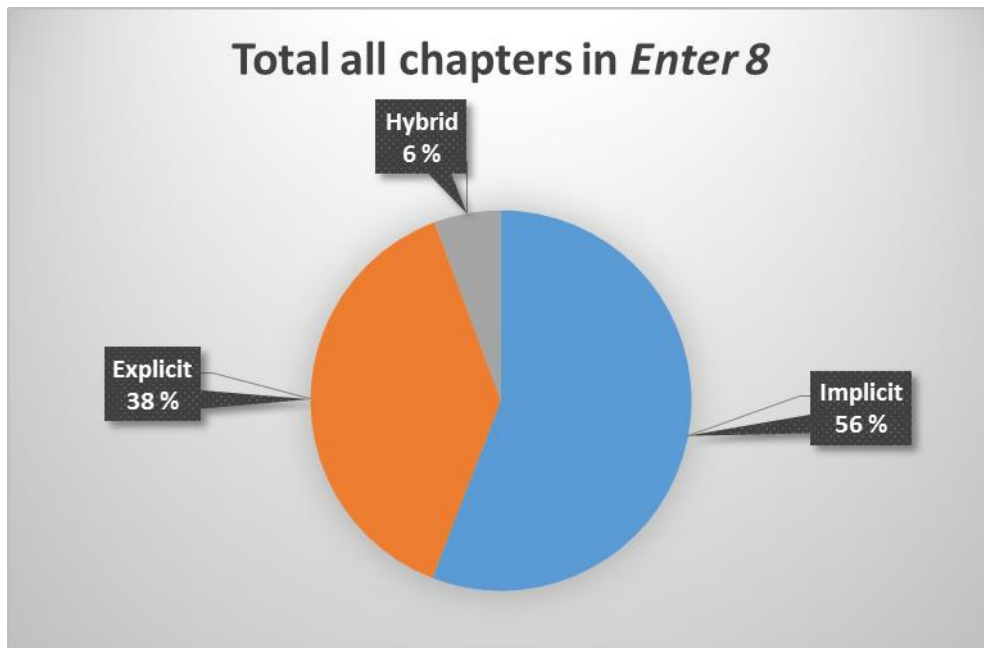


Figure 1

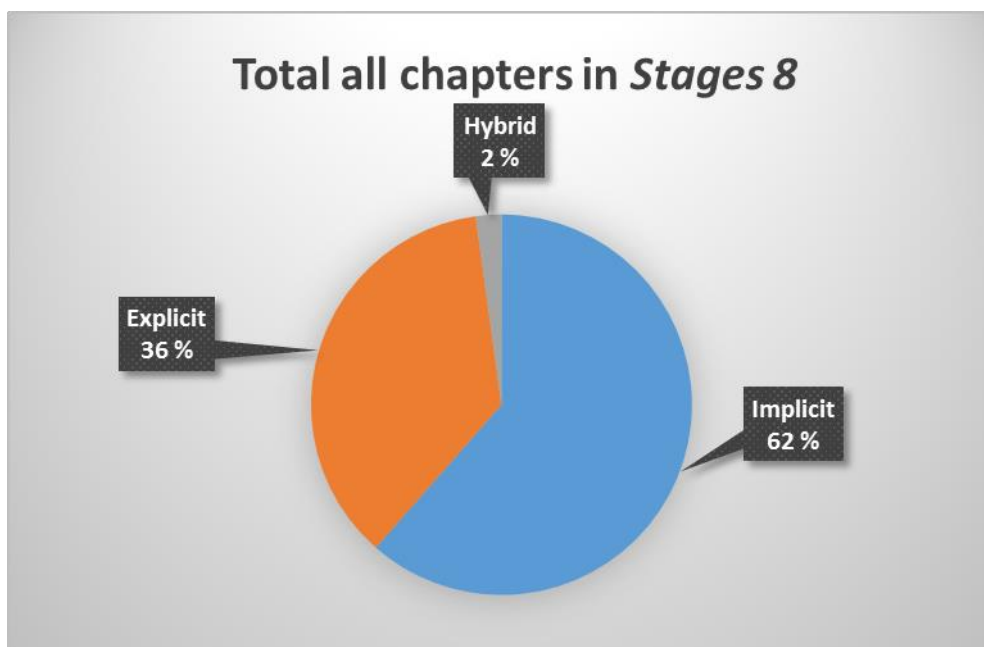
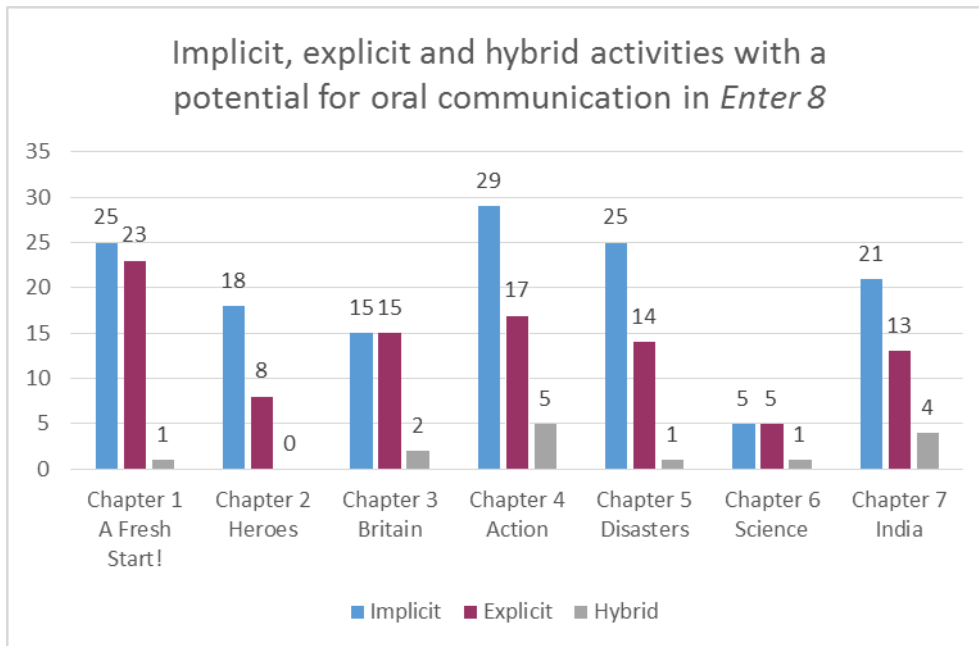
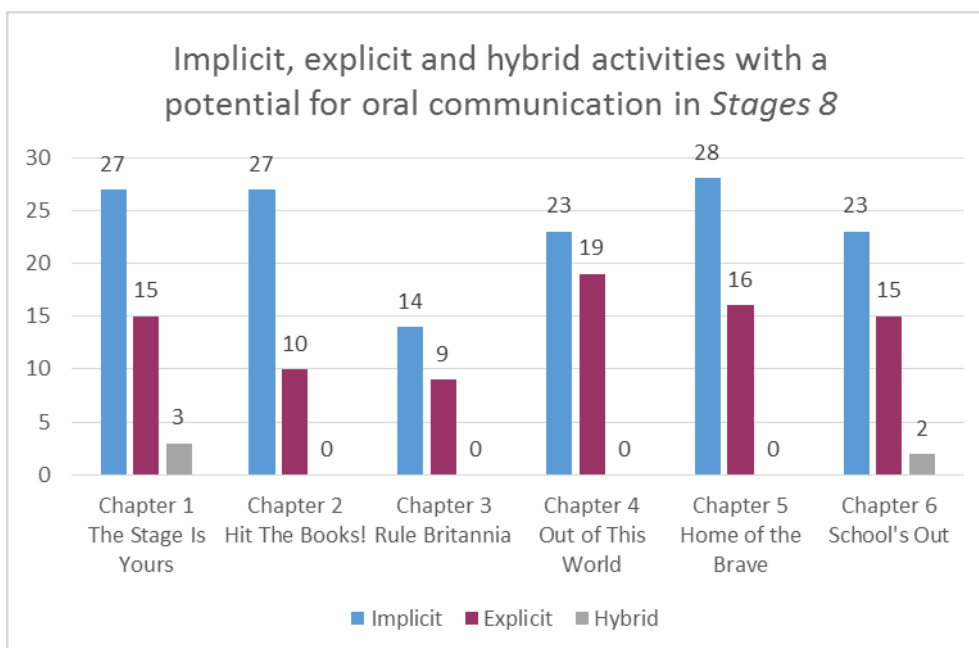


Figure 2

The implicit tasks are distributed throughout the different chapters as shown in Tables 3 and 4.



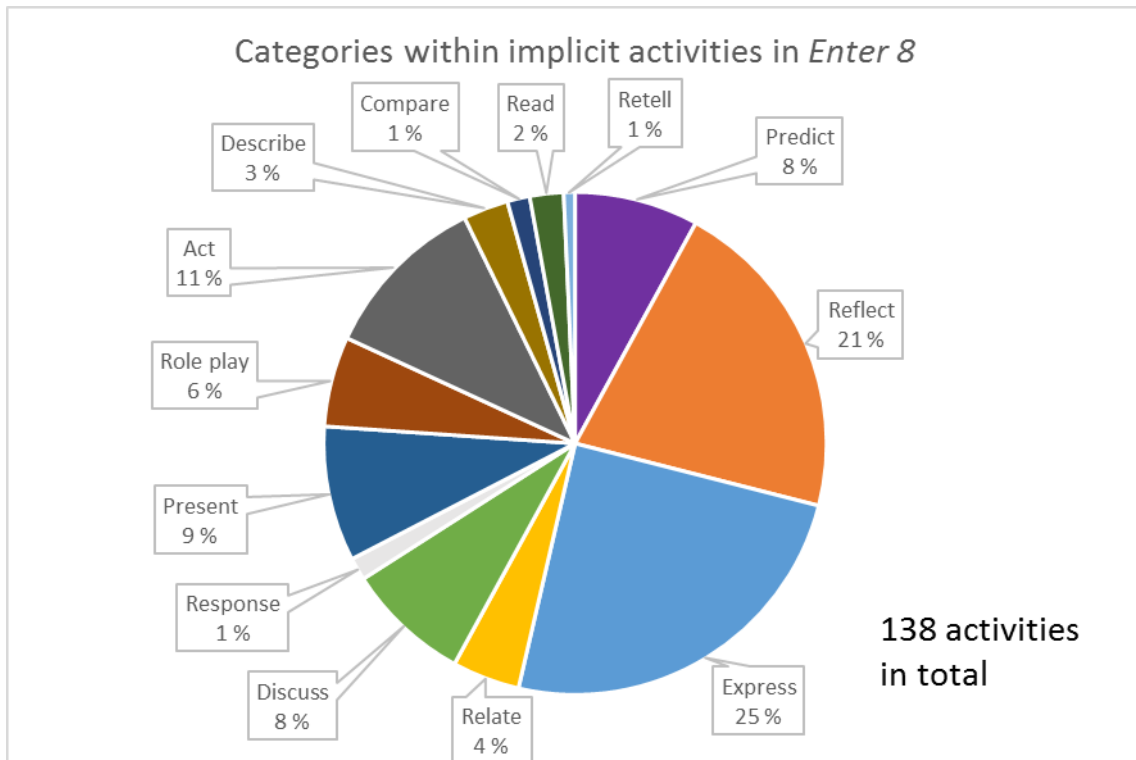
**Table 3**



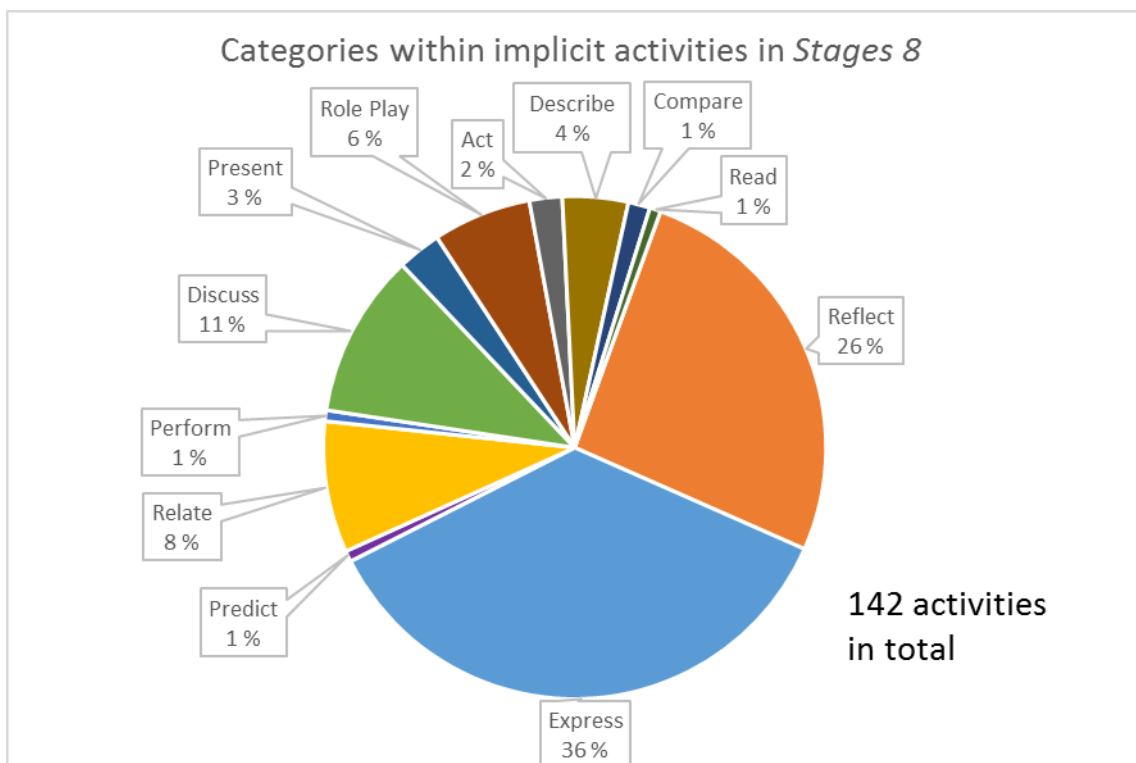
**Table 4**

As shown here, there are various opportunities for students to respond orally when working with activities connected to literary texts in the two textbooks. Within explicit, implicit and hybrid activities various categories describe what students are expected to do. The 138 implicit activities in *Enter 8* have thirteen different categories and the implicit activities in *Stages 8* have twelve categories as shown in Figures 3 and 4.





**Figure 3**



**Figure 4**

The categories marked as “predict”, “reflect”, “express”, “relate” and “discuss” give students the opportunity to respond to a text by sharing their thoughts, opinions and feelings. 66% (91 activities) in *Enter 8* and 82% (113 activities) in *Stages 8* are marked for these activities which

fall into the reader-response approach. 17% (23 activities) in *Enter 8* and 9% (12 activities) in *Stages 8* give students the opportunity to act out situations directly from the literary text or situations based on the text. Within explicit activities, eight different categories in *Enter 8* and eight different categories in *Stages 8* were identified as shown in Figures 5 and 6.

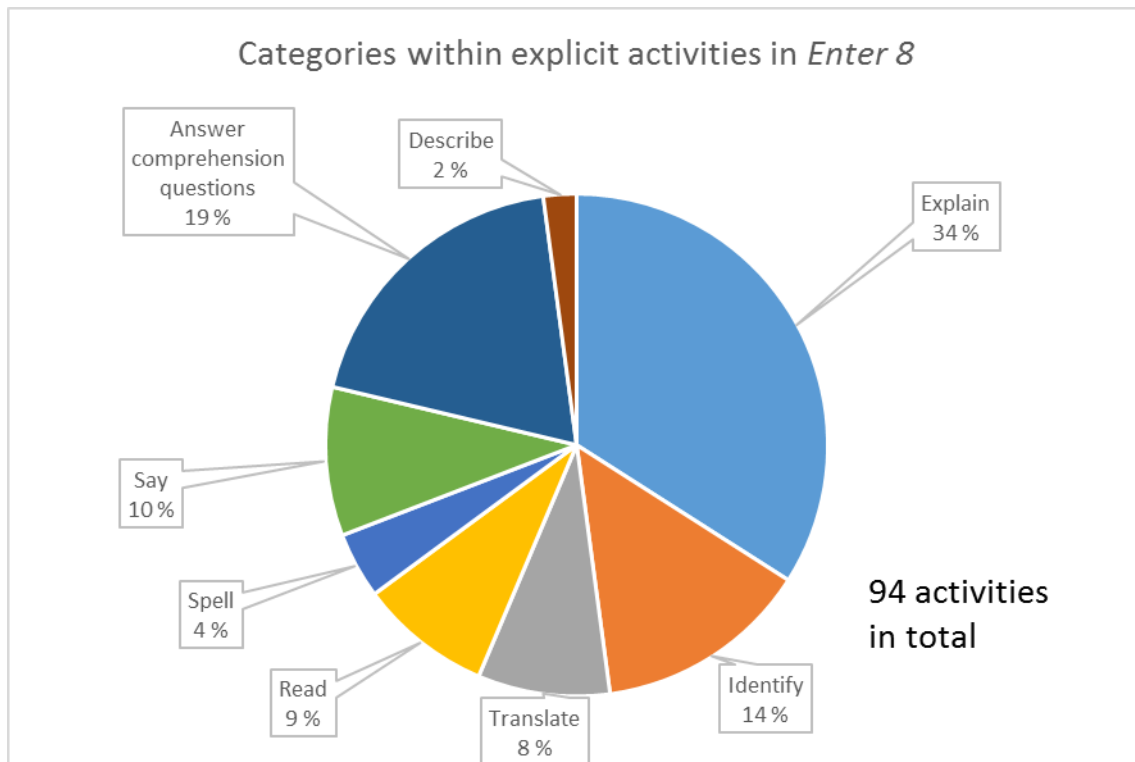
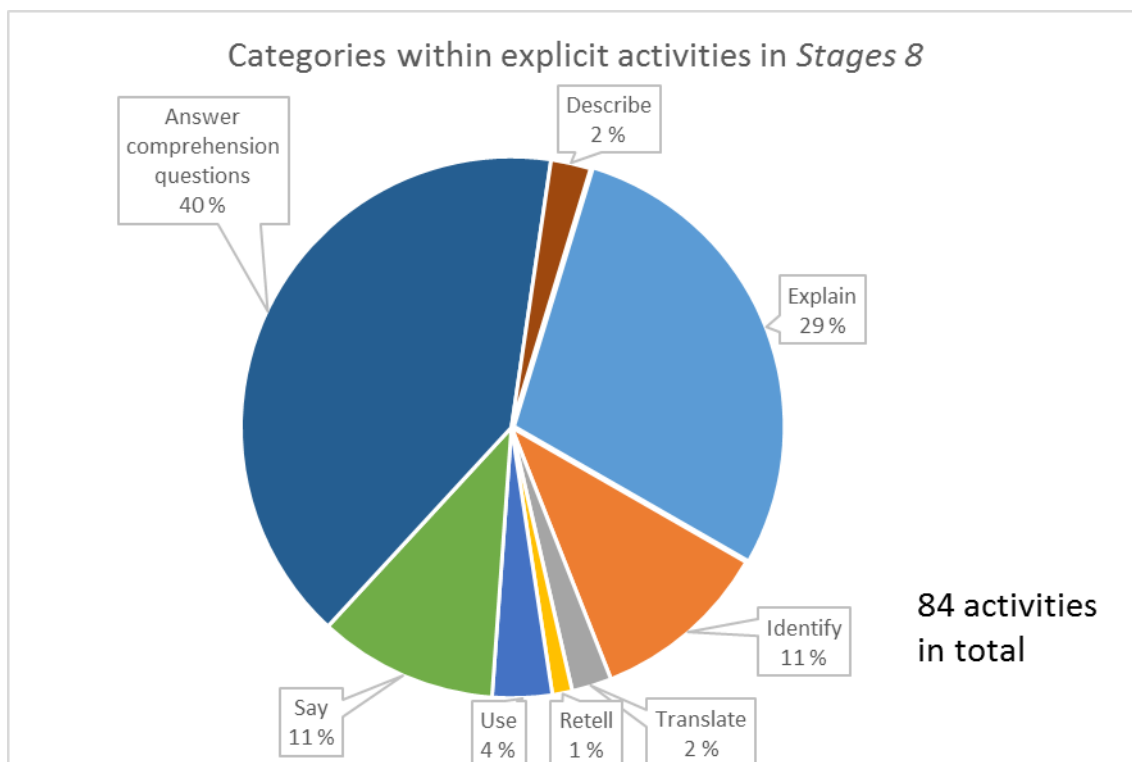


Figure 5



**Figure 6**

Within the categories in explicit activities in *Enter 8*, explanatory activities and comprehension activities dominate with 53% (50 activities *Stages 8* has the same focus as 42% (33 activities) are comprehension questions and 28% (22 activities) ask students to explain something related to the language. Other activities in *Enter 8* and *Stages 8* focus on pronunciation, identifying and using language structures, descriptions and translations. There are some activities with explicit and implicit elements in both textbooks as shown in Figures 7 and 8.

