

Evaluating an English Language Coursebook: Enterprise 1,

BEGINNER

Author:

María Teresa Esteban Núñez

holds a M.A. in Language Teaching from UPTC,
where she is currently working as a full time
teacher at Languages School. She also belongs
to the research group "Bilingualism and Autono-
mous Learning".



Abstract

This article presents the evaluation of the course book Enterprise 1, beginner. It accounts for the main contents of the first fourth units of this course book. Some aspects about course books' evaluation as availability, layout, accessibility, appropriacy, user definition among others are contrasted to the real content presented in the course book. I hope that this evaluation can help teachers interested in using this material to have an idea about the content and kind of activities that are involved in it.

Key words:

Syllabus, communicative competence, culture, language learning.

Resumen

En este artículo se presenta la evaluación de las primeras cuatro unidades del libro de texto Enterprise 1, principiante. Algunos aspectos relacionados con la evaluación de libros de texto, entre ellos: disponibilidad, diseño, accesibilidad, apropiación, entre otros se contrastan con el contenido real del texto. Espero que esta evaluación pueda dar a los profesores interesados en usar este material una idea general del tipo de actividades y el contenido que se presenta en este texto guía.

Palabras clave:

Programa, Competencia comunicativa, cultura, aprendizaje del lenguaje.

Introduction

Textbooks play an important role in educative practices. Most times, they are the heart of the course. They indicate the way teachers should follow for achieving the goals that they state in their syllabus or curriculums. In many cases, textbooks are the syllabus of the course. They provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice that learners should follow or develop. Language textbooks are, sometimes, the only contact that learners and teachers have with the countries where the language that is learned is spoken.

Therefore, evaluating textbooks should be one of the most relevant skills that teachers and administrators should develop. Both of them should be trained and informed about the content and purposes that a textbook holds. This evaluation should be done by taking into account the par-

ticular characteristics of the population, learners' needs, and teachers' needs in terms of language.

In this paper, I present the evaluation of the first fourth units of the course book *Enterprise for Beginners*. This paper is based on some of the factors that Sheldon (1988: 242-245) suggests for evaluating textbooks.

TITLE:	COURSEBOOK ENTERPRISE
AUTHOR(S):	VIRGINIA EVANS - JENNY DOOLEY
PUBLISHER:	EXPRESS PUBLISHING
ISBN:	978-1-84216-089-3
No of Pages:	166
PRICE:	\$ 62.000
COMPONENTS:	C.D. WORKBOOK
LEVEL:	BEGINNER
UNITS:	15
HOURS:	70-75
TARGET SKILLS:	READING, LISTENING, WRITING, SPEAKING
TARGET LEARNERS:	Students Studying English at beginner levels.

Rationale

The authors of the course book claim to develop the communicative competence. It embodies different exercises for practicing the four skills. According to the authors, the textbook is designed taking into account a multi-syllabus approach. It means that in the textbook the different types of syllabus

are included. In this part, I consider it is important to give a brief view to the different syllabus that there exist in order to identify the kind of syllabus that authors propose.

Tarey (1988) presents a classification for different types of language teaching syllabi. Here I provide some of their main characteristics.

Structural syllabus: It is based on structural aspects of language form. Grammar rules in producing communication are the goals of it.

Functional Syllabus: Different functions are selected according to learners' need. They go from the easiest to the most difficult ones.(identifying, reporting,describing..)

Situational Syllabus: According to its name, this involve different situations in which the learner should use the language that s/he is learning. (at the restaurant, at the bus station...)

Skill- Based Syllabus: It combines the structural and functional ability.

Task-Based Syllabus: language form is learned through language use transfer is stimulated in an interactional manner by processing new and old information.

Content-Based Syllabus: It doesn't clearly distinguish form and function in teaching language but makes the new language available in the contexts of its fuctions and meanings.

Extensive reading of literature or other content material in target language can be seen as a type of content-based learning. It is possible to see it applicable with work as vocabulary development, spelling, specific and intensive writing activities, etc.

Evans and Dooley (2007:5) claim that "the course embodies a multi-syllabus approach and a way variety of presentation methodology", it can be appreciated that there are some activities that involve functions and

situations. None of the fourth units starts with a grammar explanation. Students have to discover the use of verb "to be", a/an, have got/hasgot,singular/plural, the imperative, present simple. However, the last activities are repetitive and most of them are focused on those grammar aspects of the language. Learners are provided with charts where grammar is explained and after that they have to fill in blanks for practicing grammar.

Availability:

This book is required at one private University in Tunja. It is not easy to get it in this city. Most students have to get it from Bogotá. There is not a direct contact with the publishers' representatives. The publishing house provides an e-mail and a web-site, but it does not suggest contacting them for clarifying the approach or the content that the authors state in the course book.

e-mail:inquiries@expresspublishing.co.uk
or <http://www.expresspublishing.co.uk>

Both of them are from the United Kingdom, they do not provide contacts in other countries.

User Definition

There is not a clear definition of the target age, range culture, assumed background that learners should have. The authors state that the course book "is designed to motivate and involve students in effective learning" (Enterprise, Beginner 1, course book, 2007. Back Cover)

They claim that through the use of the whole course learners will develop their

skills for successful communication in oral and written form. They do not take into account any standardized test for identifying the language level that learners will achieve after taking each one of the courses.

Layout/ Graphics

The textbook has many pictures and written text in the same page. It has the impression of being cluttered. There are different exercises in the same page.

The work on the different skills is limited and repetitive. The four units that I appreciated began with a picture about people. In each one of the pages there are photos and cartoons at the same time.

The pages are colorful. It is not attractive because there are many activities in the same page. (See appendix 1)

These four units are organized in the same way. The basic structure of units of Enterprise are Lead-in sections, reading sections, language development sections; vocabulary, grammar, reading and listening, pronunciation, communication sections, writing section module, Self-Assessment sections, three adventure stories and culture clips.

Lead-in section. According to the authors "draw on the students' knowledge of the given topic". (Evans, V. and Dooley, J., 2007:5). In these sections topics are related to people, festivals, nationalities and places. Through questions, pictures and illustrations, the authors try to familiarize students with listening, vocabulary, grammar forms and functional items. (see appendix 2)

Reading sections. Consist of short texts that are connected with the main topic of each unit. According to the authors, by means of this students improve sub-skills such as reading for gist or specific information. (see appendix 3)

Vocabulary and grammar items are presented in formal charts emphasizing their uses by using filling in exercises or by working in pair activities.

Reading and listening sections are based on short texts. The authors claim that they are cross-cultural. These short texts present people from different nationalities. In the first unit they introduce Fergus from Edinburgh, Scotland, Diego from Brazil, Carlos and Rosa from Spain and Veena from New Delhi. In the second unit, the reading texts are about Pierre from France, Anna from Moscow, Russia and Mario from Italy. In the third Unit the reading texts are based on two advertisement for selling or renting a house. In the fourth unit there are two letters where different people introduce themselves and their families.

Tony Phillips from Montreal, Canada, Nora Smith from Swansea, Wales and Tony Wilson from Liverpool, England. It is clear that there are not predominant cultures. The authors introduce different people and at the same time, they introduce different cultures. (see appendix 4)

Nevertheless, the texts are very short and they do not give the contextualization that authors suggest. It is clear that these are focused on reinforcing the topic and the grammar structure that is planned for each one of the units.

The listening activity is based on reading

texts. There is something that is relevant and it is that all the short passages are preceded by music from the country where the people interacting come from.

It is interesting and it makes the listening activity a way to identify other aspects from other cultures.

Nevertheless, this activity does not provide other situation for practicing the language. In the first unit there are ten listening activities, but in the students' CD there is just the first one. It should be significant for students to have all listening activities for practicing them outside the classroom.

Pronunciation activities help students to recognize sounds and reproduce them correctly. These activities are not included in the students' CD. They are based on listening and ticking exercises for differentiating sounds as /i://l//a//a //s//z//lz/. Only in the first unit the pronunciation activity takes into account complete words.