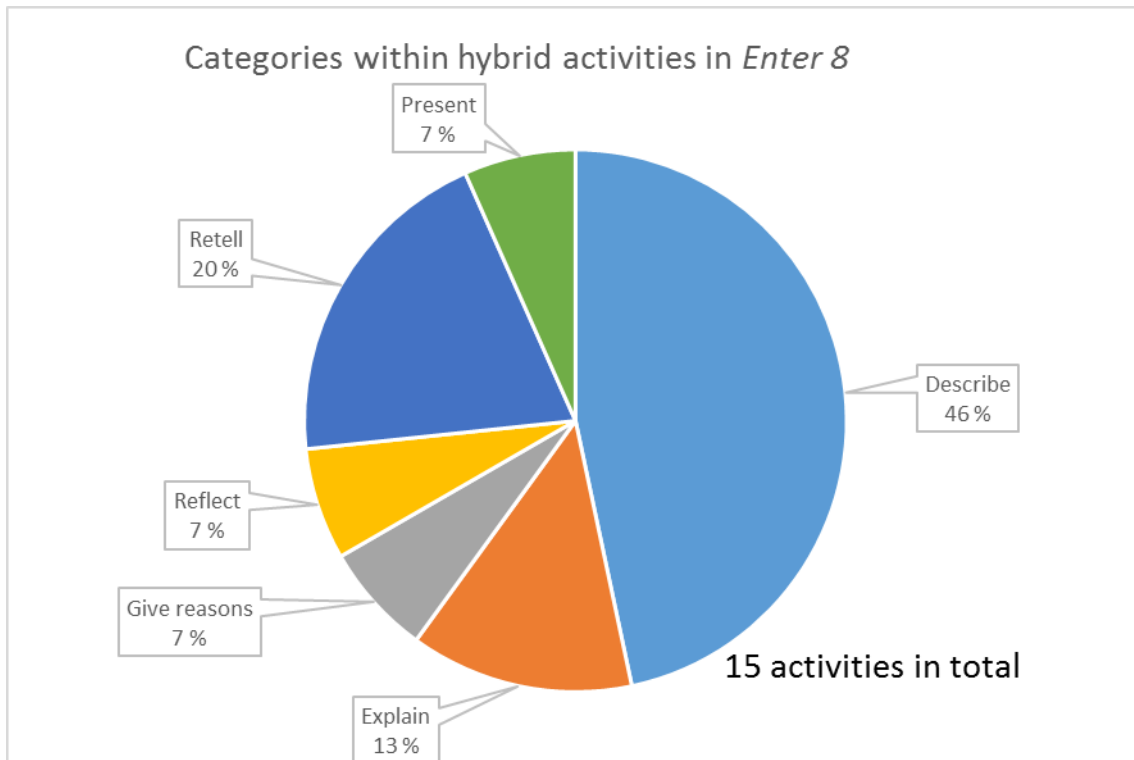


Figure 7

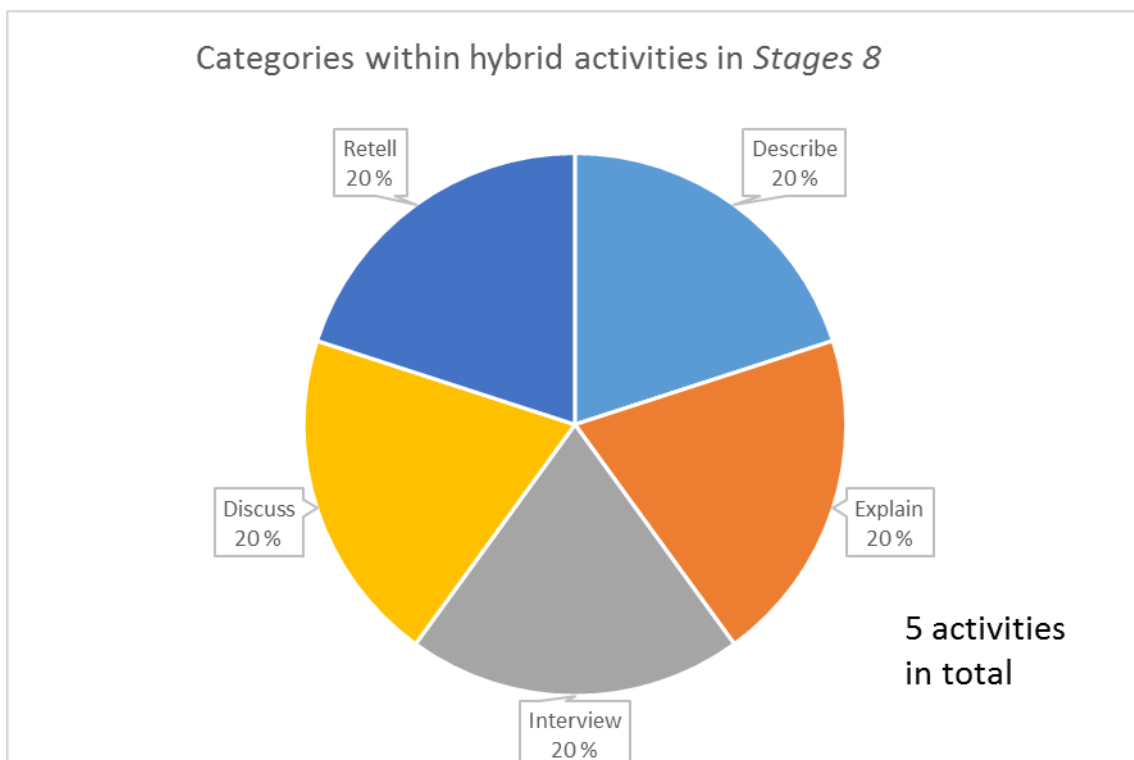


Figure 8

The activities marked as *hybrid* can be categorized with many of the same labels as categories within explicit and implicit activities. The hybrid activities contain an element of explicit instruction, but also give the students opportunities to use the language more freely. Ten out of

15 hybrid activities in *Enter 8* are marked as “retell” and “describe”. These activities have instructions to use specific words or phrases to retell a story (see for example task 45, p. 9 in Appendix D) or describe a character using pre-given vocabulary (see for example extra activity E p. 6 in Appendix D). There are only five activities marked as *hybrid* in *Stages 8* as shown in Figure 8. Two of these activities are concerned with text features (See for example activity 2b p. 12 in Appendix E) and three give specific instruction to use pre-given vocabulary (see for example activity 3, p. 2 in Appendix E).

The implicit, explicit and hybrid activities in *Enter 8* and *Stages 8* give students various opportunities to practice their oral skills as well as use English for communication. The findings show that implicit activities give students the ability to engage in acting as well as discussions where they can share their thoughts, feelings and opinions.

## 4.2 Pre-reading, while-reading, and post-reading activities with a potential for oral communication

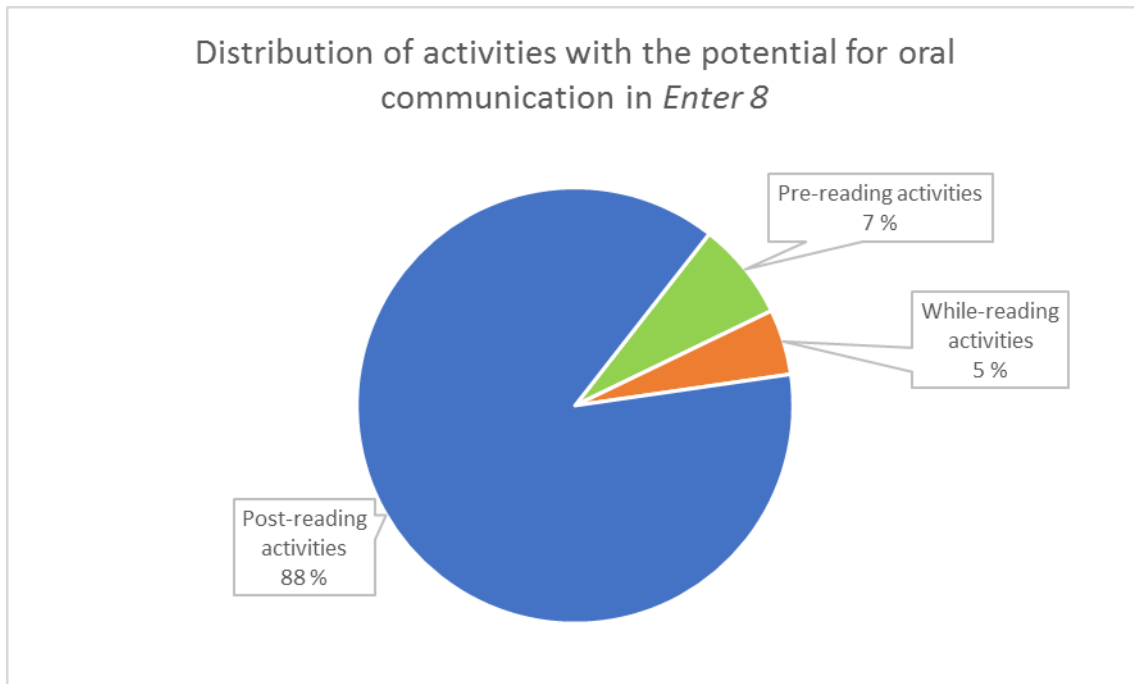
The tasks in *Enter 8* and *Stages 8* can be divided into three categories;

*Pre-reading activities*; Students are asked to solve a task before reading the text

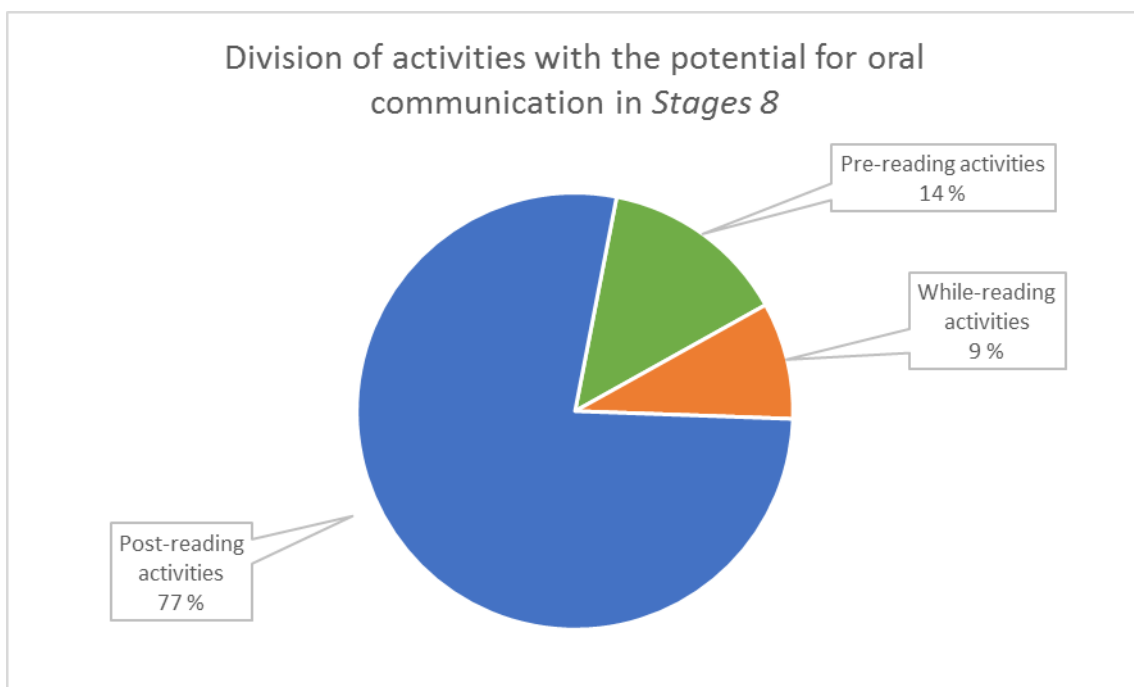
*While-reading activities*; Students are asked to respond to something connected to the reading before they finish reading the text.

*Post-reading activities*; Students are asked to solve tasks after they have finished reading a text.

Although some of the activities placed after the literary text can be used as pre-reading or while-reading activities, they are treated as post-reading activities here since they are logically placed after the text students are asked to read. Pre-reading and while-reading activities, on the other hand, are placed before the text and next to the text. The distribution of pre-reading activities, while-reading activities and post-reading activities in Figures 9 and 10 show that the post-reading activities are the most dominant in both books



**Figure 9**



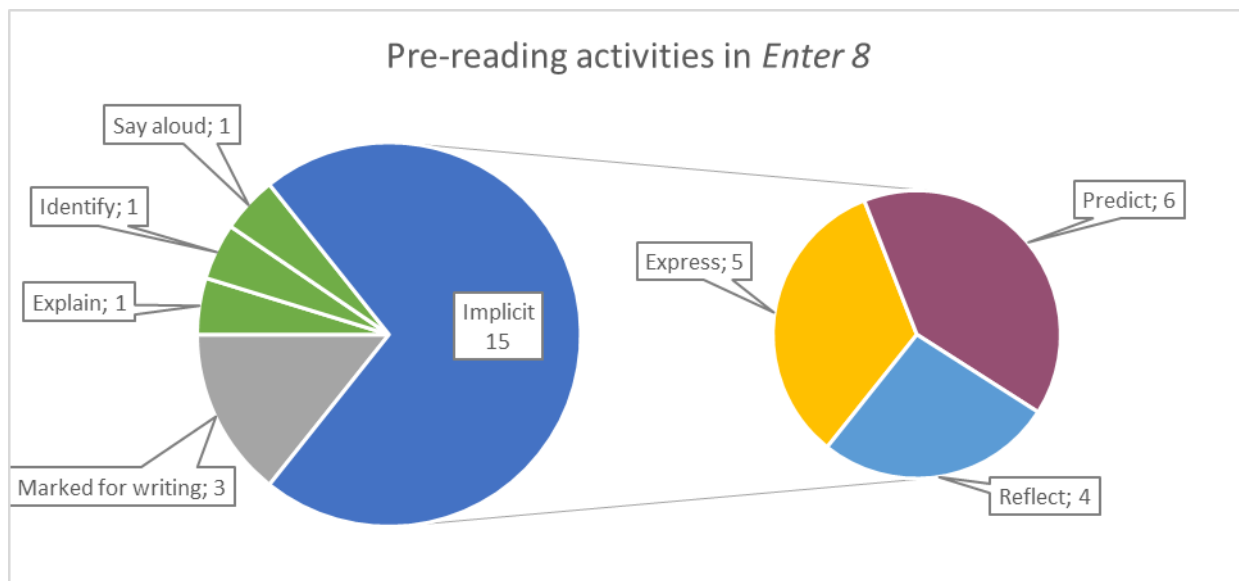
**Figure 10**

#### 4.2.1 Pre-reading activities

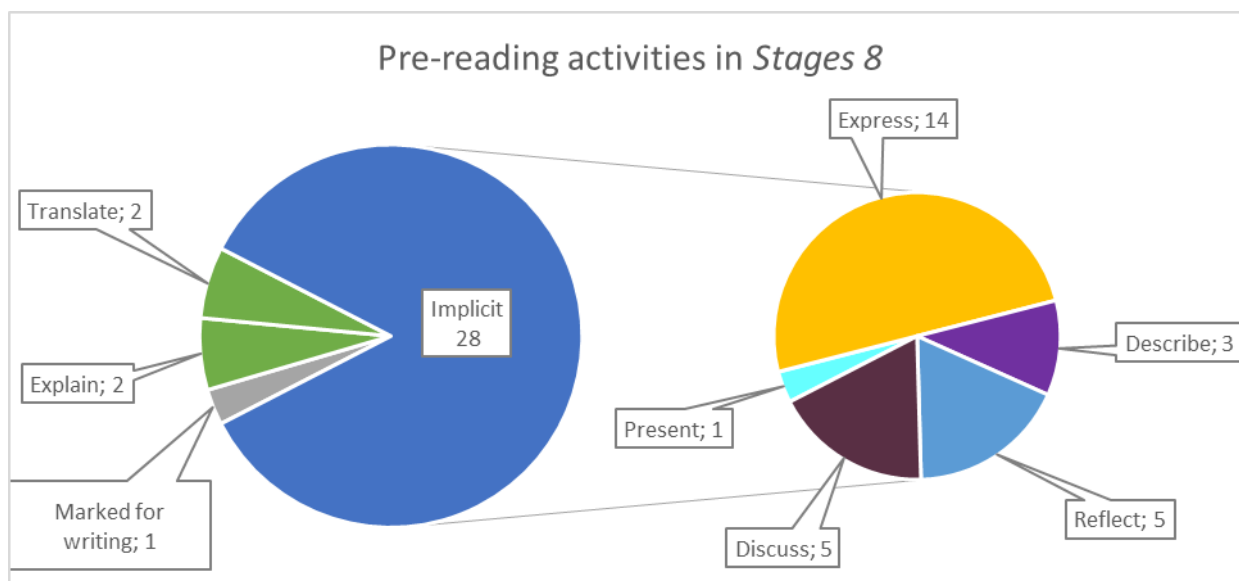
Pre-reading activities are used to prepare students for what they are going to read by stimulating their interest and motivation as well as pre-teaching relevant vocabulary (Sanches, 2009, p. 30).

Both books have a pre-reading activity before each text, called *Warm-up* in *Enter 8* and *Starting*

*Point in Stages 8.* There is a possibility for oral communication in pre-activities connected to 18 of 22 literary texts in *Enter 8* and in 29 out of 30 in *Stages 8* as shown in Figures 11 and 12



**Figure 11**



**Figure 12**

As Figures 11 and 12 show, the pre-reading activities give the students many opportunities to respond orally. Whereas 86% of the pre-reading activities in *Enter 8* give students opportunities to respond orally, 72% of the activities are designed so that students have the opportunity to express their opinions, thoughts and feelings. 14% of the tasks are marked for language learning and contain translation, explaining and identifying words from the text (Appendix D). In *Stages 8* 97% of the activities give the students an opportunity to respond orally, and 87% of these give students the opportunity to express their opinions, thoughts and feelings. Tasks within language learning contain translation and explanations (Appendix E).