Communication sections are based on listening. They include language functions introducing people, greeting and saying goodbye, asking for personal information, identifying people. The authors claim "The communication sections provide varied practice involving meaningful exchanges, which resemble real life communication and include language functions and the standard expressions associated with communicative expressions appropriate to formal and informal social contexts." These sections provide authentic examples but they are short and in the first and fourth unit they do not provide the opportunity for practicing. Learners listen to and repeat

the same situation that is presented in the section. There is just one activity and it is not representative for promoting communication. (See appendix 5)

Module Self-assessment. Each four units there is a test to evaluate vocabulary, grammar, reading, communication and writing. There is not a listening activity and all the other activities involve grammar aspects of the language. Even the communicative activity is done on the paper. There is not the opportunity for peer assessment which could be another way to evaluate the learners' progress in terms of learning and capacity to establish and maintain a communicative episode. (See appendix 6)

Three entertaining adventure stories. After the third unit there is an Episode. It is included in the CD. In this episode, the interaction between the characters establishes a communicative episode. This communicative episode can be enriched by including different speech acts or communicative patterns.

This due to the fact, that in those episodes, the interaction is based on asking and answering questions.

Furthermore, only two characters which are not contextualized are mentioned in the story. Then, those characters should be much more contextualized and in this way the learners could be interested and there would be a cross-cultural learning too.

This episode is used to introduce the imperative form of the verbs as well as the personal pronouns which are practiced in other grammatical activities that follow the episode.

Writing sections. There are two writing sections in each unit. The first one involves a writing project where learners are advised to use the photo file section to reinforce the topic of the unit. Only in the fourth unit learners are suggested to produce the writing project involving their personal information.

Learners are guided to follow all the material in the course book, but they are not asked to look for new information in other resources such as internet. The authors do not provide external links or materials that could enrich the learning process. There is not freedom for writing. Learners should follow a schema and to proceed according to the examples given in the units.

Accesibility

It is observed that language items plus grammar forms, skills are organized and presented systematically in different contexts so it can be said that it is easy for students to find their way around the units. At the same time, activities are predictable because all the units have the same structure.

Vocabulary is presented in charts and it is recycled in the other units. At the end of the course book there is an irregular verbs list, word Lists, photo file section and culture clips are appendices.

Linkage

The units are connected. Vocabulary, grammar and functions which are taught in previous units, are always recycled in the other units and learners can practice the language in different situations.

For example, in the second unit, in the leading in section different adjectives for physical appearance are presented with the pictures and in the reading passages they are repeated again as well as in the speaking activity. In the grammar section of the same unit the use of have got/has got is introduced. These items are recycled in the listening and reading activity at the same time with the physical appearance adjectives that were introduced in the leading in section.

Physical Characteristics

The course book is not heavy but as it was previously mentioned, it includes many activities in the same page. Learners have little space for developing the activities. Charts are small to complete the activities that are suggested. Matching sections and filling in are cluttered. It should be relevant to give more space to develop the activities as well as more space among them.

The design of the course book does not allow other learners to use it if it has previously been marked by other student. Answers would be there and the practice would not be real and effective.

Appropriacy

The information contained in the first fourth units of the course book is attractive for learners. It includes different aspects of other countries and it could catch learners' interest. There are different pictures from people round the world and different places to contextualize the topic of each unit. Pictures and content are connected to the level in which learners are. (Beginner)

Authenticity

This course book has the same structure of some other textbooks. The first unit aims to teach learners how to introduce people. The second one, proposes describing physical appearance. The third unit looks for describing places and the fourth unit for talking about the members of the family. The authors introduce many activities to practice the topic of each one of the units. Nevertheless, they follow the same topical sequence of textbooks such as the American headway 2 and Interchange 1.

The reading and listening activities are interesting. They take into account different aspects from other countries. However, they are short and scarce in each unit. The listening is relevant. It includes music as a new way for introducing this activity. This part could be appealing and attractive for learners.

Sufficiency

The course book requires a teacher's guide. This does not provide the answers for the grammar or listening exercises so the teacher has to review and correct them according to his/her knowledge or the answers that s/he has in her/his course book.

Cultural Bias

This course book was written by native speakers of English for international market. However, in the units that were evaluated; they included cultural aspects from other countries. For example, in unit 1, reading and listening parts are full of foreign things which do not refer to just one culture. There are four passa-

ges about different people from different countries. In unit 3 there is another activity which is about reading two advertisements for selling or renting a house and learners should use the term pound.

Teacher should explain what a pound is and how much it is if we change it to Colombian pesos. Nevertheless, this can cause problem for students if they are not familiar with these terms.

The content of the four units does not present race discrimination or gender inequity. There are pictures of different people from different countries. Women and children are represented in different environments and developing different activities out of home and in situations where males are always portrayed in other course books.

Educational Validity

Evans and Dooley (2007:5) claim "graded, structured material which facilitates learning is balanced with more authentic, un-simplified material which encourages language acquisition". They are ambitious because they are looking for acquisition. The course book provides activities that could help learners to learn some aspects of the language, some functions but, at least in the four units there is not enough input for facilitating and producing acquisition.

Flexibility

In the fourth units of the course book, the authors do not suggest that teachers can adapt it to particular situations and they do not clarify if teachers and learners could involve other activities to reinforce the content of each one of the units.

Language Approach

Communication is the main goal that authors claim in the presentation of the book. They state that after taking the four modules learners will be provided with systematic preparation for developing the skills required for successful communication in both written and oral form. Here, it is important to review some relevant aspects in the communicative approach which is based on the communicative competence.

Canale and Swain (1980) defined communica-

tive competence in terms of four components: grammatical competence: words and rules, the Sociolinguistic competence: appropriateness, the discourse competence: cohesion and coherence and the strategic competence: appropriate use of communication strategies.

The focus is on real language use, the goal is to become communicatively competent in real life situations and with the appropriateness of a native speaker. However, the fourth units do not give enough language exposure for achieving the communicative competence.

Conclusions

Different entertaining materials activities should be included. Students can get bored with the book. Teacher can do different activities for reinforcing grammar explanation and practice, as well as for providing situation where learners explore and develop their speaking skill which is not emphasized in the evaluated units.

The listening activities should be expanded to other activities. Learners like to listen to or learn songs. It would be remarkable to include

one song in each unit and in the students' CD. Stories, as in the episode 1, but more complete can provide less boring listening activities.

Evaluating textbooks is mandatory. Teachers and learners should be provided with materials and training to evaluate the textbooks that they use. In that way, they could take advantage of the textbooks and they could improve and achieve better results in terms of language learning and teaching.

References

CANALE, M. and Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1, 1-47.

EVANS, V. and Dooley, J., (2007) *Enterprise 1- Beginner, Coursebook*. Express Publishing. United States.

HYMES, D.H. (1971). *On communicative competence*. Philadelphia: University of Pennsylvania Press.

SHELDON, L. (1988) *Evaluating ELT Textbooks and Materials*. *ELT Journal* Volume 42/4. Pp. 237-242. October 1988. Oxford University Press.

TAREY, R. (1988). *Approaches to foreign language syllabus design*. Reports Descriptive; ERIC Publications; ERIC Digests in Full Text. (ERIC N° ED296573)

Appendix 1



2




APPENDIX 1

A Friend in Need

The pictures show people from the Wessex area who are missing. Look at their pictures and describe them.
▶▶▶ Listen and label them with their names from the list.

Chris, Sally, Jim, Peter, Mary

▶▶▶ Choose one of the people in Ex. 9 and describe him or her to your classmates. The student who guesses correctly chooses another person and the game continues. Use these words:
young, middle-aged, curly, long, straight, slim, well-built, beard, moustache, big nose

▶▶▶ Reading & Listening


|| a) Which of the pictures show someone with:

- 1 a pale complexion? — (1)
- 2 light brown skin?
- 3 very dark skin and a wide, flattish nose?
- 4 dark slanting eyes and a yellowish complexion?
- 5 dark brown eyes and dark skin?


b) **▶▶▶** Listen and match the numbers to the pictures.

c) Read the texts and answer the questions.

d) Read the texts again and explain the words in bold.