### 4.2.2 While-reading activities

While-reading activities can be used to check understanding of the plot by asking students to pay attention to various questions or statements. In addition, while-reading activities can include support, identifying main ideas, critical thinking and identifying language functions (Sanches, 2009, p. 30). In *Enter 8*, 12 while-reading activities were found in connection to 9 of the 22 literary texts and most of them were designed so that students could reflect on and talk about what they were reading as shown in Figure 13.

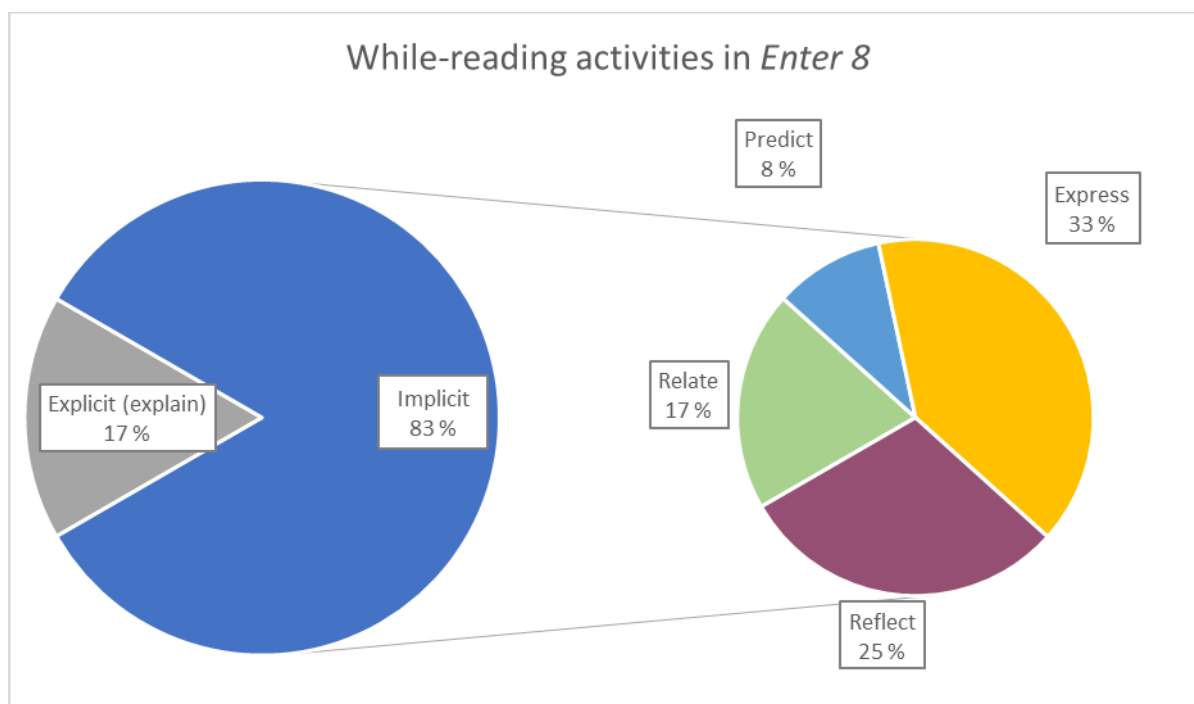
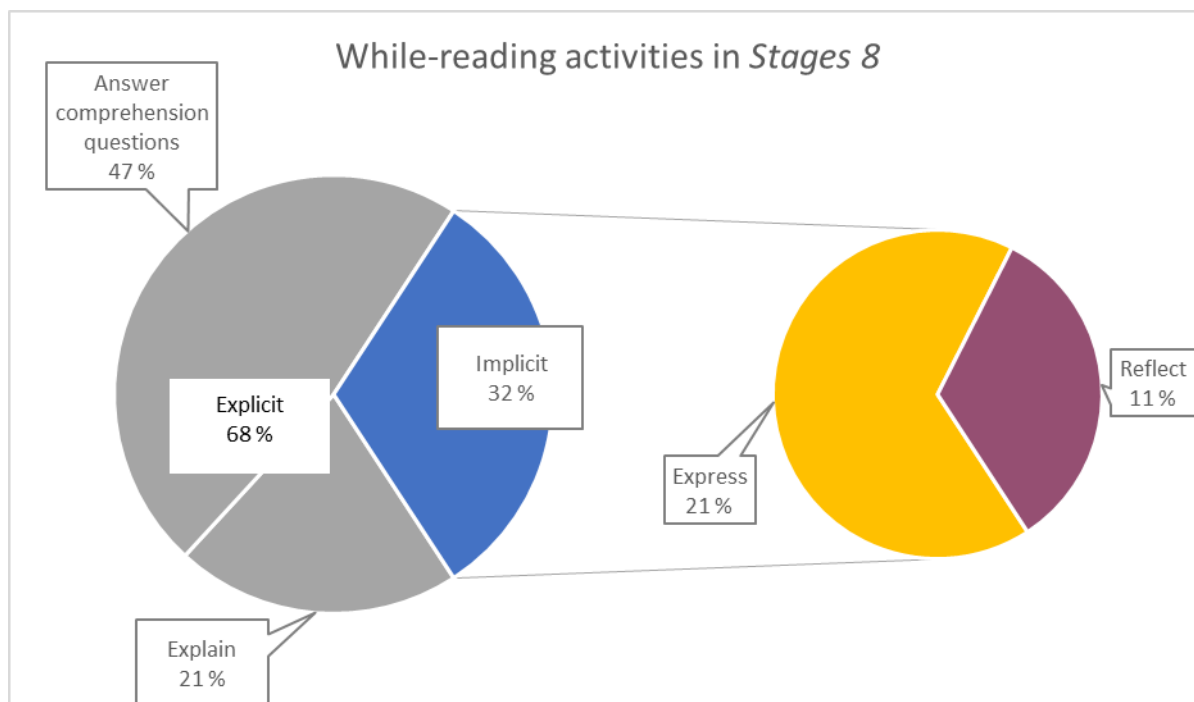


Figure 13

In *Stages 8*, 19 while-reading activities called *checkpoint* were found in connection to 4 of the literary texts. In contrast to *Enter 8*, most while-reading activities in *Stages 8* were explicit activities designed to check students' comprehension or to explain language features such as abbreviations and acronyms (Figure 14).





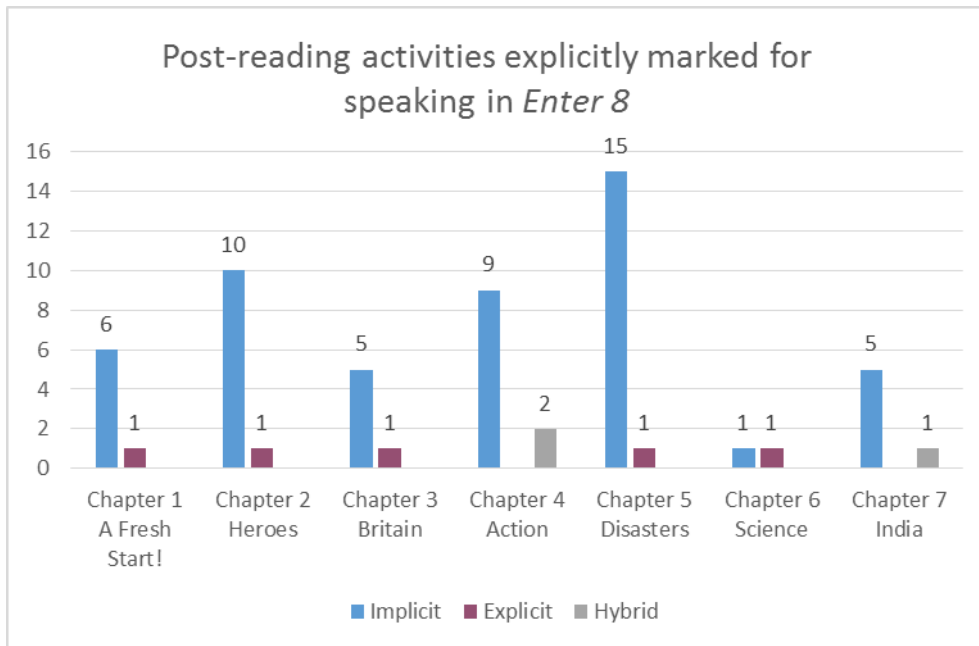
**Figure 14**

The while-reading activities in both *Enter 8* and *Stages 8* were connected to extracts or adaptations of longer literary texts. Although both books have both explicit and implicit while-reading activities, the Figures above show that the function of these activities varies. The focus in *Stages 8* is on comprehension and explanation of language features whereas the focus in *Enter 8* is on the students' own reactions to what they read.

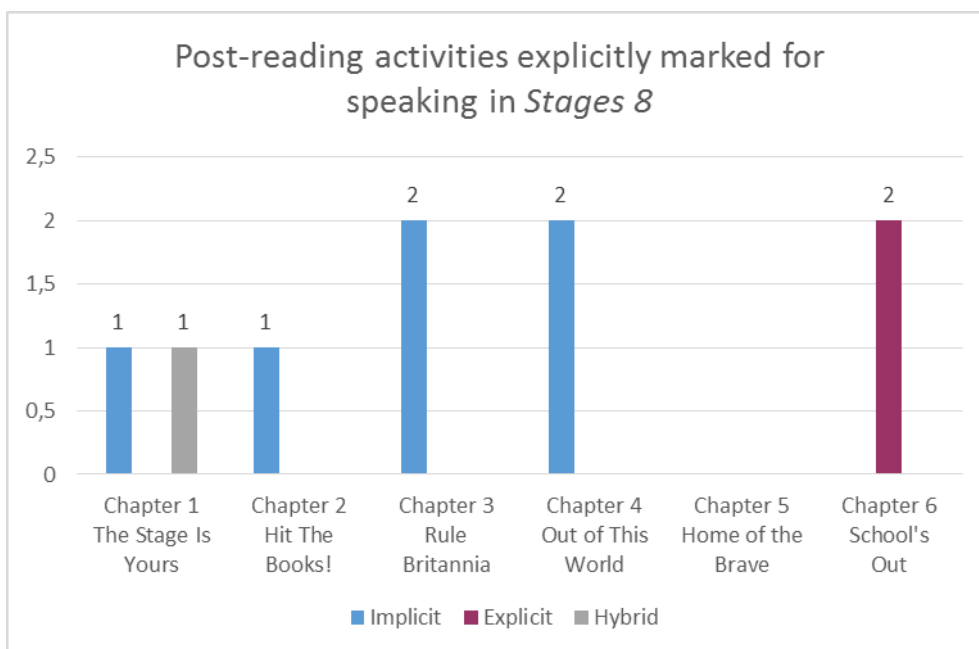
#### 4.2.3. Post-reading activities

As already shown, post-reading activities dominate in both textbooks. In *Enter 8*, 115 implicit as well as 90 explicit post-reading activities were registered. In *Stages 8*, 105 implicit as well as 60 explicit post-reading activities were registered. In Figures 3-6 a detailed description of categories within implicit and explicit activities was given. The post-reading activities have tasks belonging in all these categories.

Whereas pre- and while-reading activities were not marked specifically for speaking, some of the titles of the post-reading activities include specific instructions for students to speak. Tables 5 and 6 show the frequency of tasks specifically marked for speaking in the two textbooks.



**Table 5**

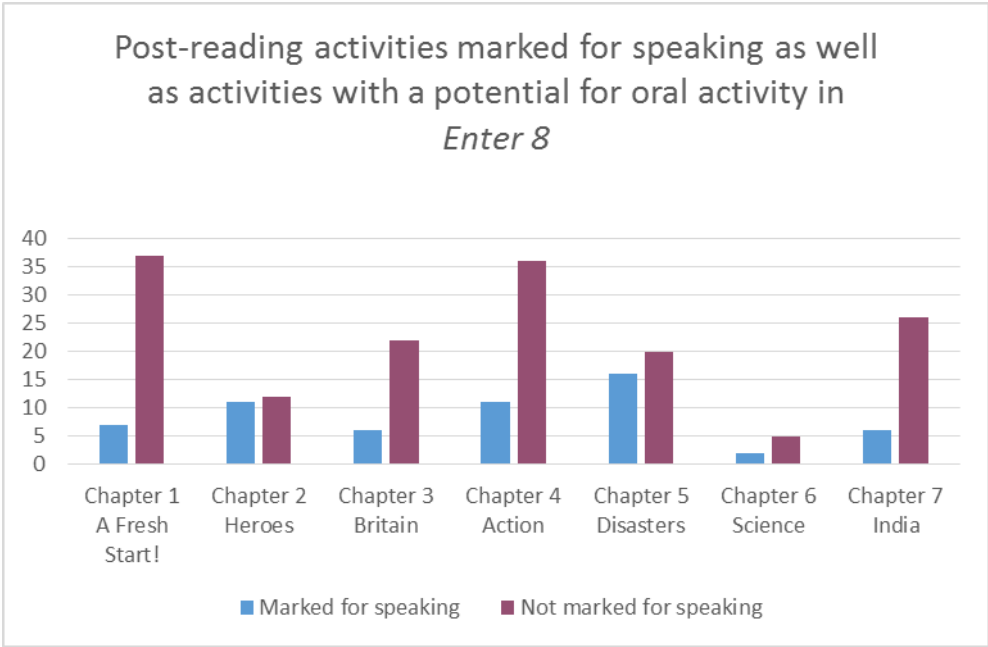


**Table 6**

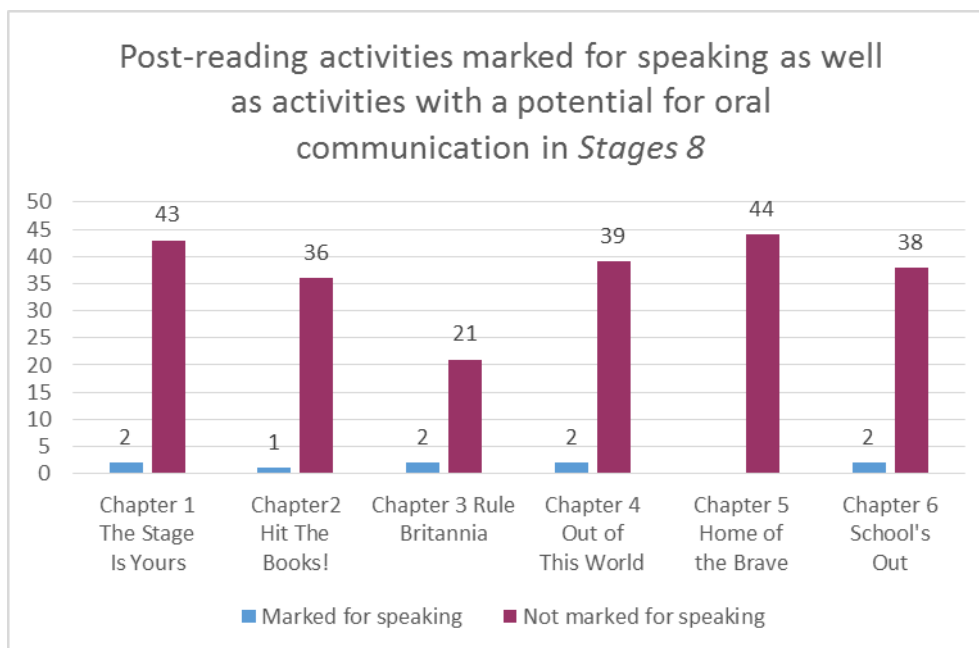
Fifty-one of the activities marked “speaking” in *Enter 8* are implicit activities in various categories. 19 activities contain instructions to perform (2), act (12) or role-play (5) and 21 activities are in agreement with the reader-response approach with the categories “reflect” (7), “discuss” (7), “relate” (2), “predict” (3) and “express” (2). Other categories include presenting, describing, retelling and comparing (Appendix D). The two hybrid activities give instructions

to retell and the explicit activities give instructions to read with specific instructions, identifying and explaining. In *Stages 8*, six of the activities marked “speaking spot” are implicit activities in the categories “describe” (1), “role play” (2), “present” (2) and “discuss” (1). The hybrid activity is to retell a story using pre-given glossary and the explicit activities ask students to explain and identify (Appendix E).

Within the total of post-reading activities with a potential for oral communication, activities explicitly marked for speaking only constitute 27% (59 activities) in *Enter 8* and 5% (9 activities) in *Stages 8*. In addition to the activities marked for speaking, other post-reading activities give the students the possibility to respond orally as well. Tables 7 and 8 show the distribution of titles with specific instruction for students to speak as well as titles with no such specific instruction.



**Table 7**



**Table 8**

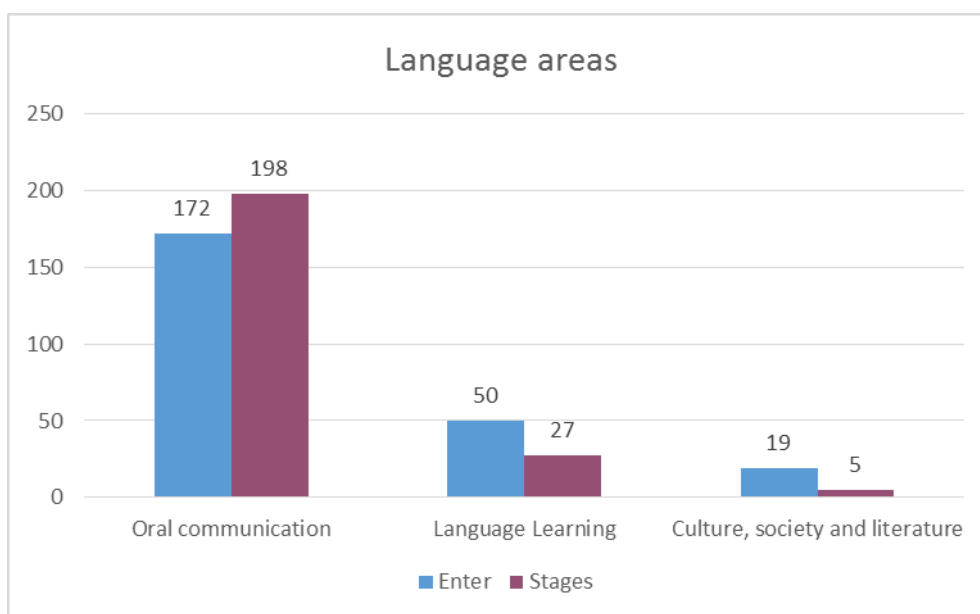
Although most of the post-reading activities are not marked specifically for oral activity, students are expected to speak in activities such as role-play and acting. In *Stages 8 teacher's book*, it is explained that tasks marked *understanding* and *viewpoints* can be solved in written or spoken English whereas there is no information about this in *Enter 8 teacher's book*.

The findings show that both *Enter 8* and *Stages 8* give the students opportunities to speak before, during and after they read a literary text. Pre-reading activities in both books are used to stimulate interest and motivation as well as pre-teach vocabulary. While-reading activities are mainly used for longer literary texts and they are designed to check comprehension as well as reflect upon the content. Within post-reading activities, both books have a variety of tasks with a potential for speaking.

### 4.3 Main subject areas

As mentioned in the introduction, the English subject curriculum is divided into four equally important language areas. Although the focus of this analysis is oral communication, the registered activities give students the opportunity to work with aims connected to all of the language areas. For some activities, they are asked to prepare something in writing, but this has not been a part of this study. Since the texts in this analysis are literary texts, it is possible to define many of them as belonging to the language area *culture, society and literature* (Norwegian Directorate of Education and Training, 2013, p. 3) in addition to communication. Language learning is a complex process where various elements play a part simultaneously and many of the activities with a potential for oral communication have elements that fall into other

language areas as well. The focus of this study has been on whether the textbooks promote oral activity. Nevertheless, 19 activities in *Enter 8* and 5 activities in *Stages 8* have been marked as belonging to the language area *culture, society and literature*. 50 activities in *Enter 8* and 25 activities in *Stages 8* were marked for *language learning* since the tasks ask students to work with specific language features such as verbs or vocabulary (Table 9).