A



B


1 People from countries such as Denmark, Norway and Sweden are usually tall with fair hair, blue eyes and a pale complexion.

2 Most people in Mediterranean countries such as Italy, Spain and Greece, are rather tall. They have usually got black or dark brown hair, dark eyes and light brown skin.


3 Most people from central and southern parts of Africa have black curly hair and very dark skin. They have also got dark brown eyes, full lips and a **wide, flattish nose**.

4 People from Arab countries such as Saudi Arabia, Iraq and Libya have usually got dark hair and dark brown eyes. They also got dark skin.


5 The northern Chinese are quite short. They have thick black hair and dark, slanting eyes. They have got a small nose and a yellowish complexion.



C



D



E

Questions

- 1 What do people from these areas look like?
 - Denmark, Norway and Sweden
 - Mediterranean countries
 - central and southern parts of Africa
 - Arab countries
 - northern China
- 2 What do people from your country look like?

Appendix 2

UNIT 4

Like Father, like Son

1 father 2 grandfather
3 grandmother 4 sister 5 brother 6 mother
Tony

Lead-in

- Look at the picture. Who's Tony's father? mother? grandfather? grandmother? sister? brother?
- Describe the people in the picture.
- First read the sentences, then listen and underline the correct word.

 - I live in Montreal / Madrid.
 - There are seventy / seven of us in our family.
 - My father is a surgeon / teacher.
 - He works at the local hospital / school.
 - I don't like going to the cinema / theatre.

Pierre has got a letter. It's from his new pen-friend, Tony.

43, St. Catherine
Montreal, PQ
M3B 2H7
Canada

Dear Pierre,

I'm Tony Phillips and I'm seventeen years old. I'm a student in Montreal, Canada. I'm tall and slim with short dark hair.

There are seven of us in our family; my grandfather is aged six, and of course, me. My father is a surgeon at a local hospital and my mother is a teacher in a primary school. We live in a big house about twenty minutes from the city.

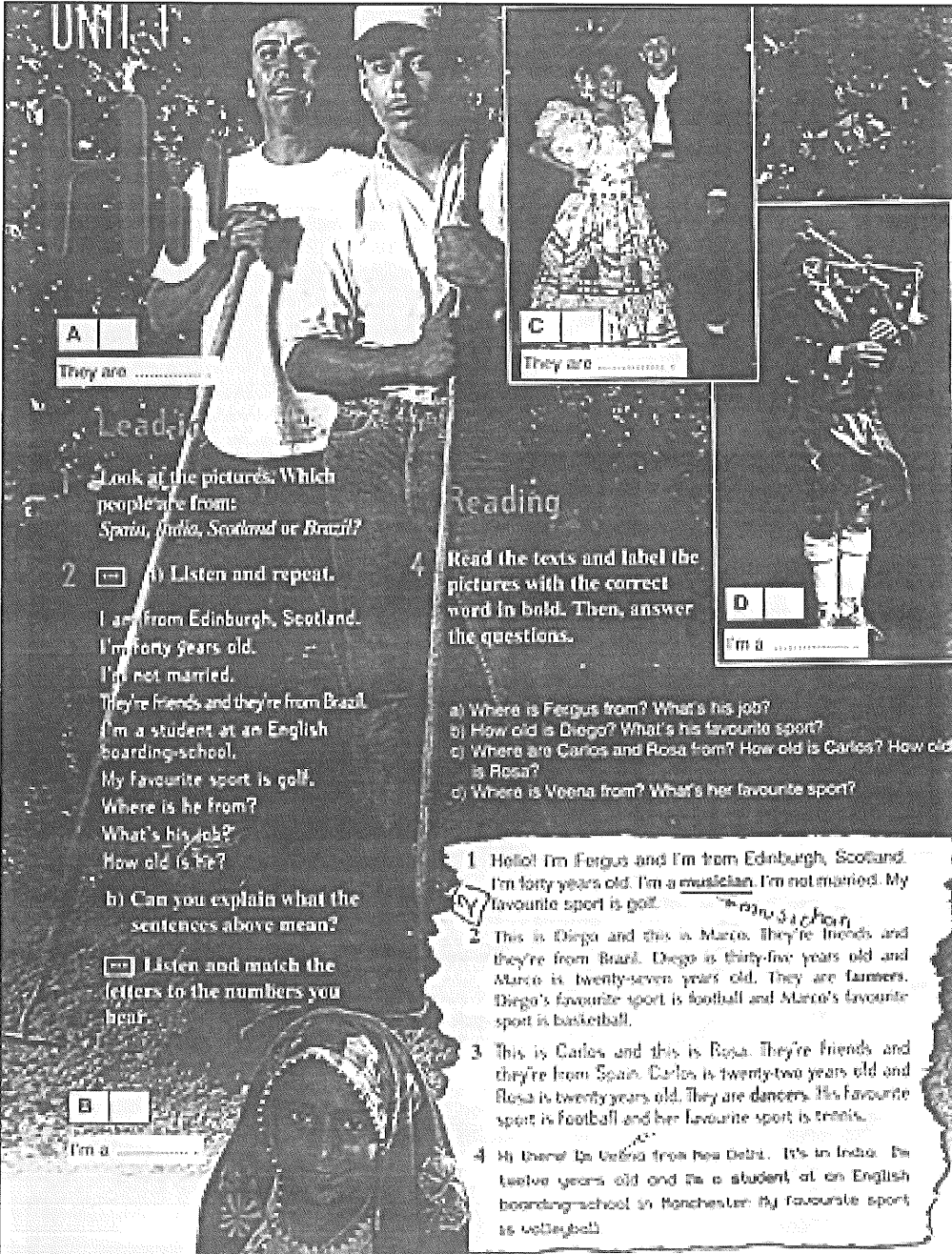
In my free time, I love playing computer games and listening to rock music. I'm an MTV maniac. My favourite group is the Rolling Stones. Do you like them? I also like going to the cinema every Saturday. I don't like going to the theatre.

Well, that's all about me. Write back and tell me about yourself.

Best wishes,
Tony

Appendix 3

UNIT 1



A

They are

1 **Reading**

Look at the pictures. Which people are from: *Spain, India, Scotland or Brazil?*

2 **1** Listen and repeat.

I am from Edinburgh, Scotland.
I'm forty years old.
I'm not married.
They're friends and they're from Brazil.
I'm a student at an English boarding-school.
My favourite sport is golf.
Where is he from?
What's his job?
How old is he?

b) Can you explain what the sentences above mean?

2 Listen and match the letters to the numbers you hear.

B

I'm a

C

They are

4 **Reading**

Read the texts and label the pictures with (the correct word in **bold**). Then, answer the questions.

D

I'm a

a) Where is Fergus from? What's his job?
b) How old is Diego? What's his favourite sport?
c) Where are Carlos and Rosa from? How old is Carlos? How old is Rosa?
d) Where is Veena from? What's her favourite sport?