**Table 9**

All of the activities with a potential for oral communication are in agreement with one of the language areas in the English subject curriculum. In addition, the variation of activities ensures that students are able to work with many different aims when solving the tasks.

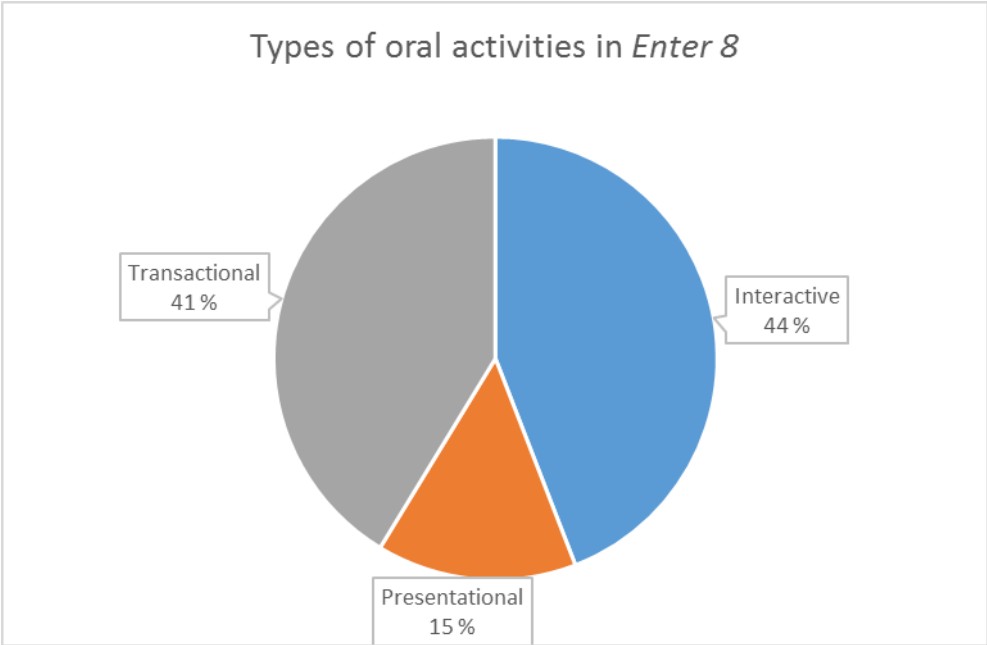
#### 4.4. Oral communication in an educational setting

As described earlier, there are various factors which may influence a student’s willingness to speak in class. For students, it may make a difference if they are asked to speak informally in a group or if they are asked to present something in front of peers. This section describes the major findings of the textbooks’ instructions which may influence a student’s willingness to speak.

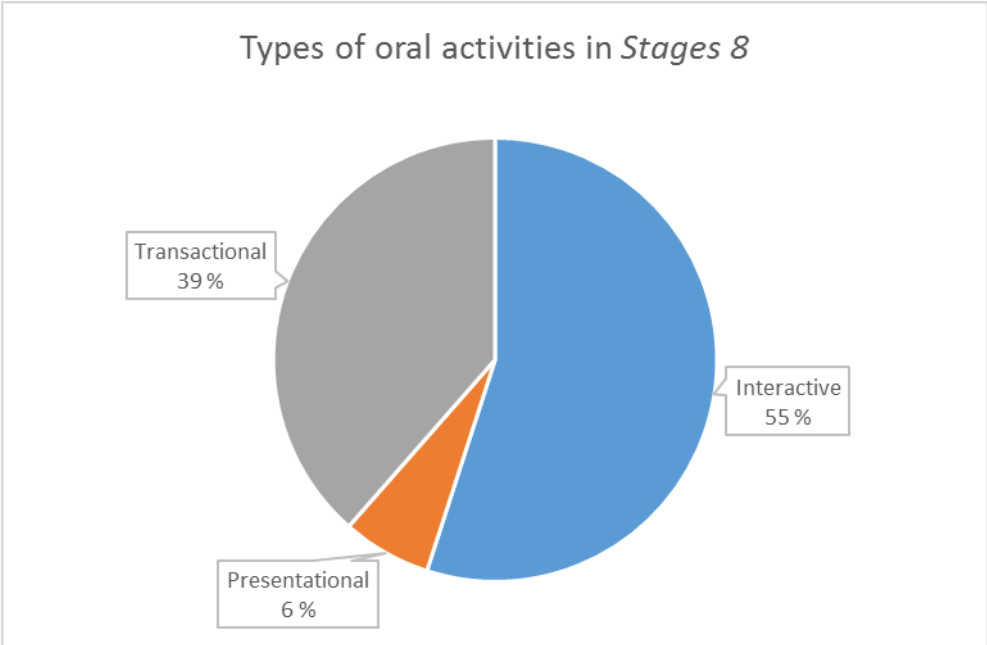
##### 4.4.1 Type

The activities found in the two textbooks were marked according to their function (Appendices D and E). When students are instructed to explain a language feature or identify a correct answer, the oral activity is mainly one-way (output). These activities have been marked as transactional activities whereas those where students are asked to present something are marked as “presentational”. These activities are also mainly one-way (output), but these tasks differ

from transactional activities since they expect students to speak more about an element connected to the literary text. Other activities, where students are asked to role-play, act, discuss, negotiate meaning or share their thoughts and feelings about a text they have read, are marked as interactional. These activities ask students to produce output and receive input from others. Figure 15 and 16 show the frequency of the three activity types in *Enter 8* and *Stages 8*.



**Figure 15**



**Figure 16**

As the figures above show, students have many opportunities to interact with peers during oral activities in the classroom. All the tasks marked as *Interactional* give students an opportunity

to speak with other peers and they need to be listeners as well as speakers. Here, the students have the opportunity to practice a variety of skills in relation to communicative competence.

#### 4.4.2 Collaboration and Audience

Another factor that might affect students' participation is whom they are expected to speak with or to. As Figures 17 to 20 show, the textbooks do not give specific information about this in many of the tasks.

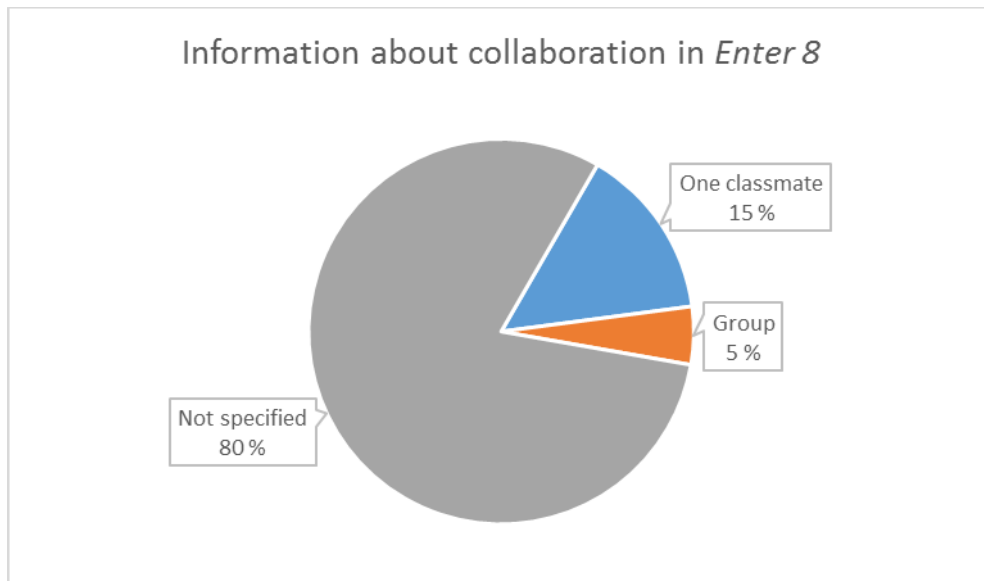


Figure 17

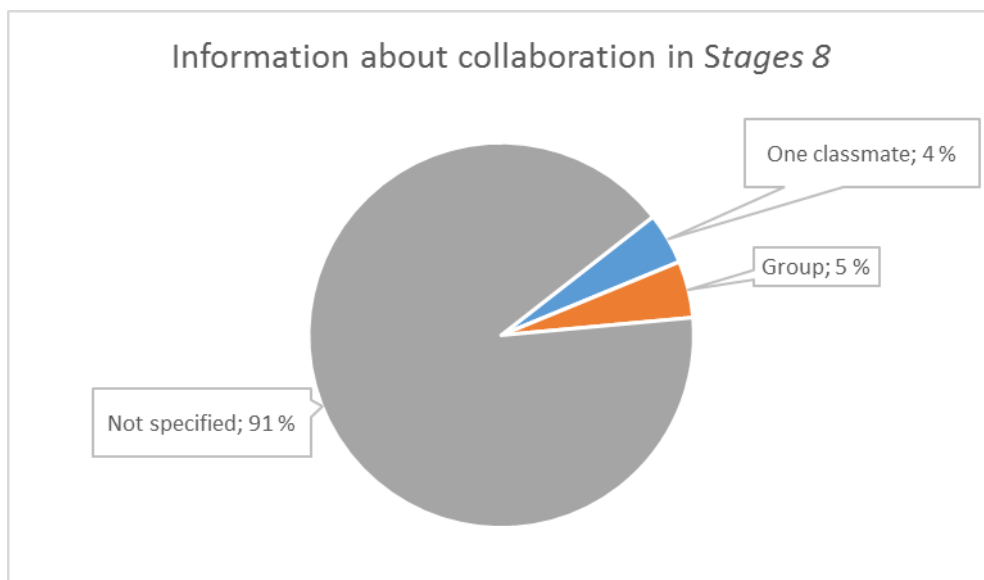
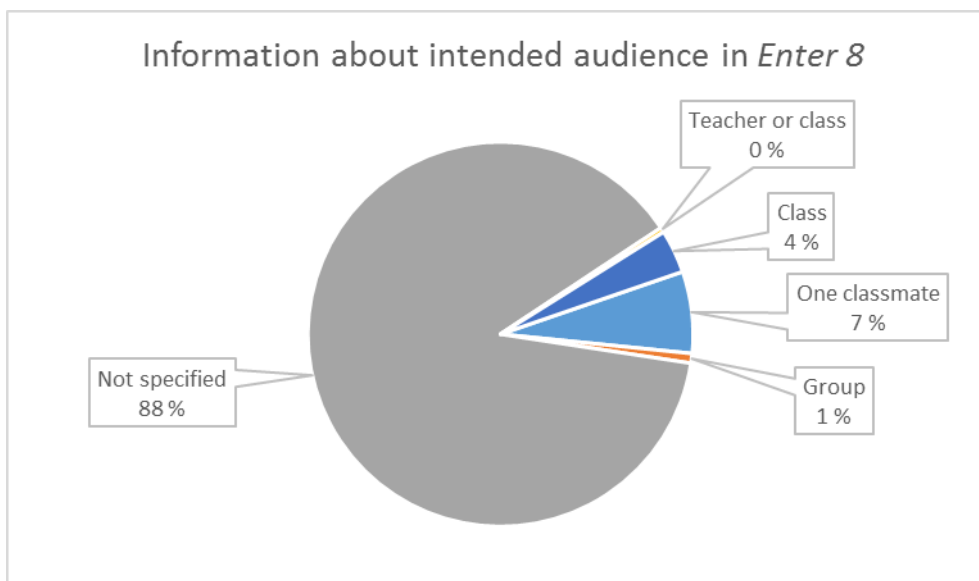
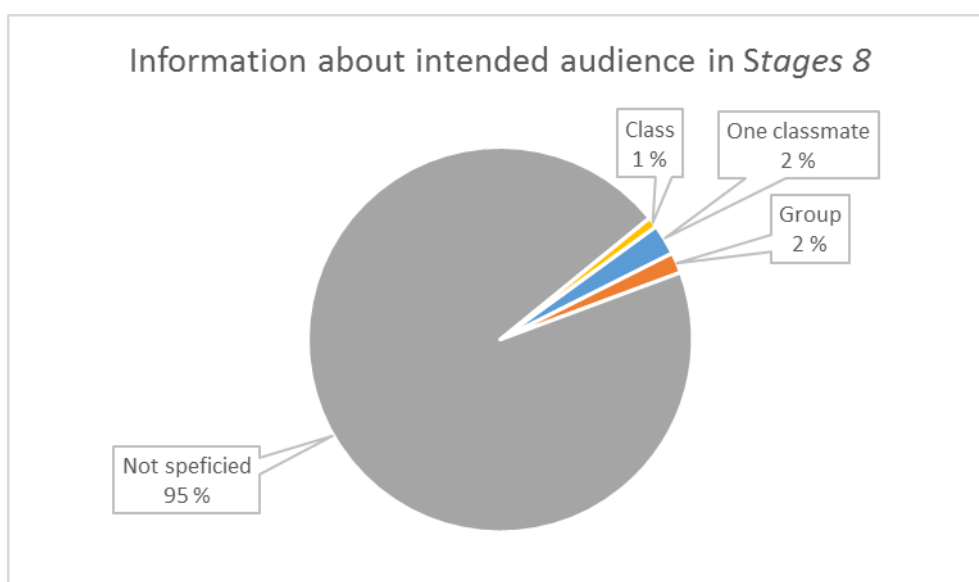


Figure 18



**Figure 19**



**Figure 20**

For activities where students are expected to speak with a classmate, there is no need to specify who the audience is, but for other activities, such as role-plays, it may make a difference for students whether or not they are asked to perform for the teacher or the whole class. As the figures above show, there is little information about this in the two textbooks.

In activities explicitly marked for speaking, instructions about collaboration and audience might influence students' participation. In *Enter 8*, instructions regarding intended audience were given in 13 out of 59 tasks marked as speaking. In tasks where students are expected to collaborate with others, instructions about this are given in 32 of 59 tasks. Altogether, there are



16 tasks marked for speaking with no information about collaboration or audience. In *Stages 8*, information about intended audience was given in 3 of the tasks marked *Speaking spot* and a description of whom students should collaborate with was given in 2 out of 8 activities (Appendix E). Three activities marked as *Speaking spot* gave no information about collaboration or audience. In addition, activities such as *creative corner* contain activities such as role play where students are expected to speak. Whereas instructions may be given in regards to whom students should make the role play with, information about intended audience is left out of the description (see for example task 10, p. 4 in Appendix E).

The figures and tables in this section provide an overview of the major findings in the two textbooks. A more detailed analysis with a description of the activities with a potential for oral communication is found in Appendix D and E.

## 5. Discussion

### 5.1 Frequency of oral activities in connection to literary texts

As previously discussed, the use of literary texts in language learning has many benefits and both textbooks have incorporated several literary texts in each chapter. Whereas *Enter 8* has many extracts from stories, 15 out of 31 literary texts in *Stages 8* are poems. Perry Nodelman and Mavis Reimer (2003) argue that children need to feel connected to what they read and that the stories should be interesting (pp. 36-37). Since an average class consists of students with various backgrounds and interests, it may be difficult to find literary texts which capture the interest and motivation of all students. To meet this issue, the literary texts in the two textbooks cover a variety of themes connected to each chapter and there is a possibility to find something of interest for everyone. Furthermore, there are activities connected to all the literary text except for one and these activities may also motivate students.

The analysis of *Enter 8* and *Stages 8* shows that there are many opportunities for students to practice their oral skills in relation to literary texts. Although there are many activities not marked explicitly for speaking, there is a possibility for oral communication since most tasks are not restricted by an instruction for students to write their response. As the analysis shows, there is a variety of activities which give students the possibility to practice different areas of oral communication.

The division of communication into the two equally important language areas *written communication* and *oral communication* was made by the Norwegian Directorate for Education

and Training (2013b) in order to highlight the importance of oral communication (p. 2). The frequency of activities with a potential for oral communication in both *Enter 8* and *Stages 8* show that the two textbooks have incorporated the changes and that students have many opportunities to respond orally in the classroom. Elisabeth Diskin, Kirsti Grana Winsvold and Knut Kasbo (2015c) explain that the aim of the textbook is to expand students' functional language competence by providing various texts and activities to practice language consciousness (p. III). Furthermore, it is an aim that students are provided with language exercises for a variety of communicative settings (Diskin, Winsvold & Kasbo, 2015c, p. III). There is no description of the aims of *Stages 8*, but in the teacher's book it is explained that the textbook provides students with a variety of activities in order to cover the aims in the English subject curriculum (Areklett, Pettersen, Røkaas & Tørnby, 2013a, pp. 1-4). In addition, both books have a focus on differentiation in order to give students the opportunity to practice the language at their language level (Diskin, Winsvold & Kasbo, 2015c, p. III; Areklett, Pettersen, Røkaas & Tørnby, 2013a, p. 9). The activities found in the two textbooks are related to aims within all the four language areas in the English subject curriculum.

## 5.2 Types of oral activities accompanying literary texts

The findings in this study show that there are many activities in the two textbooks with a potential for oral communication although this is not always explicitly stated in the task description. This may lead to missed opportunities if students are asked to solve the task in writing. In *Enter 8 Teacher's book*, pre-reading activities (warm-up) are described as activities where students can speak in pairs, group or full class (Diskin, Winsvold & Kasbo, 2015c, p. IX), but this is not always written in the Learner's book as the warm-up activity from the text *I Wasn't Asleep...* shows:

Jake Cake is the main character in this story. He says; "I wasn't asleep, I was just resting my eyelids!" What do you think this story is about? (Diskin, Winsvold & Kasbo, 2015b, p. 12)

In order to underline the intention of these types of activities, the information written in the teacher's book could have been included in the task by instructing students to tell a partner what they think the story is about based on the information they are given.

The same issue can be found in *Stages 8*. Whereas the teacher's book does not provide information about how students should solve activities marked as "Language Lab", it is explained that activities marked as "understanding" and "viewpoints" can be solved orally or

in writing (Areklett, Pettersen, Røkaas & Tørnby, 2013a, p. 7). This information is not always explicitly stated in the textbook as seen in the following example:

Viewpoints 2 Why do you think people believed that Saint George killed dragons when he did not? (Areklett, Pettersen, Røkaas & Tørnby, 2013b, p. 7)

Furthermore, the teacher's book gives no general information about tasks marked as "Starting Point" and what the intention of these activities are, but an explanation is given in relation to some of these activities in the chapter sections of the teacher's book. When an explanation is missing in the textbook and the teacher's book, there might be missed opportunities related to oral communication as seen in the following task:

The hot air balloon is the oldest way of travelling by air. The first successful balloon flight took place in 1738. What do you think it feels like to travel by balloon? (Areklett, Pettersen, Røkaas & Tørnby, 2013b, p. 138)

The teacher's book gives a possible solution to this activity (Areklett, Pettersen, Røkaas & Tørnby, 2013a, p. 110), but there are no suggestions as to how students can solve this task orally by sharing their thoughts with others.

Another issue related to the lack of instruction involves to activities with several sub tasks as shown in the following examples taken from the two textbooks:

49 Verbs. Look at the picture.

- a. Write five verbs describing what is happening in the picture
- b. Imagine that you are William Shakespeare. What do you usually do at school?  
Example: I usually write with a quill pen. (Diskin, Winsvold & Kasbo, 2015b, p. 31)

#### LANGUAGE LAB

##### 5. Noun plurals

Write the plural form of these nouns from the poem.

- |         |          |
|---------|----------|
| a night | d school |
| b ear   | e pool   |
| c song  | f cup    |

##### 6. Noun plurals

Find six more nouns in the poem. What are their plural forms? (Areklett, Pettersen, Røkaas & Tørnby, 2013b, p. 113)

Here, students are asked to write their answer in the first question whereas the second question is not restricted with an explicit instruction to write the response. It may, however, be assumed that students are supposed to write their answers since they were asked to do so in the previous

task. This possible assumption might lead to missed opportunities for oral communication in the classroom. Other activities give more information as shown in this example:

36 Adverbs. Adverbs describe action, for example to run quickly.

a. Find more adverbs that may add action to this text. Use a dictionary to find adverbs.

b. Include your adverbs in some sentences from the text.

c. Read your sentences to a classmate.

d. Discuss how adverbs add action to a sentence. (Diskin, Winsvold & Kasbo, 2015b, p. 133)

In the activity above, students are given clear instructions in sub-question *c* (read to classmate). Although it is not explicitly stated that students may solve sub-question *d* by discussing with a classmate, this may be seen as the natural approach since the students have already worked together solving the previous sub-question. In order to increase oral communication in the classroom, teachers need to pay attention to these details.

Although it is not explained in the teacher's books, some explicit activities, where students work with language features, instruct students to speak as shown in this example where the first sub-question asks students to write and the second one asks them to speak:

#### LANGUAGE LAB – ADVERBS

a Write six sentences about yourself and rules you try to live by, using the adverbs above. Example: I never take something that belongs to someone else without asking.

b. Ask your teacher for a worksheet, move around in the classroom and ask questions using adverbs to describe how often something happens (Areklett, Pettersen, Røkaas & Tørnby, 2013b, p. 47)

The lack of information in some activities may be intentional or unintentional. Either way, it is important that teachers are aware of the fact that many tasks not marked specifically for speaking can be solved orally and thus give students the opportunity to practice their oral skills.

As shown in the analysis, the two textbooks give students the opportunity to practice the language as well as use the language in a communicative setting. Whereas some activities ask students to respond to questions (short answers) or explain language features, other activities give students the opportunity to use the language in a communicative setting.

When students work with activities marked as explicit in the analysis, the approach to the literary text is language-based. This approach is used when students are asked to use their knowledge to increase their understanding of the language and they include looking at grammatical features and vocabulary (Lazar, 1993, p. 23). The approach requires students to read the text closely to identify language features (efferent reading) and they need to use a

bottom-up strategy in order to answer the tasks they are given. In other activities, where students are working with text features or the content of a text in relation to social or historical background, they are studying literature as content. When using this approach, students can be asked to examine the biography of the author and its relevance to his or her writings (Lazar, 1993, p. 35). This approach to literature can for example be found in relation to the poems “The British” (from *Enter 8*) and “Royal Tea” (from *Stages 8*) written by Benjamin Sephaniah. In some activities connected to these poems, students are asked to focus on what the poems say about British society and what the author means with his poems (See tasks on page 5 in Appendix D and tasks on page 6 in Appendix E).

### 5.3 Activities corresponding with the reader-response approach

As presented in the findings, many of the activities marked as implicit in the analysis can be defined as belonging to the approach described as *Literature for personal enrichment* (Lazar, 1993, p. 25). This approach is recognized by activities where students are asked to draw on their own personal experiences, feelings and opinions such as activities categorized as “reflect”, “express”, “relate”, “predict” and “discuss”. The incorporation of activities where students can express their own opinions gives them opportunities to develop their communicative competence. Firstly, they use their grammatical and discourse competence to form meaningful sentences in communication with others. Secondly, they need to develop an understanding of the social context they are in and use their sociolinguistic competence in interaction with others. Thirdly, students have to have strategic competence in order to overcome obstacles related to their language level. The findings in this study show that many of the implicit activities give students ample opportunities to practice these skills through sharing their thoughts and opinions in relation to literary texts.

### 5.4 Oral communication in an educational setting

Although the two textbooks have incorporated activities related to oral communication, there are other factors which play a part in the language-learning classroom. To meet the challenge of reluctant speakers, the descriptions of most of the tasks do not require students to expose themselves to a large audience of peers. Instead, the tasks are designed in a way which makes it natural to divide students into pairs or small groups where they can use the language in a less stressful and vulnerable situation. This organization of oral activities requires a teacher who provides students with support and guidance when needed. In addition, the teacher needs to give students agency and help them to become responsible for their own learning process. By

creating an atmosphere where students are allowed to discuss without thinking about grades, students may feel less pressure.

An explanation for the lack of instructions regarding collaboration and audience in some activities may be that the activities can be solved in writing as well. By excluding information about collaboration and audience, teachers and students can choose an appropriate approach when working with the activities. In order to engage all students, teachers need to facilitate a safe environment for learners by organizing pairs and groups, especially when this is not described in the activities students are asked to work with. In a safe environment, the activities can motivate students and give them valuable training in using the English language in a communicative setting.

## 5.5 Educational implications

The findings in the two textbooks show that there are many activities connected to literary texts and that students through working with these activities can practice their oral skills. Since many of the teachers in Norway use the textbook exclusively in their teaching, it is of great importance that the textbook they use is in accordance with the aims set in the English subject curriculum. The findings in this study show that the two textbooks are in agreement with the changes made in the English subject curriculum in 2013 and the incorporation of various oral activities gives the students opportunities to work with the oral communication aims as they both practice and use the language within the different tasks.

Whereas some activities are marked for speaking or writing, other activities do not specify how students should communicate their response. For teachers, it is important that they see the opportunities for oral communication and interaction in the various tasks and that they have an understanding of the different activity types. By using the teacher's book actively when planning lessons, it may be easier to incorporate oral activities in the lessons and to see that activities related to language learning also give opportunities for oral communication. Furthermore, teachers need to pay attention to the organization of pairs and groups to ensure a safe environment for reluctant speakers.

The sample in this study is small as it consists of activities connected to literary texts in two textbooks used in 8<sup>th</sup> grade. The results may be representative of the organization of textbooks published after the curricular changes made in 2013, but further research on a larger sample of textbooks, including several grades, is needed in order to confirm if the findings in this study constitute a general trend.

## 6. Conclusion

The purpose of this study was to see to what extent ESL textbooks promote oral activity through tasks connected to literary texts. Since aims related to oral communication were made more explicit after the revision of the English subject curriculum in 2013, two recently published textbooks were chosen.

When analyzing the two textbooks, all activities in connection to literary texts with a potential for oral communication were registered. The literary texts in the two textbooks comprise different genres and topics which expose students to various themes and elements in the language learning classroom. The findings show that the two textbooks have taken the changes in the curriculum seriously as they have incorporated a variety of oral activities in relation to literary texts. In addition to the activities found in the two textbooks, there are digital resources with a potential for oral communication in connection to some of the literary texts. Both of the teacher's resource books include supporting material for some of the oral activities such as role-sheets. In addition, *Enter 8 Teacher's book* has various extra activities which are easy to access.

The analysis show that the tasks connected to literary texts can be divided into *explicit* and *implicit* activities. Whereas *explicit activities* comprise language learning in areas such as grammar, vocabulary, pronunciation and sentence structure, implicit activities give students the opportunity to use the language in different communicative settings such as role-play, presentations and discussions.

Both textbooks have organized the tasks into pre-reading, while-reading and post-reading activities. Within pre-reading activities there are ample opportunities for students to share their thoughts, opinions and feelings although this is not always explicitly stated in the task description. While-reading activities are used for support, understanding and reflection in the two textbooks and some of these tasks also give students the possibility to express their opinions and share their thoughts. Most of the activities in the two textbooks are post-reading activities where students meet a mixture of tasks where it is expected that they both expand their knowledge about the language as well as use the language in communicative settings. This study has found that both textbooks facilitate oral activity in the classroom and the use of these textbooks may help teachers to structure the limited time they have to help students reach the oral communication aims in the English subject curriculum.

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# Literary texts in *Enter 8 Learner's BOOK*

Chapter and theme	Literary texts	Page in <i>Enter 8</i>	Type of text	Extracted/adapted from	Author
1: <i>A FRESH START</i>	I wasn't asleep	12-14	Novel	Jake Cake – The Werewolf Teacher	Michael Broad
	The Math Test	16-18	Novel	Sixth Grade Secrets	Louis Sachar
	I Don't Want to Sit Next to Alex	20-21	Novel	Perfect Chemistry	Simone Elkeles
	Wonderful World	23	Lyrics		Lou Adler, Albert and Sam Cooke
	The Smartest Kids in Class	28-29	Novel	Diary of a Wimpy Kid	Jeff Kinney
	Young Shakespeare	30-31	Novel	William Shakespeare	Rosie Dickins
2: <i>HEROES</i>	Summer and August	42-46	Novel	Wonder	R.J. Palacio
	Robin Hood meets Little John	57-58	Novel	Robin Hood	J. Walker McSpadden
3: <i>BRITAIN</i>	The British	80	Poem		Benjamin Zephaniah
	England!	86	Haiku Poem		Becky Ginn
	English Like a Lady	88-90	Play	Pygmalion	George Bernard Shaw
	Treasure Island	100-103	Novel	Treasure Island	Robert Louis Stevenson
4: <i>ACTION</i>	The Karate Kid	115-122	Screenplay	The Karate Kid (2010)	Writer: Christopher Murphey
	The Trial	128-132	Novel	The Kick Off	Dan Freedman
	The Avalanche	136-138	Novel	Yellow Eyes	Andy Coombs
5: <i>DISASTERS</i>	Oh, No! What a Disaster!	144-146	Novel	Angus, Thongs and Full-frontal Snogging	Louise Rennison
	Hurricane Katrina	152-156	Short story	Saint Louis Armstrong Beach	Brenda Woods
	The Penalty	158-160	Novel	The Kick Off	Dan Freedman
6: <i>SCIENCE</i>	Time Changes Everything	192-197	Novel	A Stitch in Time	Penelope Lively
7: <i>INDIA</i>	Only English? The Poor Fool!	206-209	Novel	Shantaram	Gregory David Roberts
	Mahatma Gandhi	214-220	Graphic Novel	A Manga Biography	Kazuki Ebine
	The Jungle Book	230-232	Short Story	The Jungle Book	Rudyard Kipling

# Literary texts in *Stages 8 Textbook*

Chapter and theme	Literary texts	Page	Type of text	Extracted/adapted from	Author
1: <i>The Stage Is Yours</i>	Whatif	12	Poem	A light in the Attic	Shel Silverstein
	Superman Screenplay	18-21	Screenplay	Superman screenplay	written by: Mario Puzo
	The 4-1-1 on Me	24	Poem		Anonymous
	The Blind Man and the Hunter	208-209 TB <sup>1</sup>	Folktale	Tales of Wisdom and Wonder	Hugh Lupton
	The Fish Story	35-37	Short story	The Fish Story	Mary Lou Brooks
2: <i>Hit The Books!</i>	All I Really Need To Know I learned In Kindergarten	45-46	Poem	All I Really Need To Know I learned In Kindergarten	Robert Fulghum
	Scissors	56	Poem	Please Mrs Butler	Allen Ahlberg
	Homework	59-61	Novel	Wayside Schools is Falling Down	Louis Sachar
	Finding a Friend	68	Poem	One River Many Creeks	Jane Clark
	Old Joe and the Carpenter	210-211 TB <sup>2</sup>	Folktale		
3: <i>Rule Britannia</i>	Royal Tea	88-89	Poem	Talking Turkeys	Benjamin Zephaniah
	The Romans in Britain	102	Poem	The Romans in Britain	Judith Nicholls
	Sir Lancelot of the Lake	107-108	Illustrated classic	King Arthur and the Knights of the Round Table	Marcia Williams
	The Dragon and Saint George	213-215 TB <sup>3</sup>	Myth	Myths and Legends	Anthony Horowitz
	The Lost Diary of Erik Bloodaxe, Viking Warrior	119-125	Diary	The Lost Diary of Erik Bloodaxe, Viking Warrior	Steve Barlow and Steve Skidmore
4: <i>Out of This World</i>	Alienography	137	Picture book	Alienography - Or How to Spot and Alien Invasion and What to Do About it.	Chris Riddell
	The Discovery of Oz, the Terrible	138-141	Novel	The Wonderful Wizard of Oz	Lyman Frank Baum
	Outer Space	144	Poem		Carol Weston

<sup>1</sup> *Stages 8 Lærerveiledning*. The story is presented as a listening activity in the Learner's book, but a written version is found in *Stages 8 Lærerveiledning* (2013a). The story is introduced on page 26 in *Stages 8 Textbook*

<sup>2</sup> *Stages 8 Lærerveiledning*. The story is presented as a listening activity in the Learner's book, but a written version is found in *Stages 8 Lærerveiledning* (2013a). The story is introduced on page 70 in *Stages 8 Textbook*.

<sup>3</sup> *Stages 8 Lærerveiledning*. The story is presented as a listening activity in the Learner's book, but a written version is found in *Stages 8 Lærerveiledning* (2013a). The story is introduced on page 110 in *Stages 8 Textbook*.

## Appendix B

	Back From Mars	157	Poem		Kenn Nesbitt
	All Summer in a Day	168-175	Short story	The Stories of Ray Bradbury	Rad Bradbury
5: <i>Home of the Brave</i>	This Land is Your Land	187	Lyrics		Woody Guthrie
	Knoxville Tennessee	190	Poem		Nikki Giovanni
	Following Boo	196-202	Short story	Following Boo	Bobbie Pyron
	The Boy Who Lived with the Bears	213-215 219-221 TB <sup>4</sup>	Legend	The Boy Who Lived with the Bears; And Other Iroquois Stories	Joseph Bruchac
	Ovatniah	217-223	Short story		Roland Smith
	Eagle Poem	226	Poem	In Mad Love and War	Joy Harjo
6: <i>School's Out</i>	Sporty family	250	Poem		Andy Seed
	Brothers	254	Poem	Michael Rosen's A-Z The Best Children's Poetry from Agard to Zephania	Peter Cole
	Winning	256	Poem	Olympic Poems -100% Unofficial!	Brian Moses
	LAFFF	268-278	Short story	Best Shorts Favorite Short Stories for Sharing	Lensey Namioka
	What is a Book	280	Poem		Lora Duneta

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<sup>4</sup> *Stages 8 Lærerveiledning*. The first part of the story is presented in the textbook on page 213-215, whereas the second part is presented as a listening activity in the Learner's book. A written version is found in *Stages 8 Lærerveiledning* (2013a).

**Chapter Activities connected to literary texts in *Enter 8 Learner's Book***

Chapter	Task and page	Title of activity	Connection to literary text
1	55a, p. 34	Learning strategies	All literary texts
	58, p. 34	Speaking	<i>Wonderful World</i>
	59b, p. 34	Numbers	<i>The Math Test</i>
2	44, p. 66	Speaking	<i>Summer and August, Robin Hood meets Little John</i>
	48, p. 66	Speaking	<i>Summer and August, Robin Hood meets Little John.</i>
3	64d, p. 106	Questions	Treasure Island
4	54, p. 140	Learning strategies	All literary texts
	55, p. 140	Text types	All literary texts
	56b, p. 140	Vocabulary	All literary texts
5	43, p. 168	Speaking	All literary texts

***Move on* activities with connection to literary texts in *Enter 8 Learner's Book***

Chapter	Task and page	Title of activity	Connection to literary text
1	67, p. 35	Speaking	<i>Sixth Grade Secrets</i>
2	55, p. 67	Speaking	<i>Summer and August, Robin Hood meets Little John</i>
4	59b, p. 141	Speaking	<i>The Trial</i>
	60, p. 141	Speaking	<i>All</i>
5	47, p. 169	Speaking	<i>Hurricane Katrina</i>
	48b, p. 169	Speaking	<i>The Penalty</i>

## Oral activities connected to literary texts in *Enter 8 Learner's book*, *Teacher's book* and digital resources

Chapter 1, <i>Enter 8 Learner's book</i>								
Text	Task and page number	Activity title	Description of task	Category	Language area	Type	Collab.	Audience
I wasn't asleep	p.12	Warm-up	<b>Predict</b> content based on a sentence	Implicit	Communication	I		
	10a-g, p. 15	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Culture, society and literature	T		
	10h, p. 15	Reading to understand	<b>Reflect</b> upon if jokes in the story are teasing or bullying	Implicit	Communication	I		
	11b, p.15	<b>Speaking</b>	<b>Act</b> out dialogue based on the text	Implicit	Communication	P	Pair	
	11c, p. 15	<b>Speaking</b>	<b>Reflect</b> upon the dialogue (task 11b)	Implicit	Communication	I	Pair	
	12, p. 15	<b>Speaking</b>	<b>Describe</b> illustrations from text	Implicit	Communication	T		Classmate
	13, p. 15	Time	<b>Explain</b> the difference between a.m. and p.m.	Explicit	Language Learning	T		
	16, p. 15	Verbs and nouns	<b>Identify</b> verbs and nouns from the story	Explicit	Language Learning	T		
	Extra activity B p. 14 (TB) <sup>1</sup>	Vocabulary	<b>Identify</b> extended form of contractions	Explicit	Language Learning	T		
Extra activity C p. 14 (TB)	Vocabulary	<b>Translate</b> five chosen words from text and explain the meaning in English	Explicit	Language Learning	T			
The Math Test	p. 16	Warm-up	<b>Reflect</b> upon pre-given information from text	Implicit	Communication	T		
	17a-e, p. 19	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Culture, society and literature	I		
	17f, p. 19	Reading to understand	<b>Reflect</b> upon issues from the text	Implicit	Communication	T		
	17g, p. 19	Reading to understand	<b>Predict</b> how the story continues	Implicit	Communication	I		



## Appendix D

	18, p. 19	<b>Speaking</b>	<b>Explain</b> meaning of words from text in English	Explicit	Language Learning	T		
	19, p. 19	Numbers	<b>Read</b> calculated math problems <b>aloud</b> by using mathematical terms	Explicit	Language Learning	T		Classmate (somebody)
	21b, p.19	Numbers	<b>Translate</b> different shapes into Norwegian	Explicit	Language Learning	T		
	22b-c, p. 19	Verbs	<b>Explain</b> verb tenses based on sentences from the story.	Explicit	Language Learning	T		
	23b, p. 19	Verbs	<b>Explain</b> different meaning of verbs from text	Explicit	Language Learning	T		
	Extra activity A p. 17 (TB)	Translate	<b>Translate</b> part of the story	Explicit	Language Learning	T		
	Extra activity B p. 17 (TB)	Drawing	<b>Describe</b> drawing and let classmate draw after description.	Implicit	Communication	I		Classmate
	Extra activity E p. 18 (TB)	Digital skills	<b>Present</b> author and other books he has written.	Implicit	Communication	P		Class or teacher
I Don't Want to Sit Next to Alex	p. 20	Warm-up	<b>Identify</b> positive and negative words from text	Explicit	Language Learning	T		
	24a-c,e, p. 21	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Culture, society and literature	I		
	24f, p. 21	Reading to understand	<b>Express</b> thoughts on how you think a character's first impression is.	Implicit	Communication	I		
	24g, p. 21	Reading to understand	<b>Reflect</b> upon the title and why it is called "Perfect Chemistry"	Implicit	Communication	I		
	25b, p. 21	Reading	<b>Express</b> opinion about a character's feelings	Implicit	Communication	I		
	26a, p. 21	Vocabulary	<b>Explain</b> what "un" does to a word based on the word "unsure" from the text	Explicit	Language Learning	T		
	Extra activity B p. 21 (TB)	Vocabulary	<b>Translate</b> words and phrases from the story	Explicit	Language Learning	T		
	Extra activity D p. 21 (TB)	<b>Speaking</b>	<b>Act out</b> self-made dialogue based on the story	Implicit	Communication	P		
Wonderful World	29a-d, p.23	Reading to understand	<b>Answer comprehension questions</b> (factual) about school subjects from the text.	Explicit	Culture, society and literature	T		