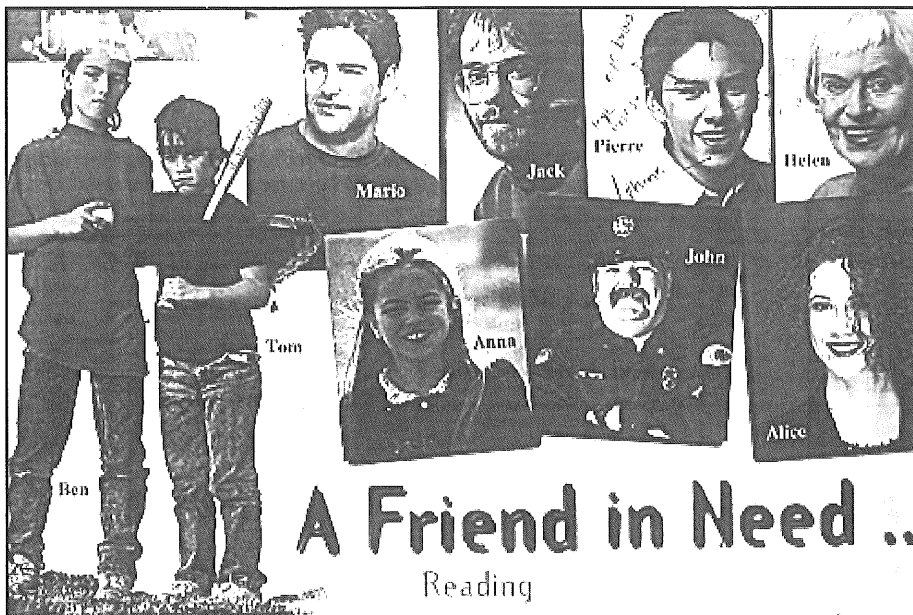
1 Hello! I'm Fergus and I'm from Edinburgh, Scotland. I'm forty years old. I'm a **musician**. I'm not married. My favourite sport is golf.

2 This is Diego and this is Marco. They're friends and they're from Brazil. Diego is thirty-five years old and Marco is twenty-seven years old. They are **farmers**. Diego's favourite sport is football and Marco's favourite sport is basketball.

3 This is Carlos and this is Rosa. They're friends and they're from Spain. Carlos is twenty-two years old and Rosa is twenty years old. They are **dancers**. His favourite sport is football and her favourite sport is tennis.

4 Hi! I'm Veena from New Delhi. It's in India. I'm twelve years old and I'm a student at an English boarding-school in Manchester. My favourite sport is volleyball.

Appendix 4



A Friend in Need ..

Reading

Lead-in

1 Look at the pictures. Who's got ...
brown, curly hair? brown, wavy hair?
short grey hair? long straight fair hair?
dark hair? a moustache? a beard and a moustache?

2 Fill in the names of the people in the pictures.

- is old.
- is quite tall and slim.
- is short and quite slim.
- is middle-aged and Pierre is young.
- is well-built.
- is fat.

3 Read the sentences, then listen and match the sentences to the speakers.

- | | | |
|------------------------------------|---|--------|
| 1 "I love playing computer games." | → | Mario |
| 2 "I like playing the guitar." | → | Pierre |
| 3 "I like skiing." | → | Anna |
| 4 "Hope to hear from you soon." | → | |

4 Read the Internet advertisements for pen-friends and answer the questions. Then, explain the words in bold.

- | | |
|-------------------------------|--|
| 1 What can Pierre do? | 5 Is Mario's hair curly? |
| 2 How old is Mario? | 6 What can Anna do? |
| 3 Who has got brown eyes? | 7 What is the last sentence in each advertisement? |
| 4 Who is tall and well-built? | |

1 Hello. My name's Pierre and I'm ¹⁷seventeen years old. I live in Paris, France. I have got short ^{dark}straight dark hair and brown eyes. I'm quite **tall** and slim. I love playing computer games and I can play tennis very well. I like reading too. Please e-mail me today!

2 Hi! My name is Anna and I am eleven years old. I live in Moscow, Russia. I have got long straight fair hair and green eyes. I'm quite **short** and I like skiing. I can play the piano quite well. Please be my e-mail pen pal.

3 Hi! My name's Mario and I'm twenty-six years old. I live in Florence, Italy. I'm tall and well-built with brown, wavy hair and brown eyes. I like playing the guitar and I like dancing. I can speak French too. Hope to hear from you soon.

Appendix 5

• Communication

20 a. Greetings

▶▶▶ Listen to the dialogues and fill in the missing words. Listen again and repeat. In pairs, act out the dialogues.