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	29e, p. 23	Reading to understand	<b>Express</b> opinion about the real meaning of the song	Implicit	Communication	I		
	32, p. 23	Vocabulary	<b>Answer questions</b> about school subjects	Explicit	Language Learning	T		
	34a,d,e p. 23	Capital letters	<b>Translate</b> subjects and compare rules for capital letters	Explicit	Language Learning	T		
	Extra activity D p. 23 (TB)	Listening	<b>Reflect</b> upon listening strategies by stating how to listen to song for different purposes.	Hybrid	Communication	I		
The Smartest Kids in Class?	p. 28	Warm-up	<b>Reflect</b> upon what one would write about in a diary.	Implicit	Communication	I	Pair	
	41a-d, p. 29	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Culture, society and literature	T		
	41e, p. 29	Reading to understand	<b>Reflect</b> upon why a character is afraid	Implicit	Communication	I		
	42b, p. 29	Diary	<b>Express</b> opinion about the diary.	Implicit	Communication	I		
	Extra activity B p. 29 (TB)	Pronunciation	<b>Spell</b> alphabet to practice pronunciation	Explicit	Communication	T		
	Extra activity D p. 29 (TB)	Diary	<b>Present</b> famous person and his/her diary	Implicit	Communication	P		Class
Young Shakespeare	p. 30	Warm-up	<b>Express</b> thoughts on what school was like in the old days	Implicit	Communication	I		
	45a-d, p. 31	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Culture, society and literature	T		
	45f, p. 31	Reading to understand	<b>Reflective:</b> what would you do if you did not go to school	Implicit	Communication	I		
	47b, p. 31	<b>Speaking</b>	<b>Discuss</b> differences between schools now and in Shakespeare's time (after making a Venn diagram)	Implicit	Communication	I	Pair	
	49b, p. 31	Verbs	<b>Say</b> sentences about Shakespeare's school which start with "I usually..."	Explicit	Language Learning	T		
	Extra activity B p. 31	Role play	Make a <b>Role play</b> based on a situation from the story	Implicit	Communication	P		
Chapter 1 Activities	55a, p. 34	Learning strategies	<b>Express</b> opinion on which text one enjoyed and give reasons.	Implicit	Communication	I		

Move on Activities	67, p. 35	<b>Speaking</b>	<b>Present</b> Louis Sachar and other books he has written in a mini-talk	Implicit	Communication	P		Classmates
<b>Chapter 2, Enter 8 Learner's book</b>								
Text	Task and page Number	Activity Title	Description of task	Category	Language area	Type	Collab.	Audience
Summer and August	p. 42	Warm-up	<b>Predict</b> what the story is about based on pre-given vocabulary.	Implicit	Communication	I		
	p.44	No title	<b>Reflect</b> upon content and give an opinion	Implicit	Communication	I		
	8a-h, p. 47	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Culture, society and literature	T		
	8i, p. 47	Reading to understand	<b>Reflect</b> upon choice made by a character in the story	Implicit	Communication	I		
	8j, p. 47	Reading to understand	<b>Reflect</b> upon choice made by a character in the story	Implicit	Communication	I		
	9, p. 47	<b>Speaking</b>	<b>Role-play</b> based on the text.	Implicit	Communication	P	Pair	
	10, p. 47	<b>Speaking</b>	<b>Relate</b> to the content and explain what choices one would make in the same situation.	Implicit	Communication	I		
	13b, p. 47	Listening	<b>Answer comprehension questions</b> based on a listening activity connected to text.	Explicit	Culture, society and literature	T		
	15a, p. 47	Verbs	<b>Explain</b> rules for verbs in present simple based on verb used in the story	Explicit	Language Learning	T		
	Extra activity A p. 44 (TB)	<b>Speaking</b>	<b>Discuss</b> if standing up to bullying is an heroic act	Implicit	Communication	I	Classmate	
	Extra activity B p. 44 (TB)	<b>Speaking</b>	<b>Predict</b> what will happen in the story	Implicit	Communication	I	Classmate	
	Extra activity B p. 44 (TB)	<b>Speaking</b>	<b>Discuss</b> if one of the characters is a hero	Implicit	Communication	I	Classmate	
	Extra activity D p. 45 (TB)	<b>Speaking</b>	Read <i>Wonder</i> and <b>present</b> the book	Implicit	Communication	I		Class
Extra activity E p. 45 (TB)	Verbs	<b>Explain</b> why sentences are written in present simple	Explicit	Language Learning	T			
Robin Hood	p. 56	Warm-up	<b>Express</b> knowledge about Robin Hood	Implicit	Communication	I	Pair	

meets Little John	30a-g, p. 59	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Culture, society and literature	T		
	30i, p. 59	Reading to understand	<b>Express</b> an opinion on why the story is interesting	Implicit	Communication	I		
	31c, p.59	Description	Give <b>response</b> on student's description of a character from the story.	Implicit	Communication	T	Pair	
	33, p. 59	<b>Speaking</b>	<b>Retell</b> the story	Implicit	Communication	P		Classmate
	34, p. 59	Adjectives	<b>Identify</b> (find) antonyms for adjectives used in the story	Explicit	Language Learning	T		
	Extra activity A p. 58 (TB)	<b>Speaking</b>	Make a <b>Role play</b> about Robin Hood and his merry men	Implicit	Communication	P		
	Extra activity B p. 58 (TB)	<b>Speaking</b>	<b>Act</b> out script	Implicit	Communication	P	Group of four	
	Extra activity D p. 58 (TB)	Vocabulary	<b>Identify</b> words used in text instead of "said"	Explicit	Language Learning	T		
Digital resources nr. 7	Role Play	<b>Role play</b> by using role cards with character descriptions based on story about Robin Hood	Implicit	Communication	P			
Chapter 2 Activities	44, p. 66	<b>Speaking</b>	<b>Describe</b> a hero from the chapter	Implicit	Communication	P		Classmate
	Extra activity B p. 66 (TB)	<b>Speaking</b>	<b>Identify</b> name of hero from chapter based on description	Explicit	Culture, society and literature	T		Class
<b>Chapter 3, Enter 8 Learner's book</b>								
Text	Task and page number	Activity Title	Description of task	Category	Language area	type	Collab.	Audience
The British	p. 80	Warm-up	<b>Express</b> what one would write in a poem about Britain	Implicit	Communication	I	Pair	
	14a-d, p. 81	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Culture, society and literature	T		
	14e, p. 81	Reading to understand	<b>Reflect</b> upon why the author wrote the poem like a recipe	Implicit	Communication	I		
	14f, p. 81	Reading to understand	<b>Reflect</b> upon sentence at the end of the poem and what the author means	Implicit	Communication	I		
	15, p. 81	<b>Speaking</b>	<b>Read aloud</b> for practice	Explicit	Communication	P		
	16, p. 81	<b>Speaking</b>	<b>Express</b> thoughts on the meaning of the poem	Implicit	Communication	I	Pair	

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	17b, p. 81	Digital skills	<b>Present</b> a country from the poem	Implicit	Communication	P		Classmate
	Extra activity B p. 80 (TB)	<b>Speaking</b>	<b>Present</b> author and another poem he has written	Implicit	Communication	P		Class
English Like a Lady	p. 88	Warm-up	<b>Say aloud:</b> practice specific accent	Explicit	Communication	T		
	36a-d, p. 91	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Culture, society and literature	T		
	36e, p. 91	Reading to understand	<b>Reflect</b> upon why a character cries	Implicit	Communication	I		
	36f, p. 91	Reading to understand	<b>Express</b> thoughts on whether or not a character will change	Implicit	Communication	I		
	37, p. 91	<b>Speaking</b>	<b>Discuss</b> a character's future related to how she should speak	Implicit	Communication	I	Pair	
	38a,c-e, p. 91	Listening	<b>Say aloud:</b> listen to and practice the alphabet	Explicit	Communication	T		
	38c, p.91	Listening	<b>Spell</b> out words from the text	Explicit	Communication	T		
	38d, p. 91	Listening	<b>Spell</b> out a difficult word from the text	Explicit	Communication	T		Classmate
	38e, p. 91	Listening	<b>Explain</b> the difference between the English and the Norwegian alphabet	Explicit	Communication	T		
	39, p. 91	<b>Speaking</b>	<b>Act</b> out the play	Implicit	Communication	P	Group	Class
	Extra activity A p. 89 (TB)	Digital skills	<b>Read</b> the play fluently and record it.	Explicit	Communication	P		Teacher or class
	Extra activity C p. 89 (TB)	Descriptions	<b>Read</b> self-made description of character	Implicit	Communication	T		Classmate
	Extra activity D p. 90 (TB)	Vocabulary	<b>Say</b> phrases from text with other words	Explicit	Language Learning	T		
	Extra activity E p. 90 (TB)	Vocabulary	<b>Give reasons</b> for choice of pre-given words to describe character from the story	Hybrid	Communication	T		
Treasure Island	p. 100	Warm-up	<b>Predict;</b> what kind of treasure is hidden on <i>Treasure Island</i> ?	Implicit	Communication	I		

	p.102	No title	<b>Reflect</b> upon a character's utterance	Implicit	Communication	I		
	56a-h, p. 105	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story	Explicit	Culture, society and literature	T		
	56i, p. 105	Reading to understand	<b>Reflect</b> and give <b>opinion</b> based on text.	Implicit	Communication	I		
	58, p. 105	<b>Speaking</b>	<b>Role-play</b> based on text	Implicit	Communication	I	Classmate	
	61c, p. 105	Vocabulary	<b>Explain</b> phrases from text	Explicit	Language Learning	T		Classmate
	62d, p.105	Descriptions	<b>Explain</b> how words and phrases in the story make descriptions interesting	Explicit	Language Learning	T		
	63b-c, p. 105	Pronunciation	<b>Say</b> words from text <b>aloud</b> and teach a classmate	Explicit	Communication	T		Classmate
	Extra activity E p. 103 (TB)	Describe the setting	<b>Explain</b> choice of pre-given words to describe the setting.	Hybrid	Communication	T		
Chapter 3 Activities	64d, p. 106	Questions	<b>Identify</b> correct story to go with a description	Explicit	Culture, society and literature	T		
<b>Chapter 4, Enter 8 Learner's book</b>								
Text	Task and page number	Activity Title	Description of task	Category	Language area	type	Collab.	Audience
The Karate Kid	13a, p. 123	Reading to understand	<b>Explain</b> who one of the characters is.	Explicit	Communication	T		
	13b, p. 123	Reading to understand	<b>Express</b> opinions on why a character finds something to be difficult	Implicit	Communication	I		
	13c, p. 123	Reading to understand	<b>Express</b> opinion on why a character wants something to happen	Implicit	Communication	I		
	13d, p. 123	Reading to understand	<b>Describe</b> one of the characters	Implicit	Communication	I		
	13e, p. 123	Reading to understand	<b>Reflect</b> upon what this film really is about and the message is	Implicit	Communication	I		
	13f, p. 123	Reading to understand	<b>Relate</b> to the story and explain which character you would be and why	Implicit	Communication	I		
	14, p. 123	<b>Speaking</b>	<b>Act</b> out the play	Implicit	Communication	P	Classmate	
	15, p. 123	Screenplay	<b>Discuss</b> features of a screenplay	Implicit	Communication	I	Class	

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	17, p. 123	<b>Speaking</b>	<b>Discuss</b> and compare pre-given sports	Implicit	Communication	I	Classmate	
	18b, p. 123	Vocabulary	<b>Discuss</b> which pre-given theme fits the story best.	Implicit	Communication	I	Group	
	20b, p. 123	Film Poster	<b>Give response</b> to students' film posters based on script.	Implicit	Communication	T	Class	
	22a, p. 123	Vocabulary	<b>Explain</b> words from the story in English and identify word class.	Explicit	Language Learning	T		
	22b, p. 123	Vocabulary	<b>Explain</b> what the synonyms for pre-given words from the story are	Explicit	Language Learning	T		
	22c, p. 123	Vocabulary	<b>Identify</b> nouns from pre-given words	Explicit	Language Learning	T		
	22d, p. 123	Vocabulary	<b>Identify</b> words from the story which can be both verbs and nouns	Explicit	Language Learning	T		
	23, p. 123	Adverbs	<b>Identify</b> sentences from text where pre-given adverbs can be used	Explicit	Language Learning	T		
	Extra activity B p. 120 (TB)	Writing	<b>Present</b> findings about martial arts	Implicit	Communication	P		Class
	Extra activity D p. 120 (TB)	<b>Speaking</b>	<b>Present</b> characteristics of screenplay	Hybrid	Communication	P		
	Extra activity E p. 120 (TB)	<b>Speaking</b>	<b>Compare</b> beginning of two Karate Kid films	Implicit	Communication	I		
	Extra activity F p. 120 (TB)	Nouns	<b>Explain</b> rules for nouns in the plural by using nouns from the text.	Explicit	Language Learning	T		
	Digital resources nr. 5	Expressing opinions	<b>Express</b> opinions about pre-given questions based on the text.	Implicit	Communication	I		
The Trial	p. 128	Warm-up	<b>Explain</b> pre-given vocabulary from text	Explicit	Language Learning	T		
	p. 132	No Title	<b>Relate</b> to a character and express how he might feel	Implicit	Communication	I		
	28, p. 133	Reading to understand	<b>Identify</b> the correct definitions to expressions from the story	Explicit	Language Learning	T		
	30, p. 133	<b>Speaking</b>	<b>Act</b> out a commentary based on text	Implicit	Communication	P		
	31, p. 133	<b>Speaking</b>	<b>Predict</b> how the story continues	Implicit	Communication	I	Classmate	

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	35c	Verbs	<b>Explain</b> the difference between infinitive and past tense of verbs from the story.	Explicit	Language Learning	T		
	36c, p. 133	Adverbs	<b>Read</b> own sentences from text with new adverbs <b>aloud</b> .	Explicit	Language Learning	T	Classmate	Classmate
	Extra activity E p. 132 (TB)	Character description	<b>Describe</b> character from the story by using pre-given words and explain choices	Hybrid	Communication	T		
	Extra activity F p. 132 (TB)	<b>Speaking</b>	<b>Act</b> out dialogue based on the story	Implicit	Communication	P	Classmate	
The Avalanche	p. 136	Warm-up	<b>Predict</b> what the story is about based on pre-given vocabulary.	Implicit	Communication	I		
	p. 138	No title	<b>Explain</b> why a character said they were lucky	Explicit	Communication	T		
	43a-e, p. 139	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story	Explicit	Culture, society and literature	T		
	43f, p. 139	Reading to understand	<b>Relate</b> to the story/characters and suggest how to react	Implicit	Communication	I		
	44, p. 139	<b>Speaking</b>	<b>Express</b> thoughts and reactions to the story	Implicit	Communication	I	Group	
	45, p. 139	<b>Speaking</b>	<b>Retell</b> the story by using words in the margins	Hybrid	Communication	T		
	46, p. 139	<b>Speaking</b>	<b>Act</b> out the story	Implicit	Communication	P	Group	
	47, p. 139	Word order	<b>Say</b> sentences by sorting words in the correct order.	Explicit	Language Learning	T		
	50, p. 139	Listening	<b>Read</b> the story aloud while classmate writes keywords.	Explicit	Communication	T	Classmate	
	52b, p. 139	Adverbs	<b>Explain</b> how new adverbs improve sentences from the story	Explicit	Language Learning	T		
	Extra activity A p. 138 (TB)	<b>Speaking</b>	<b>Reflect</b> upon choice of book title	Implicit	Communication	I		
	Extra activity E p. 138 (TB)	Vocabulary	<b>Describe</b> character from the story by using pre-given words and explain choices	Hybrid	Communication	I		
	Extra activity F p. 138 (TB)	Vocabulary	<b>Describe</b> the setting in the story by using pre-given words and explain choices	Hybrid	Communication	I		
	Extra activity G p. 138 (TB)	Digital skills	<b>Present</b> findings about avalanches	Implicit	Communication	I		Class



Chapter 4 activities	54a, p. 140	Learning strategies	<b>Express</b> opinion on most enjoyable text from chapter 4 and give reason	Implicit	Communication	I		
	54b, p. 140	Learning strategies	<b>Express</b> opinion on favorite character from chapter 4 and give reason	Implicit	Communication	I		
	54c, p. 140	Learning strategies	<b>Express</b> opinion on the text from chapter 4 which made the biggest impression and give reason	Implicit	Communication	I		
	54d, p. 140	Learning strategies	<b>Express</b> opinion on favorite sport from the texts in chapter 4 and give reason	Implicit	Communication	I		
	54e, p. 140	Learning strategies	<b>Express</b> opinion on a character from one of the texts in chapter 4 one would call a hero and give reason	Implicit	Communication	I		
	54f, p. 140	Learning strategies	<b>Express</b> opinion on a text from chapter 4 that that one did not like to read and give reason	Implicit	Communication	I		
	55, p. 140	Text types	<b>Describe</b> different text types from chapter	Explicit	Communication	T		
<b>Chapter 5, Enter 8 Learner's book</b>								
Text	Task and page number	Activity Title	Description of task	Category	Language area	type	Collab.	Audience
Oh, No! What a Disaster!	p. 144	Warm-up	<b>Express</b> opinion on what everyday disasters are.	Implicit	Communication	I		
	1a-g, p. 147	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Culture, society and literature	T		
	1h, p. 147	Reading to understand	<b>Express</b> opinion about relationship between characters.	Implicit	Communication	I		
	2a, p. 147	Vocabulary	<b>Read</b> words from text and <b>explain</b> how some words do not fit in with others	Explicit	Language Learning	T		
	2b, p. 147	Vocabulary	<b>Explain</b> what one can learn from activity 2a	Explicit	Language Learning	I		
	3a, p. 147	Vocabulary	<b>Explain</b> expressions from text	Explicit	Language Learning	T		
	6, p. 147	<b>Speaking</b>	Create <b>role-play</b> based on text.	Implicit	Communication	I	Group	
	7b,c. p. 147	Contractions	<b>Explain</b> why there are many contractions in the text + give examples of other texts	Explicit	Language Learning	T		
	Extra activity A p. 146 (TB)	Vocabulary	<b>Describe</b> character from the story by using pre-given words and explain choices	Hybrid	Communication	I		
Extra activity B	<b>Speaking</b>	<b>Act</b> out a situation based on the story	Implicit	Communication	I			

## Appendix D

	p. 146 (TB)							
	Extra activity D p. 146 (TB)	<b>Speaking</b>	<b>Present</b> an everyday disaster. <b>Describe</b> feelings about the listener’s body language	Implicit	Communication	P	Classmate	
Hurricane Katrina	p. 155	No title	<b>Explain</b> how dialect in text is recognized.	Explicit	Language Learning	T		
	14a-d, p. 157	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Culture, society and literature	T		
	14e, p. 157	Reading to understand	<b>Express</b> opinion based on the story.	Implicit	Communication	I		
	15, p. 157	Vocabulary	<b>Identify</b> phrases from text with phrases that mean the same.	Explicit	Language Learning	T		
	16c, p. 157	Writing	<b>Reflect</b> and agree upon what to bring in an emergency	Implicit	Communication	I	Classmate	
	18b, p. 157	<b>Speaking</b>	<b>Act out</b> a news report based on text	Implicit	Communication	P	Group	Group
	18c, p. 157	<b>Speaking</b>	<b>Reflect</b> upon what was good about the news report (task 18b)	Implicit	Communication	I	Group	
	19c-d, p. 157	Language	<b>Explain</b> the use of apostrophes in words written in dialect.	Explicit	Language Learning	I		
	20b, p. 157	Contractions	<b>Explain</b> why contractions are used in the story	Explicit	Language Learning	T		
	Extra activity A p. 154 (TB)	Language	<b>Describe</b> typical features of dialect in the story	Explicit	Communication	T		
	Extra activity B p. 154 (TB)	Expressing opinions	Consider pre-given elements from the text and <b>express</b> opinions about them.	Implicit	Communication	I		
	Extra activity E p. 154 (TB)	Descriptions	<b>Read</b> self-written description of a character from the story <b>aloud</b> .	Implicit	Communication	P		Friend
	Extra activity F p. 154 (TB)	<b>Speaking</b>	<b>Reflect</b> upon a character’s action based on the word “saint”	Implicit	Communication	I	Classmate	
The Penalty	p. 158	Warm-up	<b>Predict</b> the content based on pre-given information	Implicit	Communication	I		
	p. 160	No title	<b>Predict</b> what will happen in the story	Implicit	Communication	I		
	22, p. 161	Reading to understand	<b>Retell</b> the story by sorting sentences in the correct order.	Hybrid	Communication	P		

	23, p. 161	<b>Speaking</b>	<b>Predict</b> what will happen in the story and compare with classmate.	Implicit	Communication	I	Classmate	
	24c, p. 161	<b>Speaking</b>	<b>Act</b> out a commentary based on the text	Implicit	Communication	P		Classmate
	25, p. 161	<b>Speaking</b>	<b>Role-play</b> based on the text	Implicit	Communication	I	Classmate	
	29a, p. 161	<b>Speaking</b>	<b>Reflect</b> upon what a character learned in the story	Implicit	Communication	I	Classmate	
	29b, p. 161	<b>Speaking</b>	<b>Reflect</b> upon the message in the story	Implicit	Communication	I	Classmate	
	29c, p. 161	<b>Speaking</b>	<b>Relate</b> to the story and express what you would say to one of the characters	Implicit	Communication	I	Classmate	
	Extra activity B p. 160 (TB)	<b>Speaking</b>	<b>Act</b> out imaginative dialogue between characters from the story	Implicit	Communication	I	Classmate	
	Extra activity D p. 160 (TB)	Vocabulary	<b>Explain</b> words from the story in English	Explicit	Language Learning	T		
<b>Chapter 6, Enter 8 Learner's book</b>								
Chapter Activities	43, p. 168	<b>Speaking</b>	<b>Discuss</b> which disaster from the chapter was the most disastrous and convince classmate	Implicit	Communication	I	Classmate	
	Extra activity D p. 168 (TB)	<b>Speaking</b>	<b>Read</b> a story from the chapter. Pay attention to pronunciation	Explicit	Communication	P		Teacher
	Extra activity E p. 168 (TB)	Evaluation	<b>Express</b> reasons for favorite text from the chapter	Implicit	Communication	I		
	Digital resource nr. 4	Speed dating distasters	<b>Act</b> as a character from one of the texts and share information.	Implicit	Communication	I		
Move on activities	47, p. 169	<b>Speaking</b>	<b>Act</b> as a news reporter and interview eyewitnesses of a terrible storm	Implicit	Communication	P		
<b>Chapter 6, Enter 8 Learner's book</b>								
Text	Task and page number	Activity Title	Description of task	Category	Language area	type	Collab.	Audience
Time Changes Everything	p. 192	Warm-up	<b>Predict</b> where the action will take place based on pre-given vocabulary.	Implicit	Communication	I		
	p. 194	No title	<b>Reflect</b> upon the content	Implicit	Communication	I		
	p. 195	No title	<b>Express</b> opinion about an explanation given in text.	Implicit	Communication	I		

	p. 196	No title	<b>Relate</b> to what characters discuss and <b>reflect</b> upon own choices	Implicit	Communication	I		
	37, p. 197	Reading to understand	<b>Explain</b> words from text	Explicit	Language Learning	T		
	38b, p. 197	Vocabulary	<b>Explain</b> why adverbs are necessary or unnecessary in sentences from the story.	Explicit	Language Learning	T		
	40, p. 197	<b>Speaking</b>	<b>Reflect</b> upon changes one would make based on information from the text.	Implicit	Communication	I	Classmate	
	Extra activity B p. 194 (TB)	<b>Speaking</b>	<b>Read</b> paragraph from text aloud and record it. Pay attention to pronunciation.	Explicit	Communication	P		Teacher
	Extra activity C p. 194 (TB)	Spelling	<b>Spelling:</b> Spelling Bee with the longest words from the story	Explicit	Communication	T	Class	
	Extra activity E p. 194 (TB)	Vocabulary	<b>Translate</b> words from the story	Explicit	Language Learning	T	Classmate	
	Extra activity G p. 195 (TB)	Description	<b>Describe</b> character from the story and find sentences that support the description	Hybrid	Communication	T		
<b>Chapter 7, Enter 8 Learner's book</b>								
Text	Task and page number	Activity Title	Description of task	Category	Language area	type	Collab.	Audience
Only English? The Poor Fool!	p. 206	Warm-up	<b>Reflect</b> upon traditions from other cultures that have been surprising,	Implicit	Communication	I		
	6a-e, p. 209	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Culture, society and literature	T		
	6f, p. 209	Reading to understand	<b>Express</b> opinion on statements from text.	Implicit	Communication	I		
	7, p. 209	<b>Speaking</b>	<b>Act</b> out the dialogue	Implicit	Communication	P		
	8, p. 209	<b>Speaking</b>	<b>Compare</b> Indian and Norwegian culture	Implicit	Communication	I		
	9, p. 209	Verbs	<b>Explain</b> different forms of verbs from the story	Explicit	Language Learning	T		
	Extra activity A p. 208 (TB)	Language	<b>Identify</b> parts from the text that exemplifies pre-given language features	Explicit	Language Learning	T		
	Extra activity B p. 208 (TB)	Verbs	<b>Say</b> verbs from text, written in present tense, using past tense	Explicit	Language Learning	T		
	Extra activity C	Vocabulary	<b>Translate</b> five chosen words from text and <b>Explain</b> the meaning in English	Explicit	Language Learning	T		

	p. 208 (TB)							
	Extra activity D p. 208 (TB)	<b>Speaking</b>	<b>Present</b> information about the author in class	Implicit	Communication	P		Class
Mahatma Gandhi	p. 214	Warm-up	<b>Reflect</b> upon how it is possible to protest without using violence	Implicit	Communication	I	Classmate	
	p. 218	No title	<b>Express</b> an suggestion for a text to a picture	Implicit	Communication	I		
	p. 219	No title	<b>Express</b> thoughts on who characters in a picture are	Implicit	Communication	T		
	16, p. 221	<b>Speaking</b>	<b>Discuss</b> why people followed Gandhi	Implicit	Communication	I	Classmate	
	17, p. 221	<b>Speaking</b>	<b>Retell</b> story in own words by using pre-given key words	Hybrid	Communication	T		
	18b-c, p. 221	Digital skills	<b>Presentation</b> based on the text <i>or</i> Pretend to be a part of the story and tell it.	Implicit	Communication	P		
	19, p. 221	Vocabulary	<b>Explain</b> expressions from the text	Explicit	Language Learning	T		
	20, p. 221	<b>Speaking</b>	Make a <b>presentation</b> based on the text.	Implicit	Communication	P		
	21, p. 221	Verbs	<b>Explain</b> the use of verb tenses in text	Explicit	Language Learning	T		
	22a,c, p. 221	Verbs	<b>Explain</b> meaning of verb tenses by using a passage from the story.	Explicit	Language Learning	T		
	Extra activity A p. 218 (TB)	Quiz	<b>Say</b> correct words to complete sentences based on the text.	Explicit	Communication	T		
	Extra activity C p. 218 (TB)	Descriptions	<b>Read</b> self-written description of a Gandhi from the story <b>aloud</b> .	Implicit	Communication	T		Friend
	Extra activity D p. 218 (TB)	Vocabulary	<b>Describe</b> character from the story by using pre-given words and explain choices	Hybrid	Communication	I		
	Extra activity E p. 218 (TB)	Listening	<b>Explain</b> which pre-given listening strategies to use when listening to Gandhi or news about Gandhi	Hybrid	Communication	I		
	Extra activity F p. 218 (TB)	Vocabulary	<b>Explain</b> words and phrases in English	Explicit	Language Learning	T		
The Jungle Book	p. 230	Warm-up	<b>Express</b> who the characters are from memory	Implicit	Communication	T		

	p. 231	No title	<b>Express</b> opinion on a character's behavior	Implicit	Communication	I		
	42a-d, g-i, p. 233	Reading to understand	<b>Answer comprehension questions</b> (factual) from the story.	Explicit	Culture, society and literature	T		
	42e, p. 233	Reading to understand	<b>Express</b> opinion of Mowgli's age when he came to the Wolves and give reason for answer	Implicit	Communication	I		
	42f, p. 233	Reading to understand	<b>Reflect</b> upon why Father Wolf did not kill Mowgli	Implicit	Communication	I		
	42j, p. 233	Reading to understand	<b>Reflect</b> upon why the story is still popular	Implicit	Communication	I		
	46, p. 233	Role-play	<b>Role-play:</b> act out part of the story	Implicit	Communication	P	Group	
	47c, p. 233	Compare	<b>Discuss</b> and compare preferences related to illustrations	Implicit	Communication	I	Classmate	
	50, p. 233	Keywords	<b>Discuss</b> and compare keywords found from text and agree upon 10 keywords.	Implicit	Communication	I	Classmate	
	Extra activity B p. 232 (TB)	Vocabulary	<b>Translate</b> words and phrases from the story picked out by classmate	Explicit	Language Learning	T		Classmate
	Extra activity C p. 232 (TB)	Describe the setting	<b>Describe</b> the setting in the story by using pre-given words and explain choices	Hybrid	Communication	T		
	Extra activity F p. 232-233 (TB)	Question words	<b>Say</b> the correct answer to questions from text given by classmate	Explicit	Communication	T		Classmate
Chapter Activities	Extra activity C p. 234 (TB)	Evaluation	<b>Express</b> reasons for favorite text from the chapter	Implicit	Communication	I		

## Oral activities connected to literary texts in *Stages 8 textbook*, *teacher's book* and digital resources

Chapter 1, <i>Stages 8 textbook</i>								
Text	Task and page number	Activity title	Description of task	Category	Language area	Type	Collab.	Audience
Whatif	p. 12	Starting Point	<b>Discuss</b> negative and positive thoughts related to a new school year	Implicit	Communication	I	Partner/class	
	1, p. 13	Understanding	<b>Retell</b> content from the story	Explicit	Communication	T		Partner
	2a, p. 13	Viewpoints (discuss)	<b>Describe</b> the person in the poem	Implicit	Communication	I		
	2b p. 13	Viewpoints (discuss)	<b>Relate</b> to the content and express own experiences with fear.	Implicit	Communication	I		
	2c, p. 13	Viewpoints (discuss)	<b>Reflect</b> upon if worries change when you get older	Implicit	Communication	I		
	2d, p. 13	Viewpoints (discuss)	<b>Express</b> opinion on why worries get bigger at night	Implicit	Communication	I		
	6, p. 13	Language Lab	<b>Explain</b> plural forms of nouns from the poem	Explicit	Language Learning	T		
	9, p. 14	Language Lab	<b>Interview</b> a partner using question words	Hybrid	Communication	T	Partner	
Superman Screenplay	p. 18	Starting Point	<b>Express</b> knowledge about Superman	Implicit	Communication	P		
	1a-n, p. 22	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 22	Viewpoints (discuss)	<b>Express</b> opinion on why a character feels different.	Implicit	Communication	I		
	2b, p. 22	Viewpoints (discuss)	<b>Relate</b> to the story and tell if and when you have felt different	Implicit	Communication	I		

## Appendix E

	2c, p. 22	Viewpoints (discuss)	<b>Reflect</b> upon why one can feel that others are different	Implicit	Communication	I		
	2d, p. 22	Viewpoints (discuss)	<b>Compare</b> advice from two characters in the story and discuss how they are different from each other	Implicit	Communication	I		
	2e, p. 22	Viewpoints (discuss)	<b>Express</b> opinion on how a good person lives	Implicit	Communication	I		
	2f, p. 22	Viewpoints (discuss)	<b>Reflect</b> upon advice to give a being from another planet	Implicit	Communication	I		
	3a-c, p. 22-23	Creative Corner	<b>Act</b> out play, a situation from the play or an imaginative situation related to the play	Implicit	Communication	I		
	4a, p. 23	LanguageLab	<b>Identify</b> correct form of verbs in sentences about fictional characters such as Superman.	Explicit	Language Learning	T		
	Nr.3 p. 292 (TB) <sup>ii</sup>	Alias Cards	<b>Describe</b> words to a partner (Alias game)	Hybrid	Communication	I	Partner	
The 4-1-1 on Me	p. 24	Starting Point	<b>Present</b> a 4-1-1 (4-1-1 is explained)	Implicit	Communication	P		Partner
	1, p. 25	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2, p. 25	Viewpoints	<b>Express</b> opinion about the meaning of statements in the poem	Implicit	Communication	I		
The Blind Man and the Hunter	p. 26	Starting Point	<b>Discuss</b> experiences during a activity where one is blindfolded (relate to the text)	Implicit	Communication	I	Pair	
	p. 26	Starting Point	<b>Translate</b> words from the story into Norwegian	Explicit	Language Learning	T		
	1, p. 27	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 28	Viewpoints	<b>Express</b> own experiences related to the theme of the story.	Implicit	Communication	I		
	2b, p. 28	Viewpoints	<b>Reflect</b> upon how a character from the story might feel	Implicit	Communication	I		
	2c, p. 28	Viewpoints	<b>Express</b> opinion about the meaning of statement in the story	Implicit	Communication	I		
	2d, p. 28	Viewpoints	<b>Relate</b> to the story and express own experiences	Implicit	Communication	I		



	2e, p. 28	Viewpoints	<b>Express</b> opinion on what the story tries to tell the readers	Implicit	Communication	I		
	3, p. 28	<b>Speaking Spot</b>	<b>Retell</b> the story by using pre-given glossary from translation task on p. 26.	Hybrid	Communication	P		
	5, p. 29	Language Lab	<b>Identify</b> words from text that are pronounced the same	Explicit	Language Learning	T		
	6, p. 29	Language Lab	<b>Identify</b> missing noun plural from the story	Explicit	Language Learning	T		
The Fish Story	p. 35	Starting point	<b>Describe</b> important elements for doing a good job	Implicit	Communication	I		
	1a-g, p. 38	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 38	Viewpoints (discuss)	<b>Express</b> opinion about why a character has feelings of guilt	Implicit	Communication	I		
	2b, p. 38	Viewpoints (discuss)	<b>Express</b> opinion on a character's action	Implicit	Communication	I		
	2c, p. 38	Viewpoints (discuss)	<b>Express</b> opinion on why a character feels proud	Implicit	Communication	I		
	2d, p. 38	Viewpoints (discuss)	<b>Relate</b> the story to own experiences	Implicit	Communication	I		
	3, p. 38	<b>Speaking Spot</b>	<b>Role play</b> a scene from the story	Implicit	Communication	I		
	5, p. 39	Language Lab	<b>Say</b> word from text. Pay attention to sounds to unscramble the word.	Explicit	Communication	T		
	6, p. 39	Language Lab	<b>Say</b> verbs from the text in past tense and focus on pronunciation.	Explicit	Communication	T		
	7, p. 39	Language Lab	<b>Identify</b> correct adjective from the story	Explicit	Language Learning	T		
	8, p. 40	Language Lab	<b>Describe</b> characters from the story by using pre-given adjectives	Explicit	Language Learning	T		
	10, p. 40	Language Lab	<b>Say</b> correct ordinal numbers in sentences based on the text.	Explicit	Language Learning	T		

Chapter 2, Stages 8 textbook								
Text	Task and page number	Activity title	Description of task	Category	Language area	Type	Collab.	Audience
All I Really Need To Know I Learned In Kindergarten	p. 45	Starting Point	<b>Discuss</b> things to learn at school	Implicit	Communication	I	Partner	
	1, p. 46	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 47	Viewpoints (discuss)	<b>Express</b> opinion on favorite rule from the text	Implicit	Communication	I		
	2b, p. 47	Viewpoints (discuss)	<b>Discuss</b> statement from the text.	Implicit	Communication	I		
	2c, p. 47	Viewpoints (discuss)	<b>Express</b> opinion about the meaning of a phrase from the text	Implicit	Communication	I		
	4, p. 47	<b>Speaking Spot</b>	<b>Present</b> reasons for following one of the rules from the text in a mini-talk	Implicit	Communication	P		Classmates
	5b, p. 47	Language Lab	<b>Use</b> adverbs in questions	Explicit	Language Learning	T		Classmates
Scissors	p. 56	Starting Point	<b>Express</b> own experiences on losing something	Implicit	Communication	I		
	1, p. 57	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 57	Viewpoints (discuss)	<b>Express</b> opinions about the content and <b>relate</b> to the text.	Implicit	Communication	I		
	2b, p. 57	Viewpoints (discuss)	<b>Relate</b> to the text and express what to do in the described situation	Implicit	Communication	I		
	2c, p. 57	Viewpoints (discuss)	<b>Discuss</b> reasons for why a character says something	Implicit	Communication	I		
Homework	p. 59	Starting point	<b>Express</b> five things that can be cut in two	Implicit	Communication	T		
	1, p. 61	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		

## Appendix E

	2, p. 61	Understanding	<b>Answer</b> true or false questions based on the text	Explicit	Communication	T		
	3a, p. 61	Viewpoints (discuss)	<b>Reflect</b> upon a character's actions	Implicit	Communication	I		
	3b, p. 61	Viewpoints (discuss)	<b>Explain</b> why a character talks about his socks (answer in text)	Explicit	Communication	T		
	3c, p. 61	Viewpoints (discuss)	<b>Reflect</b> upon the content based on a pre-given question about characters' actions	Implicit	Communication	I		
	3d, p. 61	Viewpoints (discuss)	<b>Relate</b> to a situation from the story and express own experiences	Implicit	Communication	I		
	3e, p. 61	Viewpoints (discuss)	<b>Express</b> opinion about what the teacher should do	Implicit	Communication	I		
	4, p. 62	Viewpoints	<b>Express</b> opinion about formal way of speaking and relate it to own teachers	Implicit	Communication	I		
	10, p. 63	Creative Corner	<b>Role play</b> a dialogue from the story	Implicit	Communication	P	Classmates	
Finding a Friend	1, p. 69	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 69	Viewpoints (discuss)	<b>Express</b> opinion and give reasons for most important quality in a friend	Implicit	Communication	I		
	2b, p. 69	Viewpoints	<b>Reflect</b> upon why friends are important	Implicit	Communication	I		
	2c, p. 69	Viewpoints (discuss)	<b>Express</b> opinion on how one makes friends	Implicit	Communication	I		
	2d, p. 69	Viewpoints (discuss)	<b>Reflect</b> upon what to do when someone needs a friend	Implicit	Communication	I		
	2e, p. 69	Viewpoints (discuss)	<b>Predict</b> what happens after the poem ends	Implicit	Communication	I		
	2f, p. 69	Viewpoints (discuss)s	<b>Express</b> opinion on time related to the phrase "long gone"	Implicit	Communication	I		
	p. 70	Starting Point	<b>Reflect</b> upon an argument and how it was solved	Implicit	Communication	I		