- A: Good morning, Paul. 1) *How* are you?
B: Very well, thanks. And 2) *you*?
A: I'm fine.
- A: Hello. How are things?
B: 3) *fine* thanks. How are you?
A: All right.
- A: Hi! How are you?
B: 4) *no* bad. And you?
A: Okay.

b. Saying Goodbye

Read and fill in the speech bubbles with the sentences below.

You too. Goodbye. *Bye, Mum. See you.*

▶▶▶ Now, listen and repeat. Finally, close your books and act out similar dialogues in pairs.



Appendix 4

Module Self-Assessment 1 (Units 1 - 4)

• Vocabulary

1 Fill in the correct country or nationality.

- | | |
|-------------|-------------|
| 1 Argentina | Argentinian |
| 2 Brazil | Brazilian |
| 3 Spain | Spanish |
| 4 Mexico | Mexican |
| 5 Greece | Greek |
| 6 Finland | Finnish |
| 7 Turkey | Turkish |
| 8 Canada | Canadian |
| 9 Japan | Japanese |
| 10 Scotland | Scottish |
- (10 marks)

2 Fill in the correct word.

hear, near, going, College, dancer, spacious, cheap, e-mail, yellowish, view

- Downstairs, there is a spacious living-room.
 - Tony loves going to the cinema.
 - Please be my pen pal.
 - Hope to hear from you soon.
 - Rashid is a student at Marlmer College.
 - Bob's house is near the city centre.
 - We have got a wonderful view from our balcony.
 - This modern flat is a bargain. It's really very cheap.
 - Mary is quite tall and slim. She is a dancer.
 - Chinese people have usually got a yellowish complexion.
- (10 marks)

3 Choose the correct item.

- Beth isn't a very good student. She's very lazy.
A rude B lazy C clever
- Mr Cline works at the hospital. He is a(n) surgeon.
A engineer B musician C surgeon
- Is Jane's hair grey? No, it's fair.
A fair B wavy C yellow
- There are two mirrors in the bathroom.
A sofas B mirrors C cookers
- Whose magazine is that? "It's Karen's."
A Who's B Who C Whose
- My sister goes to primary school. She's very young.
A young B middle-aged C old

7 Kim is my sister's daughter. She's my niece.
A nephew B niece C cousin

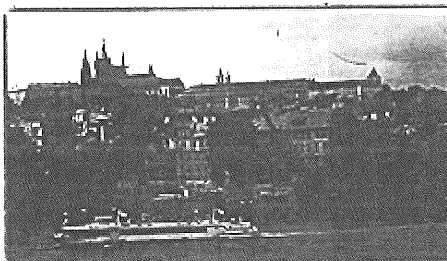
8 People from Sweden have got a pale complexion.
A slanting eyes B dark brown skin
C a pale complexion

9 There is a big washbasin in the kitchen.
A bookcase B sink C washbasin

10 I like my teacher. She's always very patient.
A bossy B rude C patient

(10 marks)

4 Fill in the missing preposition.



- Prague is the capital of the Czech Republic.
 - He is well-built with short fair hair.
 - My pen pal is from Canada.
 - John lives in a huge block of flats.
 - There is a lovely poster on the wall.
 - Is there a fireplace in the living-room?
 - My father works at the local hospital.
 - The garden is in front of the house.
- (8 marks)

• Grammar

5 Fill in the correct form of the verbs in brackets.

- A: Where is (be) Juan from?
B: He is (be) from Spain.
 - A: Do (you/like) swimming?
B: No, I don't (do/not).
 - Jenny hasn't (have/not) got curly hair.
She has (have) got straight hair.
 - Helen usually watches (watch) TV in the afternoons but Mark listens (listen) to music.
 - My English teacher is (be) very patient, but my Maths teacher isn't (be/not).
 - A: Is (Philip/live) in Madrid?
B: Yes, he is (do).
 - My father doesn't get up (not/get up) early on Saturdays.
 - A: Is (be) it a big house?
B: Yes, there is (be) eight rooms in it.
- (8 marks)