Old Joe and the Carpenter	p.70	Starting Point	<b>Translate</b> words from English to Norwegian	Explicit	Language Learning	T		
	1a-e, p. 70	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 70	Viewpoints (discuss)	<b>Express</b> opinion about a character in the	Implicit	Communication	I		
	2b, p. 71	Viewpoints (discuss)	<b>Relate</b> to a character and express how to act	Implicit	Communication	I		
	2c, p. 71	Viewpoints (discuss)	<b>Reflect</b> upon statement from the story and what it means	Implicit	Communication	I		
	3, p. 71	Creative Corner	<b>Role play</b> a situation from the story or what happens in a future situation	Implicit	Communication	I	2 or 3 classmates	
	4, p. 71	Language Lab	<b>Say</b> correct possessive pronouns in sentences from the story.	Explicit	Language Learning	T		
<b>Chapter 3, Stages 8 textbook</b>								
Text	Task and page number	Activity title	Description of task	Category	Language area	Type	Collab.	Audience
Royal Tea	p. 88	Starting Point	<b>Express</b> opinion about where a picture is from.	Implicit	Communication	I		
	1a-f, p. 90	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Comprehension	T		
	2a, p. 90	Viewpoints (discuss)	<b>Express</b> impressions of Buckingham Palace after reading the text	Implicit	Communication	I		
	2b, p. 90	Viewpoints (discuss)	<b>Reflect</b> upon statement from the text and what it means	Implicit	Communication	I		
	2c, p. 90	Viewpoints (discuss)	<b>Reflect</b> upon statement from the text and what it means	Implicit	Communication	I		
	2d, p. 90	Viewpoints (discuss)	<b>Explain</b> how the title is a pun.	Explicit	Language Learning	T		
	3, p. 90	Creative Corner	<b>Role play</b> an situation from the poem or a situation based on the poem	Implicit	Communication	I	Pair	
	p. 102	Starting Point	<b>Express</b> thoughts on life in Britain 1600 year ago	Implicit	Communication	I		

## Appendix E

The Romans in Britain	2, p. 104	Language Lab	<b>Explain</b> infinitive forms of verbs from the poem	Explicit	Language Learning	T		
	7, p. 105	Creative Corner	<b>Present</b> a TV or radio new report about the Romans Leaving	Implicit	Communication	P		
Sir Lancelot of The Lake	p. 106	Starting Point	<b>Describe</b> how you imagine a knight looks like	Implicit	Communicative	I		
	1a-h, p. 109	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2, p. 109	<b>Speaking Spot</b>	<b>Present</b> knowledge about King Arthur from other sources such as books, movies and video games	Implicit	Communication	I		Classmate
	5, p. 109	Creative Corner	<b>Role play</b> the story	Implicit	Communication	P	Four classmates	
The Dragon and Saint George	p. 110	Starting Point	<b>Explain</b> pre-given vocabulary from the story	Explicit	Language Learning	T	Partner	
	1, p. 112	Understanding	<b>Identify</b> true or false statements about the content in the story	Explicit	Communication	T		
	2, p. 112	Viewpoints	<b>Express</b> opinion based on the content in the story	Implicit	Communication	I		
	Nr. 13 (np) (TB)	Vocabulary practice cards	<b>Explain</b> meaning of words from text as practice.	Explicit	Language Learning	T		
The Lost Diary of Erik Bloodaxe, Viking Warrior	p. 119	Starting Point	<b>Reflect</b> upon descriptive names of famous Vikings	Implicit	Communication	I		
	1, p. 125	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	4, p. 127	<b>Speaking Spot</b>	<b>Role play</b> a talk show with characters from the story	Implicit	Communication	P	Group of six	
	7, p. 127	Creative Corner	<b>Read</b> (chant) a self-made battle-cry	Implicit	Communication	P		Class

	No nr., NP (TB)	Frozen scenes	<b>Read</b> descriptions of scenes from the story aloud	Explicit	Communication	T		Group
<b>Chapter 4, Stages 8 textbook</b>								
Text	Task and page number	Activity title	Description of task	Category	Language area	Type	Collab.	Audience
Alienography	p. 136	Starting Point	<b>Express</b> thoughts on what an alien eat	Implicit	Communication	I		
	1, p. 136	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2, p. 136	<b>Speaking Spot</b>	<b>Describe</b> own drawing to a classmate	Implicit	Communication	T		Classmate
The Discovery of Oz, the Terrible	p. 138	Starting Point	<b>Express</b> thoughts on how it feels to travel by balloon	Implicit	Communication	I		
	1, p. 142	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 142	Viewpoints (discuss)	<b>Reflect</b> upon what a character might mean with a statement	Implicit	Communication	I		
	2b, p. 142	Viewpoints (discuss)	<b>Express</b> opinion about a character's behavior	Implicit	Communication	I		
	3, p. 142	Creative Corner	<b>Role play</b> the story	Implicit	Communication	P	Group of four	
Outer Space	p. 144	Starting Point	<b>Express</b> what you look for when you look at the stars and if any planets are visible to the naked eye	Implicit	Communication	I		
	1, p. 144	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 144	Viewpoints (discuss)	<b>Reflect</b> upon what the person in the poem is like	Implicit	Communication	I		
	2b, p. 144	Viewpoints (discuss)	<b>Express</b> thought on where the person is	Implicit	Communication	I		
	2c, p. 144	Viewpoints (discuss)	<b>Explain</b> number of stanzas in the poem	Explicit	Communication	T		

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	2d, p. 144	Viewpoints (discuss)	<b>Say</b> words that rhyme in the poem	Explicit	Communication	T		
	2e, p. 145	Viewpoints (discuss)	<b>Explain</b> how the author uses personification in the poem	Explicit	Communication	T		
	2f, p. 145	Viewpoints (discuss)	<b>Express</b> how the poem makes you feel	Implicit	Communication	I		
	4, p. 146	Language Lab	<b>Identify</b> correct translation for synonyms from the poem	Explicit	Language Learning	T		
	5, p. 146	Language Lab	<b>Say</b> synonyms for the word <i>see</i> in pre-given sentences	Explicit	Language Learning	T		
Back From Mars	p. 157	Starting Point	<b>Reflect</b> upon difficulties for someone from outer space who visits Earth.	Implicit	Communication	I		
	1, p. 158	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 159	Viewpoints (discuss)	<b>Discuss</b> what the person in the poem thinks about people on Earth	Implicit	Communication	I		
	2b, p. 159	Viewpoints (discuss)	<b>Discuss</b> whether or not life described on Mars is surprising	Implicit	Communication	I		
	4, p. 160	Writing Workshop	<b>Perform</b> an interview in with someone who has visited another planet	Implicit	Communication	P		Class
	5b-c, p. 160	Language Lab	<b>Explain</b> differences between regular and irregular verbs from the story	Explicit	Language Learning	T		
	5e, p. 160	Language Lab	<b>Say</b> the correct form of irregular verbs from the text in a quiz made by classmates	Explicit	Language Learning	T	Classmates	
All Summer in A Day	p. 168	Starting Point	<b>Discuss</b> images of a perfect summer day by comparing and contrasting.	Implicit	Communication	I	Group	
	p. 168	Checkpoint	<b>Answer</b> comprehension question based on content	Explicit	Communication	T		
	p. 169	Checkpoint	<b>Answer</b> comprehension question based on content	Explicit	Communication	T		
	p. 170	Checkpoint	<b>Express</b> opinion about parts of the content	Implicit	Communication	I		
	p. 171	Checkpoint	<b>Answer</b> comprehension question based on content	Explicit	Communication	T		

	p. 172	Checkpoint	<b>Answer</b> comprehension question based on content	Explicit	Communication	T		
	p. 172	Checkpoint	<b>Answer</b> comprehension question based on content	Explicit	Communication	T		
	p. 174	Checkpoint	<b>Answer</b> comprehension question based on content	Explicit	Communication	T		
	1, p. 175	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 175	Viewpoints (discuss)	<b>Reflect</b> upon various parts of the story	Implicit	Communication	I		
	2b, p. 175	Viewpoints (discuss)	<b>Reflect</b> upon a character’s feeling about life on Venus	Implicit	Communication	I		
	2c, p. 175	Viewpoints (discuss)	<b>Express</b> opinion about a character’s reaction	Implicit	Communication	I		
	2d, p. 175	Viewpoints (discuss)	<b>Explain</b> why it is “vital” for one character to return to earth (answer in the text)	Explicit	Communication	T		
	2e, p. 175	Viewpoints (discuss)	<b>Relate</b> to the weather in the story and express own preferences	Implicit	Communication	I		
	2f, p. 175	Viewpoints (discuss)	<b>Reflect</b> upon how weather affects your life	Implicit	Communication	I		
	2g p. 175	Viewpoints (discuss)	<b>Relate</b> to the content and how moving to another planet would feel	Implicit	Communication	I		
	3, p. 175	<b>Speaking Spot</b>	<b>Discuss</b> how illustrations make you feel	Implicit	Communication	I	Pair or group	
<b>Chapter 5, Stages 8 textbook</b>								
Text	Task and page number	Activity title	Description of task	Category	Language area	Type	Collab.	Audience
This Land is Your Land	p. 187	Starting Point	<b>Describe</b> how America looks like using imagination	Implicit	Communication	T		Partner
	1, p. 188	Understanding	<b>Say</b> words from the text that best describe five illustrations	Explicit	Comprehension	T		
	2, p. 189	Viewpoint	<b>Express</b> opinion about the meaning of the title	Implicit	Communication	I		



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	3, p. 190	Language Lab	<b>Say</b> synonyms for the verb <i>walk</i> in own sentences	Explicit	Language Learning	T		
Knoxville Tennessee	p. 190	Starting Point	<b>Express</b> what summer tastes like	Implicit	Communication	T		
	1a-e, p. 191	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 191	Viewpoints (discuss)	<b>Reflect</b> upon the setting	Implicit	Communication	I		
	2b, p. 191	Viewpoints (discuss)	<b>Relate</b> to the content and express agreement	Implicit	Communication	I		
	2c, p. 191	Viewpoints (discuss)	<b>Compare</b> content with own experiences	Implicit	Communication	I		
	2d, p. 191	Viewpoints (discuss)	<b>Express</b> opinion about point of view in the poem	Implicit	Communication	I		
Following Boo	p. 196	Starting Point	<b>Discuss</b> positive and negative aspects of having a pet	Implicit	Communication	I	Group	
	p. 196	Checkpoint	<b>Express</b> thoughts on what has happened to a character and what he might be thinking about	Implicit	Communication	I		
	p. 198	Checkpoint	<b>Express</b> opinion and thoughts about the setting	Implicit	Communication	I		
	p. 201	Checkpoint	<b>Answer</b> comprehension question based on the story	Explicit	Communication	T		
	2a,b, p. 202	Viewpoints (discuss)	<b>Express</b> opinions related to a character's name and age and discuss	Implicit	Communication	I		
	2c, p. 202	Viewpoints (discuss)	<b>Discuss</b> if a character's decision was correct	Implicit	Communication	I		
	2d, p. 202	Viewpoints (discuss)	<b>Explain</b> the relationship between characters and describe a character's reaction	Explicit	Communication	T		
	2e, p. 202	Viewpoints (discuss)	<b>Explain</b> what the stream heals	Explicit	Communication	T		
	2f, p. 202	Viewpoints (discuss)	<b>Reflect</b> upon the inclusion of The Fountain of Youth in the story	Implicit	Communication	I		
	2g, p. 202	Viewpoints	<b>Relate</b> to the theme and express own choices	Implicit	Communication	I		

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		(discuss)						
	2h, p. 202	Viewpoints (discuss)	<b>Reflect</b> upon the story's message about life and death	Implicit	Communication	I		
The Boy Who Lived with the Bears	p. 213	Starting Point	<b>Express</b> opinion about the meaning of an expression	Implicit	Communication	I		
	1, p. 215	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2, p. 215	Understanding	<b>Identify</b> true or false statements about the content in the story	Explicit	Communication	T		
	3a, p. 216	Viewpoints (discuss)	<b>Explain</b> how the story shows that the hunter was sorry for what he did	Explicit	Communication	T		
	3b, p. 216	Viewpoints (discuss)	<b>Explain</b> what the story teaches adults to do	Explicit	Communication	T		
	3c, p. 216	Viewpoints (discuss)	<b>Reflect</b> upon what a story can teach you compared to saying, "be good to your children".	Implicit	Communication	I		
	3d, p. 216	Viewpoints (discuss)	<b>Express</b> opinions about the truthfulness of the story and if something similar really could happen	Implicit	Communication	I		
	5, p. 216	Creative Corner	<b>Act</b> out the legend or own legend	Implicit	Communication	P		
Ovatniah	p. 217	Starting Point	<b>Reflect</b> upon own similarities with grandparents and parents	Implicit	Communication	I		Partner
	p. 219	Checkpoint	<b>Answer</b> comprehension question based on content	Explicit	Communication	T		
	p. 220	Checkpoint	<b>Answer</b> comprehension question based on content	Explicit	Communication	T		
	p. 221	Checkpoint	<b>Answer</b> comprehension question based on content	Explicit	Communication	T		
	1a-n, p. 223	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 224	Viewpoints (discuss)	<b>Explain</b> what the story says about why Marie has to spend the summer with Aanaq	Explicit	Communication	T		
	2b, p. 224	Viewpoints (discuss)	<b>Reflect</b> upon the relationship between two characters in the story	Implicit	Communication	I		

	2c, p. 224	Viewpoints (discuss)	<b>Reflect</b> upon the relationship between two characters in the story	Implicit	Communication	I		
	2d, p. 224	Viewpoints (discuss)	<b>Reflect</b> upon what a character in the story learns	Implicit	Communication	I		
	2e, p. 224	Viewpoints (discuss)	<b>Reflect</b> upon how different values affect one of the characters in the story	Implicit	Communication	I		
	2f, p. 224	Viewpoints (discuss)	<b>Reflect</b> upon the meaning of a sentence in the story and	Implicit	Communication	I		
	3, p. 224	Creative Corner	<b>Act</b> out what happens next in the story	Implicit	Communication	P	Group	
<b>Chapter 6, Stages 8 textbook</b>								
Eagle Poem	p. 226	Starting Point	<b>Express</b> feelings related to nature experience	Implicit	Communication	I		
	1, p. 228	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2, p. 228	Viewpoint	<b>Reflect</b> upon the meaning of a phrase in the poem	Implicit	Communication	I		
<b>Chapter 6, Stages 8 textbook</b>								
Text	Task and page number	Activity title	Description of task	Category	Language area	Type	Collab.	Audience
Sporty Family	p. 250	Starting Point	<b>Explain</b> how words in English can have two meanings	Explicit	Language Learning	T		
	2a-b, p. 251	Viewpoints (discuss)	<b>Explain</b> what the words in the brackets do to the poem and how the poem would be different without them	Hybrid	Communication	T		
	2c, p. 251	Viewpoints (discuss)	<b>Discuss</b> what makes the poem funny	Implicit	Communication	I		
	3, p. 251	<b>Speaking Spot</b>	<b>Explain</b> puns in jokes after learning about puns related to the poem	Explicit	Communication	I	Group	
	4a, p. 252	<b>Speaking Spot</b>	<b>Identify</b> different pronunciations for “row” from an online dictionary.	Explicit	Language Learning	T		
	7a-g, p. 252	Language Lab	<b>Identify</b> the correct word from the poem to different definitions	Explicit	Language Learning	T		

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Brothers	p. 254	Starting Point	<b>Express</b> associations with the word “brother”	Implicit	Communication	I	Group	
	1a-b, p. 254	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 254	Viewpoints (discuss)	<b>Express</b> opinion about the most important quality in a brother	Implicit	Communication	I		
	2b, p. 254	Viewpoints (discuss)	<b>Discuss</b> the layout and why the writer has chosen to write only one word on each line	Hybrid	Communication	I		
Winning	p. 256	Starting Point	<b>Express</b> thoughts on being a good loser.	Implicit	Communication	I	Partner	
	1a, c-e, p. 257	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	1b, p. 257	Understanding	<b>Describe</b> a character from the poem	Explicit	Communication	T		
	2a, p. 257	Viewpoints (discuss)	<b>Reflect</b> upon what is meant by a phrase in the poem	Implicit	Communication	I		
	2b, p. 258	Viewpoints (discuss)	<b>Discuss</b> what it is about if “it is not about winning”.	Implicit	Communication	I		
	2c, p. 258	Viewpoints (discuss)	<b>Describe</b> what you think the poet looks like and what kind of person he is	Implicit	Communication	I		
	2d, p. 258	Viewpoints (discuss)	<b>Explain</b> why the poet allowed David to win	Explicit	Communication	T		
	2e, p. 258	Viewpoints (discuss)	<b>Reflect</b> upon what a character would feel if he knew the truth about his victory	Implicit	Communication	I		
	2f, p. 258	Viewpoints (discuss)	<b>Discuss</b> if you should allow people to win if they do not deserve it	Implicit	Communication	I		
	4, p. 258	Creative Corner	<b>Role Play</b> a situation after the poem ends where characters meet	Implicit	Communication	P	Pair	
LAFFF	p. 268	Starting Point	<b>Reflect</b> upon what type of machine one would invent if possible	Implicit	Communication	I		
	p. 270	Checkpoint	<b>Explain</b> the meaning of an abbreviation	Explicit	Language Learning	T		

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	p. 272	Checkpoint	<b>Reflect</b> upon a useful way to use an invention from the story	Implicit	Communication	I		
	p. 273	Checkpoint	<b>Explain</b> the meaning of an acronym	Explicit	Language Learning	T		
	p. 273	Checkpoint	<b>Explain</b> why winning is important for a character	Explicit	Communication	T		
	p. 273	Checkpoint	<b>Reflect</b> upon an open-ended question based on the story.	Implicit	Communication	I		
	p. 273	Checkpoint	<b>Explain</b> the meaning of an abbreviation	Explicit	Language Learning	T		
	p. 275	Checkpoint	<b>Express</b> an opinion on why a character knew the ending of the story	Implicit	Communication	I		
	1a-p, p. 278	Understanding	<b>Answer comprehension questions</b> (factual) from the text.	Explicit	Communication	T		
	2a, p. 278	Viewpoints (discuss)	<b>Express</b> thoughts on whether or not a character in the story cheated	Implicit	Communication	I		
	2b, p. 278	Viewpoints (discuss)	<b>Discuss</b> why winning was important for the character	Implicit	Communication	I		
	2c, p. 278	Viewpoints (discuss)	<b>Explain</b> how the relationship between characters changes	Explicit	Communication	T		
	2d, p. 278	Viewpoints (discuss)	<b>Reflect</b> upon the title of a winning text in the story	Implicit	Communication	I		
	2e, p. 278	Viewpoints (discuss)	<b>Express</b> opinion on how a story the character wrote ends	Implicit	Communication	I		
	3a, p. 279	Creative Corner	<b>Role play</b> an imaginative scene from the story	Implicit	Communication	P		
	5a-l, p. 279	Language Lab	<b>Say</b> the past tense of verbs from the story	Explicit	Language Learning	T		
What is A Book?	p. 280	Starting Point	<b>Express</b> opinion on good things about reading books	Implicit	Communication	I		Group
	1a, p. 280	Viewpoints (discuss)	<b>Reflect</b> upon a statement about books in the poem	Implicit	Communication	I		
	1b, p. 280	Viewpoints (discuss)	<b>Express</b> opinion about a character's wish to hide	Implicit	Communication	I		

	1c, p. 280	Viewpoints (discuss)	<b>Relate</b> to a statement and express own experiences	Implicit	Communication	I		
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<sup>i</sup> *Enter 8 Teacher's BOOK*

<sup>ii</sup> *Stages 8 Lærerveiledning